



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Promozione della Salute, Materno-Infantile, di Medicina Interna e Specialistica di Eccellenza "G. D'Alessandro"		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	HEALTH PROFESSION OF PREVENTION SCIENCES		
INTEGRATED COURSE	PREVENTION AND NURSING SCIENCES - INTEGRATED COURSE		
CODE	23005		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	MED/42, MED/45		
HEAD PROFESSOR(S)	MAZZUCCO WALTER	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	LATINA ROBERTO	Ricercatore a tempo determinato	Univ. di PALERMO
	MAZZUCCO WALTER	Professore Ordinario	Univ. di PALERMO
CREDITS	7		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>LATINA ROBERTO Tuesday 11:00 14:00 Segreteria di Coordinamento CdS in Infermieristica, ingresso principale aula Turchetti, piano terra, Policlinico di Palermo. Si riceve solo su appuntamento, anche a distanza inviando una mail a roberto.latina@unipa.it</p> <p>MAZZUCCO WALTER Friday 10:00 12:00 Primo piano Edificio via del Vespro 133 presso ex Istituto di Igiene del Dipartimento PROSAMI</p>		

PREREQUISITES	Knowledge on the general principles of epidemiologic methodology, prevention and nursing sciences applied to personal, community and environmental health
LEARNING OUTCOMES	<p>1. Knowledge and understanding The teaching aims at providing the students with theoretical and methodological tools to develop knowledge in the area of primary and secondary prevention and basic and advanced skills in the area of nursing sciences, as well as basic docimological methodology. Specifically, the student is expected to acquire basic knowledge about the different levels of prevention and the declinations of prevention interventions, also with regard to innovative digitally based prevention approaches and pathways. In addition. the teaching will describe the main policy instruments on prevention in adoption at national and regional level, as well as the main information sources supporting the prevention of communicable and non-communicable diseases. Finally, the student must possess the ability to analyse and understand the health needs in terms of prevention expressed by the general population and the various potential target groups, as well as to describe the essential phases of the research, interpret the results and describe the docimological approaches used in adult education for continuing and academic education.</p> <p>2. Ability to apply knowledge and understanding Ability to analyse and understand the adoption of appropriate policies and effective prevention interventions, identifying critical issues that may arise from the deployment of inappropriate prevention pathways. Ability to analyse and understand epidemiological indicators and community health status indicators in order to identify possible areas and strategies for improvement of prevention interventions. The student will be able to describe the essential parts of a research protocol and learning assessment approach.</p> <p>3. Autonomy of judgement On the basis of knowledge, understanding and application of what has been learned, the student should be able to develop autonomy of judgement in the formulation of questions on the adoption of appropriate policies and effective prevention interventions, identifying critical issues that may arise from the deployment of inappropriate prevention pathways. Furthermore, the student should be able to make critical judgements on epidemiological indicators and indicators on the health status of communities in order to identify possible areas and strategies for improvement of prevention interventions. Furthermore, they must acquire the ability to make autonomous decisions on the reliability of the results obtained through appropriate analysis strategies and their congruity, which are suitable for the evaluation of both management activities and competence, and the safety, prevention of risks or adverse events.</p> <p>4. Communication skills Being able to relate to the different actors of prevention and the different health professionals working in a company or organisation in order to properly communicate the data processed and the approaches or recommendations to be undertaken.</p> <p>5. Learning capacity To be able to apply primary and secondary prevention interventions adhering to national and regional policies, as well as the scientific methodology and "learning by doing" acquired, to correctly gather and interpret possible problems and to apply appropriate strategies and recommendations.</p>
ASSESSMENT METHODS	<p>-The assessment test is based on an oral examination of the two disciplines of the teaching (integrated course). The oral examination consists of an interview that will be designed to test knowledge, full comprehension and critical ability with regard to the topics covered in the integrated course. The assessment is in thirtieths, as shown in the diagram below:</p> <p>-- Grade: 30 - 30 with distinction - Grading: Excellent (ECTS grade A-A+ excellent) Outcome: Excellent knowledge of teaching content. The student demonstrates high analytical-synthetic ability and is able to apply knowledge to solve problems of high complexity.</p> <p>-Grade: 27 - 29 - Assessment: Excellent (ECTS grade B very good) Outcome: Excellent knowledge of teaching content and very good command of language. The student demonstrates analytical-synthetic ability and is able to apply knowledge to solve problems of medium and, in some cases, high complexity.</p> <p>-Grade: 24 - 26 - Assessment: Good (ECTS grade C Good) Outcome: Good knowledge of teaching content and good command of language. The student is able to apply the knowledge to solve problems of moderate complexity.</p> <p>-- Grade: 21 - 23 - Assessment: Fair (ECTS grade D satisfactory) Outcome: Fair knowledge of teaching content, in some cases limited to main topics. Acceptable ability to use the specific language of the discipline and to apply the acquired knowledge autonomously.</p> <p>-Grade: 18 - 20 - Assessment: Sufficient (ECTS grade E sufficient) Outcome: Minimal knowledge of teaching content, often limited to main topics. Modest ability to use the specific language of the discipline and to independently apply the acquired knowledge..</p> <p>Grade: 1 - 17 - Assessment: Insufficient (ECTS grade F Fail) Outcome: Does</p>

	not possess acceptable knowledge of the main teaching content. Very little or no ability to use the language specific to the discipline and to independently apply the knowledge acquired. Examination failed.
TEACHING METHODS	Frontal lessons

MODULE NURSING SCIENCES

Prof. ROBERTO LATINA

SUGGESTED BIBLIOGRAPHY

Polit DF, Beck CT. Fondamenti di ricerca infermieristica. Seconda edizione. Edizione italiana a cura di Alvisa Palese McGraw-Hill, 2018.

Il Processo di Bologna. Ministero dell'Istruzione e del Merito: Available from: <https://www.miur.gov.it/processo-di-bologna> (accesso 16.02.2023)

Teaching material provided by the teacher

AMBIT	20438-Scienze della prevenzione e dei servizi sanitari
INDIVIDUAL STUDY (Hrs)	51
COURSE ACTIVITY (Hrs)	24

EDUCATIONAL OBJECTIVES OF THE MODULE

The aims of this course is to provide the basics and methodological approach of Nursing sciences for the development of basic and advanced competencies and in particular:

- Illustrate the juridical, clinical and deontological foundations of Nursing in Italy;
- Describe the basic and advanced methodological aspects of Nursing in the Public Health area;
- Describe the relationships between training-research-clinical practice, management and prevention;
- Describe the peculiarities of the various levels of academic training in Italy and in Europe;
- Distinguish the different purposes of qualitative and quantitative research;
- Describe the application of qualitative research and triangulation;
- Describe the stages of linguistic adaptation of a tool useful for research and the psychometric aspects of tools in terms of validity and reliability;
- Describe the different methodologies of literature review and related reporting;
- Define the peculiarities of the GRADE method and describe the essential phases for the construction of a Guideline according to the National Institute of Health (ISS);
- Define the structure and methods of implementation of procedures, protocols and guidelines;
- Describe the peculiar aspects of academic training, in adult education learnig;
- Create a transparency card;
- Describe the docimological methodologies for evaluating the various types of learning of students in a degree course

SYLLABUS

Hrs	Frontal teaching
4	Introduction: learning objectives. The relationship between training-research-clinical practice-management and prevention; A focus on the three levels of academic training (bachelor, master, PhD). The Bologna process, the Dublin descriptors, the Tuning Project, university education in Europe and in the world
3	The foundations of Nursing: deontological, clinical and legal aspects. Basic and advanced specialist training in the clinical, research, managerial and educational fields. The fourth class master's graduate: what advanced skills. Basic and advanced skills, knowledge and skills: differences
2	The forward and back translation according to the World Health Organization (WHO) guideline The validity and reliability of tools: psychometric tests and applications
2	The clinical guidelines. Gelli-Bianco Italian Law. Bases on the construction of the Guidelines and the GRADE approach. Role of the National Institute of Health, and guidelines implementation
2	Structure and methods of implementation of procedures, protocols. Operational examples and responsibilities
3	Pedagogical aspects of academic training: definition of outcome learning according to Bloom, the Dublin descriptors, shared objectives of integrated courses and modules
3	Adult teaching and learning. Elements of docimology: evaluation and assessment
2	Structured and semi-structured tests for the assessment of learning: construction and complexity of learning
1	Basics of qualitative research and triangulation
Hrs	Practice
2	Types of reviews: narrative reviews, scoping reviews, metasynthesis, systematic reviews.

MODULE ELEMENTS OF PRIMARY AND SECONDARY PREVENTION IN PUBLIC HEALTH

Prof. WALTER MAZZUCCO

SUGGESTED BIBLIOGRAPHY

- Igiene, epidemiologia e organizzazione sanitaria orientate per problemi di Francesco Vitale, Michele Zagra. Elsevier. I Edizione. ISBN: 8821434249
- Dispense e materiale didattico forniti dal Docente

AMBIT	20437-* Scienze dell'assistenza sanitaria
INDIVIDUAL STUDY (Hrs)	68
COURSE ACTIVITY (Hrs)	32

EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims to provide students with theoretical and methodological tools aimed at the development of knowledge in the field of primary and secondary prevention. Specifically, students are expected to acquire basic knowledge on the different levels of prevention and on the declinations of prevention interventions, also with reference to innovative prevention approaches and paths based on digitalisation.

The teaching will describe the main policy instruments on prevention being adopted at national and regional level, as well as the main information sources supporting the prevention of communicable and non-communicable diseases. The student should have the ability to analyse and understand the health needs in terms of prevention expressed by the general population and the different potential target groups.

Teaching will also aim at enhancing skills in analysing and understanding the effectiveness of preventive interventions, enabling the acquisition of the ability to measure such interventions through epidemiological and health indicators.

On the basis of knowledge, understanding and application of what has been learned, the student should be able to develop autonomy of judgement in the formulation of questions on the adoption of appropriate policies and effective prevention interventions, identifying critical issues that may arise from the deployment of inappropriate prevention pathways.

Furthermore, the student should be able to make critical judgements on epidemiological indicators and indicators on the health status of communities in order to identify possible areas and strategies for improvement of prevention interventions.

SYLLABUS

Hrs	Frontal teaching
3	Levels of prevention and declination of prevention interventions
3	Prevention policies: the National Prevention Plan and the Regional Prevention Plan
4	Prevention policies: the National Chronicity Plan, the National Oncological Plan
3	Prevention policies: the National Vaccination Plan
3	Using information sources to support infectious disease prevention
4	Using information sources to support chronic disease prevention
3	Community houses and Hospitals. Role of pharmacies in prevention
3	Measuring the effectiveness of prevention interventions
3	Digital health and digital health prevention
Hrs	Practice
3	Critical reading and discussion of documents and data on prevention