



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		
BACHELOR'S DEGREE (BSC)	NURSING		
INTEGRATED COURSE	GENERAL NURSING AND MEDICAL HUMANITIES - INTEGRAED COURSE		
CODE	20426		
MODULES	Yes		
NUMBER OF MODULES	3		
SCIENTIFIC SECTOR(S)	MED/45, MED/02, M-PSI/01		
HEAD PROFESSOR(S)	CRAXI' LUCIA	Ricercatore a tempo determinato	Univ. di PALERMO
OTHER PROFESSOR(S)	ARENA GIUSEPPE	Professore a contratto	Univ. di PALERMO
	MANIACI GIUSEPPE	Ricercatore a tempo determinato	Univ. di PALERMO
	CRAXI' LUCIA	Ricercatore a tempo determinato	Univ. di PALERMO
CREDITS	9		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CRAXI' LUCIA Monday 9:30 11:30 DIBIMED. Sezione di Patologia GeneraleCorso Tukory, 211 MANIACI GIUSEPPE Thursday 9:00 12:00 Clinica Psichiatrica di Via La Loggia, 1		

PREREQUISITES	The student should have basic knowledge of Anatomy, Physiology and Biology.
LEARNING OUTCOMES	<p>KNOWLEDGE AND UNDERSTANDING ABILITY Knowing and understanding the concept of INTEGRATED THERAPEUTIC ACT, in which knowledge and skills of different healthcare professionals converge, in order to guarantee a patient-centered approach to care. In this respect, the therapeutic act is examined under three interrelated and essential perspectives: integration of the process in the broader process of clinical governance, attention to the person as a subject with his own values, preferences and rights, care of psychological and relational aspects. These objectives are clarified through:</p> <ul style="list-style-type: none"> - awareness of the relevance of the patient, his experience and the care function of the hospital, in line with the basic principles of medical ethics - knowledge of the nursing process with particular reference to medical history and nursing diagnoses; - awareness of the need for a correct psychological approach in team work. <p>The integrated treatment of the three disciplines presents the student with evolution of the history of medicine and of the bioethical aspects related to the nursing profession. The study of sciences of behavior in work environments and complex organizations makes the knowledge and understanding of the relationship system possible, under the bioethical aspect of the relational system.</p> <p>ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING The knowledge acquired in the specific area will allow the student to carry out the activities of his/her competence in close harmony with the structure in which he/she works, by:</p> <ul style="list-style-type: none"> - autonomous organization of work; - planned and systematic interventions, demonstrating the ability to apply the knowledge of mind functioning, communication and management emotions in the helping relationship; - awareness of the relevance of the patient, of his experience and of the care function of the hospital, in line with the principles of bioethics, taking into account previous experience. <p>The transfer of the theoretical baggage into practical activity will allow the student to decipher the bioethical and managerial relevance that he will meet in the professional activity to which the course prepares. He will learn to apply the techniques of behavior in complex organizations.</p> <p>AUTONOMY OF JUDGMENT The cultural background in the bioethical field, with the development of awareness e moral responsibility, together with moral decision-making freedom, will enable the student to get ethically based decisions, according to the needs of patients, doctors and the healthcare facility.</p> <p>COMMUNICATION SKILLS Cultivating the dialogic relationship in order to responsibly and actively participate in the care process. Cultivating language in the light of new forms of mass communication.</p> <p>LEARNING ABILITY Following the evolution of the bioethical debate to be able to take ethically and scientifically based decisions, according to personal and social opinions. Outline the history of medicine in its social expression. Using the basic knowledge of nursing theory to use the main methodological and scientific information research tools (EBN, guidelines, systematic reviews, etc.) for nursing practice. Developing the issues related to the psychological aspects related to the care relationship.</p>
ASSESSMENT METHODS	<p>Oral exam. The candidate will have to answer at least six open questions posed orally, at least two for each of the three modules, covering the different parts of the program, with reference to the recommended texts and to the teaching materials provided. Final assessment aims to evaluate whether the student has knowledge and understanding of the topics, has acquired the skills to interpret the notions and judge independently. The evaluation is expressed using a 30-point scale. ECTS grades: A – A+ Excellent (30-30 cum laude) - Grade descriptors : Excellent knowledge of teaching contents; students should show high analytical and synthetic capabilities and should be able to apply their knowledge to solve highly complex problems. ECTS grade : B Very good (27-29) - Grade descriptors: Good knowledge of the teaching contents and excellent language control; students should show analytical and synthetic skills and be able to apply their knowledge to solve</p>

	problems of medium and, in some cases, even higher complexity. ECTS grade: C Good (24-26)- Grade descriptors: Good knowledge of teaching contents and good language control; the students should be able to apply their knowledge to solve problems of medium complexity ECTS grade: D Satisfactory (21-23)- Grade descriptors: Average knowledge of the teaching contents, in some cases limited to the main topic; acceptable ability to use the specific discipline language and independently apply the acquired knowledge. ECTS grade: E Sufficient (18-20) - Grade descriptors: Minimum teaching content knowledge, often limited to the main topic; modest ability to use the subject specific language and independently apply the acquired knowledge. ECTS grade: F Fail (1-17) - Grade descriptors: Lack of an acceptable knowledge of the main teaching content knowledge; very little or no ability to use the specific subject language and apply independently the acquired knowledge. Exam failed
TEACHING METHODS	Lectures and interactive teaching methods; analysis of case histories and Role Play, in order to promote an aware and active learning

MODULE THEORY OF NURSING <i>Prof. GIUSEPPE ARENA</i>	
SUGGESTED BIBLIOGRAPHY	
Nursing Theories: A Framework for Professional Practice Kathleen Masters; Editore: Jones & Bartlett Learning; Pap/Psc edizione (19 gennaio 2011) ISBN-10: 1449626017	
AMBIT	10307-Scienze infermieristiche
INDIVIDUAL STUDY (Hrs)	45
COURSE ACTIVITY (Hrs)	30
EDUCATIONAL OBJECTIVES OF THE MODULE	
The module aims to provide students basic knowledge of nursing theories and methodological tools and information to understand all the components of the nursing process with particular reference to history and to the nursing diagnoses . In addition, the module aims to provide the basic knowledge to use the main methodological tools and scientific information search (EBM, guidelines , systematic reviews , etc ...) for nursing practice, being able to locate nursing profession , with new skills, as part of the most extensive clinical governance process	

SYLLABUS

Hrs	Frontal teaching
2	Evolution of nursing legislation in Italy
2	Code of ethics and the role of the nurse in the health system
2	The academic education and postgraduate nursing
4	Notions of clinical governance applied to the health professions
2	Problem solving
2	The nursing process
2	Process Logic Applied to the nursing process
2	The main nursing theories : Nightingale , Peplau , Henderson , Roy , Abdellah , Orem , Neuman , Hall , Johnson , Orlando , Wiednback , Levin , King , Rogers , Watson , Leininger , Rizzo Parse
4	The nursing process and the bifocal model of Carpenito
4	Nursing diagnosis: application to clinical practice
4	Nursing diagnoses and collaborative problem

MODULE GENERAL PSYCHOLOGY

Prof. GIUSEPPE MANIACI

SUGGESTED BIBLIOGRAPHY

Psychology: a concise introduction. Richard A. Griggs 2017, ISBN-10: 1464192162

AMBIT	10303-Scienze propedeutiche
INDIVIDUAL STUDY (Hrs)	45
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

The module aims to provide students the basic knowledge on the theoretical references and methodological principles to the understanding of the psychology of the person in the health condition and disease. For this purpose , will be deepened the knowledge both to search methods psychological and organization the behavior of the main psychological processes by which man interacts with the environment (sensation , perception, attention , learning, memory , motivation , emotion , communication and language) . The module also aims to promote the basic knowledge of relational dynamics of nurse- patient , the nurse- patient communication , the psychological reactions in disease , the risks of the profession and coping strategies .

SYLLABUS

Hrs	Frontal teaching
2	Psychology : Definition and purposes. Historical origins. The main theoretical orientations (structuralism , functionalism , the Gestalt theory , behaviorism , cognitivism , the psychoanalysis , humanistic psychology)
2	The methodology in psychological research . The experimental method . Research experimental
4	Sensation and perception. To hear the world around us . The physical reality and perceptual reality : the difference between the physical world and the perceived world .
2	The attention and self-consciousness . The states of consciousness . Sleep and dreams .
2	Learning . The classical conditioning . The operant conditioning. Social - cognitive approaches to learning
2	Memory: Encoding . Storage and retrieval of information. Re-enactment of long-term memories .Forgetfulness : when the memory fails .
2	The motivation: Instincts . The reduction theory of instincts . The arousal theories . The hierarchy of needs Maslow . The socio - cognitive theories .
2	Personality : Key personality theories
3	a. The relationship with the patient . The patient's psychological suffering and his family : how to recognize them and address them . Psychological reactions to the patient's illness and its family .The relational patient-centered
3	b . The relationship with the patient . Communication and language : Verbal and nonverbal communication .Active listening . The nurse- patient communication
3	c . The relationship with the patient . Emotions :- The subjective well-being .The functions of emotions .The classical and contemporary theories . The components of the emotional process .Subjective Experience . The emotional regulation . Empathy in the relationship with the patient
3	The risks of the profession and coping strategies . - The stress. Burn-out .The coping strategies

MODULE BIOETHICS

Prof.ssa LUCIA CRAXI'

SUGGESTED BIBLIOGRAPHY

Megan-Jane Johnstone, Bioethics. A Nursing Perspective, 7th Edition, Elsevier, 2019

ISBN-10 : 0729543226

ISBN-13 : 978-0729543224

Il materiale andra' integrato con gli appunti e con i materiali forniti nel corso delle lezioni.

The material will be integrated with the notes and with the materials provided during the lessons.

AMBIT	10303-Scienze propedeutiche
INDIVIDUAL STUDY (Hrs)	45
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

To master the essential tools for developing a bioethical assessment, ie introducing an understanding of the main ethical approaches and moral visions that have crossed the history of philosophy and culture. To promote the development of the human and professional qualities of health workers.

To Acquire awareness of the relevance of the patient, his experience and the care function of the hospital, in line with the basic principles of medical ethics.

SYLLABUS

Hrs	Frontal teaching
2	Man as object or subject of the medical act? The Medical Humanities
2	Origins of Bioethics and its diffusion. Potter and Hellegers. Definitions of Bioethics
3	Ethical Frameworks: values and principles. Main methods of ethical analysis
3	Ethical frameworks. Ethics of the sacredness of life and ethics of quality of life
3	History of informed consent in clinical trials. Nuremberg Code, Declaration of Helsinki, Belmont Report
2	Informed consent in clinical practice and principle of autonomy. History of the assertion of informed consent and critical issues. Interruption of life-sustaining treatments.
3	Advance treatment provisions and treatment planning: the law 219/2017
2	Allocation of resources in health and health rights
1	Access criteria for transplants
2	Ethics of ageing and palliative care
1	Myth and medicine. Theurgic-templar medicine and illness as a result of guilt
4	End of life issues: euthanasia and assisted suicide
2	Voluntary interruption of pregnancy