



# UNIVERSITÀ DEGLI STUDI DI PALERMO

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| 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       | CLINICAL NURSING IN MOTHER-CHILD CARE - INTEGRATED COURSE  |  |                                      |
| CODE                    | 03917  |  |                                      |
| MODULES                 | Yes  |  |                                      |
| NUMBER OF MODULES       | 2  |  |                                      |
| SCIENTIFIC SECTOR(S)    | MED/38, MED/47   |  |                                      |
| HEAD PROFESSOR(S)       | PIRO ETTORE<br>MAGGIO MARIA CRISTINA   | Professore Associato<br>Professore Associato | Univ. di PALERMO<br>Univ. di PALERMO |
| OTHER PROFESSOR(S)      | PIRO ETTORE<br>MAGGIO MARIA CRISTINA   | Professore Associato<br>Professore Associato | Univ. di PALERMO<br>Univ. di PALERMO |
| CREDITS                 | 6  |  |                                      |
| PROPAEDEUTICAL SUBJECTS |  |  |                                      |
| MUTUALIZATION           |  |  |                                      |
| YEAR                    | 3  |  |                                      |
| TERM (SEMESTER)         | 1° semester  |  |                                      |
| ATTENDANCE              | Mandatory  |  |                                      |
| EVALUATION              | Out of 30  |  |                                      |
| TEACHER OFFICE HOURS    | <b>MAGGIO MARIA CRISTINA</b><br>Wednesday 17:00 19:00 CLINICA PEDIATRICA- OSPEDALE DEI BAMBINI<br><b>PIRO ETTORE</b><br>Tuesday 09:00 09:30 Dipartimento materno infantile |  |                                      |

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| <b>PREREQUISITES</b>     | Knowledge of biology and physiology relating to the developing human organism, and the main pathologies in developmental age, knowledge of pharmacology and bioavailability of drugs.   |
| <b>LEARNING OUTCOMES</b> | <p><b>EXPECTED LEARNING RESULTS</b></p> <p>1. Knowledge and understanding:<br/>Students must have obtained adequate knowledge and understanding on topics concerning: the organization of the Maternal-Infant Department; the main physiological and pathological processes of pregnancy, childbirth, puerperium; planning of nursing care for physiological pregnancy (hygiene of pregnancy, preparation of the pregnant woman for diagnostic, clinical and instrumental tests, in the various trimesters ...); maternal / fetal well-being in full-term pregnancy and labor by collaborating with the professional figure of the midwife in the use of methods appropriate to clinical situations (BFC auscultation, cardiotocography, etc. ...); Planning of medical care in the delivery room (assess and monitor the processes of adaptation to the post-natal life of the healthy newborn, the hygiene rules for neonatal care and prophylaxis of neonatal risk factors); planning inf.ca to the normal puerperium (in collaboration with the midwife) supporting breastfeeding; techniques for the prevention and early diagnosis of cancer in the gynecological field (Pap test); the main contraceptive methods for responsible conscious procreation, taking into account the needs and state of health of the woman; The most frequent pediatric diseases (respiratory, abdominal, articular, renal of the urinary tract, endocrine, infectious, onco-haematological, genetic and chromosomal, neurological and psycho-behavioral and surgical),</p> <p>The physiological characteristics of the newborn and the most frequent neonatal pathologies (jaundice, respiratory distress, problematic encephalopathies neurological) as well as the physio-pathology of growth, the physiology of nutrition and related pathologies with hints of medical and surgical therapeutic approach.</p> <p>Furthermore, in accordance with their professional profile and as far as they are concerned, they must have critical skills and understanding of various documents (texts, reports, imaging documents, etc.) as well as the ability to consult international literature concerning the topics covered.<br/>Methods and didactic tools for the achievement of this descriptor:</p> <p>1) Lectures and use of IT tools to find documents relevant to the topics discussed;<br/>2) Application of videos and images in relation to the topics covered;<br/>3) Elaboration and discussion of clinical cases</p> <p>Methods and evaluation tools for verifying results:</p> <p>1) Ongoing checks with the use of multiple choice tests on the topics covered<br/>2) Final interview and discussion of the clinical cases processed.</p> <p>2. Ability to apply knowledge and understanding</p> <p>At the end of the course the students must have achieved the ability to translate the acquired knowledge into professional practices. In particular, they must be able to:</p> <p>1) Use the corpus of theoretical knowledge of other disciplines useful for recognizing the health and assistance needs of women in the various stages of reproductive life and of the newborn.<br/>2) integrate biological knowledge for the surveillance and assessment of the evolution of pregnancy, for the planning of medical assistance appropriate to the levels of need and based on scientific evidence<br/>3) integrate the obstetric, gynecological, neonatological and pediatric theoretical and practical knowledge with the other social and anthropological sciences to identify the needs of women / couples and children for situations of hardship, socio-cultural fragility, preparing the appropriate counseling and support / support interventions<br/>4) Manage the models of assistance at birth and the normal evolution of the physiological processes of pregnancy, childbirth, puerperium, adaptation of the new born and breastfeeding.<br/>5) Resolve with rational procedures any cases and problems that arise in the performance of the functions of the role held<br/>6) Expose the diagnostic process, natural history and therapy of pediatric diseases to the child and parents</p> <p>Methods and didactic tools for the achievement of this descriptor: technical-gestural laboratory activities using the methodology of the cases and implementing actions of theoretical reflection on them through group work;</p> |

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|                           | <p>use of dedicated software to search for texts and reports relating to clinical cases.</p> <p>Methods and tools for verifying results:</p> <p>Evaluation of the laboratories carried out through the application of control cards and related scores attributed to the activities carried out.</p> <p>3. Autonomy of judgment:</p> <p>Students, thanks to the knowledge acquired and the technical-gestural workshops carried out, must have learned the methodological procedure of the argumentation carried out which ensures the acquisition of this ability.</p> <p>4. Communication skills:</p> <p>Thanks to the knowledge acquired and the technical-gestural workshops carried out, students will be able to:</p> <ol style="list-style-type: none"> <li>1) demonstrate effective communication skills with users and in relationships with other professionals.</li> <li>2) define the screening and techniques for the prevention and early diagnosis of cancer in the gynecological field (Pap test, palpation and self-examination of the breast)</li> <li>3) plan neonatal screenings and pediatric preventive interventions</li> <li>4) apply the hygiene rules for the care of the newborn and the prophylaxis of risk factors and neonatal diseases and for the management of children hospitalized in the OU. of Neonatology and Pediatrics,</li> <li>5) assess the state of health of the newborn and supervise the processes of adaptation to the post-natal life of the healthy newborn</li> <li>6) evaluate the health of the child (nutrition, growth) and recognize the signs of the main pathologies</li> <li>7) plan the assistance interventions aimed at the prevention and detection of tumors of the female genital sphere</li> <li>8) provide with awareness and responsibility adequate nursing care for the pregnant woman, the woman in labor, the mother, the newborn and the child</li> <li>9) demonstrate communication skills with children and their parents, in particular in the face of chronic and / or disabling diseases or poor prognosis.</li> <li>10) provide adequate and responsible nursing care with awareness and responsibility, respectful of the rights of the assisted person, of the ethical and deontological values of reference and in compliance with the regulations in force in the professional and health sectors</li> <li>11) exhibit the works developed during the training period.</li> </ol> <p>5. Learning skills:</p> <p>At the end of the module students will be able to achieve the following learning skills:</p> <ul style="list-style-type: none"> <li>• plan, organize, develop their actions by responding to the continuous changes in the knowledge and health needs of women, newborns / children</li> <li>• demonstrate that they are able to seek the information necessary to solve problems of a care nature.</li> </ul> <p>Methods and didactic tools for the achievement of this descriptor: Activities of critical reflection on theoretical questions with the use of documents and written texts;</p> <p>attività 'of confrontation in group on of questions and tematiche object of study; attività 'of individual investigation and of group on of specific themes of the course of study; problem solving laboratory simulations</p> <p>Methods and tools for verifying results:</p> <p>laboratory exercises with specially prepared materials and evaluation forms; drafting of simple assistance and problem-solving plans</p> |
| <b>ASSESSMENT METHODS</b> | <p>Structured written tests: they tend to verify the skills and knowledge relating to the disciplinary area of the course, they consist of a series of questions, or closed stimuli, each of which is accompanied by two or more closed answers. The skills and knowledge of the candidate are not tested through an autonomous processing of the answers to the questions, but through the choice of the answer or answers deemed correct from those offered to each question. The score to be assigned to each question according to whether the answer is</p>  |

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|   | correct, wrong or omitted is fixed a priori  |
| <b>TEACHING METHODS</b>   | Lectures and classroom exercises on neonatology and pediatrics topics taken from clinical cases; simulations; group work and insight   |
| <b>DOCENTE:</b> Prof.ssa MARIA CRISTINA MAGGIO- <i>Sede NIGHTINGALE</i> |  |
| <b>PREREQUISITES</b>  | Biology and Physiology knowledge about the human organism in developing stage; knowledge about pharmacology and drugs bioavailability.   |
| <b>LEARNING OUTCOMES</b>  | <p>1. Knowledge and comprehension on the following themes:</p> <ul style="list-style-type: none"> <li>- organization of health of the mother and the child;</li> <li>- physiology and pathological outcome of pregnancy and delivery;</li> <li>- nurse assistance to pregnancy;</li> <li>- newborn nutrition and breastfeeding;</li> <li>- contraception and family planning;</li> <li>- prevalent diseases in childhood (gastro-intestinal; pneumological; articular; endocrinological; autoimmune diseases; genetic diseases);</li> <li>- newborn diseases (respiratory distress; jaundice, etc);</li> <li>- growth and puberty;</li> <li>- indications to a correct drugs use in paediatric diseases.</li> </ul> <p>Furthermore, they must have competence in international literature and in the interpretation of diagnostic tests.</p> <p>Educational tools are:</p> <ol style="list-style-type: none"> <li>1) lessons and the use of informatic supports;</li> <li>2) use of imaging and video on the studied subjects;</li> <li>3) case reports and discussion on cases simulations.</li> </ol> <p>To evaluate the goals:</p> <ol style="list-style-type: none"> <li>1) tests in itinere;</li> <li>2) discussion of clinical cases.</li> </ol> <p>At the end of the lessons, students must have the ability to realize in professional activities their knowledge.</p> <p>Teaching aids:</p> <ul style="list-style-type: none"> <li>- case reports and treatment simulations,</li> <li>- use of the international literature;</li> <li>- use of computer tools.</li> </ul> |
| <b>ASSESSMENT METHODS</b>   | Organised written test: they allow to verify the abilities and knowledge about the class; they are structured by multiple-choice questions. The abilities and knowledge of the candidate are evaluated by means of the selected answers. The score for each question is a priori determined whether it is wrong, correct or missing.   |
| <b>TEACHING METHODS</b>   | Lessons and exercises on clinical cases in pediatrics; works organized in groups on medical literature and clinical cases.   |

## MODULE OBSTETRIC AND GYNAECOLOGICAL CLINICAL NURSING

- Sede GORDON, - Sede GORDON

### SUGGESTED BIBLIOGRAPHY

Di Giacomo, P.; Rigon, L. A. "Assistenza infermieristica e ostetrica in area materno-infantile" – CEA II° ed., Milano, 2016.  
EAN: 9788808184153 ISBN: 9788840812014

Marchioni, G.; Salerno, S.; Scalorbi, S., Quarella, P.: "Infermieristica in area materno-infantile" - ed. McGraw Hill, Milano, 2014. ISBN:9788838646171

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| <b>AMBIT</b>                  | 10307-Scienze infermieristiche |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 45                             |
| <b>COURSE ACTIVITY (Hrs)</b>  | 30                             |

### EDUCATIONAL OBJECTIVES OF THE MODULE

**Aims:** to provide conceptual and methodological tools for planning nursing care for women / couples / families with reproductive and sexual problems, considering the components of the relational, educational and technical area. To understand care team members' roles and skills and to promote their relationship with the woman, the couple and the newborn with the aim of establishing participatory and constructive relationships. It also aims at defining nursing's role, skills and specific responsibilities in diagnostic and therapeutic procedures, planning assistance through the application of the nursing care process to pregnant women during childbirth, in the postnatal period and with gynecological implications of medical surgical type, paying particular attention to the educational and relational aspects.

**General objective:** students must be able to apply the Nursing process for solving care problems in gynecology, obstetrics, using the acquired technical-scientific knowledge for specific clinical manifestations.

**Specific objective:** at the end of the module students must be able to plan and implement the most suitable nursing plan for each specific gynecological, obstetrical pathology both in the hospital and in the home setting.

## SYLLABUS

| Hrs | Frontal teaching   |
|-----|--|
| 3   | To define nursing care fields of action in the obstetrics-gynecological area<br>The nurse in sex education.<br>Outline of female genital anatomy; physiology of ovarian and endometrial cycle; outlines of the male genital system, spermatogenesis, ejaculation and seminal fluid.<br>Contraception: the history of contraception, Pearl's index, natural methods, hormonal contraception, IUD mechanical contraception and IUD insertion materials, barrier methods  |
| 3   | Methods that are erroneously considered contraceptives: morning after pill, interrupted coitus, female and male sterilization, breastfeeding, IVG<br>Law No. 194/1978, conscientious objection, the procedure for the adult woman, the procedure for the minor girl, therapeutic abortion, surgical and pharmacological methods.<br>Sexually Transmitted Infections (STI), overview of the most frequent STI: how they occur, how they are treated and how they are prevented.<br>Methods that are erroneously considered contraceptives: morning after pill, interrupted coitus, female and male sterilization, breastfeeding, IVG<br>Law No. 194/1978, conscientious objection, the procedure for the adult woman, the procedure for the minor girl, therapeutic abortion, surgical and pharmacological methods.<br>Sexually Transmitted Infections (STI), overview of the most frequent STI: how they occur, how they are treated and how they are prevented.<br>Viruses Human papillomavirus (HPV), vaccination, cervical cancer screening program.  |
| 3   | Nurses in the obstetrics and gynecological ambulatory care center: organization and preparation of the different ambulatory care, collaboration with the gynecologists of the different ambulatory care.<br>How the woman accesses the ambulatory care: dematerialized prescription, not dematerialized prescription (red prescription), priority code, exemption code, prescription storage and archiving.<br>Nurses in the physiological or at-risk pregnancy ambulatory care: notion of hygiene and nutrition in pregnancy, prevention of toxoplasmosis, the three ultrasound scans in physiological pregnancy.<br>Nurses in the prenatal diagnosis ambulatory care: 1st trimester screening, CVS, amniocentesis, cordocentesis (differences and equipment to perform the various tests).<br>Nurses in the gynecology ambulatory care: preparation of the woman for vaginal exploration, preparation of what is needed to perform a pap test or HPV TEST.<br>Nurses in the colposcopy ambulatory care.<br>Nurses in the urogynecology ambulatory care: overview of the 1st and 2nd level exams, preparation of the equipment, collaboration with the specialist.<br>Nurses in the breast ambulatory care: overview of the breast cancer, prevention, screening in the breast cancer |
| 3   | Nurses in reproductive physiopathology centers: fertility and reproduction.<br>Sterility and female infertility. Male and couple sterility.<br>Outline of the various examinations for women and the equipment for the various techniques: hysterosalpingography, diagnostic and operative hysteroscopy, laparoscopy.<br>Overview of the scheduled exams for men and couples.<br>Assisted reproduction techniques of 1st and 2nd level: AIH, GIFT, IVF, ICS.<br>The risks of ovarian hyperstimulation.   |

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| 3 | <p>The nursing management of the gynecology department: the different admission methods. Outlines on gynecological pathologies that require hospitalization via emergency room and their resolution: adnexal torsion, salpingitis, metrorrhagia, Bartholin gland abscess.</p> <p>Hints about pathologies that require scheduled hospitalization: ovarian cyst, uterine fibroids, pelvic endometriosis, polyps of the uterine cavity, pelvic floor dysfunctions, carcinoma of the genital system.</p>  |
| 3 | <p>The nursing management of the department of obstetrics: the duration of pregnancy, use of the obstetric slide, the presentation of the fetus at the pelvic outlet, the diagnosis of the patients in the department of obstetrics.</p> <p>The clinical evolution of labor and the nursing management of the patient in prodrome of labor, in onset of labor and in the postnatal period.</p> <p>The induction of labor with the various methods.</p> <p>Cardiotography</p> <p>The pregnant woman with Premature rupture of membranes, full-term and preterm, the pregnant woman with risk of premature delivery.</p> <p>Pregnant women with haemorrhages in the 1st-2nd-3rd trimester: extrauterine pregnancy, abortion, placenta previa, premature detachment of a normally positioned placenta</p>  |
| 3 | <p>Pregnant women and new mothers with hypertensive disorders: management of the pre-eclampsia patient and of the patient with eclamptic attack. HELLP syndrome, gestational diabetes.</p> <p>The pregnant woman with negative Rh factor: management in pregnancy and in the puerperium.</p> <p>Assistance in the ward and in the operating room to the patient who will give birth by caesarean section: the different types of assistance according to the degree of urgency, post-operative management in the recovery room and in the ward.</p> <p>The management of bleeding events in obstetrics: the role of the nurse.</p> <p>Uterine tamponade with the Bakri Ballon.</p> <p>The principles of uterotonic medical therapy: Oxitocin, methylergometrine maleate, Prostaglandins administration protocols.</p>   |
| 3 | <p>Nursing management in the nursery: classification of the newborn, first care in the neonatal island, assistance to newborns in the presence of meconium, recommendations on aspiration, Apgar index, newborn identification, cutting and care of the umbilical cord, Bonding = Early mother / newborn contact, thermoregulation and prevention of heat loss in the newborn.</p> <p>The WHO indications on the first bath (technique and necessary material), neonatal measures (procedures and necessary material). Neonatal physiological phenomena: physiological decline, meconium emission, the genital crisis.</p> <p>Childbirth injuries: injuries of the head, limbs and peripheral nerves.</p> <p>Breastfeeding: hunger signals, positions, correct breast latch, effective sucking, Rooming-in.</p> <p>Sudden Infant Death Syndrome – (SIDS) prevention, grade A, B and C recommendations</p> |
| 3 | <p>Newborn hygiene: the baby's bath and nappy change (necessary material and procedures), techniques for dressing and undressing a newborn.</p> <p>The "Holding" of the newborn, the different types of swaddling of the newborn. Neonatal cranial deformities: infants at risk and prevention. Techniques for waking up and calming the newborn.</p> <p>How to hold a newborn .</p> <p>The measurement of the newborn's vital parameters: temperature, saturation, HR and blood pressure.</p> <p>Neonatal screening, equipment and the technique for practicing blood sampling.</p> <p>Capillary sampling, venous sampling in the various locations and urine examination in the newborn: equipment and procedures.</p> <p>Physiological and pathological jaundice of the neonatal, phototherapy.</p> <p>Administration of therapy in newborns and infants.</p>  |
| 3 | <p>Assistance in the operating complex of obstetrics and gynecology: organization, the operating room and its accessories, the recovery room.</p> <p>Operating team: doctors, obstetricians, nurses, OSS.</p> <p>The circulating nurse and the instrument nurse: the organization of work.</p> <p>The decontamination cycle of a reusable surgical instrument, the validity, labeling and traceability of the sterilized material.</p> <p>The nurse who collaborates with the anesthetist: equipment for peripheral and general anesthesia.</p> <p>The register for requesting and loading/unloading narcotics.</p> <p>The Safety Checklist in Operating Room. The electrosurgical system, good practices for safety in electrosurgery, the difference between monopolar and bipolar.</p> <p>Needles and surgical instruments classification</p>  |

## MODULE OBSTETRIC AND GYNAECOLOGICAL CLINICAL NURSING

- Sede NIGHTINGALE, - Sede NIGHTINGALE

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| <b>AMBIT</b>                  | 10307-Scienze infermieristiche |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 45                             |
| <b>COURSE ACTIVITY (Hrs)</b>  | 30                             |

### EDUCATIONAL OBJECTIVES OF THE MODULE

**Aims:** to provide conceptual and methodological tools for planning nursing care for women / couples / families with reproductive and sexual problems, considering the components of the relational, educational and technical area. To understand care team members' roles and skills and to promote their relationship with the woman, the couple and the newborn with the aim of establishing participatory and constructive relationships. It also aims at defining nursing's role, skills and specific responsibilities in diagnostic and therapeutic procedures, planning assistance through the application of the nursing care process to pregnant women during childbirth, in the postnatal period and with gynecological implications of medical surgical type, paying particular attention to the educational and relational aspects.

**General objective:** students must be able to apply the Nursing process for solving care problems in gynecology, obstetrics, using the acquired technical-scientific knowledge for specific clinical manifestations.

**Specific objective:** at the end of the module students must be able to plan and implement the most suitable nursing plan for each specific gynecological, obstetrical pathology both in the hospital and in the home setting.

## SYLLABUS

| Hrs | Frontal teaching   |
|-----|--|
| 3   | To define nursing care fields of action in the obstetrics-gynecological area<br>The nurse in sex education.<br>Outline of female genital anatomy; physiology of ovarian and endometrial cycle; outlines of the male genital system, spermatogenesis, ejaculation and seminal fluid.<br>Contraception: the history of contraception, Pearl's index, natural methods, hormonal contraception, IUD mechanical contraception and IUD insertion materials, barrier methods  |
| 3   | Methods that are erroneously considered contraceptives: morning after pill, interrupted coitus, female and male sterilization, breastfeeding, IVG<br>Law No. 194/1978, conscientious objection, the procedure for the adult woman, the procedure for the minor girl, therapeutic abortion, surgical and pharmacological methods.<br>Sexually Transmitted Infections (STI), overview of the most frequent STI: how they occur, how they are treated and how they are prevented.<br>Methods that are erroneously considered contraceptives: morning after pill, interrupted coitus, female and male sterilization, breastfeeding, IVG<br>Law No. 194/1978, conscientious objection, the procedure for the adult woman, the procedure for the minor girl, therapeutic abortion, surgical and pharmacological methods.<br>Sexually Transmitted Infections (STI), overview of the most frequent STI: how they occur, how they are treated and how they are prevented.<br>Viruses Human papillomavirus (HPV), vaccination, cervical cancer screening program.  |
| 3   | Nurses in the obstetrics and gynecological ambulatory care center: organization and preparation of the different ambulatory care, collaboration with the gynecologists of the different ambulatory care.<br>How the woman accesses the ambulatory care: dematerialized prescription, not dematerialized prescription (red prescription), priority code, exemption code, prescription storage and archiving.<br>Nurses in the physiological or at-risk pregnancy ambulatory care: notion of hygiene and nutrition in pregnancy, prevention of toxoplasmosis, the three ultrasound scans in physiological pregnancy.<br>Nurses in the prenatal diagnosis ambulatory care: 1st trimester screening, CVS, amniocentesis, cordocentesis (differences and equipment to perform the various tests).<br>Nurses in the gynecology ambulatory care: preparation of the woman for vaginal exploration, preparation of what is needed to perform a pap test or HPV TEST.<br>Nurses in the colposcopy ambulatory care.<br>Nurses in the urogynecology ambulatory care: overview of the 1st and 2nd level exams, preparation of the equipment, collaboration with the specialist.<br>Nurses in the breast ambulatory care: overview of the breast cancer, prevention, screening in the breast cancer |
| 3   | Nurses in reproductive physiopathology centers: fertility and reproduction.<br>Sterility and female infertility. Male and couple sterility.<br>Outline of the various examinations for women and the equipment for the various techniques: hysterosalpingography, diagnostic and operative hysteroscopy, laparoscopy.<br>Overview of the scheduled exams for men and couples.<br>Assisted reproduction techniques of 1st and 2nd level: AIH, GIFT, IVF, ICS.<br>The risks of ovarian hyperstimulation.   |

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| 3 | <p>The nursing management of the gynecology department: the different admission methods. Outlines on gynecological pathologies that require hospitalization via emergency room and their resolution: adnexal torsion, salpingitis, metrorrhagia, Bartholin gland abscess.</p> <p>Hints about pathologies that require scheduled hospitalization: ovarian cyst, uterine fibroids, pelvic endometriosis, polyps of the uterine cavity, pelvic floor dysfunctions, carcinoma of the genital system.</p>  |
| 3 | <p>The nursing management of the department of obstetrics: the duration of pregnancy, use of the obstetric slide, the presentation of the fetus at the pelvic outlet, the diagnosis of the patients in the department of obstetrics.</p> <p>The clinical evolution of labor and the nursing management of the patient in prodrome of labor, in onset of labor and in the postnatal period.</p> <p>The induction of labor with the various methods.</p> <p>Cardiotography</p> <p>The pregnant woman with Premature rupture of membranes, full-term and preterm, the pregnant woman with risk of premature delivery.</p> <p>Pregnant women with haemorrhages in the 1st-2nd-3rd trimester: extrauterine pregnancy, abortion, placenta previa, premature detachment of a normally positioned placenta</p>  |
| 3 | <p>Pregnant women and new mothers with hypertensive disorders: management of the pre-eclampsia patient and of the patient with eclamptic attack. HELLP syndrome, gestational diabetes.</p> <p>The pregnant woman with negative Rh factor: management in pregnancy and in the puerperium.</p> <p>Assistance in the ward and in the operating room to the patient who will give birth by caesarean section: the different types of assistance according to the degree of urgency, post-operative management in the recovery room and in the ward.</p> <p>The management of bleeding events in obstetrics: the role of the nurse.</p> <p>Uterine tamponade with the Bakri Ballon.</p> <p>The principles of uterotonic medical therapy: Oxitocin, methylergometrine maleate, Prostaglandins administration protocols.</p>   |
| 3 | <p>Nursing management in the nursery: classification of the newborn, first care in the neonatal island, assistance to newborns in the presence of meconium, recommendations on aspiration, Apgar index, newborn identification, cutting and care of the umbilical cord, Bonding = Early mother / newborn contact, thermoregulation and prevention of heat loss in the newborn.</p> <p>The WHO indications on the first bath (technique and necessary material), neonatal measures (procedures and necessary material). Neonatal physiological phenomena: physiological decline, meconium emission, the genital crisis.</p> <p>Childbirth injuries: injuries of the head, limbs and peripheral nerves.</p> <p>Breastfeeding: hunger signals, positions, correct breast latch, effective sucking, Rooming-in.</p> <p>Sudden Infant Death Syndrome – (SIDS) prevention, grade A, B and C recommendations</p> |
| 3 | <p>Newborn hygiene: the baby's bath and nappy change (necessary material and procedures), techniques for dressing and undressing a newborn.</p> <p>The "Holding" of the newborn, the different types of swaddling of the newborn. Neonatal cranial deformities: infants at risk and prevention. Techniques for waking up and calming the newborn.</p> <p>How to hold a newborn .</p> <p>The measurement of the newborn's vital parameters: temperature, saturation, HR and blood pressure.</p> <p>Neonatal screening, equipment and the technique for practicing blood sampling.</p> <p>Capillary sampling, venous sampling in the various locations and urine examination in the newborn: equipment and procedures.</p> <p>Physiological and pathological jaundice of the neonatal, phototherapy.</p> <p>Administration of therapy in newborns and infants.</p>  |
| 3 | <p>Assistance in the operating complex of obstetrics and gynecology: organization, the operating room and its accessories, the recovery room.</p> <p>Operating team: doctors, obstetricians, nurses, OSS.</p> <p>The circulating nurse and the instrument nurse: the organization of work.</p> <p>The decontamination cycle of a reusable surgical instrument, the validity, labeling and traceability of the sterilized material.</p> <p>The nurse who collaborates with the anesthetist: equipment for peripheral and general anesthesia.</p> <p>The register for requesting and loading/unloading narcotics.</p> <p>The Safety Checklist in Operating Room. The electrosurgical system, good practices for safety in electrosurgery, the difference between monopolar and bipolar.</p> <p>Needles and surgical instruments classification</p>  |

**MODULE  
GENERAL AND SPECIALIST PAEDIATRICS**

*Prof. ETTORE PIRO - Sede GORDON, - Sede GORDON*

**SUGGESTED BIBLIOGRAPHY**

Nelson Manuale di Pediatria Ed. Elsevier 2019

|                               |                      |
|-------------------------------|----------------------|
| <b>AMBIT</b>                  | 10305-Primo soccorso |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 45                   |
| <b>COURSE ACTIVITY (Hrs)</b>  | 30                   |

**EDUCATIONAL OBJECTIVES OF THE MODULE**

Knowledge of biology, physiology and pathology relating to the developing human organism, knowledge of pharmacology and bioavailability of drugs in childhood

**SYLLABUS**

| <b>Hrs</b> | <b>Frontal teaching</b>  |
|------------|--|
| 8          | GROWTH AND DEVELOPMENT OF THE EMBRIO-FETAL AND INFANT, CHILD AND ADOLESCENT HEALTHY OR WITH CHRONIC PATHOLOGY            |
| 2          | NORMAL AND PATHOLOGICAL PUBERTY  |
| 2          | ANEMIA: FROM GENETICS TO THERAPY   |
| 2          | FEVER AND CHILD'S THERMOREGULATION   |
| 2          | RESPIRATORY DISORDER DURING DEVELOPMENTAL NEONATAL DISTRESS, PNEUMONITIS AND INFECTIOUS AND ALLERGIC BRONCOPNEUMOPATHIES |
| 2          | PSYCHO BEHAVIORAL PROBLEMS AND EATING DISORDERS DURING DEVELOPMENT AGE   |
| 2          | OBESITY AND THE METABOLIC SYNDROME   |
| 2          | ACUTE AND CHRONIC DIARRHEAS AND INTESTINAL MALABSORPTION, INFECTIONS OF THE URINARY TRACT, HEPATITIS                     |
| 2          | DIABETES MELLITUS, HYPOTHYROIDISM AND THYROIDITES  |
| 2          | NEUROMUSCULAR DISEASES   |
| 2          | AUTOIMMUNE AND AUTOINFLAMMATORY SYNDROMES; VASCULITIS; PANDAS  |
| 2          | the healthy newborn, neonatal resuscitation, outcomes of neonatal hypoxic ischemic encephalopathy                        |

**MODULE  
GENERAL AND SPECIALIST PAEDIATRICS**

*Prof.ssa MARIA CRISTINA MAGGIO - Sede NIGHTINGALE, - Sede NIGHTINGALE*

**SUGGESTED BIBLIOGRAPHY**

Nelson Manuale di Pediatria Ed. Elsevier 2012

|                               |                      |
|-------------------------------|----------------------|
| <b>AMBIT</b>                  | 10305-Primo soccorso |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 45                   |
| <b>COURSE ACTIVITY (Hrs)</b>  | 30                   |

**EDUCATIONAL OBJECTIVES OF THE MODULE**

Biology and Physiology knowledge about the human organism in developing stage; knowledge about pharmacology and drugs bioavailability.

**SYLLABUS**

| <b>Hrs</b> | <b>Frontal teaching</b>  |
|------------|--|
| 5          | GROWTH AND DEVELOPMENT SINCE INTRAUTERIN LIFE TO ADOLESCENT AGE                              |
| 3          | PUBERTY: REGULAR TIMES, PRECOCIOUS AND DELAYED PUBERTY                                       |
| 3          | ANEMIA: FROM GENETIC TO TREATMENT  |
| 2          | FEVER AND THERMOREGULATION IN PEDIATRIC AGE  |
| 2          | AIRWAY INFECTIOUS DISEASES AND ATOPIC DISEASES. RESPIRATORY DISEASES IN NEWBORN.             |
| 2          | PSYCHOLOGICAL DISEASES AND EATING DISORDERS IN CHILDREN AND ADOLESCENTS                      |
| 2          | OBESITY AND METABOLIC SYNDROME   |
| 2          | ACUTE AND CHRONIC BOWEL DISEASES   |
| 1          | URINARY TRACT INFECTIONS. HEPATITIS IN CHILDHOOD.  |
| 2          | TYPE 1 DIABETES MELLITUS   |
| 2          | HYPOTHYROIDISM AND AUTOIMMUNE THYROID DISEASES   |
| 4          | AUTOIMMUNE AND AUTOINFLAMMATORY DISEASES; MIS-C AND KAWASAKI DISEASE; SARS-CoV-2 IN CHILDREN |