GENERAL NURSING SCIENCE

COURSE COORDINATORS: Mazzoleni Beatrice (Rozzano), Mologni Elisa (Bergamo)

YEAR/SEMESTER: First Year/ First Semester

ECTS: 9

MODULES	SSD	ECTS	H	MILAN PROFESSORS	BERGAMO PROFESSORS
Clinical and paediatric general nursing sciences	MED/45	3	45	Mazzoleni Beatrice	Mologni Elisa Vargas Jazmin Cosmai Simone
Workshop	MED/45	3	54	Coldani Chiara Tomaiuolo Giuseppina Olivari Maria Giulia	Mologni Elisa Olivari Maria Giulia
General Psychology	M-PSI/01	2	30	Crocetti Andrea Duccoli Delia	Sotgiu Igor
Clinical Psychology	M-PSI/08	1	15	Baiardi ni Ilaria Duccoli Delia	Crocetti Andrea

COURSE OBJECTIVES

The course aims to provide the student with an introduction to nursing and the nursing profession by integrating nursing knowledge with psychology. By the end of the course the student will have learnt about the historical, legal and professional aspects of nursing, as well as the fundamental principles of the discipline and the profession. The course will be taught by using collaborative learning and by introducing the transversal competencies necessary for problem solving and critical thinking applied to the steps of the nursing

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process. In addition, the course promotes the development of effective learning strategies and basic interdisciplinary knowledge, necessary for the acquisition of relational and communication transversal competencies.

TEACHING METHODS: lectures, video clips, group work, plenary discussions, simulations of clinical cases.

ASSESSMENT METHODS: a written exam with closed-ended questions; students must pass the written exam to access the oral exam.

PREREQUISITES: The completion of this course is necessary for the enrolment in the second year of the degree programme.

MODULE: CLINICAL AND PAEDIATRIC GENERAL NURSING SCIENCES
MED/45

LEARNING OBJECTIVES: to know about and understand the cultural and scientific principles of nursing and the nursing profession.

Specifically, the student will be knowledgeable in and understand the definition and nature of nursing and the nursing profession, the main historical events related to nursing and the nurse, current regulations and organization of nursing services in Italy, the professional responsibility in relation to health, well-being and disease, and the deontological and ethical aspects of the nursing profession.

SUGGESTED READING:

- Luisa Saiani & Anna Brugnolli, Trattato di Cure Infermieristiche, Vol.1-2, Casa editrice Idelson –Gnocchi, Sorbona, 2013
- Manzoni E., Lusignani M., Mazzoleni B., Storia e filosofia dell'assistenza infermieristica, CEA, Milano, 2019

ADVANCED READING:

Paolo C. Motta, Introduzione alle scienze infermieristiche, Carocci Faber, Roma, 2002.
Luca Benci, Aspetti giuridici della professione infermieristica, McGraw-Hill, Milano, 2011.
Pio Lattarulo, Bioetica e deontologia professionale, McGraw-Hill, Milano, 2011.
FNOPI 2019 Codice Deontologico delle Professioni Infermieristiche.

CONTENT

THE HISTORY OF NURSING AND OF THE NURSE
The student will be able to:
Describe the main historical events related to nursing and of the nursing profession: the origins of care, the shift from care to nursing care, and the development of the nursing profession throughout the centauries.
Describe the contributions of Florence Nightingale to the birth of the nursing profession and of nursing science.
Explain nursing in the contemporary period.

THE PHILOSOPHY OF NURSING AND THE EVOLUTION OF THE NURSING PROFESSION
The student will be knowledgeable in and be able to describe:
The cultural aspects and the discipline of nursing
The nursing discipline: methods, tools and scope
The professional profile of the nurse
The current structure and regulations of the nursing profession
Partnerships with other professionals

THE DIMENSIONS OF HEATH, WELLBEING AND DISEASE
The student will be knowledgeable in and be able to describe:
The evolution of the concept of health and reference paradigms.

The definition of health determinants, inequalities, risk factors and life skills.
Health promotion, health education, and therapeutic education
The evolution of the concept of disease
The impact of the disease on the individual and on the family, past experiences and the reaction to the disease.

FUNDAMENTALS AND PRINCIPLES OF NURSING CARE
The student will be knowledgeable in and be able to describe:
The theoretical fundamentals of care.
The core principles of nursing (patient and family centrality, presence, vigilance/surveillance, comfort, self-care, self-determination, continuity of care, intimacy and physical contact, discretion and respect for privacy in patient care).

DEONTOLOGICAL ASPECTS OF NURSING IN ITALY
The student will be knowledgeable in and be able to describe:
The deontological aspects of nursing in Italy
The historical development of the professional code of ethics from 1960, 1977, 1999, 2009
The nurse and citizen agreement and the 1999 Deontological Code

The 2019 Deontological Code of the Nursing Profession
Nursing responsibility in reference to the Deontological Code and the Professional Profile.

ETHICS AND BIOETHICS
The student will be knowledgeable in and be able to describe:
The concepts of ethics and morality
Ethical values and responsibilities: conscientious objection and conscience clause
Ethical principles and concepts in nursing
Ethics and communication (from professional secrecy, to privacy, to the use of social media)
The fading of ethical principles and deontological norms in the context of duty of care for nurses: case discussion
Introduction to bioethics.

MODULE: WORKSHOP MED/45

WORKSHOP: Time management and learning strategies (4 HOURS)

LEARNING OBJECTIVES: to learn about the different strategies that can be used when completing an assignment, become more aware of personal learning strategies and difficulties, and reflect on ways to make such strategies more effective.

SUGGESTED READING: learning material provided by the professor

CONTENT:
- The 4 main learning styles: visual and verbal combined, only visual (non-verbal), auditory, kinaesthetic.
- Mnemotechny
- Personal approach to time management
- Evaluating the use of time
- The definition of health determinants, inequalities, risk factors and life skills.
- Health promotion, health education, and therapeutic education
- The evolution of the concept of disease
- The impact of the disease on the individual and on the family, past experiences and the reaction to the disease.

FUNDAMENTALS AND PRINCIPLES OF NURSING CARE

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- Mnemotechny
- Personal approach to time management
- Evaluating the use of time
- Techniques for taking notes and underlining text
- Mind maps

WORKSHOP: Managing emotions and anxiety (4 HOURS)

LEARNING OBJECTIVES: to know about, reflect upon and manage one's personal emotions, as well as in the context of academic performance.

SUGGESTED READING: learning material provided by the professor

CONTENT:
The construct of emotional intelligence: recognizing and regulating emotions both personally and in others. Defence mechanisms when perceiving danger. The emotional states within and outside the window of tolerance.
Techniques to regulate emotions WORKSHOP: Theories and theoretical frameworks of nursing (16 HOURS)

LEARNING OBJECTIVES: acquire sufficient knowledge to use nursing theories as critical thinking structures. The student will understand the value and nature of nursing knowledge by initially learning the theoretical-conceptual framework of the discipline and then participating in a group work activity. During the group work the students will have to use teamwork, research, analytical, synthesis, and presentation skills to develop and present a paper on the main

theoretical frameworks and theories of nursing under the guidance and supervision of the professor.

SUGGESTED READING:
Manzoni E., Lusignani M., Mazzoleni B., Storia e filosofia dell'assistenza infermieristica, CEA, Milano, 2019

ADVANCED READING:
Martha Raile Alligood, Ann Marriner Tomey, La teoria del nursing. Utilizzazione e applicazione, McGraw-Hill, Milano, 2007.

CONTENT:
The nursing discipline
The fundamental concepts of the nursing discipline

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Man-person
Environment-society
Health-disease
Nursing care
Definition of nursing philosophies, models and theories and how they relate according to Ann Marriner Tomey
In-depth analysis through group work:
Virginia Henderson and Marisa Cantarelli: Nursing as a response to needs
Medeleine Leininger: nursing care as a cross-cultural phenomenon
Dorothea Orem: nursing and the capacity of patients to self-care
Jean Watson: the philosophy of becoming responsible for the care humans
Hildegard Peplau: nursing as interpersonal relations
WORKSHOP: Methods of nursing (30 ORE)

LEARNING OBJECTIVES: introduce critical thinking, problem solving skills and the implementation of the nursing process. By the end of the workshop, the student will know about and understand the nursing process by initially learning about critical thinking and the problem solving method and then gradually applying them to the nursing process through applied exercises.

SUGGESTED READING:
Luisa Saiani & Anna Brugnolli, Trattato di Cure Infermieristiche, Vol.1-2, Casa editrice Idelson –Gnocchi, Sorbona, 2013
J.M Wilkinson, Processo infermieristico e pensiero critico, CEA 3°edizione, 2013.

ADVANCED READING:
Marjory Gordon, Diagnosi infermieristiche. Processo e applicazioni, CEA, Milano 2009.

CONTENT

- Critical thinking
- Problem solving and the nursing care process as a clinical method of nursing
- Step I of the nursing process: ASSESSMENT
- Types of assessment, types of data, sources and techniques of data collection, quality and organization of data
- Assessment according to Gordon's functional health patterns model (presentation of 11 models)
- Step II of the nursing process: DIAGNOSTIC REASONING AND ISSUES RELATED TO CARE
- From the assessment data to issues related to care
- Sources of error

- Step III of the nursing process: PLANNING
- Establish priorities
- Set care goals (Reference to Taxonomy NOC)
- Plan care interventions (Reference to Taxonomy NIC)
- Step IV of the nursing process: IMPLEMENTATION
- Supporting entities
- Tools to support the implementation of assistance (procedures and protocols)
- Step V of the nursing process: EVALUATION OF RESULTS

MODULE: GENERAL PSYCHOLOGY M-PSI/01

LEARNING OBJECTIVES:

- The student will acquire knowledge on the basic psychological processes that regulate mental activity and behaviour;

- The student will be able to critically analyse the strengths and weaknesses of the theoretical and research paradigms that will be presented during the lessons;

- The student will be able to use the acquired theoretical knowledge to analyse the psychological aspects of delivering nursing care.

SUGGESTED READING:

- Feldman R. S. (2017). Psicologia generale. Milano: McGraw-Hill. (Capitoli n. 1-2-3-5-6-9-11-13).

- Sotgiu, I. (2015). Le emozioni. In M. Bassi e A. Delle Fave (a cura di), Psicologia generale per le professioni medico-sanitarie (pp. 135-162). Novara: Utet.

- Learning material provided by the professor

CONTENT:

HISTORY OF AND METHODS USED IN PSYCHOLOGY

- The student will understand the historical factors that led to the birth of psychology as an autonomous science with its specific epistemological status
- The student will be able to define the object of study and methods of the main theoretical currents that have characterized the history of psychology

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- The student will acquire an overview of the research areas and the application of contemporary psychology

SENSATION AND PERCEPTION

The student will be able to define sensation and perception
- The student will understand the differences between the concepts of physical reality and
perceived reality
- The student will know the main theories on visual perception

LEARNING

- The student will acquire a basics understanding of the theoretical and empirical foundations of classical conditioning and operant conditioning

- The student will be able to critically evaluate the contribution of contemporary theoretical approaches to the study of learning

MEMORY

- The student will be able to distinguish the main stages of memory

- The student will be able to define the concepts of sensory memory, short term memory and long term memory

- The student will know the main research methods used in the field of autobiographical memory studies

LANGUAGE AND COMMUNICATION

- The student will acquire an overview of the characteristics and functions of language and communication

- The student will be able to define the main stages that characterize the ontogenetic development of language and communication

- The student will learn in detail about the theories and research on non-verbal communication

THEORETICAL PERSPECTIVES ON EMOTIONS

- The student will become aware of the complexity of the concept of emotion and will understand the difficulties encountered by psychologists

when conducting empirical studies on the topic

- The student will acquire a thorough understanding of the theories that analyse the origin and purpose of emotional response
- The student will be able to compare the different theories of emotions with each other, highlighting their strengths and limitations

THE COMPONENTS OF EMOTIONAL RESPONSE

- The student will be able to distinguish and define the main components that are activated during an emotional response
- The student will understand the empirical research methods used to "ecologically" evaluate the different components of emotional response

THE CAUSES AND CONSEQUENCES OF EMOTIONAL EXPERIENCES

- The student will be able to describe the characteristics of events that cause different

  categories of emotions
- The student will know the theories and research studies that analyse the process of rumination and that of the social sharing of emotions
- The student will deepen the concept of emotion regulation developed by James Gross

POSITIVE PSYCHOLOGY, WELLNESS AND STRESS

- The student will be able to identify the theoretical and empirical contributions related to the birth of the current of Positive Psychology
- The student will be able to define the concepts of hedonic and eudaimonic well-being
- The student will understand the relation between empirical studies on emotions and those on psychological well-being and stress

APPLYING GENERAL PSYCHOLOGY IN THE HEALTHCARE SETTING

- The student will understand the main methods for analysing and changing behaviour: concepts and procedures accompanied by examples
- The student will consolidate the contents learned during the course and will know how to apply them to specific problems concerning the professional activity of the nurse

MODULE: CLINICAL PSYCHOLOGY M-PSI/08

LEARNING OBJECTIVES:

- The student will understand the differences between models, including from biological to biosocial models, and from disease-centred to patient-cantered models
- The student will learn the key concepts of behavioural analysis as a method of assessing the illness and the patient's reactions to the illness
- The student will learn about communication strategies used to discuss with the patient about how he or she experiences the illness and establish a therapeutic alliance.
- The student will learn about theoretical and practical approaches used to communicate within multidisciplinary teams

SUGGESTED READING:

- Delle Fave, Bassi, Psicologia della salute. Esperienze e risorse dei protagonisti della cura, Utet Editore
- E. Moja, E Vegni, La medicina centrata sul paziente, Cortina editore

CONTENT AND SPECIFIC LEARNING OBJECTIVES

THE ILLNESS FROM THE PATIENT'S PERSPECTIVE: DEFINITIONS AND PRACTICAL APPLICATIONS
- The student will be able to define the main health models
- The student will be able to define illness as a stress phenomenon and identify coping strategies
- The student will be able to understand the illness as a stimulus to re-adaptation

ATTACHMENT THEORY AND ILLNESS
- The student will become aware of how the attachment pattern affects the management of the illness
- The student will become aware of how the attachment pattern affects the relationship with the caregiver
- The student will be able to anticipate possible psychological problems when managing the relationship with the patient

COMMUNICATION IN THE TEAM

- The student will be able to define a multidisciplinary team in a clinical setting
- The student will learn about theoretical and practical approaches for effective communication, in a team and with the patient
- The student will be able to use communication strategies to establish a therapeutic alliance with the patient

COMMUNICATION STRATEGIES: EXERCISE
The student will be able to undergo a practical experience in a safe setting through simulation

EXERCISE

The student will be able to consolidate the contents learned during the course Techniques for taking notes and underlining text

- Mind maps

WORKSHOP: Managing emotions and anxiety (4 HOURS)

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2. ATTACHMENT THEORY AND ILLNESS
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   - The student will become aware of how the attachment pattern affects the relationship with the caregiver
   - The student will be able to anticipate possible psychological problems when managing the relationship with the patient

3. COMMUNICATION IN THE TEAM
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   - The student will be able to use communication strategies to establish a therapeutic

alliance with the patient

4. COMMUNICATION STRATEGIES: EXERCISE
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setting through simulation

5. EXERCISE
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