



**MASTERS OF SCIENCE IN NURSING
AND MIDWIFERY
A.A. 2021/2022**

Course: Fundamentals and development of the nursing profession

Year: first

Period available (1°-2° semester – annual): 1st semester

University Credits: 6

Learning objectives

Integrated course objectives

Students will acquire the necessary knowledge to:

- understand the basic principles of nursing and midwifery sciences, strengthening professional identity;
- acquire interpretative keys of the history of nursing and midwifery care;
- identify the elements defining nursing and midwifery care as a profession, a discipline and a science;
- critically interpret the theories developed in nursing and midwifery;
- analyse, understand and manage work processes in health care organisations;

Students will be able to apply their knowledge to:

- develop original ideas in personal care services in order to develop and apply the best management approaches, using appropriate models and monitoring the outcomes of nursing care;
- elaborate complex analyses and develop, also through a multidisciplinary approach, scientific, legal and economic reflections and evaluations, to take the necessary decisions to deal with complex problems in nursing care, as well as in the organisational, educational and research processes connected with the nursing and midwifery profession;
- manage nursing care complexity in relation to interpersonal and inter-professional relations.



Objectives of each integrated course module:

- **General Nursing Sciences, General Clinics and Paediatrics MED/45**

The students will be knowledgeable in the history and theories of nursing and their evolution, improving critical thinking and clinical reasoning, also through the use of advanced care planning methods.

In particular, students will be knowledgeable and able to understand the following points:

- the historical-philosophical roots of nursing identity;
- the development and epistemological foundations of the nursing discipline;
- the development and classification of nursing knowledge;
- the core of nursing care;
- the sensitive outcomes of nursing care;
- the concepts and values contained in the Code of Ethics of the nursing professions;
- the definition of responsibility and competence in the light of the Code of Ethics.

In particular, students will be knowledgeable and able to apply their knowledge in order to:

- understand the historical research method for reading and interpreting the history of nursing care;
- read nursing theorisations critically;
- use critical thinking and clinical reasoning when caring for the patient to detect and manage nursing-sensitive outcomes;
- understand the concepts and values of the Code of Ethics in professional practice;
- identify ethical problems in their professional activity;
- apply the ethical and deontological contents.

Autonomy of judgement: be able to analyse clinical areas with advanced disciplinary tools.

Communication skills: be able to support clinical choices.

Learning ability: develop complex and innovative clinical pathways within health care structures.

- **Obstetrical and Gynaecological Nursing MED/47**

Students will be able to analyse the characteristics of midwifery care in the light of gender medicine and the development of hospital and community networks.

In particular, students will be knowledgeable and able to apply their knowledge in order to:

- Understand historical changes from the figure of the mother, godmother, midwife;
- Maternity hospitals: unmarried and poor mothers at the service of training;
- Puerperal fever and the 'indecent' discovery of Semmelweis;
- The technocratic, humanist and holistic paradigm of childbirth;



- Midwifery and the process of constructing a professional identity;
- Migrant women and reproductive health;
- The function of the midwife in the midwifery process;
- Pregnancy and the BRO project.

In particular the students will:

- know the history of women and the changes that have occurred over the last few years.
- understand how to identify women's needs and wishes within the care setting, respecting their culture.

Autonomy of judgement: be able to identify women's needs within the different healthcare settings

Communication skills: be able to support clinical choices.

Ability to learn: develop complex and innovative women's clinical pathways within healthcare structures.



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Students will acquire the necessary knowledge to:

- Understand the structure of corporate management and governance of healthcare companies, placing them in the economic and regulatory framework in which they operate.
- Understand the meaning of cultural and organisational change and the skills needed to manage it taking into account one's own attitudes and complexities, as well as the opportunities of professional growth, employability and reputation.

In particular, students will be able to apply their knowledge to:

- understand the meaning of change management, the reasons why it is implemented and the levers to set up and manage a change management programme;
- understand the skills needed to deal with a change process:
 - a. listening and effective communication;
 - b. influencing and negotiation;
 - c. creative problem solving;
 - d. team-working;
 - e. people management and development;
- think in terms of (meta)brand reputation

In particular, students will be able to apply their knowledge to:

- understand the dynamics of cultural and organisational change;
- act out key behaviours for effective role management within change;
- value their professional identity in the best possible way.

Autonomy of judgement: be able to analyse healthcare organisational frameworks through the integration of disciplinary and non-disciplinary theories.

Communication skills: be able to motivate the organisational choices.

Ability to learn: develop complex and innovative organisational projects within healthcare structures.



Pre-requisites

In order to successfully pass the modules, the students should have the following pre-requisites:

General Nursing Sciences, General Clinics and Paediatrics, MED/45

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

Obstetrical and Gynaecological Nursing , MED/47

Suggested reading:

Nadia Maria Filippini, Generare, partorire, nascere. Una storia dall'antichità alla provetta, Viella Editore, 2017.

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No prerequisites required.

Content

Content of each integrated course module:

1. General Nursing Sciences, General Clinics and Paediatrics, MED/45

- Historical-philosophical roots of nursing identity;
- Concept of nursing and nursing care;
- History and historiography of nursing: introduction to the methodology of historical research;
- Historical frameworks;
- The process of professionalization: the nursing profession.

2. Epistemology of nursing:

- Development of the discipline of nursing: evolution of scientific and disciplinary knowledge.
- Epistemological foundations.

3. Evolution and classification of nursing knowledge:

- Specialised scientific language to describe and measure phenomena: implications in practice and classification systems;
- Paradigms and schools of thought;
- Conceptual models and theories (large, medium and small range);
- Elements of theoretical criticism.

4. The core of nursing care and nursing-sensitive outcomes:

- Tools for analysis, planning, management and evaluation of nursing-sensitive outcomes;
- Taking care of the patient: nursing care process and critical thinking;
- From clinical reasoning of the newly qualified nurse to clinical reasoning of the nurse with advanced clinical skills;
- Nursing and its relation to health;
- Philosophy of nursing: caring relationships and human development; meaning and expression of the nursing gesture in nursing care.

5. The new code of ethics for nursing professions

- The concepts and values of the Code of Ethics as a guide for ethically aware professional practice;



- The application aspects of the Code of Ethics in professional practice;
 - Development of professional responsibility and competences in the light of the Code of ethics.
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- **Obstetrical and Gynaecological Nursing , MED/47**
 - Theories and epistemology of midwifery care;
 - The principles of woman-centred care, with reference to gender medicine;
 - The birth pathway: application of midwifery partnership to organisational models and clinical practice;
 - The BRO (low obstetrical risk) self-management;
 - Care during pregnancy, childbirth and puerperium;
 - Care pathway of the critical pregnant woman;
 - Sentinel events in obstetrics and obstetrical near misses: good practices and actions for improvement;
 - Midwifery surveillance activities during pregnancy, birth and puerperium;



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1. Organisational changes

- Fluidity and porosity of the new organisational context in the era of social communication;
- From task to "choice": the new professional paradigm of digital humanism;
- Change management as a structured response to context changes and as an opportunity for professional growth.

2. The reasons behind our success

- McClelland's theory of needs;
- From needs to dominant motivators: organisational attitudes and mechanisms of recognition and gratification;
- Recognising motivators in oneself and in others (colleagues / collaborators).

3. Skills needed for growth through change

a. Listening and effective communication

- Guiding listening (recognising mistakes)
- Watzlawick's axioms of communication
- The 3 levels of communication and communication strategies

b. Impact & Influencing

- Analysis of the playing field in interpersonal confrontation and behavioural orientations within interpersonal relationships;
- Credibility and reinforcement strategies;
- Building and negotiating successful proposals: the Chamberlain model.

c. Creativity and lateral problem solving

- Creativity methods for problem "manipulation";
- Designing and leading a creative brainstorming session;
- From brainstorming to planning: the "filter ideas".

d. Effective team-working

- Characteristics and life cycle of the team (Bruce Tuckman's 4 phases);
- Key roles within the group (David Kolb's model);
- Dynamics within groups (from dependency to interdependency: Kelley and Thibaut's model).

e. People management and development

- Situational leadership (Hersey - Blanchard model);
- Behavioural approach to resource management;
- The definition of development plans for the resources managed.

f. The (meta)brand reputation (external intervention by Reputation Institute - TBC)

- Reputation: meaning, dimensions, strategic value;
- Brand and meta-brand reputation: what it means and why invest in it;
- Measuring brand reputations and the aspects in which to invest to enhance its value.



General Nursing Sciences, General Clinics and Paediatrics, MED/45

The learning activity will be carried out mostly in the classroom or online in weekly sessions of 3 to 5 hours and will be characterised by:

- Lectures and individual guided study
- Guided analysis of historical documents
- Practical individual or group activities
- Seminars with experts to deepen the topics covered

Obstetrical and Gynaecological Nursing , MED/47

The learning activity will be carried out mostly in the classroom or online in weekly sessions of 3 hours and will be characterised by:

- Lectures and individual guided study
- Guided analysis of historical documents

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The learning activity will be carried out mostly in the classroom or online in weekly sessions of 3 hours and will be characterised by:

- - sharing and discussion of "ice-breaker" stimuli for reflection;
- - small experiential activities aimed at developing lateral thinking;
- - watching and analysing blobs;
- - "self scoring" questionnaires for self-diagnosis of relevant behavioural skills and attitudes;
- - individual and group exercises;
- - presentation of reference managerial models and tools.

Teaching and learning activities and teaching methods

Class or group guided discussions of practical cases.

Assessment method

General Nursing Sciences, General Clinics and Paediatrics, MED/45

The final exam will consist in an oral exam, with a mark of maximum 31/30.

Obstetrical and Gynaecological Nursing , MED/47

The final exam will consist in an oral exam, with a mark of maximum 31/30.



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The final exam will consist in a written examination with multiple choice answers, with a mark of maximum 31/30.

The written exam is structured in 3 blocks, each consisting of 10, 10 and 11 questions, for a total of 31 questions. In order to pass the written examination, students must score an overall of 60% correct answers in all questions, with a minimum of 50% correct answers in each of the three blocks.

The mark for the written examination will be equal to the number of correct answers.

The examination will be passed if a pass mark (18/30) is achieved in each module.

The marks from the three modules will be combined to form a single final mark weighted according to the university credits in each discipline.

In order to obtain the "cum laude" the student will have to reach a mark of 33/30. The results will be published in 15 working days.

Recommended readings

General Nursing Sciences, General Clinics and Paediatrics, MED/45

- Manzoni, Le radici e le foglie. Una visione storico-epistemologica della disciplina infermieristica, Milano: CEA, 2016.
- Code of ethics for nursing professions
https://www.fnopi.it/archivio_news/attualita/2629/Il%20testo%20definitivo%20Codice%20Deontologico%20degli%20Ordini%20delle%20Professioni%20Infermieristiche%202019.pdf
- Commentary on the new code of ethics for the nursing professions
<https://www.infermiereonline.org/wp-content/uploads/2020/06/Commentario-Codice-Dentologico-Professioni-Infermieristiche-uv.pdf>
- Bibliography provided during the lessons.

Obstetrical and Gynaecological Nursing , MED/47

- Bibliography provided during the lessons.

Economics and business management SECS-P/08

- "Change Management: è ora di cambiare", HBRI, n. 7-8 2014
- A. Moè , "La motivazione. Teorie e processi. Nuova ediz.", Il Mulino, 2020
- , B. Paoli "La comunicazione efficace. Obiettivi e strategie", Golem Editori, 2016
- R. Rumiati, D. Pietroni , "La negoziazione. Psicologia della trattativa: come trasformare un conflitto in opportunità di sviluppo personale, organizzativo e sociale", Raffaello Cortina Editore, 2001



- W. Johnson, "Creare un top team. Formare e motivare una squadra vincente. Valorizzare l'impegno e l'apprendimento", Hoepli, 2019
- K. Blanchard, Franco Angeli, "Le tre chiavi dell'empowerment. Come liberare il potenziale dei collaboratori offrendo dei risultati entusiasmanti", 2007
- Riccardo Scandellari, Dario Flaccovio, "Fai di te stesso un brand. Personal branding e reputazione online", collana web book, 2017