



BSc in Nursing

INTEGRATED TEACHING: HUMAN SCIENCE AND HEALTH PROMOTION

NUMBER OF CFU: 8

SSD: MEDS-02/C ; PAED-01/A ; SDEA-01/A ; MEDS-22/A ;GSPS-05/A ;MEDS-24/B ;PSIC-01/A

RESPONSIBLE PROFESSOR: ADRIANO ACCIARINO

E-MAIL: adriano.acciarino@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

<https://www.unicamillus.org/personnel/adriano-acciarino-2/>

MODULE: HISTORY OF MEDICINE

NUMBER OF CFU: 1

SSD: MEDS-02/C

PROFESSOR: SAVINO CHRISTINA

e-mail: christina.savino@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

MODULE: GENERAL AND SOCIAL PEDAGOGY

NUMBER OF CFU: 1

SSD: PAED-01/A

PROFESSOR: ADRIANO ACCIARINO

e-mail: adriano.acciarino@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

<https://www.unicamillus.org/personnel/adriano-acciarino-2/>

MODULE: DEMO-THNO-ANTROPOLOGICAL DISCIPLINES

NUMBER OF CFU: 1

SSD: SDEA-01/A

PROFESSOR: MARIO MARASCO

e-mail: mario.marasco@uniroma1.it

Office hours (by appointment): Wednesday from 3:30 pm to 4:30 pm

MODULE: DIAGNOSTIC IMAGING AND RADIOTHERAPY

NUMBER OF CFU: 1

SSD: MEDS-22/A

PROFESSOR: ERICA BASSETTI

e-mail: erica.bassetti@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

<https://www.unicamillus.org/personnel/bassetti-erica/>

MODULE: GENERAL SOCIOLOGY

NUMBER OF CFU: 1

SSD: GSPS-05/A

PROFESSOR: VERA KOPSAJ

e-mail: vera.kopsaj@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

MODULE: GENERAL AND APPLIED HYGIENE

NUMBER OF CFU: 1

SSD: MEDS-24/B

PROFESSOR: MARCO COLOTTO

e-mail: marco.colotto@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

<https://www.unicamillus.org/it/personnel/colotto-marco/>

MODULE: GENERAL PSYCHOLOGY

NUMBER OF CFU: 1

SSD: PSIC-01/A

PROFESSOR: VALENTINA ALFONSI

e-mail: valentina.alfonsi@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

PREREQUISITES

Elements of Physics, Biology, Anatomy and a basic history preparation is needed with reference to the socio-cultural aspects of the different eras from prehistory to the present day

LEARNING OBJECTIVES

Aim of the Teaching is:

- To provide students with knowledge on the basic concepts for acquiring information on Diagnostic Imaging and Radiotherapy equipment and their indications, as well as providing the basic notions of Radiation Protection.
- To provide students with knowledge on theoretical basis of general hygiene, epidemiology and their practical applications in public health;
- To provide students with knowledge on main health threats worldwide and on diagnostic, preventive and therapeutic approaches to face them;
- To provide students with knowledge on the theoretical bases of the Demo-ethno-anthropological disciplines, Medical Anthropology as specific discipline, and the understanding of importance of these disciplines in the context of clinical practice;
- Provide students with key concepts developed within the Demo-ethno-anthropological disciplines and Medical Anthropology: culture as process and cultural encounter in health care practice; illness and

disease, health and wellbeing, health systems and body in the socio-cultural context and from the Medical Anthropology perspective;

- To provide students with knowledge on fully understand the fundamentals of modern pedagogy, starting from its birth and going throughout all its changes;
- To achieve a solid preparation in theoretical, design and operational fields of psychology, including innovative research techniques;
- Achieve ability to use cognitive and intervention tools aimed at prevention, diagnosis and rehabilitation and psychological support activities;
- Acquire advanced level skills to establish relevant characteristics of people, families and groups. Acquire the ability to plan relational interventions and to manage congruent interactions with the needs of people, families and groups;
- Acquire the ability to assess the quality, effectiveness and appropriateness of interventions;
- Being able to take responsibility for interventions, to exercise full professional autonomy and to work collaboratively in multidisciplinary groups. To acquire knowledge on the main IT tools and on the electronic communication in the specific areas of competence;
- Provide a basic understanding of sociological concepts and theories relevant to health and healthcare.
- Analyze how social factors influence health and health-related behaviour;
- Examine the role of nurses in society and within the healthcare system;
- To provide students with knowledge on basic concepts of general sociology must have been learnt.
- In particular students have to be able to answer to all the questions concerning the beginning of sociology in particular starting from Auguste Comte to the modern sociologists e.g. Bourdieu What a group is. Primary and secondary groups. What are social classes. The state. The institutions. The globalization. Values. Madeleine Leininger and the transcultural nursing;
- To provide students with knowledge on the evolution of medical thought from prehistory to the present day with a particular attention to how medicine in different ages has been influenced by social, economic, religious and political factors, since each time these factors have led to an improvement or a worsening of the medical art.

LEARNING OUTCOMES

Knowledge and Understanding

At the end of the course the student will be able to:

- Apply the acquired knowledge on the topics of Diagnostic Imaging, Radiotherapy and Radiation Protection;
- Understand principles and aims of general hygiene, basic concepts of epidemiology and their applications for public health promotion;
- Define the current global health scenario;
- Describe main global health problems and preventive and therapeutic interventions available;
- Capturing the complexity of a holistic approach to the patient and the profession;
- Recognizing the possible critical issues related to the context of his/her own culture belonging and/or the one of the patients;
- Knowing how to grasp the critical points from the ethno-anthropological point of view in the clinical practice;

- Knowing the fundamental principles that distinguish/affirm his/her own role from a a demo-ethno-anthropological point of view;
- Adding valuing to his/her own professionalism through a practice that respects the principles of cross-culturality;
- Know the history of Pedagogy;
- Understanding the basic theory and practice of general and social pedagogy;
- Master the fundamental practical skills of Pedagogy;
- Explain how sociology was born and how sociology changes from the beginning until now;
- know the classification criteria of social groups;
- Describe what sociology is nowadays and which are the practical applications of sociology at our days;
- To explain what social classes are;
- To understand which is the role of institutions;
- What a global society is;
- Which is the model proposed from Madeleine Leininger for what concerns the modern nursing;
- Explain what the axiological system is;
- Explain key sociological concepts and relate them to healthcare;
- Analyze how social factors like class, gender, and ethnicity affect health and access to care;
- Describe the social, political and cultural aspects of the different eras of history;
- Know the personal history of the doctors and their findings;
- Know the sources from which we have obtained information on ancient medical art;
- Describe the complex historical paths of medical discoveries.

Applying knowledge and understanding

At the end of the course the student will be able to:

- Apply the acquired knowledge on the topics of Diagnostic Imaging, Radiotherapy and Radiation Protection;
- Apply the knowledge acquired in the specific context of the professional activity. in order to contribute to the organization and planning of health interventions;
- Recognize some of his/her own principles and categories of belonging and prejudice;
- Identify the possible critical issues when interacting with patients as human beings;
- Propose and apply strategies that facilitate health professional - patient relationships acting on the soft skills level;
- Propose and apply strategies that help the healing processes acting on the soft-skills level;
- Apply knowledge of pedagogy to understand the mechanisms underlying teaching and learning;
- Apply the integrated knowledge of Psychology and Sociology applicable to teaching;
- Apply sociological insights to improve patient communication and address ethical issues in nursing practice;
- Apply the systematic and updated acquisitions in the various sectors of psychological disciplines, as well as the biological (molecular, metabolic, physiological) and clinical (neurological, psychiatric, neuroradiological) disciplines that are at the basis of knowledge about psychic processes, and of anthropological and epistemological disciplines and fundamental ethics for understanding the cultural and deontologi-

cal dimension of interventions for the promotion, maintenance and recovery of health and well-being conditions within public and private institutions for individuals in all phases of life;

- Acquired operational and application skills, including psycho-diagnostic and psychological counseling, for people suffering from physical and mental, cognitive and emotional disorders;
- Operate in institutions, companies and public and private organizations, in dependence or freelance, usually in multidisciplinary teams in the area of science and psychological techniques to apply sociological concepts to his/her professional life.

Communication skills

At the end of the course the student must be able to:

- Adequately explain to the teachers the acquired knowledge of the topics addressed during the course;
- Use the terminology acquired with competence and appropriateness;
- Know the basics of health professional -patient communication;
- Know in particular the basics of non-verbal communication;
- Adapt his/her cultural skills to the context of action;
- Know at least an effective verbal communication strategy in patient management;
- Use a correct scientific lexicon in Pedagogy;
- Use the updated tools for communication and management of information, experience and professional skills in the field of services aimed at people, groups, organizations and communities;
- Use specific terminology appropriately;
- Use appropriate sociological terms;
- Expose the various topics covered;
- Evaluate the impact of power dynamics and social structures on nurse-patient relationships;
- Make informed ethical decisions by considering different cultural and social perspectives in the healthcare context.

Making judgements

At the end of the course the student must be able to:

- Judge independently the applicability of the theoretical notions learned during the course;
- Carry out general assessments on the topics covered;
- Recognizing one's own cultural and professional prejudices;
- Recognize the critical issues related to the patient's cultural prejudices regarding the demo-ethno-anthropological context of clinical practice;
- Preventing critical issues by adopting appropriate behaviors;
- Judge the functionality or non-functionality of a pedagogical context;
- Carry out general evaluations of the topics covered;
- Classify primary or secondary groups according to his/hers needs;
- Make general assessments of the topics covered;

Learning skills

The student will have acquired skills and methods of learning suitable for deepening and improving their competencies in the field of human science and health promotion, also through consulting scientific literature.

COURSE SYLLABUS

Syllabus HISTORY OF MEDICINE

- Patient-physician relationship; Medical geography; Medicine of Ancient Greece; Hellenistic-Roman Medicine; Pythagoras; Alcmaeon; Hippocrates; Rational medicine; Theory of humors; Aristotle; Empirical School of Alexandria; Methodical School of Alexandria; Galen; Schola Medica Salernitana; Dissection; Andreas Vesalius; Scientific Revolution; William Harvey; Ignaz Semmelweis; Edward Jenner; Vaccine; Alexander Fleming.

Syllabus GENERAL AND SOCIAL PEDAGOGY

- Introduction to the study of Pedagogy's foundations.
- History of Pedagogy, teaching methods, theoretical and practical aspects of the subject.
- Social pedagogy.
- Research in Pedagogy.

Syllabus DEMO-ETHNO-ANTROPOLOGICAL DISCIPLINES

- Introduction to Social and Cultural Anthropology; Introduction to Medical Anthropology; Illness, disease and its narration; Complex health systems and Biomedicine; social suffering and health as social product; body and embodiment; audiovisual supports and case studies; slides and collection of scientific papers.

Syllabus DIAGNOSTIC IMAGING AND RADIOTHERAPY

- Equipment: physical foundations, equipment technicians and main clinical indications: ultrasound (us); analogic/digital radiology (rx); computerized bone mineralometry (cbm); mammography (mx); computed tomography (ct); magnetic resonance (mr); nuclear medicine (nm); hybrid equipment (pet/ct); interventional radiology (ir); radiotherapy (rt).
- Radiations: natural and artificial sources of radiation. non-ionizing radiation (nir) and ionizing radiation (ir). radioactivity and radioactive decay.
- Radiobiology: biological effects of ionizing radiation on the human species; tissue radiosensitivity scale; stochastic, deterministic and genetic effects; acute irradiation syndrome.
- Radiation protection: historical and legislative premises; national and international organizations for radiation protection; the ethical principles of radioprotection; dosimetric quantities and dosimetry; physical surveillance; medical surveillance; general and specific norms of radioprotection; devices for

protection against ionizing radiation (individual, collective, environmental); irradiation, contamination and decontamination. disposal of radioactive waste.

- Radiation protection in fertile age and in pregnancy: normative; effects on the product of conception.
- Hospital informatic systems and teleradiology.
- Role of nurse in interventional radiology-references of legislation of radioprotezionistic interest: presidential decree n. 185/1964; legislative decree 19/9/1994, n. 626; legislative decree 17/3/1995, 230; legislative decree 26/5/2000, n.187; legislative decree 9/4/2008, n. 81; directive 2013/59 / euratom.

Syllabus GENERAL SOCIOLOGY

Introduction to the Sociology of Health:

- Definition of sociology and its role in analyzing health;
- Basic sociological theories: functionalism, conflict theory, symbolic interactionism.

Social Determinants of Health:

- Social inequalities: class, gender, ethnicity, and their impact on health;
- Concepts of health and illness: social construction and cultural perceptions.

Role of Nurses and Institutional Dynamics:

- The healthcare system and the role of nurses;
- Power dynamics and hierarchies in healthcare;
- Communication and the nurse-patient relationship.

Syllabus GENERAL AND APPLIED HYGIENE

Introduction to Hygiene-Epidemiology-Public Health: definitions and general concepts. Epidemiologic measures of frequency: incidence and prevalence. Basic epidemiological study designs. Global Health: main threats for public health worldwide and intervention strategies. Communicable and not-communicable diseases: epidemiologic transition. Healthcare associated infections and antimicrobial resistance.

Syllabus GENERAL PSYCHOLOGY

- General principles of psychology
 - what is psychology? History of psychology
 - research in psychology
- Neuroscientific foundation of psychology
 - the brain: principles of anatomy and of physiology.
 - functions, emotions and behaviors
- Higher mental function higher mental functions
 - thinking
 - language
 - intelligence
 - consciousness

- learning
- memory
- Lifespan development
 - prenatal psychology
 - developmental psychology
 - childhood psychology
 - adulthood psychology
 - death psychology
- Personality theories
- Psychopathological disorders
 - anxiety disorders
 - mood disorders
 - psychotic disorders
- The nurse-patient relationship

COURSE STRUCTURE

The module of Diagnostic Imaging and radiotherapy is structured in lessons performed with powerpoint presentations for a total of 14 hours of frontal teaching.

The module of General Applied Hygiene is structured in 14 hours of frontal teaching structured in lessons lasting between 2 and 4 hours based on the academic calendar.

The lectures will include theoretical lessons and seminars of case studies.

The module of Demo-Ethno-Anthropological disciplines is structured in 14 hours of teaching, divided into 5x2/3 hour lessons as per academic calendar. Students will be provided with theoretical skills and relevant case studies will be analysed.

The module of General and Social Pedagogy is structured in 14 hours of frontal lectures.

The module of General Psychology is structured in 28 hours of frontal teaching, divided into lessons from 2 to 4 hours according to the academic calendar. Lectures will include theoretical lessons and possible seminars on the topics covered

The module of General Sociology is structured in 14 hours of lectures which will be divided in lessons of one hour each according to the academic calendar.

The module of History of Medicine is structured in 14 hours of frontal teaching, divided into lessons of 2 or 3 hours according to the academic calendar. Lectures will include theoretical lessons and supplementary seminars on the topics covered.

COURSE GRADE DETERMINATION

The exam of the Teaching of Human Sciences and Health Promotion is comprised of a written or oral exam of the modules of DIAGNOSTIC IMAGING AND RADIOTHERAPY, GENERAL AND APPLIED HYGIENE, DEMO-ETHNO ANTROPOLOGICAL DISCIPLINES, GENERAL AND SOCIAL PEDAGOGY, GENERAL PSYCHOLOGY, GENERAL

SOCIOLOGY, HISTORY OF MEDICINE, whose mark is an integral part of the Teaching. The exam will be considered passed if the student totals a final score of 18/30.

The knowledge and ability to understand, the ability to apply knowledge and understanding, the autonomy of judgment and the communication skills of the student will weigh in the final score as follows 14.3%, 14.3%, 14.3%, 14.3%, 14.3%, 14.3% and 14.3%, respectively.

The evaluation criteria considered will be: acquired knowledge, independent judgment, communication skills and learning skills. The exams will be assessed according to the following criteria:

< 18 insufficient	The candidate possesses an inadequate knowledge of the topic, makes significant errors in applying theoretical concepts, and shows weak presentation skills.
18 - 20	The candidate possesses a barely adequate and only superficial knowledge of topic, limited presentation skills, and only an inconsistent ability to apply theoretical concepts.
21 – 23	The candidate possesses an adequate, but not in-depth, knowledge of the topic, a partial ability to apply theoretical concepts, and acceptable presentation skills.
24 – 26	The candidate possesses a fair knowledge of the topic, a reasonable ability to apply theoretical concepts correctly and present ideas clearly.
27 - 29	The candidate possesses an in-depth knowledge of the topic, a sound ability to apply theoretical concepts, good analytical skills, clear argumentative clarity and an ability to synthesize
30 - 30L	The candidate possesses an in-depth knowledge of the topic, an outstanding ability to apply theoretical concepts, a high level of argumentative clarity, as well as excellent analytical skills, and a well-developed ability to synthesize and establish interdisciplinary connections.

OPTIONAL ACTIVITIES

- Research on specific topics (Internet WEB sites)
- some themes and case studies will be discussed with monographic insights.
- the student will be given the opportunity to participate in seminars, research internships, department internships and monographic courses. The topics of the activities are not subject to examination. Acquisition of the hours allocated occurs only with a mandatory frequency of 100% and suitability is provided.

READING MATERIALS

Reading materials for HISTORY OF MEDICINE

- R. Porter, *Blood and Guts: A Short History of Medicine*, 2002
- Lecture slides and scientific articles. Audiovisual materials

Reading materials for GENERAL AND SOCIAL PEDAGOGY

- Lecture slides and scientific articles. Audiovisual materials and case studies
- Kanizsa S. & Mariani A. A. (2018). *Pedagogia generale*. Ediz. MyLab.

Reading materials for DEMO-ETHNO-ANTROPOLOGICAL DISCIPLINES

- Lecture slides and scientific articles. Audiovisual materials and case studies
- Pool. R, and G. Wenzel. 2005. *Medical anthropology*. UK: McGraw-Hill Education-Open University Press. (Selected chapters).

Reading materials for DIAGNOSTIC IMAGING AND RADIOTHERAPY

- Lecture slides and scientific articles. Audiovisual materials and case studies

Reading materials for GENERAL SOCIOLOGY

- Lecture slides and scientific articles. Audiovisual materials and case studies
- Allan, H., Traynor, M., Kelly, D., & Smith, P. (2016). *Understanding sociology in nursing*. Sage.
- Denny, E., Earle, S., & Hewison, A. (Eds.). (2016). *Sociology for nurses*. John Wiley & Sons.

Reading materials for GENERAL AND APPLIED HYGIENE

- Lecture slides and scientific articles. Audiovisual materials and case studies
- Kawachi I, Lang I, Ricciardi W (editors). *Oxford Handbook of Public Health Practice*.

Oxford University Press, 4rd Edition 2020

Reading materials for GENERAL PSYCHOLOGY

- Slide delle lezioni e articoli scientifici. Materiale audiovisivo e case studies
- Damasio, A. *The Strange Order of Things: Life, Feeling, and the Making of Cultures* New York: Pantheon Books 2018, 336 s. *Filozofia*, 73(6), 481
- James, W. (2003). *Psychology: the briefer course*. Kessinger Pub
- Kearns, T., Lee, D. (2015). *General Psychology: an introduction*. Open Textbooks. 1. <https://oer.galileo.usg.edu/psychology-textbooks/1>