

DEGREE IN MIDWIFERY

Integrated Teaching: Obstetrical-gynecological nursing sciences 3 (Midwifery 3)

SSD: MEDS-24/C

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Credits: 6

MODULES: Obstetrical-gynecological nursing sciences

SSD: MEDS-24/C

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Number of Credits: 6

PREREQUISITES

Achieving the learning objectives of the Integrated Teaching of Obstetric-Gynecological Nursing Sciences 1 and 2.

LEARNING OBJECTIVES

The module aims to promote knowledge relating to human development in the first 1000 days, with particular reference to the human microbiome and epigenetic and neurobehavioral aspects. Learning areas will include the topic of nurturing fatherhood in early cognitive development and the prevention of violence and male abuse against women and children, support in the first 1000 days for migrant dyads and families, management of humanitarian emergencies and natural disasters. The development of the communication and technical-scientific skills necessary to manage complex breastfeeding cases will continue, with a culturally sensitive approach.

Furthermore, integrated teaching aims to describe and recognize signs, symptoms and evolution relating to the main obstetric pathologies and emergencies as well as identifying the rescue measures necessary to resolve or contain these conditions. At the end of the integrated teaching, students will be able to describe the main methods of labor induction and apply them in obstetric care.

LEARNING OUTCOMES

The specific learning outcomes of the program are coherent with the general provisions of the Bologna Process and the specific provisions of EC Directive 2005/36/EC. They lie within the European Qualifications Framework (Dublin Descriptors) as follows.

At the end of this teaching, students will be able to:

Knowledge and Understanding

- Describe the scientific background of the physiology of breastfeeding and child development
- Manage complex cases during breastfeeding
- Promote the active participation of the father/partner in the care process and co-parenting

- Describe the most appropriate mode of communication for the management of different clinical cases-list the main communication skills for breastfeeding promotion and support
- Identify practices that support and those that interfere with breastfeeding
- Describe what needs to be discussed with a woman who is not breastfeeding
- Describe the UNICEF Baby Friendly Hospitals and Communities Initiatives
- Explain the importance of the International Code of Marketing of Breast-milk Substitutes
- Describe the importance of human milk, breastfeeding, skin-to-skin contact and early initiation of breastfeeding
- Explain how to help a mother to learn the skills of positioning and attaching her baby and the skill of hand expression
- Describe some common problems of breastfeeding, their causes, treatment and prevention
- Describe the indications and the different methods of induction of labour
- Describe the main obstetric pathology and emergency
- Recognize the main threatening signs that identify the emergency
- Recognize the main signs and symptoms of pathology
- Describe interventions and midwifery care required during the main obstetric pathology and emergency

Applying Knowledge and Understanding

- Apply the principles of midwifery and counselling to selected cases, problems and a variable range of situations
- Use the tools, methodologies language and conventions of midwifery and counselling to test and communicate ideas and explanations
- Find evidence-based information to support professional practice
- Translate the results of the scientific research into communicative contents, relevant to the professional practice

Communication Skills

- Present the topics orally in an organized and consistent manner
- Use a proper scientific language coherent with the topic of discussion
- Use appropriate communication skills to talk with pregnant women, mothers and colleagues
- Adopt culturally sensitive communication methods, with special regard to women victims of sexual exploitation trafficking and/or female genital mutilation

Making Judgements

- Recognize the importance of an in-depth knowledge of the topics consistent with a proper education
- Identify the importance of a proper theoretical knowledge of the topic in the clinical practice
- Manage complex clinical cases from a technical, scientific and communicative perspective, according to what has been learned

Learning Skills

The student must be able to activate autonomous in-depth study paths by consulting scientific literature and obstetrics and gynecology texts.

COURSE SYLLABUS

- Local breastfeeding situation. How breastfeeding works.
- Specific cases: low-birth-weight and sick babies, maternal diseases.
- Breast: expressing breastmilk increasing breastmilk and relactation.

- Women's nutrition, health and fertility. Women and work.
- Primal health, UNICEF Baby friendly Initiatives and the marketing of breast-milk substitutes.
- Counselling practice: listening and learning, building confidence and giving support, taking a breastfeeding history, sustaining breastfeeding.

- Physiology of breastfeeding and lactation
- Management of complex clinical cases in breastfeeding
- Development of the human microbiome, epigenetics and neurodevelopment
- Active fatherhood and the promotion of the early child development
- Prevention of male violence against women and children
- Nurturing care: from theory to practice
- Transcultural midwifery care in breastfeeding
- Midwifery care in humanitarian emergencies and natural disasters

- Why breastfeeding is important. Positioning a baby at the breast. Observing and assessing a breastfeed.
- Specific cases: refusal to breastfeed, "Not enough milk", crying.
- Breast: breast characteristics and problems.
- Induction of labour (IOL): relevant topics, elements that influence the success and failure of IOL, induction failure, indications for IOL, methods for IOL, maternal-fetal surveillance during IOL.

- Major obstetric hemorrhage: main causes, differential diagnosis, midwifery care and team working.
- Pre-eclampsia and eclampsia: definition, signs and symptoms, midwifery care and team working
- Shoulder dystocia: definition and types, dystocia signs, main care pathway to solve shoulder dystocia in different contexts
- Cord prolapse: definition, signs and symptoms, midwifery care in different contexts
- Communication during emergencies

COURSE STRUCTURE

The course consists of 84 hours of classroom teaching, composed of frontal lessons, working groups and interactive learning activities, including clinical practices performed in hospital and community.

COURSE GRADE DETERMINATION

The final exam will be written and oral and it will be communicated at the beginning of the lessons together with the didactic materials necessary to the preparation for the final evaluation. The exam will focus on the program and will assess the student's knowledge and mastery of specific scientific language. To pass the exam, the production of reports by the students is required, which must be sent to the lecturers by previously defined deadlines, otherwise the exam cannot be taken.

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 Fail	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.

The Integrated Teaching of Obstetric-Gynecological Nursing Sciences 3 is a prerequisite for taking the Integrated Teaching of Obstetric-Gynecological Nursing Sciences 4

OPTIONAL ACTIVITIES

Students can request optional workshops to deepen some specific topics.

READING MATERIALS

- Trattando di Scienza ed Arte della Professionalità Ostetrica. Costantini W. Piccin. Ed. 2021.
- "Salute primale e allattamento". Manuale aggiornato e basato sul modello formativo del corso 40 ore OMS-UNICEF
- Didactic material (guidelines, scientific papers, etc.) delivered by the Professors