DEGREE IN MIDWIFERY

Integrated Teaching: **Obstetrical - Gynecological Nursing Sciences 5 (Midwifery 5)**
SSD: MEDS-24/C
Responsible Professor: Francesca Marchetti   E-mail: francesca.marchetti@unicamillus.org
Credits: 6

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Professor: Francesca Marchetti   E-mail: francesca.marchetti@unicamillus.org
Credits: 2
Professor: Francesca Zambri   E-mail: francesca.zambri@unicamillus.org
Credits: 2
Professor: Sofia Colaceci   E-mail: sofia.colaceci@unicamillus.org
Credits: 2

PREREQUISITES
- Knowledge and competence in the previous Courses of Obstetrical-gynaecological nursing sciences. In particular, the Integrated Teaching of Obstetric-Gynecological Nursing Sciences 4 is propaedeutic to the Integrated Teaching of Obstetric Gynecological Nursing Sciences 5.
- A basic knowledge of the English language and the use of ICT tools is a prerequisite, including the use of document processing programs (e.g., Word), multimedia slide creation (e.g., Power Point), and spreadsheet applications (e.g., Excel).

LEARNING OBJECTIVES
Throughout the course, topics related to research methodology in the midwifery field will be addressed.
The course aims to foster knowledge and basic skills in conceiving, designing, and conducting research activities applied to professional practice. Learning will take place through formulating research questions and consulting biomedical databases; reading scientific articles; conducting cross-sectional studies involving the development of research protocols and questionnaires; introduction to data analysis using statistical software; simulation of qualitative studies; composing scientific outputs (abstracts, reports, etc.).

LEARNING OUTCOMES
The expected learning outcomes are consistent with the Bologna Process's instructions (or regulations) and the Directive 2005/36/EC. They are in the European Qualifications Framework (Dublin Descriptors) as follow:

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

Knowledge and Understanding
- Describe the principles of Evidence-Based Midwifery.
- Describe relevant aspects of research activity for the professional practice of midwives.
- Structure research on topics within biomedical scientific literature.
- Construct a research question and formulate a PICO (Population, Intervention, Control, Outcome).

- Access major biomedical databases (e.g., PubMed).
- Describe key study types relevant to professional practice.
- Explain the theory and methods for designing and conducting a cross-sectional study.
- Describe primary data collection tools.
- Describe primary data analysis methods.
- Understand and evaluate a scientific article.
- Understand guidelines produced by public institutions (e.g., Italian National Institute of Health - National Guideline System, World Health Organization).
- Acquire skills relevant to thesis writing.

Applying Knowledge and Understanding
- Retrieve evidence-based information to support professional practice.
- Transfer theoretical knowledge of midwifery care into good clinical practices.
- Translate scientific research findings into communicative content suitable for professional practice.

Communication Skills
- Present topics orally in an organized and coherent manner.
- Use appropriate scientific language consistent with the topics discussed.
- Communicate results of quantitative and qualitative research.
- Prepare abstracts and brief reports.

Making Judgements
- Argue the importance of evidence-based clinical practices.
- Independently evaluate scientific sources for informing one's own clinical practice.

Learning skills
- The student must be able to activate autonomous in-depth study paths by consulting databases of scientific literature and texts relating to emergencies/urgencies.

COURSE SYLLABUS
- Introduction to research in midwifery and maternal-child health
- Principles of Evidence-Based Midwifery Practice
- Introduction to research methodology
- Approaches to science and research strategies
- The research cycle
- Introduction to the academic world and midwifery research in Italy (regulations, declarations, bibliometric   indices)
- The evidence pyramid and key study types for professional practice
- Quantitative research: study designs, methods, data collection tools, data analysis (statistical software, e.g., EpiInfo), and result interpretation
- Qualitative research: study designs, methods, data collection tools, data analysis (Long Table Analysis), and interpretation of collected data
- Research question and the PICO(C) model: structuring and using them
- How to conduct a literature search on a database (e.g., PubMed)
- How to analyze and present results of a literature review
- How to read a scientific article
- How to read a guideline

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- Assessing the quality of scientific articles: some tools
- Constructing an effective data collection tool (questionnaire, interview, focus group)
- Integrating different methods: quantitative research, qualitative research, mixed methods
- How to communicate research results (producing scientific reports,   and oral presentations)
- Bachelor's Thesis: structure and useful tools

COURSE STRUCTURE

The course consists of 84 hours of classroom teaching. The methodology includes interactive presentations, the use of multimedia tools (video, web search), role play with feedback, practical exercises, exercises in small groups with the production of a final paper, design and realization of a research project.

COURSE GRADE DETERMINATION

The evaluation will be oral/written and it will focus on the program of the Integrated Course. Student's knowledge and mastery of specific scientific language will be assessed. 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.

OPTIONAL ACTIVITIES

Students can request optional workshops to deepen some specific topics.

READING MATERIALS
- McKenna L, Copnell B. Fundamentals of nursing and midwifery research. 2020. Routledge Taylor and Francis Group: New York.
- Costantini W. Trattando di Scienza ed Arte della Professionalità Ostetrica. Volume V,

Percorso 32. 2021. Piccin Nuova Libraria: Padova.

- Polit DF, Beck CT. Essentials of nursing research: appraising evidence for nursing practice. 7th ed. Lippincott Williams & Wilkins. [not mandatory]
- Materials provided by the Professors.
- Colaceci S. Obiettivo Tesi di Laurea. Manuale Pratico per le Professioni Sanitarie. 2024. ISBN 9798336102857