

## MIDWIFERY COURSE

**Integrated course: Human Sciences**

**SSD : M-PED/01, MED/36, M-PSI/01, MED/02, M-Dea/01, Sps/07**

**CFU: 7**

**Coordinator: Adriano Acciarino**

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MODULE: General and Social Pedagogy

SSD: M-PED/01

CFU: 1

Professor: Adriano Acciarino CFU: 1 E-mail: [adriano.acciarino@unicamillus.org](mailto:adriano.acciarino@unicamillus.org)

MODULE: Diagnostic imaging and Radiotherapy

SSD: MED/36

CFU: 1

PROFESSOR: Antonio Magi E-mail: [antonio.magi@unicamillus.org](mailto:antonio.magi@unicamillus.org)

MODULE: General Psychology

SSD: M-PSI/01

CFU: 2

Professor: Luca Mari E-mail: [luca.mari@unicamillus.org](mailto:luca.mari@unicamillus.org)

MODULE: History of Medicine

SSD: MED/02

CFU: 1

professor: Marco Mattei E-mail: [marco.mattei@unicamillus.org](mailto:marco.mattei@unicamillus.org)

MODULE: Demo-ethno-anthropological disciplines

SSD: M-Dea/01

CFU: 1

Professor: Pietro Polieri E-mail: [pietro.polieri@unicamillus.org](mailto:pietro.polieri@unicamillus.org)

MODULE: General Sociology

SSD: Sps/07

CFU: 1

Professor: Ugo Pacifici Noja E-mail: [ugo.pacificinoja@unicamillus.org](mailto:ugo.pacificinoja@unicamillus.org)

## PREREQUISITES

None

## LEARNING OBJECTIVES

At the end of the course the student will be able to describe the theoretical and methodological principles of General Psychology, the principles on which behaviour analysis is based, basic concepts of general sociology, the fundamentals of modern pedagogy, starting from its birth and going throughout all its changes, theoretical bases of the Demo-ethno-anthropological disciplines and their importance in the context of clinical practice, and the main topic regarding the history of medicine, with particular regard to the history of obstetrics and gynaecology. Moreover, the course aims at providing the student with the fundamental Knowledge of diagnostic imaging methods starting from traditional radiology, CT (Computed Tomography) and new non-invasive methods.

## 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:

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

### Knowledge and understanding

- Describe neurons: structure and functioning, the central nervous system, the brain and the description of the main brain structures
- Describe the phases of sleep and the main related disorders
- Define the emotions, their classification, the components of the emotional process
- Describe the main evolutionary stages of the prenatal and postnatal development
- Explain the different theories of developmental psychology
- Describe the history of Pedagogy
- Describe the basic theory and practice of general and social pedagogy
- Master the fundamental practical skills of Pedagogy
- Explain the methods, the various types of diagnostic imaging in obstetrics, their indications, and any side effects
- Describe the radiological, ultrasound and magnetic resonance anatomy related to obstetrics
- Explain how sociology was born and how sociology changes from the beginning until now
- Describe what sociology is nowadays and which are the practical applications of sociology at our days
- Explain what social classes are and what the axiological system is
- Describe the complexity of a holistic approach to the patient and the profession
- Recognize the possible critical issues related to the context of his/her own culture belonging and/ or the one of the patients
- Explain the fundamental principles that distinguish/affirm his/her own role from a demo-

ethnoanthropological point of view

- Describe the ethical principles that regulate the relationship between healthcare worker and patient.
- Explain the historical stages of the evolution of bioethical thought, as well as the main bioethical themes of professional interest.
- Describe the main materials and the main sources of historical-medical and bioethical research
- Identify the key concepts concerning cultural foundations on Bioethics issues

### **Applying knowledge and understanding**

- apply the principles of midwifery to selected cases, problems and a variable range of situations
- apply the acquired knowledge to the clinical practice

### **Communication skills**

- present the topics orally in an organized and consistent manner
- use a proper scientific language coherent with the topic of discussion

### **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

## **COURSE SYLLABUS**

### **PEDAGOGY**

Introduction to the study of Pedagogy's foundations. History of Pedagogy, teaching methods, theoretical and practical aspects of the subject.

### **DIAGNOSTIC IMAGING AND RADIOTHERAPY**

Methods of diagnostics for images obstetrics: General criteria of diagnostic imaging. Diagnostics with ionizing radiation, benefits, indications and contraindications for the mother and the fetus. Ultrasound diagnostics, benefits, indications and contraindications for the mother and the foetus. Diagnostics with Magnetic Resonance, benefits, indications and contraindications for the mother and the foetus. Normal radiological obstetric anatomy. Normal ultrasound obstetric anatomy. Normal obstetric anatomy in MRI. Radiological obstetric pathological anatomy. Ultrasound obstetric pathological anatomy. Obstetric pathological anatomy in magnetic resonance. Methods of radiotherapy in obstetrics: General criteria of radiotherapy in obstetrics. Therapy with ionizing radiation and other radiotherapy sources, benefits, indications and contraindications for the mother and the foetus.

### **PSYCHOLOGY**

General psychology:

1. Neuroscience and behaviour: neurons, the nervous system and the endocrine system, the brain;
2. States of consciousness: sleep and dreams, hypnosis and meditation
3. Learning: classical conditioning, operant conditioning, cognitive-social approaches to learning

4. Memory: encoding, storage and retrieval of information, recall of long-term memories, oblivion
5. Thinking: categorization, thought formats, reasoning and problem solving
6. Motivation: explain the motivation and apply different perspectives to the motivation
7. Emotions: what are the emotions and the components of the emotional process

#### Developmental psychology:

1. Prenatal development: birth and newborn, growth before and after birth and what the newborn can do
2. Cognitive development: according to authors Jean Piaget, LevSemenovicVygotskij and Jerome Bruner
3. Moral development: Kohlberg
4. Affective development: Freud
5. Attachment: Winnicott and Bolbwy

#### Communication and prosociality:

1. Pragmatics of communication: theoretical assumptions
2. The axioms of communication
3. Pathological communication
4. Human interaction
5. Prosocial behaviors

### **HISTORY OF MEDICINE**

History of medicine: Prehistoric medicine, ancient Egypt, the classical world (Greece and Rome), the Middle Ages, the modern age, the contemporary age

History of obstetrics and gynaecology

History of childbirth assistance

Breastfeeding through the ages

History of the concept of sexuality

History of the concept of health and disease

Main historical and ethical aspects of the relationship between healthcare professionals and patients

Historical origins of bioethics

Birth and structuring of professional ethics

Books, objects, biological sources as tools of historical research applied to nursing

### **DEMO-ETHNO-ANTHROPOLOGICAL DISCIPLINES**

Fetal Anthropology. Contemporary motherhood within the new image of the fetus amidst generation and abortion.

### **SOCIOLOGY**

Sociology; Beginning of sociology; Society; Groups; Social Sciences; Institutions; Social Methodology; Social changes; to understand and to observe; Social classes; personal problems and public “problems”; models of

life; life as a theatre; inequalities; communication; culture; identity; mass culture; institutions; Role of the institutions.

### **COURSE STRUCTURE**

The course consists of 98 hours of classroom teaching, composed of frontal lessons and interactive learning activities, especially using presentations of clinical cases.

### **COURSE GRADE DETERMINATION**

Assessment will be oral and will focus on the Human Sciences program. The student's basic knowledge and control of scientific language will be evaluated.

The evaluation criteria will be: knowledge acquired, autonomy of judgment, communication skills and learning ability. The examination tests will be evaluated according to the following criteria

|                     |  |
|---------------------|--|
| <b>&lt; 18 Fail</b> | The candidate possesses an inadequate knowledge of the topic, makes significant errors in applying theoretical concepts, and shows weak presentation skills.   |
| <b>18-20</b>        | The candidate possesses a barely adequate and only superficial knowledge of topic, limited presentation skills, and only an inconsistent ability to apply theoretical concepts.  |
| <b>21-23</b>        | The candidate possesses an adequate, but not in-depth, knowledge of the topic, a partial ability to apply theoretical concepts, and acceptable presentation skills.  |
| <b>24-26</b>        | The candidate possesses a fair knowledge of the topic, a reasonable ability to apply theoretical concepts correctly and present ideas clearly.   |
| <b>27-29</b>        | 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.   |
| <b>30-30L</b>       | 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**

A list of recommended texts is shown below:

- Psicologia Generale, capire la mente osservando il comportamento. N. Holt, A. Brenner, E. Sutherland, M. Vlieg, M. Passer, R. Smith. McGraw-Hill, 2007

- Elementi di sociologia. Per studenti di discipline sanitarie. Ugo Giorgio Pacifici Noja
- Elementi di diagnostica per immagini di Leonardo Capaccioli e Natale Villari | 25 lug. 2014. Renato Mannheimer-Giorgio Pacifici
- Lippi D. Storia della medicina. Per il corso di laurea triennale per ostetrici, CLUEB
- Alessandra Piontelli. Il culto del feto. Come è cambiata l'immagine della maternità, Raffaello Cortina, Milano 2020.

Other materials given by the professor

The bibliography and teaching materials necessary for the preparation for the final evaluation will be amply discussed by the Professors at the beginning of the lessons to better guide the students in the choice of texts and study materials.