

Degree in Midwifery

Integrated Teaching: Obstetrical-gynecological nursing sciences 5 (Midwifery 5)

SSD: MED/47

Credits: 6

Responsible Professor: Francesca Marchetti

MODULES: Obstetrical-gynecological nursing sciences

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Number of Credits: 6

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PREREQUISITES

- Knowledge and competence in the previous Courses of Obstetrical-gynaecological nursing sciences
- A basic knowledge of the English language and the use of ICT tools is a prerequisite, including the use of spreadsheets (e.g. Excel or other).

LEARNING OBJECTIVES

The course consists of a part of research methodology and a part of obstetric emergencies.

On one hand the module aims to promote knowledge and basic skills for the conception, design and implementation of research activities applied to professional practice. Learning will take place through: the elaboration of research questions and consultation of biomedical databases; reading scientific papers; the implementation of cross-sectional studies that involve the development of research protocols and questionnaires, the analysis of data using statistical software (Epi Info® - CDC) and the drafting of short reports.

On the other hand, students will be able to recognize signs, symptoms and evolution related to the main obstetric pathology and emergency. Moreover, the student will be able to recognize the first-line care, in order to solve or contain emergencies and the midwifery care in case of pathology in pregnancy.

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 must:

Knowledge and Understanding

- To describe the principles of the Evidence Based Medicine

- To organise a research of biomedicine literature
- To build a research question and formulate a PICO (Population; Intervention; Control; Outcome)
- To consult a biomedical database (e.g. PubMed) and guidelines developed by public organizations (e.g. Istituto Superiore di Sanità - Sistema Nazionale Linee Guida and World Health Organisation)
- To read and evaluate a scientific paper
- To acquire competences useful for writing the final dissertation
- To describe the relevant aspects of the research activity for the professional practice of midwives
- To describe the main types of study, useful for professional practice
- To describe the main data collection tools
- To describe the main methods of data analysis
- To know and describe the main obstetric pathology and emergency
- To recognize the main threatening signs that identify the emergency
- To recognize the main signs and symptoms of pathology
- To describe interventions and midwifery care required during the main obstetric pathology and emergency

Applying Knowledge and Understanding

- Find evidence-based information to support professional practice
- Transfer the theoretical knowledge of midwifery care to good clinical practices
- Translate the results of the scientific research into communicative contents, relevant to the professional practice
- Apply the principles of midwifery to selected cases, problems and a variable range of situations

Communication Skills

- Present the topics orally in an organized and consistent manner
- Use a proper scientific language coherent with the topic of discussion
- Adopt culturally sensitive communication methods
- Write short reports

Making Judgements

- Argue the importance of clinical practices based on scientific evidence
- Independently evaluate the scientific sources on which to base their clinical practice
- Manage complex clinical cases from a technical, scientific and communicative perspective, according to what has been learned

COURSE SYLLABUS

- Research in the midwifery and maternal-infant fields: an introduction
- Principles of Evidence Based Midwifery
- The pyramid of evidence and the main types of studies
- Different approaches to science and research strategies
- The research question and the PICO model: how to build and use it
- How to organise a literature research on PubMed

- Reading scientific papers
- Evaluating the quality of scientific papers: some tools
- Reading a guideline

- Epidemiology in action: the main research tools for professional practice
- The research cycle
- Main types of study useful for professional practice
- Cross-sectional studies
- Data collection: tools and methods
- How to build a questionnaire
- The quality of the data
- Data analysis: use of spreadsheets and Epi Info software
- Interpretation of the collected data
- How to integrate the different methods: quantitative research, qualitative research, mixed methods.
- How to translate research results into practice
- Communicate the results

- 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. 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.

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

Polit DF, Beck CT. Essentials of nursing research: appraising evidence for nursing practice. 7th ed. Lippincott Williams & Wilkins. [not mandatory]
Materials will be provided by the Professors.