Degree Programme in Nursing

Academic Year 2026/2027

INTEGRATED COURSE (I.C.): NURSING SCIENCE II
NUMBER OF CFU (ECTS credits): 5
SSD (Academic Discipline Code): MEDS-24/C

COORDINATOR OF THE I.C.: FABIO D'AGOSTINO
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NURSING SCIENCE - CLINICAL NURSING
NUMBER OF CFU (ECTS credits): 3
SSD (Academic Discipline Code): MEDS-24/C
LECTURER: VALENTINA VANZI – SIMONE AMATO
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ORGANIZATION OF NURSING PROFESSION
NUMBER OF CFU (ECTS credits): 2
SSD (Academic Discipline Code): MEDS-24/C
LECTURER: FABIO D'AGOSTINO
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PREREQUISITE COURSES

Not applicable — no formal prerequisite courses are set by the Degree Programme Regulations for this teaching.

PREREQUISITES

No prerequisites.

LEARNING OBJECTIVES

Aim of the Teaching is to:

- provide students with knowledge on the theoretical principles needed for care planning and provide a solution to basic care problems.

- Being able to perform the collection of excretions and secretions and provide adequate care to the patient in the diagnostic phase.
- demonstrate knowledge of the main nursing theories and apply the principles to nursing care.

EXPECTED LEARNING OUTCOMES

DD1: Knowledge and Understanding

At the end of this teaching the student will need to:

- Know and understand the normal and alterated characteristics of the excretions
- Know and understand the procedures for collecting urine, feces and sputum samples
- Know and understand the assessment and management of impaired intestinal and urinary elimination, as well as urinary infections
- Know and understand the main disinfectants and antiseptics
- Know and understand the different types of drugs and their management
- Know and understand the patient's pain and its management
- Know and be able to understand the elements of a theory
- Know and understand the different types of theories and their application in clinical practice and research
- Know and understand the theories of V. Henderson, H. Peplau, D. Orem.
- Know and understand the nursing diagnosis concept and the nursing care plan

DD2: Applying Knowledge and Understanding

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

- Knowing how to apply the knowledge to evaluate the excretory function
- Apply the knowledge for using appropriate procedures to collect biological samples
- Knowing how to apply the knowledge to perform a postural drainage
- Knowing how to apply the knowledge to perform temporary and permanent bladder catheterization
- Knowing how to apply the knowledge to identify and treat a patient with compromised bowel and urinary elimination.
- Knowing how to apply the knowledge to identify and treat a patient at risk of urinary tract infection.
- Knowing how to apply the knowledge to care a diaphoretic patient
- Knowing how to apply the knowledge to care a patient vomiting
- Knowing how to apply the knowledge for the correct use of disinfectants and antiseptics
- Knowing how to apply the knowledge for the correct use and management of drugs
- Knowing how to apply the knowledge to manage the patient's pain
- Knowing how to apply the knowledge of a theory in clinical practice and research to provide efficient and effective care

- Know how to use nursing diagnoses to identify patient's needs and to plan appropriate nursing interventions with related goals and outcomes evaluation
- Know how to record adequately the phases of the nursing process in nursing documentation

DD3: Making Judgements

At the end of the teaching, the student will need to perform:

- general assessments of the topics covered.

DD4: Communication Skills

At the end of the teaching, the student will need to:

- Know how to communicate using the correct scientific terminology to describe the excretory functions and the collection of the biological samples, the bladder catheterization, the disorders associated with intestinal, urinary elimination and infections, the disinfectants and antiseptics, the drugs and the patient's pain.
- Know how to communicate using correct scientific terminology to describe the theories of nursing and their application and to describe nursing diagnoses and their application

DD5: Learning Skills

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

SYLLABUS

Syllabus NURSING SCIENCE - CLINICAL NURSING

- Excretory functions
- diuresis and diuresis disorders; impaired urinary elimination (urinary retention, incontinence); nursing assessment and management, urine alteration. Urine tests: urine collection for chemical and cultural examination and 24-hour urine collection, urine test strip
- urinary infections; nursing assessment and management
- temporary and permanent bladder catheterization, bladder lavage, bladder irrigation
- Impaired bowel elimination (constipation, diarrhea); bowel evacuation disorders, nursing assessment and management, stool analysis, enema, manual evacuation. Stool tests: rectal swab, stool culture, fecal occult blood test
- sputum: description and interpretation. Positioning for postural drainage.
- perspiration: description and interpretation, nursing care for diaphoretic patient
- vomiting: pathophysiology, pathogenesis, observation of vomiting, nursing care for vomiting patient
- disinfectants and antiseptics
- drugs and controlled substances: types of drugs, pharmacological preparations and absorption methods, nurse's responsibility in the preparation, administration and evaluation of pharmacological therapy. Routes of administration: intravenous, intramuscular, intradermal, subcutaneous, oral, sublingual,

topical, anal, vaginal, mucous. Adverse events: definition, classification, recognition and first aid for drug allergy reaction.

- nursing responsibilities in drug storage and control
- pain: types, etiology and clinical manifestations; assessment (subjective, behavioral and physiological dimensions) and measurement (validated tools), management through pharmacological treatments and modulation through nonpharmacological interventions, assessment and reassessment in nursing care plans.

Syllabus ORGANIZATION OF NURSING PROFESSION

- Elements of a theory
- Type of theories: grand theories, middle range theories, situation specific theories
- Florence Nightingale's legacy of caring and its applications
- Early conceptualizations about Nursing, Virginia Henderson
- Nurse-patient relationship theory, Hildegard Peplau
- Dorothea Orem's self-care deficit
- Middle range and situation specific theories and application in nursing practice and research
- Nursing diagnosis, clinical reasoning and the nursing process
- Nursing documentation.

COURSE STRUCTURE

The Clinical Nursing module is structured into lectures for a total of 42 hours delivered in English, divided into 2- or 4-hour sessions according to the academic calendar. It also includes simulations, clinical case discussions, and group work with direct feedback from the instructor, as well as student presentations, the use of videos, written assignments, and assigned readings (textbooks, journals, online resources).

The Professional Organization module is structured into lectures for a total of 28 hours delivered in English, divided into 2- or 4-hour sessions according to the academic calendar. It also includes discussions, simulations, group work with direct feedback from the instructor, student presentations, the use of videos, written assignments, and assigned readings (textbooks, journals, online resources).

COURSE GRADE DETERMINATION

The exam of the Teaching of Nursing Sciences 2 is comprised of an oral exam of the modules of CLINICAL NURSING, and ORGANIZATION OF NURSING PROFESSION, whose mark is an integral part of the Teaching.

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 30%, 30%, 30% and 10%, respectively.

During the oral exam, the Examining Commission will assess the student's ability to apply the knowledge and ensure that the skills are adequate to support and solve nursing problems.

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.

Students with disabilities or certified Specific Learning Disorders (SLD/DSA) are entitled to compensatory tools and dispensatory measures (e.g., extra time, concept maps, equivalent assessment formats), to be agreed in advance with the lecturer and the relevant University office, without prejudice to achieving the same expected learning outcomes.

OPTIONAL ACTIVITIES

Students can request optional workshops to deepen some specific topics.

READING MATERIALS

Reading materials for NURSING SCIENCE - CLINICAL NURSING

- Potter, P. A., Perry, A. G. E., Hall, A. E., & Stockert, P. A. (2009). Fundamentals of nursing. Elsevier mosby
- Brunner & Suddarth Textbook of Medical-Surgical Nursing, 15th ed. 2021
- Clinical Decision Making-Case Study Series: Medical-Surgical Nursing, Second Edition, by Gina M. Ankner. ISBN-10: 1-111-13859-1. ISBN-13: 978-1-111-13859-2. © 2012, 2008 Delmar, Cengage Learning.
- Slides.

Reading materials for ORGANIZATION OF NURSING PROFESSION

- Ackley, B. J., Ladwig, G. B., Makic, M. B. F., Martinez-Kratz, M., & Zanotti, M. (2019). Nursing diagnosis handbook E-book: An evidence-based guide to planning care. Elsevier Health Sciences
- NANDA International Nursing Diagnoses: Definitions & Classification, 13th Ed. 2024-2026
- Smith, M.C., Parker, M.E. (2015). Nursing Theories and Nursing Practice (4 edition). F.A. Davis Company, Philadelphia.
- Articoli suggeriti:
    - Henderson V. (1964). The nature of nursing. The American Journal of Nursing; 64(8): 62-68.
    - Riegel B., Dickson V.V. (2008). A situation-specific theory of heart failure self-care. Journal of Cardiovascular Nursing; 23(3):190-6.
    - Riegel B., Jaarsma T. & Strömberg A. (2012). A Middle-Range Theory of Self-Care of Chronic Illness. Advances in Nursing Science; (35)3: 194-204.