

## DEGREE IN MIDWIFERY

### Integrated Teaching: HUMAN SCIENCES

SSD: PAED-01/A, MEDS-22/A, PSIC-01/A, MEDS-02/C, SDEA-01/A, GSPS-05/A

Responsible Professor: [Christina Savino](#)

E-mail: [christina.savino@unicamillus.org](mailto:christina.savino@unicamillus.org)

Credits: 7

Module: Human Sciences and Health Promotion- General and Social Pedagogy SSD: PAED-01/A

Professor: [Nazarena Patrizi](#)

E-mail: [nazarena.patrizi@unicamillus.org](mailto:nazarena.patrizi@unicamillus.org)

Number of Credits: 1

Module: Diagnostic for Images and Radiotherapy

SSD: MEDS-22/A

Professor: [Antonio Magi](#)

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

Number of Credits: 1

Module: General Psychology

SSD: PSIC-01/A

Professor: [Valentina Alfonsi](#)

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Number of Credits: 2

Module: History of Medicine

SSD: MEDS-02/C

Professor: [Christina Savino](#)

E-mail: [christina.savino@unicamillus.org](mailto:christina.savino@unicamillus.org)

Number of Credits: 1

Module: Demo-Ethno-Antropological Disciplines

SSD: SDEA-01/A

Professor: [Antonio Gioacchino Spagnolo](#)

E-mail: [antoniogioacchino.spagnolo@unicamillus.org](mailto:antoniogioacchino.spagnolo@unicamillus.org)

Number of Credits: 1

Module: General Sociology

SSD: GSPS-05/A

Professor: [Donatella Padua](#)

E-mail: [donatella.padua@unicamillus.org](mailto:donatella.padua@unicamillus.org)

Number of Credits: 1

### PRE-REQUISITES

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 behavior 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 a special focus on ancient practices of childbirth assistance, care for pregnant women and newborns, and the medicalisation of childbirth. 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:

**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
- Describe the processes of thinking, memory, and learning
- Define the emotions, their classification, the components of the emotional process
- Describe the main theories of personality
- 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
- Know the key stages in the history of medicine, with a special focus on gynaecology and obstetrics
- Explain how sociology and sociology of health was born and how sociology changes from the beginning until now
- Describe what sociology is nowadays and which are the practical applications of sociology of health at our days
- Explain the meaning of the main sociological paradigms related to Identity, power and control, socialisation and diversity management in the health sector
- Recognize the possible critical issues related to the context of his/her own culture belonging and/or the one of the patients
- Know how to grasp the critical points from a demo-ethno-anthropological point of view in the clinical practice
- Know the fundamental principles that distinguish/affirm his/her own role from a demo-ethno-anthropological point of view
- Add valuing to his/her own professionalism through a practice that respects the principles of cross-culturality

**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**

- Understand the scientific language used in written tests
- Present the topics orally in an organized and coherent manner
- Communicate scientific contents in a clear and unambiguous way, using appropriate technical language

**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

## **Learning Skills**

The student will have acquired skills and learning methods suitable for deepening and improving his/her knowledge and skills in the field of human sciences, also through the consultation of relevant literature.

## **COURSE SYLLABUS**

### PEDAGOGY

- Introduction to the study of the foundations of Pedagogy.
- History of Pedagogy, teaching methods, theoretical and practical aspects of the subject.
- Social pedagogy.
- Research in pedagogy.

### DIAGNOSTICS FOR IMAGES 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 fetus. Diagnostics with Magnetic Resonance, benefits, indications and contraindications for the mother and the fetus. 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 fetus.

### PSYCHOLOGY

#### General Psychology:

- Introduction to Psychology: History and Methods.
- Neuroscience and Behavior: Neurons, the Nervous System and the Endocrine System, the Brain.
- States of Consciousness: Sleep and Dreams, Functions of Sleep, Altered Consciousness: Hypnosis, Meditation, and Substances that Alter Consciousness.
- Learning: Classical Conditioning, Operant Conditioning, Cognitive-Social Approaches to Learning.
- Memory: Coding, Storage, and Retrieval of Information, Long-Term Memory Recall, Forgetting.
- Thinking: categorization, forms of thought, reasoning, and problem solving.
- Intelligence: Theories and Assessment of Intelligence.
- Emotions: What are Emotions and the Components of the Emotional Process.
- Motivation: theories and areas of application.
- Personality: Theories and Assessment of Personality

## HISTORY OF MEDICINE

- Discipline; definitions; chronology.
- Antiquity (Greece and Rome); theurgic medicine; rational medicine (Hippocrates). The Imperial Age (Galen).
- Late Antiquity; Middle Ages; Modern Age.
- The 18<sup>th</sup> century: Pathological anatomy and histology.
- The 19<sup>th</sup> century: Microbiological and bacteriological revolution; cellular pathology.
- Epidemics: an overview.
- Deontological ethics concerning female patients.
- Obstetrics and gynaecology through the ages; history of childbirth assistance and breastfeeding.
- Workshop: Cultural heritage and influence of ancient gynaecology.

## DEMO-ETHNO-ANTHROPOLOGICAL DISCIPLINES

- Introduction to Social and Cultural Anthropology.
- Introduction to Medical Anthropology.
- Illness, disease and its narration.
- Complex health systems and Biomedicine.
- Social suffering and health as social product.
- Body and embodiment.

## SOCIOLOGY

- How Sociology of Health was born.
- The role of Sociology in Healthcare.
- Power and control relationships in the care process.
- Identity: doctor and patient.
- Social Capital and Relational Goods: the case of obstetrics.
- Trust in the doctor-patient relationship.
- Digital transformation and health.
- Group work: 'Stories of midwives and patients': a shared book.

## **COURSE STRUCTURE**

The course consists of 98 hours of classroom teaching, composed of frontal lessons and interactive learning activities, especially with the use of clinical case presentations and case studies, audio-visual materials, slides and a selection of scientific articles.

## **COURSE GRADE DETERMINATION**

The evaluation will be written and it will focus on the Human Sciences program. 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:

<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:

#### HUMAN SCIENCES AND HEALTH PROMOTION- GENERAL AND SOCIAL PEDAGOGY

- Lecture slides and scientific articles.
- Kanizsa S. & Mariani A. A. (2018). *Pedagogia generale*. Ediz. MyLab.

#### DIAGNOSTICS FOR IMAGES AND RADIOTHERAPY

- Elementi di diagnostica per immagini di Leonardo Capaccioli e Natale Villari | 25 lug. 2014

#### PSICOLOGY

- Psicologia generale. Robert S. Feldman, Guido Amoretti, Maria Rita Ciceri. McGraw Hill, IV Edizione
- Lecture slides

#### HISTORY OF MEDICINE

- Lecture slides
- L. Angeletti, V. Gazzaniga, *Storia, filosofia, ed etica generale della medicina*, Milano 1998 (Chp. 1; 2; 3)
- P. Mazzarello, *E si salvò anche la madre*. Torino 2015

#### DEMO-ETHNO-ANTHROPOLOGICAL DISCIPLINES

- Spagnolo AG (a cura di), *Argomenti di Bioetica e Medical Humanities*. Roma: Società Editrice Universo, 2025 (Cap. 4 Bioetica e Diritti umani; Cap. 6 Antropologia medica)
- Paltrinieri Casella A., *Lineamenti essenziali di storia dell'antropologia culturale*. I.S.U. Università Cattolica, Milano 2000
- Didactic and integrative material provided by the lecturer

#### OTHER MODULES

- Didactic and integrative material provided by the lecturer

Note: 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.