

PROCESSI FORMATIVI, MODELLI E METODI (T000003)

1. language

Italian.

2. course contents

Coordinator: Prof. IDA GINOSA

Year Course: 1st

Semester: 1st

UFC: 8

Modules and lecturers:

- BISOGNI FORMATIVI E APPRENDIMENTO DELL'ADULTO (A000748) - 1 CFU - SSD M-PED/01 - Prof. Ida Ginosa
- COMUNICAZIONE DIGITALE E PROCESSI FORMATIVI (A000801) - 1 CFU - SSD NN - Prof. Dalila Raccagni
- METODOLOGIA CLINICA DI UNA PRATICA BASATA SULLE EVIDENZE PER LA MEDICINA INTERNA (A000725) - 1 CFU - SSD MED/09 - Prof. Raimondo De Cristofaro
- METODOLOGIE EDUCATIVE A SUPPORTO DELL'INFERMIERISTICA GENERALE E SPECIALE (A000723) - 2 CFU - SSD MED/45 - Prof. Ida Ginosa
- PROCESSI PSICOLOGICI CHE INFLUENZANO L'APPRENDIMENTO (A000727) - 1 CFU - SSD M-PSI/01 - Prof. Giorgia Boccaccio
- PROGETTAZIONE EDUCATIVA A SOSTEGNO DELLE COMPETENZE PROFESSIONALI DEI PROFESSIONISTI SANITARI (A000749) - 2 CFU - SSD MED/45 - Prof. Dario Gavetti

3. BIBLIOGRAPHY

Training needs and adult learning

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Zannini L. Fare formazione nei contesti di prevenzione e cura. Lecce: Pensa Multimedia, 2015.

Mezirow J Apprendimento e trasformazione. Il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti. Milano: Raffaello Cortina Editore, 2003.

Digital communication and training processes

Rivoltella P.C. Le virtù del digitale. Brescia: Morcelliana, 2015.

Simeone D, Bonometti S. Approcci collaborativi nei percorsi di cura: il Knotworking e la community online. In AA. VV, Educare alla salute e all'assistenza: manuale operatori. Milano: Mondadori, 2018, pp. 134 - 146.

Clinical Methodology of an Evidence-Based Practice for Internal Medicine

Cesario A, D'Oria M, Scambia G. La medicina personalizzata fra ricerca e cura. Milano: Franco

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Rossi LP, Granger BB, Bruckel JT, Crabbe DL, Graven LJ, Newlin KS, Streur MM, Vadiveloo MK, Walton-Moss BJ, Warden BA, Volgman AS, Lydston M; American Heart Association Complex Cardiovascular Patient and Family Care Committee of the Council on Cardiovascular and Stroke Nursing; Council on Clinical Cardiology; and Council on Quality of Care and Outcomes Research. Person-Centered Models for Cardiovascular Care: A Review of the Evidence: A Scientific Statement From the American Heart Association. *Circulation*. 2023.

Educational methodologies to support general and special nursing

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Psychological processes that influence learning

Demetrio D., Termino N., Autobiografie dell'inconscio. Psicoanalisi, scrittura e trasformazione. Milano: Mimesi Edizioni, 2022.

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Recalcati, M. Le nuove melanconie. Destini del desiderio nel tempo ipermoderno. Milano: Raffaello Cortina Editore, 2019.

Recommended:

Lancini M., Madeddu F., Giovane adulto. La terza nascita. Milano: Raffaello Cortina, 2014.

Leonie Sugarman, Psicologia del ciclo di vita. Modelli teorici e strategie di intervento. Milano: Raffaello Cortina Editore, 2003.

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Rosci E., a cura di, Giovani adulti. Nuovi modi di essere e apparire. Milano: Franco Angeli, 2022.

Educational design to support the professional skills of healthcare professionals

GP Quaglino. *Il processo di formazione. Scritti di formazione 2*. Milano: Franco Angeli; 2013.

Castagna M. *Progettare la formazione*. Milano: Franco Angeli; 2012.

JJ Guilbert. Guida pedagogica. III ed. Milano: Armando editore; 1981.

GP Quaglino. *Formazione, i metodi*. Milano: Raffaello Cortina; 2014.

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4. LEARNING OBJECTIVES

The course aims to develop advanced skills in the field of educational sciences, educational research methodology, digitization of teaching and e_learning for the development of innovative training projects, with particular reference to adulthood and to develop functional and effective

forms of communication in the different institutional and corporate training settings.

1. Knowledge and understanding (Dublin 1)

Argue the meaning of the contents of the modules and develop original ideas related to:

- characterizing elements of adult learning according to the andragogical model, the psychological and psychodynamic aspects in the life cycle, the study of the influence of biological, socio-economic and cultural differences on the health-disease status of each person
- conceptual assumptions and methods that characterize intentional and transformative adult learning
- analysis of training needs, strategies and teaching techniques for adult education
- communication and relational tools useful for an effective educational relationship
- Italian nursing training system in relation to the European scenario with particular reference to the tutorial function
- institutional and pedagogical characteristics of the settings for conducting and evaluating the clinical learning of nursing students
- methodologies for educational design and planning in the training and organizational field also with reference to the digitization of teaching and e-learning
- organisational learning processes and continuous professional development to support the professional skills of health professionals.

1. Applied knowledge and understanding (Dublin 2)

Apply their knowledge and skills to find solutions to new or unfamiliar problems to

- design and implement specific disciplinary teaching activities in the various university training levels
- negotiate with the client the design of an accredited CME training event and create training events for the continuous development of professionals
- address issues related to the design and evaluation of clinical learning
- activate communicative and relational conditions to support effective tutorship.

2. Making judgements (Dublin 3)

Integrate knowledge and collect additional information to formulate one's own assessment and take initiatives and decisions, reflect on the social and ethical responsibilities related to the application of knowledge and judgments, in the context of planning, designing and managing educational processes for the development of professionals and processes for the improvement of clinical learning settings, in relation to the critical issues most frequently encountered in the exercise of the tutorial function, in the context of social systems.

3. Communication Skills (Dublin 4)

Discuss peculiar aspects of the disciplines that make up the course, represent possible critical issues and solutions, communicate one's conclusions and the knowledge and rationale underlying them, choosing the means of communication and form appropriately, using a language appropriate to different interlocutors and contexts.

4. Learning skills (Dublin 5)

Autonomously identify one's own learning needs related to the disciplines that make up the course and satisfy them also autonomously by developing self-learning also through interdisciplinary connections.

5. prerequisites

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6. TEACHING METHODS

Interactive lessons also through the integrated use of institutional platforms. The teaching activity of the course includes lectures to achieve the results of descriptor 1; group work, exercises, analysis of cases and scientific articles to achieve the results of descriptors 2 and 3, written reports and oral presentations of the exercises and group work conducted and highlighting of the further need for further study to achieve the results of descriptors 4 and 5.

7. OTHER INFORMATIONS

Office hours for students by appointment.

8. METHODS FOR VERIFYING LEARNING AND FOR EVALUATION

The evaluation activities of the course include a written test and an oral test. For the written test, there may be an ongoing paper or a closed-ended test. The written test is considered passed with a minimum of 18 points out of 30 for each module. The oral test, carried out to integrate or compensate for the score obtained with the written test, may include the analysis, commentary and integration of the written test and the ongoing papers.

The final evaluation of the course will be expressed in thirtieths and the grade will be the one resulting from the average of the evaluations obtained in each test and from the comparison and discussion of the Examination Committee. Honors may be awarded, upon unanimous opinion of the Examination Committee, to those who have achieved a final grade of 30/30.

9. program

Training needs and adult learning

Theories of learning in adulthood. Places and methods for intentional and transformative adult learning.

Digital communication and training processes

The module aims to introduce students to pedagogical reflections related to digital communication and how this has also influenced educational processes in recent decades. The use of technologies, information and communication (ICT) can be governed by virtues and skills of proximity, also typical of the care professions.

Clinical Methodology of an Evidence-Based Practice for Internal Medicine

General principles of "evidence-based medicine". Examples of critical integration of the best available scientific evidence with clinical experience and patient preferences.

General principles of "translational medicine". Examples of approaches that aim to translate scientific discoveries and knowledge from basic research into clinical applications and concrete interventions in the cardiovascular and oncological fields.

General principles of "precision medicine". Examples of the use of specific genetic and molecular information to identify subgroups of patients with differentiated responses to cardiovascular and hematological treatments.

Educational methodologies to support general and special nursing

The university training system of the health professions; Experiential learning: theoretical assumptions. Tutorship and tutorial system. Design and quality elements in experiential learning. The evaluation process: components, difficulties and methods.

Psychological processes that influence learning

Life Cycle Psychology will constitute the theoretical background through which the different psychological processes that influence learning throughout life will be examined with students. Classical developmental theories will be examined along with new developmental ideas that characterize the principles of contemporary life-cycle psychology.

The process of subjectivation of the adult in its different phases (the young adult, middle adulthood, advanced adulthood, late adulthood) will constitute the central part of the course treatment.

The concept of crisis and evolutionary breakdown will be explored to introduce the student to the possible declinations of the adult development process in a psychopathological sense.

Educational design to support the professional skills of healthcare professionals

CME system requirements, methods and tools of the training design process: from the analysis of training needs to the evaluation of training outcomes. Construction of a training project. Research in the pedagogical field