

LABORATORI PROFESSIONALI (ITO340)

1. lingua insegnamento/language

Italiano.

2. contenuti/course contents

Coordinatore/Coordinator: Prof. GRASSONE CHRISTIAN

Anno di corso/Year Course: III

Semestre/Semester: 2°

CFU/UFC: 1

Moduli e docenti incaricati /Modules and lecturers:

- LABORATORI PROFESSIONALI (ITOLB3) - 1 cfu - ssd MED/45

Prof. Bruno Riva, Alessandro Cenacchi, Arianna Procacci, Silvana Paoletti, Cristina Cibir, Christian Grassone, Arianna Spesso, Ida Ginosa

3. testi di riferimento/BIBLIOGRAPHY

Brunner Suddarth. Nursing Medico Chirurgico. Milano: Ambrosiana, 2017.

Saiani L, Brugnolli A. Trattato di cure infermieristiche. Napoli: Idelson Gnocchi, 2019

Mortari L, Saiani L. Gesti e pensieri di cura. Milano: Mc Graw Hill, 2013.

4. obiettivi formativi/LEARNING OBJECTIVES

At the end of the workshop the student will be able to:

Knowledge and understanding (Dublin 1)

1. Know the pulmonary physiology, the physiological lung expansion and the main lung expansion abnormalities;
2. know the physiology of heart rhythms, the main landmarks of the heart rate and recognize shockable and non-shockable rhythms;
3. know the ABCDE evaluation algorithm in urgent-emergency situations;
4. know the main traumatic situations that compromise the spine and bone marrow integrity;
5. analyze the application of care gestures in the care relationship.

Applied knowledge and understanding (Dublin 2)

1. analyze intervention strategies in the area of urgency – emergency;
2. analyze the clinical situations that put the person at risk of life;
3. carry out the procedures of neutral manual stabilization on the axis of the column and the selection and application of immobilization devices;
4. experience one's emotions in the relationship mediated by contact.

Making judgements (Dublin 3)

1. develop clinical reasoning on situations of clinical instability, peri arrest, cardio-circulatory arrest, trauma;
2. carry out care interventions in compliance with safety, quality *standards*, ethical and deontological principles, scientific evidence;
3. argue the criteria that guide the professional in intentionally applying the gestures of care mediated by contact.

Communication skills (Dublin 4)

1. use context-appropriate communication and interprofessional collaboration in *critical area* settings;
2. use the appropriate terminology for the context.

Learning skills (Dublin 5)

1. self-assess one's level of professional competence and carry out self-training activities;
2. reflect on one's own reactions deriving from the experiential impact.

5. prerequisiti/prerequisites

Teaching activities are included in the modules of the Clinical Nursing teaching in the critical area preparatory to the laboratory: landmarks for pulmonary auscultation, carotid pulse retrieval, auscultation of physiological, pathological and pathophysiological heart rhythms. Practical video tutorials will be made available to students.

6. metodi didattici/TEACHING METHODS

Scenarios of simulated situations in the emergency-urgency area through the use of the advanced mannequin (programmable for different evolutionary scenarios). Use of the defibrillator from simulations.

Experiential activities followed by reflection and plenary discussion on the theme of contact in care relationships.

7. altre informazioni/OTHER INFORMATION

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8. modalità di verifica dell'apprendimento/METHODS FOR VERIFYING LEARNING AND FOR EVALUATION

Vital criticality. Use of skill tests. Contact in gestures of care. Individual report on the learning achieved. The student, at the end of the laboratory, will be able to obtain an assessment of suitability.

9. programma esteso/program

Vital criticality. The ABCDE evaluation algorithm in urgent-emergency situations and the response system. Procedures of neutral manual stabilization on the axis of the spine, selection and application of devices for immobilization (cervical collar, spinal board).

Gestures of care. Contact-mediated care gestures: changes that have occurred in the three-year period in the construction of relational competence.