

Didactic and tutoring methods (RJ0010)

1. language

Italian

2. course contents

Coordinator: Prof. Giorgia Mari

Academic Year: 2022/2023

Year of course: 2nd

Semester: 1st

UFC: 6

Modules and lectures:

- *A000409 Scienze E Tecniche Mediche Applicate 1 (CFU 1; SSD MED/48) Prof. Di Vittori Laura;*
- *A000410 Scienze E Tecniche Mediche Applicate 2 (CFU 1; SSD MED/48) Prof. Di Fazio Patrizia;*
- *A000411 Scienze E Tecniche Mediche Applicate 3 (CFU 1; SSD MED/50) Prof. Giorgia Mari;*
- *A000412 Scienze E Tecniche Mediche Applicate 4 (CFU 1; SSD MED/48) Prof. Ausili Cefaro Carolina;*
- *A000413 Scienze E Tecniche Mediche Applicate 5 (CFU 1; SSD MED/50) Prof. Rebecchi Maria Teresa;*
- *A000414 Scienze E Tecniche Mediche Applicate 6 (CFU 1; SSD MED/50) Prof. Coratti Giorgia;*
- *A000415 Scienze E Tecniche Mediche Applicate 7 (CFU 1; SSD MED/48) Prof. Stella Giusy;*
- *A000416 Scienze E Tecniche Mediche Applicate 8 (CFU 1; SSD MED/48) Prof. Spalek Renata.*

3. bibliography

- *AIFI, linee guida per la formazione del fisioterapista – core competence, Masson, 2003*
- *Accordo Stato regioni del 2 febbraio 2017 in materia di ECM.*
- *Binetti P., De Marinis M.G.. La prospettiva pedagogica nella Facoltà di Medicina. Roma: SEU, 2002*
- *Binetti P., Valente D., Tradizione e innovazione nella formazione universitaria delle Professioni Sanitarie : il core curriculum, dal core contents al core competence, Universo, 2003.*
- *Casacchia M., Roncone R., Lo stigma di chi soffre di un disturbo mentale e dei familiari, in Noos aggiornamenti in psichiatria; 11(3):197-218, 2005.*

- Dispense fornite dal docente.

- Documenti della Conferenza Permanente delle Professioni Sanitarie.

- Mezzana A., Montefalcone M., Quaranta G., *La Formazione per il Governo Clinico*” Dipartimento della programmazione e dell’ordinamento del Servizio Sanitario Nazionale. Raccomandazione del Parlamento Europeo e del Consiglio relativa a competenze chiave per l’apprendimento permanente. Modello Operativo di Analisi dei fabbisogni formativi (MOAFF)

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Internal quality assurance in times of Covid-19, Elena Cirlan and Tia Loukkola March 2021

Standard e Linee Guida per l’Assicurazione della Qualità nello Spazio Europeo dell’Istruzione Superiore (ESG), Approvate dalla Conferenza Ministeriale a Yerevan, 14-15 maggio 2015

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Enhancement of quality assurance of e-assessment, 13th European Quality Assurance Forum

Sistema di assicurazione della qualità, Università cattolica del sacro cuore

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Improving teaching and learning experience through giving feedback for teachers during the semester: Vilnius University case, 2019 European Learning & Teaching Forum

4. learning objectives

The main learning objectives include a full knowledge of the different healthcare professions, both under a normative and academic point of view, and the acquisition of basic skills concerning the organization and planning of didactic programming.

Knowledge and understanding (Dublino 1): the student must prove to know the professional profile of the different disciplines and the norms that rule their learning and academic evolution. Students have to demonstrate their knowledge of the principles and of the foundations of didactic activity, and to prove their ability to interpret and understand specific terms.

Applying knowledge and understanding (Dublino 2): students must prove to know how to interpret the reference norms concerning didactic organization, in order to set up a correct programming of learning and tutoring activities.

Making judgements (Dublino 3): students must prove to be able to integrate the acquired knowledge in order to formulate judgements on the appropriate planning and application of didactic methods, in relation to the different professional profiles.

Communication skills (Dublino 4): students must be able to communicate in a clear, technically appropriate, unambiguous language

Learning skills (Dublino 5): students must be able to update, learn and broaden their knowledge, by autonomously resorting to books and scientific papers.

5. PREREQUISITES

- Knowledge of the different healthcare profession profiles
- Pedagogic basis of didactic activities

No preparatory exams/tests are needed

6. teaching methods

The teaching will be provided in a schoolroom, by means of frontal lectures and using audiovisual and multimedia support.

Knowledge and understanding (Dublino 1): how will the applied didactic methods allow the achievement of the knowledge and comprehension abilities as indicated by the specific learning objectives of the course? Textbooks or didactic material will be used in conformity with the main scientific evidence and the current legislation.

Applying knowledge and understanding (Dublino 2): how will the used didactic methods

allow the students to apply their knowledge and the comprehension abilities as indicated? Through acquisition of appropriate theoretic knowledge, and through comprehension of terminology and teaching methods, students will be able to integrate the learned skills in order to implement a correct didactic planning.

Making judgements (Dublino 3): *how will the applied didactic methods allow students to become autonomous in judgement? Through an appropriate theoretical knowledge students will be able to identify critical issues, formulate judgements and resolve problems.*

Communication skills (Dublino 4): *how will the applied didactic methods allow students to acquire communication skills? Lessons are meant to go in depth into communication issues relating to didactics and tutoring activities.*

Learning skills (Dublino 5): *how will the applied didactic methods allow students to undertake further education with a high degree of autonomy (for first level degrees), or to go on studying in a mostly self-directed or autonomous way (for second level or master of science degrees)? Through the acquisition of basic skills in the planning and in the organization of didactic activities students will be able to autonomously consult textbooks or scientific papers, in order to enhance acquired knowledge.*

7. other information

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8. methods for verifying learning and evaluation

The examinations include a written test, which is finalized to the assessment and quantification of the learning objectives with a grade. The written test can be provided as short-answer or multiple-choice questions. The modality of the test will be disclosed to students at the beginning of the academic year, will not be changed during the year and must be the same for all students, except for cases with proved disability. In such cases the legal provisions will be applied as indicated by the current legislation.

The verification of the advancement made by the students will lead to a single evaluation based on a collegial, contextual and comprehensive assessment of knowledge and of the abilities acquired by the students. The final judgement, expressed out of thirty, will be made up of the pondered means of the grades obtained in each single discipline inherent to the teaching subject. To obtain the highest grades, students have to correctly and exhaustively answer all the questions set by the examining committee. By passing the exam, students will acquire the CFU attributed to the teaching subject.

Knowledge and understanding (Dublino 1): *how will the planned verification of learning allow to ascertain/measure the achievement of knowledge and the comprehension abilities indicated in the specific educational objectives of the course? The verification includes questions aimed at understanding in depth the degree of theoretical knowledge of the different professional profiles and of the current legislation concerning healthcare professions and the organization of didactic activity.*

Applying knowledge and understanding (Dublino 2): *how will the planned verification of learning allow to ascertain/measure the students' ability to apply their knowledge and the indicated comprehension skills? The verification includes questions aimed at understanding in depth the degree of knowledge integration in a theoretical/practical frame.*

Making judgements (Dublino 3): *how will the planned verification of learning allow to ascertain/measure the achievement of the student's autonomy of judgement? The*

verification allows to test the student's autonomy of judgement with regard to the correct application of didactic and tutoring methods.

Communication skills (Dublino 4): how will the planned verification of learning allow to ascertain/measure the achievement of communication skills by the student? The verification includes testing the use of an appropriate and technical language, in order to test study quality, learning of a specific vocabulary and the mastery of treated topics.

Learning skills (Dublino 5): how will the planned verification of learning allow to ascertain/measure the student's learning ability? The verification includes questions aimed at understanding in depth the ability to operate reasoning beyond text material, so as to verify the degree of learning of the different disciplines.

9. program

Module 1: A000409 Scienze E Tecniche Mediche Applicate 1 (MED/48) Prof. Di Vittori Laura

- Skills assessment: Core Competence, Core Curriculum
- Construction of the educational contract of internship: Objective, Method, Tools, Planning of preparatory activities to internship.
- Evaluation form for students
- Evaluation form for the didactic tutor
- Exercise sessions

Module 2: : A000410 Scienze E Tecniche Mediche Applicate 2 (MED/48) Prof. Di Fazio Patrizia

- International reform of upper education systems in the the European Union
- The Bologna process
- The Scientific-Disciplinary Sectors (SDS)
- The University Masters
- Organization and conduction of a Master
- Masters for Healthcare Professions
- Accreditation system, assessment and self-assessment of Degree Courses

- Operative procedures

Module 3: A000412 Scienze E Tecniche Mediche Applicate (MED/50) Prof. Ausili Cefaro Carolina

- Professional internship: definition and objectives
- The didactic and clinical tutor
- The internship evaluation system: educational assessment and certification
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Module 4: A000414 Scienze E Tecniche Mediche Applicate 6 (MED/50) Prof. Coratti Giorgia

- Teaching methods alternative to frontal lectures: theoretical notes and implementation
- Center for the monitoring of quality: historical notes, definition and function
- The “actors” of the process: the Departments, the Joint Commissions (teachers-students), Review Teams, Evaluation Commission.
- Comparison between the European and the Italian system
- Scheda unica annuale SUA. Scheda di monitoraggio annuale SMA. Ciclica review. Theoretical notes and exercise.
- The Documento annuale di autovalutazione del Corso di studio (DA-AV). Le CEV, forms for the assessment and the overcoming of critical issues

Module 5: A000413 Scienze E Tecniche Mediche Applicate 5 (MED/50) Prof. Rebecchi Maria Teresa

- The Dublin Descriptors
- The role of the ADP Director of a three-year degree course
- The “Permanent Conference” of healthcare professions: description, role and documents
- Guidelines for the final exam

Module 6: A000411 Scienze E Tecniche Mediche Applicate 3 (MED/50) Prof. Mari Giorgia

- The academic course of healthcare professions
- Current legislation
- Teaching to students with Specific Learning Disorders: compensatory and dispensatory measures

Module 7: A000415 Scienze E Tecniche Mediche Applicate 7 (MED/48) Prof. Stella Giusy

- *Education in the health care system – Introduction to the concept of education: right to education and right to health*
- *Education in Psychiatry and attitudes toward mental disorders – Assumptions from educational best practice*
- *Presentation of an epidemiologic analysis study – Relationship between Stigma and Education*
- *Education and updating – The ECM education system- Exercises: Practical organization of an educational course*
- *Last updates: National register for healthcare professions and changes*
- *The Degree Course in Psychiatric Rehabilitation Techniques – History, equivalences and differences*
- *Presentation of two Efficacy Analyses*

Module 8: A000416 Scienze E Tecniche Mediche Applicate 8 (MED/48) Prof. Spalek Renata

- *The role of the revelation of educational needs in the process of Educational Design*
- *Steps in planning the assessment of educational needs*
- *Tools for the analysis of educational needs*