

First aid and nursing practice II (ML0105)

Discipline articulated in three phases

1. language

English.

2. course contents

Indicare i seguenti dati:

Coordinator: Prof. ANTONELLI Massimo

Year Course: 2022-2023 (**Second year**)

Semester: 2nd

UFC: 3

Modules and lecturers:

- FIRST AID II (ML0107) – 0.66 ufc - ssd MED/41

Prof. Massimo Antonelli

- FIRST AID II PRACTICALS (ML0106) - 0.34 ufc - ssd MED/41

Prof. Scapigliati Andrea: Canale (2)

Prof. Soave Paolo Maurizio: Canale (1)

- NURSING PRACTICE II (ML0108) - 2 ufc - ssd MED/45

Prof. CESARE Manuele

3. bibliography

First Aid and Nursing practice II

Recommended bibliography:

First Aid 2: BRITISH RED CROSS SOCIETY - First Aid Manual , Dorling Kindersley Limited, 2009
SLEIGHTHOLM , Keith – Basic Life Support First Aid , Pro Trainings Europe Ltd Nursing practice

Peate Ian (2012). The Student's Guide to Becoming a nurse. Wiley-Blackwell.

Berman, A., Snyder, S. J., & Frandsen, G. (2016). *Kozier & Erb's fundamentals of nursing: concepts, process, and practice (10th ed.)*. Boston: Pearson. (*Topics in the chapters: 34, 35, 36, 47, 48, 49, 50, 52*).

The use of simulation for training teamwork skills in health care: how low can you go ? J M Beaubien and D P Baker Qual. Saf. Health Care 2004;13;51-56.

The Comprehensive Textbook of Healthcare Simulation Levine, A.I., De Maria Jr., S., Schwartz, A.D., Sim, A.J. (Eds.) 2013

Understanding Patient Safety, Second Edition Paperback – May 23, 2012 by Robert Wachter Lange

Scientific papers, procedures and guidelines provided by the professors.

4. learning objectives

The aim of the course is to offer knowledge, understanding and application of the principles of advanced nursing and first aid. These concepts include the knowledge of the main nursing procedures and the deepening of their rationale.

The application of the ABCDE approach in the emergency setting, acquisition of the principles of Crisis Resources Management and Soft skills in health care

High fidelity simulation scenarios will represent a reference for the verification of the skills achieved in a safe

Knowledge and understanding (Dublino 1)

At the end of the course the student will be able to assign appropriate meanings to the teaching contents related to:

- First aid and nursing interventions, activities and procedures, recognition of the ABCDE principles in the high fidelity simulation setting ;
- elements of nursing role and responsibilities for each of the phases involved in nursing practice;
- elements of evidence-based care practice.

Applying knowledge and understanding (Dublino 2)

At the end of the course the student will have acquired the knowledge to apply the best evidence in clinical practice in a clear and effective way, verbalizing and performing the steps used to:

- manage diagnostic tests;
- manage medications, nutrition, urinary elimination, fecal elimination, oxygenation and fluid;
- manage wound care.
- ability to plan, to execute to evaluate and to document a clinical critical care procedure with particular reference to the critical area.

Making judgements (Dublino 3)

At the end of the course the student will be able to collect, judge and interpret scientific evidence to choose the most appropriate interventions for nursing practice and medical critical care in course of emergencies.

Communication skills (Dublino 4)

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

- communicate the principles of nursing practice and rescue in the basic emergency context using appropriate scientific terminology;
- describe and explain the nurse's role and the rationale for each of the phases involved in nursing activities.

Learning skills (Dublino 5)

At the end of the course the student will have acquired the knowledge of principles of BLS and management of the main emergencies advanced nursing care, being able to independently assess the quality of assistance.

5. PREREQUISITES

Having passed the First Aid and nursing practice exam

6. teaching methods

The didactics of the course, in relation to the educational objectives, conjugated according to the Dublin descriptors, is divided into: theoretical frontal lessons with slide projections and high fidelity simulations with moments of comparison and guided discussion; classroom, individual and group exercises on some topics chosen by the professor.

Indicare i metodi didattici utilizzati tenendo sempre presenti i Descrittori di Dublino:

Knowledge and understanding (Dublino 1): in che modo i metodi didattici utilizzati consentono il conseguimento delle conoscenze e della capacità di comprensione indicate negli obiettivi formativi specifici del corso?

Applying knowledge and understanding (Dublino 2): in che modo i metodi didattici utilizzati consentono allo studente di applicare le conoscenze e le capacità di comprensione indicate?

Making judgements (Dublino 3): in che modo i metodi didattici utilizzati consentono allo studente di acquisire autonomia di giudizio?

Communication skills (Dublino 4): in che modo i metodi didattici utilizzati consentono allo studente di acquisire abilità comunicative?

Learning skills (Dublino 5): in che modo i metodi didattici utilizzati consentono allo studente di intraprendere studi successivi con un alto grado di autonomia (per le lauree di primo livello) o di continuare a studiare per lo più in modo auto-diretto o autonomo (per le lauree di secondo livello e per i corsi di laurea magistrale a ciclo unico)?

7. other informations

Professors are available for information on teaching and clarifications on lessons by appointment.

8. methods for verifying learning and for evaluation

For the **Nursing practice II and First AID II** a written test (multiple-response test) is required. The test consists of 31 multiple-choice questions with 4 options of which only one is correct. The correct answer is 1 point. Any wrong answer counts 0. The total of all right answers gives the final score whose maximum is the 30/30 cum laude

First Aid II, practicals 1 e 2

- **The nature CPR and First Aid** . Scope of cardiopulmonary resuscitation. Setting for rescue to casualty. Roles and functions of the rescuer and the physician. Evidence-Based Practice.
- **Frameworks for care II**. Case management. Case method. Functional method. Rescue Team. Primary Toxicological rescue.
- **The CPR in the context of BLSD, First Aid and Toxicology process II**. Critical thinking and clinical reasoning. Applying critical thinking to First Aid and practice (problem solving). Phases and characteristics of the first aid process (assessment, diagnosis, planning, implementation, evaluation).
- **Vital signs. Skills II**: Assessing the physical status of a casualty. Assessing a peripheral pulse. Assessing the respiratory rate Assessing the oxygen saturation. Assessing the State of consciousness
- **The assessment of clinical deterioration**. Intensity of care vs complexity of care. The identification of .
- **BLSD. Skills II**: Performing Basic Life Support and defibrillation through high fidelity simulation in case scenarios
- **Safety**. How to prevent the rescuer's risk performing the first aid and perform safely the resuscitation techniques.

Nursing practice II

- **Diagnostic testing. Skills**: Performing venous blood sampling. Performing arterial blood sampling. Performing blood culture collection. Obtaining a capillary blood specimen to measure blood glucose. Obtaining stool specimens, Obtaining urine specimens. Obtaining sputum specimens.
- **Management of medications**. Drug administration and effects of drugs. Routes of administration. Medication orders. Ten "rights" of medication administration. Medication administration errors. **Skills**: Administering oral medications. Administering an intradermal injection. Administering a subcutaneous injection. Administering an intramuscular injection. Administering inhaled medications. Administering ophthalmic instillations. Administering otic instillations. Using medication administration record.
- **Skin integrity and wound care**. Pressure ulcers (etiology, risk factors, stages). Predicting pressure injury risk: the Braden Scale. Preventing and treating pressure ulcers. Types of wound dressings.
- **Management of nutrition. Skills**: Inserting and removing a nasogastric tube. Administering a tube feeding. Administering a gastrostomy or jejunostomy feeding.
- **Management of urinary elimination. Skills**: Applying an external urinary device. Performing urinary catheterization.
- **Management of fecal elimination. Skills**: Administering an enema. Changing a bowel diversion ostomy appliance.
- **Management of oxygenation. Skills**: Administering oxygen by cannula and face mask. Oropharyngeal, nasopharyngeal, nasotracheal suctioning. Suctioning a tracheostomy or endotracheal tube. Providing tracheostomy care.
- **Management of fluid. Skills**: Performing peripheral intravenous catheter insertion. Management of exit site and dressing for peripheral and central venous catheters. Starting and monitoring an intravenous

infusion. Changing an intravenous