

## LABORATORI PROFESSIONALI (ITO340)

### 1. language

Italian.

### 2. course contents

Coordinator: Prof. Christian GRASSONE

Year course: 3°

Semester: 1° e 2°

UFC: 1

Modules and lecturers:

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

Prof. Christian Grassone, Ida Ginosa, Silvana Paoletti, Bruno Riva, Rossella Bazzo, Cristina Cibir, Alessandro Cenacchi.

### 3. bibliography

BrunnerSuddarth. 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. learning objectives

#### **Knowledge and understanding (Dublin 1)**

Know lung physiology, physiological lung expansion and major abnormalities of lung expansion;

Know the physiology of heart rhythms, the main points of the heart rate and recognize defibrillable and undetectable rhythms;

know the ABCDE evaluation algorithm in emergency-emergency situations.

Know the main traumatic situations that compromise the spine and medullary integrity;

analyze the application of care gestures in the care relationship.

#### **Applied knowledge and understanding (Dublin 2)**

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

analyze the intervention strategies in the area of urgency - emergency;

analyze clinical situations that put the person at risk of life;

to carry out the procedures for the neutral manual stabilisation in the axis of the column and for the selection and application of restraint devices;

experience their emotions in the relationship mediated by contact.

#### **Independent judgment (Dublin 3)**

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

develop clinical reasoning on situations of clinical instability, periarrest, cardio-circulatory arrest, trauma;

to carry out assistance interventions respecting safety, quality standards, ethical ethical principles and scientific evidence;

to argue the criteria that guide the practitioner in intentionally applying contact-mediated healing gestures.

#### **Communication skills- Communicationskills (Dublin 4)**

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

use communication adapted to the context and inter-professional collaboration in critical area settings;

use context-appropriate terminology.

### **Learning skills (Dublin 5)**

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

- self-assess their level of professional competence and carry out self-training activities;
- reflect on the own reactions deriving from the experiential impact

## **5. PREREQUISITES**

Didactic activities are included in the modules of the teaching of Critical Area and Clinical Nursing in the Medical Area preparatory to the laboratory: points of reference for pulmonary auscultation, finding of the carotid pulse, auscultation of physiological, pathological and physiopathological heart rhythms. The students will be provided with video tutorials.

## **6. teaching methods**

Scenarios of simulated situations in the area of emergency-urgency through the use of the advanced dummy (programmable for different scenarios of evolution). Use of the defibrillator from simulations.  
Experiential activities followed by reflection and plenary discussion on the theme of contact in care reports.

## **7. other informations**

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## **8. methods for verifying learning and for evaluation**

**Criticality vital.** Use of skill test. **Contact in the gestures of care.** Card of descriptors of behavior and individual relationship. The student, at the end of the laboratory, will be able to obtain a fitness assessment.

## **9. program**

**Critical life.** The ABCDE evaluation algorithm in emergency-emergency situations and the response system. Neutral manual stabilization procedures in the axis of the column, selection and application of immobilization devices (cervical collar, spinal board).

**Gestures of care.** Gestures of care mediated by contact: changes occurred over the three years in the construction of relational competence.