

## Degree in Midwifery

### Integrated Teaching: Obstetrical-gynecological nursing sciences 2 (Midwifery 2)

SSD: MED/47

Credits: 6

Responsible Professor: Sofia Colaceci

E-mail: [sofia.colaceci@unicamillus.org](mailto:sofia.colaceci@unicamillus.org)

Module: Obstetrical-gynecological nursing sciences

SSD Insegnamento: MED/47

Number of Credits: 5

Professor: Sofia Colaceci      CFU: 3

E-mail: [sofia.colaceci@unicamillus.org](mailto:sofia.colaceci@unicamillus.org)

Professor: Gessica Trivelli      CFU: 1

E-mail: [gessica.trivelli@unicamillus.org](mailto:gessica.trivelli@unicamillus.org)

Professor: Simona Sarta      CFU: 1

E-mail: [simona.sarta@unicamillus.org](mailto:simona.sarta@unicamillus.org)

Module: Scienze infermieristiche

SSD: MED/45

Number of Credits: 1

Professor: Giampiera Bulfone

E-mail: [giampiera.bulfone@unicamillus.org](mailto:giampiera.bulfone@unicamillus.org)

### PREREQUISITES

Knowledge and competence in Obstetrical-gynecological nursing sciences 1 (Midwifery 1).

### LEARNING OBJECTIVES

At the end of this course, students will be able to describe the antenatal care for low-risk pregnancy, health promotion in pregnancy and post-partum, and the recommendations for cervical screening. Moreover, students will be able to describe some actual topics as voluntary termination of pregnancy, anonymous birth, stillbirth and perinatal death, and obstetric violence.

Moreover, the student will be able to:

- recognize signs, symptoms and evolution of physiological pregnancy, and so will be capable to ensure proper midwifery care during each trimester, following a care pathway based on the most recent medical evidence, in several caring settings;
- recognize the first symptoms and signs of pathology that can happen during pregnancy and to ensure the first-line midwifery care, to solve or contain the pathological process;
- discriminate between physiology and first signs of pathology in the field of care for the newborn.

### LEARNING OUTCOMES

The specific learning outcomes of the program are coherent with the general provisions of the Bologna Process and the specific provisions of EC Directive 2005/36/EC. They lie within the European Qualifications Framework (Dublin Descriptors) as follows.

At the end of this teaching, students will be able to:



### Knowledge and Understanding

- explain the concept of risk in childbirth and basic principles of risk management in midwifery
- describe the concept of health promotion, preconception health, health in pregnancy and post-partum
- describe the importance and the main methods of education for parenthood
- list and explain the laws and policies on maternity and paternity
- describe the laws on voluntary termination of pregnancy and anonymous birth
- explain the definition of obstetric violence and how to prevent it
- describe the concepts of pregnancy loss, stillbirth, and the sudden infant death syndrome and how to support parents
- describe the main signs and symptoms of pregnancy
- recognize the main threatening signs that identify pathology
- list and describe the main examination required in pregnancy
- explain the main recommendations to take care of physiological pregnancy, according to the most recent evidence available
- describe the midwifery care required during physiological pregnancy for each trimester and different caring environment
- describe the anatomy, physiology of pelvic floor and how to take care of it during pregnancy
- recognize signs that define a newborn healthy or pathological
- explain the main recommendations to take care of the newborn, according to the most recent evidence available
- describe the midwifery care required to the newborn at delivery and in the first months of life
- identify the diagnostic tests related stool and urine and their technical procedures
- making an assessment (subjective and objective data) regarding the normal and altered characteristics of diuresis (anuria, oliguria, polyuria), urination (dysuria, nocturia, difficulty starting urination, stranguria) and urine (hematuria, bilirubinuria, etc.), to detect the presence of a bladder globe
- making an assessment (subjective and objective data) regarding the characteristics of the stool (fecaloma and any derivations)
- describe the theoretical principles that underlie the main interventions related to the urinary excretory function and the management of urinary retention, and urinary incontinence (from stress, stress, urgency, functional, reflex and regurgitation); Educational interventions to maintain the integrity of the function, for the prevention of urinary infections, assistance to the person with a bladder catheter, notes on the management of urostomies (peristomal skin hygiene and replacement of the collection bag), appropriate use of the aids for the incontinence management (diaper) and assistance to the person carrying diapers or condoms.
- describe the methods and scientific principles relating to extemporaneous and permanent bladder catheterization
- explain the theoretical principles underlying interventions related to the faecal excretory function and the management of the risk of constipation and constipation, diarrhea and fecal incontinence. Educational interventions to maintain the integrity of the function and in the case of constipation or diarrhea (diet, fluids, intestinal gymnastics), notes on ostomy management; (hygiene of the



peristomal skin and replacement of the collection bag)

-describe the methods and scientific principles relating to the enteroclisma (reasons for the execution, possible complications).

-explain the methods and scientific principles relating to the simple surgical wound dressing (possible complications of the surgical wound and indicators).

-describe the methods and scientific principles relating to the execution-management of a blood transfusion and blood products (responsibilities, reasons for execution, possible complications).

### Applying Knowledge and Understanding

-apply the principles of midwifery to selected cases, problems and a variable range of situations

-use the tools, methodologies language and conventions of midwifery to test and communicate ideas and explanations

### Communication Skills

-present the topics orally in an organized and consistent manner

-use a proper scientific language coherent with the topic of discussion

### Making Judgements

-recognize the importance of an in-depth knowledge of the topics consistent with a proper education

-identify the importance of a proper theoretical knowledge of the topic in the clinical practice

## **COURSE SYLLABUS**

### **COLACECI**

The concept of risk in childbirth, low-risk pregnancy and organization of care. Risk management and basic principles of pharmacovigilance. Health promotion, preconception health, health in pregnancy and post-partum. Education for parenthood. Laws and policies on maternity and paternity. Voluntary termination of pregnancy. Anonymous birth. Pregnancy loss, stillbirth, and the sudden infant death syndrome. Obstetric violence.

### **TRIVELLI**

Physiology of pregnancy: diagnosis, main physiological modifications, description and understanding of main clinical examination recommend to evaluate wellbeing and evolution of pregnancy.

Pelvic floor: anatomy and physiology, care in pregnancy.

Cardiotocography: basics for the interpretation of the cardiotografic trace.

Pregnancy care: care pathway specific for every trimester, following a midwifery approach.

The newborn: sign of wellbeing and alarm, first and following recommend care for a physiological newborn.

### **SARTA**

Etiology, diagnosis of vaginal and cervical infections; STI (sexually transmitted infections) during pregnancy; Papilloma virus; Cancer prevention and Pap test; Colposcopy; Hysteroscopy; Obstetric counselling; Invasive and non-invasive prenataldiagnosis; Screening test; Amniocentesis; CVS; Cordocentesis

### **BULFONE**



Macro and microscopic characteristics of urine and stool and their meaning

Identify the diagnostic tests related stool and urine and identify the technical procedures

Assessment (subjective and objective data) regarding the normal and altered characteristics of diuresis (anuria, oliguria, polyuria), urination (dysuria, nocturia, difficulty starting urination, stranguria) and urine (hematuria, bilirubinuria, etc.), to detect the presence of a bladder globe

Assessment (subjective and objective data) regarding the characteristics of the stool (fecaloma and any derivations).

The theoretical principles that underlie the main interventions related to the urinary excretory function and the management of urinary retention, and urinary incontinence (from stress, stress, urgency, functional, reflex and regurgitation); Educational interventions to maintain the integrity of the function, for the prevention of urinary infections, assistance to the person with a bladder catheter, notes on the management of urostomies (peristomal skin hygiene and replacement of the collection bag), appropriate use of the aids for the incontinence management (diaper) and assistance to the person carrying diapers or condoms.

Methods and scientific principles relating to extemporaneous and permanent bladder catheterization.

The theoretical principles underlying interventions related to the faecal excretory function and the management of the risk of constipation and constipation, diarrhea and fecal incontinence. Educational interventions to maintain the integrity of the function and in the case of constipation or diarrhea (diet, fluids, intestinal gymnastics), notes on ostomy management; (hygiene of the peristomal skin and replacement of the collection bag).

Methods and scientific principles relating to the enteroclasma (reasons for the execution, possible complications).

Methods and scientific principles relating to the simple surgical wound dressing (possible complications of the surgical wound and indicators).

Methods and scientific principles relating to the execution-management of a blood transfusion and blood products (responsibilities, reasons for execution, possible complications).

## **COURSE STRUCTURE**

The course consists of 84 hours of classroom teaching, composed of frontal lessons, working groups and interactive learning activities.

## **COURSE GRADE DETERMINATION**

The exam will be oral. The evaluation criteria for the oral exam will be acquired knowledge (range score: 0-8), making judgements (range score: 0-8), communication skills (range score: 0-7), learning skills (0-7). The students must be able to demonstrate their knowledge on the contents, to organize in a critical way the topics established by the program, using an appropriate language.

For the Nursing module, the assessment will be written with multiple choice tests with five possibilities of which only one is correct. Students who have acquired a score  $\geq 18/30$  have the possibility to integrate an oral examination to implement the grade. These criteria will be explained in the classroom, in the first hour of the lesson as a training contract.



## OPTIONAL ACTIVITIES

Students can request optional workshops to deepen some specific topics.

## READING MATERIALS

-La disciplina ostetrica. Teoria, pratica e organizzazione della professione. AAVV. McGraw-Hill Education. 2011

-Infermieristica in area materno-infantile. Marchioni Publisher, The mcgraw-hill companies.

-Ostetrica Autori: Costantini, Calistri, Editore Piccin

-Mayer's Midwifery. Macdonald, Johnson. Elsevier. 2017

-Corso di preparazione al parto. P.Maghella. Ed. Red. 2005

-Primal Health: Understanding the Critical Period Between Conception and the First Birthday. M. Odent. Clairview

-Birth and Breastfeeding: Rediscovering the Needs of Women During Pregnancy and Childbirth. M. Odent. Clairview

-Saiani L, Brugnolli A. Trattato di cure infermieristiche. Napoli: Sorbona - Idelson Gnocchi; 2011

-Brunner, Suddarth. Infermieristica medico-chirurgica. Milano: Casa Editrice Ambrosiana; 2015

-Didactic material (lessons in pdf, papers, etc.) delivered by the Professors Macro and microscopic characteristics of urine and stool and their meaning

Identify the diagnostic tests related stool and urine and identify the technical procedures

Assessment (subjective and objective data) regarding the normal and altered characteristics of diuresis (anuria, oliguria, polyuria), urination (dysuria, nocturia, difficulty starting urination, stranguria) and urine (hematuria, bilirubinuria, etc.), to detect the presence of a bladder globe

Assessment (subjective and objective data) regarding the characteristics of the stool (fecaloma and any derivations).

The theoretical principles that underlie the main interventions related to the urinary excretory function and the management of urinary retention, and urinary incontinence (from stress, stress, urgency, functional, reflex and regurgitation); Educational interventions to maintain the integrity of the function, for the prevention of urinary infections, assistance to the person with a bladder catheter, notes on the management of urostomies (peristomal skin hygiene and replacement of the collection bag), appropriate use of the aids for the incontinence management (diaper) and assistance to the person carrying diapers or condoms.

Methods and scientific principles relating to extemporaneous and permanent bladder catheterization. The theoretical principles underlying interventions related to the faecal excretory function and the management of the risk of constipation and constipation, diarrhea and fecal incontinence. Educational interventions to maintain the integrity of the function and in the case of constipation or diarrhea (diet, fluids, intestinal gymnastics), notes on ostomy management; (hygiene of the peristomal skin and replacement of the collection bag).

Methods and scientific principles relating to the enteroclisma (reasons for the execution, possible complications).

Methods and scientific principles relating to the simple surgical wound dressing (possible complications of the surgical wound and indicators).

Methods and scientific principles relating to the execution-management of a blood transfusion and blood products (responsibilities, reasons for execution, possible complications).



## **COURSE STRUCTURE**

The course consists of 84 hours of classroom teaching, composed of frontal lessons, working groups and interactive learning activities.

## **COURSE GRADE DETERMINATION**

The exam will be oral. The evaluation criteria for the oral exam will be acquired knowledge (range score: 0-8), making judgements (range score: 0-8), communication skills (range score: 0-7), learning skills (0-7). The students must be able to demonstrate their knowledge on the contents, to organize in a critical way the topics established by the program, using an appropriate language.

For the Nursing module, the assessment will be written with multiple choice tests with five possibilities of which only one is correct. Students who have acquired a score  $\geq 18/30$  have the possibility to integrate an oral examination to implement the grade. These criteria will be explained in the classroom, in the first hour of the lesson as a training contract.

## **OPTIONAL ACTIVITIES**

Students can request optional workshops to deepen some specific topics.

## **READING MATERIALS**

- La disciplina ostetrica. Teoria, pratica e organizzazione della professione. AAVV. McGraw-Hill Education. 2011
- Infermieristica in area materno-infantile. Marchioni Publisher, The mcgraw-hill companies.
- Ostetrica Autori: Costantini, Calistri, Editore Piccin
- Mayer's Midwifery. Macdonald, Johnson. Elsevier. 2017
- Corso di preparazione al parto. P.Maghella. Ed. Red. 2005
- Primal Health: Understanding the Critical Period Between Conception and the First Birthday. M. Odent. Clairview
- Birth and Breastfeeding: Rediscovering the Needs of Women During Pregnancy and Childbirth. M. Odent. Clairview
- Saiani L, Brugnolli A. Trattato di cure infermieristiche. Napoli: Sorbona - Idelson Gnocchi; 2011
- Brunner, Suddarth. Infermieristica medico-chirurgica. Milano: Casa Editrice Ambrosiana; 2015
- Didactic material (lessons in pdf, papers, etc.) delivered by the Professors.