UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

## Methodological Seminaries 2

**2526-3-I0101D024**

### Aims

1. Knowledge and Understanding
   The student deepens their knowledge of theoretical, legal, and ethical foundations related to nursing responsibility, the delegation of care to support personnel, and the analysis of ethical conflicts based on Fry and Johnstone's model.

2. Applying Knowledge and Understanding
   The student is able to consciously apply ethical and legal principles to clinical care scenarios, using the Fry and Johnstone model for ethical conflict resolution and appropriate criteria for task delegation to healthcare support staff.

3. Making Judgements (through interactive methods such as guided case discussions and ethical simulations)
   The student develops critical judgment in evaluating clinical and ethical decisions, actively engaging in case-based learning activities to assess the ethical, legal, and professional consequences of nursing actions.

4. Communication Skills (enhanced through role-playing and interactive simulations)
   The student strengthens their ability to communicate effectively within the care team and with support staff, practicing conflict management, negotiation of roles, and shared decision-making in simulated professional scenarios.

5. Learning Skills (developed through structured reflection and peer group discussion)
   The student enhances reflective learning through interactive teaching strategies, including group discussions and simulated case debriefings, to foster greater self-awareness and responsibility in professional nursing practice.

### Contents

During the course the student will have the opportunity to deepen some topical issues legal and ethical related to: professional ethics and management of support staff.

## Detailed program

Detailed program
During the course the following topics will be discussed:
• Discussion of care cases using the Fry and Jonhstone ethical conflict resolution model;
• Disciplinary, regulatory and ethical insights on the professional responsibility of the nurse
• Knowledge and management of support figures in the allocation of care activities.

## Prerequisites

Defined by the Regulations of the Degree Programme

## Teaching form

The teaching method develops reaching 2 credits for a total of 24 hours, divided as follows:
• 10 lessons of 2 hours in front of the teacher in the presence of the teacher;
• 2 lesson of 2 hours of laboratory activities and exercises, carried out in interactive mode in presence;

## Textbook and teaching resource

Ausili D., Baccin G., Bezze S., Bompan A., Macchi B, Alberio M., Sironi C., Di Mauro S. (2018) The Model of Human Processes (2018): a theoretical framework for nursing care in the face of the challenge of complexity. CNAI Publication - Accredited Italian Centre for ICNP Research and Development™

Craven R.F., Hirnle C.J., Jensen S. (2024) Basic principles of nursing, V ed., CEA, Milan;

Fry S., & Johnstone MJ., (2004) Ethics for Nursing Practice - A Guide to Making Ethical Decisions

Herdman TH, Kamitsuru S, Takáo Lopes C (2024) Nanda International. Nursing Diagnosis-Definitions and Classification 2024-2026. Milan: CEA. [in print]

Provision Conference State Region, "Agreement between the Ministry of Health, the Ministry of Social Solidarity, the Regions and the autonomous Provinces of Trento and Bolzano, for the identification of the figure and its professional profile of the operator socio-for the definition of the educational system of training courses (2001)

Smeltzer S.C., Bare B., Hinkle J.L., Cheever K.H. (2024) Brunner - Suddarth Infermieristica Medico-Chirurgica, CEA, Milano;

## Semester

3rd Year, 1 nd Semester

## Assessment method

Attendance at lectures and workshops

## Office hours

By appointment with the relevant teachers of the Teachings

## Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES