UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Relazione, Cura...relazione Che Cura

2526-2-I0101D905

Aims

The elective course "Relationship, Care...Relationship that Heals" is designed to explore the crucial importance of relationships in the care context, focusing on the emotional mechanisms and interpersonal dynamics between caregiver and patient. The main objective is to provide students with the tools to improve the quality of care through an authentic and effective relationship.
The specific objectives, defined according to the Dublin Descriptors, are as follows:

1. Knowledge and understanding: To acquire awareness of emotional mechanisms and ego defences, understanding the importance of relationship in care.
2. Application of knowledge: To know how to use relational and reflective strategies to improve caregiving and teamwork.
3. Autonomy of judgement: To develop the ability to critically analyse the relationship with the patient and to adapt one's professional behaviour.
4. Communication skills: To improve empathic and effective communication with patients and colleagues, fostering a collaborative climate.
5. Learning skills: To promote self-analysis and continuous personal and professional development in the care relationship.

Contents

Those who care for the person in complex situations have always reflected on how much the emotional affective component can intervene in the path of care. Abandoned the extremes that gave absolute primacy to the two aspects or that of the relationship and that of the primacy of medical practice-pharmacological, now we tend to veer towards a direction in which the complexity of the intervention and the interaction between all the determinants involved (human, scientific, emotional-relational) constitute a unique to be investigated in a phenomenological and not analytical scientific.

Detailed program

• Humpty Dumpty and the paradox of complexity: the reflection first as semantic and linguistic recognition of the concept of complexity, as emerges from the theoretical production of Edgar Morin, opens to a survey centered more on the practice and daily actions that, in contexts of strong emotional load, can end if not managed to hinder or even inhibit the relationship with the patient.
• Emotional and relational components in care: through a theoretical clinical survey of the main emotional components, we want to bring attention to the main defense mechanisms that both subjects of the relationship (patients and caregivers) implement the difficult task of building an operational alliance to deal with the cure and all that the cure itself implies.
• Cogito ergo sum: to be thought to exist: in this section will be studied with particular attention the theme of solitude, understood not only as an ontological component, and therefore irrepressible, of existence but also as subjective dateness that emerges in all its arrogance in the complex moments of the life of each in facing a path of care or the final stages of existence.
• The emotions of the caregiver: the final section of the lesson will be dedicated to a focus on the figure of the caregiver, teamwork, the dynamics involved, the defense mechanisms, the need to reflect collectively on the experiences and strategies implemented, the elaboration of fatigue, fear and mourning.

Prerequisites

Enrolling in the 2nd-3rd year of the Bachelor’s Degree in Nursing

Teaching form

Face-to-face teaching – frontal lectures

Textbook and teaching resource

• Genevay, B. e Katz, R. S. (1994) Le emozioni degli operatori nella relazione di aiuto - Il controtransfert nel lavoro con gli anziani. A cura di B. Genevay, R. S. Katz e L. Gasperi. Tradotto da L. Gasperi. Trento: Erickson.
• Heidegger, M. (2001) Sein und Zeit. Tübingen: M. Niemeyer.
• Viale, R. (2010) Complessità: teorie, modelli, applicazioni. Milano: Il Mulino.
• Martino, M. L. (2018) Lavorare con le emozioni in sanità: aspetti teorici e pratici. Roma: Carocci.
• Caprara, G. V. (2016) Psicologia della salute e meccanismi di difesa nella cura. Bologna: Il Mulino.

Semester

Second semester

Assessment method

Frequency

Office hours

By appointment

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING