UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Planning and Coordination

2526-1-K0101D003

Aims

ORGANIZATIONAL AND CLINICAL ANALYSIS. The course provides students with the basic knowledge useful to understand the health organizations and to identify the different variables that affect its functioning. The function of nursing coordinators and directors will be discussed, underlying the process by which managers can match professional values and organizational ones, in order to meet the best professional and institutional standards. CARE ACTIVITY PLANNING. The acquired knowledge will give the basis of professional management with specific focus on the interpretation of the complex organizational dynamics. The course will give tools to develop organizational interventions for an efficient and effective professional action within the healthcare institutions.

Specifically:
Knowledge and Understanding
The student will know the principles and variables that influence healthcare organization. Additionally, the student will understand the concepts of managerial functions and their role in aligning professional ideals with organizational objectives. The student will know the theoretical foundations of planning care activities within healthcare settings.

Applied Knowledge and Understanding
The student will be able to apply tools for the organizational analysis of clinical and care structures. The student will use planning principles to propose organizational and managerial interventions within healthcare structures and will apply managerial models to facilitate cohesion between professionals and organizational objectives.

Independent Judgment
The student will develop the ability to critically evaluate the organizational dynamics of clinical and care structures. Additionally, the student will be able to recognize the strengths and weaknesses of the structures in which they operate, propose improvement interventions, and formulate judgments on the efficiency and effectiveness of organizational strategies adopted within services.

Communication Skills
The student will be able to use appropriate language to describe and analyze healthcare organization,

communicate improvement and planning proposals for care activities to colleagues and managerial figures, and actively participate in discussions and simulations on complex organizational cases.

Learning Skills
The student will acquire the skills necessary to develop the ability to independently update knowledge on organizational and managerial models within healthcare settings, integrate theoretical knowledge with field observation to enhance managerial competencies, and improve experiential learning for the efficient management of healthcare organizational processes.

Contents

Organization analysis according to the model of H. Mintzberg. Fundamentals of organizational design. Distinction of organizational systems: technical models and professional models. The main organizational models of nursing and midwifery care. The concept of complexity of care. The most attractive hospitals. Nursing and midwifery management according to the classical model. The decision-making process.

Detailed program

Knowledge of the basic elements of organizational design. Distinction of organizational systems: technical models and professional models. The main organizational models of nursing and midwifery. The complexity of care. The “magnet” hospitals. Nursing and midwifery directional function according to the classical model. Decision-making process. The Departmental organizational model: tasks, activities and types of departments. The organization of the Department of Maternal-Infant-Children’s care with the structural, technological and organizational measures required by D.M. 24/04/2000. Adoption of POMI (Mother and Child Project Objective). The agreement of the Unified Conference of State and Regions - 16/12/2010. The management and coordination role of the midwife in the Department for Mother and Children. Birth room services and the different organizational models: the Italian and international context.

Prerequisites

Defined by the degree regulation.

Teaching form

10 lessons of four hours of lectures and exercises

Textbook and teaching resource

Pennini A. e G. Barbieri, La responsabilità del coordinatore delle professioni sanitarie, McGraw-Hill, 2011; Barelli P., Pallaoro G., Perli S., Strimmer S., Zattoni M.L., (2006) Assistenza Infermieristica e ricerca, 25 (1), 35-41;

Bulgarelli G., Cerullo F., Chiari P., Ferri P., Taddia P., (2006) Assistenza Infermieristica e ricerca, 25 (1), 29-34; Calamandrei C. e Orlandi C., La dirigenza infermieristica, manuale per la formazione dell'infermiere con funzioni manageriali, McGraw-Hill, 2008; Focarile F., Indicatori di qualità nell'assistenza sanitaria, Centro Scientifico Editore, 1998; Pontello G., Il management infermieristico, Masson, 1998; Mintzberg H., La progettazione dell'organizzazione aziendale, il Mulino, 1996; Daft Richard L., Organizzazione Aziendale, APOGEO Feltrinelli Editore s.r.l., 2007, 3 ed.; Ministero della Salute, Dipartimento della Qualità, Direzione Generale delle Risorse Umane e delle Professioni Sanitarie (2008) 1° Rapporto sulle professioni sanitarie infermieristiche e di ostetricia nel SSN. Roma; Ministero della Sanità, Decreto Ministeriale 24 aprile 2000 Adozione del progetto obiettivo materno-infantile relativo al "Piano sanitario nazionale per il triennio 1998-2000"; Presidenza Del Consiglio – Accordo tra Governo-Regioni 2010, Linee di indirizzo per la promozione ed il miglioramento della qualità, della sicurezza e dell'appropriatezza degli interventi assistenziali nel percorso nascita e per la riduzione del taglio cesareo; 16/12/2010 Regione Lombardia, Aggiornamento delle Linee guida regionali per l'adozione del piano di organizzazione aziendale delle aziende sanitarie della Regione Lombardia – 2008; Cilione G., Diritto Sanitario, 2 ed., Maggioli, 2005, chapt. 2; Guana M., La disciplina ostetrica: teoria, pratica e organizzazione della professione, McGraw-Hill, 2011; Alvaro R., Il dirigente delle professioni sanitarie, ruolo e prospettive nel contesto della Pubblica Amministrazione, Edises, 2009; De Toni A.F., L. Comello L., Prede o ragni, uomini e organizzazioni nella ragnatela della complessità, UTET, 2005.

Semester

First year, first semester

Assessment method

Oral examination and preparation of an academic essay. According to the contents of the course, the academic essay will include an organizational analysis of nursing and midwifery. Specific guidelines for the essay will be discussed by the teacher during lessons. Students will be provided by criteria used by teachers for its evaluation. The essay will be considered as 50% of the final evaluation. The oral examination will consist of three open questions at least (one on organizational analysis, one on planning of care activities, and one based on the analysis discussed in the essay).

Office hours

Agreed with teachers by e-mail.

Sustainable Development Goals

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