UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Nursing and Midwifery History and Philosophy

**2526-1-K0101D001**

## Aims

The general purpose of the course is to provide students with a deep knowledge of the fundamentals of nursing and midwifery sciences by studying the evolution of nursing and midwifery from an historical and professional point of view, as well as a specific area of interest. In addition to a better understanding of scientific and disciplinary fundamentals of nursing and midwifery sciences, the course aims to empower students' professional identity, focusing on philosophical approaches, theories, concepts and peculiar professional values of nursing and midwifery sciences.

Specifically:
**Knowledge and Understanding**
The student will know the historical, professional, and disciplinary evolution of nursing and midwifery care. Additionally, the student will understand the scientific and disciplinary foundations that characterize nursing and midwifery sciences and will know the main philosophical approaches, models, and theories relevant to the profession.

**Applied Knowledge and Understanding**
The student will be able to apply theoretical models and key concepts to reflect on care practices, connect historical and theoretical knowledge to the evolution of professional roles and identity, and use philosophical and theoretical approaches to understand the core values of the profession and their application in clinical practice.

**Independent Judgment**
The student will develop the ability to critically reflect on the evolution of nursing and midwifery care, assess the impact of theoretical models on care delivery and work organization, and critically analyze the core values and concepts of the profession in relation to the challenges of current clinical practice.

**Communication Skills**
The student will be able to use appropriate language to clearly communicate concepts and theories of nursing and midwifery sciences, use suitable technical and professional language during discussions and presentations, and express personal reflections on professional identity in a conscious and well-reasoned manner.

**Learning Skills**
The student will acquire the necessary skills to enhance their ability to autonomously learn advanced concepts in nursing and midwifery sciences, integrate theory with practice to build a conscious and up-to-date professional identity, and develop a continuous learning attitude by using theories and models to interpret care situations.

## Contents

To deepen nursing and midwifery foundations; to strengthen nursing and midwifery professional identity; to acquire interpretation keys of nursing/midwifery care history, even through a brief introduction to the methodology of historical research; to identify the elements that define nursing/midwifery as a profession, as a discipline and as a science; to acquire skills useful to read critically the theories developed in the field of nursing and midwifery, with specific hints of the Model of Human Processes; to recognize the philosophical and theoretical frameworks at different levels of theory that can guide research and practice in nursing and midwifery area; to acquire knowledge preparatory to the Methodology of Nursing and Midwifery Research course.

## Detailed program

Some historical pictures: antiquity and advent of Christianity; Reformers of Care; Florence Nightingale and the modern nursing science; the end of the 900 and the early 2000s in Italy. Introduction to the methodology of historical research: an example of historical research. The evolution of nursing knowledge according to Meleis. The evolution of nursing knowledge: a theoretical framework to read the Italian context. The nursing discipline: a definition and classification developed by the

Italian School of Nursing Disciplines (Milan) in the 90s of the last century. The problem of the language in the description and measurement of nursing phenomena (nursing diagnoses and professional practice classification systems). Evidence Based Nursing: key issues. The link between philosophy, theory and nursing research. Methods and tools for disciplinary and multidisciplinary research and application of knowledge in nursing practice. Nursing care and nursing documentation in the era of e-health. Schools of thought in nursing discipline: the interactions school; the school of results; the school of needs. Some theories developed in the field of nursing in the different schools of thought: elements for the critical appraisal of nursing theories. Focus on the Model of Human Processes. Theory: definition, types of theories, components of a theory. Levels of theory in nursing: Grand-theories, Middle-range theories and

Situation-specific theories. The development of concepts and theories in nursing. Elements for the critical analysis of a theory. Measuring the progress of a science: some key points. Midwifery Epistemological fundamentals: across ontology, ethics and epistemology; epistemology, paradigmatic discrepancy and methodological implications; status of Midwifery and Creative Thinking. External and Internal History of Midwifery and Neonatal Sciences. Natural Sciences vs Humanities: to
know\explain\prescribe vs understand\interpreting\participate (Ricoeur P.). Historical research in Midwifery: the historical method in Midwifery
Primary \ Originals-Secondary sources \ derived from the Midwifery. Midwifery Doctrinal Body: the Midwifery Constructions; levels of Midwifery theories; Mental, Physical and Graphic Representations of the Midwifery Theories; Midwifery Partnership Model; Midwifery as phrònesis through reflexive thinking; Partnership and skills development. Midwifery Methodology: ICF Classification: ICF in evidence based practice, expertise, maternal choice

## Prerequisites

Defined by the Degree Regulation.

## Teaching form

16 lessons of four hours of lectures, individual and group exercises, guided study, academic essays.

## Textbook and teaching resource

Ausili D., Baccin G., Bezze S., Di Mauro S., Sironi C. (2015) L'impiego dell'ICNP® con il Modello assistenziale dei processi umani: un quadro teorico per l'assistenza infermieristica di fronte alla sfida della complessità. Pubblicazione CNAI; Ausili D., Sironi C. (2013) Una lettura dell'evoluzione delle conoscenze infermieristiche in Italia. In V. Costanzo, A. Reginelli, A. Ajdini (a cura di) Le scienze infermieristiche in Italia: riflessioni e linee di indirizzo. Atti del Convegno nazionale CNAI, Milano, 24 e 25 ottobre 2013; Cantarelli M. (2003) Il modello delle prestazioni infermieristiche. Milano: Masson. Gamberoni L., Lolli A., Lusignani M., Pattaro L. (1992) Management infermieristico. Torino: UTET. Chapter 1 and 2; Manzoni E. (1996) Storia e filosofia dell'assistenza infermieristica. Milano: Masson. Chapter 1 and 2; Meleis A.I. (2013) Teoretica infermieristica: sviluppo e progresso della filosofia e delle teorie infermieristiche. Milano: Casa Editrice Ambrosiana; Sironi C. (2010) Introduzione alla ricerca infermieristica. Milano: Casa Editrice Ambrosiana. Chapter 1, 2, 4; Sironi C. (2012) L'infermiere in Italia: storia di una professione. Roma: Carocci; Sironi C., Ceconi F., Di Mauro S. (1996) L'Associazione regionale Lombardia infermiere/i: 50 anni di storia. 1946-1996. Pubblicazione a cura dell'Associazione regionale Lombardia Infermieri, Milano. Falconara: Industrie grafiche ERREBI. Consider especially paragraph 1 e 2 of each chapter. Guilliland K., Pairman S. (2011) The Midwifery Partnership. Un modello per la professione ostetrica, SEU; Bloch M. (1998) Apologia della storia o mestiere di storico. Torino: Einaudi; Antiseri D. (2000) Didattica delle Scienze-Epistemologia, Roma: Armando editore; Guana M. et al. (2011) La disciplina ostetrica: teoria, pratica e organizzazione della professione, Milano: McGraw-Hill; I.C.F. (2008) Classificazione Internazionale del funzionamento della Salute, Erickson.

## Semester

First year, first semester

## Assessment method

Oral examination and academic essays discussion. According to the contents of the course, the academic essay will include a critical analysis of a concept relevant for nursing and midwifery sciences. Students will be provided by criteria for the development of the essay and those used by teachers for its evaluation. The essay will be considered as 50% of the final evaluation. The oral examination is will consist of three open questions at least (one on history, one on theory, and one on methodological issues). Additional questions can be proposed by teachers to get a full final evaluation of the students' knowledge.

## Office hours

Agreed with teachers by e-mail.

## Sustainable Development Goals

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