

## COURSE SYLLABUS

### Theoretical and Practical Elements of Some Nursing Procedures

2627-3-H4101D411

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#### Aims

##### Knowledge and Understanding

- Acquire essential theoretical knowledge related to selected fundamental nursing care procedures commonly performed in clinical settings.
- Understand the clinical, hygienic-sanitary, and organizational rationale underlying the selected procedures.

##### Applying Knowledge and Understanding

- Safely and effectively perform the selected procedures in a simulated environment, in accordance with principles of patient safety, asepsis, and person-centered care.
- Operate collaboratively within the healthcare team, integrating the specific contribution of the nursing profession into the clinical workflow.

##### Making Judgements

- Critically assess the appropriateness of each procedure in relation to the patient's clinical condition.
- Identify potential technical or clinical complications during the execution of the procedures.

##### Communication Skills

- Develop effective communication strategies within interprofessional teams and in patient interactions.
- Demonstrate respect for the roles, responsibilities, and competencies of the various professionals involved in care delivery.

##### Learning Skills

- Promote active learning through practical experience, guided reflection, and collaboration with students from other health-related degree programmes.

- Integrate theoretical knowledge with observation and hands-on practice of basic procedures in a protected simulation-based learning environment.

## Contents

General principles of hygiene, asepsis, and patient safety in the context of nursing procedures, with particular emphasis on the prevention of healthcare-associated infections (HAIs).

Theoretical foundations and practical aspects of selected basic nursing procedures, including:

- Venous blood sampling and peripheral intravenous cannulation
- Arterial blood sampling from the radial artery
- Insertion of indwelling urinary catheters (penile and vulvar urethra)
- Administration of injectable medications via intramuscular route (specifically in the ventrogluteal site) and subcutaneous route
- Analysis of the clinical, relational, and organizational implications of these procedures within the framework of nursing care.
- In-depth exploration of the nurse's role in performing clinical procedures, with a focus on professional responsibility, autonomy, and collaboration with physicians.
- Recognition of the educational and mentoring role of the nurse, fostered through direct interaction and peer tutoring by students from the Bachelor's Degree Programme in Nursing.
- Promotion of an interprofessional culture grounded in collaboration, mutual respect for professional roles, and the development of shared competencies within clinical care settings.

## Detailed program

The course is structured as an integrated sequence of introductory theoretical sessions, guided discussion of simplified clinical cases, and hands-on simulation-based activities. These components are designed to support the acquisition of core knowledge, fundamental technical skills, and interprofessional and relational competencies.

### Theoretical and Conceptual Introduction

The course begins with a conceptual introduction aimed at providing the cultural and professional framework within which the selected procedures are situated. The importance of basic nursing care as a foundation of the clinical pathway is highlighted, with particular attention to the role of the nurse as a professional responsible for the planning and implementation of such interventions.

The following elements are addressed:

- General principles of asepsis, patient safety, and clinical risk management in relation to invasive procedures;
- Relevant anatomical, pathophysiological, and nursing care elements essential for understanding the

procedures;

- Decision-making processes guiding the indication, preparation, and execution of the procedures;
- The significance of nurse–physician collaboration in contemporary care settings, with emphasis on the educational dimension within the academic training of healthcare professionals.
- Discussion of Clinical and Nursing Care Scenarios

Based on brief and realistic clinical cases, students are guided to:

- Identify the patient's clinical and care needs and justify the appropriateness of the procedure;
- Analyze risk factors and patient conditions that may influence the execution of the technique;
- Recognize the professional roles involved and understand how nurses and physicians collaborate in managing the case;

Reflect on effective communication strategies with both patients and healthcare team members during the preparatory, execution, and post-procedural phases.

This section fosters the development of clinical reasoning and decision-making within an interprofessional and participatory framework.

### **Simulation-Based Technical Skills Training**

The technical procedures are explored through demonstration, guided practice, and supervised discussion within a simulation environment. The procedures addressed include:

- Venous blood sampling and peripheral intravenous cannulation
- Arterial blood sampling from the radial artery
- Insertion of indwelling urinary catheters (via penile and vulvar routes)
- Administration of injectable medications via intramuscular route (specifically in the ventrogluteal site) and subcutaneous route

During the simulation sessions:

- Students observe and replicate the essential phases of each procedure;
- They are guided in applying safety standards, hygiene protocols, and patient comfort management;
- They receive structured feedback from expert tutors and nursing students acting as peer educators, in order to promote collaboration, peer learning, and interprofessional engagement.

This method supports not only the acquisition of basic technical and procedural skills, but also the development of professional attitudes based on mutual respect, patient-centeredness, and shared responsibility in care delivery.

### **Reflective Debriefing and Final Discussion**

The course concludes with a structured debriefing session aimed at:

- Consolidating the learning outcomes at the cognitive, technical, and relational levels;
- Encouraging self-assessment and identification of personal strengths and areas for improvement;
- Highlighting the added value of interprofessional experiences and peer interaction as key strategies for enhancing professional development and preparing for collaborative clinical practice.

## **Prerequisites**

The prerequisites for this course are established by the Academic Regulations of the Master's Degree Programme in Medicine and Surgery.

## Teaching form

The course employs an integrated, student-centered educational approach that combines active and collaborative teaching methods to promote meaningful learning and the development of transversal competencies.

### Introductory and Interactive Theoretical Lectures

Theoretical sessions aim to provide essential conceptual foundations and contextualize the procedures within clinical nursing care. These sessions are designed to be interactive, encouraging active student participation through questions, clarifications, and brief discussions to consolidate understanding and facilitate subsequent practical application.

### Discussion of Brief Clinical and Nursing Care Cases

Through guided analysis of simplified clinical scenarios, students engage in problem-solving exercises and critical reasoning. This component enables them to connect theory with real-world situations, developing clinical decision-making skills and judgement within an interprofessional perspective, while also fostering awareness of different professional roles.

### Simulation-Based Practical Exercises

Practical activities take place in dedicated simulation settings that replicate realistic and safe clinical conditions. Students have the opportunity to observe, practice, and refine the technical skills related to the procedures covered in the course, applying acquired knowledge directly while enhancing manual dexterity, risk management, and patient comfort considerations.

### Peer Education and Collaboration with Nursing Students as Tutors

The methodology includes collaboration with students from the Bachelor's Degree Programme in Nursing who act as peer educators. These tutors facilitate learning through experience sharing, technical support, and interprofessional exchange. This approach highlights teamwork, fosters a participatory learning environment, and helps develop communication and relational skills.

### Debriefing and Guided Reflection

At the end of practical sessions, a structured debriefing takes place, during which students and tutors collectively reflect on the experience. This phase is essential for consolidating learning, promoting critical self-assessment, and discussing areas for improvement. The facilitated discussion also strengthens professional role awareness and the value of interprofessional collaboration.

## Textbook and teaching resource

Hinkle, J.L., Cheever, K.H. & Overbaugh, K.J. (2024) Brunner & Suddarth's Medical-Surgical Nursing. 6th Italian edn. Milan: Casa Editrice Ambrosiana/Zanichelli.

Craven, R.F., Hirnle, C.J. & Henshaw, C. (2023) Fundamentals of Nursing: Concepts and Competencies for Practice. 9th edn. Philadelphia: Wolters Kluwer.

Nursing Reference Center Plus (2025) [online] Accessible through the University Library electronic resources. Available at: <https://unimib.on.worldcat.org/search/detail/904735375?queryString=Medicina%20AND%20%22Banche%20dati%20Bicocca%22%20Nursing%20Reference%20Center%20Plus%20&clusterResults=false&groupVariantRecords=true&newsArticles=off&bookReviews=off> (Accessed: 15 June 2025).

## **Semester**

Teaching period: from the 3rd year, second semester.

## **Assessment method**

The assessment of learning outcomes will be based on course attendance.

## **Office hours**

Office hours: by appointment.

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## **Sustainable Development Goals**

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | PARTNERSHIPS FOR THE GOALS

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