UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Modelli di Leadership e Governance nella Midwifery

2627-1-K0103D005-K0103D00501

Aims

The course aims to develop strong competencies in relational communication and the management of team dynamics within complex professional settings. Through the analysis of collaborative and horizontal leadership models, the course promotes the development of a synergistic interprofessional working environment. This approach is considered an essential requirement for the integrated management of care pathways, fostering multidisciplinary cooperation that places continuity and quality of healthcare at the centre.

Contents

Leadership models; self-motivation and staff motivation, and support strategies; conflict management, negotiation and leader decision-making; governance and management of midwifery-led units; hospital–community integration and continuity of care throughout the maternity care pathway; evidence-based clinical leadership.

Detailed program

Leadership and management: formal and informal leadership. The concepts of authority, power and influence. The leader and leadership styles. Situational leadership and transformational leadership. Leader self-assessment. Strategies for promoting partnership among healthcare professionals and empowering team members.

Self-motivation and staff motivation: stress, burnout and motivation. Organisational redesign. Staff retention strategies: Magnet hospitals. Work teams: team building, leadership and coaching. Conflict prevention and management, and negotiation. Problem-solving and decision-making.

Governance and management of midwifery-led units and integration with high-complexity care units.

Hospital–community integration. Strategic planning.

Clinical leadership. Evidence-based practice and evidence-based medicine (EBP/EBM). The role of the clinical leader in the continuous improvement of healthcare quality.

Prerequisites

As defined by the Academic Regulations.

Teaching form

Seven four-hour face-to-face sessions delivered through lecture-based teaching, including discussions of real-life critical incidents, successful and unsuccessful organisational restructuring initiatives, and group work.

Textbook and teaching resource

- Bellandi G.(2006) Il talento del leader. Crescere nella vita professionale e personale attraverso una leadership etica e responsabile. Milano, Franco Angeli
  -Northouse, P. G. (2025). Leadership: Theory and Practice. 10 th edition
  -Calamandrei, C.,et al. (2025). Manuale di Management per le professioni sanitarie. McGraw-Hill Education.
- Decreto Ministeriale 77 del 23 maggio 2022 - Regolamento recante la definizione di modelli e standard per lo sviluppo dell'assistenza territoriale nel Servizio Sanitario Nazionale.
  -Agenas (Agenzia Nazionale per i Servizi Sanitari Regionali). Piano Nazionale Esiti (PNE) – Report annuale (Sezione Area Perinatale)
  -World Health Organization (WHO). (2016). Standards for improving quality of maternal and newborn care in health facilities. Geneva: World Health Organization.
  -Sandall, J., et al. (2016). Midwife-led continuity models versus other models of care for childbearing women. Cochrane Database of Systematic Reviews

Semester

First year, second semester

Assessment method

Written examination consisting of multiple-choice questions and open-ended questions, followed by an oral examination.

Office hours

By appointment, arranged with teacher via mail

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES