

Degree in Nursing

Teaching: HYGIENE EPIDEMIOLOGY HEALTH STATISTICS

SSD Course: MED/01, MED/42, MED/45, INF/01

Credits: 7

Professor's name: Fabio D'Agostino

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Module: GENERAL APPLIED HYGIENE EPIDEMIOLOGY

SSD Course: MED/42

Credits: 2

Professor's name: FAUSTO CICCACCI

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Module: CLINICAL NURSING METHODOLOGY OF RESEARCH

SSD Course: Med/45

credits: 2

Nome docente: FABIO D'AGOSTINO

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Module: MEDICAL STATISTICS

SSD Course: MED/01

Credits: 1

Nome docente: Daniele Di Giovanni

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Module: INFORMATION TECHNOLOGY

SSD Course: INF/01

Credits: 1

Professor's Name: Andrea D'Ambrogio

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Module: NURSING – SCIENCE – CLINICAL NURSING PUBLIC HEALTH

SSD Course: MED/45

Credits: 1

Professor's name: Valentina Zeffiro

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PREREQUISITES

Basic concepts of organization of health services and rudiments of microbiology are needed and basic mathematical knowledge

LEARNING OBJECTIVES

Aim of the Teaching is to:

- provide students with knowledge on the mechanisms of infection and transmission of infectious diseases, the systems of disinfection and sterilization and the prophylaxis of

infectious diseases, the bases of general, descriptive, analytical and investigative epidemiology.

- provide students with knowledge on the professional practice of the nurse and be aware that the knowledge gained through research is the safest for the patient, allows the advancement of nursing discipline and allows an appropriate use of health resources.
- know the process of nursing research and must be able to read critically a research article.
- provide students with knowledge on the necessary statistical bases to set up a research and collect and analyze data.
- acquire a correct statistical terminology and be able to understand and interpret a scientific study.
- provide students with knowledge on the basic knowledge to understand the essential role of Information Technology (IT) in our society, and specifically in the context of health-related technical professions.
- provide students with knowledge on acquire the fundamental concept of the state of health of a population and the essential role of public health in its maintenance and promotion.
- know the objectives of public health with its main systems and services.
- knowing the specific activities and responsibility in public health field
- acquiring basic ethical concepts that guide professional practice in this context and planning an educational intervention plan for the general population.

LEARNING OUTCOMES

knowledge and understanding

At the end of this teaching the student must:

- Know the hygiene of physical, biological and social environments
- Describe the hygiene of the patient and the hospital environment
- Know the main methods of prophylaxis of infectious diseases
- Know the basics of epidemiology and epidemiological methodology
- Have basic knowledge of demography and health statistics
- Describe the basics of the epidemiology of infectious and non-infectious diseases
- Know the issues related to global health and health determinants
- what is a research problem
- the different research designs
- what a sample is and how select a sample
- the validity and reliability of measuring instruments
- simple data analysis
- Having understood the importance of statistics for biomedical disciplines
- Having acquired sufficient descriptive and inferential statistics knowledge to enable them to understand the design of a scientific study and to interpret the results
- Having acquired basic knowledge of research methodology
- master the IT terminology and will get a basic knowledge of the characteristics of both modern IT systems and their main applications
- The concept of health and its determinants.
- International documents on which public health is based on.

- Definition of public health.
- Definition and identification of public health systems.
- The ten essential public health services.
- The definitions and characteristics of essential public health functions.
- The role of ethics in public health.
- The role of nursing and of nurse in public health.
- Planning and management process of public health interventions.
- The concept of public health education.
- Prochaska e Di Clemente (1972) model for changing dysfunctional behaviors.
- Design of an educational plan.

Applying knowledge and understanding

At the end of the course the student will be able to:

- evaluate the information provided by epidemiology in order to have an evidence-based approach to the profession.
- Know how to apply knowledge to correctly formulate a research problem
- Know how to apply knowledge to correctly formulate a hypothesis or research question
- Know how to apply knowledge to select a research design and select a sample
- Know how to use his/her skills to measure variables of interest
- Know how to apply knowledge to interpret the results of studies
- Being able to apply statistical knowledge to the comprehension of scientific studies
- get the elements that contribute to define the architecture of an IT system in terms of the relevant hardware and software components
- Use the gained knowledge for an autonomous learning related to the specific professional field, especially with attention to the design of health education plans.

Communication skills

At the end of the teaching the student should be able to:

- Know how to communicate using correct scientific terminology to describe the process of nursing research and be able to read a research article critically and express the basic concepts of public health adequately.

Making judgements

At the end of the teaching the student should be able to:

- carry out general assessments on the topics covered.
- Understand the topics covered in the course and apply this knowledge in simple experimental studies.
- Distinguish between what is relevant to public health and what is not.
- Evaluate the adequacy of a health education program.

COURSE SYLLABUS

General and applied hygiene:

- the physical environment: air, water, soil, climate, ionizing radiation;

- the biological environment: microorganisms, foods;
- the social environment: urbanization, housing;
- patient and hospital hygiene: asepsis, antiseptics, disinfection, disinfestation, sterilization, hospital waste, hospital infections, occupational risks;
- prophylaxis of infectious diseases: notification, diagnostic assessment, isolation, vaccination and seroprophylaxis.

Epidemiology:

- definition and purpose of epidemiology;
- notes on demography and health statistics;
- epidemiological methodology: rates, mortality and morbidity measures, prevalence and incidence, association measures;
- descriptive, analytical and investigative epidemiology, transversal, retrospective and prospective investigations;
- experimental and general epidemiology of infectious diseases and non-infectious diseases;
- global health and health determinants.

Methodology of nursing research:

- identification and definition of the research problem
- ethical problems in research;
- formulation of research hypotheses and questions;
- theory and research;
- selection of the research design: quantitative and qualitative;
- sample selection;
- measurement principles;
- validity and reliability of measuring instruments
- methods of data collection;
- data analysis;
- interpretation and dissemination of results;
- criticism of quantitative and qualitative research;
- phenomenological research;
- use of research in practice.
- EBN evidence-based nursing, protocol and procedure processing

Introduction to statistics

- Reality observation: clinical observation and epidemiological observation
- Descriptive statistics and inferential statistics
- Quantitative and qualitative variables
- Absolute, relative and percentage frequency
- Tables, diagrams and graphs
- Statistical indices: measures of central tendency and dispersion
- Central limit theorem
- The normal curve (Gaussian) and its properties
- Statistical inference: null hypothesis and alternative hypothesis, the value of p, the statistical association
- Association and causality
- Hypothesis testing and introduction to statistical significance tests
- Correlation

Introduction to IT systems

- The hardware part of IT systems (CPU, memory, Input/Output)
- The software part of IT systems: system software (operating systems and utility programs), application software (word processing, spreadsheet, database, etc.)

The concept of health and its determinants.

- International documents on which public health is based on: declaration of Alma-Ata (1978) and Ottawa Charter for Health Promotion (1986).
- Definition of public health.
- Definition and identification of public health systems.
- The ten essential public health services.
- The definitions and characteristics of essential public health functions, with a special focus on the prevention function of diseases in general population and promotion health function.
- The role of ethics in public health: WHO ethical guidelines in the context of public health surveillance and ethical decision-making.
- The role of nursing and of nurse in public health: objectives, public health nursing model and interventions wheel.
- Planning and management process of public health interventions: identification of needs, risk factors and interventions.
- The concept of public health education: purpose according to WHO and characteristics.
- Prochaska e Di Clemente (1972) model for changing dysfunctional behaviors.
- Design of an educational plan: objectives, strategies, methods and tools.

COURSE STRUCTURE

The module of General Applied Hygiene Epidemiology 2 is structured in 28 hours of frontal teaching structured in lessons lasting between 2 and 4 hours based on the academic calendar. The lectures will include theoretical lessons and seminars of case studies.

The module of Methodology of Research is structured in lessons in English. The Teaching is structured in 28 hours of frontal teaching, divided into lessons of 2 or 4 hours according to the academic calendar. Lectures/discussions, student presentations, audiovisual, written assignments, assigned readings (texts, journals, electronic).

The module of Medical statistics is structured for a total of 14 hours according to the academic calendar.

The module of Information Tecnology is structured around a set of topics illustrated during classes for a total of 14 hours of frontal lessons, which deal with both theory and application, with reference to concrete case studies.

The module of Clinical Nursing Public Health consists of 14 hours: 8 hours will be carried out with a frontal approach, 4 hours with group works on the design of an educational plan and 2 hours with oral presentation of the group works. For the oral presentation, the students will be able to use slides, diagrams and anything else they deem appropriate.

COURSE GRADE DETERMINATION

The exam of the Teaching of Hygiene, Epidemiology, Health Statistics is comprised of an exam of the modules of GENERAL APPLIED HYGIENE EPIDEMIOLOGY 2, METODOLOGY OF RESEARCH, MEDICAL STATISTICA, INFORMATION TECHNOLOGY, PUBLIC HEALTH, whose marks are an integral part of the Teaching.

The knowledge and ability to understand, the ability to apply knowledge and understanding, the autonomy of judgment and the communication skills of the student will weigh in the final score as follows 30%, 30%, 30% and 10%, respectively.

GENERAL APPLIED HYGIENE EPIDEMIOLOGY EXAM: The written test will consist of 15 questions with multiple choice answers. For each correct answer 2 points will be awarded and the final grade will be given by the sum of the scores of the individual questions. To access the oral exam, the student must have obtained a mark in the written test of at least 14 points.

CLINICAL NURSING METHODOLOGY OF RESEARCH EXAM: will be oral. It will focus on the course contents.

MEDICAL STATISTICS EXAM: Questionnaire verification consisting of 6 - 10 multiple-choice and open-ended questions; Oral test (minimum vote for access to the oral 18/30 to the written test).

INFORMATION TECHNOLOGY EXAM: The final exam will be carried as a computer-based written text consisting of a number of multiple-choice questions.

CLINICAL NURSING PUBLIC HEALTH EXAM: The final evaluation is composed of the sum between the point assigned for the oral presentation and for the written test. The oral presentation will have assigned a maximum of 10 points. The written test will include 20 multiple choice questions, for each correct answer one point will be assigned.

OPTIONAL ACTIVITIES

In addition to the theoretical teaching activity, some themes and case studies will be discussed with monographic insights.

If necessary, the students can have an appointment for solving doubts or deepen topics on the teaching program.

Moreover, full-text of the articles in the bibliography will be sent to the students.

READING MATERIALS

- Material provided by the teacher.
- Polit & Beck (2017). *Essentials of Nursing Research: appraising evidence for nursing practice* (9th Ed.). Wolters Kluwer; Phila, Pa.
- Norman, Geoffrey R., Ph.D. (Author), Streiner, David L., Ph.D. (Author)
- "Biostatistics: The Bare Essentials"
- Deborah Morley and Charles S. Parker, *Understanding Computers: Today and Tomorrow* (16th edition) - Cengage Learning

- Bettcher, D. W., Sapirie, S., & Goon, E. H. (1998). Essential public health functions: results of the international Delphi study. *World Health Stat Q*, 51(1), 44-54.
- Centers of Disease Control and Prevention. (2018).
- The Public Health System & the 10 Essential Public Health Services. Retrieved 17/09/2019, 2019, from
- <https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html>
- Fairchild, A. L., Dawson, A., Bayer, R., & Selgelid, M. J. (2017). The World Health Organization, Public Health Ethics, and Surveillance: Essential Architecture for Social Well-Being. *Am J Public Health*, 107(10), 1596-1598. doi: 10.2105/ajph.2017.304019
- Keller, L. O., Strohschein, S., Lia-Hoagberg, B., & Schaffer, M. (1998). Population-based public health nursing interventions: a model from practice. *Public Health Nurs*, 15(3), 207-215.
- Kuss, T., Proulx-Girouard, L., Lovitt, S., Katz, C. B., & Kennelly, P. (1997). A public health nursing model. *Public Health Nurs*, 14(2), 81-91.
- Martin-Moreno, J. M., Harris, M., Jakubowski, E., & Kluge, H. (2016). Defining and Assessing Public Health Functions: A Global Analysis. *Annu Rev Public Health*, 37, 335-355. doi: 10.1146/annurev-publhealth-032315-021429
- Merrick, J. (2013). Public health in a global context. *Frontiers in public health*, 1, 9.
- Stanhope, M., & Lancaster, J. (2015). *Public health nursing-e-book: Population-centered health care in the community*: Elsevier Health Sciences.