



COURSE DETAILS

"INTEGRATED COURSE OF

MEDICAL, SURGICAL, CLINICAL METHODOLOGY II "

SSD INTERNAL MEDICINE (MED/09)

GENERAL SURGERY (MED/18)

HEALTH NURSING SCIENCES (MED/45)

* the SSD (scientific disciplinary sector) should be the one that is mentioned in the "Didactic Regulation of the Degree Course" and not necessarily the one of the teacher. In case of an integrated course, the SSD (scientific disciplinary sector) should be written above only if all modules of the course belong to the same SSD, otherwise the SSD is to be written alongside the MODULE (see below).

DEGREE PROGRAMME: MEDICINE AND SURGERY

ACADEMIC YEAR 2024-25.

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: PROF. GUIDO IACCARINO PHONE: 0817464717 EMAIL: GUIACCAR@UNINA.IT

GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE (IF APPLICABLE): YES MODULE: INTERNAL MEDICINE SSD OF THE MODULE (IF APPLICABLE): MED09 TEACHING LANGUAGE: ENGLISH

MODULE (IF APPLICABLE): GENERAL SURGERY SSD OF THE MODULE (IF APPLICABLE): MED18 TEACHING LANGUAGE: ENGLISH

MODULE (IF APPLICABLE): HEALTH NURSING SCIENCES SSD OF THE MODULE (IF APPLICABLE): MED45 TEACHING LANGUAGE: ENGLISH

CHANNEL (IF APPLICABLE): YEAR OF THE DEGREE PROGRAMME (I, II, III): III SEMESTER (I, II, ANNUAL): II

CFU:European Credit Transfer and Accumulation System = 10; European Credit for Interactive Learning Activities = 6; n. hours of Formal Lectures = 44; n. hours of Interactive Learning Activities = 60

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE "REGOLAMENTO")

If there are no required preliminary courses, please fill this space writing: "there are no required preliminary courses" or "none".

The attendance to the Integrated Course of Medical, Surgical, Clinical Methodology I

PREREQUISITES (IF APPLICABLE)

Human Anatomy, Human Physiology I

LEARNING GOALS

Expected learning outcomes refer to the overall learning aims of the subject in relationship with the degree structure (see the SUA-section A4.a).

For **integrated courses**, this field should be filled by the reference teacher for the course. If the course is delivered through several **channels**, this field should be the same for all channels and agreed upon among the teachers of all the channels.

The course aims at providing students a comprehensive understanding of medical care, surgical interventions, and the systematic approach to clinical practice; The course will help understanding the basis for the collaboration between MD and nurses ion the management of the patient.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding The student will acquire the fundamental knowledge of Clinical Reasoning: Develop the ability to gather patient information, identify relevant clinical data, and apply critical thinking to formulate accurate diagnoses and treatment plans.

Pathophysiology: Understand the underlying mechanisms of diseases and their impact on various body systems, helping to guide clinical decision-making.

Diagnostic Skills: Learn to interpret medical history, physical examination findings, and diagnostic tests to arrive at precise diagnoses

Patient Management: Acquire skills in managing common medical conditions, including prescribing appropriate medications, monitoring progress, and addressing patient concerns. Infermieristic

Ethical Considerations: Understand ethical and legal aspects of patient care, respecting patient autonomy and confidentiality. Effective Communication: Develop communication skills for discussing diagnoses, treatment options, and prognosis with patients and their families. Applying knowledge and understanding the course aims to produce well-rounded medical students who can seamlessly transition from classroom learning to practical application in clinical settings. This approach ensures that students are equipped with the knowledge, skills, and ethical foundations necessary for providing quality medical care and contributing meaningfully to the healthcare field.

COURSE CONTENT/SYLLABUS

Describe the study program listing arguments and, if applicable, allocate CFU of the course among different headlines. In case of **integrated course**, please specify the course content of the single module.

READINGS/BIBLIOGRAPHY

Please list here textbooks or other readings. In case of **integrated courses** or courses delivered through several **channels**, please specify the readings/bibliography of the single module/channel.

- Principles of history taking for specific signs and symptoms for respiratory diseases, nutritional status, metabolic diseases and hemostasis and thrombosis

- Pathophysiology of common symptoms and signs of the above mentioned conditions
- Interpretation of clinical history and conditions in the frame of a real patient situation
- Clinical examination of thorax with focus of respiratory function
- Clinical examination of signs and symptoms due to impairment of hemostasis and thrombosis
- Clinical examination of signs and symptoms due to common metabolic diseases
- Surgical methodologies for the management of metabolic conditions
- Recognition of nutritional status and signs and symptoms depending on it

- Recognition of the importance of an evidence-based approach for the interpretation of the clinical conditions of the patient and the relevant solutions

- The importance of a regular reading of the scientific literature
- The recognition of the collaboration with the nursing professionals

At the completion of the course, students are expected to be able to:

- Recognize the methods learned as tools for their future clinical behavior

Schedule of the Medical and Surgical Methodology II Course						
Week	Day	Lesson	Professor			
1° March 10-14	Mon.	Evaluation of the endocrine system: pituitary axis	laccarino			
	Tue.	Evaluation of the endocrine system: adrenals axis	laccarino			
	Thu.	Evaluation of the endocrine system: pituitary axis	Paterno			
	Fri.	Evaluation of the endocrine system: gonads axis	Paterno			
2° March	Mon.	Dyslipidemia: clinical features to frame diagnosis	Di Minno			
	Tue.	Genitourinary system: history taking	Tufano			
17-21 2025	Thu.	Genitourinary system: Physical examination	Tufano			
	Fri.	How to interpretate urine laboratory tests	Tufano			
	Mon.	Female Reproductive system: history taking	Santangelo			
March	Tue.	Female Reproductive system: physical examination	Santangelo			
24-28	Thu.	Male Reproductive system history taking	Angrisani			
	Fri.	Reproductive female system history taking	Angrisani			
40	Mon.	Methodology of the Elderly	Cacciatore			
4 March 21	Tue.	Methodology of the Elderly	Cacciatore			
4 April	Thu.	Cognitive function: depression, dementia, delirium	Cacciatore			
	Fri	Cognitive function: depression, dementia, delirium	Cacciatore			
5°	Mon.	Muscoloskeletal system history taking	Tufano			
7-11	Tue.	Muscoloskeletal system physical examination	Tufano			
April	Thu.	Sarcopenia and Cachexia	Tufano			
	Fri.	The patient with mental disorders: history taking and physical examination	Mancusi			
C°	Mon.	The deteriorating patient	Paterno			
0 April	Tue.	The dying patient	Paterno			
14-18	Thu.	Application of artificial intelligence in clinical medicine	Cacciatore			
	Fri.	Application of artificial intelligence in surgery	Santangelo			
7°	Tue	Endoscopy techniques: upper GI system	Angrisani			
April. 21-25	Thur	Endoscopy techniques: lower GI system	Angrisani			
8°	Mon	Clinical Cases in surgery	Santangelo			
April	Tue	Clinical Cases in surgery	Santangelo			
28-29, May 2	Friday	Clinical Cases in surgery	Santangelo			
9°	Mon	Clinical Cases in surgery	Santangelo			
May	Tue	Clinical Cases in surgery	Vitiello			
5-9	Fhu	Clinical Cases in surgery	Vitiello			
	Friday	Clinical Cases in surgery	Vitiello			
1.00	Mon.	Nursing	Rea			
TO May	Tue.	Nursing	Rea			
17-16	Thu.	Nursing	Rea			
17-10	Fri.	Nursing	Rea			

11° May 19-23	Mon.	Nursing	Rea
	Tue.	Nursing	Rea
	Thu.	Nursing	Rea
	Fri.	Nursing	Rea

TEACHING METHODS

Describe how teaching activities are deployed: lectures, classes, exercises, laboratory, stages, seminars, others. For **integrated courses**, this field should be coordinated by the reference teacher for the course. If the course is delivered through several **channels**, this field should be agreed upon among the teachers of all the channels.

The teachin activities will rely on frontal lectures. Teachers can use seminars and exercitations according ot the purposes of their lessons.

EXAMINATION/EVALUATION CRITERIA

For **integrated courses**, this field should encompass all modules, with indication of the relative weight of each module on the final mark. For integrated courses, this field should be coordinated by the reference teacher for the course.

a) Exam type:

For *integrated courses*, there should be one exam.

Exam type					
written and oral					
only written					
only oral	*				
project discussion					
other					

In case of a written exam, questions refer	Multiple choice answers	
to: ()	Open answers	
	Numerical exercises	

(*) multiple options are possible

It may be useful to indicate number and kind of exam steps that account for the final evaluation of the student, and intermediate exams during the course, and when they take place (at the beginning, in the middle or at the end of the course), as well as the learning outcomes that each evaluation step wishes to address, and their relative weight on the final evaluation. To this extent, it is possible to use the box "Other".

b) Evaluation pattern:

This field needs to be filled in only when there are different weights among written and oral exams, or among modules if this refers to an integrated course.

Please indicate if the written exam performance is binding to have access to the oral exam, and provide (if applicable) relative weights of written and oral exams.

In case of multiple choice written exam, it would be useful to mention how the final mark takes into account the number and the correctness of all answers.

In case of **integrated courses,** please specify how different modules account for the final evaluation of the student (for instance "the oral exam consists of XXX questions [YYY for each module]"; "the final mark will be weighted on CFU of each module and therefore will be made up of: Module XXX ... 3 CFU 20%; Module YYY 6CFU 40%, Module ZZZ 6 CFU 40%" etc.