

SUPSI

Bachelor course in Nursing

The three-year educational program

Structure and order of specific modules in the three-year educational program.

The strengths of the educational program can be identified in:

- Quality of the study program: the educational climate is characterised by the extreme care of human relationships, by the academic level and by the relations with the research activities.
- Rotation between theory and practice: the scientific rigour of the academic educational module is constantly alternated with the stage experience that the students acquire within different structures and partner institutions in Ticino, Switzerland and abroad.
- Innovative teaching methods: the modular offer adopts different teaching-learning methods which are diversified by active pedagogy and adult training (seminars, workshop, problem-based learning, clinical practice).
- Interdisciplinarity: the educational structure foresees many working moments between the students of three bachelor modules (Nursing, Physiotherapy and Occupational therapy). The pedagogical and didactics choices enhance the openness of different professional worlds.
- Mobility: the students have the possibility to carry out a traineeship abroad, and collaborate in international projects. The SEMP program (ex Erasmus) allows the students to study in other European partner universities for one semester.
- Educational qualification/access to continuing education programs: with the SUPSI Bachelor of Science, the graduates can access to post graduate studies (Diploma, Master) in SUPSI Department of Business Economics, Health and Social Care or other universities. The qualification is internationally recognized in accordance with European standards.

FIRST YEAR	1 st SEMESTER	<p>Epistemology of nursing: caring (4 ECTS)</p> <p>The module's focuses on the topic of care from a nursing point of view. The integration of different theories, theoretical models and methodological knowledge allows to define the identity of the nurse nowadays and help to face future professional challenges.</p>
	2 nd SEMESTER	<p>High intensity and short-term care pathways 2: family centered care (6 ECTS)</p> <p>The module develops the assistance planning subject with particular attention in family –centered care. Characteristics elements that define the diagnostic process are highlighted together with the implications for the person and his/her family. Particular attention is given to different life and care settings.</p>
SECOND YEAR	3 rd SEMESTER	<p>Long-term care pathways 2: homecare and therapeutic education (6 ECTS)</p> <p>The focal elements of the module are homecare and therapeutic education. The choice of topics is related to the evolution of the health care system and its policies that are increasingly preferring homecare model and the promotion of self-care ability to deal with chronic diseases.</p>
	4 th SEMESTER	<p>Long-term care pathways 3: frailty (5 ECTS)</p> <p>The module aims to enhance the skills for the taking in charge of patients affected by chronic pathological events that determine a frail condition. The different approach tools aim to guarantee the highest level of life quality of the person and his/her relatives.</p>
THIRD YEAR	5 th SEMESTER	<p>Two optional modules (of 2 ECTS each)</p> <p>The Department offers optional modules based on an annual survey on the different fields of interest of the students. It is also possible to attend optional modules in other educational institutes (other SUPSI Departments, Swiss High Schools, European universities) that award ECTS. These modules can also be taken as traineeships in different clinical fields, both locally and abroad. The participation in optional modules contributes to the development of the expected professional competences, and corresponds to the needs and interests of each single student.</p>
	6 th SEMESTER	<p>Long-term care pathways 4: counselling and support (5 ECTS)</p> <p>The module aims to highlight the professional interventions which, by focusing on the helping relationship, lead to the counselling and to the support of users and of their context within and outside the family.</p>

<p>Long-term care pathways 1: chronicity and planning of long-term assistance (6 ECTS)</p> <p>The module develops the topic of long-term care and management of chronicity, taking into account the situations with patients affected by the most epidemiologically relevant diseases, which have an important socioeconomic and psychosocial impact. Through the module's activities it is possible to learn and experiment different methods of taking in charge of homogeneous patient groups.</p>	<p>High intensity and short-term care pathways 1: acute care and planning of short-term assistance (6 ECTS)</p> <p>The module develops the topic of short-term care plan and management of acute care, by referring to the situations with patients living pathological events, which have important psycho-social and ethical effects. Through the module's activities it is possible to learn and experiment different methods of taking in charge of homogeneous patient groups.</p>
<p>High intensity and short-term care pathways 3: planning of the assistance in surgery (6 ECTS)</p> <p>The module focuses on the nursing assistance plan in surgical area and analyzes the different aspects that define the various methods of assessing patient, and caring for this specific group.</p>	<p>Stage 1 (10 ECTS) Length: 8 weeks</p> <p>The traineeship allows the students to face with different patients in different phases of their disease and to operate in different contexts.</p>
<p>High intensity and short-term care pathways 4: assistance network and therapeutic adherence (5 ECTS)</p> <p>The module takes as main perspective the patient compliance, considered not only as a direct intervention, but also as the effect of the coordinated interaction between services in the care network. The heterogeneity of care situations allow to apprehend the transversality of the treated topics and to highlight the specificity of care pathways and of the services which are involved.</p>	<p>High intensity and short-term care pathways 5: birth pathway and woman assistance (6 ECTS)</p> <p>The module focuses on the management of woman's significant events in relation to the self-perception as a woman, a mother and a partner. The main topics are pregnancy, birth and childbirth, the postnatal period, and the care pathway for patients with gynaecological cancer and breast cancer. The topics are all addressed by considering the many factors involved.</p> <p>End-of-life-care: the quality of the assistance during dying process (2 ECTS)</p> <p>The module aims to promote the development of skills necessary to care patients during the death process, highlighting the need for an inter-disciplinary approach to the critical issue related to death and dying, and an awareness on the process of personal and professional implications.</p>
<p>Health promotion, disease prevention and salutogenesis (5 ECTS)</p> <p>The module proposes an approach to the theme of health promotion. It gives particular attention to important issues of primary prevention and it develops the theoretical framework of a program of health promotion according to the salutogenic approach and its implementation with user groups.</p>	<p>Stage 2 (12 ECTS) Length: 10 weeks</p> <p>All the traineeship periods have the practical approach; facing different clinical situations strengthens and integrates the professional education.</p>
<p>Stage 3 (13 ECTS) Length: 12 weeks</p> <p>The main contents of the different traineeship periods are strictly related to the issues being part of the modules preceding the stage. They are composed by elements linked to the clinical practice exposed in theory and to contents such as the communicative-relationship and ethical aspects tied in a more expansive vision and dimension of care.</p>	
<p>Bachelor Thesis (7 ECTS)</p> <p>During the fifth and sixth semester the preparation of a final thesis is required. It is seen as an opportunity to students to apply the concepts of reflective practice and situated knowledge, with strict interaction between theory (conceptual and methodological frameworks) and professional contexts.</p>	
<p>Long-term care pathways 5: addictions (4 ECTS)</p> <p>The module addresses the topic of addictions in a systemic view, articulating it in two areas: the addiction and some diseases of the gastrointestinal tract. The main module purpose is to emphasize the connection between these issues by considering a comprehensive approach to care.</p>	<p>High complexity care pathways: integration of the skills profile of nurse (3 ECTS)</p> <p>In this concluding module, the student is required to mobilize the knowledge and skills declined in the seven roles of the skills profile SUP developed during all the education program. The underlying theme of the entire module consists of a highly complex clinical situation that requires to be read, interpreted, analyzed and managed.</p> <p>Stage 4 (13 ECTS) Length: 12 weeks</p> <p>The traineeship periods allow the students to express the theoretical – practical dimensions of the education. They enhance the development of the expected skills, through the comparison with the professional situations and the differentiated knowledge.</p>

Distribution of interdisciplinary modules into the educational program.

INTERDISCIPLINARY MODULES	SEMESTER/CREDITS ECTS					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Life phases and users characteristics 1 and 2 Human condition in all its complexity is examined through an analysis of different stages of life. Models and conceptual tools are proposed to facilitate the incorporation during the educational program of knowledge and skills necessary to develop the role of a professional aware of the challenges he will deal with.	4	2				
Health epistemology 1 and 2 The modules are preliminary to the educational program. They introduce to the understanding of paradigms, models and theories that have led to the development of the approaches which characterize the practice of care and the research in the three professions (Nursing, Physiotherapy, Occupational Therapy). It is proposed a critical overview of the care scenarios to promote a greater understanding of their professional identity.	2	2				
Social health systems and services The module's aim is to develop in students the ability to integrate themselves in the various professional fields, starting from the knowledge of the main dynamics that characterize a health care system in relation to the factors that influence it. The political, organizational and structural aspects are declined in relation to the local and national peculiarities.	2					
English The aim of the module is to acquire and develop English-language skills to increase the professional integration.	-	7				
Psychosocial distress The module offers a look at the issues related to psychosocial distress, a condition that affects a large segment of the population exposed to uncertainty and vulnerability. Students are encouraged not as much in the role of health professionals, but rather as individuals called personally to recognize and address the multiple determinants of discomfort.		3				
Identity and alterity in practical profession The module deals with the topic of identity and the related issues of alterity, communicative and relational dimensions in the health field. It promotes an attitude aimed at the development of human relations based on dialogue, respect, solidarity and mutual tolerance, by paying attention to the values and characteristics of the different cultures of origin.			6			
Health statistics The module's aim is to provide students with a knowledge of the basic principles and statistical methods to enable them to read reports, articles, reviews and other scientific literature. The module leads to increase the skills to present statistical results leading to a better preparation for the module "Research Methodology 1 and 2" and the writing of the thesis.			2			
Quality The module aims to recognize the qualitative dimension of health care, to support the implementation of quality management systems in the health sector and to actively collaborate in their development.			3			
Ethics identity in practical profession The theoretical framework of the module includes concepts of clinical ethics, medical anthropology, philosophy and psychology. Those concepts contribute to the construction of a paradigm of the relationship of care and its ethical dimensions.				5		
Research methodology 1 and 2 The aim of the first module is to acquire knowledge and procedures to help the formulation and development of a thesis project. The second module instead provides pedagogical assistance provided by the academic tutor to support the preparation and development of the Bachelor thesis. In the remaining time the student develops his own thesis project in an autonomous and responsible way.				3	2	
Identity and relational complexity in professional practice This module is placed almost at the end of the training and experiential program leading the students to different relational situations and with the complexity of the care relationship, but also with the team dynamics. The module is an important moment of reflective practice during the internship and it contains at the end of the practical placement period a supervision by the class group.					2	
Interprofessional management of complex situations The module's aim is to enable students to build new knowledge around interdisciplinary collaboration and the complexity of care and organization. Students are exposed to the teamwork, the scientific and collective writing, the autonomous work, the self-evaluation of process and product, the research and the mobilization and integration of knowledge.						4
Palliative care The module brings students to integrate in their own professional practice the basis of the palliative approach, in order to provide support to the patient and his family in the experience of incurable disease, by considering its quality of life. The evaluation of the module allows to obtain the certificate of Palliative care approach which is nationally and internationally recognized.						3