

GIORNATE CARDIOLOGICHE TORINESI

XXIX Giornate Cardiologiche Torinesi

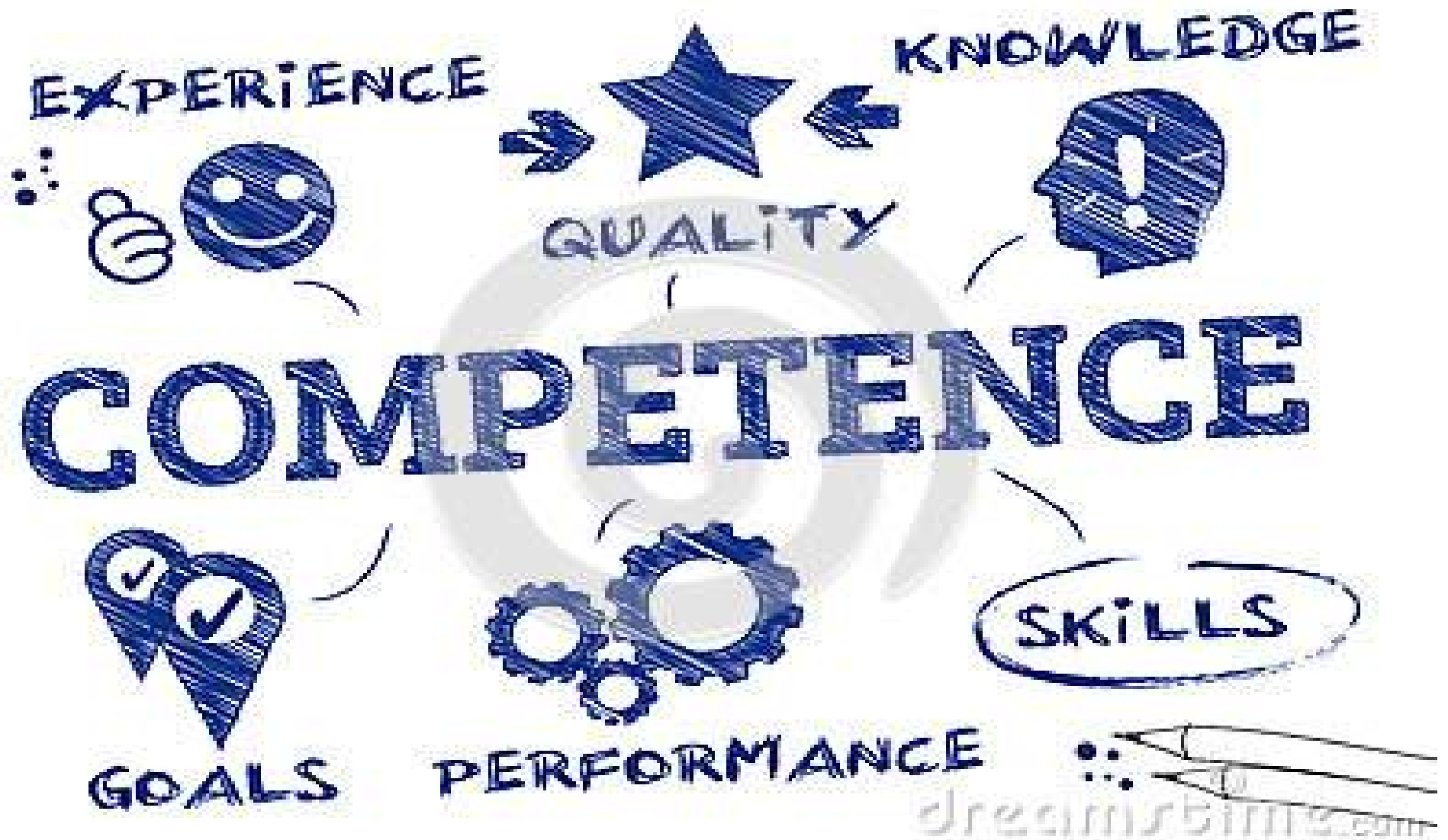
ADVANCES IN CARDIAC ARRHYTHMIAS
AND GREAT INNOVATIONS IN CARDIOLOGY

Turin, October 27-28, 2017
Centro Congressi Unione Industriale

***Clinical Competence in UTIC:
Lifelong learning***

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Competenza clinica infermieristica



Perché nurse clinical competence in UTIC?

Perché gli infermieri possano imparare come fornire la cura **“culturalmente competente”** ai pazienti nei vari setting
Perché possano comunicare efficacemente con i pazienti e le loro famiglie
Perché possano aiutare e fornire cure appropriate per la salute del paziente





Ability

Attitude
commitment
and willingness
to perform

S + E + K + A

Skills Experience Knowledge Attitude



Gli infermieri sviluppano le abilità tecniche, di comunicazione, decisionali e il pensiero critico con l'apprendimento continuo che possono migliorare notevolmente e in modo efficace se basato su EBN



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Nurse Educ Today. 2007 Jul;27(5):466-73. Epub 2006 Nov 15.

Continuing education in nursing: a concept analysis.

Gallagher L¹.

Author information

Abstract

The importance of continuing education for nurses has been increasingly emphasized in the nursing literature since the beginning of the profession. The concept of continuing education is often used as a substitute for associated terms such as continuing professional development and lifelong learning, thus highlighting a need for its clarification. The purpose of this article is to explain and describe continuing education, in order to encourage a broader understanding of the concept among nurses. The concept analysis is directed by Rodgers' [Rodgers, B.L., 1989. Concept analysis and the development of nursing knowledge: the evolutionary cycle. *Journal of Advanced Nursing* 14,

Evidence-Based Nursing Latest content Current issue Archive

Home Archive Volume 15, Issue 1

Article Text

Nursing issues
Quantitative study—other

Does certification of staff nurses improve patient outcomes?

Mary A Blegen

Author affiliations +

<http://dx.doi.org/10.1136/nursens.2011.000228>

Statistics from Altmetric.com

3 Tweets by @

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1 reader on CINAHL

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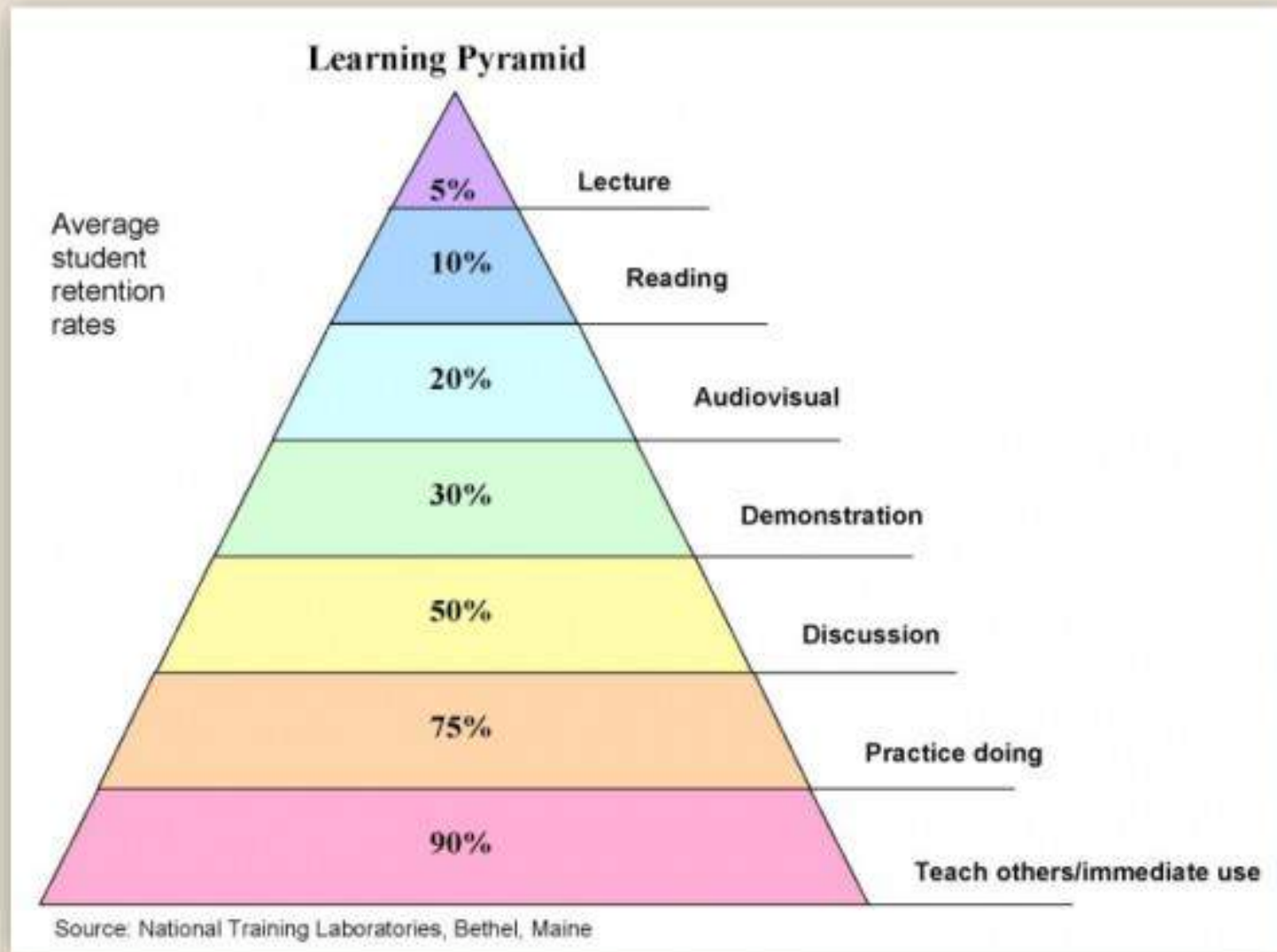
Commentary on: Nurs Ed Gallagher D, Allen L N, Soane DM, et al. Nurse specialty certification, inpatient mortality, and failure to



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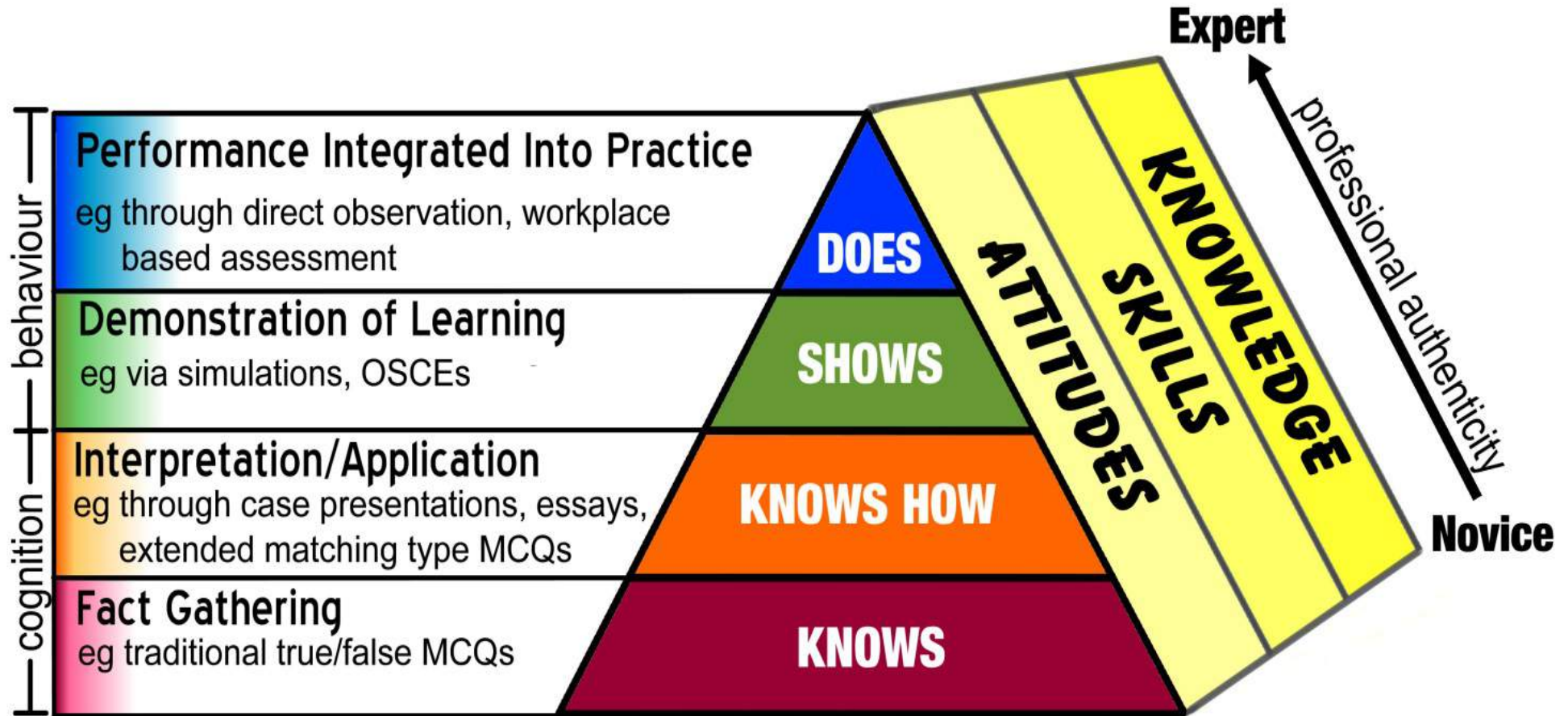
Use of technological equipment in critical care units: nurses' perceptions in Greece

Piramide dell'apprendimento



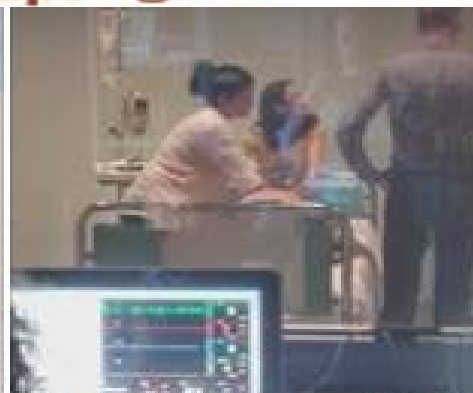
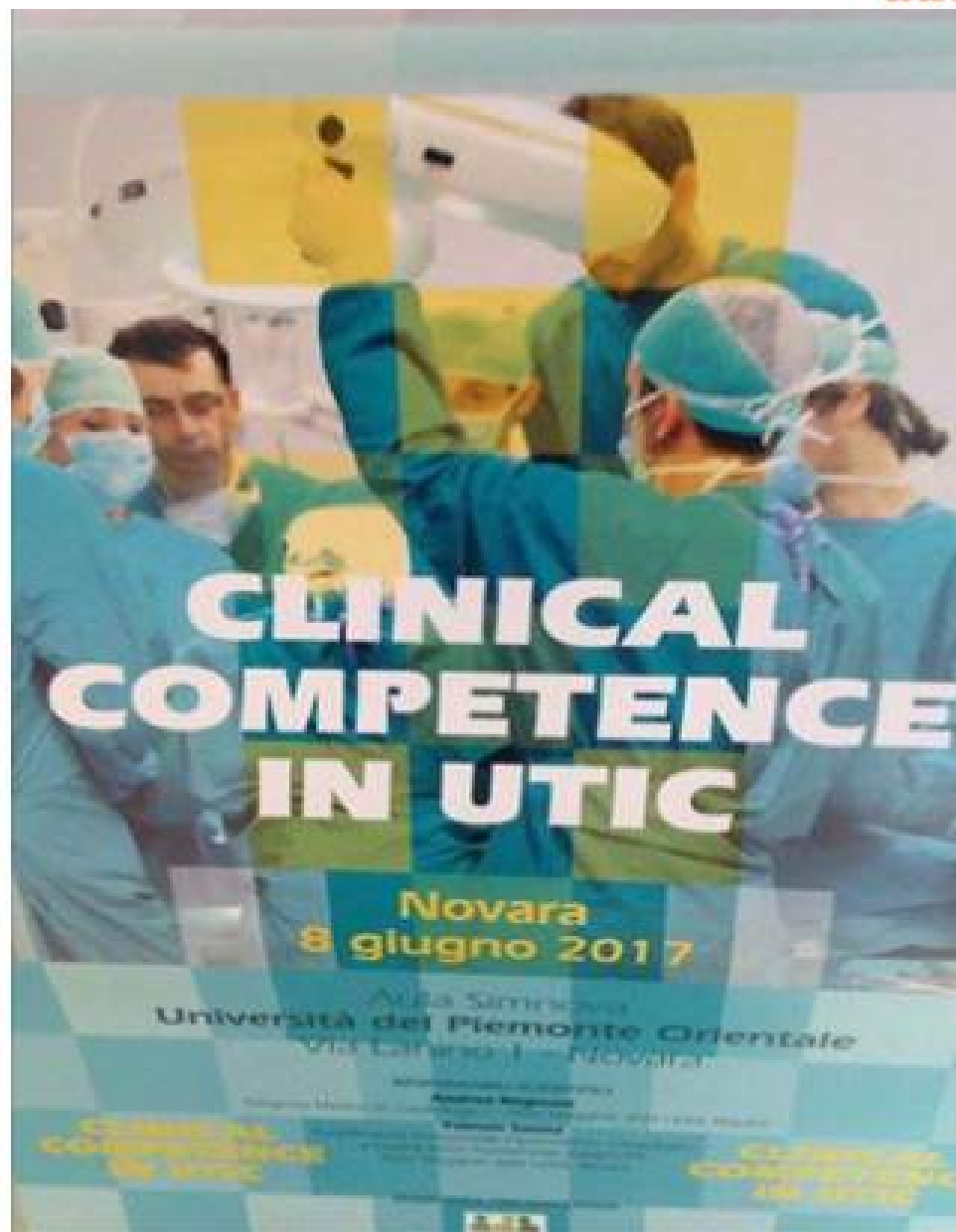
MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

**it is only in the "does" triangle that the
doctor truly performs**



*Based on work by Miller GE, The Assessment of Clinical Skills/Competence/Performance; Acad. Med. 1990; 65(9); 63-67
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)*

informal-learning habits countless focus
 self-motivated evolving practise limitless
lifelong-learning changing technology creativity future
 extend opportunity independent inquiry network
 beyond enthusiasm adapt digital attention



UPO

UNIVERSITÀ DEL PIEMONTE ORIENTALE

SIMNOVA

CENTRO DI SIMULAZIONE IN
MEDICINA E PROFESSIONI SANITARIE

DEVICE EMOSTASI





P
M

B L S D



ACLS



I A B P





A word cloud with **TRAINING** and **SIMULATION** as the largest words. Other visible words include: **WORLD**, **GENRES**, **ACTIVE**, **STUDENT**, **PROVIDE**, **SESSION**, **INDIVIDUALS**, **DECISIONS**, **WIDE**, **PEOPLE**, **GAME**, **EXCITING**, **TRAINING**, **ACADEMIC**, **AWARENESS**, **FAMILY**, **ABILITIES**, **KNOWLEDGE**, **IMPORTANT**, **UNSURPASSING**, **YOUNG**, **REAL**, **HUNDREDS**, **INTERLINKING**, **LIFELIKE**, **SKILL**, **IMPROVE**, **PERFORMANCE**, **MANAGEMENT**, **PROCESS**, **RANGE**, **INDUSTRY**, **PARTICIPANT**, **PERSECTIVE**, **EMPLOYEE**, **EXPERIENCE**.



LE DOMANDE SONO PIU' IMPORTANTI DELLE RISPOSTE

IL COMPRENDERE DEVE SCATURIRE DALLA COSTANTE
ESPLORAZIONE.....

H. GARDNER



CLINICAL COMPETENCE IN UTIC

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DESTINATARI

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SEDE

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CLINICAL
COMPETENCE
IN UTIC

