



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Training 3

2425-3-I0101D904-I0101D913M

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#### Aims

The clinical internship is a training strategy that involves the support of the student to a professional expert in specific health and social-health contexts in order to learn the skills required by the professional role.

The skills to be developed are the same for the three-year period, with increasing complexity for each year of the course, in relation to the progressive acquisition of theoretical knowledge, their intersection with professional laboratories, the ability to deal with specific situations encountered in internships and the ability of the student to make recursive links between knowledge and experience.

The clinical internship aims to:

- Develop professional skills: the internship facilitates processes of elaboration and integration of knowledge, knowledge with experience, in the light of the specific skills defined by the regulations on professional practice.
- Promote the application of nursing knowledge and ethical principles, in the care situations provided by the educational project and, consequently, act in relation to the responsibilities required by the educational level
- Develop identity and professional belonging: the internship promotes role awareness, also allows you to appreciate values, acquire skills and behaviors for the development of the ethical-ethical dimension related to the nursing profession.
- Encouraging early socialization at work: through the internship the student comes into contact with organizational contexts and begins to know the relational, functional-organizational, interprofessional dimensions present in the services.

#### Contents

Among the aims of the clinical internship where formal theoretical knowledge is integrated with practical knowledge, there is just to learn and develop PROFESSIONAL SKILLS.

According to the European Federation of Nurses Association (EFN) the competence is: "the intersection of knowledge, skills, attitudes and values as well as the mobilization of such components in order to transfer them in a certain context or real situation..."

The six areas of expertise identified are:

1. Culture, ethics and values;
2. Health promotion and prevention, guidance and education;
3. Decision making;
4. Communication and teamwork;
5. Research, development and leadership;
6. Nursing care.

The main activity of the students during the internship requires first of all learning knowledge and not only technical capacity, therefore the activities entrusted must have an educational and formative value in close connection with the internship objectives. Students in these contexts should be encouraged to be active learners and future reflective professionals, able to cope with changes, complexity and develop a life-long learning approach.

Through the experience the student comes into contact with organizational contexts and begins to appreciate working relationships, interprofessional relationships, values, skills and behaviors.

## Detailed program

During the clinical internship, students will strengthen the skills of 1 and 2 year. and develop new ones, also through the application of the contents of the courses of the third year of the course and the skills experienced in the laboratory.

The learning objectives are reported in the booklet of Internship oriented skills, tool that accompanies the certification of the internship path of the three-year period

These objectives are divided into the six areas of expertise where students will experience:

- Taking ethical decisions and acting nursing in accordance with the code of ethics, principles, concepts and values
- The development and maintenance of the therapeutic relationship, favoring the promotion and education to health in the emotional support to the assisted person, to the relatives; and to the community in the various care contexts
- Communication with the multidisciplinary team also through the different information and communication systems in use
- The promotion of the nursing figure guaranteeing the quality of the care process based on evidence of effectiveness through Evidence Based Health Care
- The application of decision-making and the development of clinical reasoning for nursing planning to the assisted person in situations of low, medium and high care complexity and in relation to their educational level and skills achieved
- The recognition of problems or potential problems of the persons assisted, through the identification of nursing diagnoses and results, given the situation of the patient, the cultural, experiential, family and the network of reference.
- The implementation of nursing interventions, learned during the lessons and in the laboratory
- The monitoring of the clinical condition of the assisted person, the continuous evaluation of the nursing results, the quality and safety of the care provided.

In addition to those provided for in the 1st and 2nd year, the student will experience the following skills in situations with low, medium and high healthcare complexity, also through the use of stairs:

- Evaluate, monitor and promote respiratory function
- Evaluate, monitor and promote cardiovascular function
- Evaluate, monitor the integrity and function of the nervous system
- Assess and monitor the state of skin, mucous membranes and appendages\* and perform/manage hygiene
- Evaluate and monitor the functionality of the thermoregulatory and endocrine system
- Evaluate and monitor the functionality of the gastrointestinal system even in the presence/ use of devices
- Evaluate, monitor and promote the functionality of the urinary system even in the presence/ through the use of devices
- Evaluate and monitor the functionality of the musculoskeletal system and carry out mobilization
- Detect and monitor pain and treat it

- Assessing and preventing infectious risk
- Assessing the risk of falls and preventing falls
- Assess the risk of pressure injury, prevent it and monitor its evolution

and the following procedures:

- Participate in immediate measures to keep a person alive: Basic Life Support and Defibrillation (BLS-D)
- Perform a radial artery blood test
- Aspirating the airways in the person in spontaneous breathing/Bronchocospiration from tracheostomy/endotracheal tube
- Placing and managing a diving suit for Continuous Positive Airway Pressure (CPAP)
- Managing an intraosseous vascular access

## Prerequisites

Defined by the Regulations of the Degree Programme

## Teaching form

The competences/objectives develop by obtaining 23 credits and are reached through mainly interactive activities through training exercises, laboratories, production of elaborate briefings/debriefing and frequency of clinical internship activities, divided as follows:

- 550 hours of practical work experience divided into three experiences at the National Social and Health Service
- 25 hours of tutorial didactic activities carried out in an interactive way in presence; exercise/simulation carried out in an interactive manner in presence; planning and production of works with individual study and presence

In the programming of Internship 3 some additional hours are planned that allow to compensate any unexpected absences in the academic year.

## Textbook and teaching resource

Ausili D., Baccin G., Bezze S., Bompan A., Macchi B., Alberio M., Sironi C., Di Mauro S. (2018) The Model of Human Processes (2018): a theoretical framework for nursing care in the face of the challenge of complexity. CNAI Publication - Accredited Italian Centre for ICNP Research and Development™

Craven RF, Hirnle CJ, Henshaw CM (2024) Basic principles of nursing. 7th edition. Milan: CEA.

EFN Competency Framework Document approved by EFN General Assembly, Brussels, April 2015

Herdman TH, Kamitsuru S, Takáo Lopes C (2024) Nanda International. Nursing Diagnosis- Definitions and Classification 2024-2026. Milan: CEA. [in print].

Smeltzer S.C., Bare B., Hinkle J.L., Cheever K.H. (2017) Brunner - Suddarth Infermieristica Medico-Chirurgica (5th edition). Milan: Ambrosiana Publishing House;

## **Semester**

3 years. Year of course

## **Assessment method**

The positive evaluation of the internship is obtained by the achievement of the skills required by the objectives of the 3 year course. The grade is made up of 50% of the assessments of the internship periods carried out by the student and 50% of the evaluations of the exercises and the production of the papers.

The insufficiency of one of the two parties does not allow a positive assessment of the internship.

## **Office hours**

For problems related to the internship, the student can refer to the Teaching Director, to the Professional Tutors and possibly to the President of the Coordination Council (CCD)

## **Sustainable Development Goals**

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES

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