UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Training 2

2425-2-I0101D903-I0101D911M

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 the 1st year, person and develop new ones, also through the application of the contents of the second 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, starting to experience the promotion and education to health by implementing emotional support to the assisted person, family members; and to the community in different healthcare contexts
• Effective 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 and medium care complexity and in relation to their educational level and skills achieved
• The recognition of problems or potential problems of the persons assisted, in order to identify nursing diagnoses and results, considering the situation of the patient, the cultural, experiential, family experience and the reference network.
• 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 year, the student will experience the following skills in low and medium complexity situations, including through the use of stairs:

- evaluate, monitor and promote the functionality of the respiratory system, cardiovascular function, integrity and functionality of the nervous system
- assess the state of the skin, mucous membranes and appendages and carry out hygienic care
- assess the functionality of the thermoregulatory and endocrine system
- assess the functionality of the gastrointestinal tract also in the presence/use of devices
- evaluate the functionality of the urinary tract also in the presence/use of devices
- assess the functionality of the musculoskeletal system by carrying out mobilization
- detect, monitor and treat pain
- Assessing and controlling infectious risk
- assess the risk of falls and their prevention

- assess the risk of pressure injury, prevent it and monitor its evolution
- participating in immediate measures to keep a person alive

and the following procedures:

- positioning and maintaining peripheral venous access
- Safely prepare and administer drug therapy through different routes of administration
- position and maintain a nasogastric probe
- medicate and manage a central venous catheter with sterile and no-touch technique

Prerequisites

Defined by the Regulations of the Degree Programme.

Teaching form

The competences/objectives develop by obtaining 25 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:

- 25 hours divided into teaching tutorials carried out in a paying manner in presence; and exercise/ simulation carried out in an interactive manner in presence;
- 25 hours of planning and production of individual and face-to-face papers
- 575 hours of practical training divided into three experiences at the National Social and Health Service
  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

2 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 2° 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