UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Training 1

2425-1-I0101D902-I0101D908M

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 will be tested the contents presented within the courses of the first year of the course. 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
• Occupational risk prevention strategies for the protection of own/others' safety
• The supportive relationship, and emotional support for the person and family members
• Communication with the multidisciplinary team in the different information and communication systems in use
• The overall initial nursing assessment of the assisted person in situations of low care complexity/intensity of care and in relation to their educational level through the use of data collection tools, observation, physical examination and interview
• The clinical reasoning to identify the problems of the assisted persons and initial identification of nursing diagnoses, considering the situation of the assisted person, the cultural, experiential, family experience and the reference network
• The nursing interventions, learned during the lessons and in the laboratory, motivating the choice
• Supervision and monitoring of the assisted person, the quality and safety of the assistance provided

The skills required at the 1st year of the course on which the student can experiment on people with a low care complexity are:
• Measuring vital signs
• Perform hygienic care in the person who is not self-sufficient
• Perform the makeover of the bed occupied by a person not self-sufficient
• Carry out the mobilization/transfer of the person with manual technique and with aids
• Make blood sample from puncture
• Perform bladder catheterization (man - woman)
• Evaluate and monitor also through the use of scales the integrity and functionality of organs and equipment
• Detect and monitor pain, assess infectious risk, falls and pressure injuries and prevent them

Prerequisites

Defined by the regulations of the Degree Programme.

Teaching form

The competences/objectives develop by obtaining 12 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:
• 250 hours of practical work experience divided into two experiences at the National Social and Health Service
• 25 hours of tutoring activities carried out in a paying mode in presence;
• 25 hours of exercise/simulation and production activities carried out with individual study and in presence, carried out in interactive mode in presence;
In the programming of Internship 1 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

1° years of course

Assessment method

The positive evaluation of the internship is obtained by the achievement of the skills required by the objectives of the 1 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