UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Tirocinio 2

2526-2-I0101D903

Aims

Clinical training is a core educational strategy involving the student's supervised placement alongside an experienced professional within specific healthcare and social-care settings. Its aim is to support the progressive and integrated development of the professional competencies required by the nursing role, in line with national and European standards.

The clinical learning path unfolds over three academic years, maintaining consistent objectives with increasing levels of complexity, in relation to:

the acquisition and consolidation of theoretical knowledge,

integration with professional skills laboratories,

the ability to manage real clinical situations,

and the student's capacity to make reflective and recursive connections between knowledge and practice.

1. Knowledge and Understanding
   The student acquires and understands concepts, principles, theoretical models, and regulatory frameworks that support professional nursing practice across various clinical and care settings. This includes ethical and deontological principles and foundational elements of professional leadership, in line with Italian legislation (e.g., Law 251/2000, FNOPI Code of Ethics) and relevant European directives.

2. Applying Knowledge and Understanding
   The student is able to apply nursing knowledge, ethical principles, and technical-relational skills to manage clinical situations appropriately, as defined in the educational plan. The student demonstrates an emerging capacity for operational and team-based leadership, ensuring the safety and quality of care, and contributing to the coordination and organisation of nursing activities in accordance with their level of training.

3. Making Judgements
   The student develops critical thinking and decision-making skills, taking responsibility in line with their level of competence. They demonstrate ethical leadership by making informed decisions based on clinical evidence and professional standards, contributing to the management of care processes and the improvement of service quality and safety.

4. Communication Skills
   The student enhances their interpersonal and communication skills (soft skills), establishing effective helping relationships with patients, families, and healthcare teams. They foster collaborative leadership by participating in interprofessional dialogue, promoting shared decision-making, and understanding organisational dynamics to support a safe and person-centred care environment.

5. Learning Skills
   Through clinical experience, the student strengthens their capacity for autonomous learning, reflecting critically on the integration of theory and practice. They progressively build their professional identity and demonstrate the foundational elements of leadership, engaging in lifelong learning and actively contributing to the development and innovation of professional nursing practice.

Contents

The main activity of students during the internship requires primarily learning knowledge and not only technical capacity, therefore the activities they learn and are entrusted with must have an educational value and training in close connection with the internship objectives. Students in these contexts must be encouraged to be active learners.
Through the experience in a protected environment, the student comes into contact with the main nursing techniques learned during the hours of frontal teaching required according to the level of training.

Detailed program

See Syllabus of teaching modules

Prerequisites

Defined by the regulations of the Degree Programme.

Teaching form

See Syllabus of teaching modules

Textbook and teaching resource

See Syllabus of teaching modules

Semester

2 year of course

Assessment method

The positive evaluation of the internship is obtained by the achievement of the skills provided by the objectives of the 2 year
year of the course. The grade consists of 50% of the assessments of the internship periods carried out by the student and for the
50% from the evaluations of the exercises and the production of the elaborations.
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 Director of Teaching, the Professional Tutors, the teachers of the courses
and possibly to the President of the Teaching Coordination Council (CCD)

Sustainable Development Goals

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