UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Training 1

2526-1-I0101D902-I0101D908M

Aims

Clinical training is a fundamental educational strategy for the development of professional skills in nursing students, achieved through mentoring by experienced professionals in healthcare and social-healthcare contexts. It is a progressive experience that allows students to acquire skills through the integration of theoretical knowledge, practical exercises in professional laboratories and real care contexts. Over the three-year period, the skills to be developed are common but evolve with increasing levels of complexity, in relation to the progressive knowledge and understanding of the disciplines, the ability to apply theoretical knowledge in clinical practice, and the maturation of the student's critical and reflective thinking.
At the end of the first-year clinical internship, students will be able to, based on their level of training:

1. Knowledge and understanding
   Acquire specific knowledge relating to healthcare and social care contexts, professional roles and care models.
   Understand the scientific, regulatory and ethical foundations of nursing practice.
   Explore the principles of ethics and professional conduct.

2. Ability to apply knowledge and understanding
   Apply theoretical knowledge and technical-practical skills in real care situations, integrating the theoretical content learned during the course.
   Translate ethical principles into consistent behaviour in relationships with patients, families and members of the multi-professional team.
   Act with progressive autonomy in relation to the expected skills.
   Act with professional responsibility.

3. Independent judgement
   Recognise and critically evaluate clinical, organisational and ethical situations.
   Make informed care choices based on observation of the person being cared for and scientific evidence.
   Reflect on professional experience through discussion with nurse tutors and assistant nurses.
   Take on increasing responsibility in professional decisions.

4. Communication skills
   Communicate effectively with the multi-professional team.
   Use appropriate technical and professional language in different care contexts.
   Adapt communication style to the needs of the patient and their family, promoting empathy and active listening.

5. Learning skills
   Activate continuous learning strategies through observation, critical reflection and feedback.
   Self-assess your training path and define professional improvement goals.
   Promote a proactive attitude in building your professional identity and managing your skills.

Contents

During the internship will be tested, within the social and health structures, the contents presented within the courses of the year with particular reference to the conceptual model in use in the individual sections of the course. Among the aims of the clinical internship is to learn and develop PROFESSIONAL SKILLS divided into six areas: Culture, ethics and values; Health promotion and prevention, guidance and education; Decision making; Communication and teamwork; Research, development and leadership; Nursing.

Detailed program

In preparation for the internship the student will deepen the following contents:
• Structural analysis of a research article
• Exercises measuring vital signs
• Exercise on hygienic care at the bed of the dependent person
• Exercises on mobilization and manual and aid transfer techniques
• Evaluation of pressure injuries
• Pediatric patient nursing
• Nursing care for cancer patients

Prerequisites

Defined by the regulations of the Degree Programme.

Teaching form

The teaching method develops reaching 1 CFU for a total of 25 hours, divided as follows:

- 5 lessons from 1 hour in front of the course;
- 10 lessons of 2 hours of laboratory activities and exercises, carried out in interactive mode in presence;

Textbook and teaching resource

Ausili D., Baccin G., Bezze S., Bompan A., Macchi B, Alberio M., Sironi C., Di Mauro S. (2018) Il Modello assistenziale dei processi umani (2018): un quadro teorico per l’assistenza infermieristica di fronte alla sfida della complessità. Pubblicazione CNAI – Centro Italiano Accreditato per la ricerca e lo sviluppo dell'ICNP™

Craven R.F., Hirnle C.J., Jensen S., Henshaw C.M. (2024) Fundamentals of Nursing and Competencies, 9th ed. USA: Wolters Kluwer Health Inc.

Herdman TH, Kamitsuru S, Takáo Lopes C (2024) Nanda International. Nursing Diagnosis: Definitions & Classification 2024-2026, 13th. New York: Thieme Medical Publishers, Inc.

Sironi C. (2010) Introduzione alla ricerca infermieristica - I fondamenti teorici e gli elementi di base per comprenderla nella realtà italiana. Rozzano (MI): Casa Editrice Ambrosiana

Hinkle J.L., Cheever K.H., Overbaugh K.J. (2024) Brunner & Suddarth's Texbook of Medical-Surgical Nursing, 15th ed. USA: Wolters Kluwer Health Inc.

Semester

1 st year, 2 nd Semester

Assessment method

Attendance at lectures and workshops

Office hours

By appointment with the relevant teachers of the Teachings

Sustainable Development Goals

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