



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Tirocinio 3

2627-3-I0101D904-I0101D913M

Aims

The third-year clinical placement guides students toward achieving the expected competencies required by the end of their degree programme. It enables the completion of previously acquired skills and the development of further competencies within specific care settings. This is achieved through a progressive assumption of autonomy and responsibility in managing nursing care across low, medium, and high-complexity environments, including critical care and mental health areas. The training pathway promotes the integration of clinical reasoning and the nursing care process in taking charge of multiple patients. Furthermore, it fosters the development of organizational, interpersonal, leadership, and interprofessional collaboration skills, as well as the ability to identify and consider key management principles applied to the organization of healthcare activities.

Competencies acquired during CLINICAL PLACEMENT I and CLINICAL PLACEMENT II are considered fully mastered and integrated into the decision-making process.

In coherence with EFN Core Competencies (CA) 1–6, the student:

- acts with full ethical, deontological, and professional responsibility (CA1)
- promotes empowerment, therapeutic education, and continuity of care (CA2)
- applies the decision-making process with increasing autonomy and contextualized critical thinking, even in conditions of clinical instability (CA3)
- manages complex interpersonal dynamics and conflicts, facilitating interprofessional collaboration (CA4)
- integrates clinical leadership to manage the complexity of care through the implementation of Evidence-Based Health Care (EBHC) and the quality and safety of care (CA5)
- plans, implements, and evaluates the nursing care process in complex situations (CA6.1–6.4)

Knowledge and Understanding

- Deepens the nursing care process, including in critical and unstable clinical conditions.
- Knows the reference models for managing ethical-deontological issues and dilemmas.
- Knows healthcare organizational models and the principles of prioritizing nursing care.

- Integrates clinical, pharmacological, and organizational knowledge into the management of complex care.
- Knows clinical monitoring tools, validated scales, and emergency-urgency and advanced risk management protocols.

Applying Knowledge and Understanding

- Applies the nursing care process.
- Consistently and consciously manages ethical-deontological issues and dilemmas, integrating professional values, ethical principles, and concepts into clinical decision-making for nursing practice.
- Manages nursing care with autonomy and responsibility, applying emergency and life-support protocols when necessary.
- Organizes nursing care for multiple patients based on clinical and care priorities, also utilizing the contribution of support staff.
- Documents the care process in a structured manner and communicates clinical information to the healthcare team.
- Integrates elements of care coordination and resource management.

Making Judgements

- Identifies and assigns priorities by anticipating potential clinical criticalities.
- Makes reasoned and evidence-based decisions in the context of adverse events or near misses.
- Integrates clinical, ethical, and organizational assessments into nursing care choices.
- Exercises responsible professional leadership, fostering a collaborative and safe environment within the team.

Communication Skills

- Communicates effectively by applying supportive communication techniques (relazione d'aiuto), even in critical or high-emotional-impact situations.
- Experiences the management of difficult conversations (frailty, end-of-life, mental health) under direct supervision.
- Interacts collaboratively during clinical briefings and debriefings within the healthcare team.

Learning Skills

- Demonstrates awareness of one's own professional identity in transition toward entering the workforce.
- Develops autonomy in identifying one's own continuing educational and training needs.

Contents

Integrated educational experiences (clinical placement, practical sessions, and simulation/skills labs) in high-complexity care settings: critical care, emergency and urgency, mental health, and complex community care contexts. Advanced integration of clinical, interpersonal, and ethical-deontological competencies in taking charge of multiple patients simultaneously and according to clinical priorities, including the management of highly complex technical-care procedures. Development of organizational, decision-making, and care-coordination skills aimed at managing the overall complexity of healthcare provision.

Detailed program

1. Clinical Experiences

- Critical and sub-intensive care
- Emergency and urgency care
- Mental health
- High-complexity hospital and community care settings

2. Skills

Skills are integral components of the competencies that students are expected to demonstrate in relation to a high level of clinical and care complexity; these skills are underpinned by a core set of theoretical knowledge which serves as an essential prerequisite.

Students will develop skills regarding: the nursing care process for patients in low, medium, and high-complexity care settings, and the implementation of monitoring and health-promotion interventions with reference to:

- The status and functionality of body organs and systems
- Interpersonal, psychological, social, and spiritual dimensions

All previously acquired skills from Year I and Year II must be fully integrated into a holistic management of the patient.

3. Techniques/Procedures

In addition to all the techniques already practiced in previous years:

- Basic Life Support and Defibrillation (BLS-D)
- Radial artery puncture for arterial blood gas sampling
- Airway suctioning in spontaneously breathing patients
- Endotracheal/tracheostomy suctioning
- Placement and management of CPAP helmets

Prerequisites

Defined by the Academic Regulations

Teaching form

Competencies are developed through predominantly interactive teaching methods:

- Supervised clinical placement
- Individual tutoring
- Written assignments
- Skills labs
- Simulation
- Case-based learning
- Briefing / Debriefing
- Feedback
- Peer education

The hours are allocated according to the following scheme:

- 50 hours divided between tutorial teaching activities delivered face-to-face, and practical/simulation sessions conducted interactively face-to-face;
- 75 hours dedicated to planning and assignment production, through both independent study and face-to-face sessions;
- 450 hours of practical clinical placement, divided across three experiences within the National Socio-Health Service facilities.

Note: The scheduling of activities includes additional hours intended to compensate for any unexpected absences occurring during the academic year and to ensure that students meet the mandatory attendance hours required by the Degree Course Regulations.

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. (2024) Principi fondamentali dell'assistenza infermieristica VII ed. Casa Editrice Ambrosiana
- Herdman TH, Kamitsuru S, Takáo Lopes C (2024) Nanda International. Diagnosi infermieristiche-Definizioni e Classificazione 2024-2026. XIII ed. Rozzano (MI): Casa Editrice Ambrosiana
- 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 Infermieristica Medico-Chirurgica. VI ed. Rozzano (MI): Casa Editrice Ambrosiana
- Università degli Studi di Milano - Bicocca . Libretto di tirocinio orientato alle competenze.
- Università degli Studi di Milano - Bicocca. Check list procedure assistenziali ad uso didattico

Semester

Year-long course

Assessment method

Clinical placement evaluation aims to assess the achievement of the competencies established for the specific year of the programme. These are articulated into specific learning objectives, consistent with the expected graduate professional profile and the European benchmarks defined by the EFN Competency Framework (2015). The assessment will take into account the integration of the student's demonstrated performance—including soft skills (such as communication, interpersonal, organizational, and teamwork skills)—and the ethical-professional values expressed across the various educational activities and clinical learning environments.

The final grade is determined as follows:

- 50% from the evaluations obtained during the student's clinical placement periods;
- 50% from the evaluations relating to practical sessions and assignments produced within the framework of training activities.

Passing the clinical placement course requires achieving a passing grade in both components. An insufficient grade in either part will result in an overall fail.

Office hours

By appointment

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | PEACE, JUSTICE AND
STRONG INSTITUTIONS | PARTNERSHIPS FOR THE GOALS
