



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Tirocinio 2

2627-2-I0101D903-I0101D911M

Aims

The Second-Year Clinical Placement is aimed at consolidating and advancing professional competencies in medical, surgical, and community healthcare settings characterized by moderate levels of care complexity. Students progressively assume greater autonomy in nursing diagnostic reasoning, integrated management of the nursing care process, and ethical-relational practice.

Competencies acquired during the First-Year Clinical Placement are considered consolidated and mastered; students are expected to integrate them seamlessly into the planning and management of nursing care.

In accordance with the EFN Competency Areas (CA 1–6), students are expected to:

- Act responsibly in accordance with professional ethics, values, and regulations (CA1);
- Promote prevention, therapeutic education, and patient empowerment (CA2);
- Apply clinical decision-making processes with increasing autonomy and critical thinking (CA3);
- Adopt structured communication tools and actively collaborate within multidisciplinary teams (CA4);
- Demonstrate leadership by integrating the principles of Evidence-Based Health Care (EBHC) into clinical practice (CA5);
- Plan, implement, and evaluate the nursing care process in general and specialized medical-surgical and community healthcare settings (CA6.1–6.4).

Knowledge and Understanding

Students will:

- Deepen their understanding of the nursing care process;
- Understand nursing diagnostic reasoning, including nursing diagnoses, outcomes, and interventions;
- Acquire knowledge of applied clinical pharmacology principles and advanced medication dosage calculations;
- Understand the management of invasive medical devices;
- Know clinical monitoring tools and validated scales used to assess risk and the evolution of care complexity.

Applying Knowledge and Understanding

Students will be able to:

- Integrate data from initial and ongoing assessments, identify nursing diagnoses and expected outcomes, select appropriate nursing interventions, and evaluate care results;
- Apply fundamental ethical and professional principles in clinical practice;
- Safely manage medical devices, including invasive devices, and safely implement prescribed diagnostic and

therapeutic interventions;

- Apply prevention protocols and continuous monitoring procedures;
- Document the nursing care process and participate in the transfer of clinical information within the healthcare team;
- Organize nursing care for groups of patients, establishing and justifying care priorities.

Making Judgements

Students will:

- Demonstrate critical thinking skills;
- Identify nursing care priorities and recognize early signs of clinical instability;
- Critically analyze adverse events and near misses;
- Explore clinical cases through the use of Evidence-Based Health Care (EBHC);
- Develop situational clinical leadership by actively collaborating within the multidisciplinary team.

Communication Skills

Students will be able to:

- Communicate effectively with patients and caregivers through the application of therapeutic helping relationships;
- Use appropriate scientific and professional terminology in written and oral documentation;
- Contribute actively to clinical briefings and debriefings within the healthcare team.

Learning Skills

Students will:

- Develop reflective practice based on clinical learning experiences and critically integrate received feedback;
- Develop awareness of their emerging professional identity.

Contents

Integrated learning experiences (clinical placements, practical exercises, and skills laboratories) in medical, general and specialized surgical, and community healthcare settings characterized by moderate care complexity, with progressively increasing responsibility for the care of multiple patients.

Consolidation and full mastery of the technical and clinical competencies acquired during the first year. Enhancement of relational, ethical-professional, decision-making, and leadership competencies. Further development of nursing diagnostic reasoning, medication dosage calculation skills, and competencies in planning, managing, and evaluating nursing care.

Detailed program

1. Clinical Experiences

Supervised clinical placements in medical, surgical—including pediatric—and community healthcare settings.

2. Skills

Skills constitute components of broader competencies that students are expected to demonstrate in clinical situations of moderate complexity, supported by a body of theoretical knowledge that serves as their essential foundation.

Students will develop competencies related to the nursing care process for individuals with moderate care complexity and to the implementation of monitoring and health promotion interventions concerning:

- The status and functioning of body systems and organs;
- Relational, psychological, social, and spiritual dimensions of care.

Competencies acquired during the first year are expected to be fully integrated and applied fluently within clinical practice.

3**. Techniques and Procedures**

In addition to the techniques and procedures already acquired and mastered during the first year:

- Insertion and management of peripheral venous catheters;
- Preparation and administration of pharmacological therapies through the main routes of administration;
- Insertion and management of nasogastric tubes in conscious patients;
- Dressing care, blood sampling, and management of central venous catheters using sterile and no-touch techniques.

Prerequisites

As defined by the Degree Programme 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:

- 150 hours divided between tutorial teaching activities delivered face-to-face, and practical/simulation sessions conducted interactively face-to-face;
- 100 hours dedicated to planning and assignment production, through both independent study and face-to-face sessions;
- 375 hours of supervised clinical placement activities, divided across three experiences within 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

Learning Materials

- Ausili D., Baccin G., Bezze S., Bompan A., Macchi B., Alberio M., Sironi C., Di Mauro S. (2018). The Human Processes Care Model: A Theoretical Framework for Nursing Care in Response to the Challenge of Complexity. CNAI Publication – Italian Accredited Centre for ICNP™ Research and Development.
- Craven R.F., Hirnle C.J., Jensen S. (2024). Fundamentals of Nursing, 7th Italian Edition. Casa Editrice

Ambrosiana.

- Herdman T.H., Kamitsuru S., Takáo Lopes C. (2024). NANDA International Nursing Diagnoses: Definitions and Classification 2024–2026, 13th Edition. Casa Editrice Ambrosiana.
- Sironi C. (2010). Introduction to Nursing Research: Theoretical Foundations and Basic Elements for Understanding Research in the Italian Context. Casa Editrice Ambrosiana.
- Hinkle J.L., Cheever K.H., Overbaugh K.J. (2024). Brunner & Suddarth's Medical-Surgical Nursing, 6th Italian Edition. Casa Editrice Ambrosiana.
- University of Milano-Bicocca. Competency-Based Clinical Placement Handbook.
- University of Milano-Bicocca. Educational Checklist for Nursing Procedures.

Semester

Second Year of the Degree Programme

Assessment method

Clinical placement assessment is designed to verify the achievement of the competencies expected for the second year of the programme, articulated into specific learning outcomes consistent with the graduate professional profile and with the European standards defined by the EFN Competency Framework (2015).

Assessment will take into account the integration of students' demonstrated performance, including soft skills (such as communication, interpersonal, organizational, and teamwork abilities), with the ethical and professional values displayed across educational activities and clinical learning environments.

The final grade is determined as follows:

- 50% based on evaluations achieved during clinical placement periods;
- 50% based on evaluations of practical exercises and written assignments completed within the clinical placement learning activities.

Successful completion of the clinical placement course requires a passing grade in both components. Failure to achieve a passing grade in either component will prevent the award of an overall passing grade.

Office hours

By appointment

Sustainable Development Goals

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