UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

## Training 1

**2627-1-I0105D009-I0105D00903**

### Aims

The First-Year Clinical Placement is aimed at developing professional competencies in low-complexity care settings, through the progressive integration of theoretical knowledge, technical skills, and ethical-relational dimensions.
The learning experience is focused on acquiring the fundamental elements of the nursing care process and developing safe and accountable professional practice.

In accordance with the EFN Competency Areas (CA 1–6), students are expected to:
• Act in compliance with professional ethics, values, and regulations (CA1);
• Recognize and contribute to health promotion and disease prevention activities (CA2);
• Apply the nursing decision-making process under supervision in low-complexity care situations (CA3);
• Establish therapeutic relationships with patients and communicate effectively within the multidisciplinary team (CA4);
• Recognize leadership as an intrinsic nursing competency, demonstrating self-discipline and accountability in accordance with quality and patient safety principles (CA5);
• Recognize the phases of the nursing process and apply the initial assessment phase (CA6.1–6.4)

Knowledge and Understanding

Students will:
• Understand the nursing process (assessment, planning, implementation, and ongoing evaluation);
• Understand the fundamental ethical and professional principles underpinning nursing practice;
• Acquire knowledge of the basics of medication dosage calculations;
• Understand the nurse's role within the healthcare team;
• Know the main factors influencing patient assessment, including validated assessment tools and scales.

Applying Knowledge and Understanding
Students will be able to:
• Perform an initial nursing assessment;

• Recognize and integrate fundamental ethical and professional principles into practice;
• Safely perform nursing care procedures;
• Apply clinical risk prevention protocols;
• Use healthcare documentation appropriately;
• Participate in the direct care of patients.

Making Judgements
Students will:
• Begin to develop guided critical thinking skills;
• Start identifying patients' care needs and recognize unsafe situations requiring supervision;
• Identify errors and near misses and report them promptly;
• Demonstrate emerging professional leadership through personal accountability, adherence to rules, active collaboration, and awareness of personal limitations.

Communication Skills
Students will be able to:
• Communicate respectfully with patients and caregivers while developing helping relationships;
• Use appropriate technical and scientific language in both written and oral documentation;
• Participate in clinical briefings and debriefings within the healthcare team through guided reflection;
• Present nursing assessments in a structured manner and justify the data collected.

Learning Skills
Students will:
• Understand the importance of reflective practice based on clinical learning experiences and critically integrate the feedback received.

## Contents

Integrated learning experiences (clinical placements, practical exercises, and skills laboratories) in low-complexity care settings. Development of initial assessment skills according to the adopted conceptual framework and monitoring of major physiological systems. Enhancement of Fundamentals of Care, relational and ethical-professional competencies. Introduction to medication dosage calculations and the use of healthcare documentation.

## Detailed program

**1. Clinical Experiences**
Supervised clinical placements within healthcare units, supported through structured mentorship.

**2. Skills**
Skills represent components of broader competencies that students are expected to demonstrate, supported by a body of theoretical knowledge that constitutes their essential foundation.
Students will develop skills related to initial nursing assessment and 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.

**3. Techniques and Procedures**
• Physical assessment and measurement of vital signs;

• Personal hygiene care for dependent patients;
• Patient mobilization and transfer using manual techniques and assistive devices;
• Capillary and venous blood sampling;
• Urinary catheterization (male and female);
• Electrocardiogram (ECG) recording;
• Administration of cleansing enemas.

## 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:

- 62.5 hours divided between tutorial teaching activities delivered face-to-face, and practical/simulation sessions conducted interactively face-to-face;
- 37.5 hours dedicated to planning and assignment production, through both independent study and face-to-face sessions;
- 200 hours of supervised clinical placement activities, divided across two 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

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 T.H., 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

University of Milano-Bicocca. Competency-Based Clinical Training Handbook.

University of Milano-Bicocca. Checklist of Clinical Procedures for Educational Purposes.

## Semester

Annual 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 performance (including soft skills) and the ethical-professional values demonstrated across the various educational activities.
Passing the examination is conditional upon demonstrating the achievement of the expected competencies for the relevant year of the programme, based on evidence gathered during clinical placements and related training activities (e.g., practical sessions, simulations/skills labs, written assignments, etc.).

## Office hours

By appointment

## Sustainable Development Goals

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