



UNICAMILLUS

## **INTERNSHIP REGULATIONS OF THE BSc NURSING**

**Approved by the Board of Directors on 9<sup>th</sup> June 2025**

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## Article 1 - Introduction and scope

The purpose of this document is to describe the internship process, the mentoring process and the methods and tools used to organise clinical internships in UniCamillus-affiliated institutions. This document also aims to provide students with a real and practical guide that can be consulted whenever necessary.

This document is intended for the Programme Director of the UniCamillus BSc Nursing, the Nursing Office Managers, Coordinators, Nurses, Company Tutors and Students.

## Article 2 - Definition and purpose of the clinical internship

Internships are the irreplaceable method of learning professional technical skills through practical experimentation and integration of theoretical-scientific knowledge with professional and organisational operational practice.

The aim of the internship is to enable students to achieve, maintain and develop quality learning and a sense of responsibility through the targeted support of one or more experienced professionals. It aims to enable students to acquire specific skills of professional interest as well as professional technical skills through practical experimentation and the integration of theoretical-scientific knowledge with professional and organisational operational practice.

The internship programme includes:

- **Practical workshops**, exercises and simulations designed to allow to develop and acquire technical, relational and methodological skills in a supervised context, before or during experimentation in real contexts;
- **Internship**, understood as direct practical experience in the field under the supervision of an experienced clinical professional;
- **Seminars**, understood as participation in conferences, seminars, research groups aimed at deepening issues in the clinical and practical topics in the nursing field.

In accordance with current regulations, the UniCamillus Bsc Nursing and total of **60 university ECTS credits** dedicated to clinical internships. Please note that one ECTS credit corresponds to 30 hours. Specifically, these credits are understood as the total commitment required for to achieve the expected objectives and skills. Table 1 shows the number of ECTS credits and the corresponding internship, workshop and seminar hours per academic year.

**Table 1:** ECTS credits and number of internship, workshop and seminar hours per academic year

	First year	Second year	Third year	Total
<b>Internship ECTS credits</b>	20	22	18	<b>60</b>
<b>Number of internship hours</b>	600	660	540	<b>1800</b>
<b>ECTS Professional workshop</b>	1	1	1	<b>3</b>
<b>Number of hours of workshop</b>	30	30	30	<b>90</b>
<b>ECTS Seminars</b>	2	2	2	<b>6</b>

Number of hours of Seminars	60	60	60	180
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With reference to the academic year, the educational objectives of the internship course are explained here, with reference to Annex 1 for details of the specific objectives and the relevant European Dublin Descriptors:

- The **first-year internship** aims to provide students with first-level nursing assessment skills, clinical reasoning skills and treatment planning for patients with low/medium complexity of care under the constant supervision of an experienced professional.
- The **second-year internship** aims to provide students with second-level nursing assessment skills, clinical reasoning skills and nursing decision-making skills for patients with priority health problems in medical, surgical, specialist surgical, oncology and chronic care settings under the supervision of an experienced professional.
- The **third-year internship** aims to consolidate and develop the skills acquired in the first and second years and to help students to develop skills in caring for patients with medium and high complexity health problems; deciding on the priorities and care to be given, also to groups of patients; planning and managing care processes, also by assigning and supervising the activities of support staff; activating and maintaining continuity of care (within the same structure/unit, between different structures/units of the same structure, between hospital and territory).

### Article 3 - System of responsibilities and key roles

In order for the internship to be a meaningful experience, it must be organised, planned and evaluated according to the pre-established educational objectives that correspond to the content of the theoretical teaching of the programme. This process is the responsibility of the Programme Director, who has three levels of mentoring:

- **Company tutor**, nurse belonging to the internship facility with advanced pedagogical and professional skills, who assists the Programme Director in planning the training activities in accordance with the educational objectives set for the academic year. The main activities of the Company tutor are:
  - ✦ Designing and managing internship activities in accordance with the educational objectives of the academic year;
  - ✦ Creating a suitable training context for the student, negotiating favourable conditions with the OUs and activating processes to welcome and integrate the students;
  - ✦ Collaborating and liaising with the professionals supervising the at the internship facility;
  - ✦ Supervising and monitoring (on a sample basis) the student's progress during the internship, checking the attendance sheets at the end of the internship period.
- **Nursing Unit Coordinator** responsible for welcoming and guiding the students during the internship, setting objectives, activities, discussion and evaluation sessions. The main activities of the Nursing Unit Coordinator are:
  - ✦ Welcoming and orientating the in the internship process in the OU;
  - ✦ Creating the conditions necessary for the acquisition of skills related to the objectives of the clinical internship;
  - ✦ Providing systematic feedback to the and conducting evaluation sessions during and at the end of the internship;

- ✖ Documenting participation in the internship by recording student attendance;
  - ✖ Assessing the student's actual professional skills, both existing and acquired during the internship;
  - ✖ Ensuring that the complies with the training contract, the rules of conduct included in the internship project and the regulations, protocols and procedures of the OU of the internship facility.
- **Clinical tutor**, experienced nurse who guides and accompanies the in the daily acquisition of skills. As a role model, the clinical tutor ensures the safety of the student and the users and makes sure that the users are informed that they are being assisted by a student. The main activities of the clinical tutor are:
    - ✖ Supporting the student in the performance of care activities in relation to the training objectives of the academic year, ensuring gradual learning;
    - ✖ Documenting participation in the internship by recording student attendance;
    - ✖ Collaborating with the Nursing Unit Coordinator to assess the student's actual professional skills, both existing and acquired during the internship.

#### **Article 4 - Clinical internship requirements**

Students can only have access to the internship programme if:

- They have correctly completed the enrolment procedure by submitting all the required documents to the relevant offices in accordance with the application call;
- They are up to date with the payment of tuition fees;
- They have obtained a fitness certificate issued by the UniCamillus doctor in charge. For further details, please refer to the University's Health Documentation Regulations (2022).

In addition, students will only be admitted to the internship programme described in the BSc Nursing regulations if:

- They regularly attended (attendance rate not less than 75%) the theoretical activities, in particular the teaching of the nursing disciplines f the academic year and the previous year as well as the professional workshops;
- They have attended the compulsory training in health and safety at work course;
- They have passed the Italian language test. This only applies to students who do not have an adequate knowledge of the Italian language (see point 4.3).

A student who does not meet one or more of the above requirements will not be admitted to the internship programme.

If a student is already doing the internship and, following an assessment, an irregularity is found in relation to the above requirements, they will be suspended and all hours accumulated during the period deemed irregular will be invalidated. The internship is resumed once the situation has been regularised.

Please also note that depending on the characteristics of the host medical facility additional clinical examinations or certifications may be required by the host facility and the student will be expected to comply with these.

#### **4.1. - Attendance at theoretical activities and professional workshops**

Students regularly enrolled in the BSc Nursing, must demonstrate that they have regularly attended (attendance rate of no less than 75%) the theoretical activities, in particular the nursing disciplines of the

academic year and the previous year, as well as the professional workshops for the start of the clinical internship. These, in fact, aim to help students develop and acquire technical, relational and methodological skills in a protected context, prior to experimentation in real-life settings. The workshop activities are coordinated by a tutor figure and designed with reference to the specific training objectives of each year.

#### 4.2. - Training in health and safety at work course

The training in health and safety at work course, in accordance with Legislative Decree 81/2008 and subsequent amendments, highlights aspects related to the specific risks involved where internships take place. It is compulsory for all students regularly enrolled in the BSc Nursing, and a certificate must be obtained before participating in the first internship cycle scheduled for the first academic year.

The course structure and the methods for obtaining the certificate are outlined in the student's WebApp.

**Students who have not obtained their medical fitness certificate by 31st January will not be able to access the first cycle of internships.**

#### 4.3. - Knowledge of Italian language

Students who are non-native speakers of Italian and who are regularly enrolled in the BSc Nursing must demonstrate that they have a sufficient level of knowledge of the Italian language to begin their clinical placement. This is due to the fact that during their clinical internship, students will be required to work in an Italian context, interacting with Italian patients and healthcare professionals. The ability to understand what is decided and agreed on in this setting is therefore of paramount importance, not just for the successful completion of the student's training and the internship itself, but also for the protection of patients and persons in need of health care.

The UniCamillus Language Centre (UCLC) is responsible for language skills assessment. To this end, the University Language Centre organises a compulsory Italian language test for all non-native students enrolled in the BSc Nursing, with the exception of the cases listed below:

1. Students who have obtained an Italian Language certificate at a level not lower than B1, issued by the Council of Europe within the framework of the CLIQ (Certificazione Lingua Italiana di Qualità) system, which brings together the current certifying bodies (Università per Stranieri di Perugia, Università per Stranieri di Siena, Università Roma Tre, Società Dante Alighieri) or issued by the Università per Stranieri Dante Alighieri of Reggio Calabria, also in agreement with Italian cultural institutes abroad or other recognised bodies. Such certificates can be obtained in the country of origin and at examination centres throughout the world.
2. Students with a four-year or five-year secondary school diploma obtained in Italian schools in Italy and in Italian or equivalent schools abroad.

Students who fall under the exceptions mentioned in points 1 and 2 above must submit the above-mentioned certificates and/or secondary school diplomas (the University reserves the right to request the original documents at any time if it deems it necessary) to the UCLC, following the procedures explained by the Centre itself in communications to students.

Students who do not have the documents described in points 1 and 2 above must instead sit an **Italian language exam**, which consists of a validated placement test/questionnaire designed to verify a level of Italian language knowledge of at least B1, sufficient to deal with patient care in hospital settings. The test date, time and method will be communicated to the students in advance by the UCLC. The date, time and method of the test will be communicated to the students in advance by the University Language Centre.

Students who, after the exam, do not obtain a score corresponding to level B1 (according to the indications given by the UCLC) or have not submitted any suitable certificate or secondary school diploma as mentioned

in points 1 and 2, will be required to **attend free Italian language courses** offered by UniCamillus, on the basis of their level of knowledge as determined by the placement test/questionnaire, or to attend other language courses, after which they will receive a certificate corresponding to at least level B1.

The Italian language requirement is considered to have been met if students can prove, by means of the UniCamillus language test or other certificate or documentation as per points 1 and 2, that they have reached the B1 level required.

Only in the event that UniCamillus students are enrolled in UniCamillus Italian language courses at A1 or A2 level and therefore need to acquire two or more levels before they can fulfil the training requirement (level B1), may they be admitted to the clinical internship without having reached level B1 if, in the same academic year, they have taken the UniCamillus Italian language course and, by passing the final test, they have obtained a certificate certifying that they have reached at least one level higher than the level recorded in the internship test/questionnaire or in the final test of the previous academic year.

If students do not take or do not pass the final exam, they will not have access to the clinical internship for that academic year and will be required to repeat the UniCamillus course at the same level and take the final exam the following academic year. This process will be repeated each academic year until the student is in compliance with the training requirement.

## **Article 5 - Clinical internship planning**

UniCamillus has signed a Memorandum of Understanding with the Lazio Region, which lists the health facilities where the internships can be carried out.

Enrolled students will therefore carry out their clinical internships in the community and hospital facilities of the companies that have an agreement with UniCamillus, always taking into account the specific nature of each programme. A list of all these health facilities can be found on the University's website at the following link: <https://www.unicamillus.org/it/strutture-sanitarie/>.

At the beginning of each academic year, the Programme Director of the BSc Nursing organises a meeting with the Company tutors of the health facilities having an agreement with the University in order to verify their availability and to plan the internship activities for each year, specifying the number of students for each location and the period of the internship. Based on this information, the Programme Director assigns each student to each internship facility. It is specified that this assignment is subject to an evaluation of the individual's learning needs, in relation to the objectives achieved and not achieved in the previous year. The assignment of the student to the internship facility is valid for one year. Changes to the internship location are not permitted.

### **5.1 Criteria for assigning students to OUs**

On the basis of the educational objectives of the clinical internship planned for each academic year, as well as the progression of the theoretical content provided for in the Programme's Regulations, each student will be allocated to an Operational Unit (OU) among those listed in the following Table 2:

**Table 2:** Operational Units (OUs) where the internship takes place per academic year

	First year	Second year	Third year
<b>OUs</b>			Emergency Department
	General medical area	Operating theatre	Resuscitation
	General surgical area	Maternal and child area	Intensive Care
	Outpatient area	Specialist–surgical area	Highly specialised OU
		Specialist–medical area	Specialist–critical care
			Community area

The planning of the internship and the allocation of the student to the internship facility and OU is published on the WebApp by the Programme Director within 7 days of the start of the internship. No change of allocation to an OU is permitted, unless in exceptional cases.

The Programme Director is responsible for **planning at least 5/6 placements** in different contexts over the three-year period, in accordance with the Consensus Conference of the Permanent Conference of Health Professions Programmes (2010).

Access to healthcare facilities for the completion of the Internship 3 module (intensive care, critical care, and emergency/urgent care units) is permitted only to students who have passed the Internship 1 exam.

Taking into account their dissertation project, students have the opportunity to submit to the Programme Director a proposal for an internship assignment or an extension of the internship in a specific OU in order to explore certain topics in greater detail or to carry out data collection for the dissertation research topic. The application, agreed upon with the supervisor, must be received by the Programme Director within the first ten days of the month preceding the month of the clinical experience (e.g. for the October internship, applications must be received within the first ten days of September).

All proposals received will be evaluated by the Company tutor and the Programme Director in relation to the overall learning objectives of the academic year and those specific to the individual student as well as in relation to the organisational requirements of the facilities where the internship will take place.

If a student is unable to attend the entire internship period, they must inform the Programme Director immediately before the start of the internship.

## Article 5.2 Clinical internship attendance

Clinical internship attendance is compulsory for all students enrolled on the BSc Nursing. The location, period and shifts of the internship activities are established by the Programme Director and clinical tutors.

Attendance at the clinical internship must be consistent throughout the individual internship period and the academic year. In the event of partial attendance at an individual clinical internship (**attendance of less than 50% of the total number of days scheduled for the individual clinical internship**), the hours completed by the individual student will not be taken into account and the student will have to re-attend the entire internship according to the academic schedule already established. Therefore, the student may be temporarily suspended from the internship if the existing schedule does not allow for immediate re-integration into the established unit.

Specific situations will be discussed by the Internship Board of the BSc Nursing for appropriate action.

The scheduled hours in the internship, visible on the WebApp, **must be strictly adhered to**. Any changes must be duly requested in writing to and approved by the clinical tutor as well as by the Programme Director.



In accordance with current worker protection legislation, students may not work more than 48 hours per week for six consecutive days, with a minimum of 11 consecutive hours of rest between shifts. Unscheduled attendances not agreed with the clinical tutor and Programme Director will not be counted and must be made up. Students are not allowed to work double shifts.

A student who wishes not to take part in the clinical internship for a short period of time must immediately inform the clinical tutor as well as the OU coordinator where the internship is being carried out, in accordance with the procedures established at the beginning of the academic year.

A student who wishes not to take part in the internship for a longer period of time for serious and/or justified reasons must inform the Tutor and the Programme Director in order to agree on a personalised make-up plan.

A make-up plan is not provided for isolated days. It is possible to make up for a minimum period of one week. The student must make up the hours in the unit where attendance was lower. Internship make-up normally takes place in January, February, July and August, subject to favourable opinion of the clinical tutor and the Programme Director.

Students must document the hours of attendance using an attendance sheet, which must be signed and countersigned by the OU coordinator and validated by the clinical tutor and the Programme Director by means of procedure no. 28, rev. 2 'Procedura Rilevazione Presenze per il Tirocinio CDL Infermieristica' (20 November 2023).

## **Article 6 - Documentation and forms**

Clinical internships require a training agreement to be drawn up between the clinical tutor/Programme Director and the student, as well as other necessary documents to certify the completion or results of the internship.

The main documents held by the BSc Nursing are listed below. All the documents listed are archived in the University.

### **6.1. - Internship Training Contract**

Before the start of the first cycle of internships in the first year of the programme, the student signs and submits to the Programme Director the Internship Training Contract, which sets out the essential rules to be followed by the student as a guest at an internship facility. The Internship Training Contract is drawn up between the Company Tutor/Programme Director and the student.

The Internship Training Contract is valid for the entire duration of the individual student's training or until it is amended in writing and sent to the Programme Director.

### **6.2. - Attendance sheet**

Internship activity is recorded by completing a specific attendance sheet that students must submit each day they attend the internship. For each day of internship activity, students must record the times at which they enter and leave the OU. This will be countersigned by the coordinator/nurse of the OU for each day of the internship.

The attendance sheet is a legal document certifying the student's presence on internship days:

- It may be requested by the judicial authority if deemed appropriate.
- It is designed to record internship daily attendance.

- It must be signed daily by the student and countersigned at the beginning and end of the shift by the coordinator/clinical tutor (or by his/her deputy in their absence).

Given the legal value of the attendance sheet, the student undertakes to carefully maintain the integrity of the document. In addition, the formative nature of the attendance sheet is emphasised, as its proper maintenance encourages a tendency towards correctness and punctuality. The student's attendance is certified by the clinical tutor, who evaluates and documents the level of competence progressively achieved by the student.

Before the start of the internship, the student must download their attendance form from their personal area on the UniCamillus WebApp and upload it again, complete with signatures and certified by the student, at the end of the internship period. Any corrections or comments on the attendance sheet must be legible and countersigned.

The attendance sheet must first be digitally uploaded to the UniCamillus WebApp and then submitted in its original form to the University's Internship Office by appointment. The procedure of first uploading the form to the UniCamillus WebApp and then submitting the original must be completed **within 10 days of the last hour recorded on the attendance sheet** to allow the relevant office to carry out all the necessary checks. Failure to comply with the protocol for delivery and uploading of the attendance sheet will result in the cancellation of the student's hours.

Please refer to Procedure No. 28, rev. 2 'Procedura Rilevazione Presenze per il Tirocinio CDL Infermieristica' (20 November 2023).

### 6.3. - Evaluation form

The aim of the evaluation form is to follow the student through all the stages of learning and to prepare appropriate reinforcing interventions in case of failure so that the student can achieve the expected educational objectives.

The formative evaluation form is specific to each year of the course and is designated on the basis of the planned training objectives. The student must download the evaluation form from their personal area on the WebApp at the beginning of each internship and present it to the **coordinator of the OU on the first day of their internship**.

The method of completing the evaluation form and its delivery to the competent offices is similar to those contained in Procedure No. 28, rev. 2 'Procedura Rilevazione Presenze per il Tirocinio CDL Infermieristica' (20 November 2023) for the attendance sheet.

## Article 7 - Evaluation of learning objectives

Internship experiences must be planned, assessed and documented. The assessment process is carried out during the student's clinical learning programme through typical methods of continuous formative evaluation and at the end of each year of the programme and the three-year period through assessment methods of a certifying nature.

### 7.1. - Student continuous formative evaluation

Continuous formative evaluation helps to follow the students through all learning phases and to prepare appropriate reinforcement interventions in case of failure (Saiani et al., 2011).

The evaluation is ensured by the tutoring system during the internship experience, in particular by the Operational Unit Coordinator and/or the Clinical tutor who accompanies, supervises and observes the student's performance.

This assessment is documented on an evaluation form specific to the academic year, which the individual student can download from the personal area of the WebApp and submit to the **Operational Unit Coordinator. On the first day of the internship.**

The evaluation form, duly completed at the end of the internship, must be **signed and stamped by the Operational Unit Coordinator and/or the Clinical tutor** and submitted to the Teaching Services Office and the Programme Director at the same time as the internship attendance sheet as defined in Procedure No. 28, rev. 2 'Procedura Rilevazione Presenze per il Tirocinio CDL Infermieristica' (20 November 2023).

If the final evaluation is unsatisfactory, the student will be offered a personalised remedial plan and/or continuation of the internship in the same health facility and/or cancellation of the hours (to be decided on a case-by-case basis).

## 7.2. - Student evaluation

The evaluation documents the level of competence achieved by the student, gives it a mark and allows the necessary pedagogical decisions to be taken following the student's success/failure (Saiani et al., 2011).

At the end of each academic year, an overall evaluation is carried out, expressed in thirtieths, through a test (internship examination) that consists of an assessment of the level of skills achieved by means of standardised and specifically structured tests, according to a multi-method approach, in relation to the intended learning objectives.

In addition to the importance of the specific test, the evaluation takes into account other information and data on the student, such as:

- Progress and evolution in the skills documented in the continuous formative evaluation forms;
- Any disciplinary measures or sanctions imposed on the individual student with reference to clinical learning.

The evaluation is carried out by the teaching staff belonging to the Scientific Disciplinary Sector of General, Clinical and Paediatric Nursing Sciences (MED/45) of the UniCamillus BSc Nursing, as well as by the relevant Company Tutors.

Students who have attended at least 75% of the scheduled number of internship hours are admitted to the evaluation test (internship examination). Table 3 shows the number of ECTS credits and relative minimum internship hours required for admission to the test for each year.

**Table 3:** no. of scheduled internship hours for each year and minimum no. of internship hours for access to the internship examination of each year

	First year	Second year	Third year	Total
<b>Internship ECTS credits</b>	20	22	18	<b>60</b>
<b>No. of scheduled internship hours for each year</b>	600	660	540	<b>1800</b>
<b>Minimum number of hours of internship to access the internship examination for each year</b>	450	1,095 (100% of planned 1st year internship hours + 75% of planned 2nd year internship hours)	1,800 <b>(100% of the 3-year internship hours)</b>	

It is also the responsibility of the individual student as well as the Programme Director to keep track of their internship hours and to promptly contact the Programme Director in order to make up any absences.

If the final evaluation is not satisfactory, a personalised remedial plan will be proposed to the student.

Please note that access to healthcare facilities for the completion of the Internship 3 module (intensive care, critical care, and emergency/urgent care units) is permitted only to students who have passed the Internship 1 exam.

Please refer to the BSc Nursing Regulations (Article 13) for more details on the system of compulsory and recommended preliminary examinations for professional examinations.

### **7.3. - Evaluation of the perception of the quality of internship learning processes**

In order to encourage reflection on internships, with the aim of continually improving the quality of training offered, the BSc Nursing has created a system for the assessment of the internship experience offered to students.

In order to monitor students' satisfaction with their internship experience, the BSc Nursing carries out a monitoring of their satisfaction at the end of each experience period (usually monthly). The monitoring tool in use (questionnaire) allows the BSc programme to obtain information on the quality of the learning environment in the clinical internship course as well as the degree of student satisfaction with the clinical tutor and the internship facility.

The student, by accessing their personal area on the WebApp, in the section 'Tirocini' (Internships), will have the opportunity to complete the evaluation questionnaire prior to uploading the attendance sheet relating to the individual experience. The data are processed and analysed by the Programme Director and the Internship Board of the Bsc Nursing and made available in aggregate form.

### **Article 8 - Student code of conduct**

During clinical internship activities, students are required to adhere strictly to professional and corporate ethical standards and to maintain professional decorum. Students must maintain their personal and professional image by complying with the following rules of conduct:

- At internship sites, it is mandatory to comply with hospital hygiene standards and professional ethics.
- During the internship in the host clinic, students must wear their university uniform with the UniCamillus logo on. This uniform must be kept clean and tidy, complete with identification badge and appropriate footwear. The uniform should only be worn in areas designated for internship activities. Wearing a uniform outside of internship hours is prohibited. The University will inform all students in advance about how to obtain a uniform and logo. All communications will be sent to the student's institutional email address.
- Students are not allowed to leave the hospital during the internship.
- It is not permitted to be outside the OUs during the internship.
- Wearing jewellery (including watches) and piercings in contact areas with patients is prohibited.
- Personal hygiene must be maintained: hair should be kept short or tied at the back; beards should be short and well groomed; and nails should be short.
- The use of PPE is mandatory in laboratories, on wards and in practices, in accordance with the regulations of the affiliated healthcare facility.

- Procedures relating to accidents, pregnancy or any other harmful condition affecting students or patients during the internship must be followed.
- Students should only undertake clinical training activities if they believe they have acquired the necessary theoretical knowledge to protect patients and facilities from hazardous behaviours.
- It is forbidden to pass on specific information (e.g. by e-mail or fax) acquired directly or indirectly during the internship or to disseminate data, audio or video recordings or photographic material (e.g. through publication on websites) relating to places or persons encountered during the course activities.
- The use of mobile phones is **prohibited** or at least restricted and must be switched to silent mode. Students should also comply with the internal rules of the healthcare facility regarding their use in certain departments.
- Professional secrecy must be respected to ensure maximum confidentiality of patient information. It is therefore **forbidden** to photograph or videotape places and people, to exchange private information or to disseminate it in any way (text messages, Internet, social networking sites).
- Eating in laboratories is forbidden. Students must behave in a manner that does not hinder or disrupt their own learning or that of others in the classroom, laboratory, or internship.

Communication using information technology must respect confidentiality, privacy, and data protection rules. Communications with clinical tutors and the Programme Director regarding specific internship experiences must respect individual privacy and should not disclose patient information.

For all matters not covered above, students must comply with the rules and policies of the host healthcare facility. Preceptors will inform students of the rules during each internship

Violations of these behaviours are not permitted. Any deviation from the prescribed obligations will not be tolerated and will be referred to the University's Disciplinary Board for assessment.

## Article 9 - Internship cessation and disciplinary measures

The clinical internship may be subject to immediate cessation, cessation pending evaluation by the University's Disciplinary Board and disciplinary action.

### 9.1. - Immediate cessation from internship

Immediate cessation from the internship will be decided by the Programme Director together with the Internship Board in the following cases:

- Pregnancy status according to Legislative Decree 151 of 2000 and Art. 28 of Legislative Decree 81 of 2008 and subsequent amendments, in accordance with the regulations in force. In this case, a certificate must be submitted to the Programme Director and Clinical Training Committee by the University's medical practitioner in charge;
- Students with psychophysical problems that may cause stress or harm to themselves, the patients of the hospital facility or the health care team of the internship site. Such problems may also interfere with the acquisition of core professional skills. If this is the case, a certificate from the University's medical practitioner in charge is required to be submitted to the Programme Director and Clinical Training Committee;
- The student is not in compliance with the medical fitness certificate;
- The student is not up to date with the payment of university fees.

The University's doctor in charge may call for an extraordinary medical examination to assess individual cases. The student will be reinstated as soon as the conditions that led to the cessation are no longer present.

## 9.2. - Cessation following evaluation by the University Disciplinary Board

If a student fails to comply with the code of conduct of the BSc Nursing and referred to in the previous art. 8 above, or fails to comply with the general obligations laid down in these regulations, the Programme Director, together with the Internship Board, may suggest to the University Disciplinary Board, by means of a detailed report documenting the case and reasons, that the student be temporarily suspended from the clinical internship. The Disciplinary Board will decide whether to confirm such cessation from clinical activities for a period deemed appropriate. At the end of the cessation period, the student will be reinstated into the internship programme and the hospital facility of the current academic year, if that is deemed possible as per educational plan, or in the following academic year. Reasons that may lead the Programme Director and the Internship Board to propose the cessation of a student from the internship include, but are not limited to the following:

- The student does not meet the requirements for access to the hospital facility and/or needs to fulfil basic learning objectives prior to the internship;
- Students attending the internship sporadically without any valid reason;
- Students repeatedly making errors that endanger the psychological or physical well-being of patients or cause biological damage;
- Students who obtained a **negative continuous formative** evaluation of the internship **more than three times**;
- Other documented reasons evaluated by the Clinical Training Committee and Programme Director.

If the difficulties that led the student to interrupt the internship persist, or if the above-mentioned cases recur, the Internship Board and the Programme Director may recommend to the University Disciplinary Board that the student be definitively suspended from the internship, by means of a report detailing the reasons. The University Disciplinary Board may decide on the permanent suspension of the student, which will result in his/her exclusion from the course programme, since it is impossible to continue the programme if the compulsory internship has not been completed. The decision of the University Disciplinary Board is binding and must be forwarded to the Teaching Services Office for the purpose of exclusion.

## 9.3. - Disciplinary measures

The University Disciplinary Board may impose disciplinary action in the following cases:

- Students whose behaviour may endanger the safety of users and/or other professionals;
- Students who fail to comply with the standards of conduct and rules set forth in these regulations or the standards set forth in the University Student Disciplinary Regulations and the policies of the host healthcare facility;
- Students tampering with internship documentation (attendance sheets, health records, etc.);
- Students disappearing from the host healthcare facility during the internship period without prior notification to the allocated clinical tutor, even though their presence is recorded on their attendance sheet;
- Other documented reasons evaluated by the Clinical Training Committee and Programme Director.

Such behaviour should be identified by the tutor and reported to the Programme Director, who will then prepare a detailed report to be submitted to the University Disciplinary Board. On the basis of the offence

committed, the Board has the power to suspend the student temporarily or permanently and/or to order the resumption of clinical training activities with hours to be made up.

Further details can be found in the Student's Disciplinary Regulations (Organising Committee, 2019).

### Article 10 - Injury

Students are covered by an insurance policy against professional injuries during all educational activities carried out in the UniCamillus buildings and internship facilities.

For injuries due to trauma or infectious risks, the student must follow the procedure of the hospital facility where the internship is taking place, details of which are given there.

In all cases students must:

- immediately report the incident to their clinical tutor and OU coordinator;
- go to the Emergency Department of the internship site for a medical examination;
- obtain a paper copy of the original report from the Emergency Department detailing the diagnosis, prognosis, tests carried out and any diagnostic follow-up planned;
- obtain an INAIL form: "Medical Examination and Certification for Work-related Injury" (*Visita e Certificazione Medica per Infortunio sul Lavoro*), completed by the attending doctor at the Emergency Department, indicating Saint Camillus International University of Health and Medical Sciences (or simply UniCamillus University) as the employer;
- immediately notify the Programme Director as well as the Health Documentation Office.

The student must write a detailed, dated and signed report of the incident, attaching a copy of the Emergency Department report and the INAIL report **within the following 24 hours. The report must be sent by e-mail to the Programme Director and the Health Documentation Office**, who will conduct the necessary insurance procedures.

### Article 11 - Final provisions

For legal and interpretation purposes, the document written in Italian and deposited at the University's Office for Applications, Decrees and Regulations. For all matters not covered by these Regulations, reference is made to the Statute, the University's Teaching Regulations and the Regulations governing the functioning of the University's activities.



## Annex 1: Learning objectives of the BSc Nursing

The aim of the internship is to enable students to achieve, maintain and develop quality learning and a sense of responsibility through the targeted support of one or more experienced professionals. It aims to enable students to acquire specific skills of professional interest as well as professional technical skills through practical experimentation and the integration of theoretical-scientific knowledge with professional and organisational operational practice.

In the following paragraphs, in relation to the academic year, the educational objectives of the internship programme are explained. The legend of the learning outcomes in relation to the Dublin Descriptors is presented here:

Legend of learning outcomes in relation to the Dublin Descriptors	
<b>D1</b>	Knowledge and understanding
<b>D2</b>	Applying knowledge and understanding
<b>D3</b>	Making judgements
<b>D4</b>	Communication skills
<b>D5</b>	Learning skills

### Annex 1.1 - Learning objectives of the first-year internship

The first-year internship aims to provide students with first-level nursing assessment skills, clinical reasoning skills and treatment planning for patients with low/medium complexity of care under the constant supervision of an experienced professional. In addition, the first-year internship activities are aimed at enabling the student to acquire technical and operational skills in basic and specialised nursing assistance, as well as self-reflection skills in relation to their own learning needs.

At the end of the professional training activities, the student will be able to achieve the learning objectives listed in the Table.

First academic year: Objectives of professional vocational activities		
Objective	Activity	Learning outcomes (Dublin Descriptors)
Knowing the characteristics of the facility in which they work and understanding the aims of hospital/community health services and being able to evaluate how	<ul style="list-style-type: none"> <li>Applying the protocols, procedures, clinical health care guidelines being used in the hospital and in the O.U.</li> <li>Using the procedure for the disposal of hospital waste and body fluids according to each specific case</li> <li>Using clinical healthcare documentation (medical records; nursing sheets; diagnostic reports, etc.)</li> <li>Using protocols, procedures, guidelines for the sanitisation and disinfection of equipment in use at the in-patient unit</li> </ul>	D1-D2



these services meet patients' main needs	<ul style="list-style-type: none"> <li>Implementing basic nursing procedures, demonstrating awareness of the medical role and recognising the responsibilities and functions of the different professionals in the team</li> </ul>	
Developing interpersonal skills with patients	<ul style="list-style-type: none"> <li>Providing contextual information to patients: use of listening, verbal and non-verbal communication, reformulation of message content</li> <li>Providing basic nursing care in a tolerant, non-judgmental, sensitive and caring manner, ensuring that all aspects of the individual's rights, dignity, privacy, confidentiality, beliefs, culture and wishes, including those of carers and family members, are respected.</li> </ul>	D4
Developing clinical reasoning skills to assess the level of functionality and autonomy of clinically stable recipients and to comprehensively and systematically assess the patient's care needs (physical, psychological and social) at different stages of life.	<ul style="list-style-type: none"> <li>Admitting and taking charge of the patient with low complexity of care (control and preparation of the in-patient unit, communication, admission form, etc.).</li> <li>Obtaining objective data through physical examination: palpation, auscultation, inspection, percussion techniques.</li> </ul>	D2-D3
Using assessment techniques to accurately collect data on patients' main health problems	<ul style="list-style-type: none"> <li>Using pressure injury risk assessment forms (Braden scale)</li> <li>Implementing interventions to prevent and reduce pressure injuries in hospitalised patients (mobilisations and aids)</li> <li>Using in-patient fall risk assessment forms (Conley scale)</li> <li>Implementing interventions to prevent and reduce the risk of in-patient falls</li> <li>Using pain assessment forms</li> <li>Implementing actions for the prevention and reduction of pain</li> </ul>	D2-D3
Acquiring technical and operational skills and competences in relation to basic care activities	<ul style="list-style-type: none"> <li>Planning, taking, assessing and reporting on vital signs (blood pressure, body temperature, oxygen saturation, heart rate, respiratory rate, pain)</li> <li>Transferring the patient with reduced functional independence from bed to chair, to stretcher and vice versa (manoeuvres and use of aids)</li> <li>Planning, carrying out, evaluating and reporting on partial and full hygiene care for patients with reduced and impaired functional independence (aid, support, guidance and execution)</li> <li>Planning, carrying out, evaluating and reporting on interventions for positioning, mobilisation and ambulation of the person with impaired and reduced functional independence.</li> <li>Planning, carrying out, evaluating and reporting on the rehabilitation of the in-patient bed occupied by a person with</li> </ul>	D2-D3

	<p>reduced and/or impaired functional independence or partial disability.</p> <ul style="list-style-type: none"> <li>• Planning, carrying out, evaluating and reporting on interventions aimed at assisting, guiding and supporting the partially dependent person in getting dressed.</li> <li>• Planning, carrying out, evaluating and reporting on interventions aimed at assisting, guiding and supporting the partially or totally dependent person in eating</li> <li>• Planning, carrying out, evaluating and reporting on enema</li> <li>• Planning, carrying out, evaluating and reporting on the collection of secretions and excretions (urine, faeces, etc.)</li> <li>• Planning, carrying out, evaluating and documenting on blood glucose measurement from capillary venous blood</li> <li>• Planning, carrying out, evaluating and documenting on O2 and aerosol therapy</li> <li>• Planning, carrying out, evaluating and documenting on the administration of oral therapy</li> <li>• Assisting and collaborating with healthcare personnel in the preparation of the person in the pre-operative stage</li> <li>• Assisting and collaborating with healthcare personnel in the preparation of the person in the post-operative stage</li> <li>• Assisting and collaborating with healthcare personnel in preparing and positioning of the person for diagnostic examinations</li> <li>• Assisting and collaborating with healthcare personnel in the execution of simple dressings and bandages</li> </ul>	
<p>Having a professional behaviour: an active attitude, continuous commitment, a reflective approach aimed at self-learning, accepting suggestions for improvement in the achievement of planned objectives.</p>	<ul style="list-style-type: none"> <li>• Carrying out basic nursing assistance in a professional manner, in accordance with ethical, legal and organisational principles, respecting the rules and the colleagues and being punctual, reliable and responsible</li> <li>• Using available resources to effectively and efficiently implement the treatment plan</li> <li>• Carrying out social, antiseptic and surgical hand washing according to the specific clinical-care case</li> <li>• Identifying, using and disposing of Personal Protective Equipment (PPE) according to the specific clinical case</li> </ul>	D5

Clinical Tutors/OU Coordinators verify the achievement of the objectives listed above by means of formative evaluations, while Company Tutors/Programme Directors and MED/45 teaching staff will do so by means of certificate tests. Please refer to Article 7 of these Regulations for further details.

### **Annex 1.2 - Learning objectives of the second-year internship**

The second-year internship aims to provide students with second-level nursing assessment skills, clinical reasoning skills and nursing decision-making skills for patients with priority health problems in medical,

surgical, specialist surgical, oncology and chronic care settings under the supervision of an experienced professional.

At the end of the professional training activities, the student will be able to achieve the learning objectives listed in the Table.

<b>Second academic year: Objectives of professional vocational activities</b>		
<b>Objective</b>	<b>Activity</b>	<b>Learning outcomes (Dublin Descriptors)</b>
Knowing the characteristics of the facility in which they work and understanding the aims of hospital/community health services and being able to evaluate how these services meet patients' main needs	<ul style="list-style-type: none"> <li>Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first academic year</li> </ul>	D1-D2
Developing interpersonal skills with patients, carers and the team	<ul style="list-style-type: none"> <li>Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first academic year</li> </ul>	D4
Developing clinical reasoning skills to assess and identify the patient's care problems (actual, potential and educational) in order of priority in relation to the clinical picture.	<ul style="list-style-type: none"> <li>Admitting and take charge of the person based on the complexity of their care (e.g. admission form, patient assessment).</li> <li>Admitting and taking charge of the person undergoing dialysis (e.g. peritoneal, haemodialysis, haemofiltration)</li> <li>Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first academic year</li> </ul>	D2-D3
Acquiring technical and operational skills in relation to care activities	<ul style="list-style-type: none"> <li>Planning, carrying out, evaluating and reporting on peripheral venous sampling</li> <li>Planning, carrying out, evaluating and reporting on a peripheral venous access insertion (peripheral venous cannula)</li> <li>Planning, carrying out, evaluating and reporting on enteral nutrition interventions</li> <li>Planning, carrying out, evaluating and reporting on interventions for parenteral nutrition</li> <li>Planning, carrying out, evaluating and reporting on water balance</li> <li>Planning, carrying out, evaluating and reporting on bladder catheter insertion (temporary and permanent)</li> <li>Planning, carrying out, evaluating and reporting on a nasogastric tube insertion</li> </ul>	D2-D3

	<ul style="list-style-type: none"> <li>• Planning, carrying out, evaluating and reporting on an electrocardiogram (ECG)</li> <li>• Management of the urinary catheter</li> <li>• Management of the nasogastric tube</li> <li>• Management of ostomy</li> <li>• Management of medication dosage calculation</li> <li>• Management of intravenous therapy</li> <li>• Management of intramuscular therapy</li> <li>• Management of subcutaneous and other routes of administration</li> <li>• Management of central venous catheters and central venous pressure detection</li> <li>• Preparing, managing and maintaining a sterile field</li> <li>• Preparing and assisting patients before, during and after diagnostic procedures (e.g. endoscopy, biopsy, lumbar puncture, examinations with and without the use of contrast media)</li> <li>• Assisting and collaborating with healthcare personnel in the preparation of the person in the pre-operative, intra-operative and post-operative stages (e.g. surgical bed, patient positioning, checking drains).</li> <li>• Assisting and collaborating with healthcare personnel in the preparation, administration, monitoring, evaluation and documentation of a blood transfusion</li> <li>• Assisting and collaborating with healthcare personnel in the end-of-life care and care of the body</li> <li>• Identifying, maintaining, disinfecting and sterilising surgical instruments</li> <li>• Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first academic year</li> </ul>	
Having a professional behaviour: an active attitude, continuous commitment, a reflective approach aimed at self-learning, accepting suggestions for improvement in the achievement of planned objectives.	<ul style="list-style-type: none"> <li>• Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first academic year</li> </ul>	D5

Clinical Tutors/OU Coordinators verify the achievement of the objectives listed above by means of formative evaluations, while Company Tutors/Programme Directors and MED/45 teaching staff will do so by means of certificate tests. Please refer to Article 7 of these Regulations for further details.

### Annex.1.3 - Learning objectives of the third-year internship

The third-year internship aims to consolidate and develop the skills acquired in the first and second years and to help students to develop skills in caring for patients with medium and high complexity health problems; deciding on the priorities and care to be given, also to groups of patients; planning and managing care processes, also by assigning and supervising the activities of support staff; activating and maintaining continuity of care (within the same structure/unit, between different structures/units of the same structure, between hospital and territory).

At the end of the professional training activities, the student will be able to achieve the learning objectives listed in the Table.

Third academic year: Objectives of professional vocational activities		
Objective	Activity	Learning outcomes (Dublin Descriptors)
Knowing the characteristics of the facility in which they work and understanding the aims of hospital/community health services and being able to evaluate how these services meet patients' main needs	<ul style="list-style-type: none"> <li>Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first /second academic year</li> </ul>	D1-D2
Developing interpersonal skills with patients, carers and the team	<ul style="list-style-type: none"> <li>Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first /second academic year</li> </ul>	D4
Acquiring technical and operational skills in relation to care activities	<ul style="list-style-type: none"> <li>Planning, carrying out, evaluating and reporting on an arterial access ABG</li> <li>Planning, carrying out, evaluating and reporting on invasive venous pressure</li> <li>Management and medication of DEVICE infusion implants (CVC; Porth; PICC; Med line, ect)</li> <li>Management, medication and aspiration of airways from tracheostomy cannula or endotracheal tube</li> <li>Management of central venous catheters and central venous pressure detection</li> <li>Performing total hygiene care in patients with high care complexity e.g.: chest drainage wearer, onco-haematological, immunocompromised, etc.</li> <li>Performing the brain death assessment process</li> <li>Using and knowing the management of the automatic, semi-automatic and manual defibrillator</li> <li>Planning, carrying out, evaluating and reporting on enteral nutrition interventions</li> </ul>	D2-D3

	<ul style="list-style-type: none"> <li>• Planning, carrying out, evaluating and reporting on interventions for parenteral nutrition</li> <li>• Performing sanitisation and disinfection of equipment in use at the in-patient module</li> <li>• Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first /second academic year</li> </ul>	
<p>Acquiring skills to manage clinical cases requiring standard and advanced assistance:</p> <ul style="list-style-type: none"> <li>• Developing clinical reasoning skills to identify the level of functionality and autonomy and risks;</li> <li>• Developing decision-making skills;</li> <li>• Developing planning skills in relation to available resources;</li> <li>• Implementing nursing interventions;</li> <li>• Evaluating patient outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Care of the patient undergoing multi-infusion therapy</li> <li>• Care and management of the polytrauma patient</li> <li>• Care and management of the patient in the operating theatre (e.g. patient positioning, monitoring vital signs)</li> <li>• Care and management of the patient with respiratory failure</li> <li>• General and specific care of a person in the different rooms of the Emergency Department</li> <li>• Care and management of the onco-haematological patient</li> <li>• Assistance and management, including in emergencies, of the complex cardiorespiratory patient</li> <li>• Care and management of the patient with psychiatric disorders</li> <li>• Assistance in the Emergency Room (Triage)</li> <li>• Assistance to patients with ventilatory support or CPAP</li> <li>• Care and management of rehabilitation patients</li> <li>• Assessing level of consciousness using the Glasgow Coma Scale</li> <li>• Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first /second academic year</li> </ul>	D2-D3
<p>Having a professional behaviour: an active attitude, continuous commitment, a reflective approach aimed at self-learning, accepting suggestions for improvement in the achievement of planned objectives.</p>	<ul style="list-style-type: none"> <li>• Please refer to the activities described in the Table of the objectives of the professional vocational activities planned for the first /second academic year</li> </ul>	D5

Clinical Tutors/OU Coordinators verify the achievement of the objectives listed above by means of formative evaluations, while Company Tutors/Programme Directors and MED/45 teaching staff will do so by means of certificate tests. Please refer to Article 7 of these Regulations for further details.

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