



University of Udine – University of Trieste
Interuniversity Master's Degree Course in Nursing and Midwifery Sciences

**GUIDELINES FOR PLANNING AND COMPLETING THE
INTERNSHIP EXPERIENCE**

March 2024

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**RAFP - RESPONSABILE ATTIVITÀ FORMATIVE PROFESSIONALIZZANTI (SUPERVISOR OF
PROFESSIONALIZING EDUCATIONAL ACTIVITIES)**

Dott. Renzo Moreale renzo.moreale@uniud.it

REFERENCE PROFESSORS

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1. Presentation and aims

1.1 Presentation of the aims of the internship

The internship of the Master's Degree Course in Nursing and Midwifery Sciences is to be completed during the second year, at the end of the in-class educational activities.

In the Study Plan (available at the following links: https://corsi.units.it/sites/default/files/regolamento_didattico_cdIm_interateneo_in_scienze_infermieristiche_ed_ostetriche.pdf and <https://www.uniud.it/it/didattica/corsi/area-medica/laurea-magistrale/scienze-infermieristiche-ostetriche/corso/piano-studio>), 30 CFUs (*Crediti Formativi Universitari* - University Educational Credits) are assigned to the internship, in order to allow the students to apply and experiment with the innovative care, managerial, educational and research methods and instruments acquired during theoretical lectures in excellent contexts, writing a final report. Furthermore, the internship aims at providing students with the opportunities to develop the competencies defined by the profile of the Nursing and Midwifery Sciences Graduate (described in Appendix 1).

1.2 The internship according to the Course Regulation

The internship is regulated by Articles 5 and 7 of the Course Regulation (available at the following links:

https://corsi.units.it/sites/default/files/regolamento_didattico_cdIm_interateneo_in_scienze_infermieristiche_ed_ostetriche.pdf and <https://www.uniud.it/it/didattica/corsi/area-medica/laurea-magistrale/scienze-infermieristiche-ostetriche/corso/regolamento-didattico-corso/testo>).

Article 5 – Educational activities

3. [...] internship activities: no less than 150 hours of on-site presence in the setting defined for the internship, accompanied by individual study, the writing of papers/research documents, direct or indirect supervision and other activities considered to be relevant to the pursued aims.

Article 7 – Internship

The planning and organization of the professionalizing educational activities are approved by the Council of the Master's Degree Course upon proposal of the RAFP (*Responsabile Attività Formative Professionalizzanti* – Supervisor of professionalizing educational activities).

Internship experiences are linked to the single courses. During the internship, students develop projects, analyze situations using the acquired analysis models, propose possible improvements experimenting with the competencies acquired throughout their educational path. Internship attendance is mandatory. Students can complete their internship experiences in the university or regional and extra-regional health care service facilities, as well as through international programs identified by the Council of the Master's Degree Course, and under the guidance of supervising Tutors identified and appointed by the Council.

Internship Tutors, appointed annually by the Council of the Course of study, are professionals with proven competence in the field of the institutional activities carried out in the facility that is part of the educational network of the Course. They guide and supervise 1-2 students and perform the following functions:

- supporting students in the autonomous planning of the internship under the guidance of the RAFP and/or a Professor of the educational facility;
- guiding students in the achievement of the aims included in the self-learning plan;
- guiding students in completing internship activities consistent with the planned aims;
- organizing and supervising the activities included in the training project; monitoring the way said activities are carried out, in order to ensure their consistency with the training project;
- ensuring, to the extent consistent with their competence, the achievement of the aims included in the training project and participating in the student evaluation, adopting the instruments made available by the educational facility; reporting injuries when needed.

Due to the complexity of the performed functions, internship Tutors are also required to update their professional competencies and participate in continuing education activities related to tutoring strategies.

Internships are not to be considered as working activities. As far as working students are concerned, their working activity cannot be recognized as internship. Working students are not allowed to complete their internships in the facility where they work.

Internships are evaluated as annual profit exams with normally two rounds of examination, and the corresponding grade is expressed on a scale of 30. In order to be admitted to the exam, students must have attended the planned activities regularly and written a report providing evidence of the achievement of the expected aims. If students are deemed to have missed some activities or to be lacking some of the expected competencies, they will be required to compensate for this before the annual exam.

The Commission of the Internship profit exam is composed of a Professor and the RAFP, who also assumes the role of President/Coordinator.

2. The stages of the planning process: from the self-learning plan to the training project

The planning process consists in two main stages: writing the self-learning plan and the training project. Said stages involve three fundamental figures: (a) the student, (b) the Supervisor (designated Professor of the Master's Degree Course/RAFP); (c) the internship Tutor.

Normally, the process involves the following steps:

- (a) Individual interviews: said interviews, planned and conducted by the educational facility already during the first year of the course, are intended to explore the student's needs and encourage a reflection on the competencies that need to be developed, the number of internships and the possible host facilities. To this end, students are provided with a list of the already active training networks of the Interuniversity Master's Degree Course, the Department and the University. Furthermore, the educational facility organizes on-going orientation activities in order to support students in overcoming possible difficulties encountered when planning/completing their internship experience.
- (b) Formulation of the host facility/Tutor proposal by the student: after the above-mentioned interviews, students are encouraged to identify the internship field that better suits their development expectations, taking into consideration the active conventions, but also proposing different fields, so that the educational facility is allowed the necessary time for forming new partnerships. This step also involves the activation of educational

strategies enhancing the student's autonomy both in defining the aims of the professionalizing internship and in planning (*self-directed learning*) and completing the internship experience.

- (c) Development of the self-learning plan: taking into account the interviews, the encouraged reflection and the availability of the host facilities, students develop their self-learning plan, (Appendix 2) which includes the internship aims that will be communicated to the host facility by the educational facility. Students are provided with an example of a completed self-learning plan that can be found at the end of these guidelines (Appendix 9). The Supervisor can also organize meetings to support the development of the self-learning plan.

In the self-learning plan students must include:

- (1) the description of the specific learning outcomes they aim to achieve: they must be relevant to the competencies defined by the Competency Profile of the Nursing and Midwifery Sciences Graduate (Appendix 1).
- (2) the identification of the strategies they intend to activate in order to achieve the above-mentioned outcomes in relation to the opportunities offered by the host facility: for instance, interviews, documentary analysis, participation in working groups, meetings;
- (3) the definition of the theoretical prerequisites that are indispensable to complete the internship experience (specifying 'what I should deepen', 'learn', 'know' in order to effectively complete this internship);
- (4) the choice of the assessment indicators of the degree of aim achievement, as well as the identification of the ways of requesting the internship Tutor's supervision.

Students must send the self-learning plan to their Supervisor (Master's Degree), who will proceed to check it.

In order to write their training project, students can use the contents made available during the Laboratory classes of the first year, in particular: "Developing a portfolio to achieve the expected professional/personal aims", "Searching for bibliographical sources in the available search databases", "Designing and conducting an improvement project", "Participating in an organizational research project", "Reviewing literature in the managerial field: sources and methods", "Critical analysis of staffing studies", "Critical analysis of a research article on nursing education", "Planning and managing a university lecture", "Giving feedbacks to students/professionals", "Conducting a job interview", "Planning and managing the integration process of students/new employees", and "Planning and conducting a meeting".

- (d) From the self-learning plan to the training project: once the self-learning plan, which only aims at defining the planning process, has been completed in accordance with Appendix 2 and checked by the Supervisor, students must fill in their training project using the form made available in Appendix 3 (University of Trieste form) in order to take all the necessary steps to start their internship with regards to authorizations and insurance policies.

Therefore, Appendix 2 must be sent to the internship Supervisor, whereas Appendix 3 is the official document allowing students to start and complete their internship.

3. The internship experience

After completing the planning (self-learning plan) and formal part necessary to activate the internship together with their Supervisor/RAFP, students can start attending their internship in the chosen facility.

The 150 hours of on-site activities are planned according to the host facility and the internship Tutor and can be completed within a single continuous period (for instance, a duration of several consecutive weeks) or within separate periods (few days per week), according to the available educational opportunities. It is also possible to plan different stages of on-site activities, for instance: (a) first stage of 3-4 days devoted to the observation of the context, supported by a diary used to collect observations and impressions, and to the comprehension of the educational offer; (b) a pause of 7-10 days to deepen the theoretical/background aspects and the data collection/interview instruments; (c) a third stage allowing the start of the internship attendance in the host facility to achieve the outcomes defined by the learning project, which can also be re-prioritized and diversified; (d) a fourth stage allowing the development – in light of the indicators – of the internship report, which must be first sent to the host facility and subsequently, on the set dates, to the Supervisor/Professor in charge of the Course for the internship exam.

During the internship experience, it is advisable to write a diary devoted to the collection of reflections concerning the acquired contents (Appendix 4).

4. Internship attendance

Students must plan their internship according to the established periods and with the necessary continuity to achieve the learning outcomes, for a total of 150 hours of on-site activities pursuant to the Course Regulation.

The daily attendance hours are defined together with the internship Tutor, taking into consideration the educational opportunities and the needs of the host facility; however, the number of hours cannot be either higher than 7/8 or lower than 3/4 per day, unless there exist specific reasons (for instance, participating in a meeting).

The internship attendance must be validated by the internship Tutor of the service using a specific form (Appendix 5), which will also provide documentary evidence of the completed activities.

It is the student's responsibility to follow the agreed attendance plan and to promptly give notice in case of absence or delay.

If two or more internship experiences are completed, students must establish the number of attendance hours for each internship experience in their self-learning plan, according to the expected outcomes.

5. The final internship report

The final Report is an instrument of great educational significance.

It performs a double function: systematizing the significant acquired contents and translating the training experience into a personal story of learning.

There exist no mandatory formats or standards, therefore students can be creative in its writing; however, it is advisable to adopt some of the following suggestions in its organization:

- synthetic description of the expected outcomes (referencing the self-learning plan) and of those actually achieved;
- synthetic description of the internship context;
- synthetic description of the methods used to achieve the outcomes;
- topic deepened during the internship;
- significant events of the experience starting from the contents of the diary and their re-elaboration;
- synthetic overview of the theoretical aspects, materials and instruments used (analysis or observation grids, interviews...).

The Report must include bibliographical citations with proper references (see the Guidelines for Writing the Master's Degree Thesis).

The Report must be supervised by the Tutor of the facility during a specific interview and will be part of the internship evaluation.

The Report must be sent to the Supervisor in its final version within two months after the end of the internship and 7 days prior to the exam date (please check the relevant published notices indicating the discussion dates).

6. Internship evaluation and validation

The validation of the credits assigned to the internship requires providing documentary evidence of the internship attendance and of the related tutoring activities (for instance, briefings or meetings concerning internship coordination) and the achievement of a positive evaluation. To this end, it is necessary to fill in the form made available in Appendix 6 (for administrative purposes). The form made available in Appendix 7 is instead optional: students wishing to request educational feedbacks to their internship Tutors are advised to use this form.

All the documents (attendance validation, certificate of attendance, feedback form, report, internship quality assessment form) must be sent by students to their Supervisor/RAFP before the exam, at least 7 days prior to the exam date.

The annual profit exam, normally including two rounds of examination, is conducted by a Committee composed of two Professors and the Supervisor of the Professionalizing Educational Activities (who assumes the role of President/Coordinator); it proves the level of learning reached through the internship experience(s) and produces an evaluation expressed on a scale of 30, with examination procedures including the presentation and discussion of the report (article 7 of the Course Regulation). If the evaluation is negative, the internship(s) must be repeated.

The grade is expressed on a scale of 30 on the basis of the following criteria:

- the level of planning ability reached in the preparation of the internship;
- the relevance of the outcomes and the chosen paths to the profile of the Graduate in Nursing and Midwifery Sciences;
- the level of achievement of the expected training outcomes;
- the activities proposed for the achievement of the outcomes.

The criteria followed to evaluate the project and the report are: clarity and accuracy of exposition, relevance and coherence of contents, organization of argumentations, validity of statements, ability to reflect and re-elaborate the experience, also by using the acquired

theoretical models; appropriate use of literature. During the discussion of the report, the student's abilities in terms of expressing/synthesizing the contents and addressing the objections will also be evaluated.

7. Internship quality assessment

In order to ensure the continuous monitoring and possible improvements of the educational network, students are asked to fill in an Internship quality assessment form (Appendix 8), which will be attached to their report, at the end of their internship experience.

The students' opinions will be held in high regard with respect to the renewal of the conventions concerning the internship activities that will be brought to the attention of the collegiate bodies.



Appendix 1 – Profile of the Graduate in Nursing and Midwifery Sciences

THE COMPETENCY PROFILE OF THE GRADUATE IN NURSING AND MIDWIFERY SCIENCES

Source: Scheda SUA-CdS Corso di Laurea Magistrale Interateneo in Scienze Infermieristiche e Ostetriche - Quadro A4.a

Managerial competencies

- Analyzing, understanding and effectively using socioeconomic and health policy data of local, national and international relevance;
- analyzing critically the laws, also in their interrelations, and ensuring their consistent enforcement in daily practice;
- analyzing the organizational context to make high-quality and cost-effective decisions in the use of resources devoted to care, organization, training and research in the nursing, pediatric nursing and midwifery field;
- selecting, developing and effectively using executive dashboards/databases, in order to inform decisions and the following systems of efficiency and effectiveness evaluation;
- designing innovative models based on initiative medicine, in order to ensure light and early patient takeovers, for which the competence of the professionals' therapeutic education is considered to be crucial to allow selfcare promotion;
- identifying the health needs of the community and the epidemiological and socio-cultural factors influencing them for the purpose of service design;
- building, on the basis of the analysis of health problems and service offerings, a system of care standards and professional competence;
- designing, implementing and evaluating models of organization of nursing and midwifery care in the field of health services;
- redesigning organizational models of micro-, meso- and macrosystems on the basis of prevention culture, in order to contrast the reparative approach with the regenerative one, influencing resources, the attention devoted by the system, priorities;
- designing, testing and implementing models, instruments and methods of takeover and continuity of care, maintaining their effectiveness in the complex transitions between territory/hospital and hospital/territory, also promoting the role of intermediate care;
- promoting models in which the use of technologies (e.g., remote activities) innovates, redefines and makes the use of services more accessible;
- designing and coordinating models based on integration among disciplines and contexts and aimed at developing effective efficient professional interventions, also creating collaborative alliances with other health professions;
- assuming leadership in organizational processes/sectors in mono- or multidisciplinary contexts;
- preventing and managing conflicts among colleagues, different professions, organizational sectors and with users;
- negotiating, selecting, allocating staff resources according to competency standards and workloads required by the specific care areas;

- managing problems and situations of the managerial type in conditions of considerable uncertainty and where the decision-making approaches require promptness and rapid answers based on data that are not always refined or stable (preparedness);
- defining shared standards and indicators for the quality assessment of the provided services;
- deciding and acting in conditions of uncertainty, where standards/evidences are limited and/or not available, or where it is necessary to design innovative paths;
- designing staff recruiting, integration and management systems, as well as systems of performance and professional development of the professionals, and adopting strategies to enhance the potential of groups and individuals;
- contributing to the definition of systematic plans of continuous improvement of clinical/organizational quality and safety;
- analyzing phenomena, not only of the nursing type (therefore overcoming sector-based limitations), using different data, models, instruments and methods ensuring the comprehension of the multidimensionality of problems;
- negotiating and managing conflicts, establishing, developing and maintaining relationships in difficult contexts;
- adopting networking strategies in order to integrate health work and competencies with social ones, therefore overcoming once again sector-based limitations;
- developing proactive abilities of problem prevention, early identification and resolution of conflicts or issues in which problem-solving skills are supported by solid managerial competencies.

Advanced care competencies

- Designing and implementing innovative care models and clinical pathways based on scientific evidence;
- adopting advanced procedures and instruments for the analysis and the assessment of the patient's health status in order to design nursing, pediatric nursing and midwifery care strategies;
- tracing and critically assessing the evolution of care needs relevant to specific professionals, also in relation to multi-professional problems, multicultural peculiarities and gender connotations;
- improving competencies in clinical disciplinary areas in order to understand the bases of the organizational innovations they need to develop their potential in an effective and efficient manner;
- making decisions based on ethical principles and values reflecting an effective and respectful relationship between patients and diseases, health services and healthcare professionals, and developing evaluation skills based on the concept of bioethics;
- taking responsibility for care decisions in light of ethical implications and potential conflicts among personal feelings and beliefs, patients' preferences and needs of the organization;
- properly using nursing and midwifery theories, as well as those originating from similar fields, in order to provide personalized, effective and innovative care;
- identifying the most recent innovations, as well as those expected, in the disciplinary areas relevant to priority health problems that might lead to specific organizational needs (e.g., cardiovascular, neurological, oncological and chronic degenerative diseases, field of palliative care);
- acting on the basis of innovative models of nursing, pediatric nursing and midwifery care (e.g., advanced clinical methods, case management, telemedicine);

- assessing the outcomes of nursing, pediatric nursing and midwifery care and being able to identify ways of improving the overall care results;
- adopting the main methodological approaches concerning systems of classification and investigation of phenomena of interest for nursing, pediatric nursing and midwifery care (e.g., Nursing Minimum Dataset);
- designing, implementing and assessing interventions of health promotion and prevention (primary, secondary and tertiary);
- designing, implementing and assessing interventions of takeover and community reintegration of patients suffering from chronic disabling diseases during all stages of the disease, including the end-of-life stage;
- monitoring care and being able to provide professional advice, using information based on the best available scientific evidence and promoting multi-professional dialogue.

Educational competencies

- Developing Nursing/Pediatric Nursing/Midwifery education;
- designing, conducting, assessing tutoring activities and the coordination of professionalizing activities at the university level in relation to First- and Second-cycle Degree courses, Postgraduate courses and First- and Second-Level "Master" courses;
- designing processes of professionalizing education on the basis of experiential learning models;
- designing, introducing and assessing systems of continuing education;
- implementing interventions of organizational and/or educational monitoring and ensuring the progressive autonomy of the supervised student;
- adopting the main tutoring educational methods, adapting them to the specific needs of the target, the learning outcomes and the different relational and learning styles;
- adopting models and instruments for the assessment of learning processes, educational effectiveness and educational impact on individual performances, service quality and clinical outcomes;
- adopting principles, strategies and methods to manage the helping relationship;
- adopting strategies aimed at promoting processes of multi-professional and organizational integration;
- adopting principles, strategies and methods to lead professional and interprofessional working groups;
- designing, implementing and assessing – in collaboration with other professionals – educational interventions and individual, family/reference persons and community support interventions for the self-management and control of risk factors and health problems.

Research competencies

- Identifying the peculiarities of the methodology of qualitative and quantitative research, their methods and instruments;
- applying the methodological bases of research to nursing, pediatric nursing and midwifery clinical practice, as well as to the organization of healthcare services and of university and continuing education;
- identifying specific research problems and areas in the clinical, organizational and educational fields;

- contributing to the design and conduction of research projects developing an intersectoral and interdisciplinary view;
- interpreting the research results, critically assessing their relevance in relation to their possible transferability/application in professional, management and educational practice.

*This document was translated from Italian into English by Ilaria Papangelo
(Traduzione dall'italiano all'inglese a cura di Ilaria Papangelo)*



**UNIVERSITÀ
DEGLI STUDI
DI UDINE**



**UNIVERSITÀ
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DI TRIESTE**

Appendix 2 – Self-learning plan

PIANO DI AUTOAPPRENDIMENTO

da trasmettere al Supervisore

Nome **Cognome** **Matricola**

Azienda/Università/Istituto ospitante

Sede/i di stage **Dipartimento**

Tutor-Referente di Stage Dott./Dott.ssa/Prof./Prof.ssa
.....

Periodo di stage proposto dal / / **al** / /

Motivazione della scelta dello stage

--

Obiettivi formativi (coerenti con Allegato 1 e Scheda SUA-CdS; si suggerisce di declinarli/renderli specifici)	Modalità che si prevede di attivare per raggiungere gli obiettivi	Metodi e strumenti a supporto necessari/prerequisiti	Indicatori di risultato attesi

Firma studente/studentessa

Udine/Trieste, / /

Dott./Dott.ssa



Appendix 3.a – Training project – University of Trieste

PROGETTO FORMATIVO

(rif. Convenzione¹ n. stipulata in data/.../.....)

Cognome e nome del tirocinante
 codice fiscale..... nato a il/...../.....
 residente a..... via/piazza..... n.....
 cellulare e-mail
 Corso di Studio
 Soggetto disabile ² SI NO

Azienda ospitante / Libero professionista.....

 Sede amministrativa
 P.IVA..... Cod. Fiscale.....
 Sito web.....
 Attività preminente.....
 Numero dipendenti a tempo indeterminato ³.....

Aree di interesse aziendale per i tirocini:

Ambiti per i corsi di laurea triennali	• • •	• • •	• • •	• • •
Ambiti per i corsi di laurea magistrali	• • •	• • •	• • •	• • •

Progetto: Obiettivi e modalità del tirocinio (descrizione delle attività):

Settore aziendale di inserimento del tirocinante ⁴.....

Sede/i del tirocinio (stabilimento/reparto/ufficio) ⁵:.....

.....

Tempi di accesso ai locali aziendali ⁶:

Totale ore settimanali di tirocinio previste ⁷:

Periodo di tirocinio ⁸ n. mesi dal/...../..... al/...../.....

Tutor universitario:

(contatti: tel. 040 558...../....., e-mail:@units.it)

Tutor aziendale:

Posizione ricoperta.....

(contatti: tel....., e-mail.....).

Crediti formativi universitari ⁹CFU

Facilitazioni previste (es. borse di studio, mensa, alloggio, rimborso spese, ecc.):

.....

Polizze assicurative ¹⁰:

- Infortuni sul lavoro INAIL: gestione per conto dello Stato prevista dal combinato disposto dagli artt. 127 e 190 del T.U. INAIL (DPR N. 124/65) e regolamentato dal D.M. 10.10.85
- Responsabilità civile verso terzi: N° ITCASC17605

Trieste, _____

Il tirocinante

Per l'Università degli Studi di Trieste

Prof./prof.ssa.....

Per l'ente ospitante

.....

NOTE

- 1) Il Progetto Formativo va allegato alla Convenzione (DM 142/98 art. 4, D. Pres. FVG 103/2010).
- 2) Ai sensi dell'art. 18, comma 1, lettera d) della legge n. 196/97, nel caso di persone disabili o portatrici di handicap la durata del tirocinio non può superare i ventiquattro mesi *“da modulare in funzione della specificità dei diversi tipi di utenti”*.
- 3) Il datore di lavoro è tenuto a rispettare i limiti massimi di tirocinanti ospitabili stabiliti dall'art. 1 del D.M. 142/98 in relazione al numero dei propri dipendenti a tempo indeterminato.
- 4) Il tirocinio può svolgersi anche in più settori operativi della medesima organizzazione lavorativa (art. 4, D.M. 142/98).
- 5) Indicare tutte le sedi di svolgimento abituale del tirocinio, ai fini della copertura assicurativa del tirocinante. In caso di attività svolte occasionalmente in altro stabilimento o fuori sede è necessario darne preavviso scritto alla controparte.
- 6) Indicare gli orari di accesso alla sede di lavoro, che devono includere, ai fini assicurativi, gli orari di ingresso e uscita del tirocinante. In caso di attività svolte al di fuori di questi orari, è necessario darne preavviso scritto alla controparte.
- 7) L'orario settimanale vale al fine del computo delle ore totali di tirocinio. Eventuali assenze possono essere recuperate nelle settimane successive, previo consenso da parte del tutor aziendale e del tutor accademico.
- 8) Vedasi l'art. 18, comma 1, lettera d) della legge n. 196/97.
- 9) Se previsti, vanno concordati preventivamente con il tutor universitario.
- 10) In particolare, per quanto riguarda gli infortuni sul lavoro, il tirocinante deve seguire le procedure indicate alla pagina *“Assicurazione degli studenti contro gli infortuni”* (<http://www.units.it/dida/ordamm/?file=NormeInfortuni.inc>).

Appendix 3.b – Training project – University of Udine

PROGETTO FORMATIVO

(rif. Convenzione¹ n. stipulata in data/.../.....)

Cognome e nome del/la tirocinante
 codice fiscale..... nato/a a il/...../.....
 residente a..... via/piazza..... n.....
 cellulare e-mail
 Corso di Studio
 Soggetto disabile ² SI NO

Azienda ospitante/Libero professionista.....

 Sede amministrativa
 P.IVA..... Cod. Fiscale.....
 Sito web.....
 Attività preminente.....
 Numero dipendenti a tempo indeterminato ³

Aree di interesse aziendale per i tirocini:

Ambiti per i corsi di laurea triennali	• • •	• • •	• • •	• • •
Ambiti per i corsi di laurea magistrali	• • •	• • •	• • •	• • •

Progetto: Obiettivi e modalità del tirocinio (descrizione delle attività):

Settore aziendale di inserimento del tirocinante ⁴

Sede/i del tirocinio (stabilimento/reparto/ufficio) ⁵

Tempi di accesso ai locali aziendali ⁶:

Totale ore settimanali di tirocinio previste ⁷:

Periodo di tirocinio ⁸ n. mesi dal/...../..... al/...../.....

Tutor universitario:
(contatti: 0432/....., e-mail:@uniud.it)

Tutor aziendale:
Posizione ricoperta.....
(contatti: tel....., e-mail.....).

Crediti formativi universitari ⁹CFU

Facilitazioni previste (es. borse di studio, mensa, alloggio, rimborso spese, ecc.):
.....

Polizze assicurative ¹⁰:

- Responsabilità per gli infortuni sul lavoro INAIL: ai sensi del D.P.R. 9.4.1999, n. 156, la copertura contro gli infortuni sul lavoro del tirocinante è assicurata mediante la forma della gestione per conto dello Stato.
- Responsabilità civile: polizza n. 404324742, compagnia AXA ASSICURAZIONI SPA.

Udine, _____

Il tirocinante

Per l'Università degli Studi di Udine
Prof./prof.ssa.....

Per l'ente ospitante
.....

NOTE

- 1) Il Progetto Formativo va allegato alla Convenzione (DM 142/98 art. 4, D. Pres. FVG 103/2010).
- 2) Ai sensi dell'art. 18, comma 1, lettera d) della legge n. 196/97, nel caso di persone disabili o portatrici di handicap la durata del tirocinio non può superare i ventiquattro mesi "*da modulare in funzione della specificità dei diversi tipi di utenti*".
- 3) Il datore di lavoro è tenuto a rispettare i limiti massimi di tirocinanti ospitabili stabiliti dall'art. 1 del D.M. 142/98 in relazione al numero dei propri dipendenti a tempo indeterminato.
- 4) Il tirocinio può svolgersi anche in più settori operativi della medesima organizzazione lavorativa (art. 4, D.M. 142/98).
- 5) Indicare tutte le sedi di svolgimento abituale del tirocinio, ai fini della copertura assicurativa del tirocinante. In caso di attività svolte occasionalmente in altro stabilimento o fuori sede è necessario darne preavviso scritto alla controparte.
- 6) Indicare gli orari di accesso alla sede di lavoro, che devono includere, ai fini assicurativi, gli orari di ingresso e uscita del tirocinante. In caso di attività svolte al di fuori di questi orari, è necessario darne preavviso scritto alla controparte.
- 7) L'orario settimanale vale al fine del computo delle ore totali di tirocinio. Eventuali assenze possono essere recuperate nelle settimane successive, previo consenso da parte del tutor aziendale e del tutor accademico.
- 8) Vedasi l'art. 18, comma 1, lettera d) della legge n. 196/97.
- 9) Se previsti, vanno concordati preventivamente con il tutor universitario.
- 10) In particolare, per quanto riguarda gli infortuni sul lavoro, il tirocinante deve seguire le procedure indicate alla pagina <https://www.uniud.it/it/didattica/area-servizi-studenti/servizi-studenti/tirocini/tirocini-per-studenti-1/documenti-utili> .

Appendix 4 – Suggestions for writing the reflective diary

The Diary has the function of making explicit and raising awareness of what happens when our mind receives information from the outside world: we actually ask ourselves whether this is new information or to what extent it is new, whether we are interested in learning this information and how important it is to us, whether we need to retain it, reuse it immediately, archive it or delete it. We also ask ourselves to what extent this new knowledge modifies our previous beliefs and contributes to shaping our cultural and professional, or simply personal, identity.

Writing a diary, when it comes to a “*cognitive diary*”, is the most important moment in which we can retrace the steps of a process made of fragments and write our learning history.

Given the way the internship has been designed, the diary allows students to reflect not only upon themselves, but also on the group, the relationships built and the knowledge used, comparing it with what identified by the colleagues of the host facility.

As the diary is based on personal experience, it should be written in a free and creative manner. However, it may be useful to take into consideration some of the following questions:

- which competencies I believed a professor, a manager, a leader in my profession should have; which of them I already had and to what extent, which care and organizational model I was adopting and how had I built my beliefs?
- which skills and knowledge I already knew I had, of which of them was I aware?
- which skills and knowledge have I acquired through the internship experience? In which areas do I feel stronger and more competent at the end of this training experience? Which capacities have I discovered in myself that were previously only known to me in partially? In which skills do I still feel weak and how could I develop them in the following years?
- to what extent have the training opportunities offered to me developed aspects of my experience?
- to what extent has this experience allowed me to understand the theoretical contributions and their transferability?
- which methods were used more frequently by professionals? Which of them can I apply in practice?
- how and to what extent has the internship contributed to my training?
- is this the area in which I expect to develop my skills?
- ...

During the internship, students can organize and write their diary as they wish. In the final internship Report, students can also add some excerpts of the diary, reworking them by selecting the most relevant paragraphs, which better highlight the reflection upon their learning experience. However, students are not required to attach the full version of the diary to their documents or to hand it at the end of the internship.

Appendix 5 – Internship attendance form

Nome Cognome Matricola

Azienda/Università/Istituto ospitante:
.....

Sede/i di stage Dipartimento

Tutor-Referente di Stage Dott./Dott.ssa/Prof./Prof.ssa
.....

Periodo di stage dal / / al / /

Data	Ora entrata	Ora uscita	Ore presenza	Attività svolte <i>(per categorie significative)</i>	Firma Tutor

Firma studente/studentessa

Dott./Dott.ssa

Timbro sede di Stage

Appendix 6. Internship final certificate – University of Udine
ATTESTAZIONE FINALE TIROCINIO

Cognome e nome del tirocinante:

residente a : via/piazza n.....

cellulare : e-mail.....

Corso di Studio :

Soggetto disabile SI NO

HA PARTECIPATO AL SEGUENTE TIROCINIO

Riferimento convenzione n.....prot.....

Progetto:.....
.....
.....
.....
.....
.....

Promosso da (soggetto promotore) Università degli Studi di Udine - Dipartimento di Medicina
.....

Svolto presso (soggetto ospitante)
dal al..... per un numero complessivo di giornate / mesi di attività
.....
CFU riconosciuti n.

Tutor universitario:

prof. /prof.ssa
(contatti: tel. 0432/::....., e-mail:@uniud.it)

Tutor aziendale:

(contatti: tel..... e-mail.....)

HA SVOLTO LE SEGUENTI ATTIVITA'

Attività oggetto del tirocinio ¹	Descrizione e valutazione sintetica dell'attività
Settore..... Area di attività..... Attività.....
Settore..... Area di attività..... Attività.....
Altra attività non ricompresa nell'Atlante del lavoro e delle qualificazioni (specificare).....

Udine, _____

Firma, per l'Università degli Studi di Udine prof./prof.ssa (Nome Cognome)

.....

Firma e Timbro, per il soggetto ospitante (Nome Cognome)

.....

¹ Descrivere, facendo riferimento al progetto formativo, le attività effettivamente svolte dal tirocinante, documentate e/o documentabili e suscettibili di valutazione.



Appendix 7 – Evaluation form

Nome **Cognome** **Matricola**

Azienda/Università/Istituto ospitante:
.....

Sede/i di stage **Dipartimento**

Tutor di Stage Dott./Dott.ssa/Prof./Prof.ssa

Periodo di stage dal / / **al** / /

Criteri suggeriti: Capacità di focalizzare l'osservazione sugli obiettivi e livello di raggiungimento degli obiettivi; capacità relazionale in contesti di lavoro formali; altre osservazioni.

Feedback

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Firma Tutor di Stage
Dott./Dott.ssa/Prof./Prof.ssa

Firma studente/studentessa
Dott./Dott.ssa

Firma Tutor Universitario
Dott./Dott.ssa/Prof./Prof.ssa


Appendix 8 – Internship quality assessment form
Azienda/Università/Istituto ospitante:

.....

Sede di stage **Dipartimento**

Tutor di Stage Dott./Dott.ssa/Prof./Prof.ssa

Periodo di stage dal / / **al** / /

1. Come valuteresti complessivamente la Tua soddisfazione relativamente all'esperienza di stage?

Molto insoddisfatto/a	Abbastanza insoddisfatto/a	Né soddisfatto/a né insoddisfatto/a	Abbastanza soddisfatto/a	Molto soddisfatto/a
-----------------------	----------------------------	-------------------------------------	--------------------------	---------------------

2. Come valuteresti complessivamente la congruenza dell'esperienza di stage rispetto alle tue iniziali aspettative?

Molto incongruente	Abbastanza incongruente	Né congruente né incongruente	Abbastanza congruente	Molto congruente
--------------------	-------------------------	-------------------------------	-----------------------	------------------

3. Come valuteresti complessivamente la congruenza dell'esperienza di stage con il Profilo di competenza del Laureato/a Magistrale in Scienze Infermieristiche e Ostetriche (Allegato 1), definito dalla Scheda SUA-CdS?

Molto incongruente	Abbastanza incongruente	Né congruente né incongruente	Abbastanza congruente	Molto congruente
--------------------	-------------------------	-------------------------------	-----------------------	------------------

4. Come valuteresti complessivamente la pertinenza/congruenza delle attività svolte durante l'esperienza per il raggiungimento degli obiettivi di stage prefissati?

Per niente congruenti	Poco congruenti	Né congruenti né incongruenti	Abbastanza congruenti	Molto congruenti
-----------------------	-----------------	-------------------------------	-----------------------	------------------

5. Il Tutor-referente di Stage è stato in grado di facilitare il tuo processo di apprendimento presso la sede di stage?

Per niente	Non molto	Abbastanza	Molto	Moltissimo
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6. Come valuteresti complessivamente il livello di soddisfazione relativamente al Tutor- Referente di Stage?

Molto insoddisfatto/a	Abbastanza insoddisfatto/a	Né soddisfatto/a né insoddisfatto/a	Abbastanza soddisfatto/a	Molto soddisfatto/a
-----------------------	----------------------------	-------------------------------------	--------------------------	---------------------

7. Come valuteresti complessivamente il livello di soddisfazione relativamente all'ambiente di apprendimento di stage (ad es., spazi, relazioni con il team, risorse, ecc.)?

Molto insoddisfatto/a	Abbastanza insoddisfatto/a	Né soddisfatto/a né insoddisfatto/a	Abbastanza soddisfatto/a	Molto soddisfatto/a
-----------------------	----------------------------	-------------------------------------	--------------------------	---------------------

8. Come valuteresti complessivamente l'efficacia delle strategie di orientamento e tutorato iniziali e in itinere attivate dal Corso di Laurea Magistrale Interateneo per la realizzazione dello stage?

Molto inefficaci	Abbastanza inefficaci	Né efficaci né inefficaci	Abbastanza efficaci	Molto efficaci
------------------	-----------------------	---------------------------	---------------------	----------------

9. Quali sono stati i punti di forza della tua esperienza di stage? (ad es., rispetto alla sede di stage, al Tutor-Referente, alle opportunità formative, ecc.).

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10. Ci sono alcuni aspetti che suggeriresti di migliorare per una piu' efficace realizzazione del progetto di stage? Se sì, specifica:

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.....

.....

11. Qualora ne avessi la possibilità, ripeteresti l'esperienza di stage o la suggeriresti ad uno studente/studentessa futuro/a del Corso di Laurea Magistrale?

 Sì

 No

Firma studente/studentessa Dott./Dott.ssa



ESEMPIO DI PIANO DI AUTOAPPRENDIMENTO

da trasmettere al Supervisore

Nome	Cognome	Matricola
Azienda/Università/Istituto ospitante		
Sede/i di stage	Dipartimento	
Tutor-Referente di Stage Dott./Dott.ssa/Prof./Prof.ssa		
Periodo di stage proposto dal / / al / /		

Motivazione della scelta dello stage: indicare il motivo per il quale si propone la sede di stage, riflettendo criticamente sugli obiettivi che si vogliono raggiungere in conformità al Profilo del Laureato/a Magistrale in Scienze Infermieristiche e Ostetriche.

Esempio:

La scelta della sede riflette la volontà di voler approfondire l'ambito delle competenze formative del Profilo del Laureato/a Magistrale in Scienze Infermieristiche e Ostetriche. In particolare, il mio interesse riguarda la comprensione e l'approfondimento dei modelli tutoriali attivati presso la sede scelta e l'influenza che gli stessi hanno sul percorso formativo degli studenti e delle studentesse. In particolare, l'interesse è volto ad approfondire in che modo la figura del Tutor Didattico (ambito formativo) sviluppa interazioni efficaci con l'ambito clinico al fine di assicurare un efficace supporto tutoriale.

Obiettivi formativi (coerenti con Allegato 1 e Scheda SUA-CdS; si suggerisce di declinarli/renderli specifici)	Modalità che si prevede di attivare per raggiungere gli obiettivi	Metodi e strumenti a supporto necessari/prerequisiti	Indicatori di risultato attesi
<p>Indicare con precisione quali competenze e capacità si desidera sviluppare attraverso l'esperienza di stage in conformità al Profilo del Laureato/a Magistrale in Scienze Infermieristiche e Ostetriche. Gli obiettivi specifici dovranno essere formulati e declinati in terza persona singolare.</p> <p><i>Domanda guida:</i> Quali sono gli obiettivi generali e specifici di stage che desidero raggiungere?</p>	<p>Indicare con precisione le modalità e strategie che verranno attivate per raggiungere gli obiettivi specifici, descrivendo anche il grado di autonomia e la responsabilità da raggiungere.</p> <p><i>Domanda guida:</i> Con che modalità potrei raggiungere ciascun obiettivo?</p>	<p>Indicare con precisione tutti gli strumenti che saranno adottati a supporto delle attività di stage e i prerequisiti necessari al raggiungimento degli obiettivi prefissati, oppure le modalità di integrazione degli stessi qualora non già in possesso dello studente/della studentessa.</p> <p><i>Domanda guida:</i> Con che metodi/strumenti a supporto potrei raggiungere gli obiettivi? Sono necessari dei prerequisiti? Se sì, ne sono in possesso?</p>	<p>Indicare con precisione gli indicatori misurabili di raggiungimento degli obiettivi prefissati da verificarsi al termine del periodo di stage, in accordo con il Tutor di stage/sede di stage.</p> <p><i>Domanda guida:</i> Con quali indicatori posso valutare il raggiungimento degli obiettivi prefissati al termine del periodo di stage?</p>

<p><i>Esempio:</i> <i>Obiettivo specifico 1) Al termine del periodo di stage, lo studente sarà in grado di co-progettare un'attività di debriefing di tirocinio per student* del 2° anno</i></p> <p><i>Obiettivo specifico 2) [...]</i></p>	<p><i>Esempio:</i> <i>- Approfondire le modalità di progettazione e conduzione di debriefing documentate in letteratura</i> <i>- Analizzare la pianificazione di un debriefing attraverso una checklist elaborata in base agli elementi cardine riportati in letteratura</i> <i>- Collaborare con un esperto nella co-progettazione di almeno due attività di debriefing</i> <i>- Predisporre in autonomia una proposta di progettazione di una attività di debriefing</i></p> <p><i>[...]</i></p>	<p><i>Esempio:</i> <i>Prerequisiti: conoscenze sui modelli tutoriali teorici di riferimento. Tali conoscenze saranno implementate attraverso lo studio del testo: Zannini, L. (2005). La tutorship nella formazione degli adulti: uno sguardo pedagogico (Vol. 32). Guerini scientifica.</i></p> <p><i>[...] Strumenti:</i> <i>- Il modello delle 3 D del Debriefing (Defusing/ Discovering/Deepening) (ad es., Zigmont et al., 2011).</i> <i>- Domande utili alla conduzione del debriefing (ad es., Kolbe et al., 2015).</i> <i>- Guida al tirocinio per gli student* del Corso di Studi.</i></p> <p><i>[...]</i></p>	<p><i>Esempio:</i> <i>Coerenza della proposta di progettazione elaborata secondo i modelli tutoriali teorici di riferimento, in cui siano tenute in considerazione l'obiettivo di debriefing, la numerosità degli student*, il contesto di tirocinio, l'anno di corso, a quante esperienze di debriefing sono stati esposti/e e quali sono le loro esperienze pregresse.</i></p> <p><i>[...]</i></p>
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Firma studente/studentessa

Udine/Trieste, / /

Dott./Dott.ssa