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**Innovation and Competence:  
The Historical Evolution of Nursing  
Education in Italy as a Foundation for a  
Safer Tomorrow**





**Past**



**Present**



**Future**



# Past





**Royal Decree of 15 August 1925, No. 1832**

**This decree provided for the establishment of Residential Professional Schools “*Scuole Convitto*” for Registered Nurses and Health Visitors**



**Royal Decree of 21 November 1929, No. 2330**

**Approval of the regulations for the implementation of Royal Decree of 15 August 1925, No. 1832, Concerning Residential Professional Schools for Registered Nurses and Health Visitors**

## Royal Decree - November 21st 1929 n°2330

It gives rules to the Residential Professional Schools  
“Scuole Convitto”

### Administration of the School

- ✓ The Schools must have a Statute
- ✓ A board of directors
- ✓ A medical and nurse director
- ✓ The [female] director must supervise the moral education of nurses

### Admission to the School

- ✓ Age 18 – 35 years
- ✓ A declaration on the moral integrity by two reputable people known by the board of directors
- ✓ Middle School Certificat, but if candidates were few, also elementary school certificat could be accepted



# When Does the Nursing Education in the University Start?

## Decree of the President of the Republic May 24th 1965 n° 775

The Sapienza University in Rome establishes a Special School for Directors and Teachers of Nursing Care



Two year course in the Institute of Hygiene

**Aim of the school:**

To educate directors of nursing services and teachers of the nursing schools



In 1969 the same school is established at the Catholic University of Rome

**THE STRASBOURG  
AGREEMENT**  
25 October 1969

The Countries members of the European  
Council establish the minimum  
requirements for nursing education

**ITALIAN RATIFICATION**  
Law of 15 November 1973  
No. 795

### **Modifies the Nursing Schools based on the Strasbourg Agreement**

#### **Entry Requirements:**

- Three-year program
- Minimum age of 18 years
- Completion of 10 years of education



#### **Total Program Hours: 4,600**

- One-third theoretical instruction
- Two-thirds practical training

**This title is acknowledged in  
all European Union**

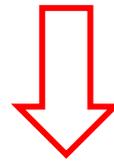
- ✓ It gives precise contents of the disciplines to be taught
- ✓ Clinical practice
  - ✓ 700 hours in the first year
  - ✓ 900 in the second year
  - ✓ 1250 in the third year
- ✓ The nursing school must have a director
- ✓ One teacher per 15 students
- ✓ Final exam: written, oral and practical

# 1971. L'INGRESSO DEGLI UOMINI NELLA PROFESSIONE INFERMIERISTICA

*La legge 124 del 1971 sancisce l'ingresso degli uomini nella professione infermieristica, rompendo secoli di esclusività femminile*



Residential Professional  
Schools for  
(female) nurses



Schools for  
Professional Nurses



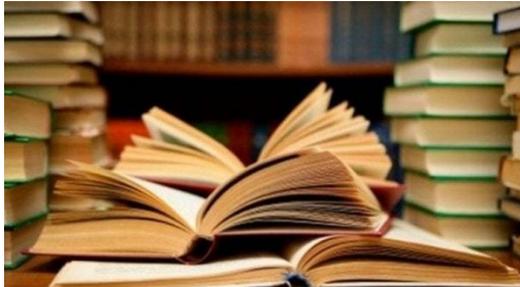
Also men can become nurses

The residential professional schools for (female) nurses are abolished

**Decree of the President of the Republic  
March 14th 1974 n. 225**

**“Modifica del Mansionario del 1940” (Job description of nurses)**

- ✓ It is a rigid list of activities that nurses can do by law;
- ✓ Only activities listed in the «Mansionario» can be done!
  - ✓ Some activities can be done only with the supervision of MDs
    - ✓ e.g. EKG; urinary catheterization in man
  - ✓ The intravenous injection can be done only in the hospital



**Nurses do not like that they should «assist the MD in ward activities»**



# Present



# Law 19 November 1990 n.341

Reform the Italian University Curricula

University Diploma in Nursing Science

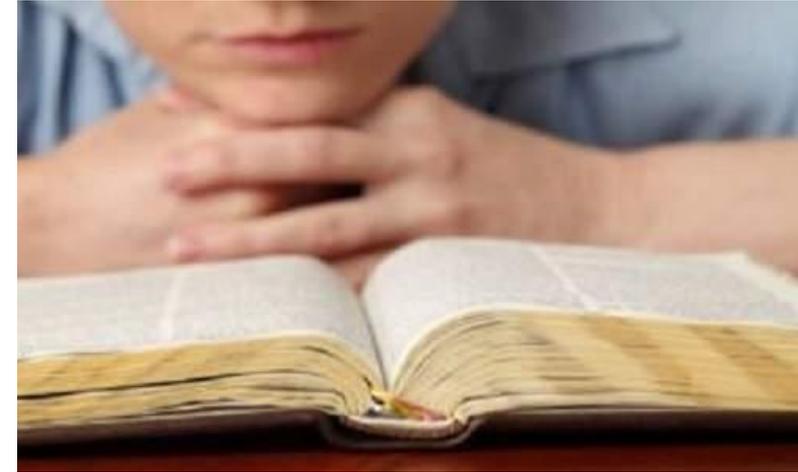


**The University Opens Its Doors to Nurses**

## Decree of the Ministry of Health, 14 September 1994 n.739

### Professional Profile of the Nurse

- ✓ The nurse in the health care professional responsible of the general nursing care
- ✓ The preventive, curative and rehabilitative nursing care has a technical, relational and educative nature
- ✓ The principal functions of nursing care are the illness prevention, the care to sick and disabled people at each age and the health education



#### The nurse:

- ✓ identifies the health needs of individuals and community and formulates the related objectives;
- ✓ plans, manages and evaluates the nursing care interventions;
- ✓ guarantees the correct application of the medical prescriptions;
- ✓ works in public, private, community and home settings, as an employee or freelancer

<b>Public Health</b>	Public Health Nurse
<b>Pediatrics</b>	Pediatric Nurse
<b>Mental Health</b>	Psychiatric Nurse
<b>Geriatrics</b>	Geriatric Nurse
<b>Critical Care</b>	Critical Care Nurse

## Law 26 February 1999, n. 42



- ✓ It abrogates the Job Description “Mansionario”
- ✓ The nurse is defined as “health-care profession
- ✓ Work activities of nurses can be done in accordance with their education (also master education) and the Code of Conduct

1994



1999

### Nursing Education

- ❖ 1990  
University Diploma
- ❖ 1992-1993  
Legislative Decree no 502/92; 517/93
- ❖ 2001-2002  
Bachelor Degree
- ❖ 2004-2005  
Master Degree
- ❖ 2006-2007  
Doctoral Degree
- ❖ 2011-2012  
Implementation 270/04



### Regulation of Professional Practice

- ✓ 1994 DM 739
  - ✓ Professional Profile of the Nurse
- ✓ 1999 - Law 42/99
  - ✓ Abolishiion of the Job Description
  - ✓ From an Auxiliary Profession to an Intellectual Profession
  - ✓ Code od Ethics of Nurses
- ✓ 2000 - Law 251/2000
  - ✓ Executive Leadership in the Health Professions
- ✓ 2006 - Law 43
  - ✓ Transformation of Professional Associations into Orders
  - ✓ Career possibilities
- ✓ 2009 – Resolution IPASVI
  - ✓ Approval of the New Code of Ethics for Nurses
- ✓ 2018 – The Lorenzin Reform
  - ✓ Establishment of FNOPI (Federation of Nurses' Orders)



In 1998 four Ministers of Education from France, Italy, Germany and UK complain about the scarce use of student mobility within the EU countries

✓ **In 1999, The Bologna Process starts with the following objectives:**

- ✓ To create a European Higher Education Area;
- ✓ To give a social dimension to higher education;
- ✓ To create the system of educational cycles (Bachelor, Master and PhD);
- ✓ To create a system of titles: similar degree around EU;
- ✓ To create a system of credits (European Credit Transfer and Accumulation System, ECTS);
- ✓ To stimulate mobility of students;
- ✓ To improve high standard quality of university education;
- ✓ To stimulate Lifelong Learning;
- ✓ To improve international competitiveness
- ✓ The Bologna Process is still ... in process

il processo di  
**BOLOGNA**





il processo di  
**BOLOGNA**



What did it happen in nursing education after the Bologna Process?

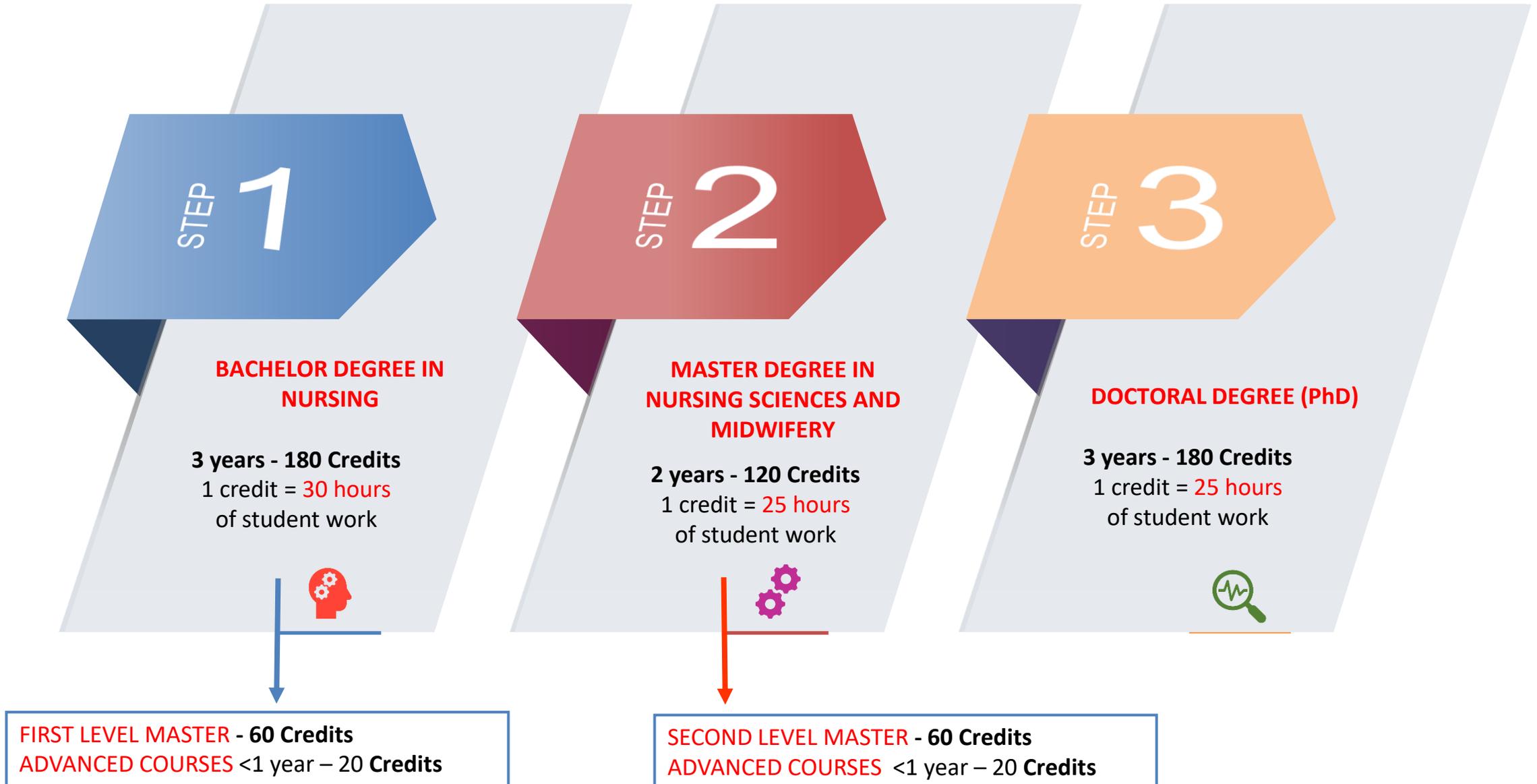


Decree of the Ministry of University  
3 November 1999, no. 509



The University Diploma in Nursing  
becomes a  
Bachelor Degree in Nursing

# Decree of the Ministry of University No. 509/99



# Law 43/2006

- ✓ **Professionals** with a bachelor degree (...)
- ✓ **Professional Coordinators** with a first-level master's degree in management or for coordination functions
- ✓ **Professionals Specialist** with a first level master
- ✓ **Professionals managing** with a second level master



**PROFESSIONAL PRACTICE**

# 2006 – The Introduction of PhD Programs in Nursing Science in Italian Universities

According to the law 240/2010, the PhD becomes mandatory for academic career



University of  
l'Aquila

University  
of Genova



University  
of Florence

Tor Vergata  
University of Rome



# NURSING PROFESSION AND ACADEMIA





SAPIENZA  
UNIVERSITÀ DI ROMA

# First Recruitment for Associate Professor in General and Clinical Nursing Sciences Official Gazette no. 75, 21.09.1999





NOTAIO ANTONIO GUNNELLA

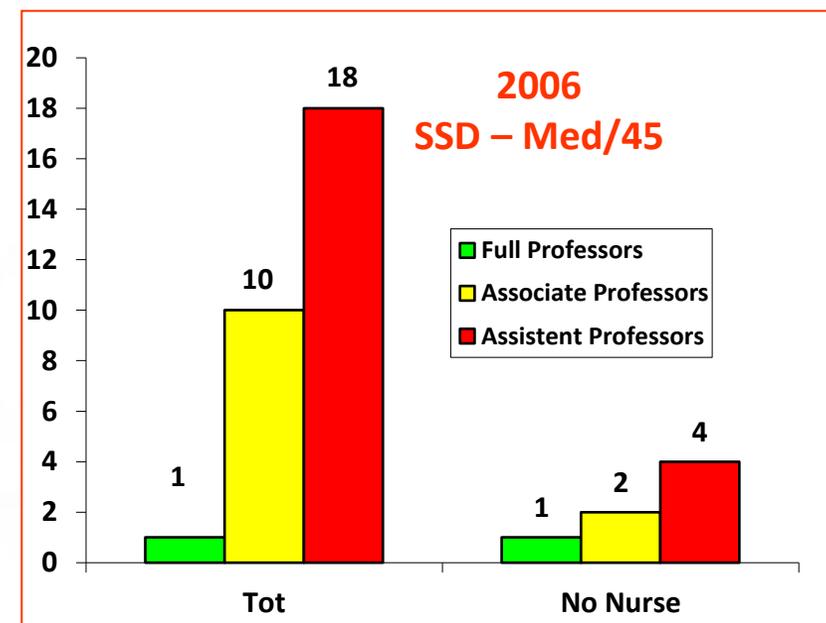
Firenze il 15.12.2006  
Spett.le AGENZIA DELLE ENTRATE DI FIRENZE

Certifico io Dr. Antonio Gunnella, notaio in Firenze, che con atto in data odierna, si è costituita la società SOCIETA' ITALIANA DI SCIENZE INFERMIERISTICHE S.r.l.S.l., con sede in Firenze attualmente in via Giuliana n. 11 capitale sociale euro  
L'Associazione ha come scopo con esclusione di qualsiasi lucro:  
a) Favorire il progresso culturale delle Scienze Infermieristiche.  
b) Favorire il progresso della didattica e della ricerca nel campo delle Scienze Infermieristiche.  
c) Fornire linee di indirizzo per gli insegnamenti disciplinari nei vari ambiti accademici attraverso un aggiornamento continuo dei propri esperti specifici, nel pieno rispetto dell'autonomia dei singoli atenei e in sinergia con tutte le componenti istituzionali e professionali, mediante scambi di informazioni e di studio dei problemi comuni.  
d) Collaborare con le istituzioni, Enti pubblici e privati, istituti ed associazioni italiane ed internazionali, per il progresso del settore scientifico-disciplinare MED45-Scienze Infermieristiche Generali, Cliniche e Pediatriche, e per la valorizzazione delle Scienze Infermieristiche nei programmi di politica sanitaria  
e) Diffondere e valorizzare la conoscenza delle scienze Infermieristiche in ambito universitario.  
f) Promuovere progetti di ricerca originali attraverso la rete dei propri associati, anche in collaborazione con istituzioni ed enti pubblici e privati e altre società scientifiche.  
g) Promuovere programmi annuali di aggiornamento, formazione permanente e continua, residenziale e a distanza anche in collaborazione con altri soggetti terzi e altre società scientifiche.  
h) Elaborare, aggiornare e diffondere indirizzi e linee guida per il miglioramento della pratica assistenziale infermieristica, anche in collaborazione con istituzioni ed enti pubblici e privati, proponendo idonei protocolli di validazione e sperimentazione dagli stessi.  
La Società esclude tra le proprie finalità quelle a carattere sindacale.  
La società sarà inizialmente amministrata da un Consiglio Direttivo composto da tre membri, nella persona dei signori:  
Chesi Paolo - Presidente, Fasoli Filippo - segretario, Meloni Maria - Tesoriere  
Si rilascia per l'Agenzia delle Entrate.



## A Bit of History

Total 29 – 7 no nurses

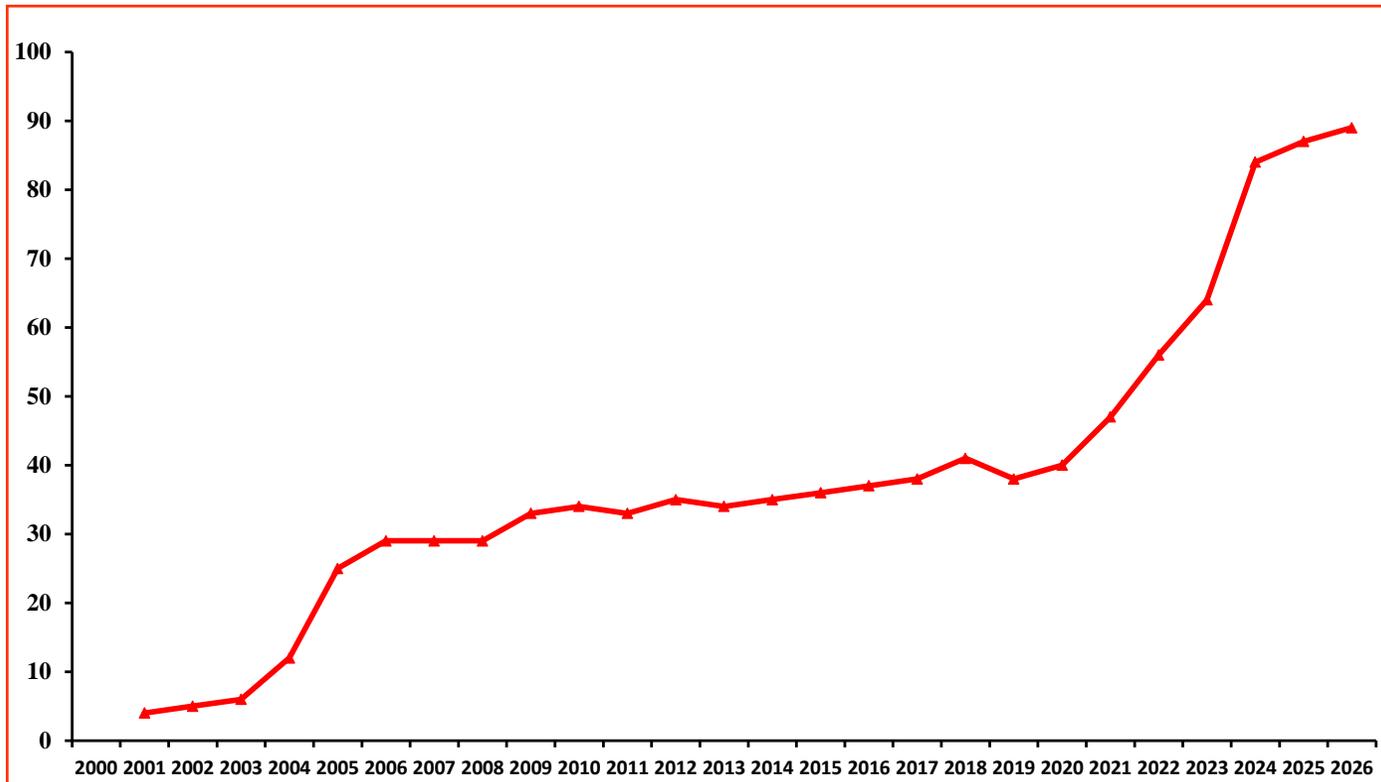


Source Mur - Cineca 31 December 2006

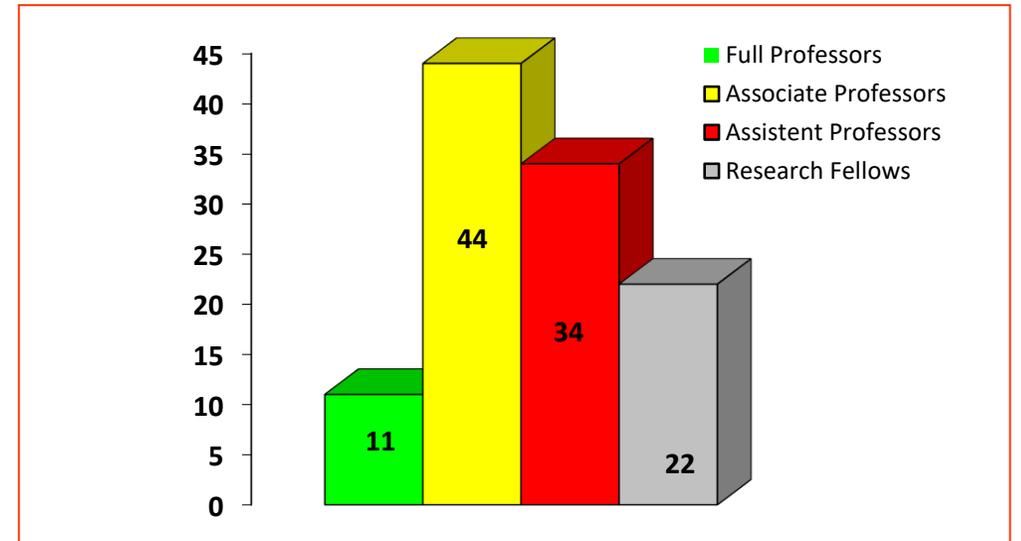
Association of Nursing Professors  
(MED/45)  
(Advisory and Consultative Body)

24% no nurses

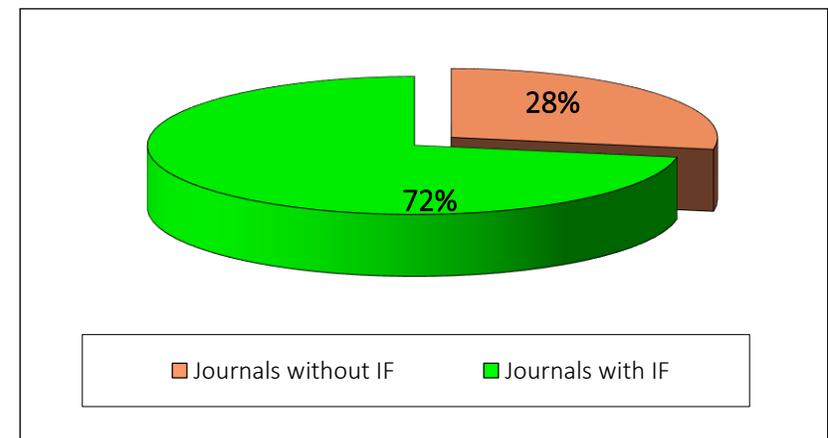
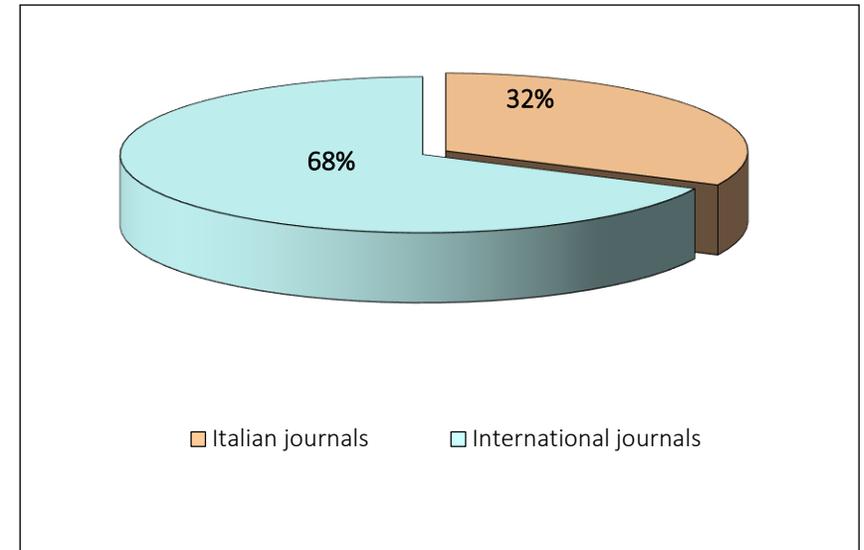
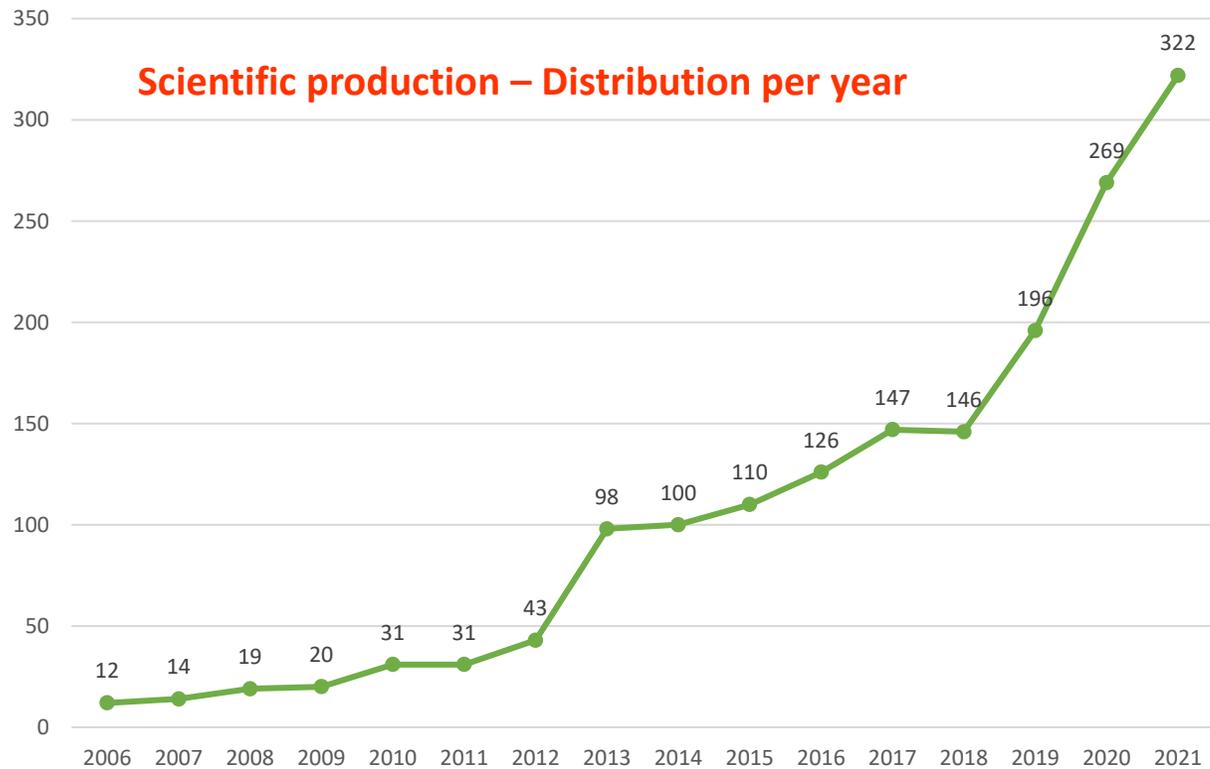
# University Professors of Nursing Science From 2000 to 2026



**Total 89**  
**2 No Nurses in Southern Italy**  
1 - Full Professor  
1 - Associate Professor

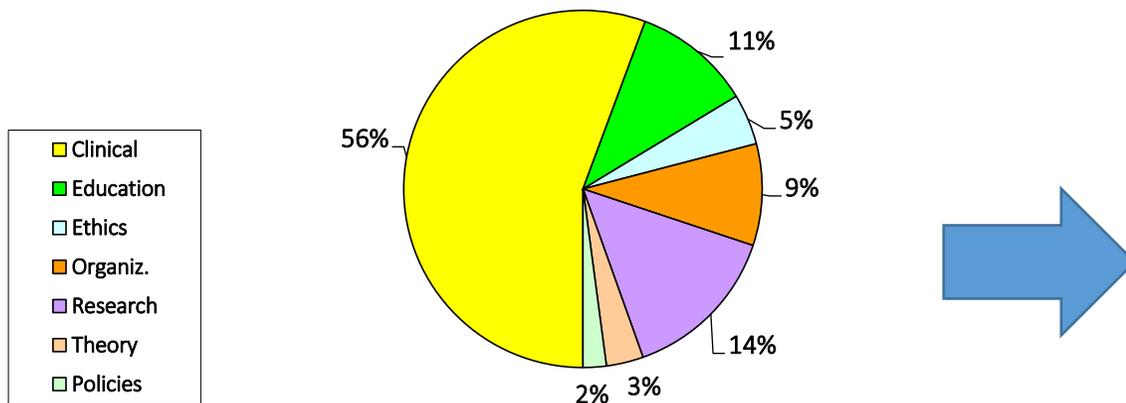
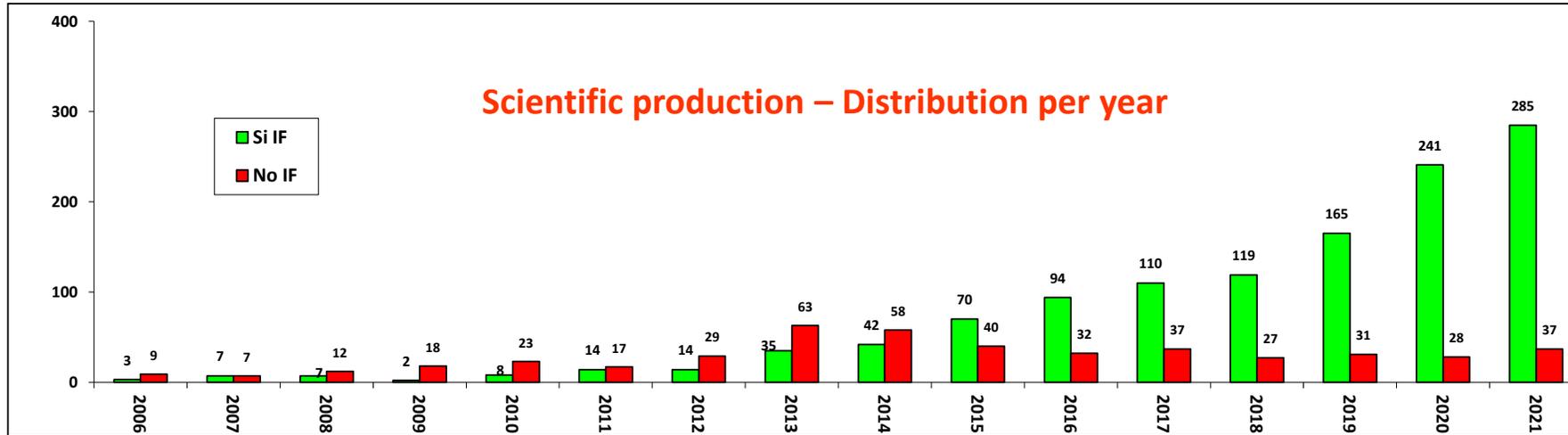


# Nursing Discipline Scientific production – Doctoral Programs Years 2006 -2021 Total 1684 Articles



Source: Scopus – January 2022

# Nursing Discipline Scientific production – Doctoral Programs Years 2006 -2021 Total 1684 Articles



Topics	IF 0-0.99	IF 1.0-1.49	IF 1.5-1.99	IF 2.0-20.00	Total	%
Clinical	167	126	241	410	944	56%
Education	36	45	61	44	186	11%
Ethics	6	1	77	0	84	5%
Organization	75	16	46	15	152	9%
Research	63	41	68	63	235	14%
Theory	0	16	18	16	50	3%
Policies	16	6	9	2	33	2%
<b>TOTAL</b>	<b>363</b>	<b>251</b>	<b>520</b>	<b>550</b>	<b>1684</b>	<b>100%</b>

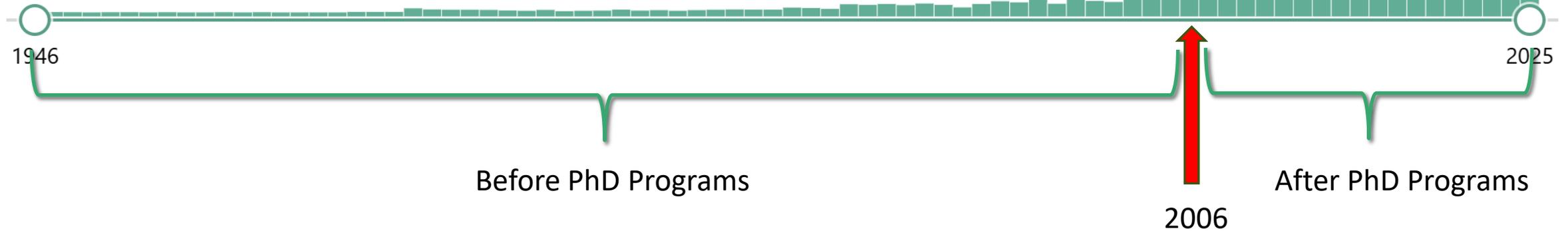
Sorce: Scopus – January 2022

# Trend in nursing science production

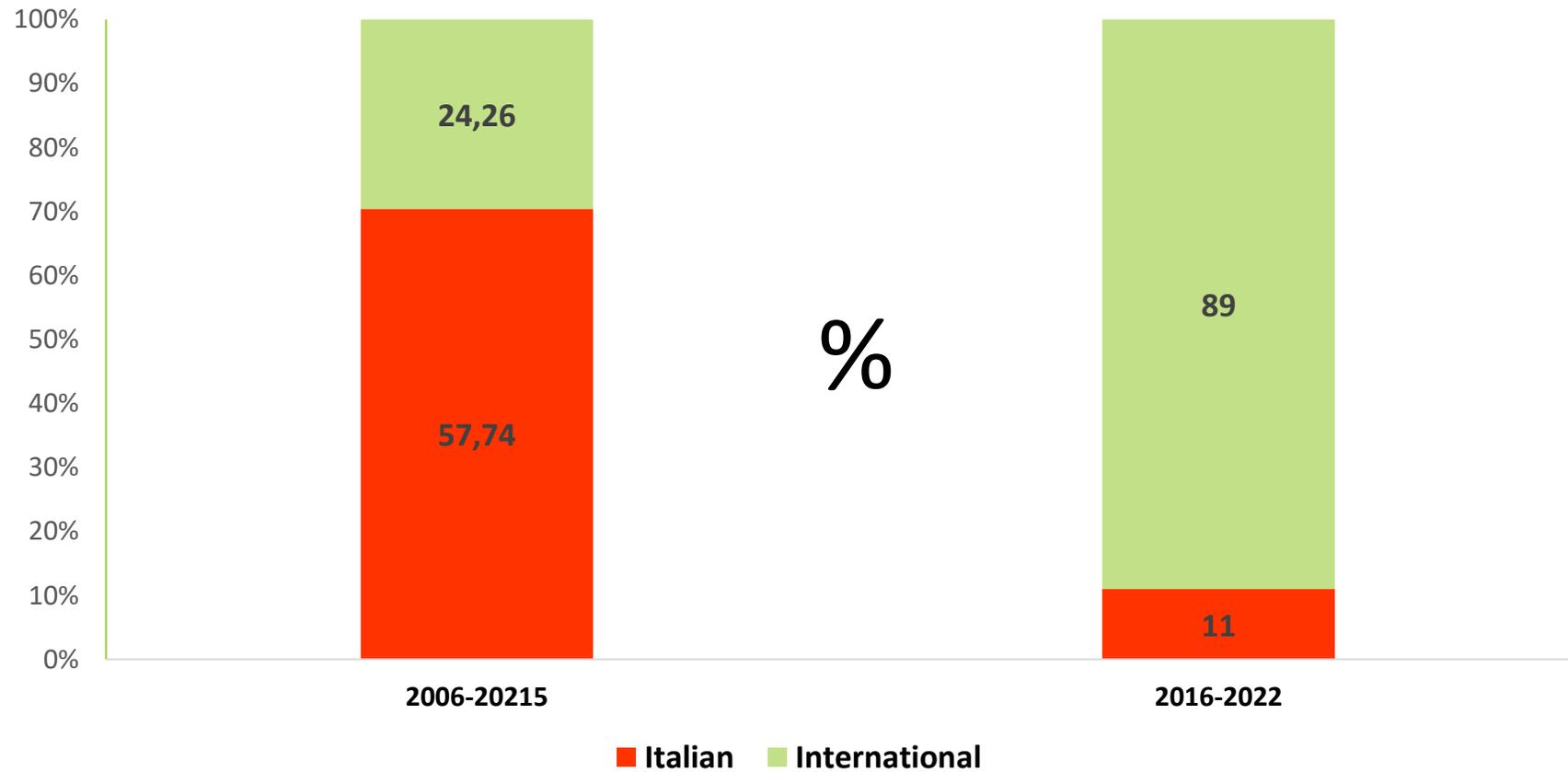
RESULTS BY YEAR

10,205 results

Page 1 of 1,021



# Publications in National and International Journals (2006-2015 - 2016-2022)



## Articles published in journals with Impact Factor $\geq 2$

	Topics	IF 0-0.99	IF 1.0-1.49	IF 1.5-1.99	IF 2.0-20.00	Total
2006 - 2015	Clinical	27	20	39	66	152
	%	17,7	13,1	25,6	43,4	100%
2016 - 2022	Clinical	37	27	16	298	378
	%	9,7	7,1	4,23	78,8	100%



## Career development Answers from the university

### Doctoral Degree Programs

- ✓ About 1000 - Doctors in Nursing Sciences
- ✓ More than 250 - Doctoral students
- ✓ No precise data are available on nurses who have obtained or are enrolled in PhD programs outside the nursing discipline



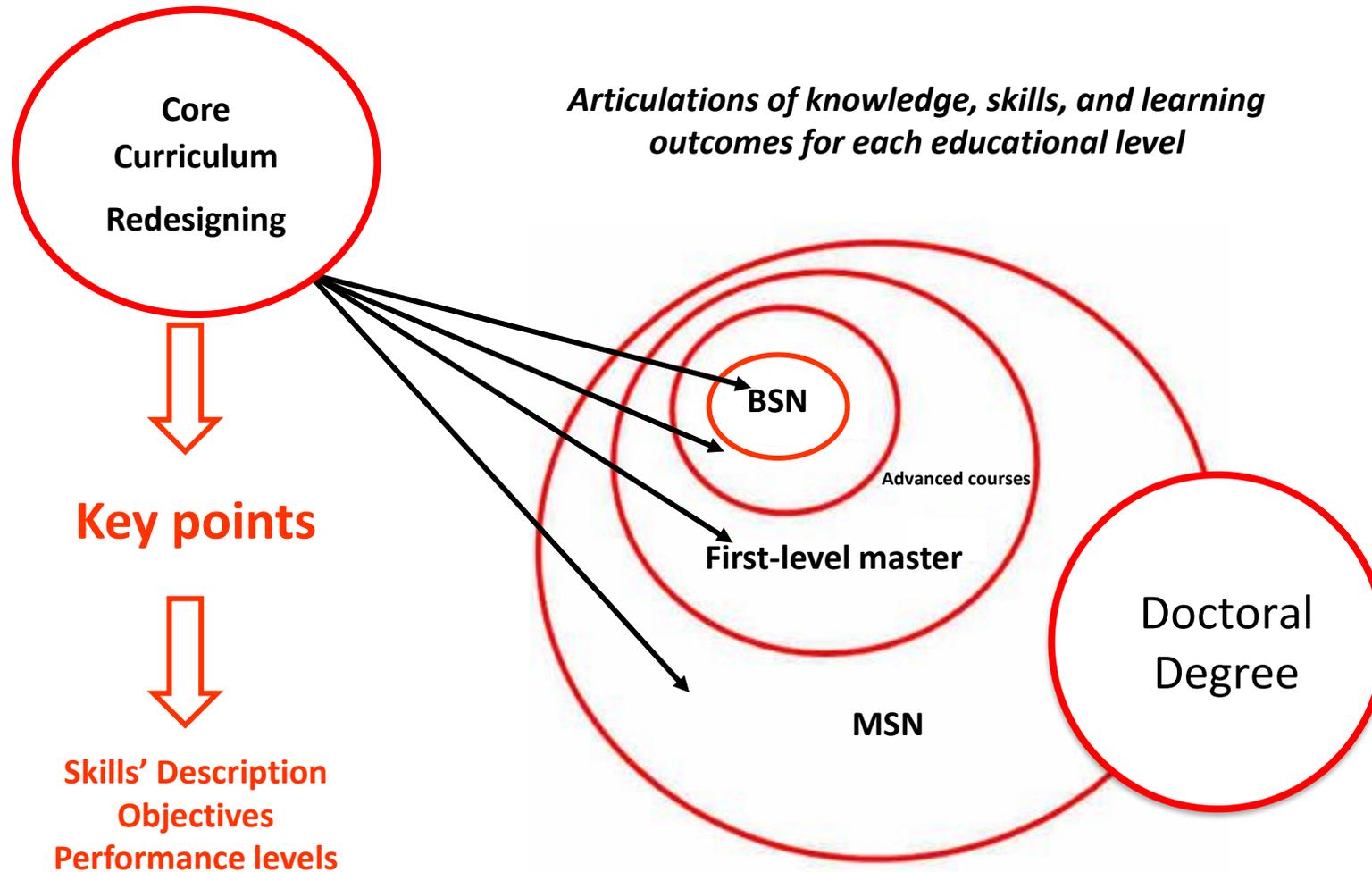


... so what comes next?

# Future



# Actions in: institutional, educational, communicational and organizational setting - Redesigning Curricula



Bachelor Degree  
in Nursing

BSN in primary care and  
family and community  
nursing

Abolition of the Bachelor  
Degree in Pediatric  
Nursing

Management-Oriented  
Master's Degree in  
Nursing

Clinical-Oriented  
Master's Degree in  
Nursing

BSN in intensive and  
emergency nursing

Doctoral Degree

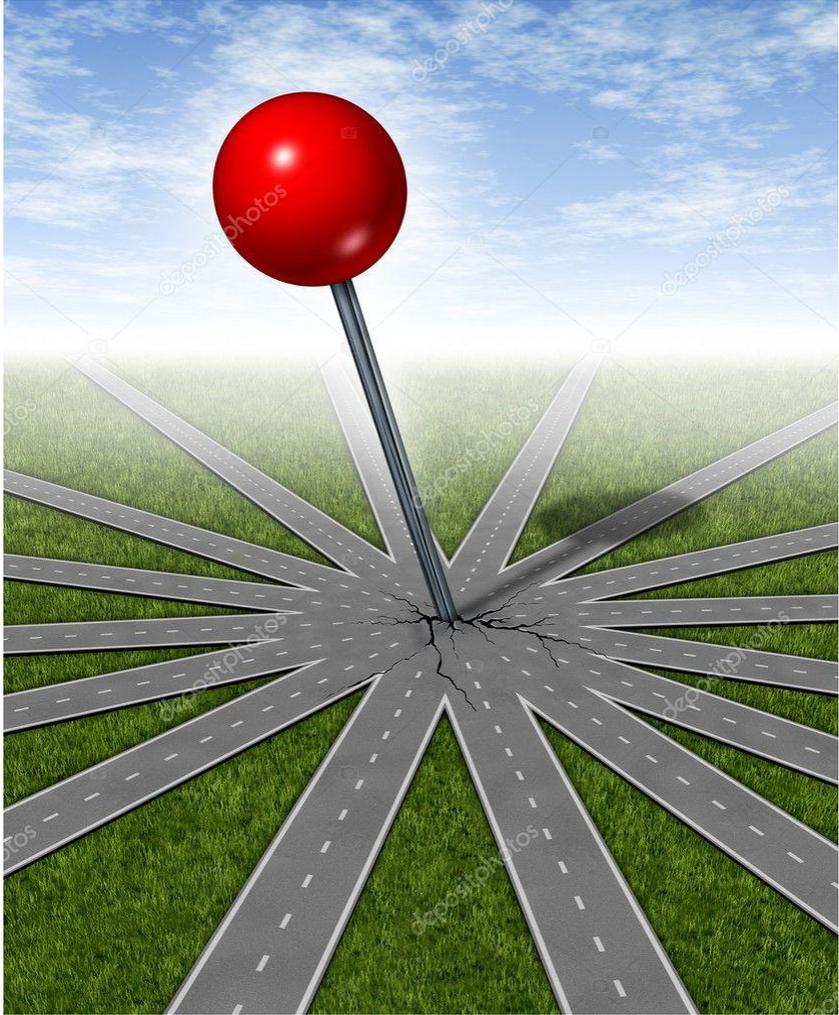
BSN in neonatal and  
pediatric care



Sustainability challenges: complex organization and  
high costs associated with multiple master's tracks and  
limited enrollment



**Education**



**Nursing Profession**

## Building Synergy to Advance Professional Competencies in Advanced Clinical Practice



- ✓ Fostering the Advancement of Nursing Research
- ✓ Promoting and Accelerating the Translation of Nursing Science into Clinical Practice

- ✓ Improving Quality of Care
- ✓ Expanding Access to Healthcare Services
- ✓ Reducing Healthcare Costs
- ✓ Strengthening the Attractiveness of the Nursing Profession



Building an Academic Nursing Faculty Strongly Anchored in Clinical Practice

# Why Should We Invest in Specialized Nursing Education?

ORIGINAL ARTICLE

## Value of Nurse Practitioner Inpatient Hospital Staffing

Linda H. Aiken, PhD,\*† Douglas M. Sloane, PhD,\* Heather M. Brom, PhD,\*†‡  
Barbara A. Todd, DNP,\*§ Hilary Barnes, PhD,\*|| Jeannie P. Cimiotti, PhD,\*¶  
Regina S. Cunningham, PhD,\*§ and Matthew D. McHugh, PhD, JD\*†

*Medical Care* • Volume 59, Number 10, October 2021



Observational Study in 579  
American hospitals

**In hospitals with >3 specialist nurses per 100 beds  
vs. hospitals with <1 specialist nurse per 100 beds**

### **Patients:**

Lower 30-day mortality rates  
Reduced 7-day readmission rates  
Shorter length of hospital stay

### **Nurses:**

Higher job satisfaction  
Lower levels of burnout

Nurses with advanced competencies practice with broad autonomy and contribute to professional development through leadership in organization, education, and research. They serve as agents of change.

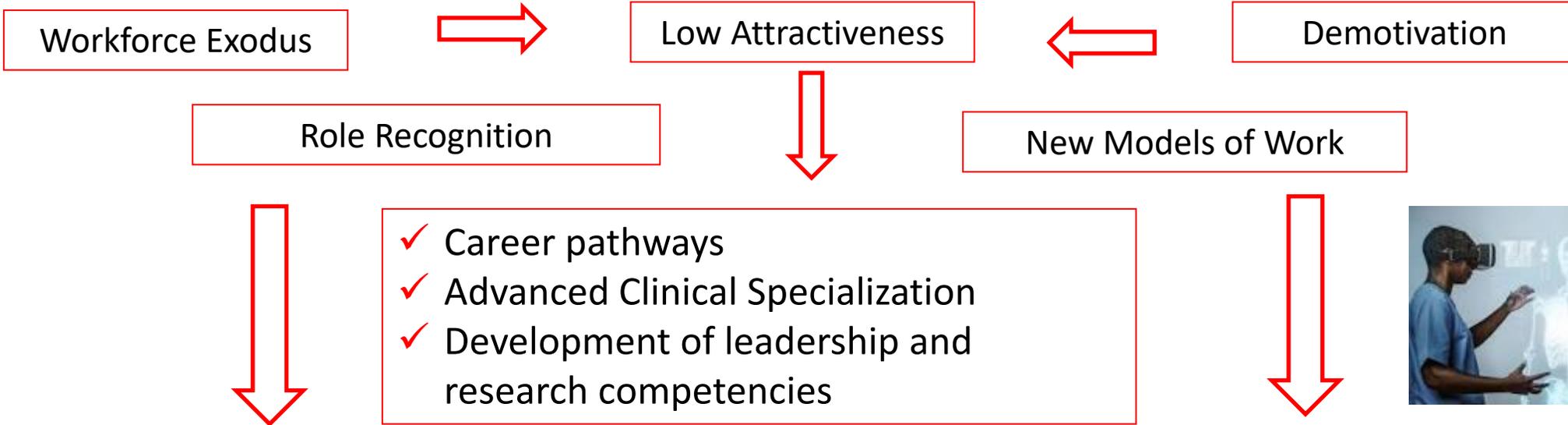
**Advanced Nursing Competencies Improve Clinical Outcomes**

## Advanced Nursing Practice Builds Innovative, High-Quality Healthcare Systems



- ✓ Research drives the development of advanced nursing competencies.
- ✓ By expanding research in clinical, organizational, and educational fields, nurses are better equipped to manage complex care challenges.
- ✓ Advanced education accelerates the translation of scientific evidence into practice and healthcare organizations.

# Innovation and Education



- ✓ Professional attractiveness is not driven by salary alone, but by perceived social impact and professional autonomy
- ✓ The nurse as a “Proximity Manager”: this narrative is what will fill classrooms with motivated students

- ✓ The introduction of flexible organizational models derived from social innovation reduces burnout and increases the sense of belonging



# Innovation and Education

Workforce Exodus

Low Attractiveness

Demotivation



Education

**Interprofessional Education Models**  
Education no longer happens in silos

**Changing Educational Models**  
Humanistic Digital Transition: use of AI and digital care tools



## Rebranding Rebranding the Profession

Young people (Generation Z and Alpha) are seeking careers with a strong **“social purpose.”**  
Presenting nursing as a profession of **social leadership and innovation** radically changes how young people perceive their future field of study



This is our history...

... a history that continues ....

"If we weren't optimists, we wouldn't be nurses.  
We are used to managing emergencies, and the crisis  
of our own profession is the most important  
emergency we must resolve today."

