



THE TRAJECTORY OF THE NURSING INTERN AT THE STATE UNIVERSITY OF LONDRINA: DOCUMENTARY ANALYSIS

A TRAJETÓRIA DO INTERNATO DE ENFERMAGEM DA UNIVERSIDADE ESTADUAL DE LONDRINA: ANÁLISE DOCUMENTAL

LA TRAYECTORIA DEL INTERNADO DE ENFERMERÍA EM LA UNIVERSIDAD ESTATAL DE LONDRINA: ANÁLISE DOCUMENTAL

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ABSTRACT

Objective: to analyze the trajectory of the nursing intern at the University from 1992 to 2012. **Method:** a descriptive, historical documentary in the qualitative approach. The theoretical framework of Paulo Freire was chosen for this study. The localization and identification of available documents will be made that describe the intern in the Nursing Course at UEL and an analysis of the documents will follow the research question. The dissertation's goal is integrated with the research project: Integrated curriculum of a nursing course: educational management and vocational training approved by the Ethics Committee of the University of Londrina CAAE: 0323.0.268 000-11. **Expected outcome:** seeks to contribute significantly to the practice of internship and produce new scientific publications, offering contribute with the structuring of other institutions thus strengthening articulation areas. **Descriptors:** Non-medical Intern; Nursing; Health Education.

RESUMO

Objetivo: analisar a trajetória do internato de enfermagem da Universidade Estadual de Londrina de 1992 a 2012. **Método:** estudo descritivo, do tipo histórico documental na abordagem qualitativa. Optou-se pelo referencial teórico de Paulo Freire. Serão feitas a localização e identificação dos documentos disponíveis que descrevam o internato do Curso de Enfermagem da UEL e a análise dos documentos seguirá a questão de pesquisa. A dissertação possui o seu objetivo integrado ao projeto de pesquisa: Currículo integrado de um curso de enfermagem: gestão pedagógica e formação profissional aprovado pelo Comitê de Ética da Universidade Estadual de Londrina CAAE: 0323.0.268 000-11. **Resultados esperados:** busca-se contribuir de forma significativa com a prática do internato e produzir novas publicações científicas, propondo contribuir com a estruturação de outras instituições fortalecendo assim espaços de articulação. **Descritores:** Internato não Médico; Enfermagem; Educação em Saúde.

RESUMEN

Objetivo: analizar la trayectoria del internado de enfermería en la Universidad Estadual de Londrina desde 1992 hasta 2012. **Método:** estudio descriptivo, del tipo histórico documental en el enfoque cualitativo. Se elegimos pelo referencial teórico de Paulo Freire. Serán hechos para localizar e identificar los documentos disponibles que describen el abordaje del Curso de Enfermería de UEL y el análisis de los documentos seguirá la pregunta de la investigación. La disertación tiene como su objetivo integrado con el proyecto de investigación: El currículo integrado del curso de enfermería: gestión de la educación y la formación profesional, aprobados por el Comité de Ética de la Universidad Estadual de Londrina CAAE: 0323.0.268 000-11. **Resultados esperados:** se busca contribuir de manera significativa a la práctica del internado y producir nuevas publicaciones científicas, ofreciendo contribuir con la estructuración de otras instituciones fortaleciendo así los espacios de articulación. **Descritores:** Internado no Médico; Enfermería; Educación en Salud.

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INTRODUCTION

The Nursing course at the University of Londrina (UEL) has been in existence for 40 years, and during its trajectory has always been concerned with the educational aspects, with a view that the educational quality is linked to training with human qualification, complete, unilateral, critical and competent. There were five re-formulations in the curricular path, being implanted in 2001 to the integrated curriculum. Organization of the content on the integrated curriculum is to gather knowledge from a central idea (themes, issues of daily life, concepts, historical periods, geographical areas and others). With this, it is intended that the student gradually reaches, a greater breadth and depth in their development and in knowledge building.¹

Among the constituent modules of the integrated curriculum of UEL is the supervised professional internship also called nursing intern, referenced as a fundamental element in the training of students and provided in the curriculum guidelines, including the assurance that occur in at least two academic periods of two semesters.¹ The nursing intern school at UEL preceded and fueled the structuring of the integrated curriculum, which already in 1992 was deployed in replacing the traditional nursing management discipline.²

The department of nursing at UEL during the deployment of the nursing intern school, already obtained the necessary characteristics to the recommended by national curricular guidelines of the course, published in 2001, and its first class occurred in the year 1995. Thus, in 2012, it commemorates 17 years of its implementation.²

Since the beginning of the construction of nursing intern school, there was a movement based on the partnership between teachers, students, service nurses and community, which was intensified by the Uni-Londrina project, funded by the Kellogg Foundation. Among the premises of this project, was the stimulus of the curricular changes in the search for new scenarios for teaching and learning integration actions of the University with the Health Services and the Community.²

With the partnership between intern, nurse and teacher they seek to share the new discoveries and knowledge, with professionals who are capable of making decisions, with desire to learn, attentive to their ability to communicate with the student, in order to offer relevant information, well organized and with the capacity to produce knowledge.

Regarding the teacher, they target in addition to the established norm through teaching skills with technical, social and management skills. The educator is responsible for training students with the capacity to meet the increasingly competitive market requirements and with a high degree of adaptation.³

The intern school marks a time of transition and passage of the student's role to that of a nurse. The intern experiences the professional exercise, which certainly adds changes in the dimensions of knowledge, know-how, the know-how-to-be and the know-how-to-live, leading to the progressive development of independence and security, which are essential items for their future professional activities.²

The effectiveness and contribution of the intern practice within the institution are consolidated after all these years, therefore, an analysis by reconstructing the history will make its points relevant and meaningful, more than just telling a story, it will substantiate other institutions in the training process.

The challenges presented to date show that the intern school will never be ready, ideal or consolidated.² The issue is not limited, to considering that history is made every day, with new actors, new contexts, all with the same power to transform the professionals that are trained every day.

Before the above considerations, it is proposed to analyze the trajectory of the nursing intern school at the University of Londrina 1992 to 2012 through acquired documents, characterizing the involved study population in the processes of building, structuring, and implementation with monitoring of the Nursing Intern School of UEL.

METHOD

The study to be conducted is a research project presented in the Nursing master's program at UEL.

This is a descriptive historical and documentary research in a qualitative approach.

The theoretical framework of Paulo Freire was chosen, following the Problemization or Awareness Theories, considered appropriate for inquiries experienced within the context of education.⁴

The use of documents in research must be appreciated and valued. The wealth of their information that can be taken and redeemed justifies its use in various areas of Humanities

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and Social Sciences and also in the health area, for enabling the understanding of objects whose understanding requires historical and sociocultural contextualization.⁵

Another justification for the use of documents in research is that it allows one to add the dimension of time to the understanding of the social. Documentary analysis favors observation of the maturation or evolution process of individuals, groups, concepts, knowledge, behaviors, attitudes, practices, among others.⁶

It will be conducted in the Center of Health Sciences (CCS) at the University of Londrina, which consists of one of nine study centers at this University.

Initially, the location and identification of documents available will be conducted that describe the interns of the Nursing Course at UEL and the obtaining of these together with the Faculty of Nursing and the Pro-Rector of Undergraduate Studies (PROGRAD) that holds printed documents such as: meeting minutes draft texts, evaluation reports of the Nursing intern at UEL. The official website of UEL/PROGRAD provides in access to public domain documents such as: resolutions, regulations, reformulations, adaptations and deliberations, among other localized and available. In possession of documents located and identified, the question to guide the analysis will follow: how was the trajectory of the construction of the nursing intern school at the University of Londrina from 1992 to 2012?

Then will follow the reading of the material that will be composed of four phases:⁷

Exploratory Reading, selective reading, analytical reading and interpretative reading. After the completion of this phase note taking will follow as a form of identification and organization for all documents.

The treatment of the data is necessary because it is the primary source research document, in which the documents have not received analytic treatment.⁶

The dissertation's goal is integrated with the research project entitled as the integrated curriculum of a nursing course: educational management and vocational training CAAE: 0323.0.268 000-11 which has as its goal to analyze the trajectory of the organization, educational management and practice of integrated curriculum in the Nursing Course at UEL.

EXPECTED OUTCOME

This seeks to significantly contribute to the practice of the intern for the reconstruction of their trajectory, raising their views and perceptions experienced by their involved actions, to affirm their substantial importance in all phases, thus reaching greater improvement in teaching-service integration.

Also believed as fundamental after conducting the research, was the construction of strategy facilitators that suggest the improvement of the intern's practice, on the assumption that it is always possible improve the process.

There is also the need for dissemination by means of scientific publications of the educational practice consolidation, therefore contributing to the structuring of other institutions, making the exchange of experiences, strengthen articulation areas, partnerships, compromise and also planning their activities.

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