



Journal of Nursing

Revista de Enfermagem

UFPE On Line

ISSN: 1981-8963

REFLECTIVE ANALYSIS ARTICLE

PROFESSORS' REFLECTIONS ON HOSPITAL TEACHING DURING THE SUPERVISED ACADEMIC INTERNSHIP

REFLEXÕES DOCENTES SOBRE O ENSINO HOSPITALAR DO ESTAGIO CURRICULAR SUPERVISIONADO

REFLEXIONES DOCENTES SOBRE LA ENSEÑANZA HOSPITALARIA DE LA PRÁCTICA CURRICULAR SUPERVISADA

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ABSTRACT

Objective: to discuss the prospect of teaching and contributions from the supervised academic internship for nursing students. **Method:** this was a study with a qualitative approach conducted over a literature review based on the in BDEF and SciELO databases to respond to the proposed objective. The temporal delimitation of evaluated scientific papers was from 2003 to 2011. Two points of discussion emerged after reading the studies: << Interpersonal relations, interdisciplinarity, and hospital management >> and << Contributions of the Supervised Academic Internship II for the training of nursing students >>. **Results:** the two themes were: interpersonal relationships and hospital interdisciplinary management and contributions from the supervised academic internship for nursing students. **Conclusion:** we conclude that compliance to the supervised academic Internship, beyond being an academic requirement, is the time when the student develops skills and care management competencies that only this experience can offer. **Descriptors:** Nursing; Nursing Education; Higher Education.

RESUMO

Objetivo: discutir a perspectiva de ensinar e as contribuições do currículo a partir de estágio supervisionado para o aluno de enfermagem. **Método:** utilizando uma abordagem qualitativa dos dados realizou-se um estudo de revisão da literatura na BDEF e SciELO, de modo que fosse possível responder ao objetivo proposto. A delimitação temporal dos artigos científicos foi de 2003 a 2011. Após leitura dos estudos, emergiram dois pontos de discussão: << Relações interpessoais, interdisciplinaridade e gerência da unidade hospitalar >> e << Contribuições do Estágio Curricular Supervisionado II para formação do acadêmico de enfermagem >>. **Resultados:** os dois temas foram: relações interpessoais e gestão interdisciplinar do hospital e as contribuições a partir de estágio supervisionado curricular para o aluno de enfermagem. **Conclusão:** conclui-se que o cumprimento da curricular supervisionado além de ser uma exigência acadêmica é o momento que o aluno desenvolve habilidades e competências de gestão de cuidados que apenas a experiência do estágio pode oferecer. **Descritores:** Enfermagem; Educação em enfermagem; Educação Superior.

RESUMEN

Objetivo: discutir la perspectiva de enseñar y las contribuciones del currículum a partir de práctica supervisada para el alumno de enfermería. **Método:** utilizando un abordaje cualitativo de los datos se realizó un estudio de revisión de la literatura en la BDEF y SciELO, de modo que fuese posible responder al objetivo propuesto. La delimitación temporal de los artículos científicos fue de 2003 a 2011. Después de la lectura de los estudios, emergieron dos puntos de discusión: << Relaciones interpersonales, interdisciplinariedad y gerencia de la unidad hospitalaria >> y << Contribuciones de la Práctica Curricular Supervisada II para formación del académico de enfermería >>. **Resultados:** los dos temas fueron: relaciones interpersonales y gestión interdisciplinaria del hospital y las contribuciones a partir de práctica supervisada curricular para el alumno de enfermería. **Conclusión:** se concluye que el cumplimiento del curricular supervisado además de ser una exigencia académica es el momento que el alumno desarrolla habilidades y competencias de gestión de cuidados que solo la experiencia de la práctica puede ofrecer. **Descriptor:** Enfermería; Educación en enfermería; Educación Superior.

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INTRODUCTION

The undergraduate Nursing course in most universities follows a pedagogical project in order to meet the requirements of the National Curriculum Guidelines (DCNs)¹.

The courses must be modular and contain integrated content covering different areas of knowledge inherent to the training of nurses. However, the proposed interdisciplinary developed over the course in this perspective should continue to be studied to substantially promote the expected impact on nursing education.

In this article, we chose to reflect on the discipline Supervised Academic Internship II, offered in the last semester of the nursing course over 450 hours, in which the teaching-learning strategy in the hospital environment, with indirect supervision of course teachers and mentored by nurses in training fields, has the goal of student development in the necessary skills and abilities needed in the professional, social, and cultural aspects.

The discipline Supervised Academic Internship II aims to create opportunities for undergraduate students attending the last semester to develop theoretical and practical skills for working in health, specifically in nursing, seeking to use the knowledge previously acquired in the basic and professional disciplines in the course and take advantage of the knowledge that training fields can offer.

The Internship in this modality model prepares students for the work because it creates conditions for the development of specific skills for the working area of each professional. In pedagogical projects of undergraduate courses, the training integrates the formation process of the student, providing tools for him to work in clinical and surgical situations in the diverse forms of care, individual, collective, elective or emergency procedures, and in the healthcare levels of health units, outpatient clinics, or hospitals. Thus, during the process of internship/work, the student must learn to use the tools and management tools necessary to offer assistance/quality care for the service’s users, encouraging a practice of integral, individual, and humanized care.

The being, knowledge, and know-how of the nursing work are indispensable aspects of the practice of the nursing student, future nurse, however, the nursing student must, in the Supervised Academic Internship II, progressively develop expertise supported by solid interdisciplinary knowledge that coupled with the acquisition of technical and scientific

skills, enable them to make decisions on issues involving care in the context of the health and disease process of users about their care, ensuring the integration and continuity of care at all levels in the health system.²

OBJECTIVE

- To discuss from the perspective of teaching the contributions of the supervised academic internship in the training of nursing students.

METHOD

Through a data qualitative approach, a literature review was conducted using books and periodicals from the Scielo and BDEF databases that referred to the supervised academic internship and contributions to the training of nursing students to respond to the purpose of the study.

The temporal delimitation of scientific papers was from 2003 to 2011. The data were organized from the reading of contents, and subsequently, the grouping of contents occurred by the inductive process separating them by the criterion of complementation of ideas, which served to identify the units of analysis/categories.³ Thus, two main themes emerged: Interpersonal relationships, interdisciplinarity and management of the hospital unit, and the contributions of the supervised academic internship for the nursing student.

RESULTS

◆ **Interpersonal relationships, interdisciplinarity, and management of the hospital unit**

During undergraduate studies, students face various situations in the context of health that requires the provision of direct and indirect nursing care to the patient. Therefore, it is somehow urgent to feed the technological apparatus of know-how in nursing to meet the demands.

Given that knowledge is best absorbed when what is performed is understood, as well as performing what has been learned with confidence, practices of professional disciplines occur to subsidize theory and practice to the nurse’s work.

It is recognized that such experiences are necessary and beneficial to the student learning and initiates an approach to the broad work in nursing, mainly because today, the general curriculum maintains the central axis of interdisciplinarity in the training of health professionals.

The study of interdisciplinarity comes specifically to replace the fragmented and verticalized model of education. The student's movements, the discussions among professors within the Universities, culminated in curricular reforms and resulted in the use of interdisciplinarity in the scope of the new undergraduate curriculum because what was claimed was a more attuned education, which could be comprehensive and with greater interaction between disciplines that could complement each other.⁴

It can be said that interdisciplinarity is the highest degree of interaction between disciplines so that there is a need to share concepts, approaches, issues, situations, and experiments in order to achieve a better use of the covered content and interrelation. Hence, an integrated curriculum becomes effective and able to offer the student a permanent learning experience and exchange of experiences in various fields of knowledge in health, allowing multi-professional activities to be developed with the participation of the whole team where each party is integrated to perform the whole.

The body of knowledge related to the care process relevant to the nurse needs to be established and continuously reformulated based on a higher education system able to overturn the traditional biomedical model, allowing greater dialogue between health professionals and leading to decision making that is shared before the provision of care.⁶

The student must exercise its leadership role in the health team, acting as a facilitator of the work of other members of the nursing and health staff. Therefore, he should be able to use communication as an indispensable tool for achieving success in interpersonal relationships and the decision-making process.

The work in a team should be learned by the nurse during the undergraduate studies and consists of a challenge for the teacher teaching this skill; students need to understand why good interpersonal skills is essential for the development of their practice as nurses. Common sense, respect, flexibility, empathy, motivation, cooperation, tolerance, dialogue, and humility are essential aspects of the implementation and concretization of this process.⁶

It appears that the internship is a pedagogical strategy that needs to go beyond the teacher-student relationship; its execution requires extensive human relations involving all actors in the internship's context. Therefore, good communication and ability to work as a team possible to be managed by the nurse are necessary.^{7,8}

The internship/work needs to be productive; however, it should not be characterized as mechanistic, which excludes the possibility of a reflective and critical work.

To understand the practice as praxis, it is necessary to assume the inseparability of theory and practice with all relevant epistemological contributions. Praxis requires dynamic, complicity, and dedication, an effort that the student must do to perpetuate the dichotomy between assistance and management work.

The autonomy of nurses depends on their ability to exercise the care and management functions together during their work process. This function is performed when the professionals know their patients through the Systematization of Nursing Care where they supervise and control the work describing their care. Thus, managing the hospital unit is a major challenge for the students during the internship/work because the demands and market requirements are many.

The need to build a questioning methodology to support problem situations that arise in the hospital and require time and appropriate channels for discussion and further development of case studies is imperative. Therefore, the supervising professors in the internship along with the field preceptor are social actors indispensable for the execution of the internship in order to the student to develop the skills and abilities necessary to hospital management.

Because the internship period is longer than all practical nursing courses, it gives the opportunity to students to interact with the complex reality of the public health, more specifically the hospital, reflecting on the Unified Health System and on its actions in this space, which sets their own way of acting professionally.⁹

♦ Contributions of the Supervised Academic Internship II in the training of nursing students

In addition to the field practices carried out throughout the nursing program, nurses need to fulfill the determination of the Ministry of Education to graduate, which is the Supervised Academic Internship/work.

The supervised academic internship is seen by students and teachers as the application of theories, practical classes, and field practices learned during the graduation in the practice fields. However, in reality, the purpose is to allow students to be close to the reality in which they will act like professionals. The internship, then, is the time when the student

"departs from understanding, until then as current, that it would be the practical part of the course" to the understanding that it goes beyond this perspective.¹⁰

The Internship should broaden the horizons of students recognizing their future course of action and beginning to form their professional identity. The disciplines previously attended, the experiences in the fields of practices acquired during undergraduate courses, must converge as learning to the Internship/work, however, without a doubt, its starting time is permeated by uncertainty and difficulties.

The internship is an important training locus for last semester's students because due to a constant process of viewing the practice of nurses in the field, they can discuss and ask questions about the studied theory and practice, present ideas, opinions, clarify doubts, and develop the creative potential of the nursing practice.

Understood as "an experience, or as a set of meaningful experiences through which the trainee identifies, selects, and highlights the knowledge that is valid for the occupation" ¹¹. This has significance to those who have experienced it, as it is also a unique experience in the training because it will be possible for the trainee to use the knowledge acquired in the course during the internship, always looking to make a daily reflection and searching for improvement and changes in their actions.

There are several studies in the literature describing the role of nurses in health institutions, analyzing the conceptions of nursing students on the nursing work, presenting various aspects of the nursing work process, and showing which skills and abilities the nursing student must have to efficiently and effectively perform the nursing work ^{2, 12,13}.

In a study about the conceptions that nursing students have about the nurse's work, the humanitarian character of the profession stood out as something historic, however, preserved to the present day, which can be expressed by the words "to care/care/caregiver," "to support/to comfort/to ease the suffering/to promote well-being, "dedication/attention", and "care for the patient" and "humanism" ¹⁴.

Among other aspects mentioned above, according to the amendment of the discipline the internship brings the perspective of "work" with it, and therefore, the inclusion of students in the field and the monitoring by teachers and tutors is essential for the actual contribution to their training. Thus, what they

will be charged as interns is the participation in the hospital care and management activities that are established as activities related to the nursing profession, however, one cannot forget that there are ethical and legal aspects that protect students from being in charge of the "work" in its entirety in order to not characterize the use of it as institutional labor.

The internship contribution in professional training based on the know-how is not just the repetition of technical procedures and indiscriminate use of technology but the work that promotes quality in its actions/interventions, in the development of Systematization of Nursing Care, and acquisition of nursing skills and competencies expected to account for the instrumental, epistemological, and human issues among others.⁸

The goal of the internship is to build the professional capacity and political autonomy in the student. In the sense that teachers can train nurses through the internship, but mainly citizens with ethical behavior and attitudes and care practices based on the social and scientific nature that are validated through the daily nursing work.¹⁵

DISCUSSION

The analysis of articles and the literature revealed that the meaning of the academic internship as a discipline, as well as being an academic requirement, is the time when students develop skills and care management competencies that only the internship experience can offer.

The monitoring of the Supervised Academic Internship in the hospital has shown how successful this experience has been for students attending such discipline. The student develops a more realistic notion of the nurse's work, staying longer in the field, and dedicating his work to a larger number of patients under his responsibility, and at the same time performing the care management activities to hospitalized patients.

Thus, as the student progresses in the development of activities in the care and management contexts, he becomes a multiplier of knowledge in the unit in which he works, improving the quality of practices in the nursing staff. They are also able to maintain positive relationships with the health team, benefiting the care provided to service users. Therefore, the teacher and field teacher must be professionally qualified to play the role in monitoring/supervising activities carried out by the student during the internship, contributing to the formation

of more participative citizens and critical spirit holders to transform, create, and innovate within of their profession.

CONCLUSION

The Supervised Academic Internship discipline aims to create opportunities for nursing students to expand and improve theoretical and practical skills required for working in health. Therefore, it seeks to align the knowledge of basic and professional subjects with the knowledge that the internship fields can offer.

Being a training conducted in locus, it enables the theoretical and practical experiences so that the curriculum components can be perceived in all its complexity and in a comprehensive and interdisciplinary way. It is unquestionably a personal and professional opportunity to grow for future nurses who are able to integrate actions in the various interfaces that exist in academia and work, directly reaching universities, outpatient care centers, hospitals, and communities.

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Submission: 2015/09/17

Accepted: 2016/04/28

Publishing: 2016/07/01

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