

CASE REPORT ARTICLE

TEACHING INTERNSHIP: STRENGTHENING NURSE TEACHER TRAINING

ESTÁGIO EM ENSINO: FORTALECENDO A FORMAÇÃO DO DOCENTE ENFERMEIRO

PASANTÍA DOCENTE: FORTALECIMIENTO DE LA FORMACIÓN DE PROFESORES DE ENFERMERÍA

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ABSTRACT

Objective: to report the experience of the teaching internship of the Stricto sensu postgraduate program in Nursing as a strengthening practice in the training of nurse teachers. **Method:** it is a descriptive, experience report type, that emerged from the initiative to reflect on the pedagogical and theoretical-methodological approaches of EDO in the training of nurse teachers, in a Postgraduate Stricto sensu Nursing / PPGENF program, in the academic master's modality. **Results:** the internship was presented as a space of challenges, development of skills, reframing and opportunity for excellence, by increasing the contact surface of the Master's students with the concrete reality of teaching performance, providing a unique moment of analysis and assimilation of the existing scenario. **Conclusion:** the oriented teaching stage was configured as an essential component for the training of future teachers, in addition to enabling a dialogue between theory and practice, giving rise to profound reflections on the role of the teacher. **Descriptors:** Education, Higher; Teaching; Nursing; Education, Graduate; Education, Nursing, Graduate; Faculty, Nursing.

RESUMO

Objetivo: relatar a experiência do estágio de docência do programa de pós-graduação Stricto sensu em Enfermagem enquanto prática fortalecedora na formação do enfermeiro docente. **Método:** trata-se de um descritivo, tipo relato de experiência, que surgiu da iniciativa de se refletir sobre as abordagens pedagógicas e teórico-metodológicas do EDO na formação do enfermeiro docente, em um programa de Pós-Graduação Stricto sensu de Enfermagem/PPGENF, na modalidade mestrado acadêmico. **Resultados:** apresentou-se o estágio como um espaço de desafios, desenvolvimento de habilidades, ressignificações e oportunidade de excelência, ao aumentar a superfície de contato das mestrandas com a realidade concreta da atuação docente, oportunizando um instante único de análise e assimilação do cenário existente. **Conclusão:** configurou-se o estágio de docência orientado como um componente imprescindível para a formação das futuras mestras, além de possibilitar um diálogo entre a teoria e a prática, suscitando reflexões profundas sobre o papel do docente. **Descritores:** Educação Superior; Ensino; Enfermagem; Educação de Pós-Graduação; Educação de Pós-Graduação em Enfermagem; Docentes de Enfermagem.

RESUMEN

Objetivo: informar la experiencia de la pasantía docente del programa de posgrado Stricto sensu en Enfermería como práctica de fortalecimiento en la formación del enfermero docente. **Método:** es un tipo de informe de experiencia descriptivo que surgió de la iniciativa de reflexionar sobre los enfoques pedagógicos y teórico-metodológicos de EDO en la formación del enfermero docente, en un programa de Postgrado Stricto sensu Enfermería / PPGENF, en la modalidad de maestría académica. **Resultados:** la pasantía se presentó como un espacio de desafíos, desarrollo de habilidades, resignificación y oportunidad de excelencia, al aumentar la superficie de contacto de los estudiantes de maestría con la realidad concreta del desempeño docente, proporcionando un momento único de análisis y asimilación del escenario existente. **Conclusión:** la etapa de enseñanza orientada se configuró como un componente esencial para la formación de futuros docentes, además de permitir un diálogo entre la teoría y la práctica, dando lugar a profundas reflexiones sobre el papel del docente. **Descriptores:** Educación Superior. Enseñanza. Enfermería. Educación de Postgrado. Educación de Postgrado en Enfermería. Docentes de Enfermería.

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INTRODUCTION

It is known that the development of scientific production in all areas of knowledge occurs, predominantly, in the context of the *Stricto sensu* graduate program. There are numerous activities planned and executed in this scenario, whose objective is to increase the quantity and quality of research, mainly to comply with the determinations of the funding agencies.¹

It is noteworthy that some researches attest that, nowadays, masters and doctors demonstrate better skills and greater training to develop scientific productions to the detriment of acting in Higher Education. However, it is necessary to improve the quality of *Stricto sensu* courses, investing also in preparing students to teach.²

It is pointed out that the Coordination for the Improvement of Higher Education Personnel (CAPES) has as a priority purpose to guarantee the expansion and consolidation of *Stricto sensu* postgraduate courses throughout the country, emphasizing scientific advances and qualification for teaching. It is verified, for the achievement of this last goal, that CAPES adopted as strategy the implantation of the supervised internship in teaching.³ The Oriented Teaching Internship (OTI) was standardized by CAPES, in the Social Demand Program, based on Resolution 013/00 and Ordinance No. 76, of April 2010, determining the inclusion of graduate students in the activities of undergraduate teaching under the supervision of the supervisor, with a minimum duration of one semester, for the master's degree, and two semesters, for the doctorate.⁴

It is argued that the recognition of CAPES regarding the importance of training masters and doctors to strengthen and improve the quality of higher education requires, from the coordination of the *Stricto sensu* postgraduate courses, reflections, the elaboration of new paths and the implementation strategies for achieving these goals.²

Teaching internship programs are considered a unique tactic for the qualification and training of future Higher Education teachers, since they favor the understanding and development of skills for teaching practice, improving students' reflective and critical capacity, with the expansion of the pedagogical repertoire.⁵

It is understood, despite the fact that *Stricto sensu* postgraduate programs in the area of Nursing have shown substantial growth in the last 30 years, that many of these programs have adopted the mandatory OTI only for scholarship students, as established by CAPES, through of Ordinance No. 76, of April 14, 2010.⁴

This reality is extended to several areas in Brazil. It has been proven, in a recent research, that the academic master's and doctoral courses of

the *Stricto sensu* postgraduate course in the area of Health Sciences, in the Northeast of Brazil, do not qualify students for a full didactic-pedagogical training of the future teacher of Higher Education, since the curricular components and their menus related to teacher training are little present and not mandatory in nature. This scenario is presented as an important obstacle for the promotion of teaching professionalization.⁶

OBJECTIVE

- To report the experience of the teaching internship of the *Stricto sensu* postgraduate program in Nursing as a strengthening practice in the training of nursing teachers.

METHOD

This is a descriptive study, type of experience report that emerged from the initiative to reflect on the pedagogical and theoretical-methodological approaches of OTI in the training of nurse teachers, in a Postgraduate *Stricto sensu* Nursing program (PPGENF), in the academic master's modality. The description of an experience that integrates pedagogical, theoretical and practical knowledge in the construction of Higher Education teachers through the scientific learning experience acquired in the OTI training components was considered pertinent.

Thus, it reflects on the pedagogical experience of two nurses, students of the academic master's degree in Nursing at the Federal University of Maranhão, on the São Luís campus, provided by OTI, in the subjects Adult Health II (AHII) and Communicable Diseases (CD), according to the specialization area of the supervisors of the graduate program.

It is understood that both disciplines are constitutive elements of the large area of Adult Health in the Nursing undergraduate curriculum and are arranged in the teaching plan with an offer for students in the 6th period of the undergraduate Nursing course. They are also distributed as theoretical-practical disciplines, with practical elements developed at the Presidente Dutra University Hospital, the Materno-Infantil University Hospital and the Getúlio Vargas State Hospital. It is known that the CD course comprises 120 hours (60 for theoretical credits and 60 for practical credits) and SAI has 150 hours (60 for theoretical credits and 90 for practical credits).

It is informed that the OTI is an optional curricular component for the PPGENF of the Federal University of Maranhão and, for those who choose to do it, it can be executed in 30 or 60 hours. It should be noted that both students worked under the 60-hour regime, between August 3 and November 6, 2018.

It is observed that the actions developed during this period included the disciplinary attributions present in the Pedagogical Course Plan (PCP) - pedagogical meetings, preparation of didactic material and assessment tools, teaching of theoretical classes, monitoring of presentation of group work and monitoring of practical activities in the different internship fields - considering that the OTI activity was carried out in different disciplines, enriching the experience in several areas.

RESULTS

It is considered that the perspective of the OTI was different for the students involved, since the previous experience with teaching was different: one had previous experience, at a technical level, and the other had never had any experience in teaching.

It is understood, in relation to the student who had previous experience, that the expectations were concentrated on the improvement of already known teaching practices and also on the creation of new pedagogical skills, mainly from the perspective of teaching experience in the practical field. However, the awakening of the feeling of anxiety was identified in view of the short-term work experience, due to the condition of a recent graduate, as opposed to the other master's student, who had extensive experience as an assistant nurse.

It appears that the main expectations were to participate in the already built structure of the discipline as an aggregating member, however, without losing the critical perspective. It is stated that the setting in a Higher Education discipline requires a group of skills and knowledge, thus, another concern focused on the possibility of theoretical impasses and behavioral divergences on the methodological, philosophical and theoretical aspects of nursing care practice among the effective teachers of the subjects.

It is known that the professionalization of teachers, even for their recognition and appreciation, is based on their professionalism, demanding a certain professional development that, in turn, can only be obtained from an adequate basic training, permeating paths beyond operational competencies, for the construction of its own know-how that includes the mobilization of knowledge, methods, intentions, individual and group values and also includes the ability to confront ideas, beliefs, practices, routines, objectives and roles, within the scope of daily action, with their students, colleagues and managers, in favor of the development of the students they guide, but also of themselves.⁷

It focused on the first challenge imposed on knowing thematic areas that are outside the assistance domain, since the curricular component

of practice for the OTI is chosen according to the area of concentration of the advisor. Thus, it is defined that the preliminary stimulus is to seek new sources of knowledge and develop skills with greater emphasis in the area of the internship.

As other challenges that generate apprehension during the OTI, recognition and respect as an active and relevant member in the development of the discipline by students are identified due to three specific characteristics: the small age difference; not be an effective teacher of the discipline and be hierarchically subordinate to the advisor. These fears were experienced by one of the master's students, however, for the other, no type of anguish was experienced in this sense, since she had a longer time of care practice and there was a greater age difference between the student and undergraduate students, and her professional experience is valued during the OTI, including by the advisor, creating an environment conducive to the development of the internship, generating a climate of respect and appreciation.

It appears that the pedagogical structural organization of the disciplines had elements such as expository and dialogued classes, problematization, case study and pedagogical elements aimed at the development of clinical reasoning and the application of the systematization of Nursing care. It is known that, in the clinical practice of the AHI discipline, students were instructed to provide nursing care to the patient in the surgical clinic and in the operating room, whereas, in the discipline of CD, nursing care was directed to children hospitalized in the infectious-parasitic diseases sector.

It is understood that problematizing teaching requires a multiplicity of roles from the teacher, as it demands a greater degree of participation, planning and collaborative work with other teachers and other actors, in addition to requiring the knowledge of the students with whom they work, the constant involvement with investigative processes, concerned with innovative action and the organization of learning and assessment situations.⁸

The practice in the classroom proved to be an enriching experience, since, differently from the technical level of Nursing, it is possible to carry out philosophical and methodological abstractions of Nursing care beyond its technical parameters, observing that the emphasis on the daily construction of NCS in Higher Education allows the reflection of the undergraduate student towards the integral assistance of health care. However, it is observed, at times, that these abstractions in the training of students are compromised, because, even in a simpler way, training is still mostly focused on the technical aspect.

It is understood that teacher education adopts a role that transcends teaching as a mere

scientific, pedagogical and didactic update, presenting itself as a possibility to create new spaces for participation, reflection and training, so that people learn and become adapt to be able to cope with change and uncertainty.⁹

It is assessed that the undergraduate student, in his training as a nurse, should be instigated as to clinical reasoning and decision making, an aspect that is not addressed in teaching at the technical level due to the very nature of technical education. It is pointed out that this fact allowed the possibility of teaching ways to implement Nursing care that, previously, only existed in personal care practice.

It is believed that the experience of leading the student to focus their different knowledge on a single point of convergence - Nursing care - in order to perform and demonstrate how Nursing care should be performed in the field, requires mastery of the science itself and, when orienting, evaluating and correcting undergraduate students, there is an internal strengthening of the teacher as a subject who does Nursing.

It is understood that, as in undergraduate courses there is a focus on clinical reasoning for the training of professional nurses, they must develop autonomy and decision-making capacity, that it was necessary to develop new evaluation methods that could stimulate and test such knowledge in students. It is argued that the formulation of clinical cases allows the teacher to put his experience as a nurse into practice, imposing challenging situations on students. It is pointed out that the construction of evaluative questions using problematization requires teacher skills that could be achieved in the OTI effectively.

It is perceived, as another skill that was strengthened during learning, an intensification of evidence-based nursing actions, since several activities in the classroom were carried out under the perspective of new trends and scientific evidence to provide safety to students in the institution of effective nursing interventions.

For the practice of teaching in Higher Education, professional training is required, with full mastery of specific knowledge, in addition to a set of skills and notions related to teaching activity, and university teaching involves three elementary principles: a) the construction of the teacher's identity, which is a process of building ways of being and being in the profession; b) professionalization to work in the educational context and c) the interconnection of the dimensions of identity and professionalization, adding to the perspective of continuing education.¹⁰

DISCUSSION

It can be seen, in the course of the OTI, that many reflections were raised and several lessons were learned from this experience. Firstly, the development of a more critical and reflective look, at the object of study of the OTI is highlighted: the pedagogical practice. It is assessed that the practice of teaching allowed for the expansion and deepening of the understanding about the aspects that characterize and permeate the pedagogical praxis.

It was observed, in this period, that the graduate students learned the elements that make possible the planning of the teaching-learning process and managed, also, to realize that there is resistance, during this practice, coming from all the parties involved in this relationship, since teaching and learning do not always follow a linear and harmonic logic. It is considered that knowing how to detect these resistances and having the ability to get around them during the teaching process contribute significantly to the learning success.

It is pointed out that another fundamental learning was the awareness that all relational contact constitutes an opportunity to learn, review concepts and give space to new perspectives, even if undergraduate students, traditionally and supposedly, are recognized as individuals with less life experience and, consequently, with "less" knowledge.

It appears that assuming the role of apprentice, even occupying the place of teacher, in addition to allowing new knowledge, brings the perception and feeling of a certain relief, since, in this type of training, the teacher does not focus as a holder of all knowledge, thus enabling a reflection on the true meaning of teaching practice and its socio-cultural role in the community.

It is noteworthy that the professional identity of the teacher is in an eternal process of construction, as it permeates his life from the moment of choosing the profession, going through the initial training and the institutional spaces where the profession is developed. As an education professional, it appears that his identity formation is epistemological, profiling teaching within a specific field of knowledge knowledge.⁷

It is known that the *Stricto sensu* graduate programs, in the academic master's modality, aim to train teachers for Higher Education, professionals who develop their careers in favor of activities linked primarily to the academy, in the scope of research and teaching. It is understood, therefore, that the OTI is one of the chairs that make the training of a Higher Education teacher palpable and, for Nursing, this has an even greater appeal, since teaching in the field and practical assistance makes the future safer masters in

nursing for both teaching and nursing, especially for those who do the postgraduate program within the science of nursing, as the case series cited here, since there is a renewal of care practice from the perspective of teaching, in addition to the incorporation of new philosophical perspectives in nursing practice for those who delve into the epistemology and philosophy of their science, adding new knowledge to care practice and teacher, reinforcing the Nursing metaparadigm.

CONCLUSION

OTI was defined as a space of excellence by increasing the contact surface of master's students with the concrete reality of teaching performance, providing a unique moment of analysis and assimilation of the existing scenario. Thus, it is assessed that OTI was an essential component for the training of future teachers, in addition to enabling a dialogue between theory and practice, giving rise to profound reflections on the role of the teacher in addition to mere professional training and commitment of the teacher towards the formation of ethical individuals and involved with humanitarian issues.

It is understood that this understanding was central to the master's students, as it led to a reflection on their own actions, in the perspective that, as teachers, they are also eternal apprentices in the art of teaching. Was detected awareness of the constant need for retraining and improvement, in order to offer their best during the training of students, both in terms of the expertise of each discipline as the expertise of teaching practices.

Furthermore, it is considered that this unique space of coexistence between the supervisor, the master's student and the undergraduate students helped in the design of a reflective and critical student in the face of a complex social context that requires complex responses and quick decision making, demanding pedagogical strategies that culminate in the development of these skills, competences and actions that have the student as a central element of their learning process and the teacher as a facilitator of this process.

It can be said, therefore, that the OTI allows the experience of fundamental moments for the construction of the teacher's identity, as a way of being and being in the profession, since it is through him that a constructive, critical and reflective of an ideal teaching practice, or, at least, the path to it, an opportunity not granted to those who finish their degrees and, unprepared didactically, find themselves facing the challenge of teaching.

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