

The Supervised Internship and Its Contributions in the Discent Formation

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Abstract: The reflections presented throughout this work are related to the understanding of national internship policies and national curricular guidelines for undergraduate courses. It is an integrative review, of a descriptive nature and exploratory approach. In the initial search, 130 publications were found in the LILACS, BDNF and MEDLINE databases; of these, 108 were excluded, leaving 22 publications of relevance for this review. After reading the articles, it was possible to identify three categories. It is concluded from this research, that in hospital internships, students often face complex situations, involving human suffering and conflicts that reveal our fragility and vulnerability, which awakens their own human dimension, sensitizing them to care. However, at the same time, it makes them vulnerable to suffering. In this context, it is essential that teachers seek ways to contribute to the construction of human and ethical training, valuing their responsibility as an educator.

Key words: education, formation, internship

1. Introduction

The Supervised Curricular Internship, indispensable in the training of students in health courses, is a necessary learning process for a professional who really wants to be prepared to face the challenges of a career and must happen throughout the academic training course, in which students they are encouraged to get to know spaces, and come into contact with the socio-cultural reality of the population and the institution. Several authors report the importance of the internship experience as essential for the integral education of the student, considering that the market increasingly requires professionals with skills and good preparation.

According to Mafuani (2011) when arriving at the university, the student is faced with theoretical knowledge, which is often difficult to relate theory and practice if the student does not experience real moments in which it

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will be necessary to analyze everyday life. The author stresses that through the supervised internship the academic will be able to observe if he is prepared enough to enter the ob market. The professional nurse, inserted in the work in health, must take ownership of an innovative posture, be critical-creative, and aware of his ethical, political and professional responsibilities. For this, it is necessary to develop general skills, and the skills are only manifested in practical activity, that is, for the nursing student, during the supervised internship, where it is evaluated as to the skills used in it (Dias, 2014).

The reflections presented throughout this work are related to the understanding of national internship policies and, mainly, of the national curricular guidelines for undergraduate nursing.

According to the Curricular Guidelines for undergraduate courses, discussing “competences” is totally relevant to all instances involved in the professional training process (Valença, 2013). The pedagogical pro ect of undergraduate nursing courses must be based on philosophical, conceptual, political and methodological bases, in order to train critical, reflective, dynamic, active professionals, in the face of the demands of the labor market, able to “learn to learn”, to assume the rights of freedom and citizenship, which understands the trends of the current world and the needs to develop and improve (Santos, 2010).

Specific skills and abilities of the professional nurse can be understood as the professional behaviors, supported by knowledge, but not limited to them, which lead the nurse to intervene effectively in relation to the health system and everything related to it belongs (Cunha, 201).

The present discussion is ustified in which it considers the legislation in which the supervised internship is the mandatory modality in undergraduate nursing courses and even when there is a need to rethink the practices developed in a field of science where the teacher student interaction can advance towards relationships fertile and promising personal and work opportunities - the supervised internship brings mutual learning to those involved, in addition to providing a living laboratory for health science education and nursing issues. Thus, the ob ect of study is the discussions mentioned in national publications on the sub ect in question.

2. Methodology

It is an integrative review that followed the following steps: definition of the theme and guiding question; establishment of inclusion and exclusion criteria; definition of the information to be extracted from the studies; evaluation of studies; interpretation of the main results and the elaboration of the document that contemplates all these phases (Mendes, 2008).

The inclusion criteria used in the search and selection of studies were: studies that contemplate the theme of supervised internship as a space for reflective practice; that are made available entirely online, without accessibility restrictions; published in Portuguese, from 2009 to 2019; indexed in the LILACS (Latin American Literature in Health Sciences), BDENF and MEDLINE (Medical Literature Analysis and Retrieval System Online) databases.

To obtain the sample of the integrative review, descriptors and words were crossed in the three databases cited, obtaining the results that will be explained in the section below. To summarize the publications, an instrument was used in which the statements of the authors were noted, in order to create a database that would help to achieve the ob ective of this study.

3. Results

In the initial search for this integrative review, 130 publications were found in the LILACS, BDENF and MEDLINE databases; of these, 108 were excluded. Thus, 22 publications were relevant for this review, since they met the pre-established inclusion criteria and brought important contributions to the development of the study. Table 1 shows the results found in the LILACS and BDENF databases. In the MEDLINE database, the subjects “nursing” with “clinical internship” were crossed; and the subjects “nursing” with the word “reflective practice”, obtaining the results explained in Table 2. As previously mentioned, some publications were not part of the selection for reading and analysis. The reasons listed for rejection are explained in Table 3.

Articles Found and Selected in the LILACS and BDENF Databases on Aspects of Nurse’s Autonomy, 2009 to 2019, Rio de Janeiro, 2019

| Descriptors: Nursing and Clinical Internship | | |
|---|---------------|--------------|
| Database | LILACS | BDENF |
| Articles found | 07 | 03 |
| Selected articles | 05 | 01 |
| Descriptors: Nursing and Word “Reflective Practice” | | |
| Database | LILACS | BDENF |
| Articles found | 04 | 05 |
| Selected articles | 01 | 03 |
| Descriptors: Nursing and Clinical Internship and Word “Practice” | | |
| Database | LILACS | BDENF |
| Articles found | 05 | 03 |
| Selected articles | 05 | 00 |

Table 2 Articles Found and Selected in the MEDLINE Database on Aspects of Nurse’s Autonomy, 2009 to 2019, Rio de Janeiro, 2019.

| Descriptors: Nursing and Clinical Internship | |
|--|----------------|
| Database | MEDLINE |
| Articles found | 13 |
| Selected articles | 05 |
| Descriptors: Nursing and Word “Reflective Practice” | |
| Database | MEDLINE |
| Articles found | 05 |
| Selected articles | 02 |

Table 3 Justifications for Excluding Previously Selected Publications on Aspects of Nurse’s Autonomy, 2009 to 2019, Rio de Janeiro, 2019.

| Justification | LILACS | BDENF | MEDLINE |
|---|---------------|--------------|----------------|
| Selected in previous searches | 10 | 08 | 02 |
| In foreign language | 09 | 07 | 04 |
| Theses | 12 | 09 | 01 |
| Dissertations | 05 | 03 | 04 |
| Specialization - Undergraduate degree | 03 | 0 | 01 |
| Book | 07 | 04 | 01 |
| Does not address the topic professional autonomy | 05 | 0 | 01 |

| | | | |
|----------------|----|----|----|
| Total excluded | 51 | 43 | 14 |
|----------------|----|----|----|

4. Discussion

After a complete reading of the 22 articles, it was possible to identify two categories: Supervised Internship as a construction space, dichotomy between technical knowledge human knowledge, appreciation of the human dimension: theoretical learning and the health team as a model of (un) learning.

4.1 Supervised Internship as a Construction Space

Health professionals must be able to ensure a holistic treatment to the entire population, at the individual and collective level, developing prevention, promotion, protection and health rehabilitation actions. The health service must be performed in an integrated and continuous manner with the other instances of the health system (Cunha, 201). The health work performed by the nurse should not be understood only as a result of the technical-scientific process, centered only on procedures, but as interventions that express a given conception of the health-disease process, considering the social dynamics and the organization of services. The nurse must be able to think critically, analyze problems and seek solutions (Cunha, 201).

The supervised internship, in addition to providing technical-scientific experiences, also prepares the professional future for the performance of their duties with responsibility, ethics, leadership, communication skills and decision-making; all these aspects are important, since the future nurse will be in charge of the nursing team. In the internship, the academic will be practicing the most diverse techniques, in addition to getting closer to the client and his family. For educational education to be competent and possible, it is necessary to reorganize the training spaces, so that these spaces form a hardworking citizen, a sensitive citizen and that, mainly, these spaces get closer to the general and specific national training policies. area, leading this professional future to look at the same reality in a broader way (Santos, 200).

The internship period can be considered a critical moment for future health professionals, since it is a moment of intense changes in the students' way of thinking and acting. A new world is ahead of young people who are faced with different feelings and often never experienced, such as fear, anxiety, pity, the need for patience and empathy. These transformations are part of the educational process and modern pedagogical practice in which learning to be, learning to do, learning to know and learning to live together are the basis for the formation of competent and decisive professionals in the labor market. The difficulties encountered in the internship field are not exclusive to students, as teachers also have expectations in relation to the group, and the demands generated from responsibilities arising from the hospital.

These affiliated institutions play a crucial role in the process of teaching and learning in health, as their teams, often troubled with doing, may experience feelings of discomfort before students and teachers from another institution that has a commitment to doing-thinking -to know. This teaching student commitment requires time, patience and a certain generosity on the part of the hospital team to reallocate functions towards the students, making the practice so expected by them. The nurse working in practice has a fundamental role in the learning process of the student who develops the curricular internship in his work unit, as it will be an important reference of work, the facilitator and integrator of the student at the service and the health team, being necessary that this professional is safe to transmit his experience (Ito & Takahashi, 2005).

And there is still the concern of students with the team and their way of working, which is often different from what teachers are required of students, they say that it is necessary to have ethical attitudes and that do not

damage the integrity of the client, however, what students experience in the field is not always in line with these recommendations. Criticism and questioning are pointed out by students in relation to the work of the workers, and a mechanical and task-making process sometimes overlaps the suffering of patients, which arouses the student's fear of also becoming indifferent in the future (Casate & Corrêa, 200).

Despite these challenges to be overcome, the internship must be considered as a didactic procedure that makes it possible to situate, observe and apply judiciously and, reflexively, theoretical and practical principles and references assimilated through the course, being essential the multidisciplinary inter-relationship between theory and practice, without losing sight of the reality in which it is inserted (Costa And Germano, 2007).

4.2 Dichotomy Between Technical Knowledge/Human Knowledge

The dichotomy of technical human knowledge is perceived in some students' reports when they show that the initial concerns, in the early stages, were strictly directed to the execution of the correct technique, either to learn or show to the teacher, and also to the amount of techniques to ensure that as many procedures as possible are carried out.

Thus, it is worth considering that the concepts so emphasized throughout the formation about man in his totality, in his biopsychosocial aspects, as a whole are on the theoretical plane, almost restricted to the disciplines of the humanities, disarticulated from the other disciplines and the daily care. This is what we will discuss below.

4.3 Valorization of the Human Dimension: The Oretical Learning

Nursing education has valued the inclusion of content that addresses man in his human dimension, involving sub ective and social issues, in an attempt to expand the biological, clinical and technical perspective of health care.

However, as already mentioned, the way these contents are taught makes them understood in an abstract way by the students, since they are not articulated with the clinical contents, seen later. It is as if students were expected to make this articulation alone, during the course of hospital clinical practice, which is unlikely.

Studies already show (Martins, 2001) that knowledge about the nature and the development of attitudes of valorization of man are fundamental for humanization, being a priority that the curricula include content related to psychological, sociological and anthropological aspects in the health area. Humanistic materials can contribute to the search for new approaches to health.

However, it is not enough to ensure that theoretical content is taught separately, making it difficult for the student to establish a relationship with practice, since, as mentioned in the students' speeches, humanistic disciplines are taught in the early years and clinical content from the third year, leaving a reasonable distance between them.

It is worth considering that, despite the fragility of knowledge related to the human dimension, it is through them that students observe, in hospital stages, the performance of the health nursing team in caring for the patient.

4.4 The Health Team as a Model of (Un)Learning

According to the statements of some students, they feel that, during the hospital internship, little is inserted in the health nursing team, however, this team is their focus of attention: they observe their actions, reporting inappropriate attitudes that hurt ethical and human principles, demonstrating that some professionals are only concerned with performing the technique, often showing disregard for the patient.

5. Conclusions and References

In hospital internships, students often face complex situations, involving human suffering and conflicts that reveal our fragility and vulnerability. When faced with the suffering of the sick person, their own human dimension is awakened in them, sensitizing them to care for them. However, at the same time, it makes them vulnerable to suffering.

These situations really demand from the student an attitude of listening, involvement, critical sense and acceptance, for which he is often not prepared.

This unpreparedness is related both to training and to the organization of hospital practice, in which the dichotomy of making human technical-making is still predominant, representing limitations for the perspective of humanizing health practices.

In this sense, it is essential that the student be welcomed in his limitations and conflicts, being accompanied in order to promote his personal and professional maturity, for the non-strictly technical training of his profession, also contemplating the training of citizens, human beings, whose doing always has implications in the social and existential dimensions.

This implies rethinking the training process, with an emphasis on the articulation of human science content and clinical content, as well as the theoretical-practical articulation that favors shared transformations of services and the school, involving new relationships between teachers, students and workers.

In this context, among other aspects, it is essential that teachers, as significant participants in the teaching-learning process, seek ways to contribute to the construction of human and ethical training, valuing their responsibility as an educator. This involves political and pedagogical actions in the institutional context.

It can be seen that some historical milestones influenced teaching in the field of nursing and also supported new perspectives in the forms of teaching and learning of nursing workers today. Discussions are necessary in the field of nursing education since the courses have multiplied across the country, thus, the number of nurses trained each semester has grown a lot and it is necessary that the quality of the training of these professionals is also increased through reflection of its trainers. The internship keeps its specificities as to the need to meet the demands of both students and teachers and health institutions that work as the scenario for this process, since this triad must always focus on the main subject of health actions — the client.

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