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Rodrigues, Lília Marques Simões; Tavares, Claudia Mara de Melo; Elias, Andrea Damiana Da Silva

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REVIEW

Interaction, education and health services for the development of the supervised internship in nursing in primary health care

Interação, ensino e serviço de saúde para o desenvolvimento do estágio supervisionado em enfermagem na atenção básica

Enseñanza, interacción y servicios de salud para el desarrollo de la práctica supervisada de enfermería en la atención primaria

Lília Marques Simões Rodrigues ¹, Claudia Mara De Melo Tavares ², Andrea Damiana Da Silva Elias ³

ABSTRACT

Objective: This review aimed to describe the political-pedagogical factors present in the teaching-health service in the development of supervised nursing internship. **Method:** It was searched in the Virtual Library BIREME in LILACS database in the period 2001-2010, with the descriptors in nursing and nursing education and training. The language was the Portuguese. It was found that the studies were conducted between 2005 and 2010, being divided between experience report, exploratory study with a qualitative approach and literature review. **Results:** The results for the analysis were organized into two categories: reorientation training of nursing staff to work in the National Health System (SUS) and health service interaction and service for the development of supervised internship. **Conclusion:** It was concluded on the need to train nurses prepared to work within a critical, creative and reflective perspective, to attend to the SUS demand. **Descriptors:** Nursing education, Nursing, Internship.

RESUMO

Objetivo: Esta revisão buscou descrever os fatores político-pedagógicos presentes na relação ensino-serviço de saúde no desenvolvimento do estágio supervisionado de enfermagem. **Método:** Pesquisou-se na Biblioteca virtual BIREME na base de dados LILACS, no período de 2001 a 2010, com os descritores educação em enfermagem, enfermagem e estágio. Como idioma, considerou o português. Constatou-se que os estudos foram realizados entre 2005 e 2010, sendo divididos entre relato de experiência, estudo exploratório com abordagem qualitativa e revisão de literatura. **Resultados:** Os resultados encontrados para análise foram organizados em duas categorias: reorientação da formação do profissional de enfermagem para atuar no Sistema Único de Saúde (SUS) e interação serviço de saúde e serviço para o desenvolvimento do estágio supervisionado. **Conclusão:** Conclui-se sobre a necessidade de formar profissionais de enfermagem preparados para atuar dentro de uma perspectiva crítica, criativa e reflexiva para atender a demanda do SUS. **Descritores:** Educação em enfermagem, Enfermagem, Estágio.

RESUMEN

Objetivo: Esta revisión tuvo como objetivo describir los factores político-pedagógicos presentes en el servicio de enseñanza y la salud en el desarrollo de la práctica de enfermería supervisada. **Método:** Se realizaron búsquedas en la Biblioteca Virtual BIREME, en la base de datos LILACS, en el periodo 2001-2010, con los descriptores de la enfermería y de enfermería de educación y formación. El idioma fue el portugués. Se encontró que los estudios se realizaron entre 2005 y 2010, divididos entre el relato de experiencia, estudio exploratorio con abordaje cualitativo y revisión de la literatura. **Resultados:** Los resultados del análisis se organizaron en dos categorías: la reorientación de la formación del personal de enfermería para trabajar en el Sistema Nacional de Salud (SUS) y la interacción de servicios de salud y servicios para el desarrollo de la práctica. **Conclusión:** Se concluye en la necesidad de capacitar a las enfermeras preparadas para trabajar dentro de un punto de vista crítico, creativo y reflexivo para satisfacer la demanda del SUS. **Descriptor:** Educación en enfermería, Enfermería, Práctica.

¹Master by the Program Master Professional Nursing Care, Federal Fluminense University, Specialist in Methodology of Higher Education and Hospital Administration by USS. Professor of Nursing, Coordinator of Graduate Nursing Program, University Severino Sombra-Vassouras. Professor Assistant of the Nursing Course-CESVA. E-mail: liliasrodrigues21@gmail.com. ²PhD in Nursing, Federal University of Rio de Janeiro and post doctorate by the University of São Paulo. She is currently a professor at the Federal Fluminense University, Coordinator of the Professional Masters in Health Education and Coordinator of Research: Education, Creativity and Health Care and Nursing. E-mail: claumara@vr.microlink.com.br. ³Summary of the Biography: Nurse, MS at the program MPEA / UFF, Specialist Mental Health UNIRIO, Professor of UNESA / RJ. E-mail: andreadamiana@gmail.com.

INTRODUCTION

The reorientation of professional nursing with emphasis on the role in primary care is with the principles of the Health System, with the 8080 Act, which gives the necessity of restructuring the curriculum guidelines of courses in nursing through health.¹ Where the Brazilian Nursing Association, mobilized around discussions with the goal that the change in the nursing curriculum guideline is an important step in this process, so that health professionals give answers to the specific needs of the people of knowledge and the provision of services, strengthening the Unified Health system.²

According to the National Curriculum Guidelines for Undergraduate Nursing the curricular supervised corresponds to 20% of the total workload of the course. In the preparation of programming and monitoring process of the student, should be ensured effective participation of nurses in the health service which develops the above stage.³ But know that the supervised practice, in many cases, is accompanied by preceptors unrelated to planning. Furthermore, the involvement does not occur in a quiet manner. There is tension in this collective work, for it implies negotiation of knowledge and power.

This problem is so significant for the field of training of health professionals, in 2005 the Ministry of Health together with the Ministry of Education has created a program to encourage the reorientation process of training of health professionals - Pro-Health, mainly targeting the approximation between educational institutions and health care, especially with primary care.

Resistance to change is one of the biggest challenges to be faced in the process of reorientation of health professional training. It is associated with various circumstances, such as lack of adherence to pedagogical reference by teachers, who seem to experience a loss of power, lack of accountability and ownership in the change process. In addition, the teacher may feel lack of skill in the application of new pedagogical technologies, and believe themselves pressed upon the demand, the adoption of the new methodology, greater time commitment and academic discussion between peers, and students.⁴

Education as a whole, in actuality, undergoes a process of paradigm shift which implies the need to redefine the role of educational institutions, as well as teachers and students in the educational setting. The aim is therefore to overcome the contradictions arising in theoretical trends that underlie the dominant educational process, by the insertion of new teaching strategies that occur in the formation of a professional profile able to respond to the health needs of society.⁵

Nursing education has been widely debated on the national stage and many problems have been identified and are always present in these debates the urgent need to review, update and operate the disciplines that make up the undergraduate curriculum and the absence of integralizing schemes and lines of action keeping with the country's health.

By adopting this same strand, the object of this study undertook in literature review database SciELO (Scientific Electronic Library online), during the period from 2001 to 2010,

aiming to the understanding of the importance of the interaction, teaching institution and health services.

METHODOLOGY

It is an integrative review of nursing education and supervised nursing care internships. The research was conducted in the Virtual Library BIREME in LILACS database, the descriptors being used: nursing education, nursing, internship with the connector boolean "and".

The search occurred in September 2010, having been included articles in Portuguese, with a time frame for the period 2001-2010. The review aimed to describe the political-pedagogical factors present in the teaching-health service in the development of supervised nursing.

There were found 83 articles, after cutting time remained for selection 33 and 05 of these were selected and excluded 22 because they did not directly related to the subject under study having no relevance to the subject of the research focuses on taking these stage high complexity, technical level and graduate.

RESULTS AND DISCUSSION

The results for the analysis were organized into two categories: Re-training of nursing staff to work in the National Health System (SUS) in accordance with curriculum guidelines and health service interaction and service to the development of supervised internship.

Of the five articles, two were exploratory studies, two reports of experience with qualitative research and literature review, and the reorientation approach moves from the nursing professional to work in the National Health System with curriculum changes according to the National Curriculum Guidelines (NCG) 2001 and interaction teaching and health service. To better illustrate the results in the table below.

Table 1 - Distribution of articles on teaching-service relationship in nursing by title, year, author, type of study and periodic. Niterói, in 2010.

POTENTIAL BIBLIOGRAPHY				
Scientific Production	Year	Author	Type of study	Magazine
Supervised internship: diversifying and strengthening interaction scenarios-service.	2007	Silva CC, Silva, ATMS, Oliveira, AKS ⁵ .	Exploratory and descriptive study	Revista Gaúcha de Enfermagem-Cogitare [on line] 12(4):428-438,out.-dez; 2007
Sistema Único de Saúde and graduating in nursing. Paraná	2010	Silva RPG, Rodrigues RM ⁶ .	Exploratory study	Revista Brasileira de Enfermagem-REBEn [on line]; 63(1):66-72,jan-fev;2010
Supervised internship: diversifying and strengthening interaction scenarios-service.	2009	Silva CC, Silva ATMS, Oliveira AKS ⁷ .	Case studies	Revista Brasileira de Enfermagem-REBEn [on line]:62(6):932-937, Nov.-dez;2009
Supervised internship at graduation in Nursing: revisiting the story.	2009	Costa LM ⁸	Literature review	Revista Brasileira de Enfermagem-REBEn [online]:60(6): 706-710, Nov.-dez; 2007.
Critical analysis of a stage of integration experience in mental health nursing at the health system.	2006	Tavares CMM ⁹	Case studies	Escola Anna Nery Revista de Enfermagem [online]10(4): 740-747,dez; 2006

Reorientation training of nursing staff to work in the National Health System

Articles 1, 2, 4 and 5 highlight the importance of the Brazilian Nursing Association (ABEn) in discussing the change of training of nursing staff to meet the needs of the Unified Health System (SUS), before training today and hospital-a new professional profile, to think and make health care in another paradigm, with a new conception of the disease process, a practice focused on the reality of the population, actions of a preventive in equilibrium with the dressing.^{6,7,8,9}

The NCG 2001 advocated the formation of a nurse with emphasis on the principles and guidelines to meet the reality of the SUS, forming a professional design within a critical, reflective and creative in their practice as professionals, to meet the needs of health, always articulating theory with practice.

Article 1 states that the reorientation of the formation is a slow process, under construction, demanding, questioning.⁶

Articles 2, 4 and 5 show the institution's workload of supervised nursing 20% of total curricular political projects of teaching nursing courses based on NCG 2001 as a crucial point in re-professional training, as this should be divided equally in primary and hospital care, which before did not happen often, because it called oriented training disease.^{3,7,8,9}

Article 4 emphasizes the importance and concern that the Ministry of Health and the Ministry of Education with the reorientation of health professionals dedicated to meeting

the health needs of the population in 2005 to launch the program Reorientation Training of Health Professional (Pro -health), emphasizing the need for the student to interact with the public and health professionals since the beginning of their training through educational activities in health that are always involved teaching, service and community.^{8,10}

Interaction health service and service for the development of supervised internship.

The articles studied indicate that the interaction between teaching and service is crucial in order to have a supervised internship nursing quality, respecting the NCG.

In Article 1, emphasizes the need to involve service network as a whole, so that the student has contact and knowledge with the practical scenario, facilitating links between teaching and service, stressing that this procedural change are slow and require a transition time.⁶

Articles 2, 3, 4 and 5 describe the importance of teaching-service integration and make it clear that often is still a big problem, because often the only service actions have bureaucratically, ceding the field stage and intervening in the number of trainees and teaching criticized for not giving the necessary technical and scientific support to the work of professionals who are included on the tour that will be agents trendsetters these graduate students. Comprehends that the internship should be a shared responsibility of educational institutions and service, taking into account the greater commitment of the institution will be forming the overall control of the activity..^{5,7,8,9}

According to the National Curriculum Guidelines for Undergraduate Nursing, the curricular supervised corresponds to 20% of the total workload of the course. In the preparation of programming and monitoring process of the student, should be ensured effective participation of nurses in the health service that develops the aforementioned internship. However, we know that the supervised training, in many cases, is accompanied by preceptors unrelated to planning. Moreover, this participation does not occur so quiet: no tension in this collective action, it implies negotiation of knowledge and can.³

CONCLUSION

We conclude that the study allowed us to describe the political pedagogical factors present in the teaching-health service in the development of supervised nursing, showing the need for this interaction more effectively in the construction activities, building a new road to training of nursing staff.

Based on the National Curriculum Guidelines for Nursing Course 2001, there must be a recognition on the part of educational institutions of knowledge existing in the health services, produced by professionals conducting the practice in health, must be considered,

and this relationship, has not been sufficiently studied and visualized by academic managers and even by subjects who perform, being necessary to identify, analyze, and provide visibility to the same subject and the performing and are benefited by them.

The future nursing professional must be formed as a sensitive guy and solidarity with those who are care for him, encouraging them to relate in a symmetric and non-hierarchical with customers, valuing their real needs.

In this sense, critical education and problem may favor the formation of professionals more aware and less alienated in relation to the work process, seeking ethically and politically put the resolution of the health needs of the users and purposes determinants of health work.

New ways of managing the process of teaching and coordinating undergraduate nursing should take into account the interdisciplinary, encouraging discussion spaces and a new dynamic and power relations between the professions that facilitate and promote institutional not only democracy, but also the dialogue between the knowledge and the sharing of responsibilities between the service professionals who are also tutors students in these supervised.



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Contact of the corresponding author:
Lília Marques Simões Rodrigues
Praça Duque de Caxias, nº 5 - Barão de Juparanã-Valença RJ
CEP.:27640-000 - Email:liliasrodrigues21@gmail.com