

INTERNATIONAL EXCHANGE IN THE FORMATION OF THE NURSE DOCTOR PROFESSOR: EXPERIENCE REPORT

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ABSTRACT

The international exchange for the doctoral student is one of the strategies that enhance cooperation among Higher Education Institutions in order to qualify human resources and to contribute to the development of science among the countries involved. This experience report aims to describe the experiences of a doctoral student in nursing during her doctoral internship abroad. The experience during the exchange, in the short, medium and long term, has provided many potentialities. The improvement of the science and technology of nursing innovations has become a life and learning experience. The experiences of this period may be applied in the doctorate's future work, as well as encouraging collaboration and inter-relations between the institutions involved, both in undergraduate and postgraduate studies, observing and respecting the reality of each institution and providing the appropriate changes to meet the demands of the contemporary world.

Keywords: Nursing. International educational Exchange. professors.

INTRODUCTION

The international exchange for doctoral student is one of the strategies that enhance the cooperation between different Higher Education Institutions (HEIs) and research in the country and abroad. Generally, it is carried out through the encouragement and promotion granted by the Coordination for the Improvement of Higher Education Personnel (CAPES). In granting to the Brazilian HEI that maintains a PhD course with scholarships, through the doctorate program abroad (PDSE), it aims to qualify human resources and, thus, to cooperate for the development of science in Brazil⁽¹⁾.

The doctorate course, through international exchange, is a modality of teaching, offered to the doctorate student to develop skills and abilities that enable, through new technological, sociocultural and scientific experiences, to face the different daily challenges. This modality makes possible the interrelation between researchers and institutions, Brazilian and international ones, for the improvement of the science and technology of innovation, contributes for the internationalization of knowledge, potentiating the scientific and technological progress. It still constitutes an experience of life, personal and professional growth, capable of providing many

possibilities⁽²⁻⁵⁾.

In Nursing, it can represent the construction of knowledge capable of providing a new technological knowledge applicable to teaching, research and extension. This is broadly potentiated in the context of this article, since in addition to being a student, the doctorate student is inserted as a professor of graduation in Federal Higher Public Institution. In this sense, the exchange fosters new experiences and visions that make it possible to contribute to scientific production, improve the pedagogical being to expand links between the HEIs involved, as well as assisting in the improvement and dissemination of nursing science and technology opportunities in nurses' academic training.

The international exchange offers different experiences, personal, as well as academic and professional level. Besides these positive points, it serves to improve the science and technology of nursing innovations and enables the internationalization of knowledge. It synergizes and expands knowledge through new experiences and visions capable of contributing to scientific production, teaching, research and extension.

It is intended to describe the experiences of a doctorate student in nursing during her doctoral internship abroad.

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METHOD

This is a descriptive, experience-based study based on the experience of a doctoral student in nursing during her international exchange. The narrative is described in the narrative form. The experience occurred from January to December 2014. The Nursing School of the University of Murcia (UM) in Spain was the scenario chosen for the development of theoretical-practical activities, as well as the training environments used by the aforementioned Institution, including, hospitals, basic health units, practical simulation spaces, and laboratories, among others.

The international exchange contemplated the general objective of the proposal approved in the qualification of the Thesis Project "Nursing Training in the Ecosystemic Perspective", in August of 2013, which was to analyze the pedagogical projects of HEIs offering Nursing Courses of the Southern Region of RS/Brazil and those of Murcia/Spain in interaction with the ecosystem and the main results achieved with these proposals. The project was submitted to the Research Ethics Committee in the Health Area/FURG (CEPAS), with approval opinion No. 166/2013. In addition to this, the purpose was to deepen the theoretical reference in the aspects of the ontological and theoretical-methodological macro-concepts; insertion of the doctorate student in the Nursing School of the UM to carry out the data collection, following the methodology used in Brazil; carrying out technical visits in the different spaces for training of Human Resources in Nursing in Spain, in and around Murcia, following recommendations of the local Tutorship; participation in undergraduate and postgraduate academic activities; strengthen the ties of exchange between the University of origin and the foreign one, among others.

The Institution's main choice was the adherence of its thesis to the research line developed by the research group coordinated by the foreign tutor, confirmation of acceptance by the institution, as well as empathy for the country and ease with the local language. It was also expected that the academic experience could serve to improve the science and technology of nursing innovations and their internationalization.

REPORTING THE EXPERIENCE

Contextualizing the Experience

Motivated by the lectures, discussions and reflections about the construction of knowledge and nursing research, one of the lines of research of the Group of Studies and Research Ecosystem Management in Nursing and Health (GEES), the doctoral student and the counselor had the understanding that the completion of the doctoral training would be an enrichment between the two educational systems involved. From this perception we sought to know the possibilities and to understand the rules. Afterwards, all the steps described in the regulation of the International Sandwich Doctorate Program (PDSE), available from CAPES⁽¹⁾, were strictly followed.

The first step was to carry out the internal selection with FURG as a candidate for the PDSE, which had a favorable opinion from the appraisal committee, to stay abroad for a period of 12 months, from January to December 2014. Concomitant to the execution of the checklist of documentation required throughout the granting process (appendix 1 of the regulation), the formal acceptance of the foreign tutor was obtained, as well as the formalization of the research plan, contemplating the necessary items. The doctor's preference for this institution and for the chosen tutoring had as main component the adherence of his thesis to the research line developed by the Research Group of the Nursing Department of Murcia/Spain under the coordination of the tutor in question. As there was no agreement between the two institutions involved, one of the expectations was to seek closer ties between the Federal University of Rio Grande / Brazil and the University of Murcia/Spain, proposing the conclusion of an agreement between the two to continue this movement.

The process, from its inception until the signing of the agreement signed with CAPES, for granting a scholarship by the PDSE, lasted approximately 12 months. By signing this term, other legal and logistical procedures were initiated, among them, the contact with the nearest Spanish Consulate in order to provide legal documents for the stay in the country of the doctor and family, consult the guide of the Brazilian student in Spain⁽⁶⁾, search for housing, among others.

In Murcia, after a fast adaptation, a proof of arrival in the foreign country (provided for in the PDSE regiment) was sent to CAPES. Following that, the procedures for regularization of stay in Spain followed: first, the application for a national visa, as a foreign student, together with the "Spanish foreigner",

and then as a foreign researcher at UM.

Aware of the possibilities, one of the first challenges overcome was the local socioeconomic and cultural adaptation, since, in addition to the warm welcome received from the Spanish tutor, the doctoral family remained united, supporting each other, since everyone had the purpose to enlarge and to enrich the knowledge about the country. Once the initial phase was completed, the Nursing School/UM was recognized and the documents were sent to the doctoral student in the academic environment, which allowed free access to the Institution's physical, structural and organizational complex, in the interest of the doctorate student. Following the proposed dynamics, the activities carried out contemplated the schedule previously agreed upon and signed between the doctoral student, the Brazilian counselor and the foreign tutor, directed to the activities that involved the subject of the academic formation of the nurse with UM.

The weekly meetings with the tutor at UM, monitored at a distance, by the Brazilian counselor, during the DS period, provided a continuous and systematic evaluation of the activities. The readings and discussions were aimed at helping to understand the information and communication technology (ICT) system used by UM, the Spanish health system and nursing education. Parallel to this, participation in scientific technical events, presentations of course completion work, dissertation support and thesis defenses allowed the understanding of the interrelationships between the different training contexts of that country. The development of undergraduate and postgraduate academic activities, in aspects of interest and related to the topic of the thesis, the holding of seminars, lectures and conferences, together with UM students and nurses, enabled the sharing of knowledge, the functioning of the Brazilian Unified Health System, the academic training of nurses, and the achievements/achievements of postgraduate nursing studies in Brazil.

The inclusion of the doctoral student in the research group of the Nursing Department/UM, participation in graduate meetings, with the presence of nurse doctors, coordinators of research groups in Brazil, Portugal and Spain, increased the acceptability by the local group. This insertion culminated in the elaboration and joint submission of scientific papers that were presented at international events and/or sent to evaluation and publication in national and international journals. It is worth mentioning that

during the DS period, the doctoral student was invited to be part of the nursing journal evaluation team of the Nursing School at UM (Nursing Global Magazine), a fact that has strengthened interrelationships, interinstitutional cooperation, strengthening both the undergraduate and postgraduate programs of the Universities in focus.

Following the plan of activities, the theoretical framework of the thesis was developed, in macro-conceptual and ontological as well as theoretical-methodological aspects, and also the data collection of students and professors of Nursing School/UM. Afterwards, the organization of the data from the documentary collection and the interviews carried out in the HEIs that were researched in the two countries.

The importance of international exchange in doctor's training in nursing

The crossing of the physical borders constitutes enrichment between the two educational systems involved, Brazil and Spain, considering that since 2005, the introduction of the University Higher Studies that are legislated by the European Convergence Law has taken place in Spain.

It is important to point out that for the doctoral student, who develops her professional activities as a professor at a Federal Public Higher Education institution, this experience had unique importance, since the product/knowledge, built together, may provide different possibilities for understanding and transforming the process of teaching/learning.

In this perspective, the international exchange, besides serving to improve the science and technology of innovations in nursing, was a living and learning experience. Thus, scientific research and exchange constitute strategic possibilities to stimulate discussions about the reconfiguration of knowledge and practices, which can have positive repercussions in the educational, technical, scientific, technological, social and welfare spheres.

The idea of knowing different visions and possibilities of applicability is supported by the experience reported by a doctoral student⁽⁷⁾ who performed an international exchange in a primary health care unit affiliated with Harvard Medical School, emphasizing that contact with new worldviews allowed detecting gaps and strategies that can be implemented at the place of origin. Similar results were achieved by a graduate student from the Federal University of Santa Maria⁽³⁾, who carried out

academic exchange in Portugal, at the University of Algarve, where he emphasized the improvement of technical and scientific knowledge, the aggregation of social and cultural and broadening of the world view, the need for integration and interconnection of different spaces/environments.

Corroborating the idea that international exchange fosters personal and professional growth, a study was carried out with undergraduates from a University of São Paulo, in which there were foreign participants who emphasized the positive repercussion in the psychological maturity, sociocultural and scientific nature of the person they intend to perform (8).

Thus, it was evidenced that the international exchange facilitates the contextualization of different theoretical and methodological perspectives and exchange of experience, thereby strengthening the doctor's training, and constitutes a challenge for postgraduate programs⁽⁹⁾. Corroborating with this thought, it can clarify obscure questions of the thesis proposal, theoretical, philosophical and methodological, enriching the initial contributions of the research⁽¹⁰⁾.

It is noteworthy that there were no reports of experience about international exchange accomplished by professors in doctoral training.

The results obtained from the experience of the author of this report, at UM, in the short, medium and long term, are considered positive for the doctorate student, for the opportunity of personal and professional growth. It is also worth noting the signing of a framework agreement for exchange between two of the institutions involved, resulting in a permanent partnership. This agreement has important implications for scientific and technological development, making official the promotion and cooperation between researchers and institutions.

The active participation of the foreign tutor, in a committed, humanized, tireless manner, with receptive, professional, cordial and affectionate attitudes, facilitated the difficulties encountered and enhanced the achievements of this period. The motivation, friendship, encouragement, companionship, the scientific instrumentation provided and constant help from the Brazilian counselor were essential. The contact with the Brazilian counselor was through a Skype connection, in a systematized form, usually once a month, and weekly via e-mail, and aimed to follow the development of the activities according to the schedule proposed and signed between the doctor, the

Brazilian counselor and the foreign tutor.

The interaction among the advisor, tutor and doctoral student fostered the exchange between the two research groups in which those involved are registered, and also stimulated the scientific production between the two research groups, propitiating the construction of knowledge, collaborating with science of Nursing. The doctorate student consider that the results obtained in the short, medium and long term, from this experience, are positive for the opportunity of personal and professional growth; for the Brazilian advisor and the Spanish tutor and her research groups, since it made possible the exchange of experiences, inter-relationships, cooperation, scientific publications, and other experiences.

The exchange experience has provided numerous potentialities, among which are: acquisition of new knowledge, skills and professional and personal attitudes; understanding of different ways of developing the learning/teaching process; strengthening and stimulating teaching innovation; the opportunity of insertion and integration in postgraduate and in the scope of international research; curriculum vitae enrichment; improvement of verbal and written communication skills; new friends; cultural, gastronomic, leisure and tourism integration. Reflections and discussions, in locus, about Nursing Higher Education were also possible.

The reflections and discussions carried out at UM allowed deepening the studies, reflecting and exploring possibilities, to mature the foundations that supported the previous formation of the doctorate student, increasing the perception and the understanding that the education can be different from traditional one. The participation of the doctoral student in educational activities at UM, in the undergraduate nursing course, allowed us to understand possible strategies to be applied and used in the scope of activities as a professor in the Brazilian institution where the doctorate student has worked as a professor. Innovative activities include the methodology, with emphasis on the use of active methodologies and resources of information and communication technologies (ICT). These ways of proceeding indicate the need to broaden the participatory dialogue, the reflection, the incentive to the sense of belonging, the cooperation and creativity, the relations of exchange about the teaching, since these as strategies enhance the interactivities between the subjects from the surrounding environment.

Another point to be emphasized at UM and possible to be implemented in the institution of origin of the doctoral student is related to the importance of the continuous training of the professor, constant need for upgrading and, thus, being informed in a world of changes and rapid and constant transformations.

Participation in post-graduate activities at UM provided an opportunity to establish effective collaboration between the two universities aiming not only to participate in research, but also to increase the visibility of the works produced. Also, the need to stimulate graduate students to develop foreign language skills was clearer, because the contact with them broadens the possibilities of interconnection with the scientific world and knowledge production.

Also, from this doctoral stage it was possible to build interinstitutional agreements that are in consolidation between the two institutions, allowing the continuity of exchanges for future doctoral students. In the same way, scientific activities such as participation in newsstands, lectures, conferences, development of special topics have achieved a space for effectiveness.

The conclusion and defense of the Doctoral Thesis entitled "Nursing Academic Training in the Eco-systemic Perspective", held in December 2015, made it possible to look at the contexts of the study, considering the existing potentialities and challenges to be overcome in the search for transformation and changes needed. The goals listed initially were achieved successfully and the gains from this experience surpassed the initial expectation. This fact can contribute to stimulate and to motivate new undergraduate and postgraduate students to follow a similar path, expanding professional qualification,

teaching quality and interrelations between the institutions involved. In this sense, it is important that the Institutions that maintain PhD courses with exchange, even in the current economic and financial difficulties, both nationally and internationally, develop strategies for providing opportunities, because of the importance they represent for the development of science.

FINAL CONSIDERATIONS

The exchange, carried out in the European geographical area, Murcia/Spain, was an important experience in the personal and professional life of the doctoral student because it allowed identifying possibilities, interrelationships and probable transformations of the daily practice, based on the interactivity between the subjects involved, from the environment that surrounds them. It also offered a broad sociocultural vision in view of the multiplicity of conjunctures in which the human being is inserted, related, influenced and influences, seeking, in a dynamic and constant way, the knowledge of practices in the educational, technical, scientific, technological and social context.

The experience lived by the doctoral student was considered successful since it enabled her to develop skills, personal and professional skills, even though the gains from it are countless. The scientific productions, derived from this experience, obtained with international partnerships have singular/special characteristics in relation to their specificities. It is expected that this report may contribute to the encouragement and motivation of professors in training, so that they invest in international exchange.

INTERCÂMBIO INTERNACIONAL NA FORMAÇÃO DO DOUTOR ENFERMEIRO DOCENTE: RELATO DE EXPERIÊNCIA

RESUMO

O intercâmbio internacional utilizado na formação do doutorando é uma das estratégias que potencializa a cooperação entre Instituições de Ensino Superior, no intuito de qualificar recursos humanos e contribuir para o desenvolvimento da ciência entre os países envolvidos. Relato de experiência que objetiva descrever as vivências de uma doutoranda em enfermagem durante seu estágio doutoral no exterior. A experiência vivida durante o intercâmbio, a curto, médio e longo prazo proporcionou inúmeras potencialidades. O aprimoramento da ciência e tecnologia de inovações na enfermagem se constituiu numa experiência de vida e de aprendizagem. As experiências vivenciadas neste período poderão ser aplicadas em trabalhos futuros da doutoranda como também encorajar a colaboração e as inter-relações entre as instituições envolvidas, tanto na graduação como na pós-graduação, observando e respeitando a realidade de cada Instituição e propiciando as adequações e mudanças para atender as exigências do mundo contemporâneo.

Palavras-chave: Enfermagem. Intercâmbio educacional internacional. Docentes.

INTERCAMBIO INTERNACIONAL EN LA FORMACIÓN DEL DOCTOR ENFERMERO DOCENTE: RELATO DE EXPERIENCIA

RESUMEN

El intercambio internacional utilizado en la formación del doctorando es una de las estrategias que potencializa la cooperación entre Instituciones de Enseñanza Superior, con el objetivo de cualificar recursos humanos y contribuir para el desarrollo de la ciencia entre los países involucrados. Relato de experiencia que busca describir las vivencias de una doctoranda en enfermería durante su práctica doctoral en el exterior. La experiencia vivida durante el intercambio, a corto, medio y largo plazo proporcionó innumerables potencialidades. El perfeccionamiento de la ciencia y tecnología de innovaciones en la enfermería se constituyó en una experiencia de vida y de aprendizaje. Las experiencias vividas en este período podrán ser aplicadas en trabajos futuros de la doctoranda así como fomentar la colaboración y las interrelaciones entre las instituciones involucradas, tanto en el pregrado como en el posgrado, observando y respetando la realidad de cada Institución y propiciando las adecuaciones y los cambios para atender las exigencias del mundo contemporáneo.

Palabras clave: Enfermería, intercambio educacional internacional, docentes.

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