



TEACHING INTERNSHIP IN *STRICTO SENSU* GRADUATE NURSING PROGRAM: EXPERIENCE IN THE AMAZON CONTEXT

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ABSTRACT

Objective: to report the experience of developing a teaching internship with undergraduate nursing students in the Amazon context. **Method:** a descriptive study, of the experience report type, was carried out at a public university in Belém, Pará, Brazil, where a master's student studied teaching internship. The setting was the Undergraduate Nursing Course, with students of the 4th grade/block II, enrolled in the morning shift, between December 2021 and March 2022, developing activities in the Health Care Network Service Management curricular component. **Results:** emphasizing a dialogic approach, theoretical classes were taught on Health Planning and Information Systems. In collective healthcare, the master's student participated in practical classes at two institutions: the Health Center-School and the Metropolitan Polyclinic, with technical visits to two administrative departments to learn about and understand their purposes and work processes, as well as structural and functional challenges. Knowledge and experiences related to the contents were shared, and reflections were made on their importance for the competent and safe practice of nursing, integrating them with the other contents of the component and with contents from other areas of knowledge. **Final considerations:** it was possible to reflect on the didactic-pedagogical activities of the internship, aiming to contribute with the academic-scientific community to propose research and new teaching-learning experiences in the Amazonian context.

Keywords: Faculty. Nursing. Health Postgraduate Programs. Education. Nursing. Graduate. Students. Nursing. Amazonian Ecosystem.

INTRODUCTION

As part of their essential purposes, master's and doctoral *stricto sensu* graduate programs, throughout the Brazilian territory, must offer conditions to form human resources capable of acting in different contexts, such as higher education, through the activities inherent to teaching, especially those of teaching and production/dissemination of scientific and philosophical knowledge⁽¹⁾.

This requires satisfactory involvement and performance of graduate students in the academic activities that are their responsibility, when attending subjects and producing the course completion work, mobilizing skills and abilities necessary to perform roles that require a high level of technical and intellectual training,

such as teaching and research, through their personal, academic and professional development⁽²⁾.

In this way, graduate students will also be able to critically assess and apply knowledge in an appropriate and timely manner, as well as generate or encourage transformations in their social reality. Therefore, teaching internship is an important element of graduate training, and must be carried out in partnership by interns with their supervisors in order to create and take advantage of opportunities that provide the cognitive-intellectual, attitudinal, and behavioral training inherent to teaching⁽²⁾.

This reflection gains notoriety in the current setting, especially because, in general terms, similar to what occurs in the training process in

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many areas of knowledge, in Bachelor of Science in Nursing courses, students are not able to act as professors, in order to mobilize skills and didactic-pedagogical skills necessary to practice teaching⁽³⁾. In the Amazon context, due to its peculiar regional characteristics⁽⁴⁻⁷⁾, it is understood that it is essential to think about this reality, in order to problematize it and propose measures to deal with it.

Among the peculiarities of the Amazon, the following stands out: the occupation of its territory with low population density; the ways of accessing services by land and river; eating habits and river seasonality; the relationship of these factors with the incidence and prevalence of diseases; and how they affect the local dynamics of the health system^(6,7).

Thus, a sensitive and culturally competent approach is necessary, requiring healthcare professionals, including those linked to Higher Education Institutions, to have didactic-pedagogical skills and abilities that enable them to work in different contexts^(8,9), such as the Amazon context⁽¹⁰⁾. For this reason, it is required that professors are able to consider the characteristics of this region in their teaching-learning practices in higher education⁽⁶⁾.

With Ordinance 76 of 14 April 2010, the Coordination for the Improvement of Higher Education Personnel (In Portuguese, *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* – CAPES), an agency linked to the Ministry of Education and that assesses graduate courses in Brazil, established the need for master's and doctoral students to participate in supervised teaching activities through an internship lasting at least one semester for master's courses and two semesters for doctoral courses⁽¹¹⁾. Acknowledging the importance of a teaching internship, CAPES encourages Higher Education Institutions that offer master's and doctoral courses to promote professor training spaces for their graduate students.

Considering the relevance of the topic and the need to disseminate it, it is understood that sharing initiatives by those who interact in higher education can provide experiential data for professors and students to review and improve their academic practices in everyday life. This is intended to strengthen teaching-learning processes in similar social and

educational contexts, not only from a geographical or territorial point of view (in this case, referring to the Amazon region), but also through the perspective of nursing training in higher education, which highlights the importance of addressing the topic in any geographical or territorial contexts and encouraging the academic-scientific community to invest in intellectual production about it.

Thus, this study aimed to report the experience of developing a teaching internship with undergraduate nursing students in the Amazon context.

METHOD

This is a descriptive study, of the experience report type, which allows presenting experiences and interpreting them with a critical-reflective attitude, based on relevant and updated literature⁽¹²⁾. It was conducted at the nursing school of a public university in the city of Belém, state of Pará, Brazil, where a master's student studied Teaching Internship as part of the curricular activities of the Graduate Nursing Program (In Portuguese, *Programa de Pós-Graduação em Enfermagem* – PPGENF) of this institution. The Teaching Internship subject was worth two credits, with a total workload of 30 hours.

In northern Brazil, this school is a pioneer in offering *stricto sensu* undergraduate and graduate nursing courses, context in which master's and doctoral courses operate, in association, with a public university in the state of Amazonas.

The master's student's performance setting was the Undergraduate Nursing Course in Belém, with students of the 4th grade/block II (8th semester), enrolled in the morning shift, from December 13, 2021 to March 28, 2022, corresponding to a teaching semester. The curricular component in which they developed the internship activities was Health Care Network Service Management, taught by four hospital nursing and collective health nursing professors, given its scope in these two areas of nursing practice.

This component had a total workload of 180 hours, of which 60 consisted of theoretical activities in the classroom and 120 comprised activities in practice fields such as Basic Health

Units, Family Health Units, and public teaching hospitals. In the 4th grade/block II, five components were taught, organized into three thematic axes: Nursing and the Traditional Populations of the Amazon, Nursing in Infectious and Parasitic Diseases, and Geriatric Nursing, in the “Nursing in Specialties and in Population Groups” axis; Health Care Network Service Management, in the “Management and Administration of Health and Nursing Services” axis; and Research Seminar I, in the “Course Completion Work I” axis⁽¹³⁾.

It is worth highlighting that, according to the course’s pedagogical project, the components were organized to be taught in an integrated manner, aiming to interrelate their contents through Integrated Health Activities (IHAs), developed every six months in all grades, under the supervision of the Pedagogical Advisory Board⁽¹³⁾.

To guide the IHAs, the Problematic Methodology stages with Maguerez Arc were adopted as follows: I) Observation of reality in external settings, such as schools, hospital sectors, health units or other community spaces to select a problem; II) Definition of the key points, i.e., the explanatory factors of the problem; III) Theorization; IV) Survey of the hypotheses of solution; and V) Application to reality through strategies to solve the problem or mitigate its effects⁽¹⁴⁾. However, during teaching internship, although classroom classes had already returned, IHAs were not performed to avoid agglomerations in external settings, constituting a health measure by the university to control the COVID-19 pandemic.

Despite this, supervised practical classes for the curricular components normally took place in primary care, secondary care, and tertiary care

health services, according to the needs of each component. Even with the pandemic, the course’s coordination and the university’s higher management decided to keep practical classes in order not to weaken the training processes, providing personal protective equipment and guiding professors and students to comply with all health protocols in force at the time. This decision was taken based on recommendations from the State Department of Public Health, the Brazilian Ministry of Health and a group of experts organized by the university to monitor academic activities based on the epidemiological evolution of the disease.

Therefore, in the Health Care Network Service Management curricular component, in addition to theoretical classes, students participated in supervised practical classes in public healthcare and hospital settings, with emphasis on two collective healthcare units: a Health Center-School and a Metropolitan Polyclinic, located in Belém and administered by the State Government, in partnership with the university.

A master’s student was supervised by his advisor, permanent professor and deputy coordinator of PPGENF, since she also carried out theoretical activities in the component in which the master’s student held the internship, integrating the teaching staff of the university’s Department of Community Nursing.

The teaching plan was shared with the class at the beginning of the semester, highlighting aspects such as general objective, contents schedule (with skills and abilities to be acquired), pedagogical resources, teaching methodology, assessment, and recommended bibliography. Distributed in five units, Chart 1 presents the contents.

Chart 1. Health Care Network Service Management curricular component contents, taught in the Undergraduate Nursing Course. Belém, Pará, Brazil, December 2021 to March 2022

Units	Contents
Unit I: Historical Background of Administration and Administrative Theories	Beginnings and Future Perspectives of Administration
	Administrative Theories: Systems Theory, Behavioral Theory, and Contingency Theory
Unit II: The Administrative and Managerial Process	Work Process in Health and Nursing
	Assessment as a Tool for Health Work
	Health Planning: Strategic, Tactical, and Operational
	Organizational Tools: Organizational Chart and Flowchart
	Risk Management, Patient Safety, and Quality Control Flow
	Instruments Used in Management: Standard Operating Procedures,

	Norms and Routines, Clinical Protocols, Action Plans, and Electronic Medical Records
	Leadership
Unit III: Human Resources Management	Sizing, Recruitment, Selection, and Distribution
Unit IV: Material Resources Management	Concept, Classification, Forecasting, Provision, and Storage
Unit V: Management Techniques and Methods	Supervision Process
	Decision-Making
	Performance Indicators
	Auditing
	Regulatory System in Health Care Networks
	Health Information Systems

Based on the teaching methodology, students participated in theoretical classes with a dialogic-reflexive approach, performed prior analysis of texts for discussion in the classroom, and developed two evaluative activities to inter-relate the curricular component contents. With the topic “The Bureaucratic Transition and the New Times”, the first activity was prepared individually, in the form of an argumentative essay, and sent to the professors’ emails on January 17, 2022, for corrections and comments. The second activity, called “Webinars”, was prepared by three groups (identified as A1, A2, and A3), in the form of an oral presentation via Google Meet®, using visual aids such as Microsoft Office PowerPoint® slides.

These groups were previously defined, selecting three topics among the contents, namely “Decision-Making”, “Performance Indicators”, and “Auditing”, one for each group. The topics were presented expositively on March 14, 21, and 28, 2022, respectively, without using a specific active methodology, as this requirement was not established by the faculty. The presentations lasted approximately 30 minutes, discussions between the class and professors during a break of equal length. The last day of presentation culminated with the component’s participatory assessment, carried out by all those involved, marking the end of the activities.

The master’s student’s work plan and the internship report were produced by him in partnership with the advisor, supporting the preparation of this study. Valuing data clarity and organization, we chose to present, in the next section, specifically the didactic-pedagogical activities developed by the master’s

student and some theoretical and practical reflections that resulted from experience, based on scientific literature.

Since this is an experience report produced in the context of previously agreed teaching activities, which protects the anonymity of people and institutions, this study did not require approval by a Research Ethics Committee.

RESULTS AND DISCUSSION

Composing the planned activities for the internship, the master’s student taught two theoretical classes on the contents as follows: I) Health Planning: Strategic, Tactical, and Operational (Unit II: The Administrative and Managerial Process), opting for the in-person modality in the nursing school, on January 3, 2022; and II) Health Information Systems (Unit V: Management Techniques and Methods), in the virtual mode, through the Google Meet® platform, on February 21, 2022.

For both, a dialogical approach was used, encouraging students to share knowledge and experiences related to the contents, reflect on their importance for the safe and competent exercise of managerial roles in the provision of healthcare and nursing services, and integrate them with the other contents worked on in the component and with contents from other areas of scientific knowledge.

Teaching approaches with this nature, which encourage students’ critical-reflexive participation, are essential to articulate the disciplinary contents and value their possible implications with students’ experiences^(2,15). This understanding of the teaching-learning process is relevant, since it must ensure that such a process is democratic and based on an interdisciplinary

perspective, seeking to promote and reinforce, in the context of the actors in training, technical-scientific and the skills and abilities inherent and related to nursing⁽¹⁶⁾.

By promoting academic training with these characteristics, it is understood that future professionals' attitudes and behaviors will be differentiated and possibly contribute to transform, to some degree, social realities⁽¹⁶⁾. It is worth highlighting that the ability to transform reality is also expected in relation to graduate students who participate in the teaching internship, since, after the course, they will probably carry out formal teaching and research activities, in addition to other educational processes, whether as a professor/researcher in the context of higher education, or as a coordinator/facilitator of educational activities in health services, through specific actions with users and permanent education of professionals⁽¹⁷⁾.

Due to their skills and abilities, five work processes are assigned to nurses, which represent the large dimensions of professional performance: I) Assist, corresponding to the provision of care to human groups; II) Administer, which consists in the processes of managing and administering health and nursing resources, such as financial, human, and material resources; III) Teach, whose purpose is to train, train or improve human resources; IV) Research, whose purposes are to produce new knowledge and fill gaps still existing in the field of science; and V) Participate politically, through engagement in political-social movements and discussions on governance, public policies, and decisions that affect society⁽¹⁸⁾.

In collective healthcare, the master's student participated in practical classes with one of the groups of the class, which were held from 3 to 10 March 2022 at the Health Center-School and at the Metropolitan Polyclinic. On this occasion, technical visits were made to two administrative sectors of these institutions to know/understand their purposes and their work processes, in addition to the structural and functional difficulties. The sectors were the warehouse, at the Health Center-School, and the Teaching and Research Coordination, at the Metropolitan Polyclinic. In both sectors, the visits were guided by their coordinators. It should be noted that,

although all practice settings were presented to students, professors assigned each group the responsibility for studying, in detail, one or two specific sectors.

After each visit, the professor responsible for the practical classes and the master's student met with students in a room reserved on the premises of the institutions to discuss the findings and clarify any doubts. It was noticed the technical and operational importance that these sectors played to facilitate the functioning of institutions, although some challenges limited the proper fulfillment of their attributions.

Thus, in two real s, which presented potential and weaknesses, the students, the professor and the master's student could see the application of contents addressed in the classroom, strengthening the teaching-learning process. As reiterated in the literature, it is essential that students participate in application contexts, ensuring that the contents are relevant to their practice⁽¹⁹⁾. This becomes even more relevant considering that the experience occurred in the Amazon context, given the problems related to health management and administration still existing in the region⁽⁶⁾.

To be solved, these problems require an appropriate approach to the region characteristics. In this regard, it is essential to promote an inclusive management that values the specificities of the Amazon, in order to prioritize community participation and the training of trained professionals, ensuring that human groups' health needs are met effectively⁽²⁰⁾.

The insertion of undergraduate and graduate nursing students in Amazonian settings contributes to the development of competencies and skills fundamental for professional practice in diverse contexts. The direct contact with populations that reside in this region, especially those who face situations of vulnerability, allows to understand the plurality of lifestyles and health-related demands, contributing to training professionals with critical reflective and sensitivity to identify regional inequalities. This not only strengthens the technical-scientific repertoire, but also ethical values and social justice, fundamental to the daily actions of these professionals⁽²¹⁾.

In the health management and administration

field, it is necessary to encourage practices that consider both the logistical difficulties and the potential of the region. Therefore, investing in training professionals who articulate public policies with participatory management strategies can result in more sustainable models adapted to the particularities of the Amazon^(21,22). These actions favor integration between community, education, and service, allowing the knowledge produced in universities and research centers to be converted into concrete improvements for healthcare services⁽²³⁾.

Furthermore, in the context of practical classes, on the occasion of the International Women's Day, on March 8, the students, the professor, and the master's student participated in an event to carry out health actions aimed at various social groups, promoted by the management of one of the *Campi* of the university's Center for Biological and Health Sciences. Among other actions, spaces were offered to measure blood glucose, weight and blood pressure, rapid testing and counseling on sexually transmitted infections, in addition to educational spaces on various topics, such as women's health and men's health.

It should be noted that all the activities provided for in the master's student's work plan were completed, including virtual and in-person guidance provided to the class to clarify doubts and prepare assessment activities. Virtual orientation was provided by the WhatsApp[®] instant messaging application whenever requested by students.

In the last class, configuring the closure of the component, students assessed the professors' and the master's student's performance and vice versa so that the potentialities and weaknesses were considered when teaching it in the next classes. Among the potentialities, students highlighted the master's student's didactic-pedagogical skills and abilities in theoretical and practical classes, his level of knowledge about the component in which he developed the internship and his ability to interrelate it with other components, in addition to attitudinal and behavioral aspects, such as his availability to help them with activities and to clarify doubts. In turn, among the weaknesses, they highlighted the master's student's lack of professional experience in health or nursing services

management and administration activities, which is why his contributions were based, especially, on the theoretical-reflective aspects that supported the practical activities of the component.

It should be noted that the master's student was also assessed by the internship's supervisor, through an instrument standardized by PPGENF for assigning a grade/concept, obtaining a satisfactory score in all criteria, endorsing the quality of the internship.

In dialogue with the literature, the data presented here converge with other successful experiences of graduate students when developing activities in teaching internship. An example of this can be seen when analyzing the internship experiences of two nurses, during the master's nursing program taken at a federal university in northeastern Brazil, in the Adult Health II and Communicable Diseases curricular components, taught in the 6th period of the undergraduate course of the same area⁽²⁴⁾.

Although one professional already had prior experience as a technical-level professor, the other had not had such experiences at any level of training up to that point. Despite this, both viewed the internship as an opportune opportunity to strengthen their contact with the concrete reality of teaching, providing an opportunity to assimilate real-world contexts, i.e., the environments in which different human relationships develop, as occurs in services at all levels of healthcare⁽²⁴⁾.

Still in a convergent manner, mixed methods research conducted at the Columbia University School of Nursing in the United States of America conducted focus groups with faculty who supervised teaching assistants (master's and doctoral students eligible for internship activities) and with professionals who had worked as teaching assistants, aiming to identify these audiences' practices and training needs to create personalized educational materials⁽²⁵⁾.

Qualitative data revealed aspects inherent to communication between professors and teaching assistants, professor mentoring initiatives, teaching assistants' knowledge of school/institutional policies, and the responsibilities they should take. The need to train teaching assistants was emphasized, while also highlighting the special attention that

teaching staff require from institutional administrators, as they need to be equally trained to mentor students in the process of didactic-pedagogical training and, with them, nurture relationships based on horizontality and mutual respect⁽²⁵⁾.

These studies demonstrate that internship is indispensable for a qualified training of graduate students, especially those who wish to enter the teaching career, allowing a fruitful dialogue between theoretical and practical aspects of the curricular components^(24,25), regardless of the academic period of the undergraduate course in which the internship activities take place.

Similarly, reflections raised in this report emphasize the important role of professors in the individual and collective training of undergraduate students, provided that these professionals are regularly trained and their institutions encourage them to act with dedication. Thus, it is understood that the actions carried out by them will allow to meet the multiple needs arising from teaching-learning processes.

FINAL CONSIDERATIONS

This study reported the experience of attending a teaching internship in a graduate program, whose didactic-pedagogical activities were developed with nursing students, allowing to reflect substantially on them.

As a limitation, having analyzed an experience of professor training and collective construction of the teaching-learning process in a restricted setting, with students enrolled in a specific academic period of the undergraduate course, it is understood that the study results and reflections, at least partially, may not be tangible to other realities with similar characteristics.

However, the study can contribute to the academic-scientific community to propose relevant studies and new teaching-learning experiences in *stricto sensu* undergraduate and graduate programs, especially in the Amazon. Such ponderation is made considering that it is necessary to strengthen knowledge production in science, education, technology, and innovation, generating impacts capable of transforming, to some degree, the challenging living conditions and health of human groups that inhabit this region.

Thus, in pragmatic terms, it is possible that the experience reported here mobilize and help to substantiate empirical or theoretical research, whose intellectual or technical-technological products contribute to new reflections among students, professors, managers, professionals, and healthcare services users. In addition, it can encourage these actors to develop successful experiences in the fields of assistance, management, teaching, research, and political participation that they must exercise.

ESTÁGIO DE DOCÊNCIA NA PÓS-GRADUAÇÃO *STRICTO SENSU* EM ENFERMAGEM: EXPERIÊNCIA NO CONTEXTO AMAZÔNICO

RESUMO

Objetivo: relatar a experiência de desenvolver estágio de docência com estudantes de graduação em enfermagem no contexto amazônico. **Método:** estudo descritivo, do tipo relato de experiência, realizado em universidade pública em Belém, Pará, Brasil, onde um mestrando cursou estágio de docência. O cenário foi o Curso de Graduação em Enfermagem, com estudantes da 4ª série/bloco II, matriculados no turno matutino, entre os meses de dezembro/2021 e março/2022, desenvolvendo as atividades no componente curricular Gerenciamento dos Serviços da Rede de Atenção à Saúde. **Resultados:** primando por abordagem dialógica, foram ministradas aulas teóricas sobre Planejamento em Saúde e Sistemas de Informação. Na atenção à saúde coletiva, o mestrando coparticipou de aulas práticas em duas instituições: Centro de Saúde-Escola e Policlínica Metropolitana, com visitas técnicas em dois setores administrativos para conhecer/entender suas finalidades e seus processos de trabalho, além das dificuldades estruturais e funcionais. Foram compartilhados saberes/experiências relacionados aos conteúdos e refletiu-se sobre a importância deles para o exercício competente/seguro da profissão, integrando-os aos demais conteúdos do componente e aos conteúdos de outras áreas do conhecimento. **Considerações finais:** pôde-se refletir sobre as atividades didático-pedagógicas do estágio, visando contribuir com a comunidade acadêmico-científica para propor pesquisas e novas experiências de ensino-aprendizagem no contexto amazônico.

Palavras-chave: Docentes de Enfermagem. Programas de Pós-Graduação em Saúde. Educação de Pós-Graduação em Enfermagem. Estudantes de Enfermagem. Ecossistema Amazônico.

PRÁTICAS DE DOCENCIA EN EL POSTGRADO STRICTO SENSU EN ENFERMERÍA: EXPERIENCIA EN EL CONTEXTO AMAZÓNICO

RESUMEN

Objetivo: relatar la experiencia de desarrollar prácticas de docencia con estudiantes de pregrado en enfermería en el contexto amazónico. **Método:** estudio descriptivo, del tipo relato de experiencia, realizado en universidad pública en Belém, Pará, Brasil, donde un estudiante de maestría realizó prácticas de docencia. El escenario fue el Curso de Licenciatura en Enfermería, con estudiantes del 4º grado/bloque II, inscriptos en el turno de la mañana, entre los meses de diciembre/2021 y marzo/2022, desarrollando las actividades en el componente curricular Gestión de los Servicios de la Red de Atención a la Salud. **Resultados:** priorizando un enfoque dialógico, se impartieron clases teóricas sobre Planificación en Salud y Sistemas de Información. En la atención a la salud colectiva, el estudiante de maestría coparticipó de clases prácticas en dos instituciones: *Centro de Saúde-Escola* y *Policlínica Metropolitana*, con visitas técnicas en dos sectores administrativos para conocer/entender sus finalidades y sus procesos de trabajo, además de las dificultades estructurales y funcionales. Se compartieron saberes/experiencias relacionados con los contenidos y se reflexionó sobre su importancia para el ejercicio competente/seguro de la profesión, integrándolos a los demás contenidos del componente y a los contenidos de otras áreas del conocimiento. **Consideraciones finales:** se pudo reflexionar sobre las actividades didáctico-pedagógicas de las prácticas, con el fin de contribuir con la comunidad académico-científica para proponer investigaciones y nuevas experiencias de enseñanza-aprendizaje en el contexto amazónico.

Palabras clave: Docentes de Enfermería. Programas de Postgrado en Salud. Educación de Postgrado en Enfermería. Estudiantes de Enfermería. Ecosistema Amazónico.

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