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EXPERIENCE REPORT

Estágio docência realizado num hospital universitário do estado do rio de janeiro - relato de experiência

Teaching internship held in a university hospital in the state of rio de janeiro - case studies

Formación en docencia realizada en un hospital universitario del estado de rio de janeiro - informe de experiencia

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ABSTRACT

Objective: To report the experience of a teaching internship held in a University Hospital of Rio de Janeiro. **Method:** Consists in the description of an experience during a teaching internship of a graduate student, for a master degree in a Federal University of the State of Rio de Janeiro. **Results:** The training provided the opportunity of planning, development, and evaluation of theoretical teachings in the discipline related to Attention to the Health of Adults and Elders, in addition to the follow-up in the practical field of undergraduates from a Federal University of the State of Rio de Janeiro. **Conclusion:** Because the teaching internship is an integral part of the training of graduate students, the experience enabled the learning of relevant issues, demonstrating the importance of offering a practical vision in teaching to the graduate student. **Descriptors:** Nursing, Teaching, Teaching internship.

RESUMO

Objetivo: Relatar a experiência de um estágio docência realizado em um Hospital Universitário do RJ. **Método:** Consiste na descrição de uma experiência, do estágio docência de um pós-graduando, aluno de mestrado de uma Universidade Federal do Estado do RJ. **Resultados:** Proporcionou a oportunidade de planejamento, do desenvolvimento e da avaliação do ensino teórico, na disciplina de Atenção à Saúde do Adulto e do Idoso. Além do acompanhamento no campo prático de graduandos de uma Universidade Federal do Estado do Rio de Janeiro. **Conclusão:** Sendo o estágio docência parte integrante da formação da pós-graduação, a vivência possibilitou o aprendizado de questões relevantes, demonstrando a importância de oferecer uma visão prática em docência para o pós-graduando. **Descritores:** Enfermagem, Ensino, Estágio de docência.

RESUMEN

Objetivo: Informar la experiencia de formación de docencia realizada en un hospital universitario del estado de Rio de Janeiro. **Método:** Consiste en la descripción de una experiencia de formación de docencia, de estudiante de posgrado, alumno del maestro de la Universidad Federal del Río de Janeiro. **Resultados:** Proporcionó la oportunidad de planificación, desarrollo y evaluación del enseñanza teórico, en la disciplina de Atención a la Salud de los Adultos y los Ancianos. Además, del acompañamiento en el campo de la práctica de graduados de una Universidad Federal del Estado de Rio de Janeiro. **Conclusión:** Siendo la formación de docencia una parte integral de la formación de los estudiantes de posgrado, el experiencia permitió el aprendizaje de las cuestiones pertinentes, demostrando la importancia de ofrecer una visión práctica de la docencia para lo estudiante de posgrado. **Descritores:** Enfermería, Enseñanza, Formación de docencia.

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INTRODUCTION

We live in a globalized society, in which knowledge has become an important feature because everything is in constant evolution and transformation. It is expected of us, professionals, to be able to analyze complex situations, choose quickly, and choosing from a wide range of knowledge and adapting our actions and results in a critical manner.¹

The recognition of the need for pedagogical preparation of university professors has led many institutions of higher education to develop programs in order to achieve such goals.¹ Thus, the teaching internship is a curricular activity provided to *sensu strictu* graduate students (MSc and PhD), with the goal of better training the university professor considering the purposes of the master and PhD courses appointed by the Coordination for the Improvement of Higher Education Personnel (CAPES), focused on the scientific-technological development and preparation for teaching.¹

The standardization of the teaching internship activity is contained in the ministerial ordinance No. 76, from April 14, 2010, establishing that the master's/doctoral student be inserted into teaching activities under the supervision of the advisor professor.² The teaching internship is an integral part of the graduate student training, aiming at preparation for teaching. According to ordinance No. 76, from April 14, 2010, it is laid down that the minimum duration of the teaching internship will be one semester for the master's degree, with a maximum duration of two semesters.² The teaching internship activities must be compatible with the research area in the graduate program conducted by the graduate student.

To understand the teaching internship as a curricular component of training courses for professionals in health areas, the proposal is that it is the formation axis of teaching quality, functioning as a field to be explored, with moments of reflection about the developed teaching activities and approximation to the teaching area in which the professional will act in order to understand that theory and practice are intertwined.³

Thus, this article is a case report about the teaching internship experience of a master degree student in nursing, held in a University Hospital in Rio de Janeiro with nursing undergraduate students from a Federal University in Rio de Janeiro.

The professor's strategy was to develop skills and abilities involving care and nursing interventions for the students who were in the practical field. In this case, the strategy was applied by providing nursing students the opportunity of handling situations and problems of different contexts, in relation to patients under care on the day of the practical activity.

For the development of skills and competencies related to the provision of nursing care, the undergraduates experienced practical nursing care activities, addressing inpatients with clinical complications from surgical procedures or acute nature, caused by some comorbidity or inflammatory process. The performed activities were based on

planning and interventions that were coherent with the systematization in nursing care⁴ and characteristics of inpatients and their complications.

Therefore, the following article aims at the description of activities and experience carried out by a master degree student during the teaching internship related to the discipline of Attention to the Health of Adults and Elders given that the objective of the graduate course is to train qualified professionals to work in teaching³ with relevance to the importance of the practical vision in teaching in higher education for the master's degree student.

METHOD

The present study is a descriptive account of the experience.⁵ The duration of the experience was of approximately three months, between May and July of 2013, with weekly meetings on set days, conducted by the discipline Attention to the Health of Adults and Elders from the Department of Medical-Surgical Nursing, with nursing under-graduate students. To complement the teaching at the hospital, a presentation of the syllabus and plan of the discipline was provided by the teachers from the University, responsible for the program, in addition to explanation of the goals of the discipline to the master degree student to ensure that the goals could be reached. Furthermore, the preparation of a lecture with the theme: Systematization of Nursing care to the Oncology Client, the development of a teaching plan, and scheduling of a visit to an Oncology reference Hospital in Rio de Janeiro were required. The learning goals of the theoretical class were: to justify the contribution of the National Policy for the Oncology Attention for the right of users to access the Health Care Network (SUS); to indicate the primary neoplasias according to the Epidemiological Profile of the Brazilian Population; to delimit the specificities of the major signs and symptoms of cancer in adults and elders; to list the most prevalent nursing diagnoses in adults with a neoplasia and their respective research priorities as health care needs.

A feature presented in the practical teaching was that of learning by doing, where the production of knowledge is linked to real life scenarios.⁶ Thus, the students in nursing carried out the teaching internship in the practical teachings from the Medical and Surgical Clinic Units from the University Hospital in Rio de Janeiro to develop, in practice, the foundations for the professional Nursing care. The nursing actions were developed by the students to identify the conditions under which these patients were, and which were the nursing care to be developed by the student.

In regards of the practical education, a division of undergraduate students based on a scale according to patients who demanded greater nursing care complexity was established: groups were formed by three students per patient.

Multiple instruments were used to evaluate this teaching-learning process such as an objective exam, observation and daily journal (portfolio), this being a prime strategy for

assessing the performance of students of several types considering the various competences expected from the student along the discipline.⁵ Thus, the formative and additive evaluation process of students happened through formal written evaluations, evaluations carried out during the development of practical activities in which the student performed the techniques learned and evaluations of their performance at the hospital and through their portfolio. It is noteworthy that the teaching-learning process is based on the use of active methodologies in which the student becomes the protagonist of their learning process and teachers take on the role of mediators/facilitators.⁷

One of the stages of the evaluation process of undergraduates was obtained by reading the field journal (portfolio), written by each student, and reporting their daily activities carried out in the practical field. The students also had the opportunity to report their observations in relation to the practical education and changes in their own practical conduct with respect to learning during the internship, in their own lives, and to the proposed and surpassed challenges at each moment in the internship, in the practical field. The students reported the need for an association between the guided study and the practical field so they could get the necessary theoretical basis for the development of nursing care provided to patients whom they were responsible for. And finally, they reported on their anxieties and fears with regard to the development of a practical activity in which they had not performed before, but at that time, had the opportunity to perform.

RESULTS AND DISCUSSION

The teaching internship provided the opportunity of participation in the planning, development, and evaluation of the theoretical teachings in the discipline Attention to the Health of Adults and Elders, as well as to monitor the practical field of undergraduate students from a Federal University in Rio de Janeiro. This participation took place through the ministration of classes, learning through a teaching plan associated with the objectives of the program content, the making of a field journal describing all the activities carried out in the practical field, discussing the teaching strategies and, finally, learning through a plan for the supervision of practical activities.

It allowed reflection about the experience as a nurse caring for so many years, with the pedagogical practice of teaching. It brought the reflection of how important the experience in nursing care is, allied to contents that are taught in the classroom as a stimulus factor for the confrontation of practice with theory.

The practical activities of nursing care, such as the sponge bath, the performance of cerebrospinal physical examinations, and administration of prescription drugs have always been performed by undergraduates, being punctuated by me, the theoretical basis for each activity and the association of the clinics presented by patients who were under their care. However, it is acknowledged that any intervention designed and made in relation to

students, to generate satisfactory effects with respect to teaching and learning, required studies and reflection on the practical activities carried out on that day. Thus, a guided study was requested from undergraduates, for the following week, based on questions and discussions always raised after the end of the practical activities carried out on the day.

Several topics were addressed such as controlled prescription medicines, systematization of the nursing care, and handling and use of venous devices for deep and peripheral access. This was a way to promote integration between students and patients serviced by them, providing a complete nursing intervention to patients in the development process of their care. The subjects that generated questions in the development of the practical education by the undergraduate students as action, preparation, dilution of medicines, and systematization of the nursing care, as well as what was perceived by the practical field teachers, were subjects of discussion at the end of each day, with the objective of improving the students' perception regarding their activities of care provided to patients, seeking to raise awareness of the role of the nurse, always accompanied by the theoretical basis for all activities. The encouragement of students to assume more critical stands about the development of their practical activities in the field of training was a justification. The auditorium from the eighth ward in the Hospital was used in the practical training course, for the meetings at the end of each day, for the discussion of cases in the practical activities. The consequence was a teaching process based on experiential learning, which has been used to designate educational activities with the most diverse purposes such as personal development, problem solving, social change, conflict management, in-service training, and in the context of higher education such as fieldwork, sensitivity training, and educational workshops characterized by direct contact with reality⁷.

It was noticed that undergraduates require the association between theory and practice, for improved association of content, and thus, the experience at the teacher's assistance ends up being a complement to learning. The motivation of students implies in awakening and maintaining the student's interest in learning.⁶ Motivation involves, therefore, the establishment of a more intense relationship between teacher and students.

It provided the construction of skills, because of the teacher's stance as the mediator of learning, or as the facilitator, enabling the student to an accessible communication. And finally, it provided the opportunity to use pedagogical practices through which the educator becomes the one being educated and one being educated becomes the educator, to the effect of the educational process. The search of different didactic materials, study and elaboration of strategies for the best educational content approach was necessary for the participation in the process from the beginning, from the teaching planning through its implementation and evaluation.

The experience awakened the possibility of associating research and teaching in the process of training students.

CONCLUSION

The importance of the teaching learning process was observed during the development of the teaching internship individually carried out and in the collective process. The progress in the implementation of nursing care by undergraduate students, associating the referenced theoretical basis was noted. This could be done by presenting the content in such a manner that the students are interested in finding out the answer because they wanted to know why, beyond the demonstration by the teacher of how important the discipline can be for the student.

An important point for undergraduate students is the notion of the responsibility that they had in relation to patients under their care on the development of practical activities, worrying about the well-being of all, treating them with respect and affection.

The integration that is allowed with the teaching internship, between graduate students and undergraduate students, was as a positive strategy throughout their teaching internship process because it favored the exchange of experiences and allowed the insertion in the current context of professional training in the area. The teaching internship fulfills its objectives because it enables the acquisition of experience in teaching, favoring the improvement of the performance of students in the master's degree program in the practice of teaching and allowing undergraduate students to interact with graduate students fulfilling the requirements for the qualification of the master degree.

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