

SUPERVISED INTERSHIP UNDER THE NURSES' OPTICAL SUPERVISORY

ESTÁGIO CURRICULAR SUPERVISIONADO SOB A ÓPTICA DOS
ENFERMEIROS SUPERVISORESPRÁCTICA PRE PROFESIONAL CURRICULAR SUPERVISADA BAJO LA
ÓPTICA DE LOS SUPERVISORES ENFERMEROSDelvane José de Souza¹, Maíla Fidalgo de Faria², Ricardo Jader Cardoso³, Divanice Contim⁴**ABSTRACT**

Objective: The main objective was to identify the opinion of supervisors of a hospital internship about factors that may hamper their performance during supervision, identify what is the importance of the supervised internship for the nurses and verify their perception about their participation during the supervised hospital internship discipline. **Method:** a descriptive exploratory study with a qualitative approach, performed in a teaching hospital in a city located in Triângulo Mineiro, State of Minas Gerais, Brazil. 45 nurses that have worked as internship supervisors were interviewed through semi structured interviews followed by content analyses. **Results:** seven categories emerged: professional preparation, the importance of the internship program, difficulties present in the internship program, unpreparedness of academics, assignments of nurses, suggestions for improvement for the internship program and responsibility of supervising. **Conclusion:** supervised internship is essential for the academic formation, however, there is a lack of information by some of the nurses about their function as supervisor, the lack of preparation of the students and the lack of time make supervision difficult.

Keywords: internship programs, graduation programs in Nursing, research in Nursing Education.

RESUMO

Objetivos: identificar a opinião dos enfermeiros supervisores do estágio hospitalar sobre fatores que dificultam sua atuação durante a supervisão; identificar a importância do estágio supervisionado para os enfermeiros e verificar a percepção destes quanto à sua participação durante o estágio curricular supervisionado hospitalar. **Método:** estudo exploratório descritivo com abordagem qualitativa, realizado em um hospital de ensino de uma cidade do Triângulo Mineiro. Foram entrevistados 45 enfermeiros que já atuaram como supervisores de estágio por meio de entrevista semiestruturada seguido de Análise de Conteúdo. **Resultados:** surgiram sete categorias: preparo profissional; importância do estágio curricular supervisionado; dificuldades presentes do estágio curricular supervisionado; despreparo dos acadêmicos; atribuições do enfermeiro; sugestões de melhoria para o estágio curricular supervisionado e responsabilidade de supervisionar. **Conclusão:** o estágio supervisionado é fundamental para a formação acadêmica, porém o desconhecimento de alguns enfermeiros

¹ Enfermeiro. Doutor em Ciências. Centro de Graduação em Enfermagem. Universidade Federal do Triângulo Mineiro. UFTM. E-mail: delvane.jose@gmail.com

² Enfermeira graduada na Universidade Federal do Triângulo Mineiro, (UFTM). E-mail: mailafidalgofaria@gmail.com

³ Enfermeiro. Doutor em Enfermagem. Professor Associado do Centro de Graduação em Enfermagem da Universidade Federal do Triângulo Mineiro. UFTM. E-mail: jader10@uol.com.br

⁴ Enfermeira. Doutor em Ciências. Professor Adjunto do Centro de Graduação em Enfermagem da Universidade Federal do Triângulo Mineiro. UFTM. E-mail: dcoitim@uol.com.br

sobre o papel de supervisor, o despreparo dos acadêmicos e falta de tempo dificultam a supervisão.

Palavras chave: Estágios, Programas de Graduação em Enfermagem, Pesquisa em Educação de Enfermagem.

Resumen

Objetivos: identificar la opinión de los supervisores enfermeros de la práctica pre profesional hospitalaria acerca de los factores que dificultan su actuación durante la supervisión; identificar cual es la importancia de la práctica supervisada para los enfermeros y verificar su percepción en relación a su participación durante la disciplina de práctica pre profesional curricular hospitalaria supervisada. **Método:** estudio exploratorio descriptivo con abordaje cualitativa, realizado en un hospital de ensino de una ciudad del Triángulo Minero. Fueron entrevistados 45 enfermeros que ya actuaron como supervisores de prácticas pre profesional por medio de entrevista semi estructurada seguido de Análisis de Contenido. **Resultados:** surgieron siete categorías: preparo profesional, importancia de las prácticas pre profesionales, dificultades presentes en las prácticas pre profesionales, falta de preparación académica, atribuciones de lo enfermero, sugerencias de mejoría para las prácticas pré profesionales y responsabilidad de supervisión. **Conclusión:** la práctica pre profesional supervisada es fundamental para la formación académica, pero existe un desconocimiento de algunos enfermeros sobre el papel del supervisor, la falta de preparación académica y la falta de tiempo dificultan la supervisión.

Palabras clave: Pasantías, Programas de Graduación en Enfermería, Investigación en Educación de Enfermería.

INTRODUCTION

The National Curricular Guidelines for Nursing, approved in November 2001, establish the basic principles, conditions, and procedures for the training of nurses, directing higher education institutions to develop curricula enabling the formation of qualified professionals who provide comprehensive health care. In this way, the Pedagogical Project of the Nursing Course should propose extracurricular activities, allowing the experience of teaching in a theoretical and practical way.¹

The supervised curricular internship (SCI) is a subject allowing the consolidation of the theory provided in the undergraduate course through practical

experiences. However, despite their recognized importance, many nurses have difficulties in developing the role of supervisor because of the lack of knowledge about the methodology to be followed by the internship, the faulty interaction between supervisors-academic-teachers and the feeling of being engaged in an activity that is beyond the control of the nurses' skills, compromising the quality of the subject and the training of the academic.²

Among the various legislations that regulate the implementation of the SCI, Federal Legislation 11788 of September 25, 2008 is the one establishing the workload of thirty hours per week for the

internship, allowing a trainee for up to five employees and two trainees for six to ten workers, being obligatory the performance of a teacher of the educational institution together with a professional of the place where the internship will be developed.³

The supervised internship aims to enable the student to have experiences of the profession, to relate theory and practice; to establish a link between academia and society, to improve their technical and scientific skills, to be stimulated to exercise integral and multidisciplinary assistance, and to experience and reflect on the ethical and legal aspects inherent to the profession.⁴

The integration between teacher-nurse-student is fundamental for SCI objectives to be achieved. The nurse in the internship is the reference for the student who observes his attitudes and postures, reflecting and relating the theoretical knowledge to the situations experienced. When there is a good relationship between the parties, there is mutual enrichment through the exchange of practical knowledge and up-to-date information, innovating the space of health services.⁵

The health service used as an internship is also a fundamental part of nursing graduation, since it provides a broad educational opportunity, enabling the student to experience care in all its aspects, reflecting on the reality of the

work environment and contributing to his improvement through the scientific knowledge in which the nursing is based.

We believe that internship supervision may be hampered by the high number of nurse assignments and the low number of supervising teachers who assist in the conduct of SCI. Based on the importance of performing a quality internship, it is proposed to answer the following questions: what is the view of preceptor nurses about the supervised curricular internship? What difficulties do they face during the supervision of students? This study aims to collect information that helps nurses and academics to better use and learn during the SCI, aiming to identify the opinion of nurses supervisors of the hospital internship about the factors that may hinder their performance during supervision; to identify the importance of the supervised internship for the nurses and to verify the nurses' perception of their participation during the supervised hospital curricular internship. Contributions in this area are of significant importance since the internship is fundamental in the training of students who will soon act as nurses.

METHOD

This is an exploratory descriptive study with a qualitative approach, performed at the Hospital de Clínicas (HC) of a city in the interior of Minas Gerais in

the sectors for the SCI, having all nurses working in the field of internship as subjects in the morning or afternoon, who acted as supervisors of internship, aiming to know the opinion of these professionals about their role as supervisor of SCI.

Data collection was performed by an interviewer from March to April 2015. There were 57 of the 64 nurses working in the daytime internship field invited to participate in the study, 45 accepted to participate, 11 were recruited, 1 was excluded for not having supervised internship, 7 were not approached for being on vacation or leave. The subjects were approached in their sectors during the work shift and invited to participate in the research, explaining their objectives as well as the risks and benefits. After reading and signing the Informed Consent Term, the interviews were conducted on days and times of the participants' choice at the institution. A guideline questionnaire was used with two parts. The first one consisted of data regarding the identification of interviewees such as age, marital status, education level and working time in the institution. In the second part, there were six questions on the theme, being: 1-What is your view on the supervised internship?; 2- What difficulties do you have as a nurse in supervising the internship?; 3- Do you consider the content you had in the undergraduate degree sufficient to make

you fit to practice the profession, including the role of internship supervisor? Why?; 4- Analyzing your work routine, tell me if you consider the internship supervision an assignment of the nurse and what leads you to think so?; 5. Do you think that the structure of the internship has to be changed? 6- Describe to me what you consider to be a nurse's assignment at a university hospital.

The interviews were audio-taped in places saving the privacy and anonymity of the actors' information. Then, they were transcribed in full, suppressing any information that could identify the interviewee. The data were submitted to the analysis following the steps of the content analysis proposed by Bardin, starting with the previous analysis, characterized by the transcription and repetitive reading of the interviews, aiming to consolidate the central ideas of the speeches. Next, the material was explored, identifying and grouping the lines into categories. Finally, the data were treated through their inference and interpretation, assuming meanings, values, and representations.⁷

Data collection was done after the evaluation and approval of the research project by the Research Ethics Committee (CEP), opinion 626,612, and the signing of the informed consent form by the interviewees and the interviewer. The

subjects of the survey were informed of their right to quit at any time and on the identity being preserved. Their names were replaced by acronyms to remain anonymous.

RESULTS

There were 45 HC nurses interviewed working in the SCI field. As to the profile of the interviewees, the mean age found was 31.9 years old; 23 (51.1%) were unmarried; 22 (48.9%) completed their graduation from 6 to 10 years ago; 27 (60%) worked in the institution between 6 months to 1 year; 18 (40%) had a specialization course; 8 (17.8%) had master's degree and 3 (6.7%) had residency.

After the transcription and analysis of the interviews, seven categories emerged from the statements of the nurses that address positive and negative aspects in the internship involving students, supervisors, teachers, training area and subject, entitled: professional preparation; Importance of the supervised curriculum internship; Difficulties in the supervised curricular internship; Unpreparedness of the students; Attributions of the nurse; Suggestions for improvement to the supervised curriculum internship and responsibility to supervise.

Category 1: Professional preparation

This category includes the statements of the professionals who refer to the internship as an opportunity to construct the theoretical knowledge associated with the practice, enabling the students to assume the role of the nurse in the job market.

The supervised curriculum internship is the time when you shape the type of professional you will be, it is the time when the academic comes to the field to put into practice and also see some of the practice and theory that he has learned in college. (E24)

It is the time that he will be getting to know a little of the hospital, the structure, the same problems that exist and it will be an opportunity for him to adapt more to his reality when later he is formed and he takes over and this as a professional. (E26)

The internship is valid because you can bridge the gap between theory and practice. (E33)

It is a part of the graduation that will change many concepts and reaffirm what you have come to do even, it is where you will get more in touch with reality. (E38)

Category 2: Importance of supervised curriculum internship

This category expresses the importance of the supervised internship in the exchange of information for the reciprocal improvement of academics and professionals.

[The supervised internship] is necessary both for the student and it is very important for the sector as well, because the student brings from the college new information that we do not have

because there is already a lot of time to graduate. (E9)

It [supervised internship] is important in a number of ways: for the student, for us, and for the community. (E11)

Very helpful, interesting both for the academic and for the people themselves, because the academic here brings a lot of new things, a lot that has changed, because of nursing changes all the time, I think, interesting, very good for both sides. (E17)

I think it is totally important and valid when you receive the student from the supervised internship, and you are forced to read more about certain questions, which sometimes you are in the sector and you do not have anymore. (E33)

Category 3: Difficulties in the supervised curricular internship

This category describes the difficulties faced by nurses during SCI supervision, as described in the following statements.

Here we cannot stop working, so they have to keep up with our pace... it takes a little time to follow the student. (E1)

First, we do not receive a normative of what it is to be evaluated in the student, so this makes it very difficult. In a moment that we could have evaluated more safely, in a much more specific way, we end up losing it over time (E3)

Sometimes, I perceive a certain shyness by the academic. Maybe a little lack of interest too and even curiosity. Not all of them, there are exceptions, but I realize this difficulty in them. (E12)

I miss the teacher with us, but as I know that their number is very small, limited, so they

cannot be at all units, at all times and especially at the time the student needs it. (E18)

Category 4: Unpreparedness of students

This category includes the nurses' statements regarding the unpreparedness and immaturity of the students for the construction of a professional profile during the internship.

Sometimes, I think it's a little flawed because the students arrive very unprepared, they arrive without knowing the theory. (E39)

There is a lack of commitment by the students. (E3)

In my conception, the greatest difficulty is this, unprepared student and disinterested student. I do not know why this student arrives here, right, but I understand everything that involves the continuity of that student in the undergraduate. (E8)

There is a student who does not show much interest, does not show desire, sometimes does not know if he likes the profession or ends up discovering in practice that it is not what he wants and sometimes we find it difficult to talk with him and make him realize the importance of Internship. (E38)

Category 5: Nurse assignments

This category describes the activities performed by nurses in the period of development of the supervised curricular internship, considered by them as a nurse in a university hospital.

The activities of greater complexity, some more complex punctures, all the managerial and administrative issues and activities related to

teaching, permanent education, equipment training.
(E3)

The care issue, techniques that are exclusive to the nurse, serious patient care, a confection of scale, team leadership, continuing education, permanent education. (E7)

To the assistance function, service management, service administration that is in charge and responsibility, exclusively ours. (E8)

It is very broad. There is the management part, the practical part, managing a team, coordinating the activities that are developed within the unit. (E10)

Category 6: Suggestions for improvement to the supervised curriculum internship

This category is composed of the statements of the professional nurses who express their opinions and suggestions for improvements to the supervised curricular internship after their supervisor.

We could have more information about the teaching plan, it would be quite interesting. (E5)

I think what can happen is a greater interaction of the teacher with the nurse who supervises. (E15)

I like the structure that exists, but I think there are things that can be improved. I really like the student present in the unit, the flexibility of schedule for the student would be a gain. (E18)

If besides the presence of the nurse in the sector to supervise this student, if the supervisor [teacher] was more present, it would help... if the supervisor of the school had present, sometimes it would cover that bias that remains. (E24)

Category 7: Responsibility to supervise

This category includes the nurses' statements about the responsibility of this professional to supervise the curricular internship.

When you come to a university hospital, you already have to bear in mind that you will relate to college students. (E4)

I understand that my responsibility is also to accompany the students ... it is my obligation to facilitate the knowledge, not only in the supervision of internship ... I think that in the university hospital we have teaching functions even though I am a care nurse. .. (E23)

It is up to the nurse to help, to help, to be a key part of this teaching learning process, because knowledge is to be passed on and the more you are able to convey it, the more you will be able to help that student, this academic and in the future he will be a resourcefulness professional. (E26)

I do not think it's okay for me to be responsible for the trainee, for the trainee's learning, so I'd have to have a college professor all the time with that student. (E41)

DISCUSSION

The nurses' statements in this study point to the supervised internship as an important opportunity to experience the practice, confronting the theory learned during the graduation with the reality of health services, enabling the improvement of the academic and the development of a critical reasoning to act more effectively in the labor market. This importance was also evidenced in a reflective study carried out in 2015 by researchers from Mato Grosso do Sul, who highlighted the benefits of the

subject as the improvement of the skills and competencies of the student required for nursing practice, as well as promoting the maturation of the student through the association of theory with the experiences lived in the subject.⁸

According to the interviewed nurses' speech, the academic provides the renewal of the knowledge of the health team by having access during the graduation to updated information on the topics that involve the nursing, passing this content to the professionals around him during the internship and at the same time learning from the knowledge and experience of the employees of the unit in which he is inserted. The exchange of information between students and the nursing team was also reported in a reflection article about the supervised curricular internship conducted in 2012 by researchers from Espírito Santo, stressing that this subject provides the health unit with updated content stimulating the application of new knowledge. In this sense, the nursing student promotes the simultaneous transformation in the context of the unit and in himself.⁵

It is challenging to collaborate with a subject based on active participation and joint goals from different groups. After the experience of supervising the internship and getting to know the reality of the subject closely, the nurses interviewed

reported the difficulties they faced as supervisors. The inhibition of some academics, a large number of tasks to be performed by the nurse, the lack of access to the documentation that governs the subject and the low number of supervisors were the main difficulties experienced in SCI. A qualitative descriptive research carried out in Vassouras in 2011, with ten teachers of the nursing course and ten nurses who supervise the primary care placement concluded that because the SCI involves a context that goes beyond the classroom and the academic-teacher relationship, it requires a cohesive and precise articulation among teachers, academics, and nurses so the subject achieves its objectives, and an internship plan is required to meet the needs of the service and the Academy.⁹

Interviews conducted in 2011 with nine nurses from a hospital pointed out that the presence of positive and negative aspects in a concurrent and intense manner promotes a mix of feelings in the supervising nurses regarding their participation in the internship. They are pleased to have the opportunity to perpetuate the knowledge they have gained by contributing to the training and growth of the academics under their supervision, as well as the frustration associated with the difficulty of providing better assistance

to the trainee due to the lack of human and material resources.¹⁰

The lack of interaction between nurses and teachers is one of the great barriers to overcome since this is fundamental for the development of a quality internship since the accompaniment of the teacher with the academic during the insertion of this in the unit conveys greater security for the trainee and for the team.¹¹ The little interaction between teachers and supervising nurses was also reported in a survey carried out in 2012 with 20 trainee supervisors of three hospitals in Ceará. According to this study, this communication failure is related to the low number of teachers and can be cured with an increase in the number of human resources in the Academy.²

The lack of interest and theoretical unpreparedness of the student to perform the internship are also difficulties reported by the nurses and compromise the achievement of the subject since the way in which the internship will develop is directly related to the student's behavior. The lack of interest in learning induces the nurse not to invest in the exchange of information with the academic and the lack of theoretical knowledge hinders to practice, since this is fundamental for the assistance in all its aspects.^{10, 12}

The nurses cited more frequently as their assignments, the activities focused on

the care and management of the unit in which they are filled, with little emphasis on their performance in relation to teaching matters. Because it is a university hospital, professionals should be willing and prepared to collaborate with the teaching-learning process of several courses, as well as the practice of care and management, and they should be informed about the importance of their performance in teaching when they are admitted to the institution. A study carried out in 2009 with eight nurses from a public hospital in the south of Brazil, who concluded that the lack of knowledge about the function of a university hospital by the institution's employees can also hinder to exchange knowledge between SCI students and the health team.¹³

Because of the many responsibilities they have, many nurses feel that supervision makes their routine even heavier, believing to be an activity that should be taken on by a teacher. Federal Law 11788 of September 25, 2008, together with COFEn Resolution Number 441/2013, clarifies this issue when affirming that during the internship, professionals and teachers should act as a team, since public or private health institutions can offer an internship only through the appointment of a professional in the area of knowledge of the internship, to guide and supervise up to 10 students at

the same time, being optional to this employee the accepted position and only allowed to perform the function together with a supervisor teacher.^{3,14}

During the interviews, the nurses suggested an increase in the hours worked by the academic in the SCI, because they believe that this increase would provide a gain for the academic experience and learning. However, the institution's supervised nursing practice is regulated by Resolution Number 001 of May 21, 2003, establishing the compulsory internship and its workload divided between public health and hospital work, requiring a total of 480 hours, 30 hours a week and 6 hours a day.¹⁵

Through the opinion of the interviewees, the importance of having access to the teaching plan of the subject was also observed, which would help to accept with less resistance the task of coordinating and supervising the activities carried out by the students under their responsibilities according to Resolution COFEn n° 441 /2013.¹⁴

FINAL CONSIDERATIONS

From the results obtained, it is concluded that the hypotheses raised by the researchers are true, and the supervision of the internship is directly influenced by a lot of nurse assignments as well as by the low quantitative of supervising teachers in

the follow-up of the SCI.

The lack of time of the nurses due to the high number of activities performed during the work shift was a limiting factor of the study since it hinders some individuals to participate in the research.

A minority of the subjects interviewed believe that it is not their assignment to accompany the trainees demonstrating ignorance of the COFEn resolution that describes the role of the nurse as a supervisor.

The emergent categories of participants' discourses allowed to evaluate their opinions about their supervised work, verifying that a large number of the respondents said they felt it was their duty to collaborate with the teaching process of students for working in a university hospital.

The importance of the internship for nurses was also raised, presenting the exchange of information between academics and professionals promoting their updating as positive factors, as well as the promotion of the stimulation to the search of knowledge to exercise the function of supervision attending the doubts of the academic. Also, the SCI allows the experience of unique experiences of the association of theory and practice that will be determinant for the formation, qualification, and elaboration of the profile of the future

nurse.

Because it is a subject requiring the interaction of health and education institutions, SCI is directly and negatively influenced by both parts.

According to the reports of the interviewed students, the main difficulties in the internship were the lack of preparation of some students who have little theoretical basis or disinterest in carrying out the proposed activities, as well as the lack of access to the teaching plan and the low number of teachers, who hinder for the students to follow up more frequently.

The emergent facilities of the relationship between the academy and the health institution retested by the interviewees were the interest and willingness of the nurses to supervise the academics and the safety of these professionals in passing information during their performance in the SCI.

The internship is essential for academic training, assisting in the growth of professionals who participate in supervision and can be even more efficient by strengthening the ties between the academy and the health service provided as a training camp.

This study allows inferring about the need to carry out new research on the subject to address different perspectives, raising problems and solutions that

contribute to design measures that promote the improvement of the internship, benefiting academics, nurses, and the population that receives care from these professionals.

Funding

This research does not have any source of funding.

Acknowledgment

To all the nurses who enabled some of their time to participate in the research in the name of improving higher education, thank you very much.

REFERENCES

1. Ministério da Educação (BR). Conselho Nacional de Educação. Câmara de Educação Superior. Resolução CNE/CES n. 3, de 7 de novembro de 2001 (BR). Institui Diretrizes Curriculares Nacionais do curso de graduação em Enfermagem. Diário Oficial da União. Brasília (DF), 9 de nov 2001, Seção 1: 37
2. Rodrigues AMM, Freitas CHA, Guerreiro MGS, Jorge MSB. Preceptorship in the perspective of comprehensive care: conversations with nurses. *Rev gaúcha enferm.* 2014; 35 (2): 106-12. doi: <http://dx.doi.org/10.1590/1983-1447.2014.02.43946>
3. Lei 11788, de 25 de setembro de 2008 (BR). Dispõe sobre o estágio de estudantes. Diário Oficial da União, Brasília (DF). 25 setembro 2008.
4. Universidade Federal do Triângulo Mineiro (MG). Projeto pedagógico. Curso de Graduação em Enfermagem. Uberaba (MG): Universidade Federal do Triângulo Mineiro; 2009.
5. Benito GAV, Tristão KM, Paula ACSF, Santos MAS, Ataíde LJ, Lima RCD. Desenvolvimento de competências gerais durante o estágio supervisionado. *Rev bras enferm.* 2012; 65(1): 172-78. doi:

- <http://dx.doi.org/10.1590/S0034-71672012000100025>
6. Lima TC, Paixão FRC, Cândido EC, Campos CJG, Ceolim MF. Estágio curricular supervisionado: análise da experiência discente Rev bras enferm. 2014; 67(1): 133-40. doi: <http://dx.doi.org/10.5935/0034-7167.20140018>
 7. Bardin, L. Análise de conteúdo. Edição 70. São Paulo: Revista e Ampliada; 2011.
 8. Conceição VM, Dutra CDT, Pires CAA, Silva IV, Duartes JLS. Experiências de acadêmicos após estágio em um serviço na atenção primária à saúde. Revista de Enfermagem e Atenção à Saúde. 2012 [acesso em: 20 mai 2016] 1(1): Disponível em: <http://www.uftm.edu.br/revistaeletronica/index.php/enfer/article/view/290/282>
 9. Umann J, Guido LA, Silva RM. Estresse, coping e presenteísmo em enfermeiros que assistem pacientes críticos e potencialmente críticos. Rev Esc Enferm USP. 2014; 48(5):891-98. doi:10.1590/S0080-623420140000500016
 10. Rodrigues LMS, Tavares CMM. Estágio supervisionado de enfermagem na atenção básica: o planejamento dialógico como dispositivo do processo ensino-aprendizagem. Rev RENE. 2012 [acesso em: 20 mai 2016]; 13(5):1075-83. Disponível em: <http://www.revistarene.ufc.br/revista/index.php/revista/article/viewFile/62/pdf>
 11. Tavares PEN, Santos SAM, Comassetto I, Santos RM, Santana VVRS. A experiência de enfermeiras assistenciais com estudantes de enfermagem: uma análise fenomenológica. Rev RENE. 2011; 12 (4): 798-807. doi: <http://dx.doi.org/10.1590/S0080-62342009000300005>
 12. Garcia SD, Vannuchi MTO, CiciliatoCZ, Ignotti BS. Academia e serviços de saúde na consolidação do internato de enfermagem. Semina cienc biol saúde. 2015 [acesso em: 20 mai 2016]; 36 (1): 123-36. Disponível em: <http://www.uel.br/revistas/uel/index.php/seminabio/article/view/19152/16966>
 13. Barlem JGT, Lunardi VL, Barlem ELD, Bordignon SS, Zacarias CC, Filho WDL. Fragilidades, fortalezas e desafios na formação do enfermeiro. Esc Anna Nery. 2012; 16 (2):347-53. doi: <http://dx.doi.org/10.1590/S1414-81452012000200020>
 14. Sales PRS, Marin MJS, Filho CRS. Integração academia-serviço na formação de enfermeiros em um hospital de ensino. Trab. Educ. Saúde. 2015; 13 (3): 675-93. doi: <http://dx.doi.org/10.1590/1981-7746-sip00057>
 15. Resolução Cofen nº. 441, de 15 de maio de 2013 (BR). Dispõe sobre participação do Enfermeiro na supervisão de atividade prática e estágio supervisionado de estudantes dos diferentes níveis da formação profissional de Enfermagem. Diário Oficial da União, Brasília (DF). 15 Maio 2013.

RECEBIDO: 14/06/2016
 APROVADO: 15/06/2017
 PUBLICADO: 31/07/2017