

Nurses' perception regarding internship insertion of nursing students

Percepção dos enfermeiros sobre os acadêmicos de enfermagem acerca da sua inserção nos estágios

Percepción de los enfermeros sobre de los académicos de enfermería acerca de su inserción en las pasantías

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This study aimed to know the perception of nurses in primary care about the integration of nursing undergraduate students in practice areas. This is a qualitative study, carried out from key issues, with 25 nurses from primary and secondary network of the city of Uberaba-MG, Brazil, in September 2017, with analysis of Discourse of the Collective Subject. Two categories and five discourses of the collective subject emerged. Positive and negative aspects on the integration of the academic in the practice field in primary care were recognized. One saw the academic as a change agent and collaborator on teamwork and care, being the critical points the low valuation of primary care, the reduced participation of nurses in the activities planning and the lack of preparation and little concern by some students. Nurses realize the integration of the students favorably; however, they consider communication and integration deficient between university and service.

Descriptors: Primary health care; Nursing students; Stages.

Esse trabalho teve como objetivo conhecer a percepção dos enfermeiros da atenção primária, acerca da inserção dos acadêmicos de graduação em enfermagem nos campos de prática. Trata-se de um estudo qualitativo realizado a partir de questões-chaves, com 25 enfermeiros da rede de atenção primária e secundária do Município de Uberaba-MG, em setembro de 2017, com análise através do Discurso do Sujeito Coletivo. Emergiram duas categorias e cinco Discursos do Sujeito Coletivo. Foram reconhecidos pontos positivos e negativos sob a inserção do acadêmico no campo de prática na atenção primária. O acadêmico foi visto como agente de mudança e colaborador no trabalho de equipe e na assistência, sendo os pontos críticos a baixa valorização da atenção primária, a reduzida participação dos enfermeiros no planejamento das atividades e o despreparo e pouco interesse por alguns estudantes. Os enfermeiros percebem a inserção dos acadêmicos de modo favorável, entretanto consideram deficitária a comunicação e integração entre universidade e serviço.

Descritores: Atenção primária à saúde; Estudantes de enfermagem; Estágios.

Ese trabajo tuvo como objetivo conocer la percepción de los enfermeros de la atención primaria, acerca de la inserción de los académicos de graduación en enfermería en los campos de prácticas. Se trata de un estudio cualitativo realizado a partir de cuestiones claves, con 25 enfermeros de la red de atención primaria y secundaria del Municipio de Uberaba (MG), Brasil, en septiembre de 2017, con análisis a través del Discurso del Sujeto Colectivo. Emergieron dos categorías y cinco Discursos del Sujeto Colectivo. Fueron reconocidos puntos positivos y negativos bajo la inserción del académico en el campo de prácticas en la atención primaria. El académico fue visto como agente de cambio y colaborador en el trabajo de equipo en la asistencia, siendo los puntos críticos la baja valoración de la atención primaria, la reducida participación de los enfermeros en la planificación de las actividades y a la falta de preparación y poco interés por algunos estudiantes. Los enfermeros perciben la inserción de los académicos de modos favorable, sin embargo consideran deficitaria la comunicación e integración entre universidad y servicio.

Descritores: Atención Primaria de Salud; Estudiantes de Enfermería; Pasantías.

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INTRODUCTION

The Primary Care is characterized by interventions with the aim health promotion, protection and rehabilitation at the individual and collective levels¹. In full and continuous, practices inside the basic units strengthen links with users/community and creates a rich field of learning and exchange of experiences for scholars and professionals².

In the multidisciplinary team that makes up a Basic Health Unit (BHU), nurses are those who maintain greater contact with service users, by the diversity of activities they plays and for they coordinate the activities of the Community Health Agents (CHA) and nursing professionals. In addition to their daily contributions as home visits, administrative and assistance services, in many units the nurse acts as a tutor in the undergraduate student training of the nursing course in technical visits, clinical education and supervised curricular internship among others³.

It is also considered that in practical activities in health care, the preceptor nurse, despite not belonging to the institution, plays an important role and complements concepts and practices not yet experienced during undergraduation⁴.

The Supervised Curricular Internship (SCI) is the triangular window of opportunity of concrete professional reality listed by experience, theoretical and practical interaction and knowledge coping, allowing reflection and parallelism regarding the course and categories aimed at training. Thus, it is understood that the different training environments, that is, health institutions and academia tend continuously to unite, providing for the labor market professionals able to face the obstacles, also offering reflections on the objectives and goals in the training process of the student and how the educational institution sees and discusses this issue in its daily demands⁵.

In this reflection, nurses see the practice in field as the space for the construction of the professional, besides the reflection on care practice, as well as the maturity and the opportunity for the

academic to interact with the reality of his future work. However, sometimes this insertion occurs late and is not based on the student's learning autonomy⁵.

In view of the advances needed for early integration of the academic in health care network, it is necessary to know the perception of the agents involved in the process.

The aim of this study was to know the perception of nurses in primary care about the integration of nursing undergraduate students in practical fields.

METHOD

This is a qualitative study carried out in September 2017, with nurses of the primary and secondary care network of the Municipal Health Secretariat (SMS), Uberaba-MG. The contact with the subjects of the research was carried out by e-mail, which presented the research proposal.

Data collection was conducted through individual interviews collected online, via email and printed, according to the choice of the respondent.

A semi-structured script was elaborated, consisting of participant's characterization data and three open questions that focused on age, time since graduation, sanitary health district in which working and working time in SMS.

The following questions were part of the script: *What is your perception about the nursing students during the contact with the network? Why? How do you see the interaction of the UFTM nursing students with the health services? What suggestions would you have to improve the education of the students of the nursing course at UFTM, according to the need of the health service (municipal network)?*

Numerical data were analyzed using descriptive statistics for characterizing the profile of the participants. For the analysis of the open questions, the Discourse of the collective subject (DCS) was used^{6,7}.

DCS is a technique for processing statements, in which the discourses are grouped according to the meaning of the content and similarity, giving sense during the narration of the community and

representative of the speech of a particular from (key expressions)^{6,7}.

This study is part of a larger one entitled "Unveiling the intricacies of nursing training: perceptions constructed in the context of the university and health services", being approved by the Research Ethics Committee of the Federal University of Triângulo Mineiro, Protocol nº 2.590.76, according to the ethical principles established by the Resolution 466/12.

Table 1. Sociodemographic distribution of the Municipal Health Secretary nurses. Uberaba, September 2017.

| Variable | Frequency | |
|-----------------|-----------|-------|
| Age | N | (%) |
| 25- 34 years | 11 | (44) |
| 35- 44 years | 13 | (52) |
| 45-50 years | 01 | (04) |
| Training time | | |
| 1-6 years | 08 | (32) |
| 7-10 ears | 13 | (52) |
| ≥ 17 years | 04 | (16) |
| Time experience | | |
| < 1 year | 04 | (16) |
| 1 - 10 years | 11 | (44) |
| 11 - 15 years | 09 | (36) |
| ≥ 16 years | 01 | (04) |
| Total | 25 | (100) |

From a first reading of the reports, the key expressions and central ideas were extracted, and selected those that were similar to the construction of the speeches. Later, the statements were categorized and classified, emerging two categories, contributing to a better understanding of the results:

Category 1. Positive aspects of nursing academic insertion in service

The practical activities in Primary and specialized Care are positively perceived by the nurses in relation to research and situational diagnosis developed in the field, as from them, it becomes possible to draw a better planning of nursing actions, as shown in the discourse 1:

DCS 1: I consider (very) good the interaction (positive) as they experience all the practice and challenges of the nurses in public health, considering the teamwork and leadership, even though in some places it is only in the context of research. They help predict which the most frequent problems are in the municipal primary care network, encouraging our managers to plot better

RESULTS

Of the 51 nurses who make up the SMS-Uberaba, 25 participated in the study. Most of the subjects of this research had 7-10 years of professional experience in nursing and 35-44 years old. Table 1 shows the distribution of the study participants, according to sociodemographic data.

strategies and that we, as nurses, improve our care service, all the time through new knowledge.

The presence of nursing students in the network is perceived by nurses as something positive, because they collaborate to improve the quality of care in the exercise of the teamwork and leadership, as in the DCS 2:

DCS 2: Very important positive/good; They are of fundamental importance to the service in public health, they add to service and contribute in the development of activities performed in the unit.

According to the nurses, contact with health services provides the student the opportunity to experience the theoretical content in a practical way, contributing to his training. Regarding the profile of these scholars from the nurses' perspective, they are interested and responsible, provide bond with the team and the population, making the service less strenuous, as in the DCS 3:

DCS 3: Academics are proactive, very collaborative, dedicated, committed and responsible, interested in understanding how the network operates. Students benefit themselves by acquiring new knowledge and responsibilities, mature, get prepared to intervene in

society and from this contact, it is possible to adapt the theoretical content with practice.

Category 2. Negative aspects of nursing academic insertion in service

Respondents pointed out some negative aspects of this integration, as the deficit knowledge of the network operations, the responsibilities of the professional nurse, the contents and basic techniques for performance in Primary Health Care (PHC), so there is a better use of practical activities, such as in the DCS 4:

DCS 4: Is not said to the network nurses what they have to experience in the practice of that discipline, at that time of the stage. The workload is very small, primary care does not receive due importance; some just play the role of observation. It is noticed that they do not yet have enough maturity to understand the importance of the network operation, for the performance of their duties as professional they are unprepared, with no knowledge about SUS and its functioning. Poor knowledge regarding the existing service flows in the city they also have difficulty learning certain techniques or procedures. However, over the stages and with greater understanding of the system, the students may interact and integrate the health system.

Professionals believe that the municipal network is little explored by the university. They cite as critical the non-participation of professionals and services in the planning and operation of academic practices, being listed in the following speech: *DCS 5: Most of the times there is no previous contact by teachers to set the stage objectives. They need to more involved and engaged in the primary care programs of the network. There is need of greater contact between teacher-coordinator and preceptor nurse to set the actual assignments for the academics; it is necessary to show the reality of all types of health services.*

DISCUSSION

In a research in which 45 nurses were interviewed, who have already worked as supervisors of hospital stage, the insertion in the practice field was also seen as an opportunity to construction of theoretical knowledge associated with practice in a space that both students, nurses and staff academic and professional growth take place⁸.

In another study with narratives of nursing about experiences on stage in the area of primary and hospital care, it was noted the stage contributed to the professional training, by claiming it to be the ideal setting for the appropriation of work, with the nurse

perceived as a key agent in the organization of the team and care⁹.

As reported in this study, other research describes as critical points and difficulties faced by preceptor nurses, students' lack of preparation and immaturity⁸. However, it is expected that while academics, trainees have feelings and insecurity attitudes that are related to normal learning and maturing process. At the same time, other studies have expressed alternation of the academic, as perceiving himself as workforce and, at other times, as a learner⁹.

Regarding the teaching and service integration, it is a recurring opinion the need for appreciation and participation in the planning of the activities in the training field⁸, both in studies with nurses and studies with students and teachers.

In a similar study from the perspective of trainees, an aspect raised highlighted the role of the teacher as articulator between teaching and service institution, promoting communication and approaching the nurse with the teaching-learning process¹⁰.

The relationship between teaching-service can provide a larger and extensive knowledge of the nursing activities. However, the link between education and the service can generate conflicts, which affects this articulation. Preceptors feel helpless and often out of date on the syllabus and the real need for academic stage. In a study with students and professors, it was highlighted the need for preceptor professionals and supervisors are trained to work the individual demands of academics in a joint manner, standing out the figure of the nurse as a reference as professional¹¹.

The approximation between preceptors and teachers is a key step in building strategies for more productive exchanges on the day-to-day of the stages and thus, a more just and equal division of responsibilities between the university and health services in the nurses' training¹².

The preceptor nurse is one of the foundations for a quality education and implementation of public health policies. It is imperative that factors that contribute to the maintenance of the mismatch between

education and practice are investigated, which can provide insight to what strategies can be developed aimed at satisfying change of character and quality, for professionals, academics and PHC users¹³.

It can be seen that there are differences between nursing teaching and practice. As the university follows traditional patterns, sometimes fails to explore the PHC fields and only focuses on tertiary care, leaving a shortfall in the content and practices for the academic in this field.

Despite the content deficit, the academic contributes positively to professionals, sharing new practices and updates in the area. However, the lack of integralization and distance with the responsible teacher features one of the most critical aspects according to the preceptors. As reported by the nurses, the academics are also critical regarding the devaluation of PHC and valuation of the hospital-centered model⁹.

It is up to the preceptor nurse to share experiences and satisfactory, quality techniques that help the undergraduate student to adapt to future professional practice. In addition to instructing, advising and teaching, he should have good communication, in order to provide a reliable environment for undergraduate students in daily activities and emphasize that the work environment is constantly changing and it is necessary to adapt to it.

There is a difference between training and work, because the work requires the professional employee to decide the activity he is going to develop at the stage the student has the teacher to supervise and provide guidance on the decisions of the activities, with the teacher interfering with them. Therefore, it is necessary a deep discussion between work and education through the internship laws, as well as the public policies that may assure the academic effective right for his training, bringing him closer to his training field⁵.

CONCLUSION

Nurses who receive students in the training field believe that teaching-assistance improves and expands the knowledge of the

academics, as well as the nursing care. However, it emphasizes the rising of conflicts that exists between service and education at times and it harms much the students, as the nursing care, teaching and users, because the lack of communication decreases the bond that is the key to a good learning and assistance on the professionals' perception.

Preceptors emphasized the need to be updated with the syllabus, as well as the improvement in communication between teacher and tutor, so that when they receive academics in internship they will know how to guide them more concisely and timely on the doubts and academic needs without affecting the assistance. Or even, improving assistance precisely because the system has new views to old problems. As such, there is going to have improvement of the quality of care, emerging new ideas for resolving existing conflicts, in a fair and equitable manner for the academics, teachers, tutors and users.

The limitations of this study are related to its application only a local level and low response to the invitation to participate in the survey.

Researches in this area of expertise may contribute to the improvement of the relationship between the university and the professionals of the practice field, as well as contribute to improving the quality of the nursing program.

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CONTRIBUTIONS

Jurema Ribeiro Luiz Gonçalves, Álvaro da Silva Santos and Leila Aparecida Kauchakje Pedrosa were responsible for study design, data collection, data analysis, manuscript correction and guidance of the steps of the research. **Camila Cristina Neves Romanato, Maysa Alvarenga Ferreira and Nara dos Santos Costa** conducted data analysis, theoretical framework, literature and writing standards. **Daniela Sarreta Ignacio, Mariana Mila Guimarães and Judete Silva Nunes** contributed in data collection, literature review and revision. **Ryanne Agnes Souza Silva de Oliveira, Fabiano Henrique Oliveira Sabino, Fernanda Lemos Lazarini, Bruna Cláudia Ransani Ferreira, Julia Cristina Molina Silveira and Ketry Kellen Prado Caetano** were responsible for data collection and review.

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