



Importance of the Mandatory Supervised Curricular Internship for academic training in the nursing course – Experience report

Importância do Estágio Curricular Supervisionado Obrigatório (ECSO) para a formação acadêmica no curso de enfermagem – Relato de experiência

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ABSTRACT

Considered the most relevant moment in the undergraduate program, the supervised internship becomes important for the student to be able to actually relate practice and theory, this is the moment in which the student begins to experience his future reality as a professional, observing the performance of the nurse as a professional in its historical context, with the supervision of the nurse and tutoring of the professor. The objective of this study is to report the importance of the Mandatory Supervised Curricular Internship for academic training in the undergraduate course in Nursing. This is a descriptive study of the experience report type, carried out from the experience of a student of the 5th year of the undergraduate course in Nursing at the State University of Mato Grosso do Sul (UEMS), this work used as a method the bibliographic research of the Scielo and Google Scholar databases. The proposal that the supervised internship has is that we can actually apply and relate all the theory studied during the graduation, a stage in which this student is inserted in the health services and will develop necessary skills for the professional of this category, as a result, moments of the work environment were experienced as well as the conduct of the nurses responsible in the Basic Health Unit, in addition to all the learning acquired over the three-month period. Finally, it is concluded that the opportunity to learn from professionals in their daily lives directly adds to the learning that was missing for the student to acquire a greater wealth of confidence and knowledge.

Keywords: Teaching, Learning, Nursing, Education, nursing.

1 INTRODUCTION

The opportunity for bonding and greater learning for the nursing student occurs during the period in which the student goes through the Mandatory Supervised Curricular Internship (ECSO). The internship is of fundamental importance for academic training, since it is at this moment that



the student will detach himself from the academic period and link himself to his next period, the professional one (NEGREIROS; LIMA, 2018).

In 2001, the undergraduate course in Nursing, through the Curricular Guidelines, approved the principles and duties necessary and mandatory for the training of nursing professionals, thus, the Higher Education Institutions (HEIs) began to compose extracurricular activities in the Pedagogical Project of the Nursing Course, such action aimed to train professionals with greater qualification through the experience in internship practice (SOUZA, *et al*, 2017).

Thus, the National Council of Education determines that for the training of nursing professionals, higher education institutions must include the mandatory supervised internship in the public network, in hospitals, outpatient clinics, in addition to practical classes, the internship period must occur in the last two semesters of the undergraduate course in Nursing and with the supervision of the nurse responsible for the unit in which the student will be inserted (NEGREIROS; LIMA, 2018).

According to the National Curriculum Guidelines (DCN), the graduate of the undergraduate nursing course must be able to intervene in the main health problems faced by society, this professional must be prepared for decision-making, leadership, administration of the unit, continuing education in addition to the management of their place of work (OLIVEIRA; GRIBOSKI, 2018).

The supervised internship provides the student with the opportunity to acquire new techniques and skills, to articulate a relationship with the nursing team, in addition to the relationship with the supervising nurse, to build knowledge, skills and values, thus favoring the student to experience a complete reading of the professional environment in which he is inserted (MARRAN; FILE; BEGNATO, 2015).

The ECS, as part of undergraduate nursing courses in Brazil, occurs when the student has completed a good part of the epistemological basis and specific technical training, and it is up to him to use his knowledge to solve the problems encountered, evaluate the different situations that are presented to him, recover the scientific foundation and make decisions that will bring him better results by transversalizing the ethical dimension and his contribution to the collectivity (MARRAN; FILE; BEGNATO, 2015).

Considered the most relevant moment in the undergraduate program, the supervised internship becomes important for the student to be able to actually relate practice and theory, this is the moment in which the student begins to experience his future reality as a professional, observing the performance of the nurse as a professional in its historical context, with the supervision of the nurse and tutoring of the professor (MARRAN; FILE; BEGNATO, 2015).



The nursing professional is the category with the largest number of professionals in the market, during their training it is expected that this professional has a profile not only focused on knowledge and technical skills, but also that this future professional has a holistic view of society (OLIVEIRA; GRIBOSKI, 2018).

Through this intern's experience, the student will delve into the professional life of their supervising nurse, for this to occur effectively, it is important that all parties are willing to develop their roles effectively and committed to the future of this student (RAMOS, *et al*, 2022).

The supervising nurse will be responsible for the link between the university and the unit in which the student will be inserted, assuming a fundamental role during the internship, in addition, this nurse will most of the time become an essential basis for the effective learning of this student (RAMOS, *et al*, 2022).

Therefore, it will be during the internship period that the nursing student will be able to establish a relationship between theory and practice, in addition to learning that goes beyond theory, with the help of the professor and especially professionals such as the supervising nurse, this student will be able to enjoy a better use of this period.

2 METHODOLOGY

This is a descriptive study of the experience report type, based on the experience of a student in the 5th year of the undergraduate course in Nursing at the State University of Mato Grosso do Sul (UEMS).

The objective of this work is to report the importance of the Mandatory Supervised Curricular Internship for the academic training in the undergraduate course in Nursing, this work used as a method the bibliographic research of the Scielo and Google Scholar databases. The experience report can be characterized as a record of experiences and not only as a scientific article or academic research, research based on an experience report can be developed from extension, teaching, research projects, among others (MUSSI; FLOWERS; ALMEIDA, 2021).

The present study was carried out during the period of Mandatory Supervised Curricular Internship (ECSO) at the Bianor Alves da Silva Basic Health Unit (Seleta) in the municipality of Dourados – MS with a total workload of 493 hours, during the months of April to July of the year 2023 and was supervised by the supervising teacher responsible for the team 62.

The Bianor Alves da Silva Basic Health Unit (Seleta) is composed of three Family Health Strategy (FHS) teams: 41, 62 and 63, that is, the scope of experiences and learning acquired



through this broad multidisciplinary team was significantly important for the technical-scientific and critical-reflective development as a student in the last year of nursing.

Thus, the objective of this study is to report the importance of Nursing and its multidisciplinary team for academic training during the internship period, based on the experience with the different FHS teams (41, 62 and 63).

3 RESULTS AND DISCUSSIONS

The Mandatory Supervised Curricular Internship (ECSO) took place during the period from April to July of the year 2023, focused on the discipline of Collective Health, a discipline that makes up the mandatory curriculum for the fulfillment of the entire internship period, which is divided into Collective Health and Hospital Unit, with a workload of 493 hours each.

The contribution of the discipline of Collective Health to the education of nurses is significant, since it is with this discipline that the nursing student will become familiar with the local health situation of the territory, through epidemiological analysis, contributing to a health intervention planning aimed at the community, thus generating a critical-reflexive analysis and a correlation between practice and theory within primary care (SOUZA, *et al*, 2017).

The present study was developed during the supervised internship that took place at the Bianor Alves da Silva Basic Health Unit (Seleta) in the municipality of Dourados, Mato Grosso do Sul, composed of three Family Health Strategy (FHS) teams: 41, 62 and 63.

Elaborated and approved in 2006, the National Primary Care Policy (PNAB) defines primary care as a set of actions that are developed individually or collectively with the aim of promoting health, protection, disease prevention, diagnosis, treatment, rehabilitation and health maintenance (MACINKO; MENDONÇA, 2018).

Thus, it is understood that these health actions and promotions should be carried out by means of a multidisciplinary team, with a population geographically defined in its proper territory, thus promoting the first contact between the population and the Unified Health System (SUS) (MACINKO; MENDONÇA, 2018).

The professional nurse has the role of greater social contact and participation in actions aimed at the population throughout the country, he has the function of providing care at any social level, whether in a public service or a private institution (SOUZA, 2023).

Based on this, it is important for nursing students to go through this internship period in a basic health unit in the discipline of Collective Health so that they can develop critical thinking,



develop technical skills, understand the environment in which they will be inserted in the future and, mainly, understand the importance of the Unified Health System and its principles.

The scenario in which I was inserted to carry out the mandatory supervised internship provided a comprehensive wealth of learning, the basic health unit has three different ESF teams, that is, because there were three professionals, there were different opportunities to experience and acquire opinions, knowledge, technical skills, critical reasoning, apply nursing care, among other important moments of learning.

It should be noted that each Family Health Strategy (FHS) team should serve a certain population, a maximum of 4 thousand people, and should also be based on the social vulnerability index of each family, the larger it is, the smaller the population per team served (UMintimo da Saúde, 2012).

The multidisciplinary team that works within the Basic Health Unit plays an essential role in prevention and health promotion, through actions aimed at the population, regular training of these professionals, vaccination programs, health education, women's health, among other programs and actions that this team develops (SOUZA, 2023).

Subsequently, the proposal of the supervised internship is that we can actually apply and relate all the theory studied during the undergraduate course, a stage in which this student is inserted in the health services and will develop the necessary skills for the professional in this category (OLIVEIRA; GRIBOSKI, 2018), a proposal that with the help of a supervisor we were able to develop and apply, however, the wealth of knowledge and learning acquired with the help of different multidisciplinary teams was significant.

For each nursing professional that I followed in the daily work, it is noted that these professionals have the function of developing knowledge regarding the health of the population served in each area, even though they are different areas, the concern with the health of the population was the same.

In addition, it is remarkable that we can fill the gaps that we take from graduation to internship with the help of professionals who already have a vast wealth of knowledge and experience, the professional environment of the Basic Health Unit presents itself as an opportunity to solve doubts that theory cannot supply.

The supervising nurse becomes responsible for the direct performance of this intern, favoring the student in the competencies and skills to be developed there, the nurse who acts as the student's supervisor must teach the student to have planning and organization, it is worth



mentioning that the supervising nurse does not take away the role of the teacher in the training activities, he helps him (AMARAL; SCHERER; TRINDADE, 2019).

The moments of learning acquired through the experience with the unit's nurses were all focused on the services that were provided there, such as: screening, medication administration, consultations and opening of prenatal care, rapid tests, Covid-19 tests, prescription of exams and medications, health teaching lectures aimed at the population and the multidisciplinary team, meetings, home visits, device exchange (SVD), dressings, among other moments.

Another essential point and characteristic from the point of view of the nursing student inserted in the reality of the Basic Health Unit is regarding the role of the professional Nurse as a team leader. It is known that the nursing team is the largest among the teams of health professionals, therefore, it is understood that the Nurse has a great responsibility when it comes to the management and administration of the nursing team.

In view of the various attributions that are assigned to the Nurse professional, in Public Health, this professional will be responsible for the management of the activities that will be carried out in the Basic Health Unit, the coordination of Community Health Agents, in addition to other attributions such as auditing, epidemiological surveillance, unit actions, among others (RIBEIRO; SAINTS; MEIRA, 2006).

The key point for excellent leadership is to keep in mind the role of communication, because it will be through communication that nurses will have *the ideal feedback* to meet the needs of their team, receiving and delegating knowledge, will better organize their work environment and will have an effective interpersonal relationship (RIBEIRO; SAINTS; MEIRA, 2006).

It is important that during this process, the professional who leads his team keeps in mind that as much as the relationship between the teams is crucial, it is necessary that he knows and considers the individualities of each member, considering the whole of each individual, their potentialities, their competencies, their abilities and also their restrictions (RIBEIRO; SAINTS; MEIRA, 2006).

Through the experience in a Basic Health Unit in front of three different nurses, it is noted that leadership is fundamental for the development of quality care. Communication between the nurse and his team will be offered during the day-to-day in the unit, and also through meetings that this professional can promote, with the objective of seeking solutions to problems and conflicts that arise, seeking to listen to the various opinions, becoming the agent of change (RIBEIRO; SAINTS; MEIRA, 2006).



It is worth mentioning that among all the attributions that a leader has, conflict management will always be part of the daily life of a work environment. Conflict is usually caused by internal or external disagreements between work individuals, which causes differences in ideas, values and feelings (BAHIA; GODINHO, 2019).

In the field of nursing, it is no different, the nurse, in addition to managing the nursing team, also needs to deal with daily situations with patients, companions, and the community in which he is inserted, so an essential characteristic that a leader must have is to be able to deal with conflicting situations and environments (BAHIA; GODINHO, 2019).

When it comes to Conflict Management in nursing, the nurse's performance in the face of conflicting situations will determine how their work environment will be, this professional must have a good aptitude to deal with the cases that will arise, as well as have the attitude and autonomy to deal directly with conflicts, since conflicts should not be avoided. but rather managed (MARTA, *et al*, 2019).

The conduct of the professional being the leader of a team such as the professional Nurse will determine how the work environment in which he is inserted will be, interpersonal relationships influence the work directly, in addition, they can directly imply the care provided, as well as the mental health of workers who find themselves in a conflicting environment, it is then noted how important conflict management is in nursing (BAHIA; GODINHO, 2019).

For each conflicting moment between the nursing teams observed during the months of the internship, the search for the solution and resolution of the problems came from the nurses responsible there, who later sought possible alternatives through team meetings, which emphasizes the importance that the supervised internship has for the student, since he must understand and learn about the reality in which he will be inserted in the future.

When the nursing student finds himself in a situation of conflict or unusual, moments in which he cannot learn to deal with it during a theoretical class, the way the supervisor will teach him, will determine how this future professional will deal with adverse situations in his future professional life, which thus evidences the importance of the mandatory curricular internship (AMARAL; SCHERER; TRINDADE, 2019).

The experience of students in the reality of the services is fundamental for the change that is intended in professional training in health, consistent with the demands and needs of the Unified Health System (AMARAL; SCHERER; TRINDADE, 2019).

In fact, it is a daily challenge to deal with conflicting situations, the professional nurse works on the front line in problem solving, because he expects this professional to develop skills



in terms of conflict management, in order to ensure quality in the work and in the care provided (TEIXEIRA; SILVA; DRAGANOV, 2018).

Dealing with so many demands and challenges can generate a series of factors with regard to occupational stress, when you are present in the reality of the work environment that you will soon occupy, as in the case of the intern, one of the points that is observed is the stress that the workplace can cause (PRADO, 2023).

Many professionals in a leadership position usually have to deal with demands that generate potential stress, in addition, another point that the professional in a leadership position has to pay attention to is the mental health of his team, it is necessary that the leader has an ability to listen to the demands of his employees, in addition to promoting dynamics that heal and favor a lighter work environment (PRADO, 2023).

It is known that the nursing professional is the category with the highest incidence of occupational stress, this stress can be related to the reality of the community, to dealing directly with sick people and can also be related to work overload, since this professional also acts as a leader (ALVES, 2011).

When nurses work in health institutions, the vast majority of their work is not assigned to just one function, the work contains subdivisions and this category is submitted to a large network of functions that generate emotional exhaustion, however, it can also be considered that this function can bring pleasures to this professional when providing quality care and health promotion (ALVES, 2011).

Nurses provide care in sectors considered exhausting, both due to the workload and the specificities of the tasks, and in this scenario, the emergency unit and the nurses who work there are (ALVES, 2011).

At the Bianor Alves da Silva Basic Health Unit (Seleta) in the municipality of Dourados – MS, meetings with the entire multidisciplinary team were held every 15 days at the unit, with the proposal of obtaining improvements in the day-to-day work flow, also giving the employee the opportunity to make their considerations. A moment of relaxation that was provided by the nurses of the unit were the moments of health teaching about mental health, as well as games with the objective of providing interaction between the teams.

During the elaboration of the subject that the unit's nurses would address, they provided the opportunity for the unit's interns to participate, with the objective of teaching, in addition to the subject addressed, the importance of nursing providing these moments of relaxation with the team, in addition, the health teaching lectures were also aimed at the population.



One of the responsibilities of the nurse is the responsibility of the Community Health Agents (CHA) and home visits. Nurses are responsible for supervising the CHA, with the objective of transmitting knowledge and meeting the needs of these professionals who work directly with the community served (BATISTA; GATES; XAVIER, 2018).

This assignment was often carried out with the help of the interns present in the unit, mainly to meet the demand for information from the population, this exchange of knowledge provided the unit in which I was inserted a moment of health education aimed at the multidisciplinary team. The CHWs of the unit needed an instrument to guide them on adequate food for diabetic and hypertensive patients, which was developed with the help of the nurses, presented to the multidisciplinary team and later distributed to the population.

Based on the moments experienced in the Basic Health Unit, with a large multidisciplinary team, the attributions that I learned and participated in as an intern were considerable, always under the supervision of the supervising nurse and professor in charge. Among the various duties delegated to the nurse, one of the moments of teaching the supervisor to the intern concerns the wide demand for openings and prenatal consultations that the unit attends.

Prenatal care aims to prevent maternal and perinatal mortality rates, quality care during pregnancy prevents potential pathologies, so the role of nurses in this role is fundamental (REIS; RACHED, 2017). The opportunity to follow all prenatal consultations enhanced the knowledge that was given in the classroom.

Being inserted in a reality with different professionals and each leader of their team, provided moments of learning with regard to conflict management and leadership, I closely observed how a work environment behaves if this environment has excellent leadership.

Among the moments experienced, the team meetings, the administrations in general, home visits, day-to-day demands, all these moments observed closely and together with the nursing team, generated a wealth of knowledge that was essential for the conclusion of the internship in Collective Health.

Finally, through all these moments lived with a large multidisciplinary team and in front of three different nurses and team leaders, the knowledge acquired during this period will directly add to the training and future professional performance.

4 CONCLUSION

Therefore, it was identified that the period of Mandatory Supervised Curricular Internship (ECSO) contributes to the training of nursing students, this link between intern, nurse as supervisor



and also the professor, provides the intern with the opportunity to leverage the knowledge brought from his graduation.

This period, for the student, awakens in their daily lives the opportunity to correlate practice and theory, sharing doubts and knowledge together with the team in which they are inserted. This relationship between the multidisciplinary team and the student directly helps them in their future professional life, since they have, for the most part, a great baggage of experiences.

The wealth of information collected and learning acquired in a primary care environment with three different FHS teams, gave me the opportunity as an intern inserted in this team to experience moments that in a classroom environment I would not be able to understand and learn, to be able to apply theory and practice in a real scenario of action and with the help of a large multidisciplinary team enriched my experience.

The opportunity to learn from professionals in their daily lives directly adds to the learning that was missing for the student to acquire a greater wealth of confidence and learning, since it is during this period that the intern will deal directly with situations that are not foreseen.

The supervised internship is the key point that must be given to the student so that he can solve his doubts and also enhance his skills. In addition, it is necessary to emphasize the importance of the subject in Collective Health for the nursing student who will enter the Basic Health Unit, having previous knowledge to face the reality of the unit makes a difference during the internship period.

Finally, the importance of the supervised internship for the nursing student is highlighted, this moment of confrontation with reality, of getting to know the health services up close, together with professionals in the area, highlights the importance of this period for the student.



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