

**EXPERIENCE REPORT: INTERNSHIP IN PRIMARY AND HOSPITAL CARE****RELATO DE EXPERIÊNCIA: ESTÁGIO NA ATENÇÃO PRIMÁRIA E HOSPITALAR****INFORME DE EXPERIENCIA: PRÁCTICAS EN ATENCIÓN PRIMARIA Y HOSPITALARIA**

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ABSTRACT

The objective of this study is to report the experiences acquired during field practices in a Basic Health Unit and Hospital Institution, within the scope of the Nursing Care in Adult Health discipline. This is a descriptive, qualitative and exploratory study, focusing on activities carried out in hospital and outpatient environments. The nursing practice carried out, both directly and indirectly, significantly influenced the performance of the students, who demonstrated a high level of interest and dedication in acquiring new knowledge and practical experiences. The interaction with the multidisciplinary team stands out, an essential factor for the formation of a functional and effective team, and the importance of teachers in mediating between academics and the team, promoting a harmonious and empathetic environment for the well-being of patients. The supervised internship in healthcare constitutes an essential stage in academic training, providing valuable opportunities for applying theoretical knowledge in real scenarios and improving practical skills.

KEYWORDS: Health. Nursing. Curricular internship. Adult. Experience report.

RESUMO

O objetivo deste estudo é relatar as experiências adquiridas durante as práticas de campo em uma Unidade Básica de Saúde e Instituição Hospitalar, no âmbito da disciplina de Assistência de Enfermagem na Saúde do Adulto. Trata-se de um estudo descritivo, qualitativo e exploratório, com foco nas atividades realizadas nos ambientes hospitalar e ambulatorial. A prática de enfermagem realizada, tanto de forma direta quanto indireta, influenciou significativamente o desempenho das estudantes, as quais demonstraram um elevado nível de interesse e dedicação em adquirir novos conhecimentos e experiências práticas.

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Destaca-se a interação com a equipe multiprofissional, fator essencial para a formação de uma equipe funcional e eficaz, e a importância dos docentes na mediação entre acadêmicos e a equipe, promovendo um ambiente harmonioso e empático em prol do bem-estar dos pacientes. O estágio supervisionado em saúde constitui uma etapa essencial na formação acadêmica, proporcionando oportunidades valiosas para a aplicação do conhecimento teórico em cenários reais e para o aprimoramento de habilidades práticas.

PALAVRAS-CHAVE: Saúde. Enfermagem. Estágio curricular. Adulto. Relato de experiência.

RESUMEN

El objetivo de este estudio es relatar las experiencias adquiridas durante las prácticas de campo en una Unidad Básica de Salud e Institución Hospitalaria, en el ámbito de la disciplina de Atención de Enfermería en la Salud del Adulto. Se trata de un estudio descriptivo, cualitativo y exploratorio, centrado en actividades desarrolladas en el ámbito hospitalario y ambulatorio. La práctica de enfermería realizada, tanto directa como indirectamente, influyó significativamente en el desempeño de los estudiantes, quienes demostraron un alto nivel de interés y dedicación en la adquisición de nuevos conocimientos y experiencias prácticas. Se destaca la interacción con el equipo multidisciplinario, factor esencial para la formación de un equipo funcional y efectivo, y la importancia de los docentes en la mediación entre los académicos y el equipo, promoviendo un ambiente armónico y empático a favor del bienestar de los pacientes. La práctica supervisada en salud es una etapa esencial en la formación académica, brindando valiosas oportunidades para aplicar conocimientos teóricos en escenarios reales y mejorar habilidades prácticas.

PALABRAS CLAVE: Salud. Enfermería. Prácticas curriculares. Adulto. Informe de experiencia.

INTRODUCTION

Nursing professionals play a fundamental role in promoting, maintaining and restoring health, whether in the context of healthy or sick individuals, and their respective communities¹.

During the nursing internship, students have the opportunity to apply theoretical knowledge in practice and join the institution's team as professionals in training, providing opportunities for the development of skills, confidence, autonomy and leadership. This practical experience not only consolidates theoretical learning, but also prepares students for the challenges and responsibilities in their careers².

According to Resolution No. 039/2017 of the Pedagogical Project of the Bachelor's Degree in Nursing at the State University of Mato Grosso, Cáceres Campus, the subject Nursing Care in Adult Health is part of the 6th phase of the course, with 14 total credits (1 credit corresponds to 15 hours), distributed in 6 credits of theory, 6 credits of practical field work and 2 credits of extension, totaling 210 total hours.



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Therefore, as a prerequisite, it is necessary to take the subjects of Nursing in Public Health and Process of Caring II. The syllabus of the subject is provided by the resolution with some content related to primary care, such as the National Policy for Comprehensive Care for Men's Health, Prenatal care for men and health problems, Care Network for People with Chronic Non-Communicable Diseases (Diabetes Mellitus, Systemic Arterial Hypertension). In hospital care, the following topics are covered: nursing care for neurological patients, circulatory, respiratory, metabolic and endocrine disorders, liver disorders and viral hepatitis, gastrointestinal disorders, nursing care for patients with drains, perioperative nursing care, urological conditions and fluid balance, and nursing care for cancer patients and the meaning of death.

Hospital care is part of specialized care that is divided into two elements, namely secondary and tertiary care, corresponding to medium and high complexity, respectively, with an outpatient and specialized hospital focus. Medium complexity includes specialized services present in hospitals and outpatient clinics, providing care directed to various areas, such as pediatrics, orthopedics, cardiology, oncology, neurology, psychiatry, gynecology, ophthalmology, among other medical specialties³. Primary health care has as its necessary principles maintaining a system that is capable of responding equitably and efficiently to the health needs of citizens, including the ability to monitor progress for continuous improvement and renewal; the responsibility and obligation of governments to be accountable; sustainability; participation; orientation towards the highest standards of quality and safety; and the implementation of intersectoral interventions³.

The relevance of this study supports the way in which field classes occur in the discipline, in the experience and learning of nursing students at the State University of Mato Grosso⁴.

In this context, we can highlight that the practical field plays a crucial role in the training of future nurses, who will be able to identify themselves professionally and develop skills applicable to the various areas in which they wish to work in the future.

Therefore, the objective of this study is to report the experiences of students during field classes in a basic health unit and in a hospital institution, within the scope of the discipline.

METHOD

The work consists of a descriptive, qualitative and exploratory experience report study that refers to the experiences of activities in a practical hospital and outpatient setting in line with



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the discipline of Nursing Care in Adult Health of the Bachelor's Degree in Nursing course at the State University of Mato Grosso, Cáceres Campus.

The city of Cáceres is one of the 141 municipalities of the State of Mato Grosso, located in the Central-South Mesoregion of the state and in the microregion of Alto Pantanal and has 89,681 inhabitants⁵. Located in the region, the Dr. Antônio Fontes Regional Hospital of Cáceres was opened in August 2001 and currently provides assistance to 22 regions of Mato Grosso that do not have a reference hospital. Its function is to guarantee medium and high complexity outpatient care and support teaching and research in the health area.

The internship was carried out in the city of Cáceres, Mato Grosso, at the Hospital Regional de Cáceres Dr. Antônio Fontes, between April 20 and June 15, 2023, totaling 90 hours, divided into morning and/or full-time internships. When organizing the units and locations, the professors of the discipline were responsible for organizing and establishing the schedules and dates for the students of the 6th semester. The field group was composed of four students and one professor in each of the internships, as established in the Teaching Plan of the discipline.

The internship took place at the Dr. Antônio Fontes Regional Hospital and at the Vitória Régia Family Health Strategy, between April and June 2023, totaling 90 hours of practical activities, distributed in different sectors of the hospital, such as the Surgical Center (SC), Central Sterilization and Materials Center (CME), Oncology and Medical Clinic. The activities were coordinated by professors responsible for organizing and executing the internship.

Experience reports based on the experiences of disciplinary interns do not require a Free and Informed Consent Form (FICF) as assumed in Resolution No. 466/2012 of the Health Ethics Council, do not pose any risk to participants and do not violate their privacy and confidentiality.

For discursive analysis, the nursing theory of basic human needs was used, which is based on biopsychosocial needs and sees the individual as an integral being and seeks harmony and balance. According to Wanda Horta, it is necessary to assess the individual needs of each person and, based on this, meet their care needs individually.

RESULTS

The nurse in the aforementioned unit meets the needs of each individual in a comprehensive manner and focuses on biopsychosocial aspects. In this way, the experience acquired in the supervised internship is very comprehensive, since it is possible to cooperate with



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the multidisciplinary team and acquire improvement in the academic degree. This field practice occurs in the form of rotation, thus enabling the students to acquire the same knowledge and consolidate the team's routine on a daily basis.

In the development of these classes, through the practical experience it was possible to acquire knowledge and skills in carrying out patient screening activities by checking vital signs (blood pressure, body temperature, pulse, respiratory and heart rate, saturation and glycemic control) and anthropometric data, applying dressings, removing stitches, administering, using and preserving vaccines, improving techniques, administering vaccines at home and administering medications in the respective unit.

The supervised practical field carried out in the Medical Clinic Unit provided students with knowledge on how to act efficiently to provide conditions for clinical patients to achieve full physical, mental and emotional health, both those who require minimal care and critical patients with high dependency and intensive care.

Systematized nursing care for adults hospitalized in clinical situations, with acute and chronic conditions of medium and high complexity in different specialties, helps students in the development of practical activities provided directly to the patient as well as assistance to the family and caregivers, considering ethical aspects.

It also provides reasoning regarding the care process for diseases related to the human body, such as hydroelectrolytic and acid-base disorders; with changes in the hematopoietic system and the use of blood therapy; with urological and renal conditions; gastrointestinal and hepatic-biliary conditions; with changes in the musculoskeletal system; immune, endocrine, respiratory, cardiovascular and neurological systems.

The field provided the performance of several practical nursing procedures, such as: taking vital signs, such as blood pressure, heart and respiratory rate, temperature and pain scale; indwelling bladder catheterization (IBC); relief bladder catheterization (IBC); care of the urinary catheter; catheter removal; clean and infected dressings, pressure injury dressings (PUL); preparation and administration of medications via O, SC and IV routes; bed baths and spray baths; electrocardiogram (ECG) and peripheral venous access. The procedures mentioned above allowed for improved technical skills and experience, in addition to encouraging dedication to deepening knowledge about appropriate techniques for better performance.

In addition, it allowed for the implementation of the Nursing Care Systematization (SAE) for patients in the unit, through which it was possible to record nursing history, physical



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examination, nursing diagnoses, prescriptions and nursing progress through the electronic patient record (PEP), which is of fundamental importance both for the development of the students' learning and for monitoring the progress of each patient.

All the assistance provided directly or indirectly influenced performance, considering the fact that all the students showed interest and dedicated themselves to acquiring new theoretical and practical knowledge and experiences, since it is not enough to have mastery of theory or practice alone, but rather of the set of them.

It is worth highlighting that interaction and coexistence with the multidisciplinary team is of essential importance for the development of a functional and effective team. We would like to emphasize that professors are essential for developing a bond between students and staff, so that there is a harmonious and empathetic bond that seeks the well-being of patients.

When we began our practical internship in the sector, we realized that the CME is essential for the functioning of the hospital, acting as its "heart". If the CME stops, all other sectors are impacted, including the surgical clinic, which will only be able to perform emergency procedures, while elective surgeries are suspended. Thus, elective procedures are resumed only when the CME is fully operational.

When patients are admitted for surgery, it is common for concerns and anxieties to arise about the procedure. It is at this moment that the nursing team plays a crucial role, using their skills and knowledge to reassure both the patient and their family members, relieving their apprehensions and offering support.

During the practical experience in this clinic, we had the opportunity to observe several procedures that are part of the nursing responsibilities, such as monitoring vital signs, recording and progressing patients; preparing patients before, during and after procedures. We monitor surgeries and assist nursing technicians during surgeries.

In this context, the role of nursing plays a crucial role in providing individualized care, targeted to the specific needs of each patient, thus ensuring improved care for all.

At the Oncology Clinic, most patients admitted to this ward receive palliative care, and in this field the focus is on providing comfort and well-being, ensuring that patients do not feel pain during their hospitalization. Palliative care aims to improve the quality of life of both patients and their families, who face anguish and discomfort. The clinic team answered all questions about each patient's condition, whether they accepted the diagnosis and whether they were receiving adequate psychological support.



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During our time in the field, we participated in changing dressings on oncology patients in different wards, providing nursing care to patients with different types of cancer. Bed baths were provided for those who could not move and the diet of patients with nasogastric tubes and GTT (Gastrostomy) was changed.

The team at the oncology clinic works in a multidisciplinary manner, with the purpose of improving the quality of life of all patients, in addition to providing psychological support to the families of patients who are being cared for at the clinic.

DISCUSSION

Nursing care in primary care

Teachers play a crucial role in the training of future nurses. The supervised internship offered students the opportunity to experience practice in Primary Health Care (PHC), promoting the development of skills and competencies essential for efficient performance in the Unified Health System (SUS).

Nurses play a central role in multidisciplinary health teams, with Primary Health Care (PHC) being an important setting for their work. In this context, nurses are not limited to the functions of managing, coordinating and supervising the care provided to patients, but also perform direct and comprehensive care activities. This care covers both healthy individuals and those in the process of illness, as well as their families and communities, with a focus on actions to promote, maintain and restore health⁶.

Nursing training needs to train professionals to perform actions to prevent, promote, protect and rehabilitate health, acting in an integrated, continuous manner and with a critical-reflective approach in conjunction with other levels of the health system. To achieve this goal, it is essential that the curriculum guarantees experience in theoretical and practical activities from the beginning of the course, covering the entire undergraduate course in an integrated and interdisciplinary manner⁷.

An integrative review of the literature, with the aim of synthesizing knowledge about the teaching of Primary Health Care (PHC) in Brazilian nursing schools, revealed that the partnership between educational institutions and health services is a crucial factor in strengthening practical training. This collaboration aims to ensure that learning opportunities are integrated and not fragmented, promoting more cohesive and effective teaching⁵.



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Institutions that invested in this type of partnership presented positive results, benefiting both the development of students and the quality of health services. Supervised internships play a fundamental role in ensuring the training of qualified nurses who are able to work competently in PHC, in addition to other relevant aspects of professional practice.

In the studies by Negreiros and Lima⁸, the authors emphasize that the internship represents a crucial phase in the training of future nurses, being the moment in which the student consolidates and validates the theoretical knowledge acquired throughout the course. During this stage, the student is exposed to several challenges, which must be faced with the support of professors, promoting the search for solutions, the clarification of doubts and the provision of quality care to patients. The internship also allows the simulation of clinical scenarios that the student may experience in their future professional practice, providing a more robust and realistic preparation for their work in the nursing area.

Nursing care in the Medical Clinic

Learning developed in a hospital environment promotes autonomy, creativity and commitment of the student, providing practical experiences that reinforce their training and preparation for professional practice⁹. It is clear that the Electronic Patient Record (PEP) is a tool that is already consolidated in the institution, being widely used by nurses to prepare and record the Nursing Process (NP). The use of the PEP facilitates the documentation of the care provided, in addition to speeding up the search for patient information, optimizing the flow of data and continuity of care¹⁰.

The implementation of the SAE is regulated by COFEN resolution No. 736/2024, which establishes that the Nursing Process (NP) must be carried out in all public or private environments where nursing care occurs. The NP is carried out in five stages, namely: Nursing Assessment; Nursing Diagnosis; Nursing Planning; Nursing Implementation and Nursing Evolution¹¹.

In the context of care provided to patients admitted to a medical clinic, nursing adopts the Systematization of Nursing Care (SAE) as a tool to ensure quality care. The SAE not only facilitates the work of the nursing team, but also generates positive results for the organization, meeting the individual needs of each patient and their family, in addition to optimizing the efficiency of nursing care¹².

The activities carried out within the scope of the SAE are regulated by Resolution 358/2009, which determines that the Nursing Process (NP) must be implemented in all



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environments, public or private, where nursing care occurs¹³. Systematization presents itself as an opportunity for nurses to achieve professional autonomy, constituting an essential part of their daily practice.

Therefore, the internship in a Medical Clinic unit is highly beneficial, providing experiences that involve different levels of complexity, a fundamental aspect for the comprehensive training of nurses. Perceptions about Nursing Care in the Surgical Center The Brazilian Society of Surgical Center, Anesthesia Recovery and Material and Sterilization Center Nurses (SOBECC) emphasizes that the Surgical Center (SC) is one of the most complex sectors of the hospital unit, with restricted access, with its own rules and routines. A high-risk scenario, consisting of vigilant, complex, interdisciplinary and immediate practices, encompassing the performance of surgical, post-anesthesia and immediate postoperative procedures¹⁴.

The complexity of the sector demands effective communication and the sharing of specific information between specialized and multidisciplinary teams. This includes the nursing and medical team, composed of nurses, nursing technicians, surgeons and anesthesiologists, as well as radiology technicians, surgical instrument technicians, administrative assistants and cleaning staff. Collaboration between these professionals is essential to ensure the safety and success of surgeries¹⁵.

The role of nursing professionals includes planning the perioperative care of patients in the post-anesthesia recovery room, managing material and human resources, always prioritizing patient safety, including planning and implementing interventions to minimize adverse events in the implementation of comprehensive care, the patient's full recovery and referral to their inpatient unit¹⁶.

The surgical center can be considered one of the causes of stress and anxiety for both patients and their families, as this is when doubts and uncertainties arise that may arise before or after a surgical procedure¹⁷.

With the advancement of technologies, surgical nursing faces a growing demand for learning, updating and specialization to improve processes and reduce health risks. Nursing care in this sector is characterized by multifaceted care. Nurses can work directly in-patient care within the surgical center or, indirectly, perform management functions in the CSSD.

Nursing Care at the Material and Sterilization Center (CME)



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The Sterile Material Center (CME) is responsible for the sterilization process of health products. Its functions include: acquiring, receiving, cleaning, decontaminating, packaging, sterilizing and providing reusable, processed and safe products for clinical procedures¹⁸.

The Material and Sterilization Center (CME) is an important sector because it is responsible for processing the articles used with patients, and its purpose is to prevent infections and promote safety for patients and employees of the unit¹⁹.

In Brazil, the CME was organized in the 1940s, under the responsibility of nursing professionals, who prepared and packaged the materials used. In the following decades, with the rationalization of work processes and standardization of techniques in quality assurance, the rationalization of costs and challenges faced from the new reality emerged²⁰.

A study of nursing professionals working in the CSSD revealed that the team faces challenges related to the development of their functions, especially due to lack of knowledge of the correct steps in processing materials. The lack of investment in technical training, occupational risks and ineffective communication are factors that compromise the quality of care provided²¹.

It is worth noting that there are few studies in the literature on the recognition of the CSSD as one of the sectors that promote patient safety. The need for the presence of nurses is highlighted, as they coordinate, guide, supervise, encourage and support the technical and scientific improvement of all professionals working in the sector²².

The CSSD is organized into three distinct areas, separated by physical barriers to ensure the efficiency and safety of the process. These areas are: the dirty area, where the materials are purged; the clean area, dedicated to the preparation, packaging and sealing of items; and the sterile area, responsible for the sterilization, storage and distribution of materials to the appropriate sectors. This separation is essential to avoid cross-contamination between dirty and clean materials, as well as preventing workers from moving from a dirty area to a clean area¹⁹.

Oncology Care: From training to professional nursing practice

According to the National Cancer Institute²³, cancer can be classified into more than 100 different types, characterized by the disorderly growth of cells in the body. These cells can invade tissues or organs, and their rapid growth and division make cancer aggressive and difficult to control, resulting in the formation of tumors that can spread to other parts of the body.

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Studies conducted in Canada highlight the importance of reviewing oncology teaching in undergraduate courses, with the aim of updating the strategies and topics covered, ensuring training that is more aligned with the contemporary needs of the area^{24 25}. Thus, the concern with identifying the teaching of nursing care practice, from the perspective of students, highlights the need to train nurses with the skills to provide care at all stages of cancer. Theoretical knowledge plays a crucial role in understanding the needs of patients, however, it is the development of practical skills that allows professionals to gain self-confidence and achieve autonomy in their practice.

Studies on the training of nurses in oncology conclude that teaching in this area is still in its infancy, with only 31.8% of undergraduate nursing courses including oncology in the curriculum, either as a mandatory or optional subject, showing that this approach is still limited^{26 27 28}. When we address palliative care, it is essential that academic training includes this topic, but the scientific literature indicates that the training of health professionals is still largely based on a biological logic. Although it is essential to prepare undergraduates to deal with death, the curricula of higher education institutions in the health area still do not address this topic in a consistent and adequate manner²⁹.

By experiencing supervised practice, students have the opportunity to develop skills and share the experiences of professionals working in health units, applying their practical knowledge. These experiences offer new perspectives that are incorporated into the training process, thus, the internship is an essential phase in the undergraduate course, playing an important role in the training of nursing professionals³⁰.

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CONCLUSION

Supervised internships in healthcare represent an essential phase in students' academic training and professional development, offering concrete opportunities to apply theoretical knowledge in practical contexts. This experience facilitates the improvement of practical skills and exposes students to different work scenarios, which broadens their perspective and contributes

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to the development of fundamental skills, such as critical-reflective reasoning, leadership and decision-making, essential for success in professional practice.

Evidence suggests that nursing education, especially in Primary Health Care (PHC), plays a central role in promoting universal health. Therefore, it is essential that nursing courses be structured with educational programs that are aligned with strategies for access and universal coverage in health, aiming to train professionals who are qualified to meet the specific needs of the population. This educational process allows students to experience the practice of comprehensive care, assuming responsibility for the health and lives of patients, which, in turn, contributes to strengthening the confidence and preparation necessary to practice the profession.

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