

Supervised nursing internship in pediatrics in the context of COVID-19: impacts and limitations*Pasantía de enfermería supervisada en pediatría en el contexto del COVID-19: impactos y limitaciones**Estágio supervisionado de enfermagem em pediatria no contexto da COVID-19: impactos e limitações***Kassya Rosete Silva Leitão¹**

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Leitão KRS, Mendes MDF, Marques MCP, Batista RFL, Sardinha AHL, Coutinho NPS, Corrêa RGCCF. Supervised nursing internship in pediatrics in the context of COVID-19: impacts and limitations. *Glob Acad Nurs.* 2021;2(4):e198. <https://dx.doi.org/10.5935/2675-5602.20200198>

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Chief Editor: Caroliny dos Santos Guimarães da Fonseca
Executive Editor: Kátia dos Santos Armada de Oliveira

Submission: 10-10-2021

Approval: 11-07-2021

Abstract

The aim was to develop several professional skills that result in aptitude for development in the professional environment in health services: public, philanthropic, or private. The professional nurse, inserted in health work, must adopt an innovative posture, be critical-creative, and aware of their responsibilities. For this, the development of general skills, during the supervised internship, provides opportunities for the association of theory with practice. The student needs to develop all the skills, and for this it is essential that they have theoretical and practical classes linked to the Supervised Curriculum Internships (ECS) in different health services. Therefore, the present work is an experience report, built from the experience of a teacher and a group of students from the internship of the Nursing Course of a private college in the COVID-19 pandemic scenario in Child Health and Adolescents, in the tenth period of graduation. Through the students' reports, the expressions insecurity, fear of personal and family contagion, limitations in approaching patients, were frequent.

Descriptors: Nursing; Child Health; Pandemics; COVID-19; Academic Performance.**Resumen**

El objetivo fue desarrollar diversas competencias profesionales que redunden en una aptitud para el desarrollo en el ámbito profesional de los servicios de salud: público, filantrópico o privado. El enfermero profesional, insertado en el trabajo de la salud, debe adoptar una postura innovadora, ser crítico-creativo y consciente de sus responsabilidades. Para ello, el desarrollo de habilidades generales, durante la pasantía supervisada, brinda oportunidades para la asociación de la teoría con la práctica. El alumno necesita desarrollar todas las habilidades, y para ello es fundamental que cuente con clases teóricas y prácticas vinculadas a las Pasantías Curriculares Supervisadas (ECS) en diferentes servicios de salud. Por lo tanto, el presente trabajo es un relato de experiencia, construido a partir de la experiencia de un docente y un grupo de estudiantes de la pasantía del Curso de Enfermería de un colegio privado en el escenario de la pandemia COVID-19 en el área de Salud Infantil y Adolescente, en el décimo período de graduación. A través de los relatos de los estudiantes, fueron frecuentes las expresiones de inseguridad, miedo al contagio personal y familiar, limitaciones en el acercamiento a los pacientes.

Descriptores: Enfermería; Salud del Niño; Pandemias; COVID-19; Rendimiento Académico.**Resumo**

Objetivou-se desenvolver diversas capacidades profissionais que resultem em aptidão para o desenvolvimento no ambiente profissional em serviços de saúde: público, filantrópico ou privado. O profissional enfermeiro, inserido no trabalho em saúde, deve apropriar-se de uma postura inovadora, ser crítico-criativo, e consciente de suas responsabilidades. Para isso o desenvolvimento de competências gerais, durante o estágio supervisionado é que se oportuniza a associação da teoria com a prática. O discente carece desenvolver todas as competências, e para isso torna-se imprescindível que ele tenha aulas teóricas e práticas atreladas aos Estágios Curriculares Supervisionados (ECS) nos diferentes serviços de saúde. Diante disso o presente trabalho trata-se de um relato de experiência, construído a partir da vivência de uma docente e grupo de discentes do estágio do Curso de Enfermagem de uma faculdade particular no cenário da pandemia da COVID-19 na área de Saúde da Criança e do Adolescente, no décimo período da graduação. Através dos relatos dos discentes as expressões insegurança, medo de contágio pessoal e familiar, limitações de abordagens aos pacientes, foram frequentes.

Descriptores: Enfermagem; Saúde da Criança; Pandemias; COVID-19; Desempenho Acadêmico.

Introduction

The onset of the pandemic brought to light several discussions in the field of education that made it necessary to create ordinances, adjustments and adjustments for the permanence and smooth running of activities considering the global emergency expressed by COVID-19. Students and teachers had to adapt to the scenario, it was up to higher education institutions to provide dialogues and agreements to remedy insecurities and fears, as well as establishing protective measures for students who chose to remain in the internship scenario^{1,3}.

The objective is to report the experience of developing various professional skills that result in an aptitude for development in the professional environment in health services: public, philanthropic, or private.

Methodology

This is an experience report of a descriptive and reflective nature, built from the experience of a professor and a group of students from the internship of the Nursing Course at a private college in the city of São Luís - MA in the scenario of the COVID-19 pandemic. The supervised internship was carried out by the professor and students in Child and Adolescent Health, in the tenth period of graduation, with a workload of 25 hours per week.

The report was described from the perception of professors and students about the implications, changes, and limitations for the Supervised Curriculum Internship (ECS), because of the installation of the new Coronavirus pandemic, with the beginning of social isolation in Brazil in March 2020¹.

It was carried out in 4 stages to achieve the smooth progress of the internship: 1st stage: Training of the faculty to develop activities and with students in times of pandemic offered by the higher education institution; 2nd stage: Training of students on patient management, proper use of personal protective equipment and limitations within the internship site regime; 3rd Welcoming by professionals in the internship field, defining the rules, routine and limits of action within this health institution; 4th Inter-institutional conversation rounds, to expose students' fears, expectations and experiences about the aspects of "being an intern in times of pandemic", mediated by teachers².

The health unit where this experience report was developed is in the city of São Luís, it is a municipal hospital of reference for pediatric urgencies and emergencies, it was not a reference unit for the treatment of COVID-19. that the hospital in question offers a field for internships in several areas, namely, Physiotherapy, Nutrition, Nursing, Medicine, Biomedicine, among others, from public and private colleges and universities, with many interns per shift.

Through what has been described, this report is developed from the main experiences of nursing professors and students in the supervised internship, describing the changes, impacts, fears, difficulties, and challenges of acting in the COVID-19 scenario.

As for ethical aspects, the information raised is related to the authors' involvement in supervised internship activities around Child Health, which implies that this report

complies with Resolution No. 466/2012, with regard to health studies, as this is research that aims to deepen situations that arise spontaneously in professional practice and, therefore, there was no need for registration or evaluation by the CEP/CONEP system².

Experience Report

The ECS prior to the pandemic was carried out in a municipal hospital of reference for pediatric urgencies and emergencies, with an internship supervisor who was responsible for a group of 6 nursing undergraduates from the 10th period. As of March 17, 2020, pursuant to Decree of the State of Maranhão, No. 35662, of 03/16/2020, there was a suspension of in-person activities in the internship fields, making it impossible for students to remain in their field of practice. At this juncture, from the perspective of teachers, this break in routine would distance students from the improvement of skills and abilities that are so required at this stage of the course. For the students, the report was one of insecurity and fear, given the context faced^{1,4}.

In mid-August, after several meetings and agreements, it was decided to return to the supervised internship. On August 18, 2020, therefore, after 5 months of delay in completing activities. Upon returning, the practice location was maintained, however, precautions and restrictions were defined in the fields, and an important action was taken: the reduction from 6 to 4 students per internship supervisor, in all professional categories. This was a joint decision of the state and municipal spheres to reduce agglomerations, given the physical space of units that do not have large extensions of their physical structures^{1,3,4}.

It is noteworthy that the decrease in the number of students in the internship field caused a delay of about 3 months in the graduation, since now more groups have been formed, thus extending the internship time, this aspect generated discontent on the part of the students who had training forecast in January, changing to March. Another aspect that should be pointed out is that, from the perspective of the professor, there was also an overload, since he will extend his stay in the internship sector, with more rotations than previously scheduled.

Another adjustment point was in relation to access to the health institution. Before the pandemic period, professors and students had free access to all areas of the hospital, such as: risk classification, playroom, inpatient sector, and other sectors, but in this context, with the guidelines of isolation and social distancing, there was the need to avoid agglomerations, in this way, sectors that held few people (such as risk classification rooms) were restricted to access, as well as the use of the toy library. These access difficulties end up becoming limiting factors and a loss in learning aspects that would be important in theoretical, technical and humanization training on the part of students.

Discussion

In the unpredictability of life, at the beginning of 2020, we are faced with a virus that has devastated the world's population. In times of pandemic, teachers and researchers were restricted from their professional



coexistence, generating the need for reinventions to maintain the commitment and produce quality research and education^{4,5}. Therefore, regarding the limitations still understood in the internship period during COVID 19, this led to an increase in discussions on the use of PPE. At first, little was known about what to use, this uncertainty, when returning to the internship field, generated concerns, fears, and complete insecurity in the students. to their family members. These findings corroborate the study whose students also showed feelings such as the fear of being contaminated by COVID-19 and the uncertainties of a possible evolution of the disease⁵.

In the meantime, the private institution responsible for the course and students chose to bring together the professors and enter into a consensus where the following topics were agreed: provision of PPE according to ministerial guidelines (cap mask n95, aprons, among others); teacher training for the transmission of future guidance to relevant students about COVID-19 (concept form, transmission, clinical treatment, prevention); training by internship groups to students about COVID-19 and for the proper handling, clothing and disposal of the PPE used⁵.

It is important to highlight that before the SARS-CoV-2 pandemic, the most required PPEs were standard precautions, generally not requiring aerosol and contact precautions, and despite their management being previously in the teachings of the disciplines, they were never so needed. The need for PPE was much required by the professors, who, in addition to their knowledge of the Pediatrics discipline, had to seek foundations in other disciplines, in addition to assuming a posture of teaching with tranquility and security in the light of the scenario in which they developed their activities^{4,5}.

Also in this context, as found in studies, acting in the front line of an invisible agent is a time of worry, psychological pressure and that can cause mental problems for students, resulting from fear, anxieties, and anxieties. The strategies used by the students to deal with emotional issues due to the risk of contamination and death were guaranteed through a bond and open dialogue with the preceptor nurses and with the supervisor professors, in the same way that occurred in this report in question⁵.

The ECS requires from students, skills that associate taking the initiative and taking responsibility in the face of situations that may arise in the work environment with which the academic will face in their future professional life, having to take responsibility and initiative to change something which exists when necessary, and apply its ideas and strategies, always aiming at improving the service provided, and to make this possible, it is necessary that it has serenity in its field of practice for maximum assimilation of the knowledge to be experienced. Therefore, it is worth highlighting the importance of the union between higher education institutions, which favored the exchange of knowledge and experiences for both the student body and the teaching staff^{2,3}.

Before the pandemic moment, there is a segregation between students from public and private departments. They remained confined to their groups, to

their courses and carried out their internships in isolation. Faced with a new and unknown scenario, there was a need for a more interdisciplinary and interprofessional interaction, since fears, uncertainties, and obscurity in the context were shared. Therefore, there was an improvement in the relationship between the institutions, they established partnerships among themselves, carrying out interdisciplinary actions such as lectures, case studies of a multidisciplinary character, conversation circles, among others^{2,3}.

It is worth noting that the hospital where the internships are carried out has a well-active Center for Continuing Education (NEP), providing an environment capable of receiving students and teachers, as well as providing suitable places for the development of actions, facilitating interaction at that time. critical^{1,4}.

In addition to favoring the actions, the NEP of this institution also promotes a welcoming environment, through welcome meetings, clarification of institutional limits, norms, and routines, always upon the arrival of each new internship group, which can only access the dependencies of the health facility after this program. I also emphasize that this routine was maintained during this period, improving the experience of students in this internship field^{1,3,5}. From the perspective of the student, this moment with the institution is extremely positive and relevant, even more in the context, where careful attention, knowledge and agreement on limits are already required, in a clear and receptive way, leading to greater understanding and serenity^{1,3}.

Still, the conversation circles consist of a method of collective participation in the debate on a certain theme in which it is possible to dialogue with the subjects, who express themselves and listen to their peers and themselves through a reflective exercise, in view of this concept, the internship used this tool to bring up the topic "Being an intern during a pandemic" in order to expose the fears, difficulties and expectations of students from different courses and institutions, in order to adjust the edges in the best possible way. The wheels took place in 3 moments, at the beginning of the internship, after a week of it and at the end of the second week⁶.

Through the students' reports, where the expressions "insecurity", "fear of personal and family contagion", "limitations of approaches to patients" were frequent, teachers were able to adjust to minimize the tangle of feelings that were formed, thus at the end, positive statements perceived through the most common expressions were shared, such as overcoming, importance of being in the field learning, important to adapt^{3,6}.

Final Considerations

Considering the above, I close this report pointing out that amidst the chaos experienced in this period there is a positive balance in relation to the experiences in this internship field, which are the various discussions and meetings on the subject brought together several institutions that agreed among themselves excellent interdisciplinary and multidisciplinary moments for the



students. In addition, the training carried out during the pandemic kept the students' calmer and more connected to the teachers, creating a greater bond.

Despite all the limitations, the proposed activities were not only carried out, but also carried out in a

multidisciplinary way. Therefore, it is important to emphasize the essence of adaptation through the different situations, that considering the whole range of feelings experienced by the participants in this report, the importance of experiences within adversities is evident.

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