




EXPERIENCE REPORT

Report of educational interventions developed during supervised nursing internship in primary care


Relato de intervenções educativas desenvolvidas durante estágio supervisionado de enfermagem na atenção básica

Informe de intervenciones educativas desarrolladas durante el internado de enfermería supervisado en atención primaria


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ABSTRACT

Objective: To report educational interventions developed during a supervised nursing internship in Primary Care. **Methods:** This is an experience report of actions, during the mandatory curricular internship of a nursing course at a Brazilian federal university, from March to May 2022. **Results:** The initial recognition of the unit was carried out and, then, health education, humanization and reception activities were included in an internship plan. Thus, ten educational materials were produced: male and female intimate care, sexually transmitted infection prevention, fight against *Aedes aegypti*, tuberculosis, leprosy, hypertension, diabetes, child nutrition and mental health, along with a personalized wall bracket to place them and a decorative children's panel for the nursing office. There was also distribution of candy bars to clients after carrying out tests in the service's collection room. **Conclusion:** The experience allowed approaching the routine of professionals in Primary Care and participation in the steps related to care and management in nursing. The internship contributed to the development of autonomy and construction of students' academic identity, adding new learning for professionals and directly benefiting the community, through interventions in health education, humanization and reception.

Descriptors: Primary Health Care. Health Education. Nursing Students.

RESUMO

Objetivo: Relatar intervenções educativas desenvolvidas durante estágio supervisionado de enfermagem na Atenção Básica. **Métodos:** Trata-se de um relato de experiência de ações, durante o estágio curricular obrigatório do curso de enfermagem de uma universidade federal brasileira, no período de março a maio de 2022. **Resultados:** Foi realizado o reconhecimento inicial da unidade e, em seguida, foi inserido em um plano de estágio atividades de educação em saúde, humanização e acolhimento. Assim, foram produzidos dez materiais educativos: cuidados íntimos masculinos e femininos, prevenção de infecções sexualmente transmissíveis, combate ao *Aedes aegypti*, tuberculose, hanseníase, hipertensão, diabetes, alimentação infantil e saúde mental, junto a um suporte de parede personalizado para colocá-los e um painel infantil decorativo para o consultório de enfermagem. Houve ainda distribuição de barras de doce para clientes após a realização de exames na sala de coleta do serviço. **Conclusão:** A experiência permitiu a aproximação da rotina dos profissionais na Atenção Básica e participação das etapas relacionadas ao cuidado e gerenciamento em enfermagem. O estágio contribuiu para o desenvolvimento da autonomia e construção de identidade acadêmica da discente, agregando novos aprendizados para os profissionais e beneficiando diretamente a comunidade, mediante as intervenções de educação em saúde, humanização e acolhimento.

Descritores: Atenção Primária à Saúde. Educação em Saúde. Estudantes de Enfermagem.

RESUMÉN

Objetivo: Relatar intervenciones educativas desarrolladas durante una pasantía de enfermería supervisada en Atención Primaria. **Métodos:** Se trata de un relato de experiencia de acciones, durante la pasantía curricular obligatoria del curso de enfermería en una universidad federal brasileña, de marzo a mayo de 2022. **Resultados:** Se realizó el reconocimiento inicial de la unidad y, luego, se incluyeron actividades de educación en salud, humanización y acogida en un plan de pasantías. Así, se produjeron diez materiales educativos: cuidado íntimo masculino y femenino, prevención de infecciones de transmisión sexual, lucha contra el *Aedes aegypti*, tuberculosis, lepra, hipertensión, diabetes, nutrición infantil y salud mental, junto con un soporte de pared personalizado para colocarlos y un panel infantil decorativo para el consultorio de enfermería. También se realizó la distribución de chocolatinas a los clientes luego de la realización de pruebas en la sala de acopio del servicio. **Conclusión:** La experiencia permitió el acercamiento al cotidiano de los profesionales de la Atención Primaria y la participación en las gestiones relacionadas con el cuidado y la gestión en enfermería. El internado contribuyó para el desarrollo de la autonomía y construcción de la identidad académica del estudiante, sumando nuevos aprendizajes para los profesionales y beneficiando directamente a la comunidad, a través de intervenciones en educación en salud, humanización y acogida.

Descriptor: Atención Primaria de Salud. Educación en Salud. Estudiantes de Enfermería.

INTRODUCTION

Nurses' work in Primary Care (PC) is essential for implementing programs established by the Ministry of Health. This professional essentially takes on a leadership role, both in the teams and in Basic Health Unit (BHU) management, and their conduct is directly reflected in the organization of spaces and the quality of services provided.⁽¹⁾ Moreover, these professionals contribute significantly to achieving the indicators, through strategic actions aimed at vulnerable groups, such as women, children, adolescents and older adults.⁽²⁾

Currently, a program called *Previne Brasil*, which finances PC, includes seven pay-for-performance indicators, which cover prenatal care programs, women's health, children's health and chronic conditions. These indicators are: pregnant women with dental care performed; pregnant women undergoing tests for syphilis and HIV; pregnant women with at least 6 (six) prenatal consultations; women with cytopathological exam collection; children aged 1 (one) vaccinated; hypertensive with consultation and blood pressure measured in the semester; and diabetic people with consultation and glycated hemoglobin requested in the semester.⁽³⁾

However, the achievement of these indicators requires commitment of individuals to attend consultations periodically, which sometimes does not happen. In this context, educational interventions provide an opportunity to guide self-care, strengthen users' bond with the unit and encourage attendance at the health service, by explaining the benefits of multidisciplinary follow-up.⁽⁴⁾

Thus, the importance of a nursing student's experience in this environment is highlighted, to expand knowledge in the area with a focus on disease prevention and health promotion.⁽⁵⁾ However, in early 2020, due to the COVID-19 pandemic, health authorities established social distancing as the main measure to contain the disease, and, consequently, face-to-face academic activities were suspended, including internships.⁽⁶⁾

In this scenario, some institutions replaced face-to-face practices with remote activities, however, given the theoretical-practical objectives of supervised curricular internships, it was concluded that their asynchronous implementation was not feasible.⁽⁷⁻⁸⁾ Therefore, after the start of immunization against COVID-19 and the reduction in mortality and hospitalization rates caused by the virus, the development of hybrid teaching activities was instituted, with the return of curricular internships in August 2021.

However, the supervised internship was only offered by the nursing coordination of the institution of this study in March 2022, due to high practical workload of this curricular component. This occurred after the approval of an internal resolution that regulated the return of on-site academic activities, in accordance with the guidelines of official health bodies, including measures, such as the mandatory use of a mask, presentation of proof of vaccination, hand and environment hygiene, and signature of a term of awareness of the risk of contamination by COVID-19.⁽⁹⁾ Therefore, the study aimed to report

METHODS

This is an experience report of actions during the mandatory curricular internship of a nursing course at a Brazilian federal public educational institution. According to the literature, the experience report has a descriptive character and includes the detailing and self-assessment of professional experiences of an individual or group. Therefore, this type of study is of great scientific relevance, as it contributes to the comparison of problem situations in different contexts and the replication of successful activities.⁽¹⁰⁾

The internship took place from March to May 2022 at a BHU located in the northern part of the capital of Piauí. The unit is made up of two Family Health teams in each shift, morning and afternoon, and has medical, dental and nursing care, exam collection, application of vaccines, performance of dressings and supply dispensing.

In that field, during the morning shift, there was only one trainee student in one of the teams, supervised weekly by a professor and under the preceptorship of a team nurse. The consultations were carried out by prior appointment at reception, according to the team's schedule prepared monthly by a nurse, with the routine: on Mondays, hypertensive and diabetic patients; on Tuesdays, Brazil Aid or home visits; on Wednesdays, prenatal care; on Thursdays, cytopathological examination; and on Fridays, children.

The activities described were aimed at health education, humanization and reception, which were chosen together with the team, after the initial recognition of the unit and its difficulties and potential. Also, in this selection process, BHU users' reports regarding their social, economic, physical and psychological limitations were considered.⁽¹¹⁾ From this, an internship plan was prepared to develop educational flyers, install a decorative panel in the office and hand over candy bars in the collection room.

For the construction of technologies, human, material and technological resources were used. The materials included A4 paper for printing flyers, EVA sheets for the panel and food supplies. Technological support included PowerPoint, to create the art for the leaflets, and email and WhatsApp®, for communication between the team, the intern and the supervisor, in addition to approving the technologies.

Furthermore, all educational interventions were based on Ministry of Health manuals, federal regulations and current scientific articles, and obtained prior approval from the team nurse, the unit director and the internship supervisor. Thus, it is emphasized that the research meets ethical issues and does not involve data from human beings.

RESULTS

In 2022, with the return of hybrid academic activities at the public university to which the

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Initially, a preceptor nurse presented the BHU, the team and the dynamics of care, which allowed the observation of difficulties and potentialities of the service. She also reported that the region had a large number of cases of syphilis, tuberculosis and leprosy as well as an increase in dengue cases in the period. Therefore, a schedule of educational

interventions at BHU was drawn up by a student (Table 1).

Activities and target audiences were decided together with a preceptor, considering suggestions from a technician and a team's physician regarding priority demands and data reported by community agents. Also, there was the participation of collection room techniques, which suggested a reception action to improve service in the sector.

Table 1. Schedule of activities extracted from the supervised internship plan in Primary Care. Teresina, Piauí, Brazil, 2022

Activities to be developed	Participants	Target audience	Period
Education on intimate care and sexually transmitted infection prevention	Academic Nurse	Young individuals and adults	03/21/2022 to 04/01/2022
Education on fighting <i>Aedes aegypti</i> and caring for tuberculosis and leprosy	Academic Nurse	General public	04/04/2022 to 04/15/2022
Chronic disease care education: hypertension and diabetes	Academic Nurse	Adults and older adults	04/18/2022 to 04/29/2022
Education on infant feeding from zero to two years old and mental health care	Academic Nurse	Children and adolescents	04/18/2022 to 04/29/2022
Humanization and reception actions: nursing office and collection room	Academic Nursing technicians	General public	05/02/2022 to 05/13/2022

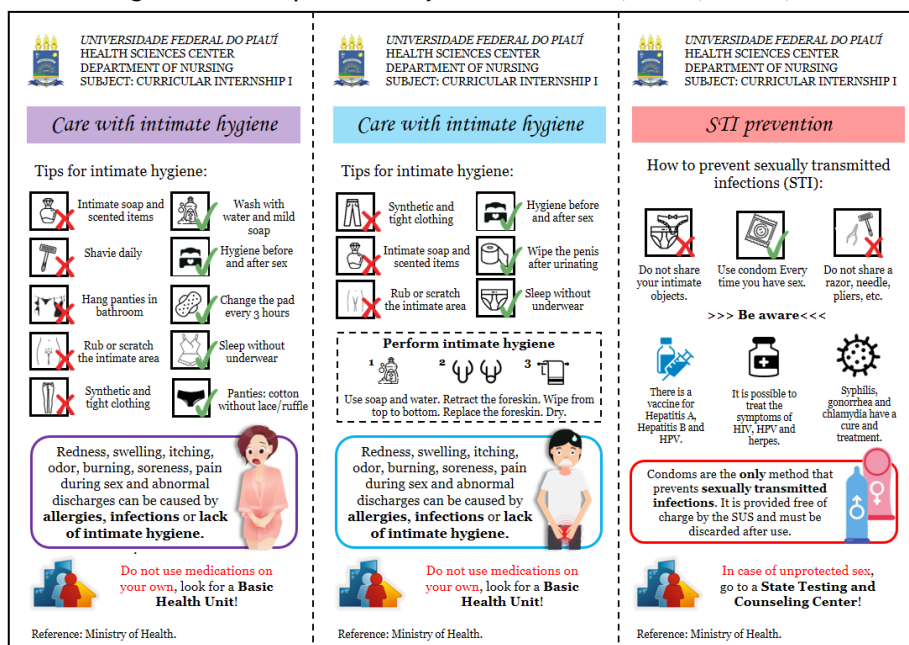
Source: authors (2022).

The activities took place fortnightly, a period for material preparation, approval and distribution, the latter being carried out mainly in nursing consultations. In the first eight weeks, ten educational flyers were prepared, in the following order: intimate care and prevention of sexually transmitted infection (STI); *Aedes aegypti*, tuberculosis and leprosy; hypertension and diabetes; mental health and child nutrition.

Intimate care and STI materials were distributed on cytology and free demand days (Figure 1).

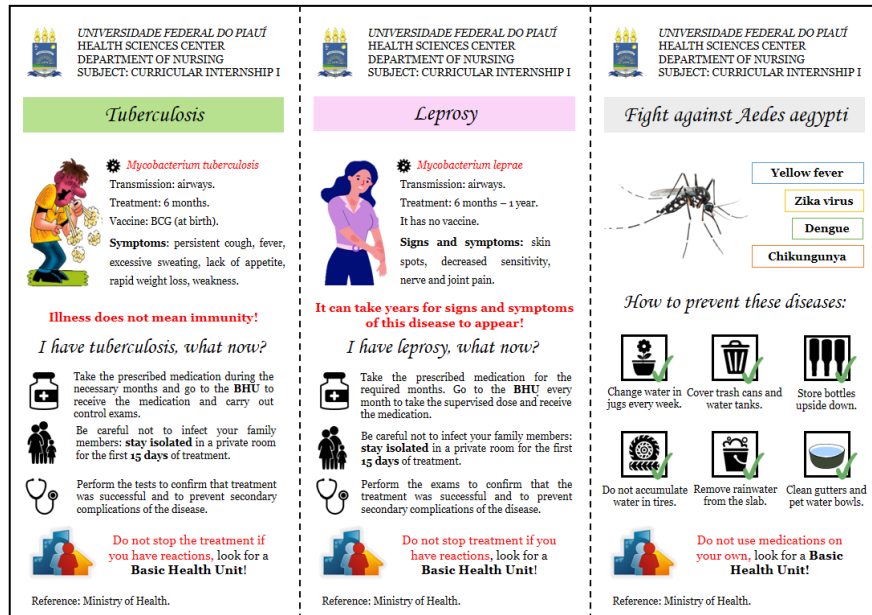
Materials on leprosy and tuberculosis were directed to suspected or confirmed cases or contacts of people diagnosed, and the material to fight against *Aedes aegypti* was shared during a collective action at the health unit itself (Figure 2). The diabetes and hypertension materials were intended for individuals with such chronic illnesses and those dealing with infant feeding and mental health, respectively, for children and adolescents, as needed (Figure 3).

Figure 1. Educational materials on intimate care and prevention of sexually transmitted infection prepared during an internship in Primary Care. Teresina, Piaui, Brazil, 2022.



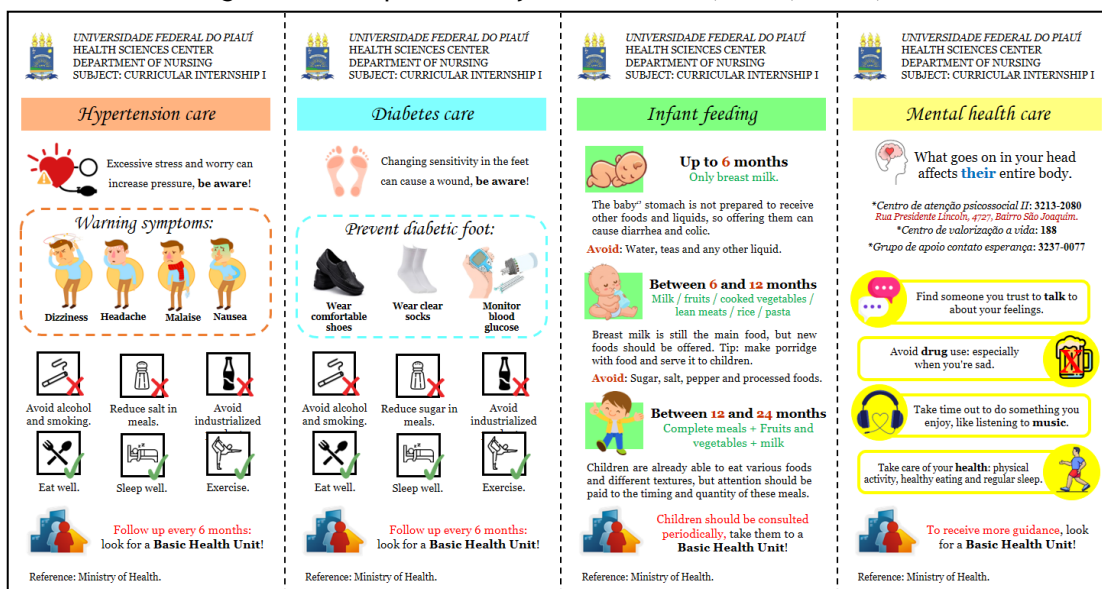
Source: authors (2022).

Figure 2. Educational materials on tuberculosis, leprosy and the fight against *Aedes aegypti* prepared during an internship in Primary Care. Teresina, Piauí, Brazil, 2022.



Source: authors (2022).

Figure 3. Educational materials on hypertension, diabetes, infant feeding and mental health care prepared during an internship in Primary Care. Teresina, Piauí, Brazil, 2022.

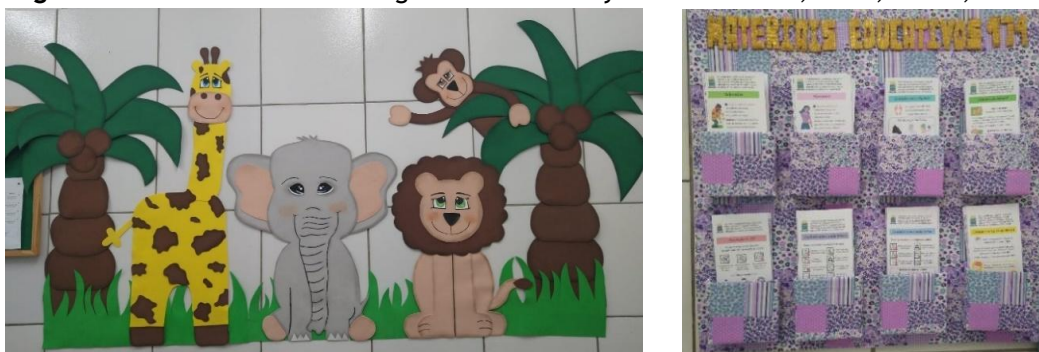


Source: authors (2022).

Subsequently, an intervention was developed in the nursing office, placing a panel with the theme “safari” on one of the walls, making the environment more reception and attractive, especially to children. Additionally, a folder holder was set up to allocate the educational materials next to a nurse’s desk so that these could be used by other teams (Figure 4).

Actions related to reception and humanization also took place in the unit’s collection room. In this sector, after providing the intern with the opportunity to practice, a high flow of older adults and pregnant women was observed who reported discomfort due to long fasting period associated with delay in care. Thus, the second intervention was offering a candy bar to users after blood test was collected.

Figure 4. Decoration of a nursing office in Primary Care. Teresina, Piauí, Brazil, 2022.



Source: authors (2022).

Furthermore, it should be noted that internship supervision was established by a professor synchronously, weekly, and asynchronously, via WhatsApp® or Google Meet, whenever necessary. As for the difficulties encountered in internship field, lack of materials for dressings and cytopathological examination and outdated data relating to mapping of microareas stand out, which resulted in a superficial assessment of sociodemographic and epidemiological contexts of users registered in the team's territory. This, consequently, restricted educational interventions to the more general problems of the population assisted in the unit.

DISCUSSION

PC is a wide and diverse care field, in which there are countless learning possibilities for health students, as it ranges from promotion to the recovery of individuals in all stages of life, being considered the gateway to the Unified Health System (*Sistema Único de Saúde*).⁽¹²⁾ In this scenario, the role of internships for the professional growth of students and preceptors stands out, due to mutual encouragement and exchange of knowledge in this academic relationship.⁽¹³⁾

The initial period of supervised internship is essential for students to seek approaching the team and the work environment as well as visualizing the profile of the clientele assisted at the location. After this first moment, it becomes possible to build an action plan consistent with community demands, similar to the one carried out in this study, which, later, can be continued by the team and other interns.⁽¹⁴⁾

With regard to nursing work in the BHU, there are several challenges arising from lack of material and physical resources, especially during the current health crisis caused by COVID-19, scenario seen in this study's unit. However, the operation of this service is also related to its organization, from population registration by community workers to appropriate assessment and referral by nurses and physicians.⁽¹⁵⁾

A study carried out in a municipality in southern Brazil demonstrated, through care data analysis, that nurses are responsible for most home visits and consultations in PC, especially in units with a larger number of Family Health teams. Thus, as reported in this study, it is up to the teams to act together and appropriate the resources available to assist the population and produce reliable indicators that will serve as a basis for creating public policies.⁽¹⁶⁾

The indicators, in addition to the financing of units, help in assessing team work, which makes it possible to verify the impact of care in reducing mortality rates and improving users' quality of life.⁽¹⁷⁾ Furthermore, these data make it possible to verify local health needs, guiding the selection of educational interventions in order to reduce the incidence of health problems.

Materials on intimate care and STI prevention were produced due to the high number of syphilis cases recorded by the team. This scenario is observed throughout the country, seen in a study that assessed secondary data on this disease between

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2009 and 2019, with the progressive increase in acquired syphilis, always prevalent in men, and congenital syphilis, with the highest number of notifications in 2018, respectively, 158,966 and 26,441.⁽¹⁸⁾

Materials on tuberculosis and leprosy were related to the high number of cases and individuals who have difficulty in complying with therapy. These diseases, although treatable, have several specificities, such as stigma, drug reactions and the long period of treatment, that require a multidisciplinary approach to achieve success and, in the case of leprosy, secondary complication prevention.⁽¹⁹⁾

The dissemination of materials on the fight against *Aedes aegypti* was due to increased cases during the internship period. The Northeast has the second highest rate of dengue notifications, equivalent to 135,129 records in 2021, a problem linked, above all, to environmental conditions favorable to vector reproduction.⁽²⁰⁾

Care with diabetes and hypertension was passed on to adults and older adults, who attend consultations every six months only to renew medication prescription. This reality demonstrates a tendency towards a medical-centric view by people with chronic diseases, but the literature demonstrates that continuous educational practices are effective in modifying such thinking and improving the quality of life of these users.⁽²¹⁾

Mental health care was included in the schedule as a way to accommodate the psycho-affective weaknesses of users who reported it, especially those who experience situations of violence that frequently occur in the BHU region. Although pertinent, in a national literature review, the invisibility of violence by health professionals in PC was evidenced, demonstrating the need to improve the care provided to people in situations of violence.⁽²²⁾

The material on infant feeding was proposed to help mothers regarding the nutritional needs of an age group from zero to two years old. Lack of knowledge about this information can lead to the provision of inappropriate foods for their age and cause abdominal cramps and nausea in children and a reduction in the time of exclusive breastfeeding.⁽²³⁾

Related to the practice of reception, it makes the unit an accessible, inclusive environment and strengthens the bond with the population, which, therefore, facilitates the comprehensive care of these individuals.⁽²⁴⁾ In 2012, a Brazilian national survey carried out with 13,751 PC teams identified the unequal distribution in terms of reception in the regions, relating finding demographic, sociocultural, economic and political differences between these regions.⁽²⁵⁾

This action, seen as an assistive technology, can be promoted in several ways, such as through active listening, providing information or offering food after laboratory test collection. In this sector, it is common to find clients who have been fasting for more than eight hours, which can lead to hypoglycemia, mental confusion, palpitations, dizziness and lead to an episode of fainting and falling, especially in diabetic individuals and pregnant women.⁽²⁶⁾

The study's limitation is the description of activities carried out with only one of the unit's teams, with no analysis of other users' health needs in the region. However, the report of the experience contributes with other academics, such as professors, nurses and managers, involved in a supervised internship in PC, adding scientific knowledge and enabling the replication of successful educational practices.

CONCLUSION

The experience, considered successful, reached the objective of the supervised internship in PC, i.e., the performance of nurses' duties. It was possible to participate in nursing consultations, assess the population's health needs and carry out educational interventions, which it is understood to be essential to guide the population and bring them closer to the unit. Such activities benefited the individuals assisted, who verbally reported their satisfaction with the information conveyed, the decorative changes in the office environment and the offer of food after exams were collected.

Thus, students were closer to the care routine in the mentioned field of internship and participation in care-related steps and nursing management. Therefore, the experience allowed developing autonomy and constructing the intern's academic identity. The exchange of knowledge arising from the relationship established with the team during the period strengthened teaching-service integration and enabled the professional growth of those involved, especially the preceptor, nursing technicians and the supervisor.

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