

# Retrospective overview in the view of nurses of the professional training program - trainee of a private hospital

**RESUMO** | Objetivo: Descrever de forma retrospectiva o panorama, na visão dos enfermeiros, do Programa de Capacitação Profissional – Trainee do Hospital Santa Teresa, Petrópolis, Rio de Janeiro. Métodos: Estudo retrospectivo, descritivo e exploratório com abordagem qualitativa e quantitativa com o uso de formulário aplicado a 12 enfermeiros para avaliar o panorama do Programa de Capacitação Profissional – Trainee, ocorrido entre dezembro de 2016 a dezembro de 2017. Resultados: A idade média dos participantes foi de 29,9 anos, predominância do sexo feminino 83,33%, Concordância geral sobre a estrutura do programa teve 73,60% positiva, negativa de 11,10% e neutra de 15,30%. O principal benefício citado foi o crescimento profissional e o entendimento do funcionamento hospitalar. Os desafios foram o medo/ansiedade, adaptação e a falta de conhecimento e acolhimento pelas equipes nos setores. Conclusão: O treinamento e a capacitação estruturados são capazes de produzir mudanças nos indivíduos ao criar e melhorar habilidades, conhecimentos, atitudes ou comportamento.

**Descritores:** Enfermagem; Capacitação em serviço; Educação

**ABSTRACT** | Objective: To describe retrospectively the overview from the perspective of nurses in the Professional Training Program - Trainee at Santa Teresa Hospital, Petrópolis, Rio de Janeiro. Method: An retrospective, descriptive and exploratory study with a qualitative and quantitative approach using a form from 12 nurses to assess the overview of the Professional Training Program – Trainee, that occurred between december of 2016 to december of 2017. Results: The average age from participants was 29.9 years, with a female predominance of 83.33%. General agreement on the structure of the program was 73.60% positive, 11.10% negative and 15.30% neutral. The main benefit cited was the professional growth and the acknowledge of hospital functioning. The challenges were fear/anxiety, adaptation and lack of knowledge and acceptance by others professionals. Conclusion: Structured training and qualification are capable of producing changes when create and improve skills, knowledge, attitudes or behavior.

**Descriptors:** Nursing; Service training; Education

**RESUMEN** | Objetivo: Describir el panorama retrospectivamente de la perspectiva de enfermeros en el Programa de Formación Profesional - Trainee del Hospital Santa Teresa, Petrópolis, Rio de Janeiro. Método: Estudio retrospectivo, descriptivo y exploratorio con abordaje cualitativo y cuantitativo, utilizando un formulario aplicado a 12 enfermeros para evaluar el panorama del Programa de Formación Profesional – Trainee, que ocurrió entre diciembre de 2016 a diciembre de 2017. Resultados: La edad promedio de los participantes fue 29,9 años, predominio femenino 83,33%. La concordancia general sobre la estructura del programa fue 73,60% positiva, 11,10% negativa y 15,30% neutra. El principal beneficio citado fue el crecimiento profesional y la comprensión del funcionamiento del hospital. Los retos fueron miedo/ansiedad, adaptación y desconocimiento y aceptación por parte de los equipos de los sectores. Conclusión: La formación estructurada y el desarrollo de capacidades son capaces de generar cambios en las personas creando y mejorando habilidades, conocimientos, actitudes o comportamientos.

**Descriptores:** Enfermería; Formación en servicio; Educación.

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## INTRODUCTION

Education plays an important role in achieving organizational goals through a combination of organizational and workforce interests. It is an investment in obtaining productivity and retaining professionals, providing career development within the institution and long-term job satisfaction. 1 The education of health professionals is an area that requires efforts to improve teaching-learning methods to ensure the proposed objectives, but they should not be limited

to the formal teaching of technical knowledge of the profession.<sup>2</sup>

The specific skills and abilities of professional nurses are capable of leading them to intervene effectively in relation to the health system and everything that belongs to it.<sup>3</sup> The construction of competences implies articulating different knowledge for the construction of a professional practice, in addition to knowledge and skills, but also in personal and relational attitudes aimed at transforming the reality in health.<sup>4</sup> However, training should not be just a means for technical improvement for the execution of the work, but also a space for reflection on the importance of their activities and actions carried out in the institution with the aim of improving the quality of care and preventing repetition of errors.<sup>5</sup>

The concern and search by hospital institutions for a qualified professional are great, which causes discomfort for newly graduated professionals who do not have developed practical skills and competences. Newly graduated nurses face a difficult transition period where they are mentally and emotionally challenged as they adjust to their new profession and organization.<sup>6</sup> Professional training programs, such as those for trainees, aim to create appropriate conditions for the insertion, adaptation and specialized preparation of the newly graduated in the institutional context and to build experiences within the hospital environment following a structured in-service teaching learning model.<sup>2</sup>

In-service training has applicability as its main feature. This model comprises a set of measures to promote the empowerment and competence of professionals in order to improve the performance of their tasks, helping the organization to achieve its goals. Therefore, these approaches must be organized and structured in a way that increases the beneficial capacities of professionals.<sup>1</sup>



The education of health professionals is an area that requires efforts to improve teaching-learning methods to ensure the proposed objectives, but they should not be limited to the formal teaching of technical knowledge of the profession.



Seeking a differentiated methodology for in-service training, the Professional Training Program – Trainee at Hospital Santa Teresa, was created in December 2016 by articulation of the Nursing Management and the Continuing Education sector, with the support of the Hospital's Executive Board. In this program, everyone would receive scientific, theoretical-practical support, the institution's routines, incorporating its mission, vision and values. Four study modules were created, at the end of each module, there were theoretical/practical performance evaluations with structured feedback.

The objective of this research was to retrospectively describe the panorama, in the view of nurses, of the Professional Training Program - Trainee that took place in a private philanthropic hospital (Hospital Santa Teresa) in Petrópolis, Rio de Janeiro from December 2016 to December 2017.

#### METHODS

This research is a retrospective, descriptive and exploratory study with a qualitative and quantitative approach. Twelve subjects were selected for this research project who met the inclusion criteria of having been a participant in some stage of the Program between December 2016 and December 2017 and currently composing the collaborator staff in the studied institution. Data collection was carried out between March and April 2021 through the application of a questionnaire made available to participants through Google Forms, in order to ensure the professional's anonymity and privacy. The instrument asked for socio-demographic/profile information, previous academic training, program structure and open-ended questions about the project's vision, conduct, conclusion, challenges and points of improvement. After the data collection phase, questions about structure and profile were quantified.

The open questions were transcribed, organized, separated, grouped by similarity, using the code (eg T01, T02) to be analyzed and discussed in the light of scientific literature.

This research was approved by a Research Ethics Committee through Plataforma Brasil under Opinion No. 4.579.018 of March 2021.

**RESULTS**

The majority of the sample joined the training program in 2017 (91,66% n=11), with an average age at participating of 29,9 years and training time as nurses with an average of 13.7 months. The sample had 83,33% (n=10) female participants and 16,66% (n=2) male participants. 10 members only had a Bachelor's Degree in Nursing (83,33%) while 2 also had a Bachelor's Degree in Nursing (16,66%). Questions were asked about the structure, design and execution of the program, with possible answers being: Agree, Disagree, Neither Agree/Neither Disagree. The mean overall positive agreement of the program was 73,60%, the negative 11,10% and neutral 15,30%. In Table 01 we have the percentage divided by question.

4 open questions were asked. The answers were grouped according to the theme and content of the answers.

For question 1 - What was your understanding of the trainee programs before your participation in the project? Four thematic categories were identified: None - 41,66% (n=5), Minimum - 8,33% (n=1), Moderate - 41,66% (n=5) and High - 8,33% (n=1).

I was happy to know that I was going to be hired, my first job, as I had just graduated. But I didn't understand and didn't know what this project would be like. (T3)

For question 2 - Mention the benefits of your participation in the

**Table 01 – Agreement on the Structure of the Trainee Professional Training Program, Hospital Santa Teresa, Petrópolis, RJ, 2021.**

	Agree	Neutral	Disagree
1) The frequency and duration of theoretical classes were adequate.	N=11 (91,66%)	-	N=1 (8,33%)
2) Living for 30 days in a sector was enough.	N=7 (58,33%)	N=3 (25,00%)	N=2 (16,66%)
3) Case discussions were relevant.	N=11 (91,66%)	N=1 (8,33%)	-
4) It had a structure for monitoring and removing doubts.	N=12 (100%)	-	-
5) Other professionals were welcomed.	N= 5 (41,66%)	N= 3 (25,00%)	N=4 (33,33%)
6) The evaluation methods were related to the activities performed	N= 7 (58,33%)	N=4 (33,33%)	N=1 (8,33%)

Source: The authors, 2021.

project for your professional life. The thematic relationships were: Professional Growth - 41,66% (n=5), Experience and Knowledge in Care Practice - 41,66% (n=5) and Hospital Functioning - 16,66% (n=2).

Having a global view of the activities and complexity of each sector, interaction with other professionals. (T6).

There were several benefits. Professional growth, maturation, dealing with different types of people, team leadership. Understanding the dynamics of the entire hospital and not just restricted to a single sector. The view has completely changed. The project definitely made me a better professional. (T3).

In question 3 - Mention the weak points that could have been improved in the project (at least 1). The contents were divided into: Time of classes - 8.33% (n=1), Formulation of assessments - 8,33% (n=1), Lack of autonomy

- 8,33% (n=1), Time of permanence and schedule of the sector - 41,66% (n=5) and Unpreparedness/Lack of Welcoming by the Team - 33,33% (n=4).

The tests were often poorly formulated, leaving questions for us to answer. (T8)

The lack of knowledge of the project on the part of other collaborators. Many thought that the trainee was not a nurse. (T7)

I believe that the time of 1 month in a given sector is not enough for routine adaptation, learning. [...] The ideal would be 2 months in a given sector for better learning for nurses and bonding with the technical team. (T9)

Preparation of the team to receive trainees and be patient, as we were learning the routines. (T11)

For Question 4 - Mention the main challenges related to your experience in the project. The answers were grouped into: Fear/

Anxiety - 25,00% (n=3), Adaptation - 41,66% (n=5) and Team Resistance/Lack of Knowledge - 33,33% (n=4).

In some sectors, the team did not understand the role of the trainee nurse and this influenced the reception of nurses by the technical team and their performance as well, due to the difficulty of motivating/leading the team. (T5)

I remember unfair behavior that some professional nurses and nurse supervisors in the sectors had with me and with my colleagues in the project. (T1)

The monthly change was good to get to know all the teams and prepare you as a leader, on the other hand, when the trainee started to get acquainted with the team, he had to change sector, with that every beginning of the month, there was work to start the coexistence from scratch. (T10)

## DISCUSSION

The Professional Training Program - Trainee began in December 2016, having articulated the passage of 26 nurses at Hospital Santa Teresa. Of these, 3 requested dismissals before the end, 8 of them were promoted to clinical nurses during the program and 15 completed all the programmed stages at the end of 2017. Most of our interviewees (91,66%) started the program in 2017. Half of the interviewees had none to the slightest knowledge about Trainee Training Programs before joining, a common fact since in many cases the term Trainee is just used for new and newly hired nurses in the Brazilian reality.

Our findings are in line with those found in studies on female predominance and age group. The female portion

in nursing is described as having values between 88% and 92,7% and the average age of nursing graduates ranges from 29 years old. 7-8 Only 4 individuals were over 30 years old. Historically, and still present in the modern age, the



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nursing profession has a predominance of females. Florence Nightingale is cited for recommending the profession as feminine, as they would naturally be prepared to take care of it, unlike men at the time. Despite this, men are growing in this profession, but they still face prejudice, much related to sexu-

al orientation, or destined for specific sectors where they would be “more adjusted”, such as urgency and emergency. 9 In the Trainee Training Program at Hospital Santa Teresa, all participants rotated in all hospital units, regardless of gender.

The average training time prior to entering the sample was 13,75 months. Studies show that around 48 to 52,9% of graduates enter the labor market within 6 months, while 38,3 to 67% get their first job within 1 year of graduation. 7-8

The overall structure of the Program had a positive correlation of agreement with 73,6%. While the dissenting view (13,9%) and the neutral sphere (12,5%) added up to 26,4%. In general, we observed a positive response to the Training Program and its structure of classes and professional practice.

The questions about the time of theoretical classes, follow-up / clarification of doubts and discussion of clinical cases had a very high positive agreement between 91,66 to 100%, with disagreements not exceeding 8,33%. The Training Program sought to use a class format with further discussions, combined with the experience in the hospital environment to bring theory to the professional's experience. This methodology is seen as important by authors due to this possibility of experiencing the context where the studied facts occur. 10

Even so, there are weak points in the vision of the Program's graduates. In the report of time of experience in the sectors, 41,66% disagreed or did not have relevance for the time of 1 month in the hospital units. The Training Program was designed so that participants had a period of experience and professional experience in each sector of Hospital Santa Teresa within a period of 30 days, with a rotation to another unit after this time. With this answer, we verified that the professionals believed that this time was not

enough to be able to create bonds or understand the units as a whole.

About the reception of Trainees, the speeches bring some questions about how the Training Program was directed to other nursing professionals, both care staff and sectoral management positions. The functioning of an in-service Training Program must have the integration of the management professional and the care practice of the sectors. Welcoming and monitoring promote personal and professional maturity, for training that is not strictly technical. 3,11 Everyone must be aware of the position of this new professional within the team, with their well-defined responsibilities and duties, in order not to promote unfair situations.

About the evaluation methods, practices and classes, the deficiencies mentioned were the high time of classes and the formulation of dubious evaluative questions. Fear/anxiety and the adaptation process were the main challenges. There must be strategies to alleviate stressors as they cause suffering to new hires. By approaching these themes and providing subsidies for the growth of this professional, quality care

can be guaranteed. 12

The biggest benefit cited was professional growth due to increased knowledge and experience in the profession.

#### CONCLUSION

When investigating the Training Program from the perspective of those who lived it on a daily basis, absorbing information and facing challenges, the perception is different. We observed that many points were positive, however, the negative ones drew attention to a deal with new projects.

When structuring a project of this magnitude, we realized that not adequately preparing the professionals who will receive young nurses can lead to bad scenarios. In-service training should not be based only on techniques and routines of an industry, but should be a period of professional training and consolidation of knowledge acquired in undergraduate or graduate studies.

Training and qualification when well structured are capable of producing changes in individuals, by creating and improving skills, knowledge, attitu-

des or behavior. As well as improving the work process, your professional attitudes and interactions with colleagues or superiors. However, an organizational culture that is favorable to learning and committed to change is necessary. Checking whether the techniques used are effective in achieving the proposed objectives is of fundamental importance in the design and monitoring of the training process.

The limitations of this study were the individual view of the participants to understand a general panorama and the few findings in the literature about a professional training model like the one studied.

By bringing these experiences and evidences reported, we hope to encourage the study of this theme and bring contributions with other institutions that wish to build a project to improve the training and retention of talent. We concluded that the experience of the Professional Trainee Qualification Program was satisfactory, but the points of attention brought by other professionals, length of stay in sectors and investment in the theoretical part should be reworked.

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