

Impact of the Covid-19 in a mandatory internship of the Technical Nursing Course: Experience report

RESUMO | Objetivo: relatar a experiência de gestores educacionais e docentes nas atividades de estágio obrigatório do curso técnico em enfermagem no período da pandemia da Covid-19. Método: trata-se de um relato de experiência de gestores educacionais e de docentes do curso técnico em enfermagem do Serviço Nacional de Aprendizagem Comercial, no desenvolvimento de atividades pedagógicas e de ensino no período da pandemia da Covid-19 e retorno às atividades presenciais. Resultados: a pandemia impactou diretamente as instituições de saúde e também as instituições de ensino, principalmente as que formam profissionais da saúde. Diferentes estratégias foram utilizadas, principalmente no que trata a perspectiva dos alunos em formação, mantendo rigor científico e humanizando a prática. Conclusão: observa-se uma curva de aprendizagem que colocou a todos em outro prisma no que trata as diferentes possibilidades de ensino-aprendizagem. Estas não foram excluídas, mas acrescentadas na metodologia de ensino, proporcionando diferentes cenários de aprendizagem e experiência aos alunos.

Descritores: Enfermagem; Educação em Enfermagem; COVID-19; Capacitação de Professores; Papel do Profissional de Enfermagem.

ABSTRACT | Objective: to report the experience of educational managers and professors in the mandatory internship activities of the technical nursing course during the Covid-19 pandemic. Method: this is an experience report of educational managers and professors of the technical course in nursing of the National Commercial Learning Service, in the development of pedagogical and teaching activities in the period of the Covid-19 pandemic and return to face-to-face activities. Results: the pandemic directly impacted health institutions and also educational institutions, especially those that train health professionals. Different strategies were used, mainly regarding the perspective of students in training, maintaining scientific rigor and humanizing the practice. Conclusion: there is a learning curve that put everyone in a different light when it comes to the different teaching-learning possibilities. These were not excluded, but added to the teaching methodology, providing different learning scenarios and experiences for students.

Keywords: Nursing; Nursing Education; COVID-19; Teacher Training; Role of the Nursing Professional.

RESUMEN | Objetivo: relatar la experiencia de gestores educativos y docentes en las actividades de prácticas obligatorias del curso técnico de enfermería durante la pandemia de la Covid-19. Método: se trata de un relato de experiencia de directivos educativos y docentes del curso técnico en enfermería del Servicio Nacional de Aprendizaje Comercial, en el desarrollo de actividades pedagógicas y docentes en el período de la pandemia de la Covid-19 y retorno a la presencialidad actividades. Resultados: la pandemia impactó directamente a las instituciones de salud y también a las educativas, especialmente a las que forman profesionales de la salud. Se utilizaron diferentes estrategias, principalmente en cuanto a la perspectiva de los estudiantes en formación, manteniendo el rigor científico y humanizando la práctica. Conclusión: hay una curva de aprendizaje que pone a todos bajo una luz diferente cuando se trata de las diferentes posibilidades de enseñanza-aprendizaje. Estos no fueron excluidos, sino que se agregaron a la metodología de enseñanza, brindando diferentes escenarios y experiencias de aprendizaje para los estudiantes.

Palabras claves: Enfermería; Educación en Enfermería; COVID-19; Formación de Profesores; Rol del Profesional de Enfermería.

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INTRODUÇÃO

The pandemic caused by the coronavirus, called SARS-CoV-2, which causes the Covid-19 disease,

hit the education sector and institutions, which needed to quickly reorganize to manage the new challenges related to the continuity of the teaching and learning process. In this sense, one of the main tools adopted in this period were the ones that comprised a digital technology. ⁽¹⁾

In this way, the context of pedagogical planning required creative resolution of the different problems generated by the pandemic, mainly related to social, economic and technological aspects of both teachers and students. It was necessary to transpose traditional ideas and present solutions to problems quickly and lastingly. ⁽²⁾

It is important to highlight that, with regard to nursing, the training of nursing technicians is extremely important for the Brazilian health sector, at the local to the national level, and is directly related to access to health, humanized care, quality of care and municipal, state and federal economic growth. Faced with the Covid-19 pandemic scenario, the question is how to maintain the quality of education and training of these professionals. ⁽³⁾

The suspension of face-to-face classes was due to the emergency situation of the pandemic and, when it comes to nursing education, the challenge has become even greater, given the urgent need to train new professionals to enter the market. And yet, stop performing nursing practices and practical internships in health institutions, which was not possible to do at the height of the COVID-19 pandemic, and which still did not show an estimated date for its end. ⁽³⁾

Considering central aspects of the need for training of nursing technicians, the daily analysis of the epidemiological aspects of the disease in the country has become usual so that decision-making takes place in the most assertive way possible, especially with regard to the resumption of practical activities in the laboratory and in health institutions. In



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this sense, for both teachers and students, care practice needed to be resumed so that the theoretical knowledge developed, especially at the height of the pandemic, would not be dissipated over time.

In view of the above, this article aims to report the experience of educational managers and teachers in the mandatory internship activities of the technical course in nursing during the COVID-19 pandemic period.

DEVELOPMENT

The present study comprises the experience report of educational managers and professors of the technical course in nursing of the National Commercial Learning Service/Senac, Health and Beauty Unit located in the city of Florianópolis, Santa Catarina, with regard to the development of pedagogical and teaching activities carried out during the Covid-19 pandemic period and, especially, in the return to face-to-face activities in the nursing laboratory and in health institutions.

The period from 2021 to 2022 was of great challenge for all people and institutions. The insecurity, misinformation and all the restructuring that social isolation imposed on us, especially at the beginning of the Covid-19 pandemic, was a great watershed to rethink the training of new professionals to work in the health sector.

It is emphasized that the care of people affected by a contagious, little known, extremely virulent, highly pathogenic infectious pathology, led to the collapse of health services in many countries, mainly due to its high lethality.

In this scenario were the health professionals who, in addition to being on the front line of care, were also those who were present in the last moments that preceded the death of people, who, at various times they did not have the possibility of saying goodbye to their loved ones. Also, nurses were protagonists



in the management context within institutions, such as in bed management, reorganization of work processes.⁽⁴⁾

Professionals had to review care flows and protocols, adjust the physical structure quickly and effectively, increase the number of beds, account for and distribute mechanical ventilators and oxygen outlets, so that the consultations took place quickly, since the evolution of the patients' condition was rapid, with respiratory and hemodynamic instability, with the outcome of agonized death.

Some feelings such as hopelessness, insecurity, helplessness and fear in the period of the pandemic were observed in health professionals, patients, families. Through them, it became necessary to rethink nursing care and training in an even more humanized way, associating technological resources, teacher training, to rethink the care provided by professionals in the future after completing the course.⁽⁵⁾

Still, it was necessary for everyone to quickly adapt to the use of Personal Protective Equipment (PPE) uninterruptedly. The PPE, which protected professionals from contact with the virus, also caused a sensation of shortness of breath, the difficulty of seeing due to the steam caused inside the glasses and face shield, the heat of the waterproof clothing, the skin injured by the pressure so that the PPE remained firm during the service. All of this became imperceptible by the demand for care attributions, as they made the professionals forget the discomfort caused by the situation as a whole. Drinking water, going to the bathroom, removing the PPE to be able to go home, comprised moments of tension due to the possible contamination of the professional and subsequent contamination of their family members.

It should be noted that, in non-pandemic situations, the use of PPE occurs at specific times during care. In non-assistance activities, all equipment is removed. In the case of the pandemic

period, the use was uninterrupted.

Given the above, training future professionals in this period has become a challenge. Soon, the nurses who were in the assistance were also in the teaching. How to convey to professionals in training the assistance needed for the moment? How to teach fundamental concepts such as patient safety, humanization of care, patient-centered care, without getting emotional? Transmitting security and certainties in a period of complete instability?

It should be noted that health education is influenced by several social factors such as political and economic issues, as well as trends in the professional market. These involve the Brazilian health system and public policies for the training of health professionals, who need to respond to the needs of Brazilian society.⁽⁶⁾

In this sense, educational institutions needed to be the support of students and professors, to guarantee the completion of the course of students of the last phase, continuity of course for students of the initial and intermediate phases. In addition, they had to speed up teaching continuity processes remotely.

Remote methodologies were fundamental for the period of greater pandemic latency, however, it can be inferred that no equipment will be able to replace the face-to-face teaching of nursing or the processes of social interaction in the relationships that are established in the teaching process. The use of these resources, by themselves, cannot be a reference for the quality of nursing education, it was an emergency, but does not exclude the need for practical classes in laboratories and mandatory internships.⁽⁷⁾

Educational institutions had to embrace their teachers to encourage the use of different forms of teaching and learning in the remote modality to guarantee what is essential in the training of health professionals: convey the importance of the union of scientific knowle-

dge with care practice and keep humanity in the face of tragedies like this one that daily showed exorbitant numbers of victims, which were not just numbers, they were fathers, mothers, children, grandparents, neighbors, families disseminated.

Subsequently, there was the resumption of practical classes in the laboratory and later in the internship field, to fulfill the mandatory internships, in hospitals and primary health care. Here, teaching nurses had to learn quickly in order to teach quickly as well, as institutional protocols were frequently updated.

The usual protocols were practically no longer part of the scenario, with, for example, the use of simultaneous diet in patients in the prone position, cardiovascular resuscitation in the prone position, orotracheal intubation with minimal aerolysis of the virus with the use of forceps with a rack and/or use of the rubber of the lyophilized medications in the intubation guide wire to seal the orotracheal tube.

It is necessary to understand that the mandatory internships in nursing constitute a set of training activities, developed in the scenarios of the practices of the unified health system. These are activities experienced in a critical and reflective way, supervised by teaching nurses. The internship constitutes the articulation of theoretical-practical, ethical-political and technical-operative dimensions, it is a fundamental instrument in the formation of critical analysis and the student's intervention, propositional and investigative capacity.⁽⁷⁾

In addition, the resumption of activities in the laboratory was essential for a first personal contact between the students, the stimulus for the use of PPE, the resumption of theoretically worked contents remotely and, subsequently, the realization of care practices.

This process as a whole took place during the period from 2021 to 2022, in which everyone had to develop capacities, skills and attitudes quickly to

face the scenario that was set, aiming at the quality of the training of new professionals and the quality of the teaching transmitted by the nurse professors.

Nursing is health care provided by people to people. The period of the Covid-19 pandemic left emotional sequels as or more expressive than the physical ones.

CONCLUSION

This article aimed to report the experience of educational managers and teachers in the mandatory internship activities of the technical course in nursing during the Covid-19 pandemic. It is possible to show that the training of new professionals must happen aiming at the quality of teaching, the use of different teaching methodologies, the reception of nursing professors, the humanization in the teaching activity towards the stu-



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dents and the scientific approach as a guideline for the training of health professionals.

Like health institutions, educational institutions had to adapt quickly to the pandemic scenario in order to guarantee the continuity of the training of new professionals and their entry into the labor market, which lacks professionals.

After the period of greatest impact of the COVID-19 pandemic, memories and learning remain, both for health professionals, health and educational institutions, and academics of nursing courses. There was a learning curve that put everyone in another perspective when it comes to the different possibilities of teaching-learning and training in the area of health and nursing. These were not excluded, but rather added to the teaching methodology and ensure different learning scenarios and experiences for students.

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