



Teaching internship in nursing history: an experience in the COVID-19 pandemic



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Abstract: The health crisis caused by COVID-19 transformed teaching around the world, especially with lockdown, which reflected in the strengthening of remote teaching. With this, the objective was to report the experience of teaching internship in the teaching of History of Nursing during the pandemic. It was possible to problematize and understand the challenges of teaching practice, as well as to implement diversified pedagogical strategies through remote teaching.

Keywords: Nursing Education; History of Nursing; COVID-19.

Estágio docente em História da Enfermagem: uma experiência na pandemia de COVID-19

Resumo: A crise sanitária ocasionada pela COVID-19 transformou o ensino em todo o mundo,





sobretudo com as medidas de isolamento social que refletiram no fortalecimento do ensino remoto. Com isso, objetivou-se, neste artigo, relatar a experiência da prática de estágio docente no ensino de História da Enfermagem durante a pandemia. Foi possível problematizar e compreender os desafios da prática docente, bem como implementar estratégias pedagógicas diversificadas por meio do ensino remoto.

Palavras-chave: Educação em Enfermagem; História da Enfermagem; COVID-19.

Pasantía docente en Historia de la Enfermería: una experiencia en la pandemia del COVID-19

Resumen: La crisis sanitaria provocada por el COVID-19 transformó la docencia en todo el mundo, especialmente con las medidas de aislamiento social, lo que se reflejó en el fortalecimiento de la docencia a distancia. Con eso, el objetivo fue relatar la experiencia de pasantía docente en la enseñanza de la Historia de la Enfermería durante la pandemia. Fue posible problematizar y comprender los desafíos de la práctica docente, así como implementar estrategias pedagógicas diversificadas a través de la enseñanza a distancia.

Palabras clave: Educación en Enfermería; Historia de la Enfermería; COVID-19.

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1 INTRODUCTION

The coronavirus (COVID-19) pandemic hit the world and imposed a new social order and a new rhythm for daily tasks. In Brazil, in addition to the health crisis, the country faced a serious economic and political crisis. Affective, interpersonal, and professional relationships had to be redefined; people began to work remotely if they could. Members of the same family began to live together more frequently, increasing conflicts. Individuals moved away to protect themselves (SOUZA, 2020), as a global agreement of cooperation and solidarity to stop the spread of the virus through social isolation (SANTOS JUNIOR; MONTEIRO, 2020). Others continued to work because it was considered necessary or because they did not believe in the seriousness of the disease (ROTHEN; NÓBREGA; OLIVEIRA, 2020).





These changes didn't just affect people's routines; they also posed challenges for education in Brazil and around the world. As an immediate measure, educational activities were suspended at all levels of education, but it didn't take long for alternative measures to be discussed to offer distance learning to audiences that had been accustomed only to the face-to-face modality (ROTHEN; NÓBREGA; OLIVEIRA, 2020). The option of distance education is far from unanimous since it raises issues such as digital inclusion, training teachers in the use of digital technologies, access to technological equipment and good quality Internet, as well as the financial burden generated to pay for all these resources (LEITE; LIMA; CARVALHO, 2020) and the concern not to increase the exclusion rate in education (ROTHEN; NÓBREGA; OLIVEIRA, 2020).

The concern to maintain educational activities to avoid a possible sense of stagnation in teaching has required educational institutions, including those focused on higher education, to adapt traditional classrooms, making them virtual by transposing teaching methodologies and practices (BASTOS *et al.*, 2020)..

In Brazil, Decree No. 343, of March 17, 2020, emerged as a means to make this teaching model viable, as it provides for the replacement of face-to-face classes with remote classes in digital media during the COVID-19 pandemic (BRASIL, 2020; SOARES; SILVA, 2020). Initially, however, the State of Alagoas published Decree No. 69.527 of March 17, 2020, establishing temporary measures to deal with the public health emergency of international importance caused by COVID-19 in the public and private educational networks, which suspended all educational activities in schools, universities and colleges in public and private institutions in Alagoas, starting from March 23, 2020, for 15 (fifteen) calendar days (ALAGOAS, 2020). However, this time was not enough and the State had to extend the return to classes several times.

Accordingly, the Federal University of Alagoas (UFAL), in its Contingency Plan COVID-19 of March 16, 2020, suspended the presential academic activities, despite the teaching of undergraduate and graduate courses, in any modality, including distance and field courses (UFAL, 2020a). It was not until September 8, 2020, that the UFAL, through Resolution N. 34/2020, implemented the exceptional teaching period (PLE) for undergraduate courses, as well as the regulation of non-face-to-face academic activities (AANPs) during the new coronavirus pandemic (UFAL, 2020b). In the same month, Ordinance No. 166 of September 29, 2020, established guidelines for mandatory presential curricular internships during the exceptional teaching period for health courses, including nursing (UFAL, 2020c).

The returning process was slow and only possible after evaluation by health professionals and





other sectors of the scientific community, following all the biosafety measures recommended by protocols. Faced with this scenario, undergraduate nursing students, most of whom are young people who participate in teaching-learning processes based on theoretical-practical activities (SILVA et al., 2020), had their classes suspended or partially interrupted. This meant that didactic-pedagogical strategies had to be developed to introduce them and explain the principles of the profession from the first semesters of the course since they were not mature enough to understand and reflect on issues related to the profession and social identity (SILVA *et al.*, 2020).

These challenges can be elucidated through the teaching of the History of Nursing, since the pedagogical practice in this field aims to detach itself from common sense to promote a contextualized and problematized practice of orientation and teaching, analyzing the interests that move groups in the game of forces and that determine the course of history (BARREIRA; BAPTISTA, 2003).

The teaching of the history of nursing in undergraduate courses is extremely important, as it helps to understand the historical path of nursing and its development. This becomes useful from the moment that the recognition of the origins of the profession and its historical and cultural roots becomes operational in the professional qualification, stimulating knowledge that is not limited to techniques, but to care as a whole, an indispensable factor for building a just society (OGUISSO; CAMPOS, 2013).

The aim was to report on the experience of a teaching internship in teaching the history of nursing during the COVID-19 pandemic, a thematic unit of the subject Nursing, Health, and Society II. Concerning the teaching internship, Pimenta and Lima (2005/2006) mention that it is a relationship between theory and practice aimed at teacher training. It is considered an approximation of reality, as well as a space for the production of knowledge about the profession, which prepares the future teacher to face the demands of pedagogical practice (DAUANNY; LIMA; PIMENTA, 2019), such as those experienced in the COVID-19 pandemic.

It is up to universities and supervising teachers to problematize practical experience in the light of theory so that pedagogical actions reflect the activities experienced in the internship, in which the student-teacher can understand teaching practice and reflect on the positive or negative points of their actions as mediators of learning (CORRÊA, 2021). In addition, the exercise of teaching activity can be a facilitator in the development of a critical awareness of the history of nursing in the undergraduate course, in addition to the active participation of teachers and students in a dynamic, reflective, and questioning way.

This is a descriptive study with a qualitative approach, of the experience report type. The





scientific knowledge generated from experience reports benefits science and society by helping to improve interventions and working practices. It also allows students and professionals to participate in the progress of science through the construction of knowledge based on informative, referential, dialogic, and critical descriptions, to improve academic training (teaching, research and extension) and continued education actions (MUSSI; FLORES; ALMEIDA, 2021).

The discussion will focus on the characteristics of the Nursing, Health, and Society II discipline and its nuances during the COVID-19 pandemic, as well as the teaching plan focused on the History of Nursing thematic unit. Consequently, it discusses the experience report in synchronous and asynchronous virtual environments, using active methods, dialogic lectures, discursive readings, seminars, a guided remote visit to a museum, group dynamics, problem situations, conversation circles, and films, to overcome the educational and training barriers in nursing imposed by the COVID-19 pandemic.

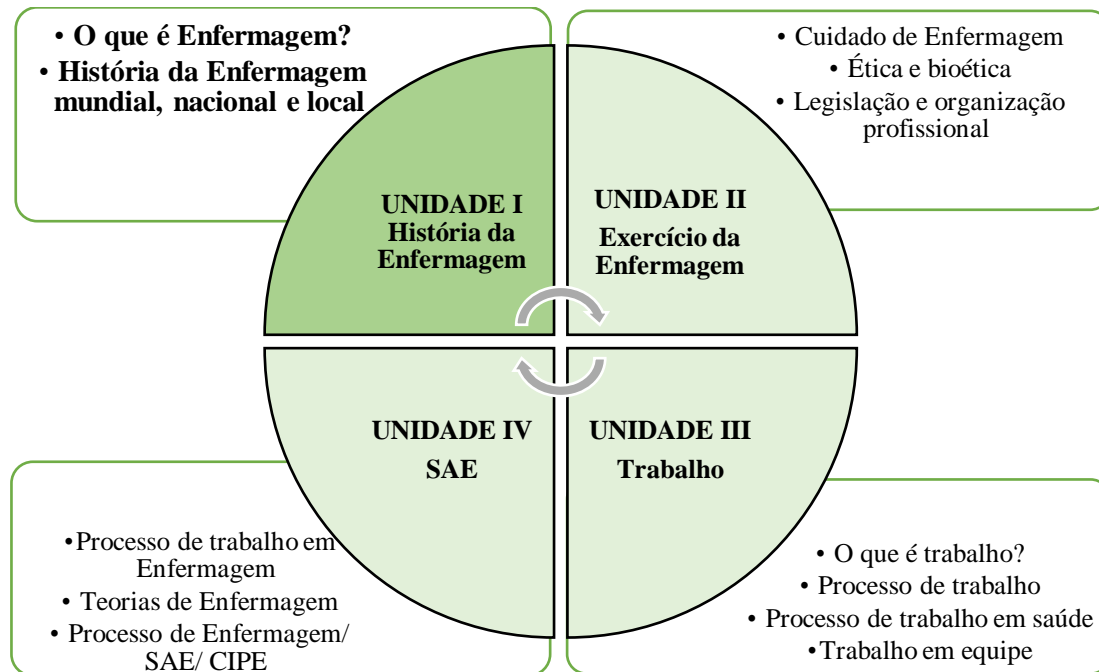
2 THE SUBJECT OF NURSING, HEALTH AND SOCIETY II AND ITS NUANCES DURING THE COVID-19 PANDEMIC

The subject chosen for the teaching internship activities was Nursing, Health and Society II, with institutional code ENFM006, offered in the second semester of the undergraduate nursing course at the School of Nursing of the Federal University of Alagoas (UFAL). It has a total workload of 240 hours, divided into thematic units, namely History of Nursing, Nursing Practice, Work, and Nursing Process, with the respective topics studied, as shown in Figure 1. It is taught by three lecturers, all of whom have a doctoral degree, and one of whom has a Doctorate in Nursing from the Anna Nery School of Nursing of the Federal University of Rio de Janeiro, whose thesis focused on the History of Nursing.





Figure 1 - Flowchart of Nursing, Health and Society II with its four thematic units and their respective content



Source: Elaborated by the authors (2021).

The thematic unit agreed with the supervisor for the teaching internship was the History of Nursing, with a total workload of 72 hours (when combined with lesson planning), with 11 (eleven) synchronous and asynchronous meetings, distributed weekly on Wednesdays (7:30 a.m. to 12:00 p.m. and 1:30 p.m. to 6:00 p.m.) and Fridays (1:30 p.m. to 6:00 p.m.), with a weekly workload of 14 hours. The activities took place during the first semester of 2021, starting on February 24 and ending on March 17. This thematic unit has as one of its references the projects and research activities developed by the D. Isabel Macintyre Study Group/Federal University of Alagoas (GEDIM/UFAL), a group registered on the platform of the National Council of Scientific and Technological Development (CNPq).

It should also be noted that the UFAL School of Nursing and GEDIM have researched the passage of the HOPE ship in Alagoas, the creation of the School's Student Association, the history of midwives and curiosity seekers in Alagoas, the creation of the UFAL Nursing Course, the teaching of Nursing History in the undergraduate nursing courses and the introduction of Modern Nursing in the State.

The course took place at a critical time for public health worldwide, highlighted by the





COVID-19 pandemic, and at a time when education was trying to adapt and evolve using digital technologies. Thinking about, developing, and applying educational activities during this period was not an easy task, especially for a course that is essentially focused on practical activities. Nevertheless, discussing and learning new strategies has been positive for educators and future educators, with a focus on making synchronous and asynchronous activities more dynamic.

Synchronous activities are those that take place at a scheduled time and are transmitted in real time. Students are invited to participate in the lesson through a link that takes them to a virtual classroom (SANTOS JUNIOR; MONTEIRO, 2020), such as Google Meet. As in a face-to-face classroom, students can immediately ask questions and participate in debates, increasing their participation in discussions and allowing them to be valued in the learning process (SANTOS JUNIOR; MONTEIRO, 2020).

Asynchronous activities are those that do not take place in real and/or current time, i.e. teachers and students do not need to be connected at the same time to carry out lessons, tasks, and/or activities (SANTOS JUNIOR; MONTEIRO, 2020), such as the Virtual Learning Environment (AVA). Students can access the proposed activities at any time, with flexible schedules. In addition, it is easy to create virtual classes, carry out assessments, receive assignments and/or exercises, make announcements, organize consultation materials, and optimize communication between teachers and students. Teachers can analyze activities and assign a specific grade to each. Discussion forums can be created to discuss each student's experience (SANTOS JUNIOR; MONTEIRO, 2020).

2.1 Preparation and application of the teaching plan for the History of Nursing thematic unit

The teaching of Nursing History is supported by the National Curriculum Guidelines for Undergraduate Nursing Courses and by the Pedagogical Project, which should guide the curriculum of undergraduate nursing courses towards an academic and professional profile for graduates. This curriculum should also contribute to the understanding, interpretation, preservation, strengthening, promotion, and dissemination of national regional, international, and historical cultures in a context of cultural pluralism and diversity. This article reaffirms the importance of studying the history of nursing since it allows for a critical-reflective vision, one of the pillars in the training of professional nurses (BRASIL, 2001).

Initially, for this thematic unit, we tried to include more synchronous meetings, leaving the asynchronous meetings for complementary teaching and answering questions. As a result, of the 11





(eleven) meetings to work on the History of the Nursing thematic unit, eight (72.72%) were synchronous, using the digital platforms Google Meet or Jitsi Meet, the latter used specifically for the guided remote visit to the Museum of the Anna Nery School of Nursing at the Federal University of Rio de Janeiro; and three (27.27%) were asynchronous, with the help of Moodle, the AVA of UFAL. The social network WhatsApp was also used to create a study group where students could quickly and immediately answer questions collectively and/or individually with the teacher in charge of the subject and/or the master's student in a teaching internship.

The use of active methodologies was considered in all the activities since they allow students to learn from their experiences. The perception of their concerns and problems allowed the construction of knowledge and work scenarios, overcoming the traditional training model, incorporating ways of teaching and learning, through moments of democratic discussion, and recognizing the role of the student in building a critical-reflective, ethical, autonomous and teamwork vision (TEO; BORSOI; FERRETTI, 2019). Thus, different strategies are used in the meetings, such as dialogic lectures, discursive readings, seminars, guided remote visits to museums, group dynamics, problem situations, conversation circles, and films.

It should be emphasized that active methodologies imply a series of changes for both educators and students; an awakening to the use of theory and practice, as they are mediators in the teaching-learning process (TEO; BORSOI; FERRETTI, 2019), especially when they are in a training process. This process took place according to the content worked on (activities/classes), objectives, teaching strategies, resources provided, practice scenarios, and evaluation strategies, as shown in Chart 1.

Chart 1 - Summary of the planning/execution of the teaching-learning process for the History of Nursing thematic unit based on the content worked on (activities/lessons), objectives, teaching strategies, resources provided, scenarios and assessment strategies. Maceió, AL, Brazil, 2021

	Content	Objectives	Teaching strategies	Resources provided	Scenario	Evaluation strategies
1	What is Nursing, anyway?	Present, discuss and reflect on the concept of Nursing	Dialogued lecture and discursive reading	Notebook or desktop computer with camera to participate in the activity	Open classroom on the Google Meet platform	Participation/interaction in class and writing a critical review of the book "What is Nursing?"
2	Evolution of	Reading and	Individualize	Notebook or	Open	Participation/





	care practices: from women's care to nursing care	reflecting on the evolution of women's care practices in nursing care	d reading and group discussion	desktop computer with camera to participate in the activity and print texts	classroom on the Google Meet platform	interaction in class
3	The Dark Ages of Nursing/ The (re)organization and (re)valorization of Nursing	Discuss nursing in the world from obscurantism to Florence; reflect on the movie Florence Nightingale (2008); Discuss the movie - Florence Nightingale (2008)	Systematization of the content and discussion of the film	Notebook or desktop computer with camera for participation in the activity and the movie Florence Nightingale (2008)	Open classroom on the Google Meet platform	Participation/ interaction in class and individual exercise on the Florence Nightingale film based on a discussion guide
4	Florence and the professionalization of nursing (Part 1)	Discuss the foundations of modern nursing in the world based on the contributions of Florence Nightingale;	Reading and discussion of the text and exercise	Notebook or desktop computer and text - Florence Nightingale (1820-1910): the foundations of nursing in the world by Itayra Padilha	AVA - UFAL	Participation/ interaction on AVA-UFAL and individual evaluation exercise based on a discussion script
5	Florence and the professionalization of nursing (Part 1)	Contextualize the history of Florence Nightingale in the world and Anna Nery in Brazil; present and discuss the film Brava Gente - A História de	Dialogued lectures, presentation of the film and reading of the article	Notebook or desktop computer with camera for participation in the activity, the movie Brava Gente - A História de Anna Nery and the article	Open classroom on the Google Meet platform	Participation/ interaction in class and individual exercise on the movie Brava Gente - A História de Anna Nery based on a discussion guide





		Anna Nery; stimulate reflective thinking about the contributions of Florence and Anna Nery to world and Brazilian nursing.		"Anna Justina Ferreira Nery: um marco na História da Enfermagem brasileira" (Anna Justina Ferreira Nery: a milestone in the history of Brazilian nursing).		
6	And after Florence, the Anglo-American model of Nursing	To get to know the formation process of professional nursing in Brazil; to stimulate reflective thinking and to understand the formation of Brazilian nursing from the museum apparatus and its didactic-pedagogical resources.	Dialogued lecture and guided remote visit to the Anna Nery School Museum at the Federal University of Rio de Janeiro	Notebook or desktop computer with camera for participation in the activity, chapter from Maria Itayra Padilha's book "Professional Nursing in Brazil (1923-1949)"	Open room on the Google meet platform (lecture) and Jitsi meet (guided tour of the museum)	Participation/ interaction in class and on the guided tour of the museum
7	The Development of Nursing in Brazil (Part 1)	To know and understand the development of nursing in Brazil; to stimulate reflective thinking through the construction of timelines	Teamwork with the construction of timelines based on the reading of book chapters	Notebook or desktop computer and book by Maria Itayra Padilha (Enfermagem : história de uma profissão)	AVA - UFAL	Participation/ interaction with the group, in AVA-UFAL and construction of timelines





8	The Development of Nursing in Brazil (Part 2)	To know and understand the development of nursing in Brazil; to stimulate reflective thinking through the presentation and discussion of timelines	Teamwork with the presentation of timelines based on the reading of book chapters	Notebook or desktop computer with camera for activity participation and timelines	Open classroom on the Google Meet platform	Participation/ interaction with the group, presentation and discussion of timelines
9	The History of Nursing in Alagoas (Part 1)	To know and understand the History of Nursing in Alagoas; to stimulate reflective thinking from the construction and discussion in seminars	Teamwork ¹ , reading and seminar preparation	Notebook or desktop computer	AVA - UFAL	Participation/ interaction with the group, in AVA-UFAL and preparation of seminars by the groups
10	The History of Nursing in Alagoas (Part 2)	Discuss and understand the History of Nursing in Alagoas; stimulate reflective thinking through presentation and discussion in seminars	Seminar presentations	Notebook or desktop computer with camera for seminar presentations	Open classroom on the Google Meet platform	Participation/ interaction with the group in discussion and debate and presentation of seminars
11	The importance of research into	Stimulate research into the History of	Conversation session with historian and	Notebook or desktop computer	Open classroom on the	Participation in the discussion

¹ Division of the seminars on the History of Nursing in Alagoas: 1) The insertion of Modern Nursing in Alagoas: behind the scenes of an achievement. 2) Medicality and Health in Alagoas. 3) History of midwives and curious women. 4) Creation of the UFAL Nursing Course.





	the history of nursing	Nursing in the context of Alagoas; learn about the History of Public Health and discuss recurrent epidemics in Alagoas in the 19th century.	guest researcher	with camera for activity participation and timelines	Google Meet platform	and synthesis of a paper with the question: Why is it important to produce knowledge in the field of nursing history?
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Source: Elaborated by the authors (2021).

2.2 Discussing the experience

The experience of remote teaching with the use of information technologies in such an unfavorable time for society shows the need to disseminate hybrid teaching, when it applies, different from those already adopted with face-to-face education, but they must be supported by discussions that allow the potential and challenges, through results presented and socialized, so that new pedagogical arrangements are put into practice in situations of normality or not (ROTHEN; NÓBREGA; OLIVEIRA, 2020). There is already a study that points out that teacher-student interaction in synchronous and/or asynchronous activities can effectively promote the teaching-learning process (SANTOS JUNIOR; MONTEIRO, 2020).

The content covered is also very important, ranging from the beginnings of nursing to more recent topics, such as the creation of nursing schools in Brazil (SILVA *et al.*, 2020), as well as the development and contribution of nursing in Alagoas, with the creation of the first course after the passage of the Hope Ship in the state, and the training of midwives and curiosity seekers to provide health care. By encouraging them to construct critical thinking based on these issues, it was observed that the students sought to provide answers based on active methodologies.

Mixing the teaching-learning proposal in the History of Nursing thematic unit, between synchronous and asynchronous activities, can allow an innovative distance learning experience (SANTOS JUNIOR; MONTEIRO, 2020), since even with the limitation of face-to-face meetings, discussion groups were formed and brought resources that promoted the study of the History of Nursing in Alagoas, such as the construction of timelines, seminars and conversation circles on the importance of historical research in nursing.





It is worth noting that one of the groups invited a midwife to the seminars to share her professional experience, and the initiative was met with great receptivity and curiosity, as evidenced by the debates in the synchronous classes, which reinforces the importance of active methodologies, even in a remote environment.

In addition, the training spaces proposed by the History of Nursing subject promoted experiences such as building knowledge with the mediation of researchers with expertise in the history of nursing and public health in Alagoas; the first on the introduction of modern nursing and the second on epidemics during the 19th century in the state, emphasizing the sanitary measures adopted at that time to control diseases such as smallpox, typhoid, yellow fever, and cholera.

The activity of visiting the museum, which was done in person before the COVID-19 pandemic, is now done remotely. In general, during the pandemic, institutions saw the potential to bring people together in different cities to learn about the cultural diversity of a country as transcontinental as Brazil. The Anna Nery School Museum, located at the Federal University of Rio de Janeiro, has successfully demonstrated that it is possible to bring the academic community together, even in remote locations, to get to know the museum's rich collection, which includes furniture, nursing instruments, insignia and replicas of uniforms from the 1920s onward.

Concerning the objectives proposed by the course, the aim was to broaden the knowledge of the history of nursing in global, national, and local contexts; to encourage students to have a critical-reflective view of the economic, social, cultural, and environmental phenomena in which nursing is involved; and to encourage research in the field of history of nursing by identifying and discussing new objects of research. In addition, the aim was to identify students' learning needs to address them.

As far as the skills developed by the M.A. student are concerned, they were based on planning the subject, planning the lesson, organizing the pedagogical work, and mastering the classroom, even with the use of remote teaching, in partnership with the teacher who supervised the internship and the postgraduate course, carrying out teamwork, strengthening didactic-pedagogical activities based on the student-teacher relationship, practicing rhetoric, introducing an environment of dialogue in the classroom and expanding new learning scenarios.

A limitation of this study was the availability of technological equipment and good quality Internet, which is not always the same for all students. With the pandemic, some students returned to their hometowns or even lived in communities far from the capital of Alagoas, which made it difficult to access the Internet. Another difficulty was the shyness of some participants in interacting in the virtual environment, which required interventions from teachers and the Master's student to overcome





this barrier, hence the importance of promoting training and continuing education for education/health professionals.

3 CONCLUSION

The teaching internship in the History of Nursing Thematic Unit was a rich formative contribution to the development of teaching skills, criticality, and reflection. It also proved to be a moment for the exchange of experiences between the supervisor, the Master's student, and the undergraduate nursing students in the construction of knowledge, even in the face of the difficulties imposed by the COVID-19 pandemic.

As for reflection, this has allowed us to problematize and understand the challenges of contemporary teaching practice in the face of the COVID-19 pandemic, experienced through synchronous and asynchronous remote activities, as well as stimulate and share teaching strategies, new knowledge and contribute to the training of future teachers in the field of nursing.

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