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Development and contributions of the Pharmacy internship at University Hospital Lauro Wanderley

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ABSTRACT

This research aimed to analyze the development and contributions of the internship carried out at the University Hospital Lauro Wanderley for the training of Pharmacy students at the Federal University of Paraíba. In addition to the bibliographic and documental survey on the internship in the mentioned course, semi-structured interviews were carried out with the internship's supervisor teachers and questionnaires were applied to the pharmacist-preceptors of the internship and the student-interns. The generated data were analyzed using the content analysis technique. From the understanding of the referenced subjects, it was considered that, despite the highlighted gaps, this internship has reached its objective, contributing, in a satisfactory way, to the training of students of the undergraduate course in Pharmacy.

KEYWORDS

Graduation. Internship. Interns. Health and education.

Desenvolvimento e contribuições do estágio em Farmácia no Hospital Universitário Lauro Wanderley

RESUMO

Esta pesquisa teve por objetivo analisar o desenvolvimento e as contribuições do estágio realizado no Hospital Universitário Lauro Wanderley para a formação de estudantes de Farmácia da Universidade Federal da Paraíba. Além do levantamento bibliográfico e documental sobre estágio no referido curso, realizaram-se entrevistas semiestruturadas com os professores-orientadores do estágio e aplicaram-se questionários junto aos farmacêuticos-preceptores do estágio e aos estudantes-estagiários. Os dados gerados foram analisados por meio da técnica da análise de conteúdo. A partir da compreensão dos sujeitos referenciados, considerou-se que, apesar das lacunas assinaladas, este estágio vem atingindo o seu objetivo, contribuindo, de modo satisfatório, para a formação dos estudantes do curso de graduação em Farmácia.

PALAVRAS-CHAVE

Graduação. Estágio. Estagiário. Saúde e educação.

Desarrollo y aportes de la pasantía en Farmacia en el Hospital Universitario Lauro Wanderley

RESUMEN

Esta investigación tuvo como objetivo analizar el desarrollo y contribuciones de la pasantía realizada en el Hospital Universitario Lauro Wanderley para la formación de estudiantes de Farmacia de la Universidad Federal de Paraíba. Además de la encuesta bibliográfica y documental sobre la pasantía en el referido curso, se realizaron entrevistas semiestructuradas con los profesores supervisores de la pasantía y se aplicaron cuestionarios a los farmacéuticos preceptores de la pasantía y a los estudiantes pasantes. Los datos generados se analizaron mediante la técnica de análisis de contenido. Desde la comprensión de las asignaturas referenciadas, se consideró que, a pesar de las brechas señaladas, esta pasantía ha ido cumpliendo su objetivo, contribuyendo, de manera satisfactoria, a la formación de los estudiantes de pregrado en Farmacia.

PALABRAS CLAVE

Graduado universitario. Pasantía. Estudiantes Pasantes. Salud y educación.

1 Introduction

According to art. 1 of Law No. 11,788, of September 25, 2008, “the internship is a supervised school educational act, developed in the work environment, which aims to prepare for the productive work of students who are attending regular education in higher education institutions [...]” (BRAZIL, 2008). For this training process, the National Curriculum Guidelines for undergraduate courses in Pharmacy, Resolution CNE/CES No. 6/2017, established that students have at least 20% of the total workload allocated to supervised curricular internship activities (BRAZIL, 2017).

In the Pharmacy undergraduate course at the Federal University of Paraíba (UFPB) internships are offered from the second to the last academic semester. The internships are distributed as follows: observational internship (internship experience I), internship in academic programs (internship experience II and III), internship in pharmaceutical services (internship experience IV to VIII), supervised internship (I, II or III) and interprofessional regional internship (UFPB, 2007).

Currently, only part of the students of the internship subject V – hospital pharmacy¹ and supervised internship III – clinical analyzes² perform an internship at the University Hospital Lauro Wanderley (HULW), which may reflect the low level of integration of the teaching of the Pharmacy course with health care at the teaching hospital. Among these, we chose to investigate the internship in the Hospital Pharmacy area.

Specifically, the internship V experience in Hospital Pharmacy, has the Hospital Pharmacy Sector (SFH) of the HULW as a reference for the experience of theoretical-practical training in this area. It is a mandatory curricular component with three credits, which aims to train the student to work in hospital pharmacy, with a critical view of their role in the health team, in the optimization of material and human resources and in pharmaceutical care.

In this internship, students are introduced to the Hospital Pharmacy as an organ of technical-scientific and administrative assistance, where activities related to the production, storage, control, dispensing and distribution of medicines and related to hospital units are developed, as well as such as the orientation of inpatients and outpatients, always aiming at the effectiveness of the therapy, in addition to reducing costs, also turning to the development of the Interrelationship of the various health professionals, teaching and research, providing a vast field of professional improvement (UFPB, 2007).

The observation of the integration between the activities planned by the professors of the Department of Pharmaceutical Sciences (DCF) of the UFPB and the units of the HULW, which constitute an important internship field for the undergraduate course in Pharmacy, motivated the construction of this research.

¹ Held in the 6th period of the course at SFH (Hospital Pharmacy Sector)

² Held in the 10th period of the course at ULAC (Clinical Analysis Laboratory Unit)

Our professional performance as a pharmacist-preceptor³ in this hospital unit raised concerns about the need for a longer-term experience, with greater teaching-care integration and better communication between the professionals of the units and the professors. These factors can influence the teaching-learning process resulting from the training resulting from the internship.

In this perspective, this article, which constitutes a cut of the results of the dissertation developed between 2018 and 2019 in the Master in Public Policies, Management and Evaluation of Higher Education (MPPGAV), linked to the UFPB Education Center, aims to analyze the development and the contributions of the internship in hospital pharmacy to the training of Pharmacy students.

2 Methodology

Our qualitative research (MINAYO, 2009) follows a phenomenological approach, starting from the subjective individual experiences of the subjects involved (DCF Teachers; SFH Servants and Students), recognizing their perceptions and the meaning they attribute to the phenomenon or experience. (SAMPIERI; COLLADO; LUCIO, 2010).

In this study, in addition to the bibliographic and documentary survey on internships of Pharmacy students, we also involved all the subjects involved in the internship experience V at SFH/HULW: teachers, with whom we conducted semi-structured interviews, and internship supervisors and students, who were invited to answer questionnaires with subjective and objective questions. Unlike the supervisors, who filled out the printed questionnaire, the students received it via e-mail, using the Google form.

Data collection was carried out at the HULW, located on Campus I of UFPB, in the city of João Pessoa, Paraíba, in the 2nd semester of 2019. The hospital is a supplementary body of this University that is under the management of Empresa Brasileira de Serviços Hospitalares (Brazilian Hospital Services Company - EBSEH), a public company under private law linked to the Ministry of Education (MEC). It has a public character, is not for profit and only serves patients of the Unified Health System. (SUS).

For validation of the research instrument in the interview, a pilot test was carried out in advance, making the changes that proved to be relevant. Subsequently, the analysis of the responses of the researched subjects was performed. Qualitative data were treated using the content analysis methodology, according to Bardin (2009) and Oliveira et al. (2008).

The research was developed, after approval - on September 1, 2019, through process No. 17203719.4.000.5183, opinion No. 3,546,869 - by the Ethics Committee in Research with Human Beings of the HULW, in compliance with the standards of the resolutions for research in humans from the National Health Council.

³ Employee of the staff suggested by the granting institution, "[...] with training or professional experience in the area of knowledge developed in the trainee's course, to guide and supervise trainees [...]" obligation provided for in the Internship Law. (BRASIL, 2008).

3 Results and Discussion

The interviews were carried out with all three (03) teacher-advisors⁴ involved in this internship. Regarding the SFH/HULW internship supervisors, we applied questionnaires with all six (06) Pharmacists-preceptors of this sector who supervise students in internship experience V at the hospital.

In the case of students, the questionnaire was sent to all those who performed the internship V experience at SFH/HULW in the 2018.1 and 2018.2 academic periods, in a total of 32 (thirty-two) students, and 25 (twenty-five) responded to the survey. In percentage terms, the number of students who participated in the survey corresponded to 78.12% of the total number of interns, which leads us to consider a very expressive number of respondents, as indicated in the following table.

Table 1: Experience Interns V invited to participate in the research.

Semester	Intern N°	Did not respond ⁵	%	Responded	%
2018.1	21	6	28,57%	15	71,43
2018.2	11	1	9,09%	10	90,91
Total	32	7	21,88	25	78,12

Source: Research data – elaborated by the author, 2019.

The discussion of the research data takes into account the understanding of the subjects involved in relation to the internship from the answers to the questions in the interview script given by the professors-advisors and the questionnaires answered by the pharmacists-preceptors of the SFH/HULW internship and by the interns.

3.1 Internship development

In this category, we will analyze how the internship has been taking place at SFH/HULW, from the point of view of those involved in its development. In this sense, the professors-advisors informed that they accompany the groups of students once a week, for three (03) hours, during the internship with the hospital pharmacists.

Teacher-advisors report that many activities are guided together with pharmacists-preceptors, depending on the place where they are developed.

Students follow the activities in the form of an experience, regarding the role of the pharmacist in the pharmaceutical care cycle, in the hospital pharmacy, for three hours, once a week (Teacher 2).

⁴ Professor "of the area to be developed in the internship, [...] responsible for monitoring and evaluating the intern's activities", appointed by the Higher Education Institution, in compliance with the Internship Law. (BRASIL, 2008).

⁵ It was not possible to identify the reason that prevented the participation of "non-respondent" interns.

[...] the students live the experience in the Hospital Pharmacy with the teacher, at all times, on site with the preceptor server to answer any questions and assist students. (Professor 3).

However, Professor 3 states that until now he has not been able to carry out joint activities, in a planned way, with the local pharmacists of the SFH, although he has always thought about this possibility and even proposed something along these lines to the Internship coordinator.

In the understanding of the Pharmacists-preceptors of the SFH/HULW, the professors introduce the Hospital and the Hospital Pharmacy Sector to the students on the first day of the internship, at the beginning of the academic period and, after the internship, they are referred to the Pharmacists, preceptors who will accompany the rotating activities in all areas of the SFH, with the teachers present on the internship days. However, for Pharmacist 5, this referral of the interns occurs without the proper scheduling, which confirms the failure of the planning already mentioned in this category of analysis, making the preceptor's work in the follow-up of the interns difficult.

It is evident, according to the research data, that the participation of professors in joint activities with local preceptors needs to be evaluated and resized, because, as Pharmacist 4 says: “in the Clinical Pharmacy Unit there is no joint activity or in partnership with the teachers”. The statement by Pharmacist 1 should also be considered: “I believe that joint activity does not happen, teachers and supervisors on a scheduled basis, because there is still no effective interaction between the SFH and the academy”.

The research data confirm the presence of professors in the monitoring of interns, especially because, in this curricular component (internship experience V), the guidance and direct supervision of the professor is necessary. However, in the understanding of the preceptors, the need for adjustments in this monitoring is evident, in relation to the attributions of the teacher and the pharmacists who perform the role of internship preceptor, as well as a planning of joint actions.

It is important to emphasize that, as a supervised school educational act, the internship must be effectively monitored by the guiding teacher of the educational institution and by the supervisor of the granting party (BRASIL, 2008). The achievement of its objectives happens through the integrative action between managers, teachers, students and workers of the units, who will be the facilitators, the supervisors of the work process in the internship environment. In this way, the integration between these actors is the basis for strengthening partnerships and for the performance of theoretical-practical teaching, as highlighted by Brehmer and Ramos.

Regarding the development of the internship, considering the students' responses regarding the opportunity to work with the multidisciplinary team, with a view to solving problems in different situations, we identified that 40% of the interns consider it reasonable, 32%, adequate, 16%, insufficient, and 8%, non-existent. With regard to ethical and

professional aspects among the subjects involved in the internship, 84% of the students considered it adequate, and 16%, reasonable.

However, based on the open answers to the questionnaire about activities and content of the internship, it is perceived some difficulty in understanding, on the part of the students, why only observe the activities, without effectively assuming the execution of what is being carried out in the sector. This is due to the fact that it is an internship experience, which aims to know the functioning of the hospital pharmacy and its units in daily activities. “There is no practice, most of the time, only class” (Student 13); “To be more practical in some sectors, as much as possible” (Student 29). In this sense, it is important to emphasize that, in the internship reports analyzed, the students do not mention any type of execution in relation to the activities developed in the SFH. In them, too, there is no comparative analysis between what was planned and the activities developed or experienced, as if the planning fulfilled only a mere formality or assumed only a bureaucratic function.

Another aspect that drew attention in the research, in relation to the development of the internship, was the evaluation of the students in relation to the support and monitoring of the students in the internship. Although most considered it adequate or reasonable, some considered it insufficient, and it is pertinent to analyze the perception of one of them:

Sometimes, the feeling we have is as if the professionals who supervise the students felt hindered by the interns, as an obligation they did not want to have in helping, showing and interacting with the new people who are circulating, interfering with their work (Student 1).

This student's comment must be considered in the evaluation of the internship, because, as Pasqualetto and Fonseca (2016) state, supervision, in this academic activity, must play an important role in the critical approximation between the student's ability and the support offered by the internship' institution grantor. Through supervision, it is possible to have a significant transfer of knowledge capable of providing learning to the intern.

In this sense, although the internship was evaluated as satisfactory by the research participants, it is inferred that such monitoring deserves attention in further studies in order to understand whether this academic experience is favoring theoretical-practical support in the midst of the very dynamics of the work process developed by professors-preceptors in the internship sector, which brings us to the findings of Pontes (2007), when he problematizes the issue from a research on internship in the technical area:

The references made to the monitoring developed [...], makes us consider that this activity takes place in the midst of the company's own dynamics, with no formal and systematic process of monitoring the intern. Thus, it takes place within the daily work of the sector in which the intern is assigned, in the midst of its rhythm and difficulties typical of a sector focused on production. (PONTES, 2007, p.168-169).

Regarding the time for the development of the internship activities, 52% of the students who answered the research questionnaire considered it reasonable, 32%, adequate, and 16%, insufficient. Thus, the need for adjustments in the workload of the internship is

evident, which must be considered by the administration, in order to adopt measures in this sense.

3.2 Internship contributions

With regard to the contribution of the internship in the formation of Pharmacy students, for the professors-advisors, the V experience internship, carried out at SFH/HULW, is of great relevance for the formation of Pharmacy students, thus reaching their objective:

It is completely satisfactory, fulfills the objective of the discipline: to experience the routine of the Hospital Pharmacy; it is even evident in the students' assessments (Professor 1);

Extremely important, as it is an internship field at the University itself that helps the student's maturation in the context in which he is in the course and how he inserts himself into the reality of the hospital (Professor 2);

The interns have given excellent comments and this is really the first stage where they get their hands dirty, where they experience practical things. They speak very highly of the internship at the UH and, when they evaluate the subject, they have the possibility to evaluate me at SIGAA. I also receive a grade at the end of each semester, and the students generally give positive feedback, the grades have been good, but this is a reflection of the internship. Whether they liked it or not, then the teacher gets a good grade. (Professor 3).

Among the SFH/HULW trainee pharmacist-preceptors, only one (1) considers the contribution of the traineeship to the students' education as very significant, three (3) as significant, and two (2) as moderately significant. Following are the justifications presented:

Significant, because in the service the student can understand the activities, make a connection between theory and practice, observe the deficiencies of the sector and contribute with ideas for the improvement of the SFH (Pharmacist 1);

Significant, because the internship experience presents the student with the practical activities that the pharmaceutical professional will develop after their training, being of great importance for the student to insert himself in the reality of his profession and experience what is treated in the classroom (Pharmacist 2);

Significant, but it would take more time for students to be able to follow the routines in a more integrated way with confidence and theoretical-practical knowledge, contributing to the performance of the work routines of the SFH Units (Pharmacist 3);

Moderately significant, due to the lack of a logical line of reasoning for the student where teachers and preceptors are involved in patient care (Pharmacist 4);

Moderately significant, as students are not adequately oriented about the pharmaceutical care routine (Pharmacist 5);

Very significant, as it gives the student an overview of the practices in the field of Pharmaceutical Assistance and Care, enabling them for their professional development, requiring only adjustments (Pharmacist 6).

In the answers to the question whether the internship experience V met expectations, 52% of the trainees who participated in the survey considered that it fully met, and 48%, that it partially met. This understanding is also evident in the internship reports analyzed, in which the Pharmacy students, in a total of fifteen (15), considered the formative experience to be positive.

We can see that, in the understanding of the research participants, despite the problems mentioned, mainly by pharmacists-preceptors and students - in relation to planning, development, evaluation, teaching-assistance integration and difficulties encountered in carrying out the internship - all subjects involved in this research consider that this formative experience has been satisfactorily fulfilling its objectives as an internship experience in a health service, in this case, in the SFH units, but that it needs to be improved, as was verified in the analyzed categories.

In this sense, the research participants indicated some suggestions regarding the development of the internship, such as: adjusting the course workload and the activities schedule; value more the figure of the local preceptor; improve the articulation between the teacher, the preceptor and the student; make the internship more dynamic, associating theoretical-practical knowledge with more autonomy and inclusion of students in the activities; better organize the monitoring of students in internship; repeat some experiences in the areas of greater identification of the student with more practice; and better didactically prepare the preceptors to accompany the interns.

All the suggestions presented can, to some extent, contribute to improving the development of the internship. Therefore, they need to be the focus of attention, discussion, deepening and analysis based on the commitment and direct involvement of the managers of the SFH and its units, teachers, including the coordination of the internship, considering pharmacists and local supervisors. Thus, they will have the opportunity to collectively define the relevance of incorporation and/or adjustments to the suggestions presented, as well as the definition of other proposals that they deem necessary.

Below, in Chart 1, we summarize the main suggestions for improving the Internship Experience V in the SFH/HULW, with the identification of its most important aspects.

Chart 1: Synthetic presentation of the analysis of the Experience Stage V

Positive Points	Negative Points	Improvement Suggestions
<ul style="list-style-type: none"> ● Internship linked to the educational institution itself; ● Diversity of care as it is a general hospital of medium and high complexity; ● Experience of dynamics in pharmaceutical care integrated to the multiprofessional team; ● Improvement in the physical structure and in the hiring of personnel in the hospital management by 	<ul style="list-style-type: none"> ● There is a lack of adequate planning in the different stages of the internship; ● Little information on internship and intern evaluation; ● Lack of clarity and commitment of the parties (SFH and Academia) in the implementation of the Integration Teaching Assistance (IEA) in the internship; ● Insufficient internship 	<ul style="list-style-type: none"> ● Plan the internship at the local level, based on the Internship Activities Plan (PAE) with the participation of SFH managers and servants; ● Inform and discuss the PAE schedule at the Units, review the workload of the internship, streamline joint activities and value local supervisors; ● Diversify strategies for direct participation of supervisors in the evaluation of interns; ● Carry out more intersectoral activities, in all Units, based on the initiatives of Pharmacists, teachers and/or

EBSEH; <ul style="list-style-type: none"> ● Structuring of the Clinical Pharmacy Unit at SFH. 	workload; <ul style="list-style-type: none"> ● Little motivation and appreciation of local preceptor supervisors; ● Little joint discussion on the evaluation of the development of the internship at SFH. 	trainees; <ul style="list-style-type: none"> ● Greater participation of teachers in the IEA and incentives for local supervisors; ● Discuss and forward the suggestions for improving the internship presented as a contribution to this research.
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Source: Research data– Elaborated by the author, 2019.

4 Final Considerations

The findings of this article reinforce the understanding that the internship is of fundamental importance in the formation of the student, being inserted in the political-pedagogical project of the course, so that its practice is articulated with theory, in a dialectical relationship of this formative process. It is, therefore, a place in which the student develops his knowledge about a particular role from the experience and experience acquired in contact with the institution that offers the internship; in this specific case, the Lauro Wanderley University Hospital.

In this space, the intern can relate theory and practice, and also, if possible, contribute to the improvement of the experiences lived in the Institution. The relationship between the teacher-advisor of the educational institution, the student and the pharmacist-preceptor of the granting agency of the internship is important for the intern's learning process and the adaptation to the technical needs of the function performed, in addition to their experience and acquired experience during the internship. The integration of professors with preceptors needs to be carried out with joint, planned actions, involving students, streamlining the internship, associating theoretical-practical knowledge, with more autonomy and inclusion of students in internship activities.

Therefore, from the understanding of the referenced subjects, it was considered that, despite the gaps, the internship experience in the area of Hospital Pharmacy, developed at the University Hospital, has reached its objective. This experience has contributed, in a satisfactory way, to the training of undergraduate students in Pharmacy, despite having to be improved in the aspects highlighted throughout this research.

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