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## Documents “speak”: The mandatory internship in Physical Education Bachelor courses of Paraná state

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### ABSTRACT

**Introduction/Objective:** The study aimed to examine the mandatory internship proposals provided in the curriculum and mandatory internship regulation at Physical Education Bachelor courses in the Paraná state (Brazil). **Methodology:** A documentary analysis was carried out that had as sample five Physical Education Bachelor courses of Paraná state, face-to-face modality. **Results:** The results showed that the structure of the mandatory internships has a great diversity in terms of hours and fields of intervention. The predominant internship areas are Prescription of physical exercise/Health promotion and Sport training. Moreover, three thematic units of analysis were found: I) Characterization of the internship, II) Concepts about internship and, III) Organization and development of the mandatory internship. **Conclusion:** Therefore, there is the need to invest in a better conceptualization, structuring and organization of the mandatory internship, in accordance with the entire course curriculum.

### KEYWORDS

Higher education institutions, Physical education, Curriculum.

## Documentos “falam”: O estágio obrigatório em cursos de Bacharelado em Educação Física do Paraná

### RESUMO

**Introdução/Objetivo:** O estudo objetivou examinar as propostas de estágio obrigatório em cursos de Bacharelado em Educação Física previstas nos projetos pedagógicos e regulamentos de estágio obrigatório no estado do Paraná. **Metodologia:** Foi realizada uma análise documental, que teve como amostra cinco cursos de Bacharelado em Educação Física do estado do Paraná, modalidade presencial. **Resultados:** Os resultados evidenciaram que a estruturação dos estágios obrigatórios apresenta uma grande diversidade enquanto à carga horária e campos de intervenção. As áreas de estágio que predominam são: Prescrição de Exercício físico/promoção da saúde e Treinamento esportivo. Além disso, foram identificadas três unidades temáticas de análise: I) Caracterização do estágio, II) Conceitos sobre estágio e, III) Organização e desenvolvimento do estágio obrigatório. **Conclusão:** Conclui-se que é necessário investir numa melhor conceptualização, estruturação e organização dos estágios obrigatórios, em consonância com o curso em sua totalidade.

### PALAVRAS-CHAVE

Instituições de ensino superior, Educação física, Currículo.

## Documentos “hablan”: La práctica profesional obligatoria en cursos de Bacharel en Educación Física del estado de Paraná

### RESUMEN

**Introducción/Objetivo:** El estudio tuvo como objetivo examinar las propuestas de práctica profesional obligatoria previstas en los proyectos pedagógicos de curso y reglamentos de práctica profesional obligatoria de cursos de Bacharel en Educación Física del estado de Paraná. **Metodología:** Fue realizado un análisis documental que tuvo como muestra cinco cursos presenciales de Bacharel en Educación Física del estado de Paraná. **Resultados:** Los resultados evidenciaron que una gran diversidad de cargas horarias y campos de actuación profesional en las prácticas profesionales obligatorias entre las instituciones investigadas. Las áreas de práctica profesional que predominan son: Prescripción del ejercicio físico/promoción de salud y Entrenamiento deportivo. Además, fueron identificadas tres unidades temáticas de análisis: I) Caracterización de la práctica profesional obligatoria, II) Conceptos sobre la práctica profesional obligatoria y, III) Organización y desarrollo de la práctica profesional obligatoria. **Conclusión:** Se concluye que es necesario invertir en una mejor conceptualización, estructuración y organización de las prácticas profesionales obligatorias en los cursos investigados y que éstas deben estar integradas a la totalidad de la matriz curricular de los cursos.

### PALABRAS CLAVE

Instituciones de enseñanza superior, Educación física, Currículo.

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## 1 Introduction

Documents that disclose the objectives and dynamics of undergraduate courses, such as the pedagogical project (PP), are day-to-day instruments at the university, outlining the guidelines of educational activities (HAAS, 2010). In addition, they generate professional identities as they share knowledge, meanings, roles and forms of intervention and their results (SILVA, 2010). However, these documents may be considered just as formalities within institutions, not taking over their importance and articulating role when it comes to adding activities and strengthening the institutional unit (BICUDO, 2002).

In addition, when addressing the subject of mandatory internships (MI) in undergraduate courses, this is an important moment for learning knowledge related to the profession, it promotes the construction and acquisition of knowledge and skills from experience related to theory. Thus, professors, professionals and, especially, undergraduates, must value their curriculum structure (FUJINO; VASCONCELOS, 2011; RAMOS, 2002). However, the MI is often understood by students, professionals in the job market and by university professors themselves as a mere legal requirement for obtaining the diploma, instead of reflecting on the social role of interns, the Higher Education Institutions (HEIs) that prepare this student and the organizations that will employ this future professional (GONÇALVES JUNIOR; RAMOS, 1998).

In the specific case of mandatory internships (MI) in Bachelor of Physical Education (BPE) courses, it is important that all subjects involved in the teaching and learning process clearly understand the internship requirements and policies. In this sense, the university administration should respond to the different questions that may arise about carrying out internships in the courses under their responsibility. Therefore, clearly outlining these documents, which are shared among all stakeholders (professors, supervisors, students, granting units, among others) is deemed necessary (HEBERT et al., 2017).

However, although internships are proposals adopted in Higher Education for professional training, studies on the theories underlying the structures adopted in their organization and/or on their effectiveness are scarce. Although their importance is recognized in the initial training of future professionals, internships have low levels of structure, a deficit in guidance and follow-up process, as well as in the process of articulation with curricular contents, prior knowledge and demands of the labor market (CAIRES; ALMEIDA, 2000).

Studies within the scope of BPE courses point out that the MI structure within the PP of the courses is not clearly aligned with the course proposal in its entirety. Among the problems reported in the MI structuring and organization of is the lack of MI integration with the other curricular components of the course, to the point that students perceive the MI as a separate entity from the rest of the course (DE LUCA; BRAUNSTEIN -MINKOVE, 2016; MILISTETD et al., 2018; TEIXEIRA et al., 2017).

Moreover, several MI dynamics were observed, which presented: inadequate professional training (SILVA; SOUZA; CHECA, 2010; ZAKRAJSEK; THOMPSON; DIEFFENBACH, 2015); unclear role of internship supervision and guidance (TORRES et al., 2018); and variable number of interns per internship supervisor (SILVA; SOUZA; CHECA, 2010). In this context, the MI curricular structure needs to be studied and valued by teachers, professionals in the area and undergraduate students (RAMOS, 2002; FUJINO; VASCONCELOS, 2011). Thus, the objective of the present study was to examine the MI proposals in the formation of the BPE provided in the PP and MI Regulations of courses located in the state of Paraná.

## 2 Methodological Path

A Document Analysis was carried out, which is characterized by using material that have not yet received an analytical treatment or that can be re-elaborated according to the research objective as a source of data (GIL, 2008).

The universe of the study consisted of the PP and MI regulations of BPE courses in the state of Paraná, face-to-face modality, classified with the best Preliminary Course Concept (PCC), according to the data provided by the National Institute of Educational Studies and Research Anísio Teixeira (INEP) in February 2018 (data from the assessment carried out in 2016) (INEP, 2018).

In this case, 15 courses achieved PCC<sup>1</sup> index 4. The universities in this universe were: Centro Universitário Filadélfia (UNIFIL) – Londrina, Universidade Estadual do Centro Oeste (UNICENTRO) – Guarapuava, Universidade Tuiuti do Paraná (UTP) – Curitiba, Universidade Federal do Paraná (UFPR) – Curitiba, Centro Universitário Autônomo do Brasil (UNIBRASIL) – Curitiba, Universidade Positivo (UP) – Curitiba, Centro Universitário de Maringá (UNICESUMAR) – Maringá, Centro Universitário Campos de Andrade (UNIANDE) – Curitiba, Universidade Estadual do Oeste do Paraná (UNIOESTE) – Marechal Cândido Rondon, Universidade Estadual de Maringá (UEM) – Maringá, Universidade Norte do Paraná (UNOPAR) – Arapongas, Faculdade Integrado de Campo Mourão (CEI) – Campo Mourão, Universidade Paranaense (UNIPAR) – Umuarama, Universidade Estadual de Londrina (UEL) – Londrina and Centro Universitário Assis Gurgacz (FAG) – Cascavel.

In addition to the inclusion criteria described above, the document analysis included the public transparency criterion (the documents should be available on the websites of the Higher Education Institutions (HEIs)). Thus, only five universities from the proposed

<sup>1</sup> The PCC concept constitutes a five-point scale, with values 5, 4 and 3 describing the satisfactory courses, and concepts 2 and 1 reporting that the courses are unsatisfactory and are, therefore, mandatorily included in the assessment visit list of INEP. It is noteworthy that in the State of Paraná, no course reached concept 5 in the 2016 PCC assessment.

universe met the inclusion criteria. Thus, the study sample consisted of BPE courses at the following universities: UTP, UNIPAR, UEL, UEM and UNIOESTE.

The document analysis began with a critical assessment of the documents, which aimed to examine and reflect on the sources considering the following aspects: global social context in which the document was produced, identity of the authors or group/institution that manifests itself, authenticity and reliability of the text, nature of the text, key concepts and the internal logic of the text (CELLARD, 2008).

The instrument for selecting information was a form prepared for the proposed document analysis. The form included data as indicated in the critical assessment phase of the documents (global social context, identity of the authors or group/institution, authenticity and reliability, nature of the text, key concepts and the internal logic of the text), and according to the MI problematic in the BPE course (intervention areas, allocated hours, course year, supervision characteristics, among others).

Data analysis was carried out based on the aforementioned aspects to examine and reflect on the sources, considering the problematic elements (CELLARD, 2008), related to how MI proposals are developed in BPE courses. Thus, it was possible to list three thematic units of analysis, together with different thematic indicators resulting from the analysis of key concepts and information collected in the documents.

### 3 Results and discussion

In order to organize the data presentation, some considerations about the researched documents are presented first. The analyzed documents follow a similar structure, being prepared by the collegiate bodies of the courses and/or structuring teaching centers and approved by the higher bodies according to the statute of each university. In the PP case, they bring: national legislation and internal regulations of the institutions that govern the course proposals; university and course history (in some cases); course objectives; former students' profile, necessary skills and abilities; course organization; curriculum; syllabus; and resources.

Similarly to the PP, the MI regulations present the legislation and norms that govern them, the definition and/or concept of MI, its objectives, the internship fields, the internship organization (generally more related to whom must participate), subjects' responsibilities and duties, assessment, and final provisions.

Next, in Table 1, data related to the course regime, completion time, course period, offered vacancies/opportunities, among other characteristics of the five studied courses, are detailed.

**Table 1.** General characteristics of the analyzed courses.

Indicators	Instituição				
	UTP	UNIPAR	UEL	UEM	UNIOESTE
Type of institution	Private	Private	State Public	State Public	State Public
Year of course implementation	Not informed	Not informed	Not informed	1973	1984
Year of course implementation with Bachelor of PE	Not Informed <sup>1</sup>	2008	Not informed	2007	1997 <sup>2</sup>
Year of analyzed Pedagogical Project	2017 <sup>3</sup>	2012 <sup>4</sup>	2015	2015 <sup>5</sup>	2014
Year of analyzed Internship Regulation	2012 <sup>6</sup>	2008	2014	2015	2017
Course regime	Term-based	Annual	Annual	Annual	Annual
Course period	Evening	Morning and Evening	Morning and Evening	Full-time	Morning
Offered places	40 each semester	80	90 each period	Two classes of 30	32
Min time of completion	4 years	4 years	4 years	4 years	4 years
Max time of completion	8 years	6 years	8 years	8 years	8 years
Total course hours	3200 hours <sup>7</sup>	3840 class hours	3497 class hours <sup>8</sup>	3848 class hours	3260 class hours
Total internship hours	200 hours <sup>9</sup>	400 class hours	272 class hours	480 class hours	272 class hours

Source: The authors.

<sup>1</sup> Only the year 2001 is informed as the year the course was accredited.

<sup>2</sup> The 3-year course included a common core, followed by an additional year to earn a Bachelor's degree in Physical Education.

<sup>3</sup> The date of the pedagogical project implementation is not specified. However, the analysis shows university regulations from 2017, suggesting that at least the PP was prepared in that year.

<sup>4</sup> The pedagogical project available on the university's website dates from 2012, however, a new curricular matrix for 2017 is available in another specific document.

<sup>5</sup> From 2015 on, the BPE course at UEM has its own entrance exam (until then it was the only entrance exam was both for the BPE and Degree in PE) (UEM, 2015a).

<sup>6</sup> The analyzed regulation is general for all university courses, there is no mention of another specific regulation of the BPE in the pedagogical project course.

<sup>7</sup> It is not clear whether they are clock hours or class hours.

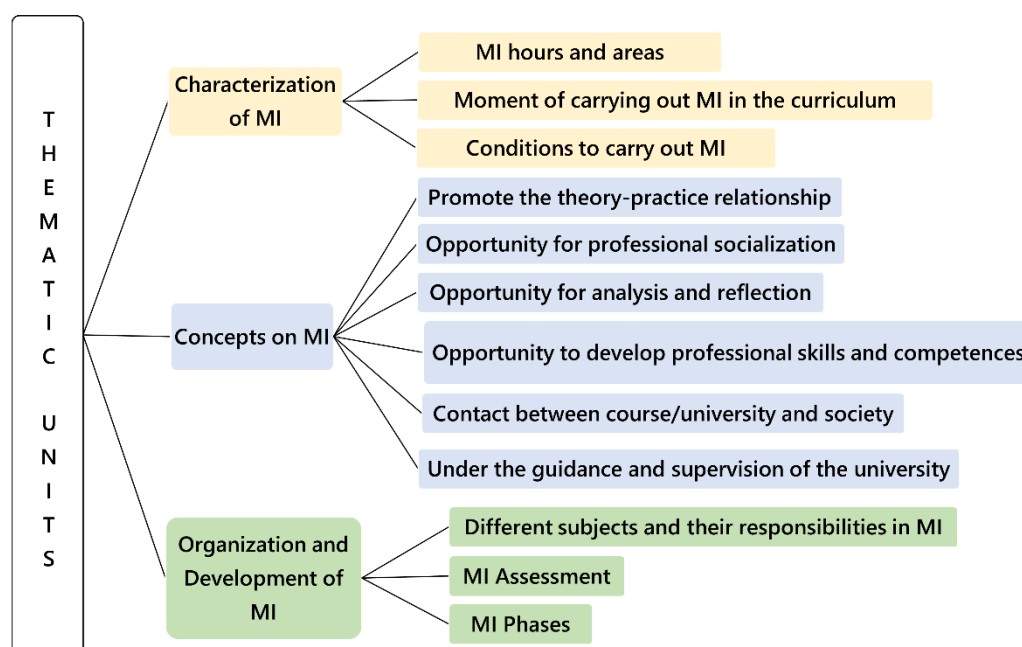
<sup>8</sup> According to the document, the total hours of the course is 3497 hours. However, differences in the hours detailed for each component of the curriculum in two moments of the document were found: the curricular matrix and the class schedule.

<sup>9</sup> The internship hours detailed in the summary of hours in the pedagogical project is 400 hours, however, when carrying out the detailed analysis of the hours of each subject in the pedagogical project and in the curricular matrix, the total hours of internship subjects is of 200 hours (Each of the two internship subjects proposed in the curriculum has 100 hours).

In most cases, MI regulations have dates prior to the PP preparation, except for UNIOESTE, which was prepared two years after the date of PP approval. At UEL, the regulation is not updated in relation to the internship areas described in the PP, as this was reformulated after the MI regulation (Table 2). At this point, it seems that the MI was not updated after the restructuring of the course's PP or that they are re-elaborated when the students actually started the MI within the new PP. In this sense, the Mandatory Internship seems to operate differently from the rest of the course, as it is not integrated into the course proposal. (DE LUCA; BRAUNSTEIN-MINKOVE, 2016).

To continue with the presentation of results, the three thematic units of analysis and their respective indicators are listed and described in figure 1.

**Figure 1.** Thematic units of document analysis and their indicators.



Source: The authors.

### 3.1 Characterization of the Mandatory Internship

In this thematic unit, data regarding the MI hours and areas in the PP of the investigated courses, the moment of carrying out the MI in the curriculum, and the conditions for carrying out the MI are presented and discussed.

When analyzing the MI hours and areas, it is important to highlight that all courses comply with the minimum total hours established by the resolution of the National Council of Education (CNE) /Chamber of Higher Education (CES) n° 04/2009 (BRASIL, 2009) for BPE, as well as not exceeding 20% of internship hours of the total course hours<sup>2</sup>. However, the

<sup>2</sup> It is noteworthy that the National Curriculum Guidelines for undergraduate courses in Physical Education changed in 2018 (BRASIL, 2018). However, the deadline to implement the new Guideline but all HEIs finished on Dec. 19, 2021, according to review CNE/CES n° 498/2020 (BRASIL, 2020).

variability of internship hours for each course is stressed: UTP 6.25%, UEL 7.8%, UNIOESTE 8.3%, UNIPAR 10.4%, and UEM 12.5%. Moreover, the fact that the UEM course is offered full-time stands out, differing in terms of hours from the remaining analyzed courses (Chart 1).

Private HEIs in the state of São Paulo also showed variability in the MI hours in BPE courses (SILVA; SOUZA; CHECA, 2010). Just as, in the United States, Williams and Colles (2009) found, in their research with male and female interns from higher education courses in Sports Management, a great variability of experiences and internship hours, with some students having little exposure to areas of activities necessary for the professional practice.

Regarding the curricular matrix of the courses and their organization, the investigation found that three of the courses present the curricular components divided into areas/axes of knowledge of expanded and specific training, with subdivisions of each of these areas as presented in Resolution CNE/CES nº 07/2004 (BRASIL, 2004b). In this case, the internships are a specific component within the curricular components, together with the academic curricular activities, the final paper and optional subjects (UNIPAR, 2011; UNIOESTE, 2014). At UEM, the internship is within the specific training disciplines, in the didactic-pedagogical area (UEM, 2015a).

On the other hand, UEL divides the curricular components into eight knowledge axes, with the MI in the 'Professional Experience' axis. And the UTP course does not have this specification.

It should be noted that the UEL course has three *Núcleos Temáticos de Aprofundamento* (NTA) in Health, Sports and Leisure offered in the last year of the course, with specific disciplines according to the area of development. In this case, students must choose two NTAs to complete the total course hours. Each NTA has an MI to be completed by students (UEL, 2015).

UEL used a prerogative present in Resolution CNE/CES nº 07/2004 (BRASIL, 2004b) that allows HEIs to opt for NTA and, in this case, fulfills the minimum MI hours required in these fields of development, which is 40% of hours of total MI hours.

The education that predominates in the PP is that of a BPE with a generalist education, who can work in different contexts within the area of sport, health and leisure. Thus, when observing the MI characteristics in each course in Table 3, it is seen that the MI areas that predominate are health and sports (the five courses have MI linked to the themes of health and sports). Then there are the areas of adapted physical activity and leisure (three courses have MI in these two areas: UTP, UNIPAR and UEM).



**Table 2.** Characteristics of the MI disciplines in the analyzed courses.

Indicators	Instituição			
<b>UTP</b>				
Internship Disciplines	Internship I – Activities with people with special needs and activities in gyms		Internship II – Labor gymnastics and sports training	
Internship year/semester	7th semestre		8th semestre	
Internship hours	100 hours*		100 hours	
Internship schedule	Internship hours cannot exceed 6 hours a day and 30 hours a week. Courses that alternate theory and practice can have a day of up to 40 hours per week in the period without scheduled face-to-face classes and whenever it is included in the Pedagogical Project of the course and the university.			
How internship is carried out	Does not inform			
<b>UNIPAR</b>				
Internship Disciplines	Internship I - Observation and participation phase in each of the following areas/activities: 1) Leisure and recreation 2) Physical conditioning 3) Physical activities for special populations 4) Sports		Internship II – Leading phase in each of the following areas/activities: 1) Leisure and recreation 2) Physical conditioning 3) Physical activities for special populations 4) Sports	
Grade/Semester of the internship in the course	3rd grade		4th grade	
Internship hours	200 class hours		200 class hours	
Internship schedule	It can be at special times, periods and schedules, respecting UNIPAR rules			
How internship is carried out	May or may not be paid. Internship II must be individual.			
<b>UEL</b>				
Internship Disciplines	Mandatory curricular Internship I - Health, Sport and/or leisure	Mandatory curricular Internship Núcleo temático de aprofundamento Sport	Mandatory curricular Internship Núcleo temático de aprofundamento Health	Mandatory curricular Internship Núcleo temático de aprofundamento Leisure
Internship year/semester	3rd grade	4th grade	4th grade	4th grade
Internship hours	136 class hours	68 class hours	68 class hours	68 class hours
Internship schedule	Fulfilled during regular school hours, however exceptions are allowed.			
How internship is carried out	Does not inform			
<b>UEM</b>				
Internship Disciplines	Supervised curricular internship in Adapted Physical Activity	Supervised curricular internship in Sport	Supervised curricular internship in Physical Exercise and Health	Supervised curricular internship in Leisure
Internship year/semester	4th grade	4th grade	4th grade	4th grade
Internship hours	120 class hours	120 class hours	120 class hours	120 class hours
Internship schedule	Does not inform			
How internship is carried out	Does not inform			
<b>UNIOESTE</b>				
Internship Disciplines	Supervised Internship Practice I – Health and Well-being		Supervised Internship Practice II – Sports Performance	
Internship year/semester	3rd grade		4th grade	
Internship hours	136 class hours		136 class hours	
Internship schedule	Internship schedules must be separated from course schedules by at least 30 minutes, except in situations approved by the course collegiate. Internship hours cannot exceed 6 hours a day.			

How internship is carried out	Not paid by UNIOESTE. It is individual.
Source: The author/s.	* Unclear if Hours are Clock or Class Hours (Not Specified in Documents)

In the study carried out by Anversa (2011) in three BPE courses in the city of Maringá, the study observed that among the MI areas of each course, those related to health promotion and rehabilitation, and sports and strength training predominated. In fact, Brugnerotto and Simões (2009) stated that, in general, the BPE course curricular components predominate the emphasis on the practice, prescription, monitoring and assessment of physical activities based on biological bases, with a lack of a perspective of prevention and change of style.

However, the MI in the health area encompass a variety of possibilities: Physical Exercise and Health (UEM), Health and Well-being (UNIOESTE), Health (UEL), Physical Conditioning (UNIPAR), Activities in Gyms (UTP), and Labor Gymnastics (UTP) (Table 2). In this case, there is little evidence that students experience internships in Basic Health Units. Only UEL and UNIPAR mention Health Secretariats and places with PE programs for health as internship fields (UNIPAR, 2008; UEL, 2015).

In this case, it is important to highlight that the PE professional is legitimized as a health professional by Resolution CNS nº 287/1998 (BRASIL, 1998) and their insertion in the Unified Health System (SUS) is ensured through the Centers of Family Health Support (NASF) by Ordinance of the Ministry of Health nº 154/2008 (BRASIL, 2008b). However, in the study by Anjos and Duarte (2009) in universities in São Paulo, they observed that none of the institutions had institutionalized environment for internship practice in health services. Thus, the authors' research highlights that the lack of disciplines and internships in public health in the course curriculums has made many PE professionals feel unqualified to work in the area and do not recognize this field as their competence.

In addition, there is no clear definition in any internship areas of what an internship involves in the areas of health, sports, adapted physical activity and leisure. Only UNIPAR discriminates in the Sports area that refereeing activities are not allowed when the advisor is assessing in the leading phase of the internship (UNIPAR, 2008). In contrast, the study by Marinho and Santos (2012) when presenting the proposal for MI in Recreation and Leisure at the State University of Santa Catarina discriminates different actions that must be developed in internship institutions. In addition, the cited authors describe that the course has several MI areas such as sports management, recreation and leisure, exercise and health, adapted physical activity and sport, with the same hours. This is considered positive by the authors as it allows students to have experiences and learning in each of the areas.

Another point to highlight is the case of the Leisure area at UNIOESTE, it is detailed in the Pedagogical Project that this MI was extinct from the curriculum for being within "knowledge that is not very pertinent in the performance of the future professional in the area" (UNIOESTE, 2014, p. 4), due to the difficulty of finding accredited institutions to carry out internships in the region and, because the leisure area "represents a very broad field of

action and is not exclusive to professional activities in the field of Physical Education” (UNIOESTE, 2014 , p. 05).

Describing that the leisure area is not very relevant for the future professional performance goes against what is advocated by the Resolution of the Federal Council of Physical Education nº 046/2002 (CONFEP, 2002) on the specificities of the BPE intervention. Among these specificities are several manifestations of physical activities, leisure and recreation included in them. Moreover, BPE courses should favor the different intervention opportunities of the PE professional, as academics have the right to receive the necessary training to work professionally in the different fields of activity that have arisen due to the needs of today's society (ANJOS; DUARTE, 2009; BARBOSA-RINALDI; PIZANI, 2012).

Another interesting point is the *moment of carrying out the MI in the curriculum*, with two of the researched institutions opting to carry out all the MI in the last year of the course (UTP and UEM). Especially, UEM has a high number of hours of MI in the last year (480 hours) (Table 1). In this sense, the study by Freire and Verenguer (2007) noted that the predominance of MI hours in the last year of the course does not favor discussion with the concepts, procedures and attitudes that are discussed in class in the various disciplines of the course.

At this point, it is observed that according to Caires and Almeida (2000) all courses have characteristics of a type of internship that the authors name Internship in exclusivity and of long duration. This type of internship is usually carried out during the period of one academic year and in the last or second last year of the course. According to the authors, the arguments used for this choice are related to the fact that a longer period in the internship locations would allow students to follow a project in its different stages and that the student can participate more actively of the organization and get involved in different experiences related to the professional area. However, for Caires and Almeida (2000), there are no investigations that confirm the superiority of this model compared to others, such as multiple and short-term internships and/or part-time internships, which promote greater interaction between theory and practice.

On the other hand, Miragaia and Soares (2017) described, in their systematic review, that there are three theoretical approaches to learning in Sports Science courses: experiential learning, in-service learning and internship. According to the authors, these three theoretical approaches are complementary and should be integrated into the course curriculum. Thus, the internship that requires the longest commitment time is usually placed in the last year of the course, after students have experienced the other two approaches in the first years of training.

Among the *conditions to carry out the MI*, it was observed that in three of the analyzed universities, there is a reference to the time the MI should be developed (UEL, UNIPAR and UNIOESTE). In this case, two of the universities specified that they should be held during regular school hours, however, exceptions are allowed (UNIPAR, 2008; UEL,

2014). Only UNIOESTE points out that MI schedules cannot be match course discipline schedules, although there may be exceptions, provided they are approved by the course Collegiate (UNIOESTE, 2017).

Regarding *how to carry out the internship*, only UNIOESTE emphasizes that it should be individual (UNIOESTE, 2017), and UNIPAR indicates that Internship II is individual, while Internship I can be carried out in a group (UNIPAR, 2008).

In two cases, there is an institutional concern to mark the maximum hours of MI per day and weekly (UTP, 2012; UNIOESTE, 2017). This fact may be related to the idea of protecting students from being used as unpaid employees, which complies with the internship legislation (BRASIL, 2008a). On the other hand, UNIPAR is the only institution that clarifies in the MI regulation that it may or may not be paid (UNIPAR, 2008); and UNIOESTE determines that MI cannot be paid by the university (UNIOESTE, 2017).

The lack of payment for internships, exploitation and the use of students as 'cheap labor' to carry out activities of a lower level of complexity are realities reported in studies carried out in the United States with interns from higher education courses in management and sports administration (CUNNINGHAM et al., 2005; ROSS; BEGGS, 2007). On the other hand, in Brazil, there are few studies addressing the subject in the MI of BPE courses. However, Jonas et al. (2011) found in their investigation in the state of São Paulo that the dynamics adopted in some internship sites, where at times a professional trained in the area is missing, leads interns to play roles and functions of a professional who has already graduated. In this case, according to the aforementioned authors, this type of dynamic uses interns as 'cheap labor' and creates a crisis in the labor market.

On the other hand, the institutions associated with the MI in all courses of study must be provided by the interns. Only at UEM there seem to be a list of previously agreed institutions that can be internship sites (it is not clearly described), which students should look for (UEM, 2015c). At UTP, CIMA discloses to students the internship opportunities offered by granting units, although students can also seek their internship locations (UTP, 2012).

At UEL and UNIOESTE, it is determined that the granting units must be located within the municipality where the course operates and, in the case of being in other municipalities, the internship supervisor must be in agreement (UEL, 2014; UNIOESTE, 2017).

UNIOESTE and UEL internship regulations are the ones that put more details on the characteristics that internship locations must have. At UNIOESTE, it is highlighted that they must be places that offer the student the effective experience of concrete work situations in the professional field, they can be institutional and community environments, with infrastructure conditions and human resources for the development of the internship. In addition, they must accept the conditions of supervision, interns' assessment, documents and comply with the internship regulation (UNIOESTE, 2017).

At UEL, institutions that can be partners for the internship and the actions the students must develop are named, for example, clubs, associations, condominiums, gyms, basic health units, summer camps, camps, among others (UEL, 2014).

Within the objectives of each MI discipline in the BPE course at UEM, the intention is that the interns go through a variety of fields/internship situations, such as public and private, center, suburb and rural areas (UEM, 2015c). However, this is an objective and not a breakdown of what internship locations should be.

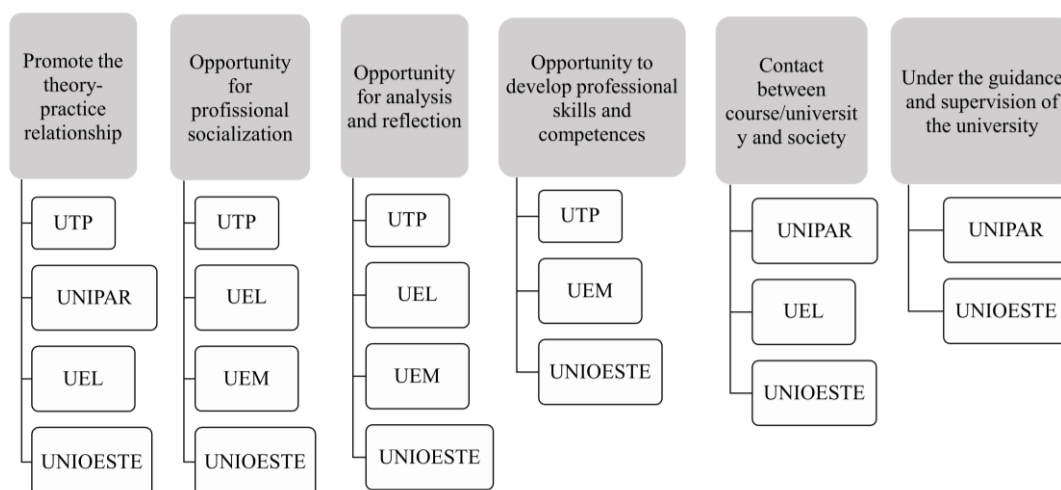
Regarding the choice of internship locations by students, some studies question this action if without any guidance. These papers suggest that it is important to monitor and work together with students during the process of choosing internship locations (SAUDER; MUDRICK, 2018; SURUJLAL; SINGH, 2010).

On the other hand, studies show that the diversity of experiences and areas of intervention within the MI help interns in choosing what they would like to develop or not in their future professional career (DE LUCA; BRAUNSTEIN-MINKOVE, 2016; DIEFFENBACH; MURRAY; ZAKRAJSEK, 2011; MILISTETD et al., 2018; RAMOS; MURILLO, 2015). Added to this, Greco (2012), when dealing with internships in the sports area, pointed out the importance of working in a variety of internship institutions, such as clubs, confederations and social institutions. This variety of internship institutions expands knowledge and possibilities for future intervention, as well as allows students to mobilize and democratically insert themselves into society when they participate in community actions.

### 3.2 Concepts on Mandatory Internship

In the analysis of PP and MI regulations, it was possible to highlight concepts on internships shared by most institutions, which are detailed below in figure 2.

**Figure 2.** Thematic indicators of the unit 'Concepts on MI' and universities where they were evidenced.



Source: The authors.

The idea that the MI is the privileged moment within the course to promote the theory-practice relationship, contextualize the curriculum and apply knowledge learned during the course was present in four of the analyzed institutions (UTP, UNIPAR, UEL and UNIOESTE), as can be seen in excerpts taken from the PP and MI Regulations:

[...], the initial contact with the world of work and the practice of knowledge built in the dynamics of classrooms. (UTP, [n.d.], p. 16).

[...] to promote the practical application of the theoretical knowledge acquired in the course disciplines. (UNIPAR, 2008, p. 02).

[...] experience and analysis of PE professional routine, so that they can establish connections between the theoretical foundations studied in the undergraduate course and professional practical actions in the field of action. (UEL, 2014, p. 02).

[...] privileged and culminating moments of the theory/practice articulation that must be initiated and developed throughout the course. (UNIOESTE, 130/2017, p.2).

In this sense, several authors claim that within the MI purposes is the approximation of the academic universe with the reality of practice, enabling the contextualized learning of the knowledge presented in the different disciplines of the courses (FREIRE; VERENGUER, 2007; GRECO, 2012; MARINHO; SANTOS, 2012; BARBOSA-RINALDI; PIZANI, 2012). In addition, the application of skills and knowledge developed throughout the course in a practical context (CAIRES; ALMEIDA, 2000). In this way, students are able to make sense of the knowledge learned during the training process.

However, care must be taken not to place all of this responsibility on the MI. The internship is not a simple opportunity for applying theories, but it is the result of the theoretical construction developed throughout the training course, which must dialogue with the professional reality. The dialogue between HEIs and the labor market should start from the first years of training, through curricula that progressively develop different levels of articulation between theory and practice (CAIRES; ALMEIDA, 2000).

Another concept verified as often as the previous one among universities was the idea that the MI is a space for professional socialization, since it promotes prolonged contact in work environments to provide opportunities for deep insertion in professional practice (UNIOESTE, 2014). In addition, the ideas are highlighted that the MI allows the exchange of experiences for professional practice (UEM, 2015b; UNIOESTE, 2017), a professional transition (UNIOESTE, 2014), contact with labor market trends in relation to profession (UEL, 2014), promotes professional learning (UTP, [n.d.]; UEL, 2014; UNIOESTE, 2017) and contact with the labor market, aiming at the future insertion of undergraduates in these places (UTP, 2017).

In fact, during initial training, students are exposed to worldviews, theories, skills and professional languages, which, when in contact with their trajectory and life experience, influence the constitution of their professional identity and their commitment to the

profession (REID et al., 2011). In this context, the MI is an opportunity that reinforces students' professional knowledge through contact with established routines, trial-and-error actions, conversations with professionals and classmates (ANVERSA, 2017).

In this way, the MI in the BPE course aims at bringing the student closer to the professional world (MARINHO; SANTOS, 2012) and helping to constitute their professional identity (ANVERSA, 2017). Its operation will outline the social relations between the professional in training and the intervention context, influencing the student's behavior during practices and throughout their professional life (ANVERSA, 2017). Therefore, interns need to have experience and understand that the fundamentals and bases of the profession are built in the MI (SOUZA NETO; ALEGRE; COSTA, 2006).

By checking the syllabi of each MI discipline, it was possible to highlight the idea that the MI is a space for analysis and reflection, in which one studies, analyzes and reflects on the performed activities, and on the PE teaching methods and procedures (UEM, 2015c; UNIOESTE, 2014; UEL, 2015; UTP, [n.d.]) (Figure 2). It is noteworthy that UNIPAR does not present syllabi for any of the disciplines.

Several authors state that the internship should enable the performance of theoretical-practical and critically reflective actions (ANDRADE; RESENDE, 2010). In this sense, internship reports, portfolios and the exchange of experiences with classmates are evidenced as positive strategies to promote reflection, participation and confrontation of experiences and knowledge (CHEUNG; KWOK; CHOI, 2017; FLEMING; MARTIN, 2007; WILLIAMS; COLLES, 2009).

In the study conducted in three BPE courses in the city of Maringá, it was evidenced that to stimulate reflection and analysis on the professional practice in the MI, the courses used reports with pre-established models about the physical environment, actions of the supervising teacher, intervention contents, among other activities (ANVERSA, 2011).

Furthermore, the MI is seen as an opportunity to *develop professional skills and competences* in three of the analyzed courses:

[...] the internship is conceived as curricular activities of professional, social and cultural learning [...], for the development of skills and competences related to their professional training. (UTP, [n.d.], p. 16).

Provide opportunities for interns to develop skills and behaviors necessary for professional action. (UEM, 2015b, p. 02).

[...], in addition to integrating the student's training itinerary in the hope of promoting the learning of skills specific to the professional activity [...]. (UNIOESTE, 2014, p. 46).

Competencies from a theoretical point of view can be understood as cognitive structures that facilitate specific behaviors. From the point of view of action, they are a set of

skills and behaviors that represent the ability to deal with complex and unpredictable situations, using knowledge, skills, attitudes and strategic thinking (BATISTA, 2008).

The consolidation of professional skills, as it is related to action, goes beyond the classroom. This depends on experiences the entire theoretical systematization is articulated with situations of academic-professional intervention, guided by a consistent and coherent conceptual reflection (BRASIL, 2004a). In this way, the MI during undergraduation presents itself as a training opportunity when students must experience and consolidate skills required for professional practice (MARINHO; SANTOS, 2012; BARBOSA-RINALDI; PIZANI, 2012).

In the BPE, the competencies and skills are focused on training a professional with conceptual, procedural knowledge of planning, communication, assessment, motivation, management and attitudes related to professional attitude and ethics to work in fields such as public and institutional policy, health, leisure, sport, education, security, urbanism, the environment, culture, work, among others (HUNGER; ROSSI, 2010).

However, none of the researched institutions detailed which competences should be developed specifically in the MI. It would be important to have a definition regarding these competences since, through the internship, it is possible to identify which competences are applied by the interns. And so, it would be possible to assess the training course of future professionals (NAKANO, 2016).

The concept that the MI provides contact between the course/university and society is present in three of the researched institutions. Thus, the UNIOESTE internship regulation describes that the MI allows establishing dialogues with different sectors of society (UNIOESTE, 2014). At UEL, the internship aims to verify the demands and perspectives of the labor market and maintain a direct relationship with it (UEL, 2014). And, the UNIPAR regulation says that it allows integration with the community (UNIPAR, 2008).

Communication between the university, the internship granting units and the different actors that integrate the internship is needed for the development of clear goals and objectives in the MI and for the development of metacognition in the student (ANVERSA, 2017; WIEST; KING- WHITE, 2013). However, the MI is often understood by students, professionals in the job market and by the university professors themselves as a simple legal requirement to obtain the diploma. However, internships must be taken more seriously (JONAS et al., 2011) and promote a closer relationship between the university and internship locations (MILISTETD et al., 2018).

In addition, this contact between the course and society provided by the MI is placed by two HEIs as an element that allows the continuous assessment of the course curriculum:

[...] offer feedback opportunities to professors in order to update the course curriculum. (UNIPAR, 2008, p. 02).



[...] enable continuous assessment of the course by subsidizing the Collegiate with information that allows adaptations or curricular changes. (UNIOESTE, 2017, p. 03).

In this sense, the MI is considered a space of communication where the knowledge of the community and the university meet and validate each other, boosting epistemological, theoretical and methodological reflection that allows rethinking the course curriculum (RAMOS; MURILLO, 2015). However, the study observed that to transform the MI as an element of the continued course assessment, it should be included as a practice that challenges curricular practices, whose systematization would lead to reviewing what is done and establishing conditions to produce changes (ROZ ENGARDT, 2014).

Another concept that is clearly specified in the MI definition in two of the studied courses is the fact that MI must take place *under the guidance and supervision of the university* (UNIOESTE, 2017; UNIPAR, 2008). This is determined by law n° 11,788 on student internships in Brazil (BRASIL, 2008a), and reinforces the university's responsibility for the internship process. In addition to highlighting the role of the internship as a learning moment, not just an experience.

Indeed, university's guidance and supervision and the internship location are crucial for an adequate internship process. The internship advisor is important because they influence the learning process through the support and guidance they offer. Advisors help students develop skills needed to be a reflective trainee and integrate learning (FLEMING, 2015; FLEMING; MARTIN, 2007; MARTIN et al., 2010; SAUDER; MUDRICK, 2018).

On the other hand, internship supervisors of the MI locations should be facilitators who offer students intervention opportunities, support and guidance to reflect on the proposed situations (ANVERSA, 2017). Different research on internships in BPE courses describe the value of internship supervisors who offer a structural model of internship and manage this structure, offering a balance between giving autonomy, support and feedback to the student (DESAI; SEAHOLME, 2018; FLEMING, 2015; MILISTETD et al., 2018).

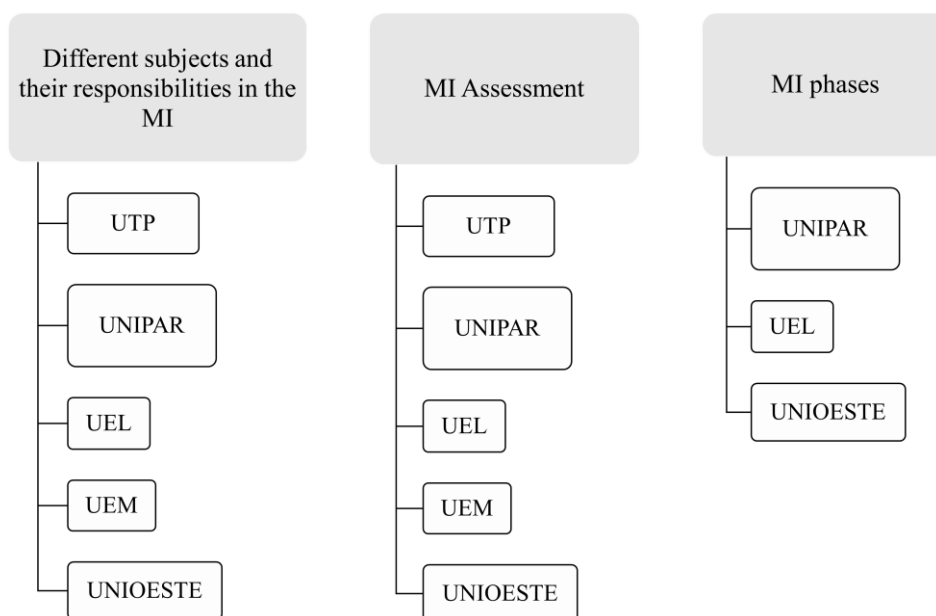
However, several studies report problems in MI guidance and supervision. There is a lack of significant guidance from the university and it is recommended that internship advisors be tutors of the internship process, helping to build the intern's plans and actions (ANVERSA, 2017). In addition, Surujlal and Singh (2010) state that there is scope to improve visits to internships and the feedback offered to students by advisors.

Moreover, supervision at internship locations is variable and depends on the professional who is in this role. And according to the students, some internship supervisors who do not offer significant guidance or supervision (ANVERSA, 2017; DIEFFENBACH; MURRAY; ZAKRAJSEK, 2011; ODIO; SAGAS; KERWIN, 2014; WIEST; KING-WHITE, 2013).

### 3.3 Organization and development of the Mandatory Internship

The thematic unit 'Organization and development of the MI' involves the analysis of the different actors and their responsibilities in the MI, the characteristics of the institutions associated with the MI, the MI assessment, and the MI phases (Figure 3).

**Figure 3.** Thematic indicators of the unit 'Organization and Development of the MI' and universities where they were evidenced.



Source: The authors.

Among the *different subjects and their responsibilities in the MI*, it was observed that, in general, the figure of the internship coordinator appears, which in some institutions may be the course coordinator (UTP, 2012) and/or professor of the internship discipline (UNIOESTE, 2017).

The internship coordinator in all HEIs has functions related to the management and bureaucratic organization of the internships, the registration and monitoring of partner institutions, and ensuring the correct functioning of the internship.

At UTP there is a special Coordination for the internship organization throughout the university (*Coordenadoria de Integração Mercado Aluno - CIMA*), which has the more bureaucratic function of organizing and managing the internship shared with the course coordinator and/or internship coordinator in if the course that has it. One of the responsibilities that draws attention within the internship coordination in this course is that the internship coordinator, together with the course's supervising professors, must promote actions to raise awareness of the importance of collaboration in the training of future professionals (UTP, 2012).

Another figure that appears in two of the courses is the professor of the internship discipline (UNIOESTE, 2017) or the internship class coordinator (UEM, 2015b). It is noteworthy that the other three universities do not describe this figure. The professor of the discipline organizes the internship schedule, supervises and assesses students (UEM, 2015c; UNIOESTE, 2017). And in the case of the UEM, they must also personally supervise students in the internship fields (UEM, 2015b).

The professor of the internship discipline at UNIOESTE is the internship coordinator in each of the internship areas of the course. However, the regulation becomes confusing, as when explaining the functions of this internship coordinator, it still seems that it was someone else who had the role of coordinator and not the professors of the disciplines (UNIOESTE, 2017).

The internship advisor or internship supervisor (so called at UNIPAR) is present in all analyzed institutions, and must be a professor of the course. In addition, UNIOESTE specifies that they should preferably have some experience in the internship area (the same in the case of the internship coordinator) (UNIOESTE, 2017).

At UEM, the regulation is confusing, as it indicates that the advisor is the class coordinator of the discipline: 'Art. 10. The internship advisor is the DEF professor, class coordinator, accredited by the internship coordinator.' (UEM, 2015c, p. 04). However, it discriminates against the advisor's functions separately from those of the class coordinator (UEM, 2015b).

In all courses, the advisor's responsibilities are around following, supporting, guiding, supervising and assessing the student during the development of the internship. UEL and UNIOESTE determine that student supervision is semi-direct (UNIOESTE, 2017), and at UEL it is explained that this consists of:

[...] student guidance and monitoring through systematic visits to the Internship Field, in order to maintain contact with the Field Advisor, as well as periodic interviews and meetings with students (UEL, 2014, p. 07).

Still at UEL, the advisor must make at least two visits to the internship field and use a follow-up form.

UNIOESTE also specify forms the advisor must complete, such as partial reports for each attended class, final assessment in a specific form, and final report (oral/written) of the intern's activities. And the maximum number of interns that a supervisor can have (20 interns) is established (UNIOESTE, 2017).

The internship supervisor (UEM, UNIPAR), technical internship supervisor (UNIOESTE) or field supervisor (UEL) are described in most regulations as graduated professionals accredited by the Ministry of Education in the area of expertise of the internship, indicated by the internship granting institution. At UNIOESTE and UEL it is

added that they must be registered with the Regional Council of Physical Education (UEL, 2014; UNIOESTE, 2017). The UTP course does not inform whether there is the figure of an internship supervisor.

The main function of the internship supervisor is to always follow and support the intern at the place where he/she carries out his/her internship activity. Also, they must assess the intern at the end of the internship and fill out a specific form for this (UNIPAR, 2008; UEL, 2014; UNIOESTE, 2017).

At UNIOESTE and UNIPAR, the internship supervisor is the one who also controls the intern's attendance. In addition, UNIOESTE can guide and must observe the lesson plans before they are developed by the student, being able to intervene if deemed necessary (UNIOESTE, 2017).

The figure of the intern is recognized in all regulations, as they have responsibilities when carrying out the internships. UEM establishes that the intern cannot be enrolled in the discipline if he/she is enrolled in the Degree in PE (UEM, 2015c), something that must be related to the fact that until 2014 the single entry into the course still existed.

The intern's responsibilities are related to the preparation of the Project or Internship Plan, lesson plans/training sessions, partial and final reports and delivery of the final internship report (internship folder).

UEM course provides less detail about what the student must accomplish during the MI. In two universities, the fact is that the student must wear the course uniform to carry out the internship (UNIPAR, 2008; UNIOESTE, 2017).

In all analyzed courses, it was observed that the internship process needs the involvement of HEIs (through their professors in general, and by those who are directly linked to the internship) to ensure the quality and resources necessary for the correct development of the MI proposal and to provide adequate follow-up to support student learning and assess it according to its development (FUJINO; VASCONCELOS, 2011).

Moreover, the institutions associated with the internship and their professional supervisors of the internship need to have an active participation in monitoring and assessing the student with the university professor. They must offer a learning environment, for the intern's progressive integration into the professional world (to services and professional colleagues) through real and innovative activities and reflection in the face of problem situations. Added to this is the figure of the student who needs to effectively participate in the transition from being a student to becoming a professional, carrying out actions that compete with the professional in the field of work, following a plan that aims, throughout the internship, to develop learning strategies, negotiation of tasks and autonomous performance (NAKANO, 2016).

The *MI assessment* in general follows the assessment rules provided in the PP course, however, as it is an internship, there is no dependency on the discipline or final exam (in cases where the institutions have final exams). Only UNIPAR determines that the student who fails the internship can take the subject again on a face-to-face basis or on a modular basis (UNIPAR, 2008). However, the institution does not explain what these regimes consist of and no information about this was found on the website.

The passing average grade is between 60 or 70 (six or seven in some cases) and a minimum of 75% attendance. Only UNIOESTE discriminates the frequency within the discipline, so in the co-participation and intervention phase it must be 100% (UNIOESTE, 2017).

Those responsible for the assessment vary according to each institution. For example, in one institution, the professor of the discipline, the advisor and the supervisor (and even the intern must self-assess) are assessed (UNIOESTE, 2017) and, in another, only the supervisor (advisor) carries out assessment (UEL, 2014). The criteria to be assessed are around the contents of the discipline described in the teaching plan (in cases there is the discipline), intervention planning, delivery of documents within the stipulated deadlines, the intern's performance at the internship location and the final report (internship folder).

As for the MI assessment criteria, the study by Anversa (2011) showed that these included the planning of actions and the grades of the evaluators (supervising professor and advisor report). On the other hand, Marinho and Santos (2012) describe specific criteria for MI assessment, which refer to planning, knowledge, creativity, initiative, performance, attendance, punctuality, discipline, cooperation, responsibility, sociability, among others. In addition, the assessment process is shared by the different actors of the internship: subject teacher, internship advisor, teaching supervisor, external supervisor and the intern also participates in the assessment process.

Still in the study by Marinho and Santos (2012), interns are exposed to situations of individual and collective discussions after the experiences of the internships to reflect on the situations experienced in the internship routine and, in this way, obtain feedback from the professors who are part of the internship. In the five analyzed courses, there was no mention of specific situations for discussing internship experiences. Although in four of the courses there is the concept that the MI is the place to reflect on professional practices.

Regarding the assessment in internships in higher education courses, Caires and Almeida (2000) state that challenges are due to the inability to reconcile traditional assessment practices with the type of results expected in the MI. The most used assessment in academia, rooted in knowledge and methods that allow comparing and ordering students according to their performance by grades, faces obstacles when applied to internships. This assessment model does not suit the structure or the type of skills worked on in the internship, therefore it deserves deep reflection on the part of those responsible for organizing the internships.

At this point, Bisconsini, Flores and Oliveira (2016) highlight the fact that the MI assessment cannot be restricted to signing training/session plans, documents and, to sporadic visits without feedback to the trainees. Debates that bring together the agents involved in the performed actions need to be included.

In some of the studied HEIs, different MI phases are listed (UNIPAR, UEL, UNIOESTE), however, only UNIOESTE describes in detail what these phases are and what they consist of.

At UEL, as the regulation is not updated with the course PP, the details of phases do not correspond with the MI in the PP. And at UNIPAR, the MI disciplines are divided into phases, with Internship II corresponding to the intervention itself and Internship I involving observation and co-participation (UNIPAR, 2008). In this case, it is unclear what the process of inserting this student in Internship II is like after completing the process of observing and co-participating in the internship locations the previous year.

On the other hand, UEM does not describe phases within the MI, but states that the hours in the internship for each of the four MI disciplines is 86 class hours (UEM, 2015c).

At UNIOESTE, the phases to be completed in the MI and their hours are: 1) Organization and guidance (hours cannot be less than six hours); 2) Diagnosis of the intervention space (it cannot be less than six hours, as students must carry out at least six hours of observation in the internship location and present a report thereof); 3) Intervention planning (hours must be detailed in the subject's teaching plan); 4) Co-participation in the intervention (hours must include at least 6 hours of co-participation and hours for preparing the report); and 6) Professional intervention (students must conduct at least 60 hours in practices).

In the fifth phase, in the UNIOESTE course, the students carry out the elaborated project, and the practices can only be conducted after approval of the plan by the technical supervisor and internship advisor. The plans must be presented to the supervisors at least two days before the intervention takes place (subject professors may exceptionally approve the plans, when there are no supervisors). The activities must be organized into work units and at the end of each unit, the intern, the supervisor and the advisor must present an analytical report to the professor of the discipline about the activities carried out during that period (UNIOESTE, 2017).

From the first to the fifth phase, the hours must be specified in the Teaching Plan and, in total, the five phases cannot exceed 72 hours. The third and fourth phase can occur simultaneously. At the end of the internship, a final report (internship folder) must be submitted, which gathers all the documents produced during the internship. The deadline is determined by the professor of the discipline and approved by the collegiate of the course. In addition, it must have a minimum of four hours in the teaching plan (UNIOESTE, 2017).

According to Anversa (2011), the MI in the BPE course, in general, is organized into three phases: observation (student observes the professional practice and the contents and skills necessary for the intervention), co-participation (the intern performs small tasks and interacts with the professional) and leading (the intern is responsible for planning and conducting classes/trainings). Each of these phases provides a gradual advance in the professional field, and aims to integrate theory and practice from a more generic and contextual initial position of the profession to progressively advance towards a more specialized, direct and autonomous one.

However, in some cases this progression does not occur, the intern only goes through the observation and co-participation phases, developing bureaucratic actions (filling in worksheets, collecting signatures and organizing the class/training space) (BARBOSA-RINALDI; PIZANI, 2012; MARINHO; SANTOS, 2012). The MI, in these cases, becomes an empty exchange, focused on official documents, reports and plans. Thus, the bureaucracy of the internship becomes more significant than its pedagogical role (SILVA; SOUZA; CHECA, 2010).

In this sense, a validation study and construction of a scale of concerns of student-interns of the BPE course found that one of the dimensions of concern of the interns is the organizational context of the internship. In this dimension, it was observed that students are concerned with every-day and bureaucratic aspects of conducting the MI (VILELA, 2015; VILELA; BOTH, 2016). For this reason, institutions must describe what the MI phases consist of in their documents, so that there is a greater commitment to the correct development of the stage.

#### 4 Final considerations

Based on the document analysis, the study verified that most studied HEIs valued the MI role for learning skills and abilities related to the profession, as well as for the insertion of students in the profession and promotion of the relationship between theory and practice within the graduation course. However, it is noteworthy that the MI is not solely responsible for relating the course to professional practice, this must be articulated throughout the graduation, with the MI as one more step in this articulation.

The characteristics of the MI structure showed wide variability among the researched HEIs, which means that there are different perspectives for operationalizing the internships. In this way, each institution can adapt its MI to local and regional demands. However, it is observed that this generates a lack of a consistent structural basis when performing MI in BPE courses, which does not favor professional development.

The MI areas demonstrated the protagonism of Physical Exercise Prescription/health promotion and Sports Training to the detriment of other areas that are also part of the PE professional's range of activities. In this case, even in the Health area, there is no guarantee that the universities are serving the market for PE professionals in the SUS. Thus, the possibilities of professional development of Bachelors in PE trained in these institutions may be restricted in terms of their possibilities of action.

The MI structure in the documents of most of the studied courses is unclear and detailed. The role played by the different subjects in the internship and their responsibilities should be clear and objective, as should the stages of carrying out and assessing the internship be rethought, in order to improve the learning process within it. For this reason, it is concluded that investments are necessary to reach a more structured conceptualization and organization of the MI, in line with the course as a whole. The MI duration, guidance and supervision, forms of assessment and articulation with the remaining curricular components of the course must be properly considered.

In addition, the importance of defining clear learning objectives is highlighted, since the higher the levels of MI structure, the greater the possibilities of involvement of its different actors.

Finally, it is noteworthy, among the limitations of the study, the fact that the used methodology did not consider the hidden curriculum of the studied HEIs, which would provide relevant information about the existing institutional dynamics when implementing the guidelines, norms and procedures described in the documents.

Another limitation is related to how documents are accessed. Documents from the five institutions were obtained by searching institutional websites. However, access to these documents in some cases was difficult, their location and organization within the websites is unclear (UNIPAR, UEL, UEM). For example, in the case of the UEM, searching the Interdepartmental Council resolutions on the Health Sciences Center website to find the Pedagogical Project and the internship regulation was necessary. There is no link that lists these documents within the Department of Physical Education website.

In addition, both in UEM and UEL, after the approval of the PP resolutions, there are subsequent resolutions/deliberations (UEL, 2017; UEL, 2018; UEM, 2016; UEM, 2017), which change articles of the PP, suppress and/or add disciplines, change course menus and nomenclatures, which do not contribute to the understanding of the entire curricular matrix of the courses.

These cases, as well as those institutions that did not meet the inclusion criteria as they lack the Pedagogical Project and the MI Regulation available on the website, go against what is promoted by the access to information law (BRASIL, 2011). According to the law, it is the duty of federal, state and municipal public institutions, as well as autarchies and private non-profit entities that receive public resources to carry out actions of public interest, to make



information of collective or general interest available in an easily accessible place. In this sense, the law itself describes that public entities must use official websites on the World Wide Web. And that they should have content search tools that allow access to information in a clear and transparent way, in addition to keeping the information updated for access. Finally, the dissemination of documents should be managed in a better way by those responsible for the HEIs.

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