

Importance of Nursing Residency in the Teaching-Learning Process: An Integrative Review**Importância da Residência em Enfermagem no Processo Ensino-Aprendizagem: uma Revisão Integrativa****Rosana Moreira da Silva¹****Luana da Silva Freitas²****Carmem Larissa Soares Araújo³****Jéssica Hegedus Camargo⁴****Alex Miranda Franco⁵****Jacó Navegantes da Silva⁶****Ilma Pastana Ferreira⁷**

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Abstract

The objective of this study is to analyze the scientific productions of the years 2012 to 2016, regarding the importance of the residency programs for the teaching-learning process in nursing. It is an integrative review of the literature, using the Virtual Health Library (VHL) using the Databases, LILACS, BDENF and the electronic library SCIELO, using the Descriptors in Health Sciences (DeCS): Residency ", " Preceptorship and Nursing Education ". We found 62 articles, of which 46 were eliminated according to exclusion criteria, remaining 16 articles for final sample, most of which are qualitative with level 6 of evidence. Nursing has produced a significant number of studies on the subject, but with low levels of evidence. The residency is capable of providing greater safety to the nurse, filling gaps in the graduation and providing improvements in patient care, however, the teaching-learning process requires improvement and investments in preceptor nurses.

Keywords: Internship and Residence; Preceptorial; Education in Nursing.

Resumo

O objetivo desse estudo é analisar as produções científicas dos anos de 2012 a 2016, referentes à importância dos programas de residência para o processo ensino-aprendizagem em enfermagem. Trata-se de uma revisão integrativa da literatura, realizada por meio da Biblioteca Virtual da Saúde (BVS) utilizando as Bases de Dados, LILACS, BDENF e a biblioteca eletrônica SCIELO, utilizando os Descritores em Ciências da Saúde (DeCS): "Internato e Residência", "Preceptorial e Educação em Enfermagem". Foram encontrados 62 artigos, dos quais 46 foram eliminados conforme critérios de exclusão, restando 16 artigos para amostra final, cuja maioria são qualitativos com nível 6 de evidência. A enfermagem tem produzido número significativo de estudos acerca do tema, porém com baixos níveis de evidência. A residência é capaz de propiciar maior segurança ao enfermeiro, suprimindo lacunas da graduação e proporcionar melhorias no atendimento ao paciente, no entanto, o processo ensino-aprendizagem requer aperfeiçoamento e investimentos nos enfermeiros preceptores.

Palavras-chave: Internato e Residência; Preceptorial; Educação em Enfermagem.

Introduction

The Brazilian health system, in the 60's, was based on the biomedical model. From the 90s, important changes occurred in educational and health policy, where government actions began to order the formation and professional training of health, based on the principles of the Unified Health System (SUS) (1). Thus, in 2005, the Residencies in Professional Health Area and the National Commission of Multiprofessional Health Residency were created with the purpose of regulating and accrediting uniprofessional and multiprofessional residency courses (2).

It is noteworthy that, in 1961, nursing improvement courses appeared, and later, in the 1970s, "specialization in residence modality" programs were created, but the certification did not include the title. It is only from the 90's onwards that the Uniprofessional programs emerge and, with them, the nursing programs with residence qualifications provided by a performing hospital and a higher education institution (IES) granting the seal (1).

The Nursing Residency allows the acquisition of greater professional security and qualifies nurses to intervene in order to meet the health needs of the population (3). Since the main actors in the teaching and learning process in the residence are the

preceptor and the resident, who share teaching and learning, through the exchange of experiences, enabling (re) construction of knowledge about the reality of health care. The residence, therefore, besides training qualified professionals to work in SUS, encourages the incorporation of the scientific environment in the daily practice of the resident through the stimulation of scientific research(4).

The residency programs in health constitute a modality of post-graduation *lato sensu*, characterized by a teaching-learning process that happens in the service, where the resident works under the supervision of the preceptor (teaching assistant), who is responsible for organization of the learning process and technical guidance, allowing the resident to combine theory with everyday care practice(2).

It is important to emphasize the relevance of the study in the discussion of the teaching-learning process in the residency programs, since it allows the practical application of the knowledge extracted from this review, as a way to meet the needs encountered during the day of resident nurses and preceptors.

Therefore, the objective is to analyze the scientific productions referring to the period from 2012 to 2016 that address the importance of the residency programs for the teaching-learning process in nursing.

Method

It is an Integrative Review of Literature, considered the most comprehensive methodological approach to revisions, which goes through several stages, such as: identification of the theme, determination of inclusion and exclusion criteria, selection of studies, definition of contents, evaluation of evidences and analysis (categorization), discussion and exposition of the knowledge synthesis evidenced in the analyzed studies⁽⁵⁾.

The search for publications was carried out in the Databases: Latin American and Caribbean Literature in Health Sciences (LILACS), Nursing Database (BDENF) and the Scientific Electronic Library Online (SCIELO) electronic library, studies related to residence in Nursing and Multiprofessional, using the following search strategy for Health Sciences Descriptors (DeCS), "Internship and Residency" and "Nursing Education", "Internship and Residency" and "Preceptory".

The study was carried out in October 2017. Inclusion criteria were: studies of the type, dissertation or thesis, available in free open access, in Portuguese and English, published between 2012 and 2016. The five-year time-cut for the most recent publications on the subject. As criteria for exclusion: articles repeated in databases and studies that in their titles or summaries did not understand the topic addressed.

Data were collected according to the itemization of the instrument validated by Elizabeth Ursi⁽⁶⁾, adapted to the specificities of this review, to aid in the selection of the information to be extracted from the studies: identification of the studies, methodological characteristics, data treatment, results and levels of evidence. To define the levels of evidence, we adopted the parameters established by Melnyk BM, Fineout-Overholt E, as explained by Cristina Galvão⁽⁷⁾. The selected articles were identified by the letter "A", followed by an ordinal number in ascending order (A1, A2, A3, successively).

Results

The search in the databases resulted in a total of 62 studies, of which 33 were excluded because they did not deal with the proposed theme and 13 were repeated. The final sample consisted of 16 articles, as shown in Table 1.

Table 1. Articles that compose the corpus of the research, by authors, title, year and periodical. Belém, PA, Brazil, 2017.

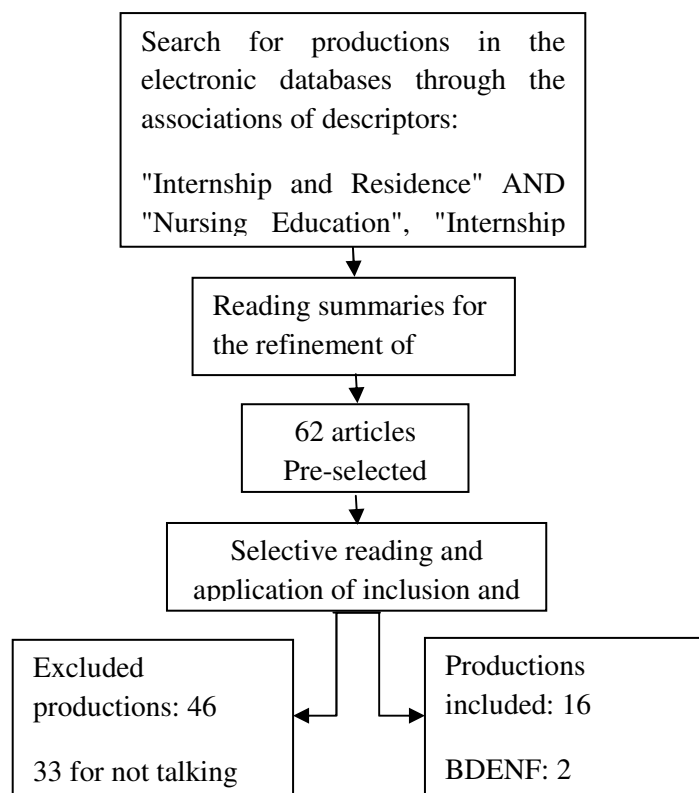
NR	AUTHOR	TITLE	YEAR	LANGUAGE	PERIODIC
A1	Landim SA, Silva BTR, Baristiana	Multiprofessional residence in family health: nursing experience of nurses ^{R1}	2012	Portuguese	Rev. Belém de Enferm
A2	Drigo LC, Solum AL, Andrade SR, Medeiros M, Morihiz MM	The insertion of the nursing resident in a surgical hospitalization unit: practices and challenges ^{R1}	2013	Portuguese	CogitareEnferm
A3	Silva CT, Terra MG, Rosa CC, Souto VT	Permanent education in health: perception of professionals from a multidisciplinary residence	2013	Portuguese	Rev Enferm UFSM
A4	Ribeiro IRE, Pires ML	The educational practice of preceptors in healthcare agencies: a study on affective practices	2013	English	Rev Saúde Enferm
A5	Silva RMO, Correia ALAO, Fernandes JO, Silva LS, Teixeira GAS	Contribution of the specialization course, modality of residence for professional knowledge	2014	Portuguese	ActaPaulEnferm
A6	Aguilar IL, Castro LMC, Rangel AGC, Pedreira LC, Fagundes NC	The formation of nurses in residency programs: public and private intensive care units	2014	English	Rev Saúde Enferm
A7	Mello MC, Queiroz GC, Souza MV	Problematising the multiprofessional analogy: resident: protocol of practical teaching in perspective of nursing residents	2014	English	Rev Esc Enferm USP
A8	Silva CT, Terra MG, Campanogre S, Inoue MHL, Rosa CC, Xavier MS	Permanent health education from professionals in a multi-disciplinary residence: a case study	2014	Portuguese	Rev Saúde Enferm
A9	Pereira ALF, Nóbilo MC	Training and professional insertion of the graduates of the residence course in obstetric nursing	2014	Portuguese	Revenferm UERJ
A10	Lima GPU, Pereira ALF, Guizé RFE, Projeção JM, Araújo CLF, Moura MAV	Expectations, motivations and perceptions of nurses about the specialization in obstetric nursing in the modality of residence	2015	Portuguese	Esc Anna Nery
A11	Silva JC, Contim D, Ohishi, Chavaglia SR, Amarel BM	Perception of residents about their performance in the multiprofessional residency program	2015	Portuguese	ActaPaulEnferm
A12	Magalhães G, Heald MCL, Venuchi MTD, Rossaneis MR, Silva LGC	Opinion of graduates on the resident course in management of the nursing services	2015	Portuguese	Semin: Ciências Biológicas e de Saúde
A13	Fiorino AMM, Guarnieri AP	Multiprofessional residency in health: is it worth it?	2015	Portuguese	ABCI HealthSci
A14	Fernandes MMS, Beck CLC, Weiller TH, Viere V, Reites PH, Prestes FC	Suffering and pleasure in the process of forming multidisciplinary health residents	2015	English	Rev Saúde Enferm
A15	Silva CT, Terra MG, Inoue MHL, Campanogre S, Xavier MS	Multiprofessional residence as intercessory space for the permanent education in health	2015	Portuguese	Texts Contexto Enferm
A16	Mattos TMC	Ideology that permeates the practice of continuing education by tutors and preceptors of multiprofessional residency in health	2015	Portuguese	Texts [Doutorado em Enfermagem]

Source: research data.

It is observed that the year with the greatest number of publications referring to the topic under discussion was 2013; the greatest number of studies were found in LILACS; with predominance of the qualitative method considered level 6 of scientific evidence (7). Regarding the origin of the studies, Brazil concentrated all the

publications. Figure 1 shows the flowchart with the search strategy and selection of the productions that composed the sample.

Figure 1. Flowchart with the search strategy and selection of the productions that composed the sample. Belém, PA, Brazil, 2017.



Source: research data.

The main themes discussed by the authors in the period studied were: residency as meaningful learning and as complementary to the nurses' training; permanent education in health as a device for integrating theory and practice, focusing on the improvement of theoretical contents and direct supervision of the preceptory; the role of residency in

multiprofessional practice, recognition of the resident's work by the user and the experience of residency in the context of health work.

The topics most frequently cited in the studies analyzed were listed and organized into three categories which will be discussed below.

Discussion

Residence as a complement to the nurse's training

Eight studies (A1, A3, A7, A9, A10, A11, A12, A13) were selected for this discussion, all with the residency-based approach as complementary to the nurse's training.

The residence arose with the need to approximate the theoretical references with practice, aiming at the integration of knowledge ⁽²⁾, because in the course of graduation, the distribution of disciplines, contents and procedures, generating a fragmentation and possible disarticulation of knowledge ⁽⁸⁾. In this context, it is essential to discuss the challenges related to the training process of these professionals and the role of residence in filling some graduation gaps, concomitantly with the training of human resources for the SUS, the central objective of the residence ⁽⁹⁾.

The training in the modality of residence is considered as a differentiated

professional qualification, through the use of dialogic, active, problematizing and participatory methodologies, which enable the development of professional knowledge and skills, safety in the development of work and satisfaction with the profession ^(10, 11). In addition, it facilitates the qualification of health services, encouraging reflection on the practice developed, possibilities and limits of action, instigating and encouraging their transformation ^(2,9).

Clinical experience is considered essential for the training of nurses, since it allows the development of clinical competence / judgment, attributes necessary to act in the face of a given situation, articulating in a pertinent, efficient and humanized way ^(1,3). This fact contributes to the improvement of the services rendered in our single health system, while it serves as a basis for a new behavior and a new, more humanized professional view, with integral attention and a critical and reflexive stance ⁽¹⁰⁾, collaborating for the construction of new paradigms of health care, according to the criteria established by the SUS for the quality assurance in the service to the population ^(1, 12).

The proposal of action and training facilitates the learning of the residents inserted in the reality of the health services, whose work process can be potentially constructed and reconstructed in the daily life, seeking to articulate interdisciplinary

knowledge and multiprofessional and intersectoral practice⁽¹²⁾.

The professional growth acquired by the nurse during the residency program, especially in the fields of training, both managerial and care, were emphasized in the analyzed studies^(2,13). Thus, nursing residency has been seen as an important form of qualification professional training, providing the newly formed nurse with the experience and maturity necessary for the professional exercise in a gradual manner^(2,3,13).

Residency in Continuing Education in Health (EPS)

For the discussion of this category, seven studies were chosen (A2, A3, A6, A8, A11, A15, A16) with the approach to Permanent Education in Health in the process of training residents.

EPS is understood as a device for transforming the health area, in which actions aim at improving the standard of care⁽⁹⁾, seeking to qualify professional training and strengthen SUS, while ensuring the development of health workers and institutions⁽¹⁴⁾. In this sense, the EPS is applied by the residence programs as a political process that puts in practice a practice of meeting professionals, through the production of knowledge in health, of their actions, thoughts and desires of protagonism by SUS⁽⁸⁾.

The National Policy of Permanent Education in Health (PNEPS) proposes a new configuration for health professionals to produce knowledge and think about education and work⁽¹⁴⁾. In addition, EPS allows the questioning of reality, developing goals through proposals and projects that enable the change of practice, permeated by up-to-date knowledge and connections⁽¹⁵⁾. However, it is necessary to insert the nursing resident in this scenario of optimization of the EPS process, especially for the improvement of the care provided in the institutions⁽¹⁶⁾.

EPS enables the preceptor and tutor to confront the model and established practice as a mobilization possibility to trigger new processes, concepts and meanings to the care and educational model. Their absence, however, may favor the alienation of repetitive, prescriptive making, and lead to passive reproduction and reproduction, submissive to the standards constructed and defined by those who maintain the relations of domination, without exercising the critical capacity to interpret ideology, being stuck to the model and the reality that surrounds it⁽¹⁷⁾.

The Residence program emerges as a formative strategy of continuing education, being designed based on the integration of teaching and service, bringing the professional closer to the reality of work¹⁸. For the residents, the EPS makes possible the reflection about their experiences in the

health services, establishing relations of the theory with the lived reality, allowing their actions can be transformed from the process practice-reflection-praxis^(9,15).

Teaching and nursing home learning in the context of health work

Among the studies analyzed, four studies (A4, A5, A7, A14) addressed the discussion about the teaching-learning process in the training of nursing residents in the context of health work.

Historically, health education has been based on the use of traditional methods, placing the teacher at the center of the educational process as a content transmitter, and the student a mere spectator, passive and repetitive. However, there is an international recognition of the need for change in the education of health professionals, with a growing concern about the quality of training¹⁹. Thus, it is understood that in the process of training teachers, they need to conceive what a dialectical process of teaching learning means, in an educational model and pedagogical perspectives that lead professionals to extract from the complex and contradictory situations of their daily professional exercises the possibility of overcoming obstacles and constructing alternative solutions^(20, 21).

In this sense, active methods have been recognized in the development of teaching-

learning processes, which work intentionally with problems and value learning to learn, among them, the Problem-solving Methodology (MP)⁽¹⁹⁾. It is worth noting that the teaching-learning process involves didactic and content strategies, implying a way of intervening in health, where the residency programs adhere to meet the guidelines and principles of SUS and transform the model of training of the workers^(22,23,24). For this, the professional must acquire essential skills in the work area, which involve specific knowledge, skills and attitudes compatible with the situations that arise for decision-making⁽²⁵⁾.

The preceptor as one of the protagonists in the teaching-learning process needs to have knowledge that goes beyond the knowledge about the practice, and be able to transform the experience of the professional field into learning experiences^(26, 27). However, the preceptor performed by professionals, often is not exercised correctly and satisfactorily, due to the lack of financial support, a troubled routine of bureaucratic and assistance tasks and excessive workload. Also notable is the unpreparedness of the preceptors, due to the lack of pedagogical training, which may impair the use of the residence, and it is necessary for the institution to predict and invest in the training of the preceptor⁽¹³⁾.

Residents, in turn, need to be included in the MP's application, which requires their actors to look at the dynamics of this process, demanding listening, flexibility, sensibility, availability and proactivity, aiming at a final objective, which is qualified training and excellence in the assistance provided by the professionals involved⁽¹³⁾, since the residence provides the opportunity for theoretical deepening and innovation in professional practice⁽²⁸⁾, training health professionals for teamwork and, consequently, for transformation of practices, with a view to completeness in care⁽²⁹⁾.

In addition, the residence provides the training of the resident in scientific research, being fundamental for the student to carry out their activities with scientific basis, thus promoting transformations in their professional practice, as well as preparing them for admission to graduate programs *stricto sensu*, forming well-trained professionals for the practice of professional practice, able to meet the demands of the labor market where technology requires greater knowledge and specialization⁽³⁰⁾.

It is believed that this study includes limits regarding the number of databases used for the bibliographic search and search strategy for Portuguese descriptors, and can be supplied by expanding the number of databases and languages of the descriptors.

Conclusion

Based on the analyzed studies, this review evidenced the importance of the residency programs in the teaching-learning context in nursing to develop qualified health professionals with skills for work within the scope of the SUS, articulating the knowledge acquired in the initial formation with the complexity of the determinants that are interrelated in the life and health care of the population.

With this, the resident acquires professional security for the development of practical activities, becomes aware of the need for complementary learning, collaborates with the guidelines for the nursing team providing better working conditions and raising the standard of institutional care.

It is worth emphasizing that permanent health education is present throughout the residents' training process, through daily reflections of real activities, seeking to articulate theory and practice in health education, in addition to the workers' institutional policy, enabling their actions can be transformed from the practice-reflection-praxis process.

It was verified that in the process of teaching and learning in the residence, the main actors are the preceptor and the resident. However, not all preceptors are adapted to this model, where many are still

unable to bridge the gap between theory and practice, we note the demotivation of preceptors by the absence of financial assistance for the supervision of residents.

In addition, it is necessary to remember that the overload of work, bureaucratic and assistance, excessive workload and frequent inadequate staffing, favor a static knowledge, being necessary the institution to provide the training of the preceptor, providing knowledge about the notions of didactic organization and active learning pedagogies with the purpose of better instructing the resident, making a partnership beneficial to both, since the preceptor will have an ally in the division of tasks.

Therefore, residential programs today constitute an important tool for professional qualification, often filling some graduation gaps, concomitantly with quality training for SUS service, and the preceptory is a fundamental activity to favor the process of construction of significant knowledge in human and professional training, aiming at a qualified training and excellence in the assistance provided by the professionals involved.

It is recommended, first of all, the development of new research, with high levels of evidence, given that nursing productions in this sense are mostly qualitative and that the subject matter is of great relevance as stated in this review; In addition, the proposed

objective of the study was reached and the practical application of the knowledge extracted from this review is indicated, as a way to meet the improvement needs evidenced in the teaching-learning process of resident nurses and preceptors, in order to guarantee the evolution of the teaching in nursing and, consequently, the professional performance of this category.

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