

INTERNATIONAL ACADEMIC EXCHANGE PROGRAM IN PERIOPERATIVE NURSING: EXPERIENCE REPORT AT GRADUATION

*INTERCÂMBIO ACADÊMICO INTERNACIONAL EM ENFERMAGEM PERIOPERATÓRIA: RELATO DE
EXPERIÊNCIA NA GRADUAÇÃO*

*INTERCAMBIO ACADÉMICO INTERNACIONAL DE ENFERMERÍA PERIOPERATORIA: INFORME DE
EXPERIENCIA EN EL CURSO DE GRADO*

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Submitted on: 2015/09/07

Approved on: 2015/12/11

ABSTRACT

This is an experience report on the achievement of academic exchange in Brazil by a nursing student from Portugal, registered at the Bartolomeu de Gusmao International Mobility Program, from August 11, 2014 to October 02, 2014. The aim was to describe the experience of a Portuguese nursing academic in an international exchange program in Brazil and her experiences within the perioperative nursing. The exchange program was developed together with the Graduate Nursing Program of the Federal University of Santa Catarina. The experience enabled the acquisition of new technical and scientific knowledge and the formation of academic ties, leading to the improvement of academic, cultural and personal training, from the interrelationship between theory and practice. The realization of this exchange program allowed meaningful and enriching experiences for the personal, academic and professional aspects, contributing to the internationalization process of the nursing course.

Keywords: Nursing; International Educational Exchange; Students, Nursing; Education, Nursing.

RESUMO

Trata-se de relato de experiência sobre a realização de intercâmbio acadêmico no Brasil por uma estudante de enfermagem de Portugal, cadastrada no Programa de Mobilidade Internacional Bartolomeu de Gusmao, no período de 11 de agosto de 2014 a 02 de outubro de 2014. O objetivo foi descrever a experiência de uma acadêmica de enfermagem portuguesa em programa de intercâmbio internacional no Brasil e suas vivências no âmbito da enfermagem perioperatória. O intercâmbio foi desenvolvido junto ao Programa de Graduação em Enfermagem da Universidade Federal de Santa Catarina. A experiência possibilitou a aquisição de novos conhecimentos técnico-científicos e a formação de vínculos acadêmicos, propiciando o aperfeiçoamento da formação acadêmica, cultural e pessoal, a partir da inter-relação entre teoria e prática. A realização desse intercâmbio possibilitou a vivência de experiências significativas e enriquecedoras para os aspectos pessoais, acadêmicos e profissionais, contribuindo para o processo de internacionalização do curso de Enfermagem.

Palavras-chave: Enfermagem; Intercâmbio Educacional Internacional; Estudantes de Enfermagem; Educação em Enfermagem.

How to cite this article:

Girondi JBR, Cerqueira ML, Amante LN, Hammerschmidt KSA, Fernandez DLR, Palma APLBZ. International academic exchange program in perioperative nursing: experience report at graduation. REME - Rev Min Enferm. 2016; [Cited ____ ____]; 20:e943. Available from: _____
DOI: 10.5935/1415-2762.20160013

RESUMEN

Se trata de un informe de experiencia de una estudiante de enfermería de Portugal del Programa Internacional de Movilidad Bartolomeu de Gusmão, sobre su intercambio académico en Brasil del 11 de agosto al 2 Octubre de 2014. El objetivo del estudio fue describir la experiencia de un académico de enfermería portuguesa en el programa de intercambio internacional en Brasil y sus experiencias en enfermería perioperatoria. El intercambio se llevó a cabo en el programa de grado en enfermería de la Universidad Federal de Santa Catarina. El intercambio le permitió a la estudiante adquirir nuevos conocimientos técnicos y científicos y establecer vínculos académicos, contribuyendo a la formación académica, cultural y personal a través de la interacción entre la teoría y la práctica. Además, al permitir vivir experiencias importantes y enriquecedoras en lo personal, académico y profesional, el intercambio también acelera el proceso de internacionalización del curso de enfermería.

Palabras clave: Enfermería; Intercambio Educacional Internacional; Estudiantes de Enfermería; Educación en Enfermería.

INTRODUCTION

Exchange programs and student mobility during the university period contribute to enlarge the horizons of graduate students in the foreign scenario, through contact with cultural diversity, allowing the exchange of experiences and facilitating the process for the development of partnerships between teachers and students.¹²

In Portugal, with the publication of the Legal System for Institutions of Higher Education by Law No. 62/2007, it was clearly established that one of the higher education missions was to promote effective mobility of students and graduates, both nationally and internationally. So, one of the tasks of higher education institutions in the country is to contribute to international cooperation and rapprochement between peoples, with particular emphasis on the Portuguese-speaking countries and European countries. After this, external and internal mobility of students and teachers has been intensified.

In this context, the internationalization of higher education aims at human development from the exchange of knowledge and extends cultural horizons and scientific and technological possibilities. In this perspective, students develop the ability to adapt to new contexts, initiative and fluency in foreign languages. For teachers, the exchange program provides exchange of knowledge, development of partnerships in research and insertion in international cooperation networks.

The Polytechnic Institute of Beja (IPB) offers to students of any area, during the graduation course, the opportunity to hold two international experiences, one in the study period and another in the training period. The Bartolomeu de Gusmão Program firms cooperation partnerships between some Portuguese universities and Federal Brazilian universities, with the aim of contributing to the strengthening of international dimension from the mobility of students, trainees and teachers. Any student of IPB may register to participate in exchanges through this program, respecting the number of places available and submitting to a specific selection process. Also, monetary grants are made available to the selected students in order to help them with stay and transport costs.³

Thus, this article aims to report the experiences of a Portuguese nursing academic during her international mobility between Brazil and Portugal.

METHODOLOGY DESCRIPTION

This is an experience report on the achievement of academic exchange program in Brazil by a nursing student from Portugal, registered at the Bartolomeu de Gusmao International Mobility Program, from August 11, 2014 to October, 02, 2014. This program allows students, in this case from the Polytechnic Institute of Beja (Portugal), to study at least one semester (minimum of four months) and a maximum of two semesters in a Brazilian University during a theoretical or training period.

Thus, a nursing student from IPB was selected to perform an exchange program in Brazil, in the Federal University of Santa Catarina (UFSC). Therefore, the selection of curriculum content in Brazil was made in order to include the content involving the third year of Nursing Graduation in Portugal, concerning the Nursing course curriculum in Medical-Surgical Specialties. In Brazil, the UFSC Nursing course curriculum has three disciplines related to medical-surgical area, selected so that there was equivalence with the area chosen for the exchange program: The Care in the Process of Human Living II – Surgical Condition of Health; The Care in the Process of Human Living III – Condition Critical of Health; and Oncology Nursing.

UFSC enabled the realization of theoretical and training Nursing classes at the Polydoro Ernani de São Thiago University Hospital (HU / UFSC), enabling experiencing situations within local nursing and culminating in the construction of this report. Activities totaled 152 hours, including theoretical activities interspersed with practical field activities.

EXPERIENCE DESCRIPTION

In Brazil, the academic could observe the nursing practice in the intraoperative period in the operating room of the University Hospital linked to the institution. During four days, she had the opportunity to watch surgeries such as pleurectomy, segmental hepatectomy, mouth tumor resection and appendectomy, and could verify the functions of nursing professionals in that environment. Within the scope of surgical clinic, the academic carried out activities that allowed practicing nursing techniques, performing care and understanding the differenc-

es in nurses' skills in Portugal and Brazil. In this regard, the theoretical disciplines are very similar, especially in theoretical content, and there is no difference in the dynamics of presentation thereof in the organization of theoretical and practical blocks. During this period it was also observed differences in the name given to some objects, diseases or conditions of the human being, which will be subsequently presented.

As an academic nursing, all times experienced in the academic context throughout the International Mobility Program were propitious to learning and teaching, to learn different techniques and concepts. It is highlighted that this exchange reflects the reality of and certain time and place, in which there was opportunity to identify differences in nursing practice, referring to the Portuguese reality.

Following, the experience reports will be presented according to the sections: professional category, work shifts, materials and instruments for the care, systematization of care, extension and research, legal and ethical aspects of nursing.

PROFESSIONAL CATEGORIES

In Portugal, Nursing is practiced only by nurses, who have degree in nursing course. In Brazil, this profession is practiced by nurses and nursing technicians, and each has different functions. However, it is important to reflect that, despite the functional differences between them, they work in harmony and complement each other, as they consolidate Nursing.⁴

Concerning the legal aspects of the nursing profession, Table 1 shows the exclusive competences of each professional according to the legislation of the country.

Regarding nurses' competences, during the practical period it was observed some differences in the daily responsibilities of nurses, for example, in Portugal, performing lung, heart and abdominal auscultation is not part of the nurses' competence, however, they should be able to interpret and analyze the physical examination performed by the doctor. With the exchange the academic understood that carrying out adequate and complete physical examination enables analyzing the patient's general condition, improving the quality of care provided by nurses. The implementation of the physical examination aims at individualized, holistic and humanized care, with scientific basis.^{5,6}

Also, it is not part of the nurse's competence in Portugal carrying arterial blood gas collection and drug scheduling. And in Brazil the academic had the opportunity to learn the technique and practice it; as well as drug scheduling. Arterial blood gas test is indicated in situations where there is basic-acid imbalance. In Brazil, the nurse is responsible for collecting blood, an act that requires specific knowledge and technical and scientific skills.⁷ Drug scheduling is an important responsibility of the Brazilian nurse because from the scheduling they organize the drug control plan set up for patients.⁸

Table 1 - Exclusive competences according to professional category of nursing (Brazil and Portugal)

Professional categories	Brazil	Portugal
Nurse	The nurse's functions are ruled according to two guidelines: the exclusive and those integrating the health team. The exclusive involve the leadership of the nursing team within nursing services and health facilities, the intervention with the patient in more urgent / emergency situations, nursing consultations, nursing prescription and drug scheduling. Regarding the duties as a member of the health team, it is the nurse's responsibility to participate in health education programs and remodeling projects of health facilities; participation in infection control programs; prescription of medications established in public health programs and in routine approved by the health institution. Still within this guideline, it is the nurse's competence to monitor development in the case of labor; and perform dystocic delivery.	The nurse has the same functions as the nurse and the nursing technician in Brazil, except for drug scheduling, since it is carried out by the doctor from a computer program. Only the doctor can prescribe medication in Portugal, the nurse does not have autonomy to do so, despite this has been continually debated. Assistance in labor and its conduction is only carried out by generalist nurse while the patient is assisted in emergency situations, since only nurses specialists in obstetrics work in this type of services and have skills to carry out dystocic delivery.
Nursing technician	The nursing technician performs mid-level activities, which involves guidance and monitoring of the nursing work in auxiliary degree. This professional's competences are specifically: to participate in programming nursing care; run nursing care actions (except those exclusive of nurses); participate in the direction and supervision of nursing work in auxiliary degree; make part of the health team.	In the absence of this professional category in Portugal, the nurse performs the duties that in Brazil are the nursing technician's responsibility. There is, however, another professional class, namely, the medical assistant, which, although are not part of the nursing team, work in a multidisciplinary team and help nurses in achieving comfort care and hygiene to the patient as well as in the feed. Such care can and should be made by them autonomously, whenever necessary. This category does not have training to perform invasive care in the patient. The medical assistant has the exclusive duty of caring for the hygiene of the material used in patient care.

WORK SHIFTS

Nursing is one of the professions in the health area that is organized in work shift regime. The workload for the organization of shifts is very different in the nursing practice in Brazil and in Portugal.

In Portugal, the nurse is allocated to 8-hour work shifts, which are organized in morning, afternoon and evening, with schedules, respectively, from 8 a.m. to 4 p.m., from 4 p.m. to 12 p.m. and from 12 p.m. to 8 a.m. In Brazil, nurses can perform shifts of 6, 8 or 12 hours, depending on their employment contract. The night shift is performed without interruption.

Another difference between the nurse's shifts in the two countries is the number of nurses per shift. In Portugal, in a unit comprising 30 beds, there is an average of three nurses in the morning, four in the afternoon and two at night shift. In the Brazilian university hospital, where this practice was held, there are, in the surgical inpatient unit, a nurse, a resident nurse and six nursing technicians. This organization influences the nursing work in direct patient care as part of their workload is directed to administrative work. It is stressed that this administrative function is decisive in the good performance of the whole nursing care, but in some situations it can distance the nurse from patients. It was also found that there are Brazilian nurses who manage to organize their work shift in a way that does not compromise the direct patient care in perioperative condition.

In this context, it is worth noting that in Brazil most hospitals make up the care network of the Unified Health System (SUS), the current public health system in the country. In these institutions, nursing performs significant care to the subject hospitalized, so the organization of the category's work, seeking models of organization of work, is essential and must be permeated by the comprehensive care to that patient.⁹

MATERIALS AND INSTRUMENTS FOR CARE

Comparing the two scenarios, there are differences in the materials and tools used in clinical practice. Although in both countries the Portuguese language prevails, there are differences in technical terms adopted, which represented the greatest difficulty experienced by the academic during the exchange. The terms used for naming objects and certain terminologies used in the care provided are shown in Table 2.

SYSTEMATIZATION OF CARE

Regarding the systematization of nursing, Portugal uses the International Classification for Nursing Practice (CIPE); and in Brazil this is very variable. In the context of the experience in surgical clinic, the academic learned to use the North Amer-

ican Nursing Diagnosis Association (NANDA). The great advantage of this learning was to have had the opportunity to handle and explore a different classification from CIPE. However, the internationalization of language is relevant so that, as a professional category, all can adopt the same terminology, increasing the understanding and safety of nursing care. From these learnings, the academic expanded her critical sense in relation to CIPE, highlighting the lack of space in this methodology on the justification for interventions so that nurses can be safeguarded and give reasons for their actions.

Table 2 - Use of terms (Brazil and Portugal)

English	Brazil	Portugal
Gauze	Gaze	Compressa pequena
Compress	Compressa	Compressa grande
Bandage	Atadura	Ligadura
Constipation	Constipação	Obstipação
Cold	Resfriado	Constipação
Bathroom	Banheiro	Casa de Banho
Toilet	Vaso sanitário	Sanita
Flush	Descarga	Autoclismo
Serum system	Sistema de Soro	Equipo
Condom catheter	Condom	Dispositivo urinário externo
Urinal	Papagaio	Urinol
Bedpan	Comadre	Arrastadeira
Urinary catheter	Sonda vesical	Algalia
Thyroid	Tireoide	Tiroide
PVPI	PVPI	Iodopovidona (betadine)
Dressing	Curativo	Penso
Sanitary	Absorvente	Penso higiénico
Band-aid	Band-aid	Penso rápido
Early mobilization	Mobilização precoce do paciente em período pós-operatório	Levante precoce

Note: some words differ only by accentuation and pronunciation.

EXTENSION AND RESEARCH

This experience aroused special interest in the surgical area, particularly on the care to ostomy patients because of the materials and tools used in nursing care to these patients. For this reason, and with great incentive of the faculty of UFSC, the academic participated in the Support Group to Ostomy People (GAO in Portuguese). The GAO is a continuous extension project whose aims are the quality of life and social inclusion of ostomy people with wounds and urinary and fecal incontinence, accompanied in their social support networks: their

caregivers; professionals; students; and health managers. In this process it was also established contacts for possible partnerships between universities, with the aim of developing research projects that might stimulate and develop new knowledge to improve care to patients.

This points to another major difference between educational institutions in Brazil and Portugal: scientific development and research. Compared to Brazil, in Portugal this aspect is still little explored. There are no extension or research groups at IPB and therefore the students do not have much involvement in research works. In CLE curriculum there is only an annual discipline related to research, however, it refers to theory and there are few opportunities to practice.

LEGAL AND ETHICAL ASPECTS OF NURSING

In Portugal there was not a legal basis to establish the responsibilities of nursing professionals until 1995, when the Rules for Nurses' Professional Practice (REPE) was created, which is based on Decree-Law No. 161/96 of September 4, 1996¹⁰, which provides information on the functions of the nurse. Nursing is practiced by the nurse who completed the Nursing Degree. For professional practice, the nursing graduate must receive the title of professional by obtaining a professional certificate issued by the Nurses Council.

In Brazil, the legal document that regulates the responsibilities of nursing professionals is Law No. 7,498, of June 25, 1986⁴, which states that nursing is practiced by the nurse, a high-education professional, and the nursing technician, a mid-level professional. There are also the categories nursing auxiliary and midwife, according to the legislation, but these have been vetoed in recent years, so that those who are practicing them are those who already had the title thereof when there was indication for their extinction, and new professionals have not been trained. In any of the professions, a nurse or nursing technician is only understood as such when they hold a diploma or certificate issued in accordance with the law and registered by the competent body.

CONCLUSION

The undergraduate nursing exchange program between Portugal and Brazil allowed meaningful and enriching experiences to the personal, academic and professional aspects. International mobility is a unique experience, with the opportunity to know the structure, routine and functioning of

the institution, being together with people who work there, with their culture, dialects, habits, adding value to professional and personal growth.

Different methods, materials and language used in Brazilian and Portuguese realities show cultural and care differences. Reflections on the classifications used in nursing, CIPE and NANDA allowed increasing knowledge and strengthening information that qualify nursing care.

Under the legislation scope there are special characteristics, with emphasis on Brazilian reality to perform nursing diagnosis, organization, assistance, management and education. Regarding the knowledge acquired about the different professional categories of nursing, according to the reality of Portugal and Brazil, the amplitude of the Brazilian teams was strengthened, with graduates and technicians.

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