

SUPERVISED INTERNSHIP IN SOCIAL NUTRITION: RECOGNIZING THE PERCEPTIONS OF SUPERVISORS IN PRACTICE SETTINGS

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ABSTRACT

This study aimed to identify perceptions of supervisors about Social Nutrition Internship. It is a qualitative research, with eight field supervisors, who answered an open questionnaire. The thematic content analysis was used, which emerged perceptions of the fundamental role of the supervisor associated with the adequacy of practical and theory-practice dissociation. The intern was considered important for the exchange of knowledge and daily tasks, although it was referred as a burden for the supervisor. Participants were ready to supervision but showed little clarity about what it means to be prepared to do so. These results emphasize the need for closer ties between academia and practice scenario to consolidate the stage as strengthening interface formation of student and supervisor, as well as health care.

Keywords: Professional Education; Higher Education; Public Health Professional Education; Human Resources Training.

RESUMO

Este trabalho objetivou reconhecer percepções de supervisores sobre o estágio em Nutrição Social. Trata-se de pesquisa qualitativa, com oito supervisores de campo, que responderam um questionário aberto. Empregou-se análise de conteúdo temática, da qual emergiram percepções do papel fundamental do supervisor associadas a suficiência da prática e dissociação teoria-prática. O estagiário foi considerado importante para troca de conhecimentos e para as tarefas cotidianas, embora tenha sido referido como sobrecarga para o supervisor. Os participantes mostraram-se dispostos à supervisão, mas evidenciaram pouca clareza sobre o que significa estar preparado para tanto. Conclui-se pela necessidade de aproximação entre academia e cenário de práticas, para consolidar o estágio como interface de fortalecimento da formação do estudante e do supervisor, assim como da atenção à saúde.

Palavras-chave: Educação Profissionalizante; Educação Superior; Educação Profissional em Saúde Pública; Formação de Recursos Humanos.

INTRODUCTION

The work of the health professional has the specificity of being directly linked to human beings, establishing as a relational activity that always meet with another subject in a social, cultural and historical context. Therefore, it is essential that the students develop skills and abilities throughout the training process to intervene in reality from this perspective (BENITO et al., 2012).

We propose that one of the most fruitful opportunities for development of these skills and abilities is the supervised internship, a process for which the supervisor's contribution is crucial to expanding the student's theoretical and practical knowledge and training a critical and reflective professional, able to act meeting the demands of the population (KILMINSTER et al., 2007).

In the same way, the National Curricular Guidelines (DCN), guiding synthesis of the training process in Brazilian higher education (PEREIRA; LAGES, 2013), presents its principles, to strengthen the link between theory and practice, valuing practices (BRAZIL, 2001a) and establishing the practice to be developed under faculty guidance supervision of nutritionists of practice scenarios (BRAZIL, 2001b).

Therefore, internships arise as important spaces, although not the only one to achieve the articulation between theory and practice and the development of skills and expected skills of graduates of nutrition courses, including the continuing education, whether explicit, that "professionals must be able to continuously learn, both in their training and in their practice" (BRAZIL, 2001b).

Considering the formation of nutritionists should consider the social health needs (BRAZIL, 2001b), it must be the direction of a different professional training, focused on health care in response to social demands, which now requires a rethinking in practice, given the complexity of social health production process (PINHEIRO et al., 2012). Then, we expect that the training process enable the student to develop to understand and act on the specific health needs of the population (SOARES; AGUIAR, 2010).

Based on the above, and that the teaching-learning process in the internship requires the involvement of three actors - student, teacher and professional practice scenario (BOUSSO et al, 2000) – it is fundamental the attitude to be able to assess, monitor and plan actions to qualify it. In this context, this study aimed to recognize the perceptions of supervisors nutritionists of the Social Nutrition internship developed in their areas of professional practice.

METHODOLOGY

This study is part of a project matrix (*Political-pedagogical project: activator instrument changes in the training of nutritionists*) and was developed into a Community University in the state of Santa Catarina.

The internship in Social Nutrition is performed in the last two stages of the course in partner institutions with the University, lasting 240 hours, as provided by the corresponding DCN (BRAZIL, 2001b). It aims to train nutritionists who have their attention focused on the community. Thus, subsidized by the health profile study identified for the population in the internship area, each student prepares a project, which should include planning, coordination, execution and evaluation of health promotion and disease prevention to be developed with different actors in the practical scenario.

Among the actors with whom it is expected that the student interacts, there are workers and users of health services, schools, staff, parents and teachers of public schools, community members active in community centers, community centers and other social organizations in the same territory.

Students plan and develop the internship under faculty guidance and supervision of nutritionists' internship sites. This monitoring process consists of monitoring, guidance and evaluation of the intern by a nutritionist in the practice scenarios, a professional who is responsible also, given the dynamic reality of this context, to suggest changes and delegate other activities not initially planned and arising as demands of the population or services and organizations in the territory training field.

Regarding the methodological procedures, the fact that the aim of this study was centered on recognizing perceptions of the subjects, it led to the choice of developing it under a qualitative approach, which operates with the description of the phenomena and the understanding and interpretation of the meanings attributed by people with experiences (MINAYO, 2012).

The 16 supervisors/nutritionists of the Social Nutrition internship at the University of this research that were in operation in the second half of 2012 were informed about the research and invited to participate. The eight nutritionists who agreed to cooperate with the investigation signed the Informed Consent form. After that, they answered a questionnaire with seven open questions regarding the supervisor's perceptions about their role in the training of students, the student's influence on their workplace, the factors that facilitated or hindered the development of their professional activities attended by the intern, the structure and improvement possibilities, and their willingness and preparedness to receive and monitor trainees (ITO, 2005).

For data analysis, we chose the thematic content analysis technique, developed in three stages: pre-analysis, material exploration, and processing/interpretation of results (MINAYO, 2010). In this analysis development, the starting point was the analytical categories defined a priori, according to the purpose and research instrument: the role of the supervisor, the presence of the intern in the practice scenario, the Social Nutrition internship, disposal and preparation for supervision.

To understand the internal logic of the group of subjects in this study, for each analytical category, we sought to recognize the convergences and divergences of meanings produced by statements from the participants, grouping the data according to the themes that emerged from this process of understanding and interpretation. Statements of the participants were presented throughout the text by cuts followed by the letter S (supervisor) and the questionnaire number to illustrate the main findings of the analysis and its theory.

The project that originated this study was approved by the Research Ethics Committee (report number 181/2012) and met the ethical guidelines of research involving human beings.

RESULTS AND DISCUSSION

The eight nutritionists (the internship supervisors) who agreed to participate were the subjects of this research group. The participants' statements were based on analytical categories defined a priori, and within each of them, the perceptions of the subjects produced meanings that were grouped into empirical categories (Table 1).

The discussion theorized of analytical and empirical categories that emerged from this study, illustrated by cutouts of the testimonials that support it, is presented below.

Table 1. Analytical and empirical categories about the perceptions of supervisors of the Social Nutrition internship, SC, in 2016.

Analytical Categories	Empirical Categories and sub Categories
The supervisor's role	<ul style="list-style-type: none"> - General perception - To bring the opportunity for practical experience <ul style="list-style-type: none"> a) practice sufficiency b) dissociation between theory and practice - Co-participant in mediating the process of teaching and learning
The presence of the intern in the practice scenario	<ul style="list-style-type: none"> - Favorable perception <ul style="list-style-type: none"> a) exchange possibility b) operational capacity c) critical and reflective capacity - Unfavorable perception <ul style="list-style-type: none"> a) intern as nuisance/discomfort b) intern as overload
The internship in social nutrition	<ul style="list-style-type: none"> - Dynamic and appropriate process, in an improving movement (but still) - Fragmented - (and showing a) Need for approaching academic and practice scenario
Availability and ability for the supervision	<ul style="list-style-type: none"> - Favorable availability - General perception about "being prepared"

Source: the authors, 2016.

The supervisor's role

The supervised internship favors the student to recognize the professional field in that he is inserted (MARRAN; LIMA, BAGNATO, 2015). During the internship, the student accompanies, observes and assists the nutritionists in their professional activities, gradually in a more autonomous way to the extent that he assumes himself as a protagonist of the training process.

In this sense, the nutritionist supervisor plays a key role in student learning, and should be focused and ready to take on this function. Assuming the student has a lot to learn and a lot to teach, we argue that the process of learning in the practice scenario should be, first, a mediation process, building bridges between scientific knowledge and social practice.

In an emancipatory perspective, teachers, supervisors and students are mutually involved in the processes of teaching and learning. The awareness of this reciprocity, becoming viable in the course of training and permanent transformation, strengthen the construction of subjects' autonomy (WACHOWICZ, 2009).

In this study, supervisors considered their key role in the training of interns, although some of them have not explained what aspects are important or what elements give concreteness to their role:

I think the role of the nutritionist supervisor is of fundamental importance to the intern (S8).

The outline presented indicates a general perception of their role in the training of future professionals, which may reflect a lack of clarity about the process of training. Ignoring the essence of the process, the subject does not perceive himself in the course of this process, failing to define his role or argue about his importance.

Other respondents placed the importance of the supervisor's role in the practice level:

It is of great importance since it is in practice what we learn how it really is, everything is not always as ideal as the theory brings us (S1).

I believe the internship is the moment when the student experiences what their future profession will provide them (S2).

[...] Not everything on a paper is applicable in practice; we have to work within the local reality (S4).

Besides considering their fundamental role in training future professionals, these respondents exceeded this most superficial level of perception, justifying their relevance by the fact that the intern should create the practical experience. They explained this overvaluation of the practice in the sense that it enables students to develop important skills for promoting quality of life in communities, through exercising to take positions and act in concrete reality (RECINE et al., 2012).

However, some subcategories of meanings emerge from the presented cuts and deserve further reflection. Some statements (especially S1 and S2) denote certain devaluation of the theory, with an idea of sufficiency of the practice, from which it follows the implicit sense that the internship is the moment of true learning. In the same vein, another category identified in the highlighted records is the dissociation between theory and practice (S1 and S4).

At this point, we emphasize that theory and practice are inseparable dimensions of teaching-learning process, that is, one does not exist without the other, in a reciprocal relationship in which the theory is reformulated from the real needs and provides grants for accomplishing practice (ALMEIDA et al., 2009). Thus, perceptions highlighted are partial, and express to some extent a power struggle between the professional performance context and academia.

It is noteworthy that these views represent a misconception that reduces training opportunities, and that theory and practice are intertwined and need to be thought as a unit, as a whole in its diversity (ASSIS, ROSADO, 2012).

In this study, it is evident the concern of the nutritionist to interact with the students through his practical experience. However, we stress the relevance of the practice permeated by theory, in a dialogical perspective that provides opportunities to reflect, because the student does not always have sufficient elements for doing this weighting, running the risk that he just learn to reproduce actions sometimes in situations where they are not even suitable (PIMENTA; LIMA, 2004). The lack of clarity on these issues create expectations that the internship is a direct transposition space from theory to practice (ASSIS, ROSADO, 2012). Thus, it is common to hear that “in practice, the theory is different”.

However, it is necessary that those involved in the training process, especially under the internship, reflect and understand that the internship is a time of theoretical and practical unity precisely because it allows a practice based on a theory confronted to the reality, in a dialectical perspective that interrelates both, recreating them in everyday life (LIMA, 2004).

This is not to deny the importance of practice in the training process, but to understand it as a social practice produced in everyday concrete and permeated with meanings (FERNANDES, 2010). In addition, it does not overvalue the theory, but to understand the practice in internship as transformative, both for academic as for the work context in health, when it articulates the theoretical knowledge with the experienced fact. Therefore, from skills developed during the training process, the student can contribute to change and innovate the space of health services (BENITO et al., 2012). From this point of view, the theory is always different in the confrontation with the realities of practice scenario, because when it is reflected, rebuilt and renovated it will not be the same anymore.

On this point, Fernandes (2010) argues that the theory and practice polarization does not consider the complexity of the world of life and work, dichotomizing the very act of knowing, alienating individuals and reducing their reality transformation possibilities.

Continuing the analysis, some respondents expressed a perception of the supervisor's role as co-participant in the training process:

As a facilitator and educator because is the closest professional when carrying out the activities (S5).

The role of teaching, guiding (S4).

From these records, a new category of sense about the supervisor's role arises, as the mediator in the teaching and learning process in the practice scenario. In this logic, Bousso et al. (2000) state that the internship is essential to the formation of the student, representing a peculiar moment of learning, which provides reflection on professional practice and critical view about the dynamics of the relationships in the institutional field, with supervisory support as a dynamic and creative process to enable the (re) construction of knowledge.

Recognizing the importance of internship for academic training, the Federal Board of Nutritionists (CFN in Portuguese) states that supervisor is a facilitator in the learning process, contributing to the training of the intern within the ethical principles that guide professional practice (CFN, 2008). Thus, we reinforce that it is up to the supervisor participating in the training process from the practice scenario, monitoring and evaluating, in close relationship with the teacher, the student development, facilitating and mediating his integration to the service, the health team and the reality (BOUSSO et al., 2000).

Benito et al. (2012) reiterates that the supervisor-student partnership is enriching, because the active presence of the supervisor, leading the process of teaching and learning during the internship, allows the student to understand the reality and develop his actions based on this understanding, contributing to improve the population health.

In the same perspective, this partnership is a fertile space-time to building and strengthening skills for lifelong learning, in that the internship represents an opportunity, as proposed by Ceccim (2005), to discuss the practices in everyday work and references that guide them. If not, Silva et al. (2010, p.559) warned, "The theory fades away in the discourse and practice happens for the primacy of actions".

The presence of the intern in the practice scenario

Respondents reported that the intern is an important and positive influence, and one of the supervisors highlighted the student is both favorable and unfavorable influence:

(...) positive and negative influences because while collaborating in our work, can also mess up when he really interferes with my function (S3).

The negative aspect pointed out in this statement may mean limited availability of the supervisor for interacting with the intern, or the perception of the intern as a kind of nuisance, discomfort factor for the supervisor. This can be exacerbated by the possibility that the student brings, of the training process, to develop critical reading and analysis of reality, culminating in proposing new ways of doing, supported by theorized reflection.

We understood that this perception is indicative of the profound challenges facing the implementation of a stronger link between interns, teachers, and supervisors in practice scenarios (ASSIS, ROSADO, 2012). However, any training proposal that is based on a partnership between academia and services, being complex to manage (ALONSO, 2003), requires construction founded in a collective debate. It is worth considering that the processes involved in the formation go beyond the theoretical and conceptual changes, also involving institutional relationships for dealing with skills, values, and interests, sometimes crystallized and hegemonic, which can create conflicts and pressures, requiring time to maturation and construction (RECINE et al., 2012).

Among the favorable aspects of the presence of the trainee, there is the perception of exchanging as a synthesis category of directions that emerged from reports of the supervisors:

There was an exchange of knowledge; it is always good to have new ideas to share (S1).

The intern is collaborating, presenting new ideas (S3).

Personally, I love the fact that there are interns in my area, because we always have things to learn from them, which are always updated at the University (S8).

Other respondents attribute meanings more connected to operationalization in the everyday tasks as a favorable aspect of the presence of the intern:

As someone who comes to add up and help in carrying out activities (S5).

From the statements, we can infer that the influence of the student in internship site is viewed predominantly as favorable. The two factors that most contribute to this perception are the updated knowledge brought by the student from the University, enabling the exchange and the strengthening of the theory-practice relationship, and assistance in the supervisor's daily tasks, since he is usually overwhelmed with his functions. According to Chaud and Abreu (2011), one of the factors that contribute to this overhead is the growing work demand on the nutritionists currently, leading them even to assume activities that are not their assignments.

All supervisors said that the intern facilitates the development of their activities by operating aid in the routine tasks of training camp, which can also indicate a vision of the intern as an operator of tasks and therefore a favorable perception of the student based on his ability to operationalize:

Assistance in activities that cannot always do for lack of time (S1).
They contribute in a positive way; we cannot do all (S4).
Assistance in nutrition education activities, nutritional assessment and acceptability tests (S7).

Besides this view, one respondent showed an enlarged perception, recording the student's contribution to assistance in daily tasks or the exchange of learning, giving a sense that signals to the development, by the student, of the expected analytical, critical and reflective profile:

There are many facilities; it is a person watching with another view the progress of the unit with new ideas (S5).

To develop skills, improve knowledge, know the local reality and seize the opportunities that the internship offers, it is important to the student having a collaborative attitude, being willing to assist the nutritionist, and being proactive. Thus, the student may propose interventions based on the readings about the reality, in permanent confrontation with the theory, so that he may identify problems, critically reflect, and assume a protagonist attitude, proposing alternative solutions.

At this point lies an important contribution that internship provides to vocational training, establishing itself as a space-time of significant learning for students, through the strengthening of a critical-reflexive attitude (MARRAN; LIMA, BAGNATO, 2015).

The study of Pinheiro et al. (2012) stresses that reflection is a core competency of the training profile expected for the student who needs to develop awareness of his role in the reality in which he is inserted, reflecting on how nutrition applies in this context. The supervisor, who also developed such competency, must be open to the exchange of knowledge, demonstrating interest and awakening the intern's engagement. For that, a good relationship between student and supervisor is involved with a better use of the opportunities that the internship can offer both, constituted as a practice of permanent learning, understood as the production of knowledge from the experienced reality and from coping the everyday problems based on attitudes of curiosity and transformation (CORRÊA; BARBOSA; SERPA FILHO, 2013).

However, some supervisors reported feeling difficulties in the development of daily activities due to the interns' presence, pointing to unfavorable aspects of coexistence, in addition to those already mentioned. Among the reasons, they mentioned the student's impatience, trying to perform all activities as soon as possible, and the supervisor's little time available to follow the intern due to overwork. One of the statements stands out because the supervisor claims the intern causes waste of time, assigning him the meaning of burden or overload:

It hinders our work, we have to give attention to them; we waste time answering their questions, forwarding mail, lending materials and so on... (S3).

The restricted time can be a great complicating factor when considering the volume of tasks assigned to the nutritionist, who usually has no peers in the teams. This situation even can lead the intern to assume the role of the professional under certain conditions, and after

the training program ends, the service availability disappears and entails the discontinuation of the nutritional care provision to the community (PINHEIRO et al., 2012).

However, the supervisor's overloaded work routine could strengthen the intern's role as an important facilitator if a collective planning process, involving the supervisors of practice settings, preceded the internship development. The collective could qualify the process because the student would have opportunities to contribute reflexively with the everyday tasks of the service without becoming a nuisance or overloading the supervisor.

Nevertheless, it is necessary to consider the nutritionist's activities. The supervision in practice scenario is deeply influenced by precariousness of work conditions in contemporary times, resulting in intense and extensive working hours and reduced time dedicated to the intern, especially based on the effective co-participation in the training process (ASSIS; ROSADO, 2012).

In addition to the nutritionist and the teacher, the student must take a lead role in this process. In a practical scenario, he should have the ability to take - in a growing movement - attitudes and demanded postures of a professional future, essential for the development of the self-regulatory capacity of learning. Perrenoud (1999) conceptualized it as the ability of subjects to manage their projects, their progress and their choices regarding the strategies to be used on the tasks and obstacles.

Alonso (2003) points out that the supervised practice should be a space that encourages freedom and autonomy, as students become part of the network of social relationships in the workplace because in daily practice to be a health professional, students are strengthened for taking decisions and take positions.

The internship in social nutrition

In the scope of this analytical category, we analyzed the supervisors' data on their perceptions about the organization of the internship and about what could improve its development.

The reports demonstrate a favorable perception of supervisors about the structure of this internship, in the sense that it is adequate and improving:

The structure appears to be adequate (S1, S3, S4, S8).

It is improving more and more (S2).

It is better now if compared to other years (S6).

Despite the positive reports, nutritionists have made many considerations regarding the structure component of the course, observing it as fragmented:

Lack of hours, once a week is not enough for [the intern] follow the reality of training camp and give continuity to the actions proposed (S1).

It should be more flexible about the day that the internship is performed in the unit (S5).

Currently, the internship is held concurrently with other disciplines. This curricular organization makes the internship developed on a fixed day of the week, hampering the participation of students in activities in the training field outside this day. This issue remains

as a challenge to the curricular training in social structure nutrition, which deserves attention and public debate to promote more effective participation of the intern in the routine of training camp, strengthening their integration into the practice scenario.

A positive aspect of this study was the evidence that the internship is being realized as a dynamic process, managing to advance in their structure and organization:

I believe that is improving more and more. I've had other interns at the same university and see the change that has occurred. At first it was more directed to nutrition education, unlike this internship, I realized that is directed to the reality and needs of the local internship (S2).

The structure of the subjects is better [if] compared to other years (S6).

The internship is getting involved the academic throughout the community (S7).

Among the suggestions for improvements, there are several questions. The most cited were the most frequent presence of teachers in training camp and greater contact with the supervisor, indicating the need for closer ties between academia and practice scenarios:

The presence of the teacher is also important to bring greater security to the intern (S1).

There is more contact between nutritionist and teacher (S5).

We can see that nutritionists feel the need for greater contact and involvement of the teacher, reaffirming the importance of intensified coordination between the actors involved in the internship development (ASSIS, ROSADO, 2012). It is believed that the presence of the teacher brings greater security for both the student and for the supervisor, promoting the development of the professional to the supervisory process.

The relationship between the teacher, supervisor and student is critical to the formation process because the attitudes and positions taken by the teachers, guide the intern through the application of knowledge to the situations experienced, highlighting a link between what they studied at the academy and held practice in the scenario, reducing the gap between teaching and service and as an important area of continuing education.

In this sense, it is reinforced the suggestion given by respondents that the activities of the internship course, to be planned, in advance and agreed with the supervisor, denouncing their relative exclusion of the planning internship. The participation of the supervisor from the planning internship is essential, and partnership in the construction and development of the internship projects, including students, teachers and supervisors, enriching the practice from the multiple perspectives that focus on it (ALONSO, 2003). In addition, the strengthening of these personal and institutional relationships can contribute to what Recine et al. (2012) refer to as maturation and overcoming conflicts and pressures in the training process.

Layout and prepare for the supervision

All nutritionists were ready and available to receive interns, considering prepared to supervise them. However, participants did not provide specifics on these perceptions, identifying general answers that have not advanced in thinking about the “be prepared for supervision”. This finding is suggestive of certain fragility about understanding supervisors

about their duties and corroborates the finding of Assis and Rosado (2012) that there is difficulty in defining supervision, despite the recognized importance of their role in the training process.

Here, there is the testimony of a nutritionist that deals with the duty to contribute to the training of future professionals, only allusion to this important assignment nutritionist:

It is our function to help the intern formation (S3).

It is noteworthy that among the expected competencies and skills nutritionist and expressed in DCN, establishes that health professionals have a responsibility and commitment to training - including internships - future generations of professionals (BRAZIL, 2001b). Also, the code of ethics of the profession when dealing nutritionist relationship with students, of course, to establish as an professional ethical duty to take responsibility in monitoring and mentoring of interns, contributing to the ethical, scientific-technical and cultural student (CFN, 2004).

Going back to the fact that they felt themselves prepared (or not) to receive interns, it is suggested that this issue should be explored in greater depth in future studies, starting with the approach of what supervisors consider 'to be prepared', and to what extent they feel free to express their doubts about that. This problem is shown because supervisors expressed the need to opportunities for training and updating, indicating that professionals recognize the existence of demands for continuing education, professional development level and even, to prepare pedagogically to supervision.

In the same way, the perception on the intern as a source of annoyance or discomfort, perhaps due - at least in part - to his potential capacity for critical and reflective analysis as well as to his protagonist posture, leads us to the need to rethink the preparation of the professional for supervising the interns and also the possibilities to qualify him for that.

It is noteworthy at this point that the professional training, included the supervisor, should move, and can be developed from closer ties between academia and practice scenarios (ASSIS, ROSADO, 2012), encouraging lifelong learning processes and continuing education. It is stressed that the responsibility of higher education institutions with the organization and the quality of the academic process is not limited to actions directed to students and teachers, must incorporate the training of supervisors. Therefore, it is essential to strengthen the dialogue at the institutional level, involving the different actors involved in the training process (SILVA; HILLESHEIM; SOARES, 2009).

In this sense, the teacher can act as a supporter in the formation and development of the student's supervisor, encouraging reflection on the everyday practices and thus increasing the intervention of reality (CASTRO; CAMPOS, 2014). Studies in this area are still scarce in the context of nutrition, revealing the relevance of new investigations may thicken understanding the experiences of different actors for the internship, giving the opportunity to know and propose monitoring strategies aimed at the construction of autonomy in the training process (CHAUD; ABREU, 2011).

FINAL CONSIDERATIONS

From the reflection developed in this study emerged several important observations. Among the potentialities, we highlight the perception on the internship as a dynamic process in a continuous improvement movement, in which the presence of the intern represents an

opportunity to exchange learning. On the other hand, we recognize a relative lack of clarity about the meaning of “being prepared for supervision” and on the supervisor’s role in the training process, in addition to a view in which theory and practice are dissociated. Besides, “supervision” in the practice scenarios arises, to some extent, as a burden to the professional.

However, it is important to resume one of the aspects that we consider the most important in all of this analysis, and once it is faced probably will resonate favorably on the other issues discussed: the reality we visited in this study calls for an approach movement between academia and practice scenario. In other words, the subjects in this study pointed to the need for strengthening teaching-service integration.

It should be noted again that the student, the teacher, and the supervisor have an essential role in the teaching-learning process. From the research findings, we reinforce that contact, dialogue and joint and participatory planning, involving these actors, is a feature to initialize the suggested approach movement. We argue, in this logic, that internship may represent an important interface on which are strengthened permanent education processes, and the professional training ones, with favorable repercussions on the health care of the population in the territories of practice scenarios.

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