

**INTERNATIONALIZATION OF NURSING EDUCATION: EXPERIENCE REPORT
ON THE BRAZIL-UNITED STATES PARTNERSHIP IN THE PET-NURSING
PROGRAM**

**INTERNACIONALIZAÇÃO DO ENSINO DE ENFERMAGEM: RELATO DE
EXPERIÊNCIA DA PARCERIA BRASIL-ESTADOS UNIDOS NO PROGRAMA
PET-ENFERMAGEM**

**INTERNACIONALIZACIÓN DE LA EDUCACIÓN EN ENFERMERÍA: INFORME
DE EXPERIENCIA SOBRE LA ASOCIACIÓN BRASIL-ESTADOS UNIDOS EN
EL PROGRAMA PET-ENFERMERÍA**



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ABSTRACT

Introduction: The internationalization of nursing education is crucial for developing intercultural competencies and expanding critical perspectives on healthcare systems. In Brazil, international cooperation initiatives, especially those that do not require physical mobility, are still scarce in undergraduate programs.

Objective: To report the experience of implementing the Internurse Project, an internationalization initiative developed by the Tutorial Education Program (PET) in Nursing at the Pontifical Catholic University of Campinas, during 2024 and 2025.

Method: This is a descriptive and qualitative experience report on virtual international cooperation activities between Brazilian students and professionals from the Department of

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Health of Sarasota County, Florida, United States. In 2024, under the name PET-Enfermagem Sem Fronteiras (PET-Nursing Without Borders), weekly hybrid meetings were held. These meetings focused on the reading, translation, and discussion of scientific articles in English, mediated by nurse Aleksandra Fitzgibbons, with a focus on a comparative analysis of the Brazilian and US healthcare systems in the areas of sexual and reproductive health and family planning. In 2025, the project was renamed Internurse. Activities focused on the trilingual translation (Portuguese, English, and Spanish) of an educational booklet on pregnancy, the discussion of clinical case studies (Stroke and Sepsis), and the preparation of this experience report.

Results: The activities resulted in improved language skills, the development of comparative critical thinking about healthcare systems, the strengthening of scientific writing skills, and the consolidation of a collaborative and internationalized posture among participants. Multilingual educational materials, scientific articles, and the present report were produced.

Conclusion: The project evidenced the potential of virtual internationalization as a viable and democratic strategy to broaden the education of nursing students. It reaffirms PET's role as a space for formative excellence, contributing to the preparation of professionals capable of working in globalized contexts.

Keywords: Nursing. Education. Baccalaureate. International Cooperation. International Educational Exchange. Health Human Resource Training.

RESUMO

Introdução: A internacionalização da educação em enfermagem é crucial para desenvolver competências interculturais e expandir a visão crítica sobre sistemas de saúde. No Brasil, iniciativas de cooperação internacional, especialmente as que dispensam a mobilidade física, ainda são raras na graduação.

Objetivo: Relatar a experiência de implementação do Projeto Internurse, uma iniciativa de internacionalização desenvolvida pelo Programa de Educação Tutorial (PET) de Enfermagem da Pontifícia Universidade Católica de Campinas, nos anos de 2024 e 2025.

Método: Trata-se de um relato de experiência descritivo e qualitativo sobre atividades de cooperação internacional virtual entre estudantes brasileiros e profissionais do Departamento de Saúde de Sarasota County, Flórida, Estados Unidos. Em 2024, sob o nome PET-Enfermagem Sem Fronteiras, foram realizados encontros híbridos semanais. Esses encontros focaram na leitura, tradução e discussão de artigos científicos em inglês, mediados pela enfermeira Aleksandra Fitzgibbons, com foco na análise comparativa dos sistemas de saúde brasileiro e americano nas áreas de saúde sexual, reprodutiva e planejamento familiar. Em 2025, o projeto foi rebatizado como Internurse. As atividades concentraram-se na tradução trilingue (Português, Inglês e Espanhol) de uma cartilha educativa sobre gestação, na discussão de estudos de caso clínicos (Acidente Vascular Cerebral e Sepse) e na elaboração deste relato de experiência.

Resultados: As atividades promoveram a melhoria das habilidades linguísticas, o desenvolvimento de um pensamento crítico comparativo sobre os sistemas de saúde, o fortalecimento da escrita científica e a consolidação de uma postura colaborativa e

internacionalizada entre os participantes. Como produtos, foram gerados materiais educativos multilíngues, artigos científicos e o presente relatório.

Conclusão: O projeto demonstrou o potencial da internacionalização virtual como uma estratégia viável e democrática para ampliar a formação dos estudantes de enfermagem. Reafirma, assim, o papel do PET como um espaço de excelência formativa, preparando profissionais aptos a atuar em contextos globalizados.

Palavras-chave: Educação em Enfermagem. Cooperação Internacional. Intercâmbio Educacional Internacional. Bacharelado em Enfermagem. Capacitação de Recursos Humanos em Saúde.

RESUMEN

Introducción: La internacionalización de la educación en enfermería es crucial para desarrollar competencias interculturales y ampliar la visión crítica sobre los sistemas de atención médica. En Brasil, las iniciativas de cooperación internacional, especialmente aquellas que no requieren movilidad física, aún son escasas en los programas de pregrado.

Objetivo: Informar la experiencia de implementación del Proyecto Internurse, una iniciativa de internacionalización desarrollada por el Programa de Educación Tutorial (PET) en Enfermería de la Pontificia Universidad Católica de Campinas, durante 2024 y 2025.

Método: Se trata de un informe de experiencia descriptivo y cualitativo sobre actividades de cooperación internacional virtual entre estudiantes brasileños y profesionales del Departamento de Salud del Condado de Sarasota, Florida, Estados Unidos. En 2024, bajo el nombre PET-Enfermagem Sem Fronteiras (PET-Enfermería Sin Fronteras), se llevaron a cabo reuniones híbridas semanales. Estas reuniones se centraron en la lectura, traducción y discusión de artículos científicos en inglés, mediadas por la enfermera Aleksandra Fitzgibbons, con un enfoque en el análisis comparativo de los sistemas de salud brasileño y estadounidense en las áreas de salud sexual, reproductiva y planificación familiar. En 2025, el proyecto fue rebautizado como Internurse. Las actividades se enfocaron en la traducción trilingüe (Portugués, Inglés y Español) de un folleto educativo sobre el embarazo, la discusión de estudios de casos clínicos (Accidente Cerebrovascular y Sepsis), y la elaboración de este informe de experiencia.

Resultados: Las actividades promovieron la mejora de las habilidades lingüísticas, el desarrollo de un pensamiento crítico comparativo sobre los sistemas de atención médica, el fortalecimiento de las habilidades de redacción científica y la consolidación de una postura colaborativa e internacionalizada entre los participantes. Como productos, se generaron materiales educativos multilingües, artículos científicos y el presente informe.

Conclusión: El proyecto evidenció el potencial de la internacionalización virtual como una estrategia viable y democrática para ampliar la formación de los estudiantes de enfermería. De esta manera, reafirma el papel del PET como un espacio de excelencia formativa, contribuyendo a la preparación de profesionales capaces de trabajar en contextos globalizados.

Palabras clave: Enfermería. Educación. Bachillerato. Cooperación Internacional. Intercambio Educativo Internacional. Formación de Recursos Humanos en Salud.

1 INTRODUCTION

The Nursing Tutorial Education Program (PET) of the Pontifical Catholic University of Campinas, regulated by Arts. 1st and 2nd of Law No. 11,180/2005, constitutes a strategic initiative aimed at providing undergraduate students with an excellent education. Its central purpose is to promote initial and continuing professional training, based on the articulation between teaching, research, and extension, ensuring that the student has direct contact with activities that strengthen not only their technical competence but also their intellectual autonomy, critical vision, and ethical-social commitment (Brasil, 2006). To achieve these objectives, the program is structured into groups composed of scholarship and volunteer students, under the guidance of a tutor, providing a collaborative learning environment where scientific production and care practice constantly dialogue (Brasil, 2006).

The 2024 Report of the Nursing Tutorial Education Program (PET) of the Pontifical Catholic University of Campinas highlighted the diversity of actions carried out by the group throughout the year, which materialized the axes of teaching, research, and extension, significantly contributing to the academic training of students (Relatório anual consolidado PET-ENFERMAGEM, 2024). These activities reaffirm the program's commitment to comprehensive training and the development of essential competencies for qualified professional practice in nursing (Silva; Cruz; Camargo, 2011).

The internationalization of nursing education has been recognized as a fundamental strategy for developing intercultural competencies, broadening the critical view on health systems, and strengthening practice based on global evidence (Stieven *et al.*, 2021). In the Brazilian context, initiatives that promote the exchange of knowledge between different sanitary realities contribute to the training of professionals better prepared to work in diverse scenarios and with a greater capacity for comparative analysis of public health policies (Marin *et al.*, 2021). Exposure to distinct care models allows students to understand the particularities, challenges, and potential of each system, enriching their critical-reflective training (Puggina *et al.*, 2023).

In this context, among the activities developed in 2024, the PET-Nursing Without Borders project stands out, later renamed Internurse in 2025, an internationalization initiative aimed at the nursing area during the undergraduate period. The change in nomenclature reflects the maturation and consolidation of the proposal, which seeks a more direct and recognizable identity in the international academic scenario (Relatório anual consolidado PET-ENFERMAGEM, 2024; Relatório anual consolidado PET-ENFERMAGEM, 2025). The

project established a strategic partnership between the Unified Health System (SUS) of Campinas and the Department of Health of Sarasota County, Florida, United States, a region selected because it presents demographic characteristics and epidemiological challenges that enable relevant comparisons with the Campinas reality, in addition to having professionals interested in establishing bridges of technical-scientific cooperation in the field of public health.

The initiative combined a comparative study of the Brazilian and US care models, translation of educational materials to expand access to health information, knowledge exchange through virtual lectures, and the production of various academic products, aiming to broaden the reach of health education in both contexts (Relatório anual consolidado PET-ENFERMAGEM, 2025). The specific objectives of the project include: a) comparatively analyzing the structures, organization, and practices of the Brazilian and American health systems; b) promoting the exchange of experiences and knowledge between nursing students and professionals from both countries; c) developing and translating educational materials that can be used in different cultural contexts; and d) fostering scientific production and the dissemination of knowledge in the field of international public health (Relatório anual consolidado PET-ENFERMAGEM, 2025).

The project thus seeks not only to strengthen academic nursing education through international experience but also to contribute effectively to the improvement of health services in both communities, promoting an exchange of experiences that enriches both Brazilian and North American professional practice in the realm of public health (Ventura, 2015). By integrating distinct perspectives on care, management, and health education, Internurse represents a significant advance in preparing future nurses to work in an increasingly globalized and interconnected world (Ventura, 2015).

The existence of this experience report is justified by the sharing of experiences during the construction of the activity developed by the student group of the Tutorial Education Program (PET), offered by the School of Nursing at the Pontifical Catholic University of Campinas (PUCAMP). The activity, within the teaching axis named "PET-FRONTEIRAS" in 2024 and "INTERNURSE" in 2025, was carried out in the years 2024 and 2025 and is international in nature, focusing on student engagement in the area of expertise. The objective is to demonstrate the gains obtained through this activity in the academic trajectory of the participating PET students, in addition to the difficulties faced during the development of the activity.

The internationalization of higher education has consolidated itself as an essential strategy for training health professionals capable of understanding and acting in diverse contexts, expanding their technical, cultural, and critical-reflective competencies (Ribeiro; Afonso, 2021). In the field of nursing, exposure to different care models and health realities contributes significantly to the development of a global perspective on healthcare systems, enabling comparative analyses that enrich professional practice and the capacity for innovation (Silva, 2022).

Despite the recognized value of internationalization in undergraduate nursing education, experiences of this nature are still scarce in the Brazilian context, especially those that promote effective knowledge exchange between institutions and professionals from different countries, without necessarily involving students' physical mobility. (Marin *et al.*, 2021). In this sense, initiatives that enable international cooperation through digital technologies and collaborative knowledge production represent viable and democratizing alternatives to expand students' access to international experiences. (Júnior; Massini-Cagliari; Putti, 2023)

The Internurse project, developed within the scope of the Tutorial Education Program (PET) in Nursing at the Pontifical Catholic University of Campinas, is configured as an innovative experience of internationalization at the undergraduate level, establishing a cooperation bridge between the Unified Health System (SUS) of Campinas and the Department of Health of Sarasota County, Florida. The uniqueness of this initiative lies in the articulation between the comparative study of healthcare systems, the production of bilingual educational materials, and the exchange of professional experiences—elements that, when integrated, potentiate learning and contribute to the training of nurses with an expanded view of international public health (Relatório Anual consolidado PET-ENFERMAGEM, 2024; Relatório Anual consolidado PET-ENFERMAGEM, 2025).

The present experience report is therefore justified by the need to document, analyze, and share the processes, challenges, and achievements experienced during the implementation of this internationalization activity in the period of 2024 and 2025. The systematic registration of this experience can contribute to the dissemination of replicable models of international cooperation in nursing, inspiring other teaching institutions to develop similar initiatives. Furthermore, the critical analysis of the strategies used, the difficulties faced, and the results achieved offers important subsidies for the continuous improvement of internationalization programs aimed at undergraduate health education.

2 OBJECTIVES

2.1 GENERAL OBJECTIVE

To report the experience of implementing the Internurse project (previously called PET-Nursing Without Borders), an internationalization initiative developed within the scope of the Tutorial Education Program in Nursing at the Pontifical Catholic University of Campinas, in the period of 2024 and 2025, evidencing its contributions to the academic formation of the participating students.

2.2 SPECIFIC OBJECTIVES

- a) To describe the process of planning, organization, and execution of the activities developed in the Internurse project, including the comparative study of the Brazilian and US healthcare systems, the translation of educational materials, and the exchange of knowledge between professionals and students from both countries;
- b) To identify and analyze the main challenges and difficulties faced during the development of the project, covering aspects related to intercultural communication, language barriers, differences in healthcare systems, and logistical limitations;
- c) To evidence the gains and learning obtained by the participating PET students throughout the project's trajectory, with an emphasis on the development of intercultural competencies, the expansion of a critical view on healthcare systems, and the strengthening of academic formation in nursing;
- d) To present the academic products and educational materials produced as a result of the international partnership, demonstrating the project's potential contribution to health education in both contexts;
- e) To contribute to the dissemination of internationalization experiences in undergraduate nursing education, offering subsidies for the development of similar initiatives in other higher education institutions.

3 METHODOLOGY

This is a descriptive and qualitative experience report, detailing the process of development, implementation, and outcomes of the internationalization project of the Nursing Tutorial Education Program (PET) of the Pontifical Catholic University of Campinas, named "PET-Enfermagem Sem Fronteiras" in 2024 and "Internurse" in 2025 (Daltro; Faria, 2019)

3.1 PROJECT AND PARTICIPANTS CHARACTERIZATION

The project was developed in two distinct stages across the years 2024 and 2025, maintaining the internationalization of nursing education as the guiding axis through cooperation between the Unified Health System (SUS) of Campinas, Brazil, and the Department of Health of Sarasota County, Florida, United States.

The initiative involved the 13 scholarship and volunteer students who are members of the PET-Nursing group at PUC-Campinas, under the guidance of the program's faculty tutor and nurse Aleksandra Fitzgibbons, a professional linked to the Department of Education at the Sarasota County Department of Health. The selection of this partnership was justified by the collaborating nurse's professional experience in health education for immigrant populations and the convergence of academic interests between the institutions.

3.2 PROJECT STAGES - YEAR 2024: PET-NURSING WITHOUT BORDERS

The first phase of the project, developed throughout 2024, focused on the comparative analysis between the Brazilian and US healthcare systems, with a specific focus on the areas of Sexually Transmitted Infections (STIs) and family planning.

The activities were organized into weekly meetings, held on Fridays at the PUC-Campinas School of Nursing facilities, with an average duration of two hours each. These meetings combined in-person sessions with the students and the tutor, and virtual sessions with the participation of the collaborating nurse from the United States, utilizing a videoconferencing platform. The development of activities followed these steps:

a) Selection and translation of materials: Scientific articles and technical documents in English about sexual and reproductive health policies in the United States, specifically in Sarasota County, were selected. The materials were translated collaboratively by the students, with subsequent review by the tutor, to ensure the accuracy of the technical information.

b) Comparative analysis: Based on the translated materials and the knowledge of the SUS acquired during their undergraduate studies, the students conducted structured discussions on the similarities, differences, potential, and limitations of both systems regarding STI care and family planning legislation.

c) Experience exchange: Oral presentations were delivered by the collaborating nurse on the reality of healthcare in Sarasota County, with emphasis on the specifics of care for the

Latin American immigrant population, followed by debates with the Brazilian students on current practices within the SUS context in Campinas.

3.3 PROJECT STAGES - YEAR 2025: INTERNURSE

The second phase of the project, initiated in 2025 under the new name "Internurse," broadened its scope, incorporating the production of multilingual educational materials and comparative clinical case studies. The activities developed in this stage included:

a) Translation of Educational Material for Pregnant Women: The nurse Aleksandra Fitzgibbons provided an educational booklet with guidelines for first-time pregnancy, originally prepared in English to serve Latin American immigrants residing in Sarasota County. The PET students organized themselves into work groups to translate the material into Portuguese and Spanish, considering not only linguistic aspects but also necessary cultural adaptations for each context. The translation process followed the steps of initial translation, peer review, and final validation by the tutor and the collaborating nurse.

b) Comparative Clinical Case Studies: Three online synchronous activities were held, taught by Nurse Priscila B. Possidonio, addressing clinical situations relevant to nursing practice in both countries. The lecture was held focusing on a comparison of emergency protocols between Brazil and the USA, with the theme: "Emergency Protocols: Brazil vs. USA". The first case study was about "Clinical Practices and Nurse Decision-Making in Cases of Stroke (CVA): USA vs. Brazil," and the second focused on "Nursing Care Management in Cases of Systemic Inflammatory Response Syndrome (SIRS) and Sepsis." These activities provided discussions on care protocols, service flows, available resources, and professional responsibilities in each healthcare system.

3.4 DATA RECORDING AND ANALYSIS

The experiences were recorded through individual reports prepared by the participating students, meeting minutes, materials produced (translations, presentations, booklets), and photographic records of the in-person activities. Data analysis was conducted descriptively, identifying the main activities developed, the challenges faced, the overcoming strategies adopted, and the learning outcomes built throughout the process.

3.5 ETHICAL ASPECTS

Since this is an experience report on teaching activities linked to the Tutorial Education Program (PET), without the involvement of patients or the collection of sensitive personal data, this study was not submitted for appreciation by a Research Ethics Committee, in accordance with the guidelines of CNS Resolution No. 510/2016. However, the ethical principles of confidentiality and anonymity were respected in situations where individual experiences of the participants were mentioned.

4 RESULTS

The results of the internationalization project are presented in two distinct stages, corresponding to the years 2024 and 2025, a period during which the activity underwent methodological evolution and a change in nomenclature, reflecting the maturation of the proposal and the expansion of its formative objectives.

4.1 2024 RESULTS: PET-NURSING WITHOUT BORDERS

4.1.1 Organization and Development of Activities

During 2024, the activities of the then named PET-Nursing Without Borders were structured into weekly meetings, held on Fridays, from 1:15 PM to 3:15 PM, from February to December. The meetings followed a hybrid format, alternating between in-person sessions at the PUC-Campinas School of Nursing and virtual sessions with the participation of collaborating nurse Aleksandra Fitzgibbons, from the Department of Health of Sarasota County, Florida.

The activity schedule included the reading, translation, and critical discussion of scientific materials in English, previously selected by the international collaborating nurse. The adopted methodology consisted of three integrated moments: collective reading of the texts, collaborative translation with clarification of technical terms, and a reflective debate on the themes addressed, always establishing connections between the Brazilian and American realities.

4.1.2 Themes Addressed and Discussions Held

Throughout 2024, three central thematic axes were addressed, guiding the comparative discussions between health systems:

a) Ethnonursing and Culturally Sensitive Care (March 2024): Based on the reading and discussion of an article grounded in Madeleine Leininger's Theory, students were able to reflect on the importance of cultural competence in nursing practice, especially in the context of serving immigrant populations. The debate allowed for a comparison of the approaches adopted in Brazil, a country of great cultural diversity, with the strategies used in Sarasota County to serve the significant Latin American population residing in the region.

b) Sexually Transmitted Infections (STIs) (April 2024): The discussion on STIs covered epidemiological, preventive, and care aspects, with emphasis on the differences between Brazilian public policies, especially those implemented by the SUS in Campinas, and the prevention and treatment strategies adopted in the American health system. Students were able to identify similarities in the challenges faced by both countries, such as the need to expand access to early diagnosis and strengthen educational actions among the population.

c) Family Planning: Historical and Legislative Aspects (May 2024): This topic provided an in-depth analysis of the historical evolution of family planning policies in Brazil, from the first initiatives to the consolidation of reproductive rights within the SUS. The comparison with the American context highlighted significant differences regarding access to services, coverage of contraceptive methods, and the nurse's role in user guidance and follow-up.

4.1.3 Academic Products and Constructed Learnings

The discussions held throughout 2024 resulted in the elaboration of academic materials by the participating students, including articles and integrative reviews that deepened the themes worked on in the meetings. These products were based both on the translated texts and on the collective reflections provided by the exchange of experiences with the American collaborating nurse.

The 2024 experience contributed significantly to the development of essential competencies for nursing education. Students reported improvement in their technical reading skills in English, broader understanding of different care models, and the strengthening of critical thinking about public health policies. Furthermore, direct contact with a professional working in an international context provided the PET students with an expanded view of the possibilities for nurses' roles and the importance of intercultural knowledge exchange.

4.2 2025 RESULTS: INTERNURSE

4.2.1 Project Reconfiguration and New Directions

In 2025, the activity was renamed Internurse, reflecting a more international and comprehensive identity. This phase was characterized by the need to adapt and reformulate the initially proposed planning, demonstrating the group's ability to respond flexibly and creatively to the challenges and opportunities that arose throughout the process.

The expansion of the scope of action resulted in the development of more diverse products, with an emphasis on the production of multilingual educational materials and the realization of comparative clinical activities that brought students closer to real care practices in both contexts.

4.2.2 Development and Translation of an Educational Booklet

One of the main products of this stage was the elaboration of an educational booklet providing guidance for first-time pregnancy, originally conceived in English by nurse Aleksandra Fitzgibbons to serve the Latin American immigrant population of Sarasota County. The PET students were responsible for translating the material into Portuguese and Spanish, a process that required not only linguistic proficiency but also cultural sensitivity to make the necessary adaptations.

The translation process was carried out in stages: initial literal translation, technical review of the content, cultural adaptation of the guidance, and final validation with the tutor and the collaborating nurse. This work demanded research on obstetric terminology in the three languages, consultation of existing educational materials in each language, and discussions on the best ways to make the information clear and accessible to the target audience.

In addition to translation, the students deepened their knowledge about the elaboration of health educational materials, developing competencies related to layout organization, clarity and objectivity of the content, logical sequencing of information, and language appropriateness to the audience's level of comprehension. These skills are fundamental for the nurse's professional practice, as they often act as health educators for the population.

4.2.3 Comparative Clinical Case Studies

Two synchronous online activities were conducted with nurse Priscila B. Possidonio, a specialist in Urgency and Emergency and working in the United States, addressing high-complexity clinical situations:

a) Clinical practices and nurse's decision-making regarding Stroke (CVA): USA vs. Brazil: This case study allowed students to understand the differences in stroke care protocols in both countries, including aspects such as response time, available technological resources, care flows, and the nurse's professional autonomy. The discussion highlighted the importance of early identification of stroke signs and agility in decision-making to minimize sequelae and save lives.

b) Nursing Care Management for Systemic Inflammatory Response Syndrome (SIRS) and Sepsis: The second clinical case focused on the pathophysiology, early recognition, and management of sepsis, a condition with high morbidity and mortality that requires in-depth technical knowledge and the ability to coordinate complex care from the nurse. The comparative analysis of Brazilian and American protocols reinforced the importance of systematizing nursing care and multi-professional teamwork.

Both activities provided the consolidation of theoretical knowledge in clinical medicine, pathophysiology, and the elaboration of care plans, in addition to strengthening students' clinical reasoning through the discussion of real cases. Exposure to practices adopted in the United States broadened the understanding of different possibilities for nurses' roles and stimulated reflections on how elements from other systems could contribute to the improvement of care in the Brazilian context.

4.2.4 Elaboration of the Experience Report

As the final product of the project, the students elaborated the present experience report, systematizing the activities developed, the challenges faced, and the learnings constructed over the two years of project execution. This process required critical reflection on the trajectory, analysis of the results obtained, and the development of scientific writing skills.

The elaboration of the report represented an opportunity for improvement in essential academic competencies, such as textual organization, grounded argumentation, appropriate use of technical standards, and synthesis ability. Furthermore, the material was translated

into English, expanding the dissemination scope of the experience and providing the students with a new opportunity for linguistic practice and refinement.

The socialization of this experience through the report contributes to the visibility of successful internationalization practices in undergraduate nursing education, potentially inspiring other higher education institutions to develop similar initiatives and strengthening the culture of experience sharing in the field of health education.

4.2.5 Synthesis of Results Achieved

The activities developed in 2024 and 2025 demonstrated significant growth among participating students across multiple formative dimensions. In the linguistic sphere, there was consistent improvement in English reading, translation, and textual production skills, and an introduction to Spanish, competencies increasingly valued in the globalized professional context.

From a technical-scientific standpoint, students broadened their understanding of different models of health system organization, deepened knowledge in specific areas of nursing (sexual and reproductive health, urgency and emergency, women's health), and developed the capacity for critical and comparative analysis of public policies and care practices.

In the field of intercultural competencies, direct contact with American professionals and exposure to different sanitary realities contributed to the development of cultural sensitivity, openness to dialogue with differences, and the understanding of nursing as a global profession that faces similar challenges in diverse contexts, albeit with distinct coping strategies.

The flexibility demonstrated by the group in adapting the project to emerging needs, reformulating proposals and expanding the scope of action, evidences academic maturity and project management capacity, skills fundamental for future professional practice.

Finally, the production of educational materials, scientific articles, and the present experience report demonstrates the project's potential not only for the education of the students directly involved but also to contribute to the broader academic community, disseminating innovative internationalization practices and inspiring new initiatives in the field of nursing education.

5 FINAL CONSIDERATIONS

The internationalization project developed by the Nursing Tutorial Education Program (PET) of the Pontifical Catholic University of Campinas, initially named PET-Enfermagem Sem Fronteiras (2024) and subsequently Internurse (2025), represented a significant formative experience that transcended the traditional boundaries of undergraduate nursing education. The partnership established with the Department of Health of Sarasota County, Florida, allowed participating students access to knowledge, practices, and perspectives that considerably broadened their view of the profession and healthcare systems on a global scale.

The results achieved throughout the two years of the project's execution show that the internationalization of nursing education does not necessarily require the physical mobility of students to other countries. Instead, it can be effectively implemented through strategies such as virtual exchange, collaborative material translation, comparative discussion of healthcare systems, and joint knowledge production. This finding is particularly relevant to the Brazilian context, where opportunities for in-person international exchange are still limited for most undergraduate students.

The development of linguistic competencies, especially proficiency in the English language and initiation into Spanish, is one of the project's most evident gains. The translation of technical and educational materials required students not only to have grammatical knowledge but also a deep understanding of health content and the sensitivity to perform necessary cultural adaptations, essential skills in an increasingly connected and multilingual world.

The comparative analysis between the Brazilian and US healthcare systems, especially in the areas of sexual and reproductive health, family planning, and urgent/emergency care, provided students with a deeper understanding of both the potential of the Unified Health System (SUS) and the challenges that still need to be overcome to ensure universal and equitable access to health services. This critical perspective is fundamental for training professionals committed to the continuous improvement of care and the defense of the SUS principles.

The production of educational materials, scientific articles, and this experience report demonstrates that the project not only contributed to the training of the directly involved students but also generated products that can benefit the wider academic community and the population served by health services. The booklet translated into three languages, for

example, represents a concrete tool for health education for pregnant women in different cultural contexts.

The ability demonstrated by the group to adapt the initial planning to emerging demands, reformulating strategies and broadening the scope of action, evidences academic maturity and flexibility, indispensable characteristics for professional practice in complex and constantly changing scenarios, such as contemporary healthcare systems.

As limitations of the project, it is recognized that the absence of physical mobility of the students to the US context may have restricted the depth of the intercultural experience, although the virtual strategies adopted were effective for the proposed objectives. Furthermore, the participation of only one US health service (Sarasota County) limits the generalization of findings about the US healthcare system as a whole, considering the diversity of care models existing in that country.

For future editions of the project, it is suggested to expand the network of international partners, including institutions from other countries and continents, which would further enrich the possibilities for comparative analysis and exchange of experiences. The inclusion of simulated practical activities, reproducing typical clinical situations of both contexts, could also strengthen the practical dimension of learning. Moreover, creating opportunities for US students to also learn about the Brazilian system in greater depth would make the exchange more balanced and mutually enriching.

The experience reported reaffirms the potential of Tutorial Education Programs (PET) as privileged spaces for the development of innovative activities that articulate teaching, research, and extension in a creative and meaningful way. The dissemination of this experience can inspire other higher education institutions to implement similar internationalization projects, contributing to the training of nurses with a critical, collaborative profile, prepared to work in a globalized world.

Finally, it is considered that the Internurse project fulfilled its objectives of promoting the internationalization of nursing education, developing intercultural and linguistic competencies in the participating students, and producing relevant knowledge and materials for health education. The learning outcomes built throughout this process will certainly accompany the PET students in their future professional paths, contributing to a more qualified, humanized, and committed practice toward the health of populations, both in the Brazilian context and in eventual international roles.

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