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Internationalization and Global Communication: The Experience of PET Nursing at PUC-Campinas

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Experience Report

ABSTRACT

Internationalization in higher education in the health field is an essential element in the training of professionals capable of working in globalized contexts. However, in Brazil, nursing students still face structural, social, and institutional limitations in accessing international experiences, which compromises the development of linguistic, cultural, and scientific competencies. In this context, this study aimed to report the internationalization actions developed by the PET Nursing Group at the Pontifical Catholic University of Campinas (PUC-Campinas) from 2022 to 2023 and to highlight their contributions to the academic and professional training of the participants. This is an experience report with a qualitative and descriptive approach, based on the experiences of 13 undergraduate students, using documentary records, participant observation, and reflective reports, through the initiatives PET Languages and PET Preparation of Nursing Students for the Globalized World. The results showed a significant improvement in linguistic skills in English and Spanish, an expanded understanding of international realities in health, strengthening of collaborative learning, and increased interest in global academic opportunities. It is concluded that internationalization, when systematized and integrated into education, effectively contributes to professional development and the critical training of future nurses.

Keywords: internationalization, nursing, nursing education, health communication, professional training, PET.

Internacionalização e Comunicação Global: A Experiência do PET Enfermagem da PUC-Campinas

RESUMO

A internacionalização no ensino superior em saúde apresenta-se como elemento essencial para a formação de profissionais capazes de atuar em contextos globalizados, entretanto, no Brasil, observa-se que estudantes de enfermagem ainda enfrentam limitações estruturais, sociais e institucionais para acessar experiências internacionais, o que compromete o desenvolvimento de competências linguísticas, culturais e científicas. Diante desse cenário, este estudo teve como objetivo relatar as ações de internacionalização desenvolvidas pelo grupo PET Enfermagem da Pontifícia Universidade Católica de Campinas (PUC-Campinas) no período de 2022 a 2023 e evidenciar suas contribuições para a formação acadêmica e profissional dos participantes. Trata-se de um relato de experiência de abordagem qualitativa e caráter descritivo, fundamentado na vivência de 13 estudantes de graduação, com base em registros documentais, observação participante e relatos reflexivos, por meio das iniciativas PET Idiomas e PET Preparação do Estudante de Enfermagem para o Mundo Globalizado. Os resultados demonstraram aprimoramento significativo das competências linguísticas em inglês e espanhol, ampliação da compreensão de realidades internacionais em saúde, fortalecimento da aprendizagem colaborativa e maior interesse por oportunidades acadêmicas globais. Conclui-se que a internacionalização, quando sistematizada e integrada à formação, contribui de forma efetiva para o desenvolvimento profissional e a formação crítica do futuro enfermeiro.

Palavras-chave: internacionalização, enfermagem, educação em enfermagem, comunicação em saúde, formação profissional, PET.



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1 INTRODUCTION

The education of health professionals in Brazil is extremely comprehensive and effective. In many countries around the world, Brazilian health professionals are regarded as possessing excellent quality and strong curricular training offered by universities throughout the country. One of the aspects that contributes to this differentiated perspective toward Brazilian health students and future professionals is health internationalization, which is promoted at several universities nationwide. This process allows students to engage not only with foreign languages, but also with professional experiences from an international perspective, enabling them to understand their field through the viewpoint of professionals from other countries. This exposure provides students with the opportunity to complete their undergraduate education with sufficient technical and theoretical preparation to recognize both the strengths and weaknesses of the healthcare system in their own country, often inspiring them to seek improvements and transformations in their professional reality.

In this context, within the nursing student experience, there is a noticeable difficulty in entering a globalized world, especially when students lack opportunities within their educational institutions to understand how this environment operates. The labor market demands a broad global perspective from professionals and, consequently, from students as well. This perspective includes understanding how nursing practice functions not only within their own country, but also across international settings. Hence, the integration of foreign language instruction into nursing education becomes essential, as it directly influences professional competence by expanding the limits of critical thinking and enabling access to theoretical references that support meaningful changes in healthcare services.

The reality of Brazilian universities regarding internationalization reveals a markedly unequal scenario among institutions across the country. While some public and private universities excel at maintaining effective international partnerships that integrate students into this global environment, many others face significant challenges, mainly due to the lack of public policies that encourage institutions to develop international programs. Additional barriers include insufficient public funding to support internationalization efforts and the country's social inequality, which prevents many students from public institutions from accessing the technology necessary to engage with

universities abroad.

The Tutorial Education Program (PET), created by the Ministry of Education (MEC), aims to promote comprehensive and high-quality education for undergraduate students by integrating teaching, research, and extension activities. Its objective is to encourage intellectual autonomy, critical thinking, and proactive engagement among students, preparing them for academic, professional, and social challenges. At the Pontifical Catholic University of Campinas (PUC-Campinas), PET Nursing serves as a space for innovation and academic strengthening, allowing students to develop competencies beyond the classroom and consolidate their professional identity. Within this framework, the program's involvement in internationalization initiatives reinforces its commitment to global education by bringing students closer to contemporary demands in nursing practice and expanding opportunities for interaction with different cultures, languages, and healthcare systems.

The internationalization initiatives developed by PET Nursing during the 2022 and 2023 period demonstrate a progressive strengthening of students' global competencies. In 2022, the PET Languages project promoted the learning and improvement of English and Spanish through theoretical and practical classes, enhancing participants' communicative skills in academic and cultural contexts. In 2023, the project PET Preparation of Nursing Students for the Globalized World expanded this experience by prioritizing the use of English in professional and academic situations. Activities included reading and translating scientific articles, simulating healthcare practices using the SBAR method, and establishing international partnerships with professionals from the United States. Also in 2023, the PET Without Borders initiative stood out for its social outreach by sharing health-related knowledge through digital platforms, enabling students to develop skills in synthesis, communication, and scientific dissemination within an expanded audience. Collectively, these initiatives form a continuous and integrated process of internationalization in which language learning, international academic-professional experiences, and community engagement complement one another and consolidate a solid and innovative educational path.

Thus, documenting these experiences is relevant as it demonstrates the applicability of internationalization as an effective strategy in nursing education practices, highlighting both academic development and social impact. The systematic recording of these initiatives enables reflection on the benefits of linguistic, cultural, and scientific competence development, recognized as essential for professional practice in a globalized

world.

Furthermore, organizing these actions contributes to the debate on innovative pedagogical strategies that bring students closer to the real demands of the profession and expand their performance in international settings. In this sense, this report holds institutional and social relevance by providing a reference for other universities and PET groups to develop similar initiatives, strengthening internationalization networks in higher health education and promoting significant advancements in Brazilian nursing.

1.1 OBJECTIVES

1.1.1 General Objective

To describe and analyze the experiences of the PET Nursing group at the Pontifical Catholic University of Campinas (PUC-Campinas) in the internationalization process between 2022 and 2023, with a focus on communication in English and engagement with audiences from the United States.

1.1.2 Specific Objectives:

- to report on internationalization initiatives, such as PET Languages and PET Preparation of Nursing Students for a Globalized World, developed by the PET Nursing group during the 2022–2023 period;
- to highlight the applicability of internationalization as an effective teaching strategy for nursing education;
- to evaluate the benefits of developing linguistic, cultural, and scientific competencies for professional practice in a globalized context;
- to contribute to the debate on innovative pedagogical strategies and to share the internationalization model of the PET Nursing group in order to inspire similar initiatives at other higher education institutions.

2 THEORETICAL FRAMEWORK

Internationalization in higher education has become established as a strategic axis for expanding the academic and professional development of students in various fields, especially in health. According to national educational policies and guiding documents from the Ministry of Education, internationalization involves the integration of intercultural, multilingual, and global dimensions into teaching, research, and extension

processes. It is not limited to physical mobility but also includes the incorporation of practices, methodologies, and knowledge from different sociocultural contexts. In this sense, the literature identifies internationalization as a factor capable of enhancing linguistic competencies, promoting critical perspectives on healthcare systems, and strengthening student protagonism in the construction of globally connected knowledge.

The education of nursing professionals, in turn, has been impacted by social, technological, and scientific changes that demand care practices grounded in evidence, effective communication, and an expanded understanding of global health dynamics. Studies show that nursing students often face difficulties in engaging in internationalized contexts, especially when their institutions lack systematized strategies for multicultural and multilingual experiences. Thus, scholars emphasize that the acquisition of linguistic and cultural competencies is no longer a differential but has become an essential component of contemporary nursing education, promoting performance in interprofessional teams, access to international scientific literature, and critical understanding of different models of healthcare system organization.

The Tutorial Education Program (PET), created by the Ministry of Education, constitutes a pedagogical model that integrates teaching, research, and extension through participatory methodologies, collaborative work, and the development of intellectual autonomy. Studies related to PET highlight its impact on student education, particularly through opportunities to develop competencies that go beyond the formal curriculum, such as leadership, communication, peer learning, and critical thinking. The literature also indicates that PET's structure favors the implementation of innovative initiatives, including internationalization projects that bring students closer to global training practices and references.

Within this context, PET-mediated internationalization actions have been presented as accessible and effective alternatives to promote global experiences without relying exclusively on physical exchange programs. Models such as collaborative language instruction, translation of scientific articles, the use of active methodologies (such as clinical simulations in English), and contact with foreign professionals through digital platforms are widely described as strategies capable of expanding students' theoretical and practical repertoires. Recent studies show that practicing structured communication (such as the SBAR method) in English strengthens both clinical and linguistic competencies simultaneously, reinforcing its relevance in educational programs.

Despite these advances, the literature also identifies significant challenges. Among the gaps highlighted are: unequal access to internationalization opportunities; insufficient public and institutional incentive policies; technological limitations that hinder synchronous interactions with international partners; and heterogeneity in students' language proficiency levels. These challenges are often associated with the need for flexible, collaborative pedagogical models adapted to each institution's reality, reinforcing the role of programs such as PET in developing sustainable and inclusive internationalization strategies.

Convergently, studies indicate that internationalization contributes to the comprehensive education of nursing students by promoting linguistic, cultural, critical, and communicative competencies necessary for practice in complex and globalized environments. At the same time, they point to the need for systematization of practices, outcome evaluation, and strengthening of academic networks that sustain continuous initiatives. Thus, the present study is situated within a theoretical field that recognizes internationalization as a fundamental component of nursing education, linking it to the formative potential of PET and highlighting its contributions, challenges, and possibilities for contemporary professional training.

3 METHODOLOGY

This is a descriptive experience report based on the experiences of undergraduate students from the PET Nursing group at the Pontifical Catholic University of Campinas (PUC-Campinas) in the development of actions aimed at internationalizing the teaching–learning process. The report adopts a qualitative approach, focusing on the description and reflective analysis of the experiences lived. The reported experiences were carried out within the scope of the Tutorial Education Program (PET) Nursing at PUC-Campinas between the years 2022 and 2023. The actions focused on developing students' linguistic, cultural, and scientific competencies, with an emphasis on communication in the English language and the exchange of knowledge with international audiences, particularly from the United States.

Thirteen undergraduate Nursing students regularly enrolled in PET Nursing at PUC-Campinas participated in the activities, presenting diverse academic profiles in terms of stage in the program and prior experience with foreign languages. Participation

was voluntary and integrated into the group's regular activities. The internationalization actions were implemented through two main initiatives: PET Languages and PET Preparation of Nursing Students for a Globalized World. For the execution of the activities, the group developed a detailed schedule defining learning objectives, teaching methodologies, and development phases.

The PET Languages initiative was carried out throughout 2022 using an active methodology in which PET students themselves acted as facilitators of the learning process. Activities included lectures in English and Spanish addressing topics related to nursing and global health, consolidation exercises and discussions conducted in the target languages to stimulate oral and written practice, conversation dynamics to develop fluency and communicative confidence, as well as reading and discussion of academic texts in English related to the health field.

The PET Preparation of Nursing Students for a Globalized World initiative was implemented in 2023, focusing on improving English proficiency applied to professional and academic contexts in nursing. The methodology included discussion of technical and scientific nursing content in English to expand field-specific vocabulary; reading, translation, and critical analysis of international scientific articles to develop academic reading and writing skills; simulation of clinical situations using the SBAR method (Situation, Background, Assessment, Recommendation) in English to prepare students for professional communication in international contexts; and oral and written communication practice through simulated international professional scenarios.

Data for the development of this report were collected from records of the activities conducted, including lesson plans, schedules, and instructional materials; participant observation during the implementation of the actions; reflective accounts from participating students; and qualitative evaluations of the experiences. The systematization of the experiences was conducted in a descriptive and reflective manner, organizing the actions chronologically, identifying pedagogical strategies adopted, results achieved, challenges faced, and learning outcomes.

As this is an experience report on regular pedagogical activities of PET, without the collection of identifiable individual data or experimental interventions, this study was not submitted for approval by a Research Ethics Committee. Ethical principles of confidentiality were respected, in accordance with Resolution No. 466/2012 of the National Health Council.

4 RESULTS AND DISCUSSIONS

Table 1. Results of the internationalization actions promoted by the PET group.

Thematic Category	Results obtained
Development of linguistic competencies	• Improvement in foreign language proficiency, especially in English. • increase in fluency and comprehension in written and oral communication.
Understanding of international health contexts	• Expansion of knowledge about global health systems. • Identification of health practices adopted in different countries. • Reflection on cultural differences and how they affect health care.
Collaborative learning	• Participation in international projects and exchange of experiences with students from other countries.
Impact on professional education	• Development of technical and practical skills in international contexts. • Greater preparedness to work in a globalized health care environment.

SOURCE: PREPARED BY THE AUTHORS.

4.1 DEVELOPMENT OF LINGUISTIC COMPETENCIES

Systematic contact with the English and Spanish languages, initially promoted by PET Languages in 2022, enabled students to progressively develop their oral and written comprehension skills, as well as communication in academic and professional contexts.

The active methodology adopted, in which the students themselves assumed the role of facilitators, fostered protagonism and confidence in the use of foreign languages.

The activities involving the reading and translation of international scientific articles, developed within the scope of PET Preparation of Nursing Students for a Globalized World in 2023, expanded participants' technical and scientific vocabulary and facilitated the understanding of nursing-specific terminology in English. Students reported increased familiarity with terms used in international publications, which contributed to reducing barriers to accessing up-to-date knowledge and globally produced scientific evidence.

Simulations using the SBAR method (Situation, Background, Assessment, Recommendation) in English proved to be particularly effective for developing structured professional communication. Participants practiced the ability to communicate clinical information in a clear, objective, and organized manner, an essential competence for working in multidisciplinary teams and international contexts.

4.2 UNDERSTANDING INTERNATIONAL HEALTHCARE AND NURSING CONTEXTS

The analysis of scientific articles and instructional materials on international healthcare systems enabled students to understand different models of health service organization, professional practices, and nursing working conditions in other countries, especially the United States. This experience broadened their critical perspective of the Brazilian Unified Health System (SUS), allowing the identification of strengths and weaknesses from a comparative standpoint.

Students observed significant differences related to the scope of nursing practice, levels of professional autonomy, clinical protocols, and healthcare work organization. Experiences and situations uncommon in the national context, such as the role of nurse practitioners and practice within predominantly private healthcare systems, were discussed and comparatively analyzed, enriching participants' professional knowledge.

This approach supported the development of critical and reflective thinking, encouraging students to question established practices, recognize different professional possibilities, and value the particularities of the Brazilian context. The understanding of different realities allowed participants to envision possibilities for improving national healthcare services by considering context-appropriate adaptations of successful international practices.

4.3 COLLABORATIVE LEARNING AND DEVELOPMENT OF INTERPERSONAL SKILLS

Considering the diversity of proficiency in the English and Spanish languages among the 13 participants, the project was developed in a collaborative manner, with more experienced students assisting those with lower linguistic proficiency. This cooperative dynamic made the learning process more inclusive and effective, demonstrating that the combination of different levels of knowledge and joint engagement contributes to a comprehensive understanding of the topics addressed.

The peer learning methodology promoted not only the development of linguistic competencies, but also the strengthening of teamwork skills, empathy, active listening, and interpersonal communication. Students reported that the experience of teaching and learning collectively generated greater confidence to participate in discussions, reducing insecurity related to the use of foreign languages and encouraging persistence in the face of difficulties.

Furthermore, the collaborative approach strengthened the bonds among the members of the PET group, consolidating a welcoming and stimulating learning environment in which errors were understood as a natural part of the development process and achievements were shared collectively.

4.4 IMPACT ON PROFESSIONAL EDUCATION AND FUTURE PERSPECTIVES

The internationalization initiatives had a positive impact on the professional education of the participants, broadening their perspectives on possibilities for nursing practice in national and international settings. The students demonstrated increased interest in seeking opportunities for specialization, academic exchanges, international mobility programs, and insertion into globalized professional contexts.

The experience provided by PET Idiomas and PET Preparation of Nursing Students for a Globalized World contributed to participants recognizing the importance of proficiency in foreign languages as an essential competence for contemporary professional development. In addition, the activities strengthened interest in reading international scientific literature, participating in global academic events, and building collaborative networks with professionals and researchers from other countries.

Students realized that, although the topic of internationalization is broad and complex, structured, collaborative, and progressive work makes learning more accessible

and effective, providing consistent benefits for the entire group. The experiences demonstrated that internationalization is not limited to physical mobility to other countries, but can be effectively promoted through systematized, accessible pedagogical actions integrated into academic daily life.

4.5 CHALLENGES AND LIMITATIONS

Despite the positive results achieved, some limitations were identified throughout the implementation of the actions. The diversity of levels of linguistic proficiency among participants required constant adjustments in pedagogical strategies to ensure inclusion and effective engagement of all students. In addition, the lack of advanced technological resources and opportunities for synchronous interaction with foreign professionals limited, at times, the practical experience of real-time international communication.

Another challenge observed was the difficulty in reconciling internationalization activities with other academic demands and regular PET activities, which required rigorous organization and commitment from the participants. Overcoming these limitations was made possible through careful planning, methodological flexibility, and mutual support among group members.

5 CONCLUSION

The implementation of the internationalization initiatives developed by the PET Nursing group at PUC-Campinas between 2022 and 2023 demonstrated that the incorporation of pedagogical practices focused on global education contributes significantly to the academic, professional, and personal development of nursing students. The experiences promoted enabled the expansion of linguistic competencies, the strengthening of professional communication, the critical understanding of different health systems, and the improvement of interpersonal and collaborative skills.

The progressive development of competencies in foreign languages, combined with the use of active methodologies and the experience of clinical simulations in English, demonstrated that language learning can be meaningfully integrated into the context of health education. This approach favors not only the overcoming of language barriers, but also the strengthening of autonomy, confidence, and the capacity for interaction in diverse academic and professional settings.

The analysis of international health realities broadened the participants' critical perspective on the role of the nurse, allowing them to recognize different models of work organization and valuing the specificities of the Unified Health System (SUS). This comparative understanding contributed to professional maturation and encouraged reflection on possible innovations and improvements in the national context. Collaborative and peer learning was consolidated as a central axis of the process, promoting the sharing of knowledge, mutual support, and the construction of an inclusive, empathetic, and stimulating learning environment. This mode of interaction reinforced the role of the PET group as a formative space that values cooperation, student protagonism, and collective growth.

Despite the challenges related to linguistic heterogeneity, limited technological resources, and the reconciliation of multiple academic demands, the project demonstrated that internationalization can be implemented in a creative, accessible, and sustainable manner when grounded in participatory methodologies and the integration of teaching, research, and extension.

It is concluded that the actions developed consolidate internationalization as an essential component of nursing education, capable of promoting a more critical, reflective practice committed to global health challenges. The experience of the PET Nursing group at PUC-Campinas reaffirms that internationalization goes beyond physical mobility—it is a continuous process of openness to intercultural dialogue, pedagogical innovation, and the education of professionals prepared to operate in an increasingly interconnected world.

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