

Federal University of Rio de Janeiro State



Journal of Research Fundamental Care Online

ISSN 2175-5361
DOI: 10.9789/2175-5361

RESEARCH

Imagens construídas sobre a formação do enfermeiro a partir do cenário tutorial

Images built on the graduation of the nurse from the tutorial scenario

Imágenes construidas en la formación del enfermero desde el escenario tutorial

Paulo Sergio da Silva ¹, Carmen Maria dos Santos Lopes Monteiro Dantas da Silva ² Nélia Maria Almeida de Figueiredo ³

ABSTRACT

Objective: discussing about how the pillars of education encourage professional training of nurses. **Method:** qualitative research, in a Private University Center of the Mountainous Region, situated in a municipality in the State of Rio de Janeiro, the subjects involved were 90 students from the 1st to the 7th period of undergraduate program in nursing. The data collection occurred through a questionnaire, from March to July 2011. **Results:** these were organized into four thematic categories: learning to know in the process of formation of the nurse; learning to be in the process of formation of the nurse; the learning how to make in the process of formation of the nurse; the learning to get along in the process of formation of the nurse. **Conclusion:** it is necessary that the tutoring meets guidelines established on the pillars of education and the National Curriculum Guidelines. **Descriptors:** learning, teaching, education in nursing, tutoring.

RESUMO

Objetivo: discutir como os pilares da educação potencializam a formação profissional do enfermeiro. **Método:** estudo de pesquisa qualitativa, o cenário da pesquisa foi um Centro Universitário Privado da Região Serrana, situado em um município do Estado do Rio de Janeiro, os sujeitos envolvidos foram 90 estudantes do 1^o ao 7^o período do Curso de Graduação em Enfermagem. A coleta dos dados ocorreu através de questionário, durante os meses de março a julho de 2011. **Resultados:** os resultados foram organizados em quatro categorias temáticas: o aprender a conhecer no processo de formação do enfermeiro; o aprender a ser no processo de formação do enfermeiro; o aprender a fazer no processo de formação do enfermeiro; o aprender a conviver no processo de formação do enfermeiro. **Conclusão:** assim, foi observado que o processo tutorial atende as diretrizes estabelecidas pelos pilares da educação. **Descritores:** aprendizagem, ensino, educação em enfermagem, tutoria.

RESUMEN

Objetivo: analizar cómo los pilares de la educación potencializan la formación profesional de las enfermeras. **Método:** investigación cualitativa, en un Centro Universitario Privado de la de Región Montañosa, situada en un municipio en el estado de Río de Janeiro, los sujetos implicados fueron 90 estudiantes del 1^o al 7^o período de Graduación en enfermería. La recolección de datos se produjo a través de cuestionario, de marzo a julio de 2011. **Resultados:** estos estaban organizados en cuatro categorías temáticas: aprender a conocer en el proceso de formación de la enfermera; aprender a estar en el proceso de formación de la enfermera; el aprender cómo hacer en el proceso de formación de la enfermera; el aprendizaje para conseguir adelante en el proceso de formación de la enfermera. **Conclusión:** es necesario que la tutoría cumple con las normas establecidas en los pilares de la educación y las Directrices del Plan de Estudios Nacional. **Descriptor:** aprendizaje, enseñanza, educación en enfermería, tutoria.

¹Nurse. Professor of the Graduate Nursing Course of the University Center Serra dos Órgãos - UNIFESO - Teresópolis / RJ. Master of Nursing from the Federal University of the State of Rio de Janeiro - UNIRIO. Doctorate student at the Postgraduate Program in Nursing and Biosciences (PPGENFBIO), developed at the Federal University of the State of Rio de Janeiro - UNIRIO. Email: pssilva2008@gmail.com. ²Nurse and Lawyer. Teacher (Tutor) of Graduate Nursing and Medical Courses of the University Center Serra dos Órgãos - UNIFESO - Teresópolis/RJ. Masters in Nursing, School of Nursing Anna Nery - EEAN / UFRJ. PhD in Nursing from the College of Nursing Anna Nery - EEAN / UFRJ. Email: carmenmarielouis@hotmail.com. ³Nurse. Professor of the Department of Fundamental Nursing, School of Nursing Alfredo Pinto - UNIRIO. PhD in Nursing from the College of Nursing Anna Nery / UFRJ. Email: nebiam@unirio.br.

INTRODUCTION

Our motivation in studying the tutorial scenario as inductor element of teaching, part of understanding that there images of teaching and learning are built and protrudes in the imagination of nursing students who propose to learn the craft of caring. The elementary notions of image whether real, mental or even graphic will be marked in this study because we believe in their relationships with the imaginary domain of the imagination considered and understood as creative faculty, eventually producing interior images exteriorizáveis.¹

We begin with the lived daily and real images reveal the contemporary Brazilian higher education institutions rebuilding their resumes, with reference to training for the operational effectiveness of the Unified Health System (SUS). Thus, these institutions transform their pedagogical practices aimed at proximity to the features of the real world, and mobilize the bodies of teachers and students in a constant choreography for building new webs to know and do, with the educational process through learning.

In this context we dare presenting the imagery lines of the University Center Serra dos Órgãos (UNIFESO), which is exposed in the globalized context as a higher educational institution of private network operationalizing since its implementation in the standard curriculum of the traditional model. Thus, to ensure its sustainability in the market and therefore improve the quality of professional education since 2007 faces the challenge of designing a curriculum change in undergraduate degree in nursing.

Thus, the vertically integrated teaching strategies were replaced by the tutorial module and to meet this demand, learning scenarios were organized and modified to understand the importance in diversifying environments for the training process.

This new picture revealed is characterized by scenarios of knowledge construction that touching lines on which country we call interactive modules (tutorial and professional practice). In the first line, the tutorial module is supported by theoretical principles on problem-based learning (PBL) and forms the following scenarios: the tutorial sessions, self-directed activity (AAD) and conferences. The second line that has already been submitted and interweaves the called module, professional practice, in which we consider the following learning scenarios: the investigative us of Health (LCS) science laboratories and laboratory skills (LH), and integration of teaching and work-citizenship (IETC), whose activities scenarios experience work in health.

The tutoring sessions have different shape and change shape once you succeed during the week, twice, bringing together groups of ten to fifteen students guided by the teacher - tutor. The debate and reflections are triggered by problem situations that create mental images from the mobilization of knowledge from the lived experiences of bodies

that are in the tutorial scenario. These situations are then processed using the methodology of questioning (ABP), comprising: reading, identification of problems posed by the statement, the formulation of explanatory hypotheses, the summary of hypotheses, (re) modeling and (re) creating deriving diverse images of training and nursing care.

Still, the formulation of objectives or learning issues, individual study of the issues rose in the objectives / learning issues and return to the tutorial group for further reflection on the problem facing the new knowledge constructed during the study. It can be seen a major change in the educational process, which was previously being effected by traditional teaching methodologies currently completely restructured, makes use of different strategies. In this new curriculum guidance, the student is placed as an active protagonist and author of their learning.

It should also be noted that in the pedagogical project of the Undergraduate Nursing care in the National Curriculum Guidelines for undergraduate degree in nursing, you will find graphic images of curricular structure that was built basing the four pillars of education, as well considered essential to the education of the nurse attributes, as follows: learning to know, learning to be, learning to do and learning to live.²

To this end, it is imperative that new pictures in nursing education collaborate with such specifics, since only the accumulation of cognitive preparation is not enough, in order to obtain a profile of differentiated student participating in autonomy and responsibility construction of learning, today guided by the tutor. It is then for scoring:

[...] Each of the "four pillars of knowledge" should be subject to the same attention from the structured education so that education appears as an overall experience to carry throughout life, in the plane cognitive as in practical, for the individual as a person and member of society.^{3:90}

However, learning to know associated with the pleasure of discovery, curiosity, to understand, construct and reconstruct knowledge. The learning about how to build values, in addition to technical issues, staff competence that enables the individual to confront new situations of work: how to work collectively, have initiative, know how to solve conflicts, and others. So learn to live means to understand others, take pleasure in the common effort, to participate in cooperation projects. How to learn about the integral development of the person being says: intelligence, sensitivity, ethical and aesthetic sense, personal responsibility, spirituality, autonomous and critical thinking, imagination, creativity, initiative.³

Given the above, we present the interrogative image of this study revealed the following question: mentoring as a learning scenario subsidizes strengthening the pillars of education? From its contours apprehend the following subject matter: understanding the tutorial scenario in nursing training process.

Thus, it is understood that emerges the need to reflect on how the setting affects the learning tutorial training of nursing students, as proposed in the training process of

nurses being inserted as the main learning scenario, since from these other scenarios are fired.

Regarding the contributions of this research study is to offer reflection, interpretation and understanding of the real and true learning, contextualized and lived in the tutorial universe, continuously built by students of the undergraduate nursing as participatory actors and committed to the pursuit knowledge.

In the area of education / training, research work to be performed provides dialogues and debates on the topic formed here, steeped in cultural reproduction and diversity of activities in conjuntas⁴ actions by social actors composing tutoring in which students, protagonists and act mobilizing images, mental, real graphs that are able to reveal their senses and meanings. Still, it can contribute in the triad teacher-student-teacher in addressing the preparation of critical and reflective citizens and nurses.

Regarding research, the study may contribute to scientific greatness to be even minimally explored area, since no studies verse about how to prepare nurses inserted in scenarios such as tutoring. Thus contribute to the scientific production by subsidizing research that have adherence to the theme, thus strengthen lines of research in education, especially in the field of Nursing.

With the prospect of new plastic trigger movements, represented by the creation of graphic images of other studies in other areas of institutional research, we hope to contribute to the practice of nursing as per the requirements of the labor market, but also in building a skilled and humane care.

To contemplate the spheres of the object of study elaborated the following objective: to discuss how the pillars of education potentiate the training of nurses.

METHOD

The proposed study falls within the theoretical contours of social research in Nursing, a qualitative methodological approach. In support following the ideas put presents a reality involving aspects of man in its various relationships with other men and social institutions capable of producing new knowledge.⁵

The scope of the research was a Private University Center of the Mountain Region, situated in a municipality of the State of Rio de Janeiro, where the Graduate in Nursing restructured along the lines of integrated curriculum starting at the first half of 2007, having formed its first class in the second half of 2010. Facing an initial approximation delimited in our daily lives, tutoring a learning scenario in professional nursing education process as the background screen is an indicator of different realities pervaded by active methods of teaching and learning scenario.

Tutoring is designed as a hybrid and heterogeneous scenario, to include wide variety of learning scenarios, in which students are placed experiencing them intensely, throughout the week. These require great teacher and student involvement as social agents, so that activities, symbolic forms, habits, skills and experiences as a source of learning resulting in around integrated curriculum.

The subjects involved in this study were 90 students from 1st to 7th period for Graduate Nursing, where the new active methodologies are being developed in joint teaching with the world of work. The purpose is justified because of these, they have a wide vision and specifies the critical-reflective knowledge and at the same time, more comprehensive learning built in all scenarios such as tutoring sessions, conferences; instructory laboratories in the health sciences (LCS); instructory in skills (LH) laboratory, consultancies, self-directed activity (AAD), the integration of teaching and work-citizenship (IETC) activities.

Regarding the limitation of the study, we stated that before a quantity of 360 students enrolled, all were invited to participate in the study, however not everyone is or appreciate the research process for training, and thus could return only ninety (90) completed instruments.

According to the disposed in the Resolution no. 196/96 of the Ministry of Health in order to be able to start the field investigation, the project was previously submitted to the Research Ethics Committee of the institution of education, which are binding on subject to analysis and opinion on the permission screen in the study, through the memorandum of approval protocol No. 581/11. Thus, with respect to the human dignity of these subjects involved, this has demonstrated their agreement to participate in such a moment, by signing by the own hand, in the Term of Consent. To preserve the anonymity of the subjects were identified in the letter E followed by the numbers 1-90.

Data collection occurred through a questionnaire during the months from March to July 2011. The analysis and interpretation of the collected data will have the guidelines outlined, about temática6 analysis that treats the notion of theme concerning an assertion about a subject, and from there come the core meaning. Now follow the steps shown: Pre-Analysis: Material Exploration, Analysis and interpretation of data.

RESULTS AND DISCUSSION

The great satisfaction to accomplish the fluctuating and recurrent reading of the collected graphic images was to realize that students value this learning scenario as significant to the process of training, appointed unanimously as the trigger setting of the skills that should be acquired during professionalization.

Thus, the results were graphically designed into four thematic categories: 1 - get to know the nursing training process; 2 - learn to be in the nursing education process; 3 - learn how to make the training process of nurses and 4 - learn to live in the nursing education process.

On the first design analysis, learn to know the nursing training process: this thematic category is based on learning aimed not so much the acquisition of a repertoire of knowledge codificados.³ So learn to know may be under the influence of intrinsic factors (of being) and extrinsic (learning environment) of a forming structure of knowledge, therefore, this thematic category, try to concentrate life images are therefore of wider policy, such as those related to knowledge of the profession the nurse.

However, learning is supposed to know, first of all, learning to learn (2). Learning to learn to be a nurse in essence, reflect on the many possibilities of performance and integration in the labor market, experiencing the process of nursing work. In this sense, nursing is a healthcare profession, a discipline of the field of science which studies human care and solidifying their professional contours on a scientific level gradually. The hegemonic political-institutional science and the paradigm scenarios delimit the conditions of work, the possibilities of the exercise of autonomy and approach of caring for humans considering their individuality, complexity and concrete possibilities of healthy living.⁷

In this model thought that the tutorial scenario should enable the construction of knowledge in the present learning to know, as we can see in some of the statements listed below:

In this scenario we are aware of the responsibilities we have as nurses in health education and management policy. (E74)

Mentoring is the scenario, or rather, one of the most important learning scenarios, considering that it is what leads to the scientific quest, and it is there that students construct learning for future practice, is the mentoring that begins nursing education. (E3)

Mentoring is a scenario to expose among academic knowledge acquired during each problem situation and thus make it apparent to social practice. (E21)

Is the discussion of situations and involved both the scientific level and in the form of professional practice. (E 47)

Mentoring is one of the most important parts of the course, makes us learning and encourages increasingly to study and learn in order to be an even better nurse. (E77)

Learning to learn, also assumes that the student should seek construction of knowledge by the way, requires development of autonomy and co-responsibility for the learning process. However, the tutorial scenario provides opportunities this construction, since it underpins the methodologies that promote teaching and learning for active search of the knowledge production process.

Students are encouraged to research, reflection and discussion of the contents in depth. Also are always guided by tutors to follow a meaningful process of training targeting. As can be observed in the grafts of the statements below:

Represents a scenario of support with studies in-depth in which the student shows their knowledge and learning during the course. (E 34)

Represents a search scenario, where we are encouraged to go after knowledge and now a scenario to share and reflect the knowledge gained. (E 22)

Mentoring is the main learning scenario. Is on mentoring to create issues for research and from there create the need of other scenarios. (E25)

[...] The knowledge that must always be acquired in an active way. (E 23)

In the tutorial process there are moments that are carried away when the student to make use of their autonomy for studies, search the best environment and time to understand the contents. This search is driven learning issues elaborated in the opening session of the problem situations. This point is that the student will take their responsibility and learning to learn disciplinary content, starting from what already has such knowledge (prior mental images that can be true or false) to expand their cognitive structures.

Thus, there are no ready recipes, or transmitted knowledge, but rather a commitment to consolidate a necessary learning for training process. Here we understand students seeking the School and their professional qualification and are enrolled in an undergraduate course. Really, we understand who have the desire to appropriate the knowledge they lack, so they can definitely be thrown into the labor market after the professionalization with certainty that this step was well structured and solidified.

In this sense, we must not forget that nursing is one of the healthcare professions whose essence and specificity is the care for human beings in the context of family and community, for this reason the major concern in the quality of the training process. In the current design, nursing is part of a healthcare team that seeks to produce and apply knowledge and theoretical and methodological assumptions in health, to better target and support its activities. The effectiveness of this work is to improve the quality of health sees bigger horizons and opportunities for nurses to implement and evaluate care activities.⁸

The traits that make up the second drawing of thematic analysis: **learning to be in the nursing education process** was gathered pertaining to the construction of knowledge that involves aspects inherent issues to human evolution in its entirety.

We understand that education should be a fundamental principle, actions that aim to contribute to the total development of the person - mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility, spirituality. However, the human being must be prepared to develop autonomous and critical thinking and to formulate their own judgments, so that you can decide for yourself how to act in different real images that life offers us.³

Thus, the mentoring process is to embrace this issue, when we interpret the following statements:

[...] It is complementary in my scientific and professional knowledge along to my tutor and tutorial for my life and career group. (E79)

The place where we aggregate knowledge and solidify learning dealing with differences. (E 64)

[...] Where we learn how to deal with human beings clearly and respecting each one. (E45)

[...] It follows common sense. (E 13)

[...] That we bond and strengthen the bonds teaches us to be more social. (E1)

[...] I am always taking what is best in situations addressed to my learning and to be leading for my life outside tutoring. (E26)

Not sufficient to educational institutions strengthen cognitive traits of students, teachers must have the incessant concern coloring them the power of ethics, accountability, solidarity and humanization, for we perceive every day a devaluation of relationships, and moral values. The nursing profession that deals with human beings especially in fragile moments of their lives should have in her intimate minimal sensitivity to deal with life, suffering, death, anguish. We believe that this could prove to be the strategy to ensure the sustainability of professional nursing.

In this context, nursing, dominates a field of knowledge that gives you the power to take care of people in the whole process of living and dying, which is seen in three basic dimensions that complement each other like a mosaic: Caring for individuals and groups, from conception to death; educate and search that involves intrinsic to the care process to educate; lifelong learning at work, the training of new professionals and the production of knowledge that support the care process. The administrative-managerial dimension of coordination of collective work of nursing, health care administration space, to participate in the management of health care and institutional management.⁷

Moreover, work in health and nursing involves a dynamic relationship between subjects. The caregiver in their subjectivity, history, rights, needs, relationships with other participants in the collective work, cultural and professional health conception, and care subject to their needs and cultural conceptions of health. These expectations and interests can approach, enhancing the perspective of care "for oneself and for others" or distance-generating conflicts.⁷

Importantly, we get the sense that all those involved in the tutorial process articulated the training of nurses need:

[...] Learn to be, to fully develop their personality and be up to act with ever greater capacity for autonomy, judgment and personal responsibility. To do so, do not neglect any of the potential of each individual education: memory, reasoning, aesthetic sense, physical capacities, ability to communicate.^{3:102}

So to finish this second analytic image is important to develop sensitivity, ethical and aesthetic, personal and professional responsibility, autonomous, reflective and critical thinking, creativity, initiative and integral growth of the person in relation to intelligence. Learning needs to be full, not neglecting any of the potential of each individual, never underestimating human intelligence.⁹

In the third design analysis, here represented by the third thematic category, learning to do in the nursing education process is related to the ownership of the relevant skills inherent to the profession issues. Thus, learning to know and learning to do are largely inseparable, as well as the role that the pencil is broken during imaging. But the second learning this more closely linked to the issue of vocational training: how to teach students to put into practice their knowledge.³

[...] Knowledge exchange with colleagues, and later put into practice. (E 24)

[...] Got confidence and autonomy in their professional practice. (E33)

Represents performance and improvement for the knowledge and skills for daily practice (E 40).

[...] See what is right or wrong. (E8)

From these graphic images derived from imagery of respondents believe that

[...] Learn to do in order to acquire not only a professional qualification, but in a broader sense, skills that make able to meet many situations and work in a team person. But also learn to do, under the various social or work experiences that offer young people and adolescents, spontaneously or as a result of local or national context, either formally, through development of alternate teaching and work.^{3:101}

Yet, learn to do is much broader than the mere fact of doing, but be prepared with care to insert themselves in the labor sector. The rapid evolution by passing the professions, asks that the individual is able to face new situations of employment and work in teams, developing cooperative spirit of humility and the conceptual re-development and exchanges, required collective work values, have initiative and intuition, like a certain amount of risk, knowing how to communicate and resolve conflicts and be flexible, however, learn to make involves a series of techniques to be worked.⁹

The fourth and final theme category represented by **the dashed graphs related to learn to live in the nursing education process**, leads us to think that this pillar of education is represented by learning to live together, learning to live with others, we consider this study how to learn to live.³

Every day we realized that people seek other environments to strengthen personal relationships, adhering to the spaces and virtual images, social networking to maintain and / or seek new relationships. In some situations these virtual spaces become quite significant, because the approach is to allow people who might not be sharing the same space, because of distance or other eventualities.

However, we should cherish the face meetings, where we can exchange experiences, share ideas, show affection for each other, express feelings, finally, the need to establish a harmonious coexistence. Undoubtedly, this learning is nowadays one of the biggest challenges of education, getting people to become aware of similarities and interdependencies between people who share the scenery on the other. This represents the learning of ethics and morals.

However, many people have an amazing capacity for learning cognitive skills or technical aspects, however, show a great difficult relationship to be working with the differences in its broadest sense. Since we have already pointed that it is not given each of us the free will to choose between colleagues, who will share our living labor, even making up the team with which divide work contracts, even as students or even later as professionals.¹⁰

CONCLUSION

The creation of the actual image of nursing education must be convergent to the expectations of the National Curriculum Guidelines and this pedagogical project of the Undergraduate Nursing. So the service of the pillars of education becomes a prerequisite. However we can conclude that the University Center, in which the study was prepared, according to the study participants, comes to meet this perspective in its essence.

However we should be alert to the depth that these issues are being worked on and believe that the process of knowledge construction is never finished, and can enrich the made experiences.

REFERENCES

1. Jacques A. A imagem. Tradução: Estela dos Santos Abreu e Cláudio Cesar Santoro. 7ª ed. Campinas: Papyrus; 2002.
2. Unifeso. PPP - Projeto Político Pedagógico do Curso de Graduação em Enfermagem. Teresópolis (RJ):Unifeso 2009.
3. Delors J. Educação: um tesouro a descobrir - Relatório para a UNESCO da Comissão Internacional sobre Educação para o Séc. XXI. 5ª ed. São Paulo (SP): Cortez; 2001.
4. Dewey J. Democracia e educação. São Paulo (SP): Nacional; 1959.
5. Gil AC. Métodos e técnicas de pesquisa social. 5ª ed. São Paulo (SP): Atlas; 2006.
6. Minayo, MCS. O Desafio do conhecimento: pesquisa qualitativa em saúde. 8ª ed. São Paulo (SP): Hucitec; 2004.
7. Pires D. A enfermagem enquanto disciplina, profissão e trabalho. Rev Bras Enferm. [periódico on line]. 2009 [citado 15 jan 2011];62(5):739-44. Disponível em: <http://www.scielo.br/pdf/reben/v62n5/15.pdf>
8. Scherer ZAP, Scherer EA, Carvalho AMP. Reflexões sobre o ensino da enfermagem e os primeiros contatos do aluno com a profissão. Rev Latino-Am Enfermagem. [periódico on line]. 2006 [citado 20 jan 2011];14(2):285-91. Disponível em: <http://www.scielo.br/pdf/rlae/v14n2/v14n2a20.pdf>
9. Rodrigues, ZD. Os quatro pilares de uma educação para o século XXI e suas implicações na prática pedagógica. [periódico on line]. 2005 [citado 20 fev 2009]. Disponível em: <http://www.pedagogobrasil.com.br/pedagogia/reflexoessobreosquatropilares.htm>
10. Tanji S. Silva, CMSLMD, Viana LO, Santos, NM. Aprender a ser-fazer-conhecer e conviver no processo de formação do enfermeiro. Rev Enferm Atual. 2010;(10):57:32.

Received on: 18/11/2013
Required for review: No
Approved on: 06/01/2014
Published on: 01/07/2014

Contact of the corresponding author:
Paulo Sergio da Silva
Email: pssilva2008@gmail.com