



KNOWLEDGE ON THE MANAGERIAL FORMATION OF NURSES: AN INTEGRATIVE REVIEW

O CONHECIMENTO SOBRE A FORMAÇÃO GERENCIAL DO ENFERMEIRO: REVISÃO INTEGRATIVA

EL CONOCIMIENTO EN LA FORMACIÓN GERENCIAL DE ENFERMERAS: UNA REVISIÓN INTEGRADORA

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ABSTRACT

Objective: analyzing the production of knowledge about the managerial formation of nurses. **Method:** an integrative review with data collection at the bases Lilacs, Medline, PubMed and SCIELO virtual library of articles published between 2001 and 2011, with a view to answering the question: << *How has knowledge about the managerial formation of nurses produced in scientific journals between 2001 and 2011?* >>. The descriptors were extracted from DECS/VHL in Portuguese and English. A selection of articles came from reading the titles and abstracts. **Results:** 12.234 articles were located, with 26 selected studies. For discussion of the results, five categories were developed: (1) history, concepts and theoretical foundations that underpin the curriculum; (2) the role of discipline and training of managerial skills; (3) challenges of management education; (4) strategies for teaching and learning, and (5) focus on the evaluation of nursing education. **Conclusion:** the formation of the future nurse is guided by the current Brazilian educational policies. **Descriptors:** Nursing Education; Search Nursing Administration; Nursing Students.

RESUMO

Objetivo: analisar a produção do conhecimento sobre a formação gerencial do enfermeiro. **Método:** revisão integrativa com coleta de dados nas bases Lilacs, Medline, PubMed e biblioteca virtual SCIELO de artigos publicados entre 2001 e 2011, com vistas a responder a questão: << *Como se apresenta o conhecimento sobre a formação gerencial do enfermeiro produzido em periódicos científicos entre 2001 e 2011?* >>. Os descritores foram extraídos da DECS/BVS em idioma português e inglês. A seleção dos artigos partiu da leitura dos títulos e resumos. **Resultados:** foram localizados 12.234 artigos, sendo 26 estudos selecionados. Para a discussão dos resultados, foram elaboradas cinco categorias de análise: (1) história, concepções e bases teóricas que sustentam o currículo; (2) papel da disciplina e formação de competências gerenciais; (3) desafios da formação gerencial; (4) estratégias de ensino e aprendizagem e (5) foco na avaliação da formação do enfermeiro. **Conclusão:** a formação do futuro enfermeiro está pautada nas políticas educacionais brasileiras vigentes. **Descritores:** Educação em Enfermagem; Pesquisa em Administração de Enfermagem; Estudantes de Enfermagem.

RESUMEN

Objetivo: analizar la producción de conocimientos sobre la educación gerencial de las enfermeras. **Método:** una revisión integradora con la recopilación de datos en las bases Lilacs, Medline, PubMed y SciELO Biblioteca virtual de artículos publicados entre 2001 y 2011, con el fin de responder a la pregunta << *Como se presenta el conocimiento sobre la formación gerencial de las enfermeras producido en revistas científicas entre 2001 y 2011?* >>. Los descriptors fueron extraídos de DECS / BVS, en portugués y en inglés. La selección de artículos y resúmenes se produjo después de su lectura. **Resultados:** 12.234 artículos fueron localizados, con 26 estudios seleccionados. Para la discusión de los resultados se desarrollaron cinco categorías: (1) la historia, conceptos y fundamentos teóricos que sustentan el plan de estudios; (2) el papel de la disciplina y la formación de habilidades gerenciales; (3) retos de la educación gerencial; (4) estrategias para la enseñanza y el aprendizaje, y (5) se centran en la evaluación de la educación de enfermería. **Conclusión:** la formación de la futura enfermera se guía por las políticas educativas brasileñas actuales. **Descritores:** Educación en Enfermería; Investigación en Administración de Enfermería; Estudiantes de Enfermería.

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INTRODUCTION

The division of labor in nursing, since its advent, determines that the nurse is responsible for the administrative activities in health services. Their participation in the management of health services instigates understanding the meaning of this practice, considering the evolution of nursing as a profession.¹

The complexity of healthcare work alongside the demands of a professional who meets institutional demands of the globalized labor market, sometimes divert the focus of practice of nurses, who should have as priority the health needs of the population. In this conflict, the training base is leading to support the professional competence of critical, reflective, innovative agents and reality transformers nurses.

Added to the relevance of this theme, the National Curriculum Guidelines (DCNs) advanced to the legal requirements for nursing education in Brazil in 2001, bringing the approach to nursing education by competences², and among these, the administration and management, be of the health systems, institutions or teams.

For the development of management skills, it is essential to the body of knowledge identified to planning, making decisions, interacting and managing people. Thus, in DCN's with emphasis on administrative functions, highlight the planning, organization, coordination, direction and control of health services, apart from specific knowledge of social/economic area that allow the manager to access data and information from the macro and micro organizational context, and analyzing them in order to support the management of human and financial, materials, and resources of physical structure.³

There is the need for demystification of nursing management⁴ as a 'dysfunction' of the relief work, and the importance of the nurse appropriate this space as one of the worker processes that differs from care in the context of health production. So is the role of the university equip future nurses to intervene actually participating in the transformation of the current management model and reducing the dichotomy between theory and practice.

OBJECTIVE

- Analyzing the production of knowledge about the managerial education of nurses.

METHOD

The methodology used was the integrative review⁵ for being a process of systematization and analysis of results aimed at the understanding of a given topic, from other

independent studies and contributing to discussions on methods and research results. For this purpose, it is necessary to follow rigor and clarity standards in the review and critique, so that the reader can identify the actual characteristics of the reviewed studies.

All stages of the review are grounded in a formal and rigid work structure consisting of six steps⁵. The question that guided the study was: how has been produced the knowledge about the managerial training of nurses in scientific journals in 2001-2011?

The databases consulted were LILACS, PubMed/MEDLINE and SCIELO virtual library. Inclusion criteria addressed descriptors DECS/VHL in Portuguese and English: nursing education, nursing teaching, students, teachers, management, nursing, organization and administration, formation and knowledge. For the search, we chose to use the descriptors individually, as well as crosses between two words and/or phrases.

Still, as inclusion criteria the articles available in full to query in English, Spanish or Portuguese languages were used. The period of the production of scientific texts comprised the years 2001 to 2011, as it was the year of the implementation of the National Curriculum Guidelines of Nursing (DCNEnf) in Brazil in 2001. Data collection occurred between July 2011 and August 2012.

The selection of articles came from the titles and abstracts of literature seeking to identify the relation with the theme of the study. After conferred the year, the language and the availability of the text in full.Data from the selected articles were collected through an instrument built by the researchers, containing title, year of publication, language, database and considerations on the theme of managerial nursing education.

The presentation of results and discussion of the data was carried out descriptively, allowing the evaluation of the applicability of the integrative review by the reader.

RESULTS

There were found 12.234 texts in full. Of these, 1161 were distributed as follows: 206 articles in LILACS, MEDLINE 732 and 223 in SCIELO library. Sixty articles (60) were selected after a previous reading of abstracts. Of these, the repeated items were excluded, and also after reading the full text, it reached 14 selected articles that contemplated the inclusion criteria of the study. PubMed articles 93 were selected, and after reading the articles and deleting duplicate texts, we selected 12. The final sample comprised 26 items, classified into the following languages: Portuguese language in 21, four in English and one in Spanish.

No	Title Language	Reference	Considerations for managerial training of nurses
1	The insert cost education in the discipline of Administration applied to nursing. Portuguese.	Francisco, I.M.F; Castilho, V. Rev. Esc Enferm USP. 2006; 40(1): 13-9.	Nurses need to be able to meet the needs of healthcare organizations, with the approximation of graduating to the contents and activities of the economic and financial aspects.
2	The scientific literature on nursing administration in Brazil during the period from 1947 to 1972. Portuguese.	Martins, E.G; Sanna, M.C. Rev. Bras Enferm. 2005; mar-abr, 58(2): 235-9.	The contents of Directors aim to prepare students for leadership and administrative development. Discipline has been included in the curricula when his assignment was real and applicable courses.
3	Evaluation of training for nurses according to perception of graduates. Portuguese.	Meira, M.D.D; Kurcgant, P. Acta Paul Enferm. 2008; 21(4):556-61.	Better distribution of the workload and content directed to administrative skills, since the own DCN teaching ´s advocate Administration.
4	Management skills of nurses: a new old challenge? Portuguese.	Cunha, I.C.K.O.; Neto, F.R.G.X. Texto Contexto Enferm. 2006; jul-set, 15(3): 479-82.	The managerial skills of the DCN´s (attention to health decision-making, communication, leadership, administration and management and permanent education) should be more widely discussed and define the role of the nurse in each.
5	Managerial skills in the training of nurses. Portuguese.	Lourenção, D.C.A; Benito, G.A.V. Rev. Bras Enferm. 2010; jan-fev, 63(1): 91-7.	The basis for the training by competencies in DCN Enf.: planning for joint decision-making and argumentation of power; skill of interdisciplinary work; exercise of leadership; present competence.
6	Administration in nursing education: case studies. Portuguese.	Melo, M.R.A.C et al. Acta Paul. Enf. 2002; abr-jun,15(2): 92-101.	The pedagogy of problematization inserted in the teaching of Nursing Administration has proposed that the graduate can analyze and criticize the entire stage and/or practice of this discipline.
7	Customer centricity: an essential tool in the management by competence in nursing. Portuguese.	Ruthes, R.M; Feldman, L.B; Cunha, I.C.K.O. Rev Bras Enferm. 2010; mar-abr, 63(2): 317-21.	Assigns certain elements of competence for managing people, being they: knowledge, skills and attitudes. Nursing managers need to have greater involvement, since this is management directors.
8	Management and general skills of nurses. Portuguese.	Peres, A.M; Ciampone, M.H.T. Texto Contexto Enferm. 2006; jul-set. 15(3): 492-9.	It takes knowledge enlargement of the Administration and management skills to planning, making decisions and interacting with the discipline and training of nurses.
9	The territory managers in the family health strategy: analysis and qualification requirements profile. Portuguese.	Neto, F.R.G.X; Sampaio, J.J.C. Rev Bras Enferm. 2007; nov-dez, 60(6): 687-95.	The study points out that the new professionals are better positioned in FHS due to current curricula that emphasize training for performance in primary care, but are scarce opportunities to learn how to direct the powers that interfere in the health sector. Educational institutions are far from the decision-making spaces, about the provision of services and health policies.
10	La enfermera. Conocimientos y competencias para dirigir hospitales. Espanhol.	Torres, D.G; Tyrrell, M.A.R. Esc. Anna Nery Rev Enferm. 2010; jan-mar, 14(1): 71-75.	The knowledge of the nurse in the administrative area of training offered and emerges if potentiates with praxis. In this logic, skills not only derive from the formation of the nurse, but are characterized by a set of knowledge and practices that allow the achievement of a significant task.
11	Nursing Student's opinion about the formation of the nurse to the SUS: an analysis of FAEN/UEM. Portuguese.	Costa, R.K.S.; Miranda, F.A.N. Esc. Anna Nery Rev Enferm. 2010; jan-mar, 14(1): 39-47.	Characteristics observed on egress profile: ability to recognize shapes of organization on social policy; difficulty of articulating, negotiate, establish partnerships and alliances in the process of work in health services, with losses in the performance of professional autonomy and in mediation in relations involving the service, staff and users.
12	Inside story: the teaching of nursing administration. Portuguese.	Formiga, J.M.M; Germano, R.M. Rev Bras Enferm. 2005; mar-abr, 58(2): 222-6.	As well as teaching in nursing administration in nursing has been developing over the years as the curricular reforms happen, which shows that this area has been gaining strength before graduation, since there was an increase in workload during these years of development of undergraduate courses.
13	Working in nursing process: managing interpersonal relations. Portuguese.	Urbanetto, J.S; Capella, B.B. Rev Bras Enferm. 2004; jul-ago, 57(4): 447-52.	Education is not offering the necessary support to academics to form with a luggage suitable managerial professional environment, which can affect one of the tasks of the nurse-labor management team - both as regards structural management as in interpersonal relationships.

14	Nurse's work-managers and their professional training. Portuguese.	Xavier-Gomes, L.M.; Barbosa, T.L.A. Trab. Educ. Saúde. 2011; nov-fev, 9(3):449-59.	Deficiencies with regard to managerial skills in the training of nurses, once the content was just the rules, routines and creation of working ranges.
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Figure 1. Summary of the selected articles in the database of VHL.

No.	Title Language	Reference	Considerations for managerial training of nurses
1	The art of teaching nursing: a success story. Portuguese.	Pava, A.M.; Neves, E.B. Rev Bras Enferm. 2011; 64(1): 145-151.	Traverses the history of formation of the nurse: nursing as a profession today, the considered a healing profession of scientific practices. Changes of opinions of the profession curriculum changes and modifications were required in nursing schools.
2	Understanding of the theoretical bases of participatory planning in the integrated curriculum a nursing course. Portuguese.	Laluna, M.C.M.C; Ferraz, C.A. Rev. Latino-Am. Enfermagem. 2003; 11(6): 771-7	Considers that the curriculum has for purpose to form competent nurses and social commitment. For that is less than the distance between the curriculum devised and practiced is necessary an approximation with the didactic, pedagogical knowledge taking into consideration: objectives of education, performance, skills, interdisciplinarity and evaluation.
3	The nursing faculty member outside the world of computing. Portuguese.	Peres, H.H.C; Kurcgant, P. Rev. Latino-am Enfermagem. 2004; 12(1): 101-8.	According to the teachers subject of research, the presence of Informatics in society leads individuals to adapt and use technologies, both in his professional environment as people, what triggers the necessity of implementing these technologies in nursing education.
4	Reaping what we sow: nursing education and leadership in Canada and the United States. Inglês.	Gregory, D.M.; Russell C.K. Nursing Leadership. 2003; 16(1): 38-41	The United States and Canada are undergoing a crisis where faculty are retiring in large numbers, making it difficult to place in this category. There is a need for additional resources to ensure education with satisfactory quantity of nurses to develop skills and knowledge to perform leadership.
5	Nursing Education: A Catalyst for the Patient Safety Movement. Inglês.	Neudorf, K., et al. Healthcare Quarterly. 2008; Vol.11. Número especial> 35-9.	The PSPT-team project for patient safety, which backed the development of skills to determine the causes of error and to carry out actions to strengthen the leadership of the nurse in the change of culture, to strengthen patient safety.
6	Preceptor Selection, Orientation, and Evaluation in Baccalaureate. Inglês.	Altmann, T.K. Inter J Nurs Educ Scholarsh. 2006; 3(1).	The study showed that clinical competence and experience are not synonymous and that students require the advanced levels of clinical trial preceptor.
7	The challenges faced by beginners in the practice of nursing. Portuguese.	Silva, D.G.V. et al. Rev Esc Enferm USP. 2010; 44(2): 511-6	Managerial aspects are incipient during training and graduates face difficulties in the exercise of leadership and interpersonal skills. The competence and technical skills are incipient to the theoretical basis of clinical and managerial decision-making.
8	Nursing education: seeking critical-reflexive training and professional skills. Portuguese.	Silva; K.L; Sena; R.R. Rev Latino-Am Enfermagem. 2006. (online) set-out; 14(5).	Restructure the process of training: skills-based education; student as active subject teaching-learning process; pedagogical project of course critical and reflective; use of active methodologies.
9	Training and management practice of nurses: paths to transformative praxis. Portuguese.	Resck, Z.M.R.; Gomes, E.L.R. Rev Latino-am Enfermagem. 2008. (online). jan-fev; 16(1).	There are few training opportunities for the exercise of management, with increased focus for assistance. Management identified as means-activity; an instrument that subsidizes the care for and not for bureaucratic issues.
10	Evaluation on the curricular internship in nursing administration: dialectical perspective. Portuguese.	Prado, C. et al. Rev Bras Enferm. 2010. (online). mai-jun; 63(3).	Case studies: the stage as possibilities for construction/use of managerial instruments that serve for the praxis of nursing.
11	Nexus and challenges in vocational training of nurses. Portuguese.	Corbellini, V.L. et al. Rev Bras Enferm. 2010. (online). jul-ago; 63(4).	Nexus: generalist professional training, but also aimed at social, political and economic issues. Conjunction with the DCN Enf. Challenges: disintegration between theory and practice.
12	A second generation of the competency-based Approach to nursing education. Inglês.	Goudreau, J. et al. Inter J Nurs Educ Scholarsh. 2009; 6(1): art. 15.	The structure of the new project - restructuring of a Bachelor's degree in nursing - contemplates how specific competence: the ability to exercise clinical judgment for all ages, considering different sources of knowledge. As transversal skills: activities with scientific rigor; human behavior and creative; effective communication; professional attitude; team decision making; exercise of leadership.

13	Managerial skills in the training of nurses. Portuguese.	This article was viewed in two databases searched (VHL and PubMed)
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Figure 2. Summary of selected articles in PubMed database.

DISCUSSION

To discussing of the results, five categories were developed: (1) history, concepts and theoretical foundations that underpin the curriculum; (2) Role of discipline and training of managerial skills; (3) Challenges of managerial training; (4) Strategies for teaching and learning, and (5) Focus on evaluation of nursing education.

The category *History, concepts and theoretical foundations that underpin the curriculum* presents the historical evolution of nursing curricula and changes in nursing education and its relations with the world of work in health, from changes in working legislation and Policy education and Health.⁶

To understand the concepts and theoretical bases of the curriculum there is still dispute its strength. The theoretical foundations are fragile and that one way to reverse this situation is further discussion of curriculum conceptions, with its constant review through participative planning.⁷ With regard to education of Nursing Administration, curriculum analysis shows that the base for the formation of managerial skills is the National Curriculum Guidelines of Nursing - DCNEnf, and that the main concepts found in the curricula created from the Guidelines are: joint planning for decision making and reasoning power; ability of interdisciplinary work; exercise leadership; attitudinal competence.⁸

The Paper category of the discipline and training of managerial competencies has its importance in the nursing program. This idea is reinforced by authors⁹ reporting that the development of nursing education occurs simultaneously to the Nursing Administration as curricular reforms happen. Other authors¹⁰ claim that nursing noted the importance of furthering their knowledge in this field due to their significant assistance in nursing care, as well as training to administer services, teaching and supervision to staff.

It is indispensable for the development of administrative competence, a body of knowledge such as: planning, making decisions, interacting and personnel management, as more activities performed by nurses are concentrated in dimensions and manage care.³

Due to the need for nurses to be prepared for management, noted the importance of discussing managerial skills, taking into

account that the National Curriculum Guidelines - DCNs have the skills and general competencies: health care, decision making, the communication, leadership, administration and management, and continuing education. There are several indispensable to the work of the nurses and the skills development of these skills is challenging for all involved in the teaching process, the institutions to learners. Although there are specific skills intended to nurse you can see that there is still no agreement on all the skills intended to nursing management, a situation that demands a broader discussion on the topic, searching for its definition and improvement in the performance of nurses.¹¹

In the category *Challenges of managerial training*, highlight the technology in nursing education¹², in which the significance of information technology in nursing education is discussed with emphasis on the need for information and communication in health, such as support to management challenges. But the authors point out that it is up to teachers to think about the meaning of the integration of new technologies in the reasoned reflection on the ethical and political education, with a view to the integration of new technologies into the educational and professional needs of nurses.

The other articles that address the challenges of managerial training are focused on training nurses leaders.¹³⁻¹⁵ Even with the need to educate nurses to meet the demands of the labor market in search of a balance between the number of graduates and these needs, schools have rethought strategies to fit this quantity in the United States and Canada, but ensuring the formation of leadership skills.¹⁴

The leadership of the team is nominated as one of the main challenges for beginners in nursing practice.¹⁵ The movement of an education system that favors greater political, active and critical participation of nursing students enables a shift towards greater social inclusion training and opportunities to develop skills such as leadership.¹⁵

Challenges in this category of managerial training, you can still see that there are some obstacles to be faced during graduation in the formation of a management nurse. The lack of content¹⁶ and sometimes lack of practical and theoretical articulation, thus sometimes knowledge management related are not teaching focus during training, which will

affect the development of the professional activities. The authors¹⁸ add that the existence of deficits in this area of education, the undergraduate nursing needs to be evaluated and redesigned with the objective of training professionals that meet the needs that society imposes. The idea is reinforced when reporting¹⁷ it is essential that the disciplines of Nursing Administration adversely affected both the distribution of its content, as in their workload, greater interdisciplinarity also proposing to improve education for the administrative skills. These changes are important for graduates to advance the competent professional practice to overcome the shortcomings of the current health education educational proposal.

Despite the difficulties encountered in the formation of the nurse¹⁸, management and administration are differences found in undergraduate nursing seen that these professionals still seek to specialize in the administrative area, which generates the transformation profile of the nurse.

The third category, **teaching and learning strategies**, is enriched with three interesting reports on the development of managerial skills¹⁹ the Project Team for Patient Safety experience - PTSD program conducted in a Canadian school of Nursing, has made opportune developing competencies aimed to determine the causes of error and caused the execution of actions in order to strengthen the leadership of nurses in the culture change, to enhance patient safety. In this scenario, nursing education acts as a catalyst in improving education systems in healthcare and institutional actions of patient safety.

Another teaching experience is evaluating the preceptorship nurses Americans held in universities such as teaching and learning, which discusses the relationship between clinical experience and competence of the preceptor and the demands of the students these skills strategy. It was concluded that the preceptors benefit nursing practice and education in their institutions, in their performances to the students for their practical experience, including nursing administration.²⁰

Finally, a curriculum reform with Competence-Based Approach - CBA is reported as a structuring strategy of a new pedagogical project that seeks to contemplate the development of management skills related to effective communication, professional behavior decision making in teams, and leadership practice, as soft skills in nursing education.²¹

Sustained previously exposed to this experience, sum up the other in a state university, in partnership with the student - internal of the last year of graduation - nursing and teaching, in which we seek to share the discoveries and knowledge with professionals capable to make decisions and willing to learn.²² These types of evaluation strategy and reconstruction of educational projects, even indicated by Education Policies, are still incipient in its technical and methodological characteristics in Brazil.

The last category, **Focus on evaluation of managerial nursing education**, curriculum evaluation highlights that can be worked in two areas: education and performance. Authors²³ consider that in training there are few opportunities for the exercise of management, since the learning opportunities are geared more for assistance.

An assessment of the traineeship Nursing Administration, there is an experience²⁴ teaching with use of dialectical methodology, to problematize the practice enables the development of skills from understanding and meaningful learning, co-responsible and planned by the nursing field and the student.

The evaluation of the contributions by graduates teaching in their work process points as positives the formation of a generalist, articulated with the curriculum proposals from DCNs, but also turned to the social, political and economic issues.²⁵ However, there remains the disconnection between theory and practice as one of the main challenges to skills training of nurses.

CONCLUSION

The selected articles tend the training of the future nurse, based in DCNEnf and educational projects for undergraduate courses. Among the factors that were highlighted were the gaps between theory and practice, and concerns or results that show the disconnection between education and service. In the discussions presented, it has to be even with the enactment of DCNEnf in 2001, the challenges persist for the (re) construction of nursing education model.

Despite the constant evolution of nursing education and its curriculum after implantation of DCNs, there are still gaps in management education of nurses. It was found that, despite the gradual increase in the importance given to the management and administration in professional practice, the distribution of the workload and the correlation between theory and practice within the content of the training are insufficient to build it targets the skills and DCNs institutions, even though the

expectations of nurse manager / manager are divergent between teaching and service.

Another situation that was exposed was the presentation of the faculty, still inappropriate to teach discipline-specific nature of the training profession. This situation was exacerbated by maldistribution of offering courses *stricto sensu* in certain regions of Brazil and the inadequate allocations made by educational institutions that have difficulty recognizing that the teacher who teaches courses in the field of administration need to have specific skills to do so.

This study referred, among other observations, the need for reformulation of education for managerial training of nurses, based on DCNs and skills required by the workplace health. It was also seen that among the changes required, the highlight was the constant evaluation of teaching skills and pedagogical projects courses.

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