



NURSING EDUCATION AND ITS COMPLEXITY: A MATTER OF COMPETENCE O ENSINO DE ENFERMAGEM E SUA COMPLEXIDADE: UMA QUESTÃO DE COMPETÊNCIA LA ENSEÑANZA DE ENFERMERÍA Y SU COMPLEJIDAD: UNA CUESTIÓN DE COMPETENCIA

Cláudio José de Souza¹, Geilsa Soraia Cavalcanti Valente²

ABSTRACT

Objective: To analyze the teachers' skills to the complexity of theoretical and practical teaching in nursing graduation. **Method:** An exploratory and descriptive study of qualitative approach, held in Faculdade Bezerra de Araujo/RJ, with ten nursing teachers from August to October 2013. After the project approved by the Research Ethics Committee CAAE 15036113.8.0000.5243, data were collected through semi-structured and analyzed by content analysis technique interview. **Results:** After analyzing the records and units of meaning, the following category emerged << **Evaluating student knowledge through reflective practice: the complexity of teaching-learning** >>. **Conclusion:** understanding the complexity in teaching nursing is a key aspect for the development of a training, democratic education with a view to developing teaching skills. **Descriptors:** Education, Nursing; Competency-Based Education; Teachers' Nursing Practice; Higher Education.

RESUMO

Objetivo: analisar as competências docentes diante da complexidade do ensino teórico-prático na graduação em enfermagem. **Método:** estudo exploratório e descritivo, de abordagem qualitativa, realizado na Faculdade Bezerra de Araújo/RJ, com dez docentes enfermeiros, de agosto a outubro de 2013. Após a aprovação do projeto pelo Comitê de Ética em Pesquisa, CAAE 15036113.8.0000.5243, os dados foram coletados por meio de entrevista semiestruturada e analisados pela técnica de análise de conteúdo. **Resultados:** após análise das unidades de registros e de significados, emergiu a seguinte categoria << **Avaliando saberes discente por meio da prática reflexiva: a complexidade do ensino-aprendizagem** >>. **Conclusão:** a compreensão da complexidade no ensino de graduação em enfermagem é um aspecto fundamental para o desenvolvimento de um ensino formativo, democrático, com vistas ao desenvolvimento de competências docentes. **Descritores:** Educação em Enfermagem; Educação Baseada em Competências; Prática do Docente de Enfermagem; Ensino Superior.

RESUMEN

Objetivo: analizar las competencias docentes frente a la complejidad de la enseñanza teórica-práctica en la graduación en enfermería. **Método:** estudio exploratorio y descriptivo, de enfoque cualitativo, realizado en la Facultad Bezerra de Araújo/RJ, con diez docentes enfermeros de agosto a octubre de 2013. Después de la aprobación del proyecto por el Comité de Ética en Investigación CAAE 15036113.8.0000.5243, los datos fueron recogidos por medio de entrevista semi-estructurada y analizados por la Técnica de Análisis de Contenido. **Resultados:** luego del análisis de las unidades de registros y de significados, surgió la categoría << **Evaluando saberes discentes por medio de la práctica reflexiva: la complejidad de la enseñanza-aprendizaje** >>. **Conclusión:** la comprensión de la complejidad en la enseñanza de graduación en enfermería es un aspecto fundamental para el desarrollo de una enseñanza formativa, democrático con vistas al desarrollo de competencias docentes. **Descriptores:** Educación en Enfermería; Educación Basada en Competencias; Práctica del Docente de Enfermería; Enseñanza Superior.

¹Nurse, Professor, Graduation / Post-Graduate at Faculdade Bezerra de Araújo, Master degree in Health Care Science, Fluminense Federal University /UFF. Niterói (RJ), Brazil. Bolsista CNPq. E-mail: claudioenfo@gmail.com; ²Nurse, Ph.D. Professor in Nursing, Department of Nursing and Administration Fundamentals, Fluminense Federal University/UFF. Niterói (RJ), Brazil. E-mail: geilsavalente@yahoo.com.br

INTRODUCTION

The educational process includes intrinsic and extrinsic factors at ease teachers denoting its complexity. Once the teachers are prepared to address these daily challenges, whether in the classroom or in the practical area, through an analysis and continuous reflection, these factors can be early detected, intervening in order to integrate the theoretical and practical teaching, aiming at developing skills in order to meet both the expectations of students as teachers and institution.¹

To be prepared to deal with the changes, transitions that teaching has undergone in the last three decades, especially the nursing area, it will be only possible, through a diagnostic and formative assessment and having the necessary skills for the teaching profession that at the same time can reach the factors that permeate the teaching-learning process in its complexity.²

It is emphasized that the evaluation process should not be used to classify or label the student in good or bad. The teachers in their training assignments must understand that the evaluation is a time of learning for both teachers and students. As teacher, it is possible to check which strategies are or not achieving the proposed objectives, as well as being possible to verify hypotheses which students are raising the internalization and construction of certain concept in skills development with a view to their professional practice.

Thus, to implement the skills of the teaching nurse in nursing education, to develop skills within this complexity it is necessary, first, to work through problems and projects, offering complex tasks and challenges that encourage the students to mobilize their knowledge and to complete them. Today, teaching should be to describe, fit and control learning situations, following the constructivist pedagogical principles.³

The conditions and teaching contexts today evolve increasingly, no longer being possible to live only with the knowledge of initial training, which becomes obsolete in a very short time due to the speed of information dissemination, especially in health care. Also, it is unrealistic to imagine that a well-designed training can offer new revenue when the old become outdated. Thus, teachers should grasp their own teaching practice and, through it, deal effectively with the variety of social and cultural differences in work that is a classroom and/or training area.⁴

It is necessary to understand that the teaching profession will not be able to handle all this complexity that involves the teaching-learning that we will not be the solution to all the problems of the educational sphere, since they are problems due to a failure in the elementary levels of education, reflecting substantially in higher education, further increasing our responsibilities, to rescue lost knowledge and enable individuals to practice in a critical-reflective and competent way.⁵

Based on the concept of a focused on learning teaching reflective practice, for developing skills in the students and realizing that we are subject educators, we must make use of our role in society as agents of change in reality, creating alternatives changes in paradigms involving education and reflecting directly in society.

In this sense, it is believed that only a human being who is able to get out of his context, to be distanced from it to stay with it, able to admire it for aiming it, transform it, and turning it, knowing how to transform by his own creation; a human being who is and being on his time, a historical being, this is only able, through it all, to compromise with the critical and emancipatory teaching profession.⁶

When reflecting on this aspect, it is believed that we can be professionals capable of transforming reality through a democratic and constructivist education. Thus, there can be no reflection and action outside the man-reality relationship. This man-world relationship, unlike the animal contact with the world, involves the transformation of the world whose product, in turn, affects both action and reflection and gives another nuance to education with a teaching capable of transforming subjects involved in the process.⁷

When performing this exercise of reflexive action - action-reflection-action- it can be said that this intersubjective process between the teacher and the student will be through an intentional action, able to change the current scenario, contributing significantly on the introduction of nursing care, aiming excellence care, as well as to the quality of work life. This intersubjectivity changes those who teach and those who learn as subjects and through this exchange action, they will never be the same because of the diversity found in the educational environment.

It is not possible to reflect on what is education, without reflecting on the man himself, but the man known unfinished and so is educated. There would not be education if the man was a finished being.⁷ In this context,

the reflexive practice of the teaching profession depends on the quality of regulations that it allows to perform and its effectiveness in identifying and solving professional problems.³

Understanding this context and the complexity of teaching-learning, it leads us towards the author's thinking³⁻⁸⁻⁹, who in his different works associated this complexity with the development of skills confirming that the complexity of teaching-learning is not a static process but dynamic as the mobilization of diverse knowledge and expertise in solving a particular problem.

Based on the above, the object of study is: teaching skills for the integration of the theoretical and practical knowledge in education in nursing.

OBJECTIVE

- To analyze the teaching skills, considering the complexity of the theoretical and practical teaching in nursing graduation.

METHOD

This research is part of the Academic Master's thesis in Care Sciences for Health, developed in Aurora de Afonso Costa Nursing School - Fluminense Federal University, with support from the National Research Council - CNPq. This is an exploratory and descriptive qualitative study, held in a private institution of higher education in Nursing, located in the West Zone of the City of Rio de Janeiro, with over 40 years of history, renowned in the Brazilian scenario in professionals training in the health area, especially in nursing, with own publishing center, numerous published, created and administered textbooks by a Nurse to the present day.

The research project was approved by the Research Ethics Committee of the Medical School of the Fluminense Federal University in the opinion number 330,142/13, CAAE 15036113.8.0000.5243.

Ten nursing teachers participated in the investigation who met the following inclusion criteria: be the actual body of the institution that had in common discipline on theoretical-practical content and with more than a year in the teaching profession. Therefore, those who after learning about the research objectives did not sign the consent form(TCLE), and those who were on vacation and/or license were excluded.

Participation in the research was voluntary with signing the Free and Informed Consent Term. Data collection was conducted through semi-structured interview, followed by

participant observation, for better suiting the subject and the objectives of the study.

In the case of qualitative research, there was not a number of participating subjects pre-arranged, but the inclusion criteria and changes in the curriculum of the institution for completion of the collection was considered.

Data were analyzed using the content analysis¹⁰, method developed from a logical similarity. In the content analysis, the meaning of the content was considered and the following category was created: The complexity of learning theoretical and practical teaching integration: Committing the teaching skills.

RESULTS

There were ten teachers participating in the study, all nurses that: 90% of participants are female and 10% male that shows that nursing is still one of the typically female professions. From the 60% of respondents they are in the age group of 41-50 years old; 30% more than 51 years old and 10% older than 40 years old. This information corroborates the data from the time of formation and action in higher education, that is, the research participants already have an established history in nursing.

It can still be seen in the categorization of the participants that: 70% of participants have master's titles and in the time of collection of the participants, they were studying doctoral, and in the outcome of the research, they had already defended their doctoral thesis. This confirms that the institution still favors the masters and doctors for the theoretical and experts for practical teaching and they were 30%.

♦ The complexity of learning in theoretical and practical teaching integration: Committing the teaching skills

On the respondent speaks there is the understanding of the complexity involved in the teaching-learning, mainly due to the agility of spreading information in the education and health field, as described below:

[...] The interesting thing is the teacher allows this exchange, being open to receive information and knowing how to work the best possible way to integrate this knowledge, being open to say I do not know, I do not know. Today you cannot know everything, there is no way, and we are in a process of formation in which what is right today, what I teach today, tomorrow is gone. The construction of this knowledge

Souza CJ de, Valente GSC.

Nursing education and its complexity...

must be continuous and arouse in the students this value that knowledge goes through these transformations, it needs to constantly upgrade skills built at school, not only the student, but the teacher also. (Olho de Olho)

By understanding this complexity as well as the need to confront concepts and definitions of certain subjects that cover the theoretical and practical teaching in nursing degree, another teacher brings the following statement:

Especially in healthcare where the practice is sometimes one and in the literature is another. [...] We have to rebuild it and show him that the right thing is not what it is in literature. What the literature says is the reason why it is correct. [...] I try to show them that what is being done is not appropriate and that this is the correct and why it is correct. (Topázio)

By understanding this complexity it is up to the teacher, a diagnostic assessment of the students profile and, through these interpersonal relations that take place either in the classroom or in the training field, create strategies to facilitate the teaching-learning, based on a formative evaluation. To this end, it is necessary that the teacher values the knowledge even if it is superficial from the student, adjusting the content of new knowledge through a dialectic between subjects. In this context, another teacher reports:

Usually I correct, what he does not know, introducing new knowledge from prior knowledge of the student. Stressing that if the technical knowledge is feasible, it is applicable and can be adapted, this knowledge is used. (Coral)

In both interviews, teachers have the concern to bring the seizure of students, that not everything that is written or conceptualized in the literature has indeed an applicability in professional practice. Thus, it is fundamental the experience and teaching knowledge about the content to be taught. It is emphasized that the construction of knowledge takes place all the time, as the speech of another teacher ratifies:

Knowledge are coming and going. This is wonderful to have this flexibility. (Madre Pérola)

Thus, given these reflections and understandings, it is up to the teacher through the perception of his class to create new possibilities of teaching through the representations made by the students taking place from a critical-reflexive action as reports this teacher:

I'm not sure, so, in my perception I get in full all these possibilities [...] but I realize

that while I worked with textual analysis, data show, slides, very theoretical content, it was kind of far from the process to be performed. And, when they arrive in the practical field, they need time, so they can combine theory with practice. (Ametista)

As this action-reflection-action happens, the type of strategies used as facilitator of knowledge, this intersubjectivity between teacher - student takes more horizontal way through an education with a view to developing professional skills and a democratic and constructivist education. The following statement points this out:

I always have this concept that academic comes with prior knowledge. [...] I try to put this knowledge out. [...] Put an appreciation of themselves, they will feel safer and more stimulated to learn, and really is a fact that they learn more and I learn from them and value the knowledge they have. [...] Sometimes the knowledge that he has does not change, but sometimes it improves, sometimes not everything is wrong, but can be improved. (Jade)

DISCUSSION

Searching for changes in traditional models of education depending on the suitability of new paradigms because of the complex that includes the education and health sector, it is highlighted the need for effective participation of the actors evolved in this context: academics, graduates, teachers and academia. With the aim of promoting movements that can redirect or reset educational proposals and at the same time contemplating the aspect of complexity aims to skills development.¹¹

Assuming that there is a growing, deep and serious inadequacy between our disjoint, parties, compartmentalized knowledge between Theoretical and practical teaching, and realities or problems increasingly multidisciplinary, cross-sectorial, multidimensional, transnational, global, planetary, the perspective of complexity to clarify the thinking and conceptualize education is adopted.¹²

Thus, by the considerations of the author,¹³ complexity is a inseparably associated heterogeneous elements, which have the paradoxical relationship between the one and the multiple. In can be then ratified, that complexity is effectively networking events, actions, interactions, feedbacks, determinants, accidents that constitute our phenomenal world. The complexity is presented under the disturbing aspect of perplexity, disorder, ambiguity, uncertainty, that is, of all that is the tangled, inextricable.

Pertinent knowledge must confront complexity. *Complexus* means “what was woven together; in fact, there is complexity when different elements are inseparable constituent of the whole”^{14:38} Thus, it can be stated in the author’s view that the complexity is the union between unity and multiplicity. The own developments to our planetary era confront us increasingly and ever more inevitable with the challenges of complexity. These challenges, which do not relate only to science but also to society, politics, ethics and education, becoming a problem of thought and paradigm that involves a general epistemology.

Based on this, it cannot be ignored the repercussions that were in education, inspired by Delors report,¹⁵ which established goals for education in the twenty-first century. The goals of this report are grounded in four key that were named fundamentals. On the understanding that these fundamentals can support individuals throughout their academic life, it is constituted in “pillars of knowledge” which are: learning to know, learning to do, learning to live together and learning to be.

Based on these four pillars, an emphasis is observed, especially in interpersonal relationships, in conviviality, interdisciplinary, respect to the diversity and culture. In addition to these requirements, there are other trends as professional skills that deserves discussion, criticism, reservations by plurality and polysemy of the term.¹⁶

To develop skills it is necessary first, to work on issues and projects, proposing complex tasks and challenges that encourage students to mobilize their knowledge and to complete them. Teaching today should be to concept, fit and control learning situations, following the principles constructivist pedagogical assets.¹⁷

Due to the plurality and several meanings attributed to the word competence in several areas, that one that has significance for the area of education is highlighted, defining as “a capacity to act effectively in a certain type of situation, supported by knowledge, but not limited to them”^{9:7} The same author directs us to another reflection pointing out that: “the professional competence consists in finding a wide repertoire of devices and sequence in adapting or building, as well as to identify with as much insight as possible to mobilize and teach.”^{18:13} However, he confirms that this competence is a capacity to mobilize various cognitive resources to face a type of problem situation.

It is believed that the ability to organize and animate problem situations and other

fruitful learning situations assume responsibilities very similar to those required by a search procedure, this fundamental topic as to the direction in the education of a critical and reflective professional.

Therefore, it is education that helps the student to become a thinking subject to learn how to use their potential for cognitive thought by means of construction and integral concepts, skills, attitudes and values. In this sense, the task of teaching thinking requires teachers the knowledge of teaching strategies and the development of their own powers of thinking. If the teacher does not have the thinking skills, if he does not know learn-learn, if he is unable to organize and regulate his own learning activities, it is impossible to help learners to potentiating their cognitive abilities.¹⁹

CONCLUSION

The teaching-learning, whatever their area of acting is, it involves and requires the complexity of factors involved in this process. In nursing, it is proven primarily by the dichotomy between the theoretical-practical training, which highlights the central pillar for our reflections.

As critical and reflective teachers, by understanding that this complexity is the result of many factors inherent in education, we should direct our attention to academic, personal and institutional characteristics in order to identify the critical nodes preventing the advance or the integration of content and development skills. This can be achieved through a diagnostic and formative assessment, in order to rebuild and renew the teaching-learning process in nursing, which requires the development of teaching skills to carry out this practice.

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Nursing education and its complexity...

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Corresponding Address

Cláudio José de Souza
Av. Ernani Cardoso 53, Fundos 113
Bairro Cascadura
CEP 21310-310 — Rio de Janeiro (RJ), Brazil