



## TEACHING MANAGEMENT FOR NURSING TRAINING: THE IMPACT ON THE PROFESSIONAL EXERCISE IN THE HOSPITAL AREA

### O ENSINO DE ADMINISTRAÇÃO NA FORMAÇÃO DO ENFERMEIRO: REPERCUSSÃO NO EXERCÍCIO PROFISSIONAL DA ÁREA HOSPITALAR

### LA ENSEÑANZA DE LA GESTIÓN EN LA FORMACIÓN DE ENFERMERAS: EL IMPACTO EN EL EJERCICIO PROFESIONAL DE LA ZONA HOSPITALARIA

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#### ABSTRACT

**Objectives:** outlining the profile of nurses in hospital administrative area, identifying them as professionals; associating the management knowledge gained in training to their work exercise; investigating the administrative and managerial skills that nurses need to take the hospital administrative area. **Method:** an exploratory descriptive study of a qualitative approach conducted with 12 nurses working in administrative sectors of hospitals. The data production occurred through semi-structured recorded interview. After the transcribed reports, the used content analysis was that proposed by Bardin. The research project was approved by the Research Ethics Committee, CAAE 0088.0.090.000-11. **Results:** listed skills that every nurse needs to develop the professional administrative role, based on personal, professional and educational competences. **Conclusion:** the nurses show that the knowledge acquired at graduation, the principles, bases, scientific and intellectual base in their work practice, guided by ethical principles. **Descriptors:** Administration; Nursing; Formation; Education; Hospital; Education in Health.

#### RESUMO

**Objetivos:** delinear o perfil do enfermeiro que atua na área administrativa hospitalar identificando-o como profissional; associar o conhecimento de administração obtido na formação ao seu exercício de trabalho; investigar as competências administrativas e gerenciais que o enfermeiro necessita para assumir a área administrativa hospitalar. **Método:** estudo exploratório descritivo com abordagem qualitativa, com 12 enfermeiras atuantes em setores administrativos de hospitalares. A produção de dados ocorreu através a partir de entrevista semiestruturada gravada. Após os relatos transcritos, a análise de conteúdo utilizada foi a proposta por Bardin. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa, CAAE 0088.0.090.000-11. **Resultados:** elencado às competências que cada enfermeiro necessita para desenvolver o papel profissional administrativo, baseado nas competências pessoais, profissionais e educacionais. **Conclusão:** os profissionais de enfermagem demonstram que o conhecimento adquirido na graduação, os princípios, fundamentos, base científica e intelectual, na sua prática de trabalho, pautados em princípios éticos. **Descritores:** Administração; Enfermagem; Formação; Ensino; Hospitalar; Ensino na Saúde.

#### RESUMEN

**Objetivos:** describir el perfil del enfermero involucrado en el área administrativo del hospital identificándolo como profesional; asociar los conocimientos de la gestión adquiridos en la formación para el ejercicio de su trabajo; investigar las habilidades administrativas y de gestión que los enfermeros necesitan para tomar el área administrativa del hospital. **Método:** un estudio exploratorio descriptivo con enfoque cualitativo con 12 enfermeras que trabajan en los sectores administrativos de hospitales. Los datos se produjeron a través de entrevista semi-estructurada grabada. Después de los informes transcritos, el análisis de contenido utilizado fue el propuesto por Bardin. El proyecto de investigación fue aprobado por el Comité de Ética en la Investigación, CAAE 0088.0.090.000-11. **Resultados:** lista de habilidades que cada enfermero necesita para desarrollar papel profesional administrativo, basado en las competencias personales, profesionales y educativas. **Conclusión:** los enfermeros muestran los conocimientos adquiridos en la graduación, los principios, los fundamentos, la base científica e intelectual en su práctica de trabajo, guiados en los principios éticos. **Descritores:** Administración; Enfermería; Formación; Enseñanza; El Hospital; Educación en Salud.

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## INTRODUCTION

The training of nurses, as a professional practice, started in 1860 in England with Florence Nightingale, who did the categorization of the nursing team, with fragmentation of tasks related to care, because the "ladies" fit teaching, supervision and manual tasks. It is important that the training of nurses in Brazil began in 1923, when Carlos Chagas created the School of Nurses of the National Department of Public Health, in order to improve health conditions and public health in Brazil.<sup>1</sup>

The Law of Directives and Bases of Education 1996 offers schools of philosophical, conceptual, political and methodological basis to guide the development of educational projects.<sup>2</sup> The formation of nursing seems to give priority to the management of assistance, not deepening the administrative framework of nursing education. Such training involves the articulation of different knowledge for the construction of knowledge able to manipulate the actions of these professionals in different areas of care and management.<sup>3</sup>

By improving the quality of graduate education with the principles and guidelines of the proposed new system, the issue of health care management starts to be rediscussed in order to facilitate the articulation of the different levels of assistance in the search for problem solving. The planning, organization and management of health services, both hospital as units, basic or specialist should have as a guiding the epidemiological surveillance; in this regard the clinical model of care is important, but not enough.<sup>4</sup>

The nursing administration covers a range of responsibilities and constitutes a challenge for those who assume leadership positions. The formation of nursing involves the articulation of different knowledge for the construction of knowledge capable of exploiting the work of these professionals in different areas of care and management in the health system.<sup>1</sup> The nurse basically has four core activities that guide their profession: healthcare, management, education and research.

From this professional is required knowledge, skills and attitudes appropriate to perform his role, develop skills such as interpersonal relationship, leadership, team

motivation, a positive craving communication. Among the administrative functions it is also to ensure that team members perform their tasks with competence.

Facing the nurse's responsibilities in the administrative area, the development of skills is essential in his training. This concern, the guiding question emerged: How the management education in nursing reflected in professional practice in the hospital area? In this sense, the objective of the study was to investigating the administrative and managerial skills that nurses need to practice of professional skills in the hospital area, comparing them with standardized skills in the nursing education guidelines.

According to the Code of Ethics of nursing professionals<sup>5</sup>, the nurse engaged in the promotion, prevention, recovery, rehabilitation and health plays with autonomy and competence those activities, respecting the life, dignity and human rights. In this sense the nurse in the health team has the role of guiding people through health educational actions, individual and collective, which experience from his professional training. This study seeks to deepen the understanding of how the actions and interactions of nurses takes place in professional practice for this were defined objectives: to outline the nurse profile that works in hospital administration area, identified as professional, associates the obtained knowledge management in training to work his exercise and investigate the administrative and managerial skills that nurses need to take to the hospital administrative area.

## METHOD

Article drawn from the monograph << The management education in nursing training: repercussion in the practice of hospital area >> presented to the graduate course of Nursing, Colleges Pequeno Príncipe - FPP, Curitiba - PR, Brazil. 2012.

This study is qualitative, effective through exploratory and descriptive method, with 12 nurses working in administrative and managerial area of a large pediatric hospital in the city of Curitiba in the period February to April 2012.

Initially, there were identified 28 nurses working in the administrative and management area in several sectors of this

hospital. From these, there were selected 20 professionals with at least 1 year in administrative activity, which had completed graduation between the years 2002 to 2010, regardless of gender, color, race, age or religious option. Agreed to participate 12 nurses, four were unavailable for vacations conditions or remoteness and two refusals.

To developing the study, there was selected a philanthropic hospital in the municipality of Curitiba-PR, who has 91 years of service with children, with 390 hospital beds, 62 of those in the intensive and semi-intensive care unit, reference in various pediatric specialties.

Data were collected through socio-demographic questionnaire and later used semi-structured interview guide with open questions asking: What management discipline of content you received at graduation, which considers it essential to

perform the administrative function? Which skills do you think essential to take part in the administrative area in the hospital area? What do you suggest as the primary administrative content in academic training, taking into account the experience in the field? For the analysis of the information it was used the content analysis as proposed by Bardin (2009).

The project was approved by the Research Ethics Committee, under the CAAE 0088.0.090.000-11 record, and assent n. 1027-11. The survey participants were informed and were assured anonymity, confidentiality, right to withdraw at any time if they so wished, by Consent Agreement and Informed (IC).

RESULTS

Initially there were analyzed the socio-demographic data resulted in a flowchart shown in Figure 1.

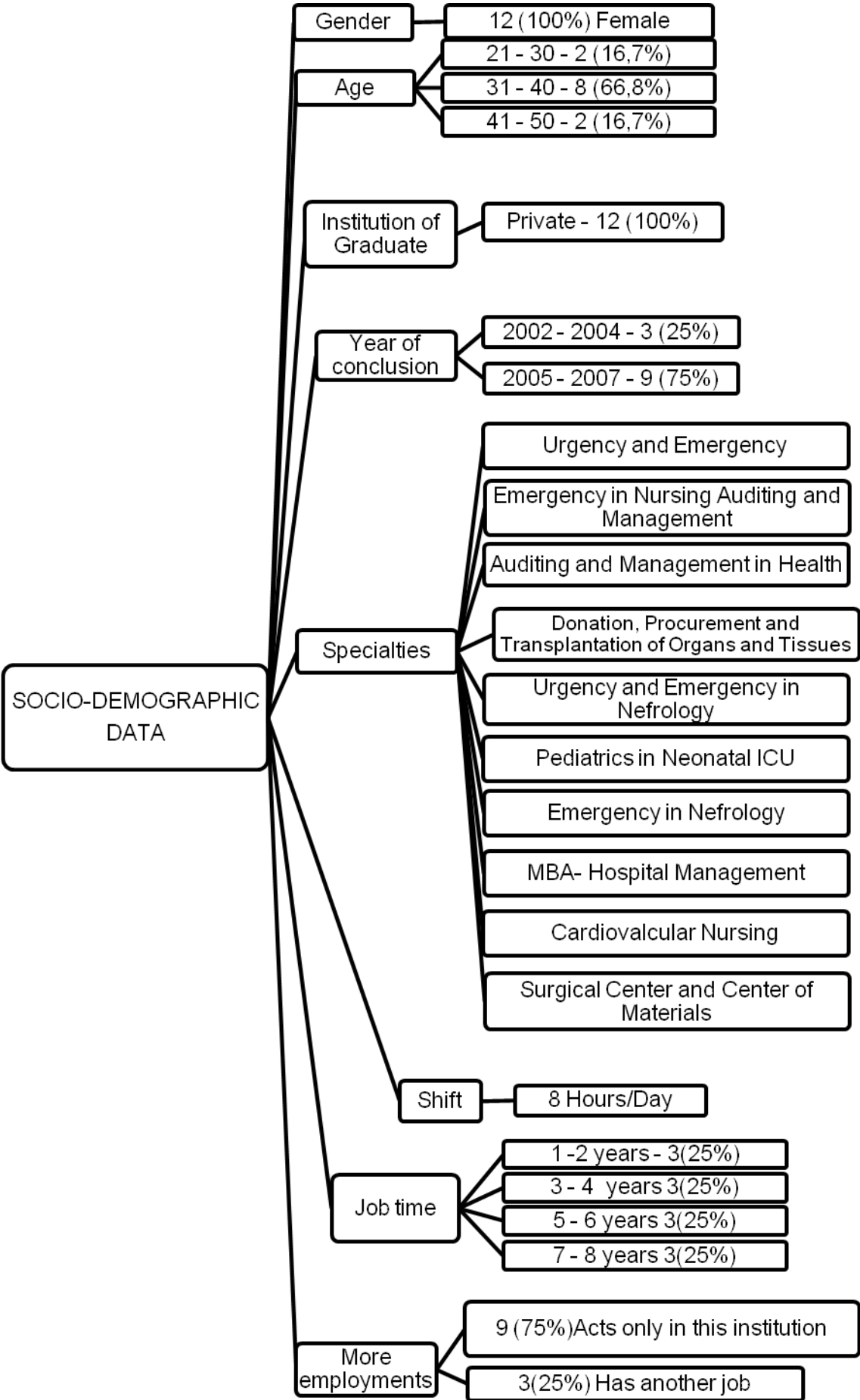


Figure 1. Flowchart of socio-demographic data.

Then the participants' reports were analyzed based on content analysis proposed by Bardin<sup>6</sup>. Initially ordered and organized according to the order of the reports, classified as constant readings of the texts that provided the basis to key moments and establishment of communication reporting units. Finally, the interpretation of the findings that emerged categorical context units presented in Figure 2.

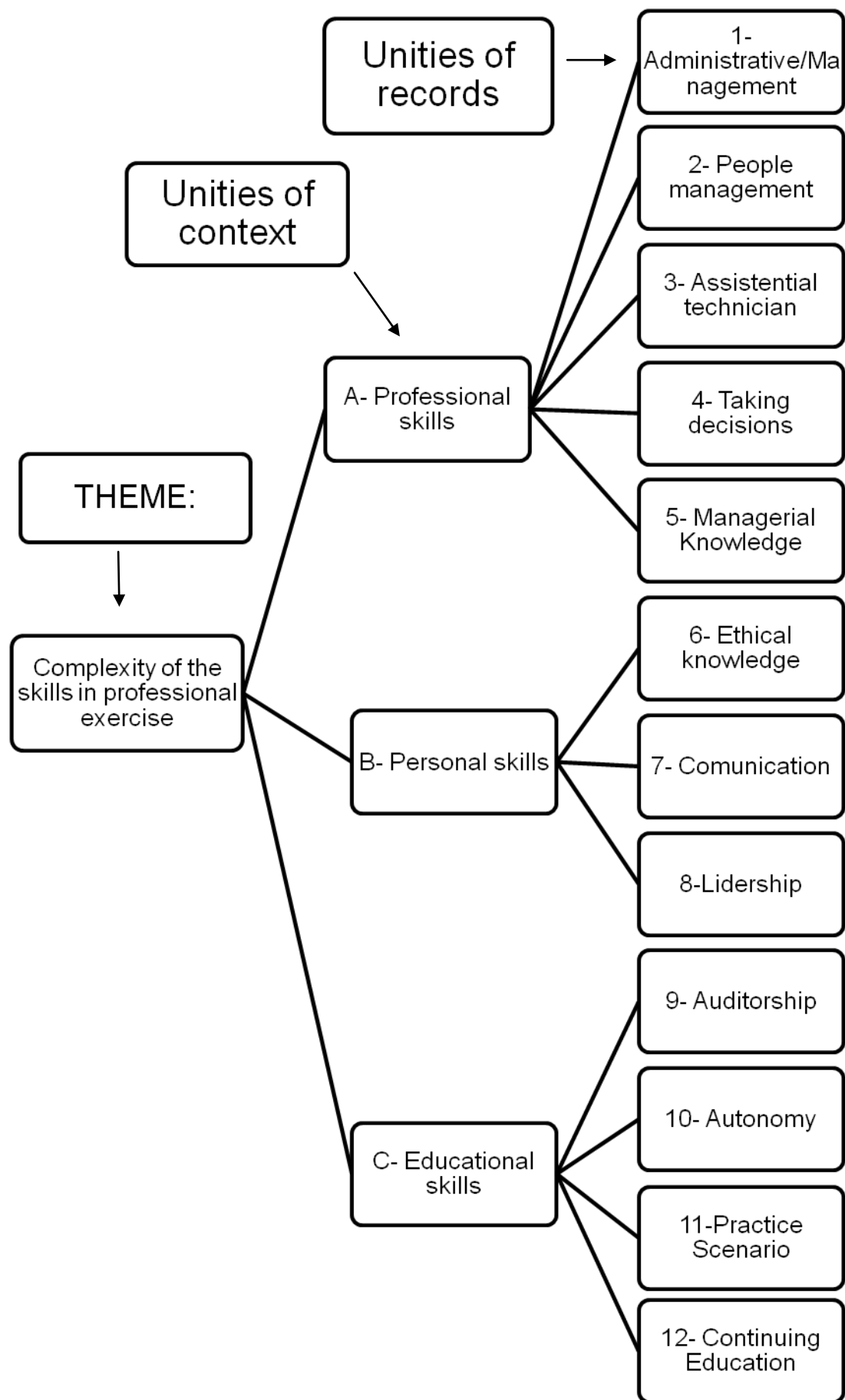


Figure 2- Flowchart of the Distribution of Units of Contexts and Records.

For the presentation of the participants, ensuring confidentiality and anonymity, names of precious stones were used. In the Unit of Context A, Professional Skills, Registration Unit 1, Administrative Management, the reports demonstrate the many skills to be learned.

*[...] from the skills, is that in fact we have many, so I will name a few [...] from the people management area, sizing, scales, then all this is super important. We take*

*care of everything from personal, material, physical structure [...]. (Ruby)*

*[...] scale of sectors, scale rotation of employees, Holiday scale, and managerial minutes, so the staff dimensioning, in the area ISO I make the implementation of the new documents. (Turquoise)*

To solidify the partnership with health services, the University needs to fulfill its role in bringing knowledge and facilitating

the apprehension of knowledge, confirming the speeches below:

*[...] and drive management also you see is all part of management, from human resources management, equipment, and so on are important content. (Emerald)*

*Management you will deal with part of the equipment, human resources management, sector administration management [...], it also involves the part of the patient. (Emerald)*

In the Registration Unit 2, personnel management, it is possible to apprehend the importance of articulation of knowledge involving the management and interpersonal relationship among professionals.

*Having a good management of people, to know and to recognize your team, know how to coordinate each person one by one [...] when you're working you get to know them one by one. (Sapphire)*

*[...] I think it is essential coping with human part, human resources [...]. (Jade)*

In the Registration Unit 3, related to professional competences within technical assistance part, the speech shows the integration of administrative competences must be linked to technical assistance.

*Coordinate, know how to evaluate the unit where you are [...] administering both as administrative assistance, because it does not help you just know the administrative and not knowing the assistance has to make in order to collect. (Tourmaline)*

The demands regarding the performance of nurses in various dimensions of the profession shows that the control of actions involving nursing activities and the other members of the institution as part of the work in patient care. According to the following testimonials.

*You have to be securely held in the administrative part or, properly speaking, in care part, because in some things you have to work a lot with more rational than emotional. (Topaz)*

*[...] even in care of, even if it is only assistance, the material he uses he has to put on his prescription in its evolution as a nurse: what he used, why he used; this is important. (Jade)*

In the Registration Unit 4, Decision Making, the statement refers to the need for multiple professional knowledge about decision making. Besides the base of management disciplines, it is necessary the knowledge of the various areas studied in graduation, such as ethics and general human care, as they influence in assertive decisions.

*[...] you have to know that you can take right decisions, known risk, take risks because sometimes certain attitudes you can hit and Miss too. (Emerald)*

Participants still revealed the essential areas of administration, as a basis for work in the sectors, expressed in the Unit of Record 5, Managerial Knowledge.

*[...] must have knowledge, have to study CLT, cause we work hard on this, I think it's you always be fair [...]. (Cristal)*

The future professional nurse needs in his training be able to plan and develop actions in order to meet the population's needs with solving. Still, be able to diagnose the problems that affect the development of the work process in team, evidenced in:

*When graduating what I learned that was very important, it was the part of managing, coordinating staff, managing, and planning [...] for you to take a well correct administration. (Sapphire)*

## DISCUSSION

The nurse must have individual and professional qualities to achieve the objectives and goals set out in planning. But when it comes to professional training, you know that in large part, responsible for providing this training are the academies, which often form numerous professionals often unprepared to manage organization in healthcare.<sup>7</sup>

For Epstein and Hundert, 2002, competency is associated with technical design, cognitive and emotional aspects, including unmeasured aspects of individual or collective. Add saying that competence is context-dependent.<sup>8</sup>

Health professionals working in this field is large, requiring skills development as indispensable to professional practice. The skills include knowledge, skills and attitudes that are continuously used during professional practice. The skills of health professionals were defined in DCNs highlighting health care, decision making, communication, leadership, administration, management and continuing education as key factors in developing these skills.<sup>9</sup>

Be competent is to have the ability to run with certain skill, a particular type of situation anchored in various types of knowledge acquired over the individual learning process. There is to be no competence to rely on some sort of knowledge gained through experience.<sup>10</sup>



In the health area is proposed general and specific training of graduates/professionals with emphasis on promotion, prevention, recovery and rehabilitation, indicating the common general power to this profile of contemporary training in national and international reference for quality. Thus, the Curriculum Guidelines are unanimous when privilege significant portions of general training, especially related to general skills the concept of health and the principles and guidelines of the Unified Health System (SUS), which are key elements to be emphasized in this joint. The general proposals are health care skills, decision making, communication, leadership, administration and management, continuing education.

Managerial competence for the future work of nurses in the management of work in health comes from the teaching-learning process. However, you must fill in the gaps in nursing education, focused on the management for the SUS and hospital administrative management. The essence of that knowledge directly impacts on patient care, and appear as a nurse's duty to manage and serve with competence and quality patient care.<sup>11</sup>

The nurse and responsible for managing nursing services to take measures to integrate administrative areas, assistance, targeting the quality of care realizing that competence is related to the issue of capacity, and the question of technique with the ability, skill, experience practice.<sup>12</sup>

They were observed in the speeches of the participants of the study, evidence of the importance of nursing education about the managerial functions sectoral administrative steps. The way to ensure the success of the hospital management is based on practical and theoretical knowledge, standards, general routines and knowledge that help achieving the planning, applying knowledge to the way of acting and thinking, and it promotes the application of competence and Fitness".<sup>7</sup>

Management must be understood as a set of policies, practices, attitudes and actions employed to interfere in human behavior and focus on it to the achievement of organizational objectives because it is in management of people who have major responsibility to create a positive

relationship and constructive partnership and interaction.<sup>12</sup>

People adapt to the position in order that it may have measurable results scored in the competence to take a particular function and that are important to establish a minimum standard features for collaborating, based on the fact that the performance of an organization depends heavily on contribution of people; the way they are organized, encouraged, trained, and how they are kept in the workplace.<sup>13</sup>

In people management traditional approaches, which focuses on the position to be busy, to be directed to the professional and individual, involves different strategies for managing people and discusses, within a concept close to the philosophy of total quality, the notion of adding value to organizations and social professionals.<sup>14</sup>

You can identify the statements that do care characterized by the realization of greater technical complexity of procedures and these nurses require knowledge of administrative know-how, planning and organization for the success of care.<sup>15</sup>

It is believed that the most important function of a director is his ability to deciding continually the course of action that one should follow "involves both individual and social phenomena, based on assumptions of facts and values, including the choice of behavior, of one or more alternatives, with the intention of bringing up some desired objective".<sup>4</sup>

It was noted in the speeches, the decision making is recognized standing and analyzed required for the development of a professional, independent of the operating area. On a more directed to the profession sense. The decision making in the practice of nurse is a commonplace activity, found in the areas: healthcare, education or management; however, they are distinguished by their complexity. To achieve competence to make decisions, some steps need to be fulfilled as recognizing the institution and its mission, assessing the real needs of users and performing the work outlined in a plan that includes the details of information such as ideas and ways of operationalization of them; viable resources; definition of those involved and the steps to be followed; creation of work schedules and involvement of the various hierarchical levels.<sup>11;4</sup>

We consider management development as purchase or redesign of new knowledge, skills and attitudes to improve the current performance and prepare for future responsibilities and is understood by the interaction between man, work, internal and external environment. An effective managerial behavior integrates technical skills and interpersonal skills and this interaction develops the knowledge, skills and managerial attitudes.<sup>12</sup>

Nurses should, in addition to knowledge, provide care, also developing skills and attitudes. The managing nurses should be according to the skills, knowledge and relationships, which mean not occupy their workplace and space with power, but to show its full potential humbly.<sup>16</sup> These managers, especially, need skills to manage complex operations, have the leadership and organization, and stimulate personal development and professional growth.<sup>17,18</sup>

Added to this idea that both the process of managing care, nursing must converge to the same proposal, the main tools for achieving improvements in service.<sup>19</sup>

#### FINAL REMARKS

Nursing is a profession focused on human care, is facing a variety of ethical dilemmas and conflicts in its daily work because lives with multidisciplinary team, patients and their families. It has great importance in human well-being and this institution to professional nursing practice prevails in care do so realizing greater technical complexity of procedures, and covers the administrative to the organization and coordination of services.

As shown throughout the work, nursing professionals of the researched institution apply the knowledge gained in their graduation, the principles, foundations, scientific and intellectual base in their work practice, guided by ethical principles, together with its with principles defined by the National Curriculum Guidelines for nursing professionals.

The required profile from nursing professionals is outlined in their formation; however, when starting their professional stage they are shaped according to the work of the institution. For every purpose and mission established by the professional institutions establishes a path to be performed aiming to success.

It also showed that nursing professionals in their training recognize the need for specific expertise in administration to conducting their work effectively, ensuring a good management performance. The professionals interviewed stressed the importance of management disciplines and management at the graduate to lead the team and provide conditions for the care of the human being in its entirety. However, by taking these professional challenges it should be able to make decisions, plan, managing human resources, as the physical, and financial.

When facing with the reality of the labor market, they revealed that the subjects do not clearly include the skills to be acquired by students and leave gaps, and also shows that expertise in hospital management is deficient, being necessary to specialize in hospital management, to improve their knowledge becoming a professional critic - reflexive before the market demands.

Managerial skills inserted in nursing education to form the profile of the professionals require the development of these skills translate into knowledge, skills and attitudes. By investigating the managerial tasks defined in the National Curriculum Guidelines among identified it was possible to compare that health care is not declared verbally, but is reflected in the actions and practices of everyday life of this professional.

We recommend that further research on this topic be carried out. The study had limits the difficulty of the nurses to access for the interview, because of the workload.

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