ABSTRACT
Objective: to identify the meaning that professors assign professional competences and interventions proposed by the new Curriculum Guidelines. Method: a integrative review that the question is << Which has been produced about the professional competences and the formation process on nursing? >>. The research was realized in LILACS, BDENF, MEDLINE and TESESENF Databases. To review was analyzed 11 articles published since 2015 to 2011. Results: the articles addressed in its aims the theme professional competences: on conception of political pedagogical project (54,5%) and how the way to be developed on professors (45,5%). Conclusion: we hope that identify theme in this study contribute to the development over critical / reflexive attitudes in nursing. Descriptors: Professional Competences; Higher Education; Nursing.

RESUMO
Objetivo: identificar o significado que o professor atribui as competências profissionais e a intervenções propostas pelas novas Diretrizes Curriculares. Método: revisão integrativa que teve como questão << O que tem sido produzida acerca das competências profissionais e o processo de formação em enfermagem? >>. A busca foi realizada nas bases de dados LILACS, BDENF, MEDLINE e TESESENF. Para presente revisão foram analisados 11 artigos publicados no período de 2005 a 2011. Resultados: Os artigos abordaram em seu objetivo a temática competência profissional: na construção do projeto político pedagógico (54,5%) e como uma ferramenta a ser desenvolvidas nos discentes (45,5%). Conclusão: Esperamos que a temática identificada neste estudo contribua para o desenvolvimento de pensamentos e atitudes críticos/reflexivos na enfermagem. Descritores: Competência Profissional; Ensino Superior; Enfermagem.

RESUMEN
Objetivo: Identificar el sentido de que los maestros asignan las competencias profesionales y las intervenciones propuestas por las nuevas Directrices Curriculares. Método: revisión integradora que fue cuestionar << Lo que se ha producido sobre las habilidades profesionales y el proceso de formación en enfermería >> ?. La búsqueda se realizó en las bases de datos LILACS, BDENF, MEDLINE y TESESENF. Para esta revisión se analizaron 11 artículos publicados en el período 2005-2011. Resultados: Los artículos abordan el su tema la competencia profesional: la construcción del proyecto político pedagógico (54,5%) y como una herramienta para desarrollar en los estudiantes (45,5%). Conclusión: esperamos que la cuestión identificada en este estudio contribuirá al desarrollo del pensamiento crítico y actitudes / reflexivo en enfermera. Descriptores: Competencia Profesional; Educación más alta; Enfermería.
INTRODUCTION

Nowadays the job by competence management, is present in all sectors of work, including in health area, since the attention primary until the tertiary. Soon, the institutions passed to value the competences demonstrated by professional, and this hospital environment it’s expected that the nurse in daily activities develop adequate attitudes, skills and behavior front of practice, as this moment is verify the competences made teaching during the graduation.1

The professional competence it’s manifests through an ensemble of factors that involving the cognitive (knowledge and skills), affective (attitudes and values), behavior and emotional (motivation)2. These characteristics are considered essentials issues that ensure a well performance of manager at institution. In this context to, the developing practices on nursing by the paradigms changes of work and education suffered structures transformations.3

The new Curriculum Guidelines to Graduation Nursing propose educational changes and a view of education and educator functions on nurse formation, valuing the skills and competences developed by educator on student.4

In this document describe all general competences an specifics skills, necessary to Nurse. And the curriculum contents that “should relationated with all process health diseases of citizen, of family and society, integrated to reality epidemiological and professional, providing integrated actions for nursing care”.4

The National Curriculum Guidelines of Graduation Nursing Course (DCNs/ENF) feature that student of nursing course, when finished graduation, must developing general competences: health attention, take a decision, communication, leadership, permanent education and management.1

Understand this concept of education competence and all process of developing this competence is important to realize how formation will happen.6

Soon, a critical reflective about the developing this competences is fundamental and still should begin during graduation years. That is the moment in occurred the initial formation of nurse.6 This prove the relevance of this study, once that competences constructed by formation and performance just could observed on professional practice.

To begin this study, formulated the question << Which has been produced about the professional competences and the formation process on nursing?>> to answer for objective:

- To identify the meaning that professor attributes to professionals competences and proposed interventions by Curriculum Guidelines.

METHOD

Explore study of integrative review through the critical analysis of studies1-12. An integrative review aims to review an original research featuring the questions of research, it used a evident method to: identify, select, describe the quality, collects data and analysis.12 This type of study must contain plain information that ensure to reader the opportunity to measure the steps used during the review.

To select articles, was established inclusion and exclusion criteria’s of articles and the analysis of quality to ensure the literature confiability allowing an increase study precision.7

The search and select of scientific articles indexed to free access was on national and international Data Bases LILACS (Literature in the Health Sciences in Latin America and the Caribbean), BDENF (Nursing Data Bases), (Medical Literature Analysis and Retrieval System Online) and TESEENF (Thesis and Dissertation in Nursing Databases). Was established to select the quality of articles the descriptors DeCS/MesSH: Professional Competences, Education and Nursing. This descriptors was combined to Boolean connector “and”, how strategic to gather the articles used the primary descriptor crossing with second, and after the previous descriptors measured with the third.

The inclusion criteria’s established to study was: published studies in 2005 to October’s 2011, in Portuguese, English, Spanish, available complete, on-line and free.

The studies analysis was held by reviewer that read the abstract of material respectively, the way independent and criteria, with intention to identify the articles that reply the inclusion criteria in this review. This way, the final portion was composed by 11 articles.

After, realized the integral reader of all articles to identify and complete the instrument of data collected the following items: a) subjects involved, study type and analyze; b) Periodic identification’s; c)
entrenched area of search. In this perspective, the instrument was used to analyze and qualitative evaluation.

RESULTS

Relative to selected articles, on first crossing was identify 61 articles, been 59 on LILACS, one on MEDLINE and one on TESEENF. In a second crossing, three articles were found on BDENF. This way, was founded 61 articles in total.

Was excluded in this review (n=51 on first crossing, and n=1 on second crossing), all articles that didn’t address the theme, that didn’t have a complete version available, and with repetition in the same databases, totaling 11 analyzed articles.

Relative to characterization of selected articles the Figure 1, exhibit the distribution of studies per authors, aims, collets data, final considerations and periodic identification’s. It’s observed that generally, among the published that approach the professional competence is predominantly in nurse’s magazine (99,9%), following of education (0,1%), the selected articles featuring that research in this theme was majority held in Brazil (81,8%).

From selected studies 63,6% is original articles that used ensuing techniques to data collect:

Interview (18,2%), focus group (9,1%), and questionnaire (18,2%), the direct observation (9,1%), and documentary source (27,8%), realized still, relative to data collect that 9,1% of articles used three different techniques for obtain necessary information’s. And 36,7% were literature review studies.

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Figure 1. Information form of scientifics studies about professional competence in nursing education, 2005 to 2011. Brazil, 2015.

The professional competence in politic pedagogical Project, was object of study in most articles, and it’s present in 06 of aims (54,5%).

Still, of selected articles 05 (45,5%) address the professional competences as a way to should be developing by professors during the academic formation, as a way to ensure of professional performance in assistance and/or management area in nursing.

DISCUSSION

Now will be presented and discussed the main results of this study.

♦ Professional Competences and conception of Politic Pedagogical Project

Most studies about the teaching of professional competences, found that due to transformations in world labor in the health area, this theme have been discussed constantly per professors in graduation nursing course, as a conception of Political Pedagogical Project (PPP) as way developed on students formation. However, analyzing the results demonstrated in Table 1, about the scientific productions that address professional competences, observed that professors give greater focus to conception of PPP, aiming structure the teaching plan, strengthening the importance of developing in classroom, of required competences per Curriculum Guidelines of Graduation Nursing Course, therefore, the used of professional competences as way developed during a
student formation, yet demonstrate undervalued by professors.

The interaction between two views on use of professionals competences it seems to be something even distant to teaching reality, making a bureaucratic discusses when the professional increases follow in second plan yet. However, the articles evidenced that general way of professors have been develop this theme as class as the practice.\textsuperscript{10}

But it identified that many students feature difficulties in apply, on practice the theoretical content teaching.\textsuperscript{12} Son, can be assert that is necessary to improve the pedagogical practices from Institutions of Higher Education for this skills and competences are developed.

For professors, the teaching of professional competences still is complex to do the student understand, this realize the importance and responsibility to teach this theme.\textsuperscript{14}

The difficult and insecurity feelings by professors in the moment to teach the competencies that principle proves to be somewhat subjective, can interfere on process of teaching-learning of student. This represented an impact on conception the new profile of professional nurse expected per health institutions.

This way, is possible understand why increasingly, the discussion about theme have been focused on conception PPP's, instead of being focused on the learning of the student.

Is important to evidence that report the professor considered a element intermediate on teaching process and believe that, even with difficulties, the graduates can understand the purpose content on curriculum discipline.\textsuperscript{7} The professor believe be a way for feasibility of understanding skills, they prepares to execute your manager activities on organizations, with responsibility and efficiency.

Other important aspect, is that some professors assert that graduates know that importance of teaching competences management\textsuperscript{1,7,11-12} and report its value, for improve the professional performance. This fact is report for the conditions which the teaching skills management, has been developed on Institutions of Higher Education, on the one hand, the professors manifesting difficulties to transmit for student something that to prove be subjective, and demonstrating its high level of interest in making use of the skills geared to a more bureaucratic vision on the other, organizations waiting competent professionals to develop their functions thus adding economic value and ensuring their competitive advantage.

\* Difficulties on management process of nurse

Realizing the process works nurse intimate bound with two dimension: the assistance and the management- and the teaching of management in nursing, need articulate this dimensions\textsuperscript{4}. Avoiding this way dissociation between the care and managements activities.\textsuperscript{16}

On practice is noticed that still have divergences and convergences on management process accomplished by nurse, in reason of difficulties to articulate the process assistance with management, and put on practice the needs competences for developed its activities.

The Nurse on assistance process, has as objective the care's patient. In contrast, the management activity, the work object is the organization of activities execution and the organization of humans resources for the care.

On practice a study indicates that some nurses having a good performance on management nursing, but are frail on assistance, or reverse, demonstrating the difficulties to articulation between both.\textsuperscript{10} Observed that the nurse acting on management value this practice, because realize that this action subsidizes the care, however, how act in nursing assistance, assigns this only bureaucratic function.\textsuperscript{11} In this context, the nurses don't recognize the importance to management execution, for believe that nursing should realize care activities.\textsuperscript{14-15}

Realize that the management practice of nurse has been for transformers on sense to adapt the new requirements of the globalized market.\textsuperscript{17} The nurse professional must unite the managements activities with the assistance at a health service, so, must be able to plan, delegate, do, predict and provide resources, teach the user and to capacitate your team to execute of activities that involving the care, ensuring this way the excellence in service.

The nursing care, is inserted in the management context, therefore, when the nurse provides and/or manages the cares direct or indirect, delegate functions for your members team is developing your manage activities, that objective the patient care.\textsuperscript{16}
This perspective of changes on nursing graduation, based on competences in the National Curriculum Guidelines, feature as the way to supplement this necessity. The propose competences are: health attention, take a decision, communication, leadership, permanent education and management.1,7

Thus, the function of nursing needs changes that depend as the university as professionals involved.

CONCLUSION

Over this critical reflective analyze, was possible develop a new vision about the professors and students about the teaching of competences professionals and, comparing with the theoretical framework about competences that should be developed during the teaching-learning, widening the vision as to how these skills should be developed to cause changes in the nurse professional profile.

Is evident that propose of conception a new professional profile, have been object of discuss among different social actors (professor-student), and all involved believed the importance of teaching professional competences to success of functions developed by nurse.

Something important should related is the teaching professional competence to promote the developing of new nursing practice, also contributes for the process of transformation in a health area. We haven’t anyone pretension of exhaust the discuss about this theme, given the complexity in the teaching of competences is involved. But believed that is matter the discuss in teaching, on society and in nursing about the professional competences developed in nurse, and the challenges faced by professors when teaching this theme.

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