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INTEGRATIVE REVIEW ARTICLE

SKILLS REQUIRED FROM THE AUDITOR NURSE FOR HIS PROFESSIONAL PRACTICE: AN INTEGRATIVE REVIEW

COMPETÊNCIAS REQUERIDAS DO ENFERMEIRO AUDITOR PARA A PRÁTICA PROFISSIONAL: REVISÃO INTEGRATIVA

HABILIDADES NECESARIAS DEL ENFERMERO AUDITOR PARA SU PRÁCTICA PROFESIONAL: UNA REVISIÓN INTEGRADORA

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ABSTRACT

Objective: identifying in the literature skills required of the auditor nurse for professional performance. **Method:** an integrative review to answer the question << *What are the skills required from the auditor nurse for professional practice?* >>; held in the virtual library SciELO databases LILACS, MEDLINE and BDNF, with the descriptors: skills, auditor and nursing, from 2001 to 2014. **Results:** there were met 356 publications, which after the exclusion criteria resulted in 17. The thematic analysis of the data enabled the construction of two categories << *Required professional skills from the auditor nurse: requirements of healthcare institutions* >>; << *Skills required from the auditor nurse: difficulties in training* >>. **Conclusion:** it showed the predominance of the concept of professional competence as decision-making, health care, communication, leadership, highlighting the need to train competent professionals and trained for their inclusion in the current market. **Descriptors:** Professional Competence; Nursing Audit; Education.

RESUMO

Objetivo: identificar na literatura as competências requeridas do enfermeiro auditor para atuação profissional. **Método:** revisão integrativa para responder à questão << *Quais as competências requeridas do enfermeiro auditor para a atuação profissional?* >>, realizada na biblioteca virtual SciELO, bases de dados LILACS, MEDLINE e BDNF, com os descritores competências, auditor e enfermagem, no período de 2001 a 2014. **Resultados:** encontraram-se 356 publicações, que após os critérios de exclusão resultaram em 17. A análise temática dos dados possibilitou a construção de duas categorias << *Competências profissionais requeridas do enfermeiro auditor: exigências das instituições de saúde* >>; << *Competências requeridas do enfermeiro auditor: as dificuldades na formação profissional* >>. **Conclusão:** evidenciou a predominância do conceito de competência profissional como sendo a tomada de decisões, atenção à saúde, comunicação, liderança, evidenciando a necessidade de formar profissionais competentes e capacitados para sua inserção no mercado atual. **Descritores:** Competência Profissional; Auditoria de Enfermagem; Ensino.

RESUMEN

Objetivo: identificar en la literatura las habilidades requeridas del enfermero auditor para su desempeño profesional. **Método:** es una revisión integradora para responder a la pregunta << *¿Cuáles son las habilidades requeridas del enfermero auditor para su ejercicio profesional?* >>; celebrada en la biblioteca virtual SciELO, bases de datos LILACS, MEDLINE y BDNF, con los descriptores habilidades, auditor y enfermería, de 2001 a 2014. **Resultados:** se reunieron 356 publicaciones que, después de los criterios de exclusión, resultaron en 17. El análisis temático de los datos permitió la construcción de dos categorías << *Habilidades profesionales requeridas del enfermero auditor: requisitos de las instituciones de salud* >>; << *Habilidades requeridas del enfermero auditor: las dificultades en la formación profesional* >>. **Conclusión:** se mostró el predominio del concepto de competencia profesional como la toma de decisiones, la atención de la salud, la comunicación, el liderazgo, destacando la necesidad de formar profesionales competentes y capacitados para su inclusión en el mercado actual. **Descriptor:** Competencia Profesional; Auditoría de Enfermería; Educación.

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INTRODUCTION

Audit is considered a tool used to control the activities of the nursing team, with the aim of improving the quality of the service.¹ Still, it is characterized as service that has the purpose limited to the work of this professional category, although it can expand its coverage given to hospitals and health services in general.²

At first, the audit aimed to evaluate quality of care provided to patients, as this was the main purpose of professional healthcare practice. However, currently, there is increased competition between health institutions, which now offer higher value financial services, and at the same time, maintaining the concern for cost optimization.²

Thus, the need of the performance of trained professionals in this field emerged, which also demanded an economic and accounting view, in order to operationalize the audit process. It was incorporated into the routine of health institutions in order to assess the qualitative aspects of the care required by the patient, the hospital bills and the internal processes.²

The audit nursing shall include the data collection and analysis steps of payments data collection from patient charts of the procedures and standards of care and data collection regarding the hospital bill.²

So, that the nurse can act in this area is necessary for him to submit or obtain specific skills. The term competency refers to the placement of everything that is known about a given context into practice, knowing it and knowing mobilize the repertoire before different events.³ Competence is considered a set of knowledge, a real incitement and productive focus, consisting of five components: ethics; the politics; intellectual; the technical and functional and personal.³⁻⁶ In addition to these, other areas can be highlighted: knowing how to act, mobilize resources, commit to assume his responsibilities, have vision, know how to communicate and strategize.⁵

It is still understood that competence is not assigned only within the skills and knowledge, but also guides these resources for action, creating conditions to apply it in practice and at the same time situations, meeting the demands of the labor market.⁶

The nurse is the professional authorized to audit function, but he requires knowledge about this function and information on his training.⁷ So he must develop a critical eye on

the assistance provided in order to perform a comparative analysis of the types of assistance offered between services providers with similar profiles by analyzing the contracts between the audited institutions and those they audit, developing and improving thus the audit nursing.⁸

The practice of audit aims to determine whether the activities are in accordance with the provisions previously established by health institutions. It is therefore important that the auditor nurse's responsibilities are well defined and clarified so that the fulfillment of these meets the needs of the institution and at the same time provide benefits to the customer. Therefore, it is necessary to learn about basic knowledge about the audit.

OBJECTIVE

- Identifying in the literature skills required from the auditor nurse for professional performance.

METHOD

It is an integrative review considering that this is a research alternative in order to seek and analyze the knowledge already published regarding the given topic. For the development of the review, the six stages of the process were followed: the first stage was the development of guiding research question, in the second stage the search or sampling in the literature (defined inclusion and exclusion criteria, choice of databases and virtual Library), in the third stage data collection, the fourth stage there was carried out a critical analysis of the data, in the fifth stage the discussion of the results and the sixth stage presentation of the integrative review.⁹

The guiding question of the study was: "What are the skills required from the auditor nurse for professional practice?"

There were adopted as inclusion criteria publications available in its entirety in the period 2001-2014, in Portuguese, English and Spanish, and original and review studies, methodology quantitative or qualitative approach related to the research topic. There were established as exclusion criteria: redundant items, not available items in its entirety outside the preset period, items that do not contemplate the subject of this study, dissertations, theses, pamphlets and books.

The search was conducted by two reviewers to ensure rigor in the selection of items in the virtual library SciELO and in the databases LILACS, MEDLINE and BDENF in December 2014. It was used standardized and available descriptors in the Descriptors in

Health Sciences (MeSH): "competencies" [and] "auditor" [and] "nursing".

After reading the titles and abstracts, selected studies were analyzed using an instrument developed by the authors to record the data of production, comprising: authors, source, journal, year of publication, method, level of evidence and results.

The level of evidence was followed according to the study design: Level 1: evidence from meta-analysis of multiple controlled and randomized clinical trials; Level 2: evidence from individual studies with experimental design; Level 3: evidence of quasi-experimental studies; Level 4: evidence from descriptive studies (non-experimental) or qualitative approach; Level 5: evidence from case reports or experience; Level 6: evidence based on expert opinion.⁹

There were identified 356 publications, being seven (LILACS), 177 (MEDLINE) 170 (SciELO) and two (BDENF). Applying the exclusion criteria, five articles were excluded in duplicate, four non available in full and 330 did not answer the research question. It was

initiated, then the analysis of 17 studies (15 SciELO and MEDLINE 2).

To analyze the articles have adopted the content analysis technique, thematic mode.¹⁰ The analysis resulted in the elaboration of categories obtained through deep and comprehensive reading of articles, showing similarities, the ideas and elements providing cores of meanings, in order to be grouped in significant issues.

RESULTS

The following are related articles selected as the sample study, organized in Figure 1, which can be viewed about the subject proposed publications.

Authors	Year of the Journal Source	Method	Evidence level	Results
Nascimento ES Santos GF Caldeira VP Teixeira VMN	2003 Rev Bras Enferm	Reflexion	6	The term competence the act in a given situation, what involvement to the formation and induces the complex and contextual thinking.
Ciampone MHT Kurcgant P	2004 Rev Bras Enferm	Descriptive quantitative and qualitative exploration	4	It became evident that although advances in conceptual bases occur, the formation of managerial skills is not presented in the plans and teaching plans are traditional.
Munari DB Bezerra ALQ	2004 Rev Bras Enferm	Reflexion	6	The incorporation of interpersonal competence can intervene in the transformation of management practice and in the instruction of a leader who can determine and size problems in general and acting in its role as a safe and transparent.
Vale EG Guedes MVC	2004 Rev.Bras Enferm	Reflexion	6	Teaching by competence must be focused on completeness of health and skills were mentioned that bring the learner opportunities of learning to do and learning to be.
Cunha ICKO Ximenes Neto FRG	2006 Texto Contexto Enferm	Reflexion	6	It was stressed the importance of developing managerial skills in nurses from training at graduation and continuously in the services.
Martins C Kobayashi RM Leite MMJ	2006 Texto Contexto Enferm	Retrospective Documentary Exploration	4	It was rescued the profile of the subject and the needs of the professional development that provided the Situational diagnosis for implementation of strategic planning for development of individual skills aligned with the organization.
	SciELO			

Nishiyama M Wold JL Partskhladze N	2008 Intern Nursing Review MEDLINE	Exploratory Descriptive	4	According to the article, are instituted recommendations: the establishment of effective protocols to determine the skills of nurses, the compulsory use of existing nursing guidelines, the establishment of effective resources inventory through the use of systems, and the compulsory education for safety and certification of a safe work environment.
Failla KR Stichler JF	2008 J Nurs Adm MEDLINE	Descritivo Exploratório	4	The transformational leadership style, was related to higher levels of well-being at work. The results added to the knowledge of the variables that are correlated with job satisfaction, constitute a critical issue for nursing.
Rothbarth S Wolff LDG Peres AM	2009 Texto Contexto Enferm	Qualitative	4	The subject exposes the relevant role of the graduate nurse's own institutions and employers in the improvement and enhancement of managerial skills.
Furukawa PO Cunha ICKO	SciELO 2010 Rev Bras Enferm	Literature Review	4	The article describes the concept of competence showing great results when designed in people management, and may confer in the context of health services, benefits for professionals and patients as for organizations.
Ruthes RM Feldman Cunha ICKO	SciELO 2010 Rev Bras Enferm	Reflexion	6	The managerial competence of nurses can encourage the development of human resources and provide customer care enchantment, making a difference in healthcare organizations.
Torres DG Tyrrell MAR	SciELO 2010 Esc Anna Nery Rev Enferm	Qualitative	6	Presents the profile of the nurse, and that this has skills that correspond to the field characterized by a set of knowledge and practices that it gives a significant task.
Dias TCL Santos JLG Cordenuzzi OCP Prochnow AG	SciELO 2011 Rev. Bras Enferm SciELO	Systematic Review	4	It was evidenced that the change between minimum curricula and curriculum by guidelines; educational and training strategies for competence; skills in the labor market and vocational training; besides the human organization are principles that need to be part of the daily life of nurses.
Pérez OGB	2011 AV enferm SciELO	Reflexion	6	According to the article, it would be desirable to provide the inclusion of communicative competence in English language with a foreign language, an important component of the professional skills of the nurse.
Manenti AS Ciampone MHT Mira VL Minami LF Soares JMS	2012 Rev Esc Enferm USP SciELO	Exploratory research action	6	The observation of the working method and the study of managerial competencies within management were important because the processing needs of these professionals has problematized, thus responding to personal, professional and organizational demands.
Amestoy S Backes VMS Thofehrn MB Martin JG Meirelles HS Trindade LL	2013 Texto Contexto Enferm SciELO	Qualitative Descriptive	4	The article highlighted the cross-cutting education of leadership and permanent education forming strategies that facilitate the formation of nurses-leaders.
Camelo SHH Angerami ELS	2013 Texto Contexto Enferm	Integrative Review	4	It was observed a predominance of the concept of professional competence from their constituent elements, i.e. knowledge, skills and attitudes; educational and training programs for the training of skills such as management

SciELO	actions; and in nursing, the challenge of graduating competent professionals and committed.
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Figure 1. Features and main results of the studies examined. Curitiba, PR, Brazil, 2014.

Analysis of the material showed that there are no publications between the years 2001-2002 and after the year 2013, whichever publications in 2004. It denotes that the journal Nursing Journal was the largest

contributor with articles published in this area of research.

Figure 2 was held to present the qualis CAPES of journals in which articles were published.

Name of the Journal	Qualis CAPES
International Nursing Review	A1
School of Nursing Journal USP	A2
The Journal of Nursing Administration	A2
Brazilian Nursing Journal	A2
Text & Context of Nursing	A2
Advances in Nursing	B1
Anna Nery School Nursing Journal	B1

Figure 2. Classification of journals, in which the articles were published according to the Qualis CAPES. Curitiba, PR, Brazil, 2014.

DISCUSSION

Content analysis allowed identifying two categories, which are presented in order to answer the research question and purpose of the investigation.

♦ Professional skills required from an auditor nurse: requirements of healthcare institutions

Professional skills encompass far beyond the knowledge of real situations, skills, technical and critical thinking; is dynamic and is constantly building.^{12,13} Along with the skills, it is essential that nurses in their work process, has focused on the organization of human and labor resources, in order to obtain adequate conditions of care customer and thus increase the performance of the health team.⁶

So that the skills are built, we need a set of actions and to improve the preparation of nurses in the face of changes in the labor market.¹⁴ The movement skills had as one of its first references David McClelland in 1973. He proposed select professional competence and not by the intelligence quotient. Between the 1980s and 1990s, the power to define began to be associated with what people come, produce and/or bring.³

Several authors^{3,6,12,13,15-19} report that the nurse auditor must take a stand against his leadership team, whose task was to stimulate the potential of collective work. It should still have scientific technical competence, having a responsible act with team management capabilities through tools such as dialogue, ethics and humanization, acting in the attention to health, communication,

administration and management of personal and material resources, opening decisions and lifelong learning, always aimed at developing the growth potential of strategic business potential, thus meeting the organization's needs to which it is linked.

Specifically responsible, we can mention the planning, organizing, managing and evaluating the work in nursing process. These skills provide the care quality assurance at all levels of attention to health.¹⁴ The current job market is looking for professionals who are able to develop those skills by putting them into practice aimed at a more comprehensive and qualified development of the class. Thus, competence can be defined as a set of knowledge, skills and attitudes that include a high performance and they in turn are grounded in personality and intelligence, addressing the main pillar knowledge (to know); skills (know-how); attitudes (knowing how to be/act).^{3,6,12,16-18}

For professionals, today, is still a challenge dealing with human resources and institution materials, mainly by the lack of technical skills and experience, coupled with the young age of most of the workforce.^{19,20} They must have various skills such as: communication, the interpersonal relationship, management, among others, remembering that the skills required today in the institution cannot be the same tomorrow.^{3,15}

The work through the skills follows the enhancement of knowledge and companies seek to develop organizational skills, creating competitive advantages. Therefore, the skills can be classified as professionals (related to the individual) or organizational (related to the whole institution). It stands out, against

this setting, that care is always the core competence.^{3,12,17,20}

The development and definition of personal skills are a challenge, among them are the attitudes and behaviors compatible with the duties to be performed by professionals.^{3,12,20,21} The trader must not only develop their knowledge and skills, but it is also essential that it meets the requirements of the labor market.⁶ It should therefore also have organizational competence.

The organization called competence discusses the features, analyzing the physical, financial, intangible, administrative, cultural and organizational systems and human resources, so formed from the resources and strategies.^{3,17} The labor market has become aware of the need to work with qualified and well trained professionals, who have among their responsibilities the ability of management resources, including not only human resources but all the infrastructure and materials. So, the investment and concern for continuing education and refresher courses highlight the companies.

The existence of complaints relating to personnel management and material resources can be used strategically to seek to strengthen the capacity to be developed by the nurse.¹⁷

Nurses are required, among other tasks, team leadership and management capabilities, possessing knowledge, skills, and attitudes that predict good results, and also ensuring the competence of the entire team.²⁰ He cannot forget that the most important skills of his profession are observed, care knowledge and humanizing, and should do them with pleasure/satisfaction demonstrated in the course of being.¹⁸ Among the skills already mentioned, it should be emphasized the importance of communication, as this allows the coordination, organization, execution and evolution of patient care.¹⁶

The development of these skills can help nurses in coping with differences and conflict of ideas without losing the focus is customer satisfaction.²² Thus, the professional identity of the nurse will be achieved through the implementation of knowledge and practices.²³

The nurse can be understood as the link between client and provider, since this has direct contact with both parties. Therefore, more and more indispensable it becomes the exemplary skills of these professionals, which must be sought from the beginning of his training and be shaped and enhanced after, with graduate courses of good quality, updated, and that meet the demands of

today's market. It is noteworthy also that the acquired specific knowledge and individual professional skills are very relevant points when seeking service excellence. Despite being personal qualities, they can also be worked and encouraged by companies, enabling the professional according to the required needs.

♦ Competencies required of a nurse auditor: the difficulties in professional training

Importantly, since the training of nurses, there is a greater emphasis on carrying out technical activities, forming professionals used to work mechanically to perform their activities,^{11,14,15} although it is well known that such a profile finds no echo in our times on the demands of the working world.

The nurse in the 1970s and 1980s developed assignments that met the needs of nursing care and decision making, but had little technical and felt insecure, with a limited view of the reality of the profession. Already trained nurse from the 1990s, was able to interact with the team, identify and intervene in different clinical situations and possess dynamic field of healthcare unit.²⁴

Currently in Brazil, there is the search for skills training in all areas as a result of the new National Curriculum Guidelines (DCN), established in 2001.¹⁷ Concerning the training of nurses, the DCN of the Nursing Graduate Course in Brazil point the need for the nurse to possess general competence: health care, decision making, communication, leadership, administration and management and continuing education, thus encompassing learning to be, learning to do, learning to live with other professionals and learn to know.^{3,11,12,14,18-21} It is noteworthy that among these skills mentioned, other skills are still needed for the formation of the nurse in the audit.

Learning is a more difficult and profound task in relation to teaching, needing thus more performance so you can be reached during the process of education.¹⁵ Thus, learn to exercise leadership in existing vocational training today is rarely addressed in practice.

Vocational training is ineffective when the subject matter is to develop skills and competencies that help the nurse to lead his team. There is evidence of the concern of participants in learning only the technical procedures for graduation not giving due attention to management activities.¹⁵ This reality translates into a big loss for the formation of this professional, considering that the experience of a nurse goes beyond

conducting techniques, since their daily lives is based on the management of various activities.

The training of these professionals should be made permanent education and crosswise to their resume, sensitizing managers and professionals, in addition to educational institutions, offering graduate courses and developing social control strategies. Thus, one should adopt more democratic attitudes, human and ethical^{3,15,24,25} in seeking to enable the professional nurse to develop technical and administrative activities at various levels of complexity required by the labor market.

Train a person means giving him specific knowledge leading education, training and experience to be competent to exercise his function.^{24,25} Although denotes the importance of having concurrent training to the changes and demands of the area.²³

It is necessary that there is concern for the formation of professional and from forming appropriate profiles to the demands of the labor market able to develop reasoning and solve the difficulties found.²¹

We should also invest in professional nurses during their training, so that in the future may be charged these skills appropriate to his position, especially the auditor nurse. We cannot charge the realization of what is not able to accomplish. With proper training today, we will have in the near future, competent professionals to call nurses.

FINAL REMARKS

This article covered the core competencies evident in the researched articles and the existing need to train qualified professionals committed to operations in the current job market in relation to the audit.

The term professional competence is almost always associated with knowledge, skills and attitudes. While the scope is much larger than that may be referenced when it also speaks of experiences, personal values, attitudes and commissioning through to the desktop.

There is a constant concern for professional training, so that it can face the daily problems and the needs of customers and the very health institution, whether in direct care activity or other, such as the audit, which is a practical means for nursing care. Mentioning the auditors nurses, these have the following main responsibilities to act in the center of political and ethical way of the nursing staff, maintaining the quality of care and given also to the staff information needs, solving

problems and developing their specific tasks within of their workplace.

To be developed skills of the auditor nurse it is necessary that these professionals have appropriate education, meeting the needs of career professionals. It is evident in reading the works to train competent nurses for the area of auditing and management is still a major challenge.

In order to have a good performance not just a top quality education, promoting practical knowledge, but also seeking to develop communication skills, thinking and solving problems creatively, always seeking to be among the activities throughout the institution, and this, offer conditions so that this professional may have a professional development.

The auditor nurse is responsible for the pursuit of improving customer service quality, management of teams and materials and achieves the objectives of the institution where he works.

Although this study has temporal and geographic limitations of works, it is believed that the information now completed can serve as a pivot for future research, seeing instigate auditors nurses, educational institutions and health aimed more strategies for effective mobilization of skills needed to work in this specialty.

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