Scientific research in nurses' education: perspective of the teaching

A INVESTIGAÇÃO CIENTÍFICA NA FORMAÇÃO DO ENFERMEIRO: A PERSPECTIVA DO DOCENTE

La investigación científica en la educación del enfermero: la perspectiva del docente

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RESUMO

Objetivo: compreender como a abordagem do tema investigação científica pode contribuir para o desenvolvimento da competência científica do estudante de Enfermagem, apreendendo suas forteseas e limites. Método: estudo descritivo e exploratório do tipo estudo de caso, com abordagem qualitativa. A produção de dados, em curso de graduação de enfermagem do Sul do Brasil, acontecerá em três etapas, a primeira consistirá na análise documental dos cadernos de planejamento e desenvolvimento dos módulos interdisciplinares, a segunda será realizada em entrevista com os coordenadores dos módulos PIM I e II, TCC I e II, a terceira acontecerá por meio da técnica de roda de conversa com professores. Resultados esperados: contribuir para o desenvolvimento do tema investigação científica do currículo integrado, favorecendo a reflexão do ensino da temática entre os docentes do curso de enfermagem, esclarecendo as ações pedagógicas implementadas em relação a formação em pesquisa. Descritores: Educação em Enfermagem; Currículo; Pesquisa; Docentes de Enfermagem.

ABSTRACT

Objective: understanding how the approach of scientific research subject can contribute to the development of scientific competence of the Nursing student, apprehending his strengths and limits. Methods: a descriptive and exploratory study of the type case study with a qualitative approach. The data production in nursing graduation in the South of Brazil, will take place in three stages, the first will consist of document review of planning and development journals of interdisciplinary modules, the second will be held in an interview with the coordinators of PIM I and II modules TCC I and II, the third will take place by conversation circle technique with teachers. Expected results: contribute to the development of scientific research theme of the integrated curriculum, favoring the theme of teaching reflection among teachers of nursing program, explaining the pedagogical actions implemented with regard to training in research. Descriptors: Nursing Education; Curriculum; Research; Nursing Teachings.

RESUMEN

Objetivo: comprender cómo el enfoque del tema investigación científica puede contribuir al desarrollo de las competencias científicas de los estudiantes de Enfermería, aprehendiendo sus fortalezas y limitaciones. Método: un estudio descriptivo y exploratorio del tipo estudio de caso, con un enfoque cualitativo. La producción de datos, en un curso de graduación de enfermería del Sur de Brasil, se llevará a cabo en tres etapas, la primera consistirá en la revisión de documentos de cuadernos de planificación y desarrollo de módulos interdisciplinares, la segunda se llevará a cabo en una entrevista con los coordinadores de módulos PIM I y II, TCC I y II, el tercer lugar para llevar por la técnica del círculo de conversación con los maestros. Resultados esperados: contribuir al desarrollo del tema de la investigación científica del currículo integrado, favoreciendo la reflexión del tema de la enseñanza entre profesores del programa de enfermería, lo que explica las acciones pedagógicas implementadas en relación a la formación en investigación. Descriptores: Educación en Enfermería; Currículo; Investigación; Profesores de Enfermería.
INTRODUCTION

Research in health and nursing can be defined as a combination of knowledge, technologies and innovations that give improved health of the population, becoming an integral and substantial element for the evolution of the population and the State;¹ it can be understood as an activity that provides reflection and transformation of professional practice, in a rich context of personal and professional varieties, imbued with the socio-educational and political elements that lead the country.²

Therefore, the health and nursing professionals should be committed to the research development process at all stages of the profession and the professional nurse member of the multidisciplinary team that contributes to the construction of this activity, so basing their actions on scientific means. For nurses perform this assignment within the multidisciplinary team need this to be engaged in the production of scientific research during the period of their training and then adding it to their daily practice.

In this pedagogical perspective the Nursing Course at the State University of Londrina (UEL), implemented in 2000, the Integrated Curriculum is based on the National Curriculum Parameters, in order to "form the generalist nurse, social responsibility, with the guiding principle the protection of life, health as a right and the relief of suffering in terminal illness".³

The curriculum is organized into four series, structured in 18 interdisciplinary modules, planned in twelve thematic teaching units, referred to as cross-cutting themes, which is meant to contribute to the training of nurses citizens aware of the Brazilian reality and able to live in a globalized world.³

Among the cross-cutting issues advocated in the pedagogical project of this course, scientific research contributes to the development of "scientific reasoning, critical thinking and actions aimed at improving nursing care and quality of life of the population".³

The scientific competence understood as an intellectual activity can boost student, future nurse, developed through investigative reasoning the habit of the research seek answers to the skilled care, with scientific evidence and solving the needs of individuals, acting as a multiplier of scientific knowledge. Given the above context arises the question: How is the formation of scientific research in a nursing program in southern Brazil?

OBJECTIVES

- Understanding how scientific research theme approach can contribute to the development of scientific competence of the nursing student;
- Learning the strengths and limits the formation of scientific research subject to the development of scientific expertise.

METHOD

This is a descriptive and exploratory study of case study type with a qualitative approach. Study participants consisted of teachers of a Southern nursing course in Brazil. Listed as inclusion criteria will be: to act as a teacher of nursing program and be guiding TCC; be present and available during the period of data collection; having time available for the study. Will be deleted those professionals working in the areas of basic education, as physiology, anatomy, among others, of course not act on the orientation of TCC.

Data collection will take place in three stages: the first stage will consist of the documentary analysis of planning journals and development of 18 interdisciplinary modules, in order to check on the proposed cross-cutting theme scientific research over the course of the series.

The second step will consist in an interview with the coordinators of Practice Modules Interaction Education Services, Community I and II (PIM I and II), Completion of course work I and II (TCC I and II), and these modules have as theme central research. The interviews will be made through issues with a semi-structured questionnaire.

The third stage of data collection will be carried out through the technique of "conversation circle", which is characterized by promoting interaction between the researcher and the participants, which "presents themselves as a rich instrument to be used as methodological practice approach between the subjects in the pedagogical everyday".⁴ The study subjects will be the guiding teachers’ completion of course work (CBT), also teachers who develop extracurricular activities (school projects, extension and research) and coordinators groups research.

The intentional sample will be made from staff prior contact by phone or email to teachers through explanation and invitation of research. Those who expressed interest in participating in the study must fill out a registration for further contact and scheduling of the conversation circle.
Discussions will be mediated by the researcher responsible through previously formulated questions. The planning activity has duration of one hour and a minimum of one hour and thirty minutes maximum for each meeting. Conversations circles will be recorded by an mp4 player, and filmed, that then is made a transcript of the speech and behavioral reactions observed in individuals during the discussion. All participants will be invited to sign the Instrument of Consent. Data collection will take place from January 2016 to March 2016.

The modules of the notebooks data will be verified by means of document analysis, consisting of four phases: exploratory reading, selective, analytical and interpretive. Since the data obtained from the interviews and the conversation circle happen for examining theme that is organized: pre-analysis, exploration of material and treatment of results.

For the research will be considered all the standards established by Resolution 466/2012 of the National Health Council, which refers to research on human beings. The project was approved by the Research Ethics Committee, CAAE: 18931613.5.0000.5231, under Opinion nº 460007 of 11/18/2013.

**EXPECTED RESULTS**

Contribute to the development of scientific research subject, favoring the reflection about teaching the theme among teachers of nursing program and thus suggest didactic and pedagogical interventions, obtained by the knowledge of the fragment of a certain reality, favoring the formation of the nurse with investigative attitude.

**REFERENCES**