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INTEGRATIVE REVIEW ARTICLE

TEACHING IN NURSING CARE OF UNDERGRADUATE COURSES IN BRAZIL: INTEGRATIVE REVIEW

O ENSINO DO CUIDADO NOS CURSOS DE GRADUAÇÃO EM ENFERMAGEM DO BRASIL: REVISÃO INTEGRATIVA

LA ENSEÑANZA DEL CUIDADO EN LOS CURSOS DE GRADUACIÓN EN ENFERMERÍA DE BRASIL: REVISIÓN INTEGRADORA

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ABSTRACT

Objective: to analyze the scientific publications of Brazilian nursing care about teaching in undergraduate courses. **Method:** study with an integrative review in the databases of LILACS, MEDLINE and SciELO virtual library in the period from 2003 to 2013. **Results:** the sample consisted of nine studies addressing education of caring, listing three categories: Distortions between conceptions and teaching practices; Methodologies for the teaching of care; The teacher as a mediator in the teaching-learning process. **Conclusion:** distortions between the conceptions and teaching practices in teaching were identified, showing the teacher with adequate conception of teaching of care, but with difficulty of teaching care. Teachers use traditional methods not promoting student's critical reflection. Teaching care is challenging, highlighting: deficiencies in training as a nurse and teacher; lack of fundamentals and theories based on the careful education; lack of current methodologies to foster critical thinking of students. **Descriptors:** Education; Care; Nursing; Teachers.

RESUMO

Objetivo: analisar as publicações científicas da enfermagem brasileira sobre o ensino do cuidado nos cursos de graduação. **Método:** estudo de revisão integrativa nas bases dados LILACS, MEDLINE e biblioteca virtual SCIELO no período 2003 a 2013. **Resultados:** a amostra contou com nove estudos abordando ensino do cuidar, elencando três categorias: Distorções entre concepções e práticas docentes; Metodologias para o ensino do cuidar; Professor como mediador no processo ensino-aprendizagem. **Conclusão:** identificaram-se distorções entre as concepções e as práticas docentes no ensino, revelando docente com concepção adequada de ensino do cuidar, porém com dificuldade em ensinar o cuidado. Docentes utilizam a metodologia tradicional não promovendo a reflexão crítica do discente. Ensinar o cuidado é um desafio. Destacam-se: deficiências na formação como enfermeiro e docente; ausência de fundamentos e teorias como base no ensino do cuidado; desconhecimento de metodologias atuais para favorecer o pensamento crítico do discente. **Descritores:** Ensino; Cuidado; Enfermagem; Docentes.

RESUMEN

Objetivo: analizar las publicaciones científicas de enfermería brasilera sobre la enseñanza del cuidado en los cursos de graduación. **Método:** estudio de revisión integradora en las bases de datos LILACS, MEDLINE y biblioteca virtual SCIELO en el período de 2003 a 2013. **Resultados:** la muestra contó con nueve estudios abordando enseñanza del cuidar, listando tres categorías: Distorsiones entre concepciones y prácticas docentes; Metodologías para la enseñanza del cuidar; Profesor como mediador en el proceso enseñanza-aprendizaje. **Conclusión:** se identificaron distorsiones entre las concepciones y las prácticas docentes en la enseñanza, revelando al docente con concepción adecuada de enseñanza del cuidar, pero con dificultad en enseñar el cuidado. Docentes utilizan la metodología tradicional no promoviendo la reflexión crítica del discente. Enseñar el cuidado es un desafío. Se destacan: deficiencias en la formación como enfermero y docente; ausencia de fundamentos y teorías como base en la enseñanza del cuidado; desconocimiento de metodologías actuales para favorecer el pensamiento crítico del discente. **Palabras clave:** Enseñanza; Cuidado; Enfermería; Docentes.

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INTRODUCTION

The nurse is a qualified professional to human care in promoting quality of life and the maintenance of his integrity. The sensitivity, respect for others, bioethics associated with technical and scientific knowledge are fundamental to the performance of a critic, reflective and committed professional to the quality of nursing care.¹

Caring is an attitude that involves occupation, concern, responsibility and affective involvement with the other. Thus, care is a nursing job object because the nurse needs to be permeated of these qualifications since exercising the care activity - nurse, patient, family and society - establish a relationship that results in an attitude of care.²

In nursing, care has been the subject of extensive discussions in all its dimensions. The proposal is that the nurse may see the patient beyond his disease, respecting his culture, beliefs and values, expectations regarding the disease, therefore, seen in a comprehensive way, as a whole while a human being.³

By social, economic and cultural reasons, the practice of nursing has undergone changes over the years, and consequently the teaching of care also changed in the pursuit of training to what the market demands. The nursing education in Brazil has gone through several stages of development over the years, and as already mentioned, each change reflected in the historical context of nursing and Brazilian society. Thus, the profile of nurses introduces significant changes from changes in social, political and economic framework of education and health in Brazil and worldwide.⁴

In 2001, the National Curricular Guidelines (DCN) were instituted for the undergraduate degree in nursing through Resolution CNE/CES number 3, to support the organization, development and evaluation of pedagogical projects of nursing undergraduate courses of Higher Education Institutions (IES) from Brazil.

When discussing the profile of the graduate trainee, the Resolution says that the nurse must have a generalist, humanist, critical and reflective training. He should be able to understand and intervene in problems/situations of most prevalent

health-disease in the national epidemiological profile, emphasizing his region, identifying the bio-psycho-social dimensions of his determinants.⁵ However, as discussed in this study, there is the difficulty of teachers in teaching the care that considers not only technical and scientific aspects but also the subjective aspects of the patient. The methodology used by these professionals to teach care not always stimulate reflection and critical thinking of students.

Given the above, the purpose of this study is to analyze the scientific publications of Brazilian nursing care about teaching in undergraduate courses.

METHOD

This is an integrative review,⁶ held considering the stages of a review, from the following guiding question: How is teaching care in nursing undergraduate courses in Brazil, according to what has been published in scientific journals on the subject? The literature review was conducted using the keywords/ descriptors of nursing, education, care and teaching consulted in the Virtual Health Library (VHL), using the following databases: Latin American and Caribbean Literature (LILACS), Medical Analysis literature (MEDLINE), and search the electronic library Scientific Electronic Library Online (SciELO).

As inclusion criteria, articles were selected in Portuguese, with free access and dealing with the teaching of care in undergraduate courses in nursing in Brazil. This step was carried out in May 2013. After selection of the articles through initial reading, reports were performed: article title, journal name, where it was published, year of publication, authors, method, topic and objective of the studies, and data organization in the Excel spreadsheet, to facilitate the comparison of studies.

After integrative reading of the articles, they were grouped according to the incidence of the content and features of the results, thus emerging three categories: Distortions between conceptions and practices of nursing teachers in the teaching of care; Methodologies for teaching of nursing care; Teacher as a mediator in the teaching-learning process, linked to each other and based on the theoretical framework, and the information from each

study sample, which were more relevant to revision exposed descriptively.

RESULTS

Among the periodicals found, 50 studies indexed in the databases LILACS and MEDLINE and eight studies on electronic

library SCIELO were selected, totaling 58 studies. After reading the abstract, 48 studies that did not address the subject of the study were excluded (Figure 1). Nine articles were selected to compose the final sample of this study (Figure 2).

DAtabase/Virtual Library	n		
Lilacs and Medline	50	42	8
Scielo	8	7	1
Total	58	49	9

Figure 1. Localized studies, deleted, and selected in the electronic databases - Brazil- 2003 to 2013. Rio de Janeiro, in 2014.

Figure 2 shows the studies selected with titles, publishing journals, authors, and year of publication.

Nº	Title of the article	Journal	Authors	Year
1	Methodology of teaching of nursing care in Parana	Revista Brasileira de Enfermagem	1. Carraro TE. 2. Kletemberg DF. 3. Gonçalves ML.	2003
2	Humanized care in nursing education	Revista Brasileira de Enfermagem	1. Motta MG.	2004
3	The teaching nurse and home care education in graduate courses	Cogitare Enfermagem	1. Martins SK. 2. Mathias JJS. 3. Meier MJ. 4. Lacerda MR.	2005
4	Teaching of nursing in mental and psychiatric health: teacher and students' point of view in a social phenomenology perspective	Revista Latino-americana de Enfermagem	1. Campoy MA. 2. Merighi MAB. 3. Stefanelli MC.	2005
5	The teaching and care practices: the case of an undergraduate nursing course	Acta Paulista Enfermagem	1. Amorim RC. 2. Oliveira EM.	2005
6	Nutritional care in the teachers nurses point of view	Revista de Nutrição	1. Nietzsche E.A. 2. Backes VM. 3. Colomé CLM. 4. Ceratti RN. 5. Ferraz F.	2006
7	Spreading ethical values in teaching nursing care: a phenomenological study	Texto Contexto Enfermagem	1. Campos SH. 2. Boog MC.	2009
8	Comprehensive care: concepts and practices of undergraduate nursing teachers in the state of Goiás	Ciência & Saúde Coletiva	1. Carneiro AD. 2. Costa SFG. 3. Pequeno MJP.	2010
9	Care Education in Nursing in mental health by teachers' speech	Texto Contexto Enfermagem	1. Rodrigues J. 2. Santos SMA. 3. Spricigo JS.	2012

Figure 1. Selected studies with titles, publishing journals, authors, and year of publication. Rio de Janeiro, in 2014.

The articles were published in the following journals: Revista de Nutrição (1), Revista Brasileira de Enfermagem (2), Texto e Contexto (2), Ciência e Saúde Coletiva (1), Cogitare Enfermagem (1), Revista Latino-americana de Enfermagem (2) e Acta Paulista (1).

It was found that the predominant type of publication was the qualitative approach,

with six articles, distributed as follows: an experience report, a reflection, and a quantitative and qualitative research. By the objectives or research question of all studies, it was observed they have focused on teachers seeking to identify their perceptions of teachers and/or their practice teaching. In Figure 3 is exposed to the objectives of each article of this study.

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| 1. | To investigate the teaching of Methodology of Nursing Care in Nursing undergraduate courses in the State of Paraná; To promote and raise possibilities of exchange among professors of undergraduate courses in Nursing, aiming at the enrichment of this teaching, for the benefit of professional nurses future. |
| 2. | Reflection on the construction of learning scenarios that offer grants to the student to learn how to face the existential realities of health and care world's disease. |
| 3. | Reflection on the need for a differentiated approach concerning care and its consequences, especially home care, seeking to awaken the point of view of nursing professors to teach in an undergraduate course from new perspectives generated by the changes arising in the period postmodernity. |
| 4. | To understand the teaching-learning process in the teacher's perspective and students who experienced the nursing practice in mental and psychiatric health. |
| 5. | To analyze the process of nurse's training, seeking to know their dynamics from the perspective of professors in Adult Health Area, students, and graduates of the course. |
| 6. | To identify perceptions and teaching practices of an undergraduate course in Nursing when teaching nutrition to subsidize educational proposals. |
| 7. | To investigate how nursing professors disseminate ethical values in teaching nursing care from the axiological reference of Max Scheler. |
| 8. | To identify the comprehensive care conceptions expressed by professors, and teaching strategies are focusing on comprehensive care from the speeches and teaching plans. |
| 9. | To investigate how teaching of nursing care in mental health materializes from the national curriculum guidelines and through the speech of professors who teach the psychiatric nursing content and/or mental health in the oldest Nursing undergraduate courses in Santa Catarina State |

Figure 3. Objectives or research question of the final sample articles. Rio de Janeiro, in 2014.

DISCUSSION

With the predominance of qualitative approaches in the studies, it is necessary to characterize this approach.

The qualitative method is characterized as one who wants to understand how the objective occurs or manifests itself. In a qualitative research, we seek the meaning of human action, which builds the story by a group of techniques that enable the development of reality, where theory and methodology go together, composing a set

Distortions between conceptions and practices of nursing professor in care teaching

From the results of the articles, distortions between the conceptions and practices of teachers in the professors of care were identified, showing that the professor has an adequate conception of the teaching of care, but have difficulty in teaching care.

In the results of the study⁶, which sought to identify perceptions and practices of professors from an undergraduate course in Nursing on teaching nutrition, it was

of targeted procedures for the phenomenon of revelation under study.⁷

Thus, seeking how care is taught, this study is aiming to understand the meaning of human actions in the case of nursing teachers.

Studies on evidence derived from a single descriptive or qualitative study, as most of the sample of this work, are classified as VI evidence, as shown in Table 3, showing the classification levels of evidence of the studies.⁸

observed that nurses reported difficulties in dealing with everyday situations on nutrition, involving individual food issues with major issues, due to their poor and strictly technical training, focused on the hospital area. They also had difficulty working as a team, also because of the lack of learning, since their formation until now as a professor. However, they recognized the importance of each health team professional in Nutritional care.⁹

The teaching focused on technical and scientific aspects is still observed in the training of nursing students process, as the

Level of evidence	
I.	Evidence coming from systematic review or meta-analysis of all relevant randomized controlled clinical papers or from clinical guidelines based on systematic reviews of randomized controlled papers.
II.	Evidence coming derived from at least one randomized controlled clinical paper clearly delineated.
III.	Evidence obtained from well-designed clinical papers without randomization.
IV.	Evidence from well-designed case-control studies.
V.	Evidence originated from a systematic review of descriptive and qualitative studies.
VI.	Evidence from a single descriptive or qualitative study.
VII.	Evidence from the opinion of authorities and/or the expert committee report.

Figure 4. Evidence rating levels. Rio de Janeiro, in 2014.

study⁷ shows, where it was noted in the analysis of the National Curriculum Guidelines for an undergraduate course in Nursing, from its research, which still there is an appreciation of technical and scientific aspects to the detriment of socio-evaluative aspect.¹⁰

The study 5 shows the appreciation of the technical aspects of care because it relates that while academic, several times in the field of practice it only thought of achieving the correct technical procedure not to harm the patient's life and, on the other hand, the grades, being a complicating factor in the learning process at the time.¹¹

The speeches of professors, students and graduates nurses at the University revealed the care/caring as a nursing work object, being the primary task of profession and that is relational, which meets the assertion that the notion of caring involves the size of affection, involving certain values, qualities and feelings.¹¹

The care is being replaced by healing and the care/caring as nursing work object is taught and learned from the non-systematic basis, with a significant appreciation of the technical procedures and content, which has committed to relational care issues. This has contributed to the development of the professional knowledge that come to value the recovery of health care; that is healing.²

In line with the above studies, the study 8 also noted contradictions between the discourse of professors and their practices. In their speeches, the professors express the sense of comprehensive care involving the singular and the global, highlighting the rescue of the total size of the human being, with biological, social, psychological and spiritual aspects.¹¹

In the fragments of speech and lesson plan of professors, there is the reproduction of the National Humanization Policy (PNH) in teaching practices and assistance, often without effective criticism and socio-economic and historical context. Professors point out that their knowledge (I-with me) leads to knowledge of the other (I-You) and this process leads to greater learning and understanding of reality by the learner and the subject to care.¹¹

With a different outcome of the exposed above, but in accordance with the preceding paragraph, the study 4 revealed the experience lived by professors and

students in a mental health and psychiatric subject that the teaching of nurse-patient relationship used by professors, provided the students recognize the importance of learning about observation, communication and therapeutic relationship, emotional involvement, empathy and the constant exercise of self-knowledge.¹²

According to the speeches of professors who teach the psychiatric nursing and/or health content, article 9, which also deals with the teaching nursing of mental health, shows an explicit contradiction in having professors that focus on the teaching of care in mental disorders, and professors of the same course, who indicate that not only the care of disorder that is in question but the whole human being. Some courses emphasize that care be the subject of its complexity, which goes beyond the changes caused by disorders.¹³

The conclusion of this study revealed that teaching in mental nursing in the four universities investigated, as a specific content is not taught but is intrinsic and dealt with other themes and content, giving focus psychopathologies and the role of nurses in psychosocial care services. This result shows that care as an integrated content to theory and practice is fragile because it is being taught without proper importance since this is the epistemic object of Nursing.¹³

It was visualized in studies 6, 5, 7, 8 and 9 the difference between the speech of professors according to care, and practice to teach care since they cannot teach care so that students seize throughout its complexity. However, the study 4 that investigated both professors as students can show a different result, the professor could teach the desired, a fact confirmed by the speech of students.

Methodologies for teaching of nursing care

The teaching of nursing, as the explicit theoretical reference, has undergone changes over the years, due to the political, social and economic context. The postmodern period has shown characteristics that point to growing challenges and the need to create paradigms able to meet the demands of the globalized world. Considering this context, the nursing professors seeking a contemporary view not only the world but the urgency of building a new professional

profile to restructuring and improvement of knowledge.¹⁴

Nursing, as a science and art of caring for human beings, is expressed in social practice that aims at meeting the communities, families, and the individual subject. The humanistic approach stands out both in action (care) and nursing work in the same object (be care).¹⁵

Understanding human responses, and thus, emotional, to unique experiences that patients manifest for the nursing care they participate, requires the expertise nurses, scientific and sensibility, articulated, aimed to capture the verbal and nonverbal responses communicated through behaviors, gestures and patients' attitudes in the day to day care. The capture of this whole range, significant answers, depends on the subjectivity of those who care, besides demanding objective readings by the nurse.¹⁵

Nursing professors require teaching methods to teach care so that the student can understand it in all its aspects, but how to teach care is a challenge for the teacher.

As shown in study 1, in which the pursuit of research of teaching Methodology of Nursing Care in undergraduate courses in Nursing in the State of Paraná, 17 professors representing 8 Higher Education Institutions (IES), who responded to the questionnaire used for such research. When asked how they develop the teaching of nursing methodology, 94% of professors said they use the theory, with readings, seminars and lectures and 88% of these, apply this theory in practical fields. The group dynamics were cited in 18% of questionnaires. Only in two institutions (12%) encouraging for research was cited. This data is important, as it is evidenced little relation of theoretical and practical research between the professors of Paraná State.¹⁶

As can be seen using the traditional method is the predominant, and author of the study 2, 7 and 8 show that to teach in nursing and consequently care since this is the nursing work object, the most efficient methodologies are discussion of complex issues in a group, the questioning and the approach of the student practice scenario, then being the traditional outdated and inefficient methodology in nursing education.

Also, the study 1 mentions that the professional certification, which is desired

by nursing professionals, will only be achieved with the use of scientific instruments that support their care practice, and most of the study professors use proper instruments for students to use in practice. However, the author in his study says that having an instrument as linearly structured help in the learning phase, but it hinders the individualized care of the patient.¹⁷

By being a planned activity in law for nurses, they find themselves pressured to perform the nursing process, not always doing it in full and often ending up being done more to fulfill a requirement, as a task whose purpose is only their realization and not as a means of providing care in the true sense. Thus, a problem that can occur is the disqualification of care, since the focus is the fulfillment of tasks, procedures, documentation situations in a standardized way, the human being who cares so much as what is care.¹⁷

In Article 7, the author concludes the need to include educational approaches that take the real meaning to the student. He suggests that the investigative methodology and discussion of topics such as care/caring and interdisciplinarity during the undergraduate course are effective measures to improve teaching and better prepare students to deal with problems in everyday practice that go beyond what the technical and scientific knowledge addresses.⁹ He also cites other methods, standing out the proposed complementary activities that provide the student with a previous contact with the community he will deal in internships.⁹

The study 8 concludes that "the problematization" was considered a valuable strategy for teaching and learning, in which the professor becomes the mediator of the process and not the "giver" of information. The subjects of this study indicate that "problematize approaches the student from reality that surrounds and promotes concrete changes in their learning and the learning of the users."¹⁰

In this study, most of the time, educators cease teaching and learning movement, on the steps of observation of reality and theory, essentially seeking to unleash the knowledge process. These characteristics approach from the problem-based learning methodology (PBL) and not of the problematization, seeking the transforming

action of reality because it advances in the application of knowledge in practical scenario.¹⁰

The first step to building and transmit knowledge and practice that enhance human care is to create a caring environment where the care relationships are cultivated. In this way, people, feeling cared, will have more chance to express care. Students, for example, living in a caring environment, inquire more easily care behaviors and it is also important to provide strategies to facilitate and promote a curriculum centered care.¹⁷

In these care scenario, nursing professors demonstrate care, not only by the content but also through attitudes, behavior and in the way they interact with students. This environment not only facilitates teacher-student relationship, as well as relationships among students.¹⁷

Study 2 aimed to reflect on the construction of learning scenarios that offer grants to students to learn how to face the existential realities of health and care world's disease pointed the use of Sensible Creative Method as efficient to develop complex content considering its informality and wealth of forms of expression. This method provides the student sharing experiences with the group considered important that sometimes reported very creatively. The completion of the workshops contained in this method favors the collective construction of knowledge, with the active participation of the student and the professor. It is aimed to analyze, with the help of theoretical support, the situation from many angles, making the academic reflect, arousing the interest of the academic's working theme.¹

Nursing professionals from the school training should be prepared to face the complex reality of the world of care, with the observed values for sensitivity and concern to build a practice dedicated to the Being, from Being.¹

The methodologies are having their core a reflection of the student, the approach of practical scenarios, detection, and resolution of problems were cited as the most effective to teach the care for human beings.

The professor as a mediator in the teaching-learning process

The professor should be a partner, advisor, facilitator and share power,

encouraging students to get stronger as a person and professional, offering reliability, security, insight.¹⁷

Educators must point out correctly to increase students' awareness of the power and submit it to an independent cultivation. Sometimes there are many forces that never occur because they do not have the exact consciousness of power, the consciousness of the power of their will.¹⁰

The speeches of the nursing professors members of the study 8 showed how they communicate the values using the pedagogical warrants (advice, recommendations, decisions, moral, etc.), but they do not directly influence the mood of the students. This may lead to a way of thinking and do in nursing that clashes in the relationship between the actors, so that the content taught does not meet student expectations, since it rarely combines theory and practice and is also possible to have the reverse, that is such pedagogical guidelines can wake the student for something he had not thought.¹⁰

Nursing, for example, as a profession in the health field, is marked by therapeutic obstinacy that brings the false idea of superhuman professionals, unable to make mistakes. With this, the professor may exceed in his behavior, that is in his authority, becoming a dictator in the student view. This false idea and behavior can still lead the student to fear of repression, fail, creating a conditioning able to do it strictly follow all the instructions and under the eyes of their guardians, loses their critical capacity. Teaching becomes a training.¹⁰

It is worth noting that an educational process should become valuable to the student, considering that without it, there is nothing to teach or learn from an effective teaching and learning arises from the real scope and results from the accumulated knowledge. Thus, if the given content has no correspondence with the living world, this will tend to be innocuous.¹⁰

Therefore, the professor in particular, in nursing, it is the task of confronting the information and his relationship with reality, empower and enable the student to seize, assign or rebuild the relevance of this content.¹⁰

The author of the study 3 says that the constant update of the teacher results in increased capacity of perception and new

readings from paradigm shifts, acquiring a posture intended to lead the student to a critical reflective process.¹⁵ The teaching nurse has the responsibility to realize the teaching-learning as an amalgam of thoughts, able to provide new paths and develop attitudes that will transform society.¹⁵

Regarding the importance of training professors, it is necessary to be self-critical and able to perform an analysis of their teaching and acquire cognitive and relational skills.¹⁵ The high technical knowledge, constant reflection and intellectual and emotional engagement are necessary for the professor. For the authors, this should always seek innovation, proposing new ways of working that facilitate learning. This means that teachers should reflect on the issues of education and consequently improve their practice.¹⁸

The study 9 showed in its results that teaching care, singling the student involves a careful attitude to listen carefully, to share experiences and not to judge. Engage students in customer care, be flexible, and provide opportunities for questions and comments on the performance favors the teaching-learning process.¹⁴

This result is similar to the thought of the first step to building and transmits knowledge and practice that enhance human care, creating a caring environment where the care relationships are cultivated. They complemented the thought to reflect that nursing students need to value the perspectives of care in its full sense, with responsibility for providing quality care.¹⁸

FINAL CONSIDERATIONS

Teaching care is a challenge for nursing teachers. Among the reasons for the difficulty of teachers in teaching care in all its aspects in nursing courses include: deficiencies in his training as a nurse and teacher, as many times this was based mainly on technical and scientific knowledge, disregarding aspects subjective of the patient, thus facing the old biomedical model; the lack of fundamentals and theories to use as a basis for care education; the lack of efficient methodologies especially for nursing education; using only traditional methods (theory and exposure), which was considered outdated by disadvantage critical thinking of students.

Although in their speeches professors have concepts of education, care, comprehensiveness and others, being objects of study of each article analyzed by this work, consistent with the literature, when investigated how some elements were taught to students, it is possible to see the predominance of the use of traditional methods, which has the focus of teaching on the teacher as a holder of knowledge, classes are expository and the student fits just memorizing as they could not develop all the student's abilities, being unmotivated, passive and uncritical.

The care environment, despite not having been placed with those words in the articles analyzed, it was exposed referring to the teacher listening to respect the opinion of the student, the use of methods that encourage critical thinking of the student, the preoccupation of how the student is seizing content, among other words, points out that for the students to develop attitudes and skills for assistance glimpse care, it is necessary to change attitudes and behaviors of teachers, because they need to create an environment where the relationship, respect, listening, concern and love are grown in the academic space. Also, they need to reflect constantly their practice.

In some of the study articles, the investigative methodology, discussion of topics such as care/caring and approach of the student to the practical scenario were cited as efficient for nursing education that has its essence in care.

Based on the way care in nursing courses is being taught, it must be rethought to search for teaching to train nurses on the requirements of the new perspectives of the post-modern period, that is, critical, reflective, humanist, guided by the rigor scientific and ethical, and the relationship that care has these new perspectives.

The need for efforts by the higher education institutions and teachers for the training of teachers in education, constant updates, encouraging qualification, improvement, and innovation of the faculty of the undergraduate nursing courses were identified.

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