



NURSE'S STRICTO SENSU EDUCATION FOR TEACHING IN HIGHER EDUCATION: DESCRIPTIVE STUDY

FORMAÇÃO *STRICTO SENSU* DO ENFERMEIRO PARA A DOCÊNCIA NO ENSINO SUPERIOR:
ESTUDO DESCRITIVO

FORMACIÓN *STRICTO SENSU* DEL ENFERMERO PARA LA ENSEÑANZA EN EDUCACIÓN SUPERIOR:
ESTUDIO DESCRITIVO

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ABSTRACT

Objectives: knowing the importance of stricto sensu education so that a nurse works as a Nursing professor in Higher Education; identifying the characteristics of subject programs, through synopses in the Professional Master's Course in Health Education, which consist in training instruments for a nurse who wishes to become a professor; enunciating the pedagogical skills of a nurse teaching in Higher Education from the perspective of stricto sensu education. **Method:** descriptive exploratory study, a field investigation with qualitative approach. Interviews are going to be conducted with students from the Professional Master's Course in Health Education and data collection will include official documents governing the program. **Expected results:** this study seeks to contribute to the expansion and qualification of Nursing professor education in Brazil; a video is going to be developed in order to demonstrate the skills needed by the nurse as a professor. **Descriptors:** Nursing; Curriculum; Nursing Education; Higher Education.

RESUMO

Objetivos: conhecer a importância da formação *stricto sensu* para a atuação do enfermeiro como professor de Enfermagem no Ensino Superior; identificar as características dos programas disciplinares, por meio das ementas do Mestrado Profissional em Ensino na Saúde, que constituem instrumentos de capacitação para o enfermeiro que deseja atuar na docência; enunciar as competências pedagógicas do enfermeiro docente de Ensino Superior na perspectiva da formação *stricto sensu*. **Método:** estudo exploratório descritivo, de campo, de abordagem qualitativa. Serão realizadas entrevistas com alunos do Mestrado Profissional em Ensino na Saúde e a coleta de dados contemplará documentos oficiais que regem o programa. A análise será documental e descritiva. **Resultados esperados:** este estudo busca contribuir com a ampliação e qualificação da formação docente de Enfermagem no Brasil; será desenvolvido um vídeo que demonstre as competências necessárias ao enfermeiro docente. **Descritores:** Enfermagem; Currículo; Educação em Enfermagem; Educação Superior.

RESUMEN

Objetivos: conocer la importancia de la formación *stricto sensu* para que un enfermero trabaje como profesor de Enfermería en la Educación Superior; identificar las características de planes de asignaturas, a través de los sumarios en el Curso de Maestría Profesional en Educación para la Salud, que consisten en instrumentos de formación para un enfermero que desea convertirse en profesor; enunciar las competencias pedagógicas del enfermero docente de Educación Superior desde la perspectiva de la formación *stricto sensu*. **Método:** estudio exploratorio descriptivo, una investigación de campo con abordaje cualitativo. Entrevistas van a ser llevadas a cabo con estudiantes del Curso de Maestría Profesional en Educación para la Salud y la recogida de datos incluirá documentos oficiales que rigen el programa. **Resultados esperados:** este estudio busca contribuir a la expansión y calificación de la educación docente de Enfermería en Brasil; un video va a ser desarrollado con el fin de demostrar las competencias necesarias para un enfermero docente. **Descriptor:** Enfermería; Currículo; Educación en Enfermería; Educación Superior.

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INTRODUCTION

Since the nurse-professor-preceptor is a professional who is related to the education of prospective professionals, she/he must be an educator who does not seek to convey only content, but master the skills needed to aggregate knowledge, in fact, to the student's experience. It becomes clear that, nowadays, a professor's education must be aimed not only at providing her/his clinical practice and the content to be taught with a basis, but it must also connect content to practice.¹

The Nursing professor is faced with the responsibility of a nurse's education, which is focused on knowledge concerning the following general skills and abilities, as provided for by the Brazilian National Curriculum Guidelines for undergraduate courses: health care, decision-making, communication, leadership, administration and management, continuing education, in order to prepare critical, analysis-driven professionals who are capable of providing good-quality nursing care.² To do this, a Nursing professor should be constantly reviewing her/his work and her/his knowledge about teaching.

As important as mastering her/his professional practice, the professor-nurse-preceptor need to clarify her/his doubts as for education. The discussion and construction of knowledge derived from the didactic and pedagogical training help maintaining a constantly updated university that is focused on the quality of academic education. Thus, there is a need that a professor is concerned to learn how to teach, instead of being only a conveyor of knowledge ruled by a *banking education*, but focused on the pillars of *universal education* as proposed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO): learning how to know, learning how to do, learning how to live together, and learning how to be.³

Prospective nurses must be prepared to act from the perspective of the Brazilian National Health System (SUS), which has comprehensive care among its basic principles. So, it is necessary that preceptors, active players in the educational process, adopt a tangible practice according to the principles and needs of the SUS.⁴ Thus, the preceptor nurse is assigned to the role of educator, as she/he, during the working practices, is going to be surrounded by undergraduate students, and it is expected that this relationship promotes the development of a professional who grasps

her/his social role in the domain of health actions.⁵

Given the above, this project takes a strategic position to contribution both in the domain of in-service training procedures and in the nurse's pedagogical training. This research is grounded in these questions: (i) How does the Master's course, based on its programs, address a professor's education? (ii) How does the stricto sensu Master's course contribute to develop the pedagogic skills needed by a Nursing professor?

This study assumes that stricto sensu education contributes to the nurse-professor's continuing updating and education, influencing the didactic and pedagogical training needed for developing a teaching consistent with the new paradigms arising from the Brazilian National Education Guidelines and Framework Act - Law 9,394/96, which among the purposes of Higher Education highlights the need to encourage the education of professionals who have a scientific spirit and reflective thinking.⁶

OBJECTIVES

- Knowing the importance of stricto sensu education for the nurse's work as a Nursing professor in Higher Education.
- Identifying the characteristics of subject programs, through synopses in the Professional Master's Course in Health Education, which consist in training instruments for a nurse who wishes to become a professor.
- Enunciating the pedagogical skills of a nurse teaching in Higher Education from the perspective of stricto sensu education.

METHOD

Descriptive exploratory study, a field investigation with qualitative approach, whose scenario is the School of Nursing Aurora Afonso Costa, of the Fluminense Federal University (UFF), which offers the Professional Master's Course in Health Education. The subjects are going to be nurses, duly enrolled in this program. Students who already work as professors are going to be excluded. As data collection instruments, we use a script with open-ended, guiding questions to characterize the subjects and another script for collecting data from documents of the Master's projects and documents governing the professional Master's course in Brazil. The interviews are going to be recorded, transcribed, and descriptively analyzed, the documents, in turn, are addressed through documentary

analysis. The theoretical foundation adopted comes from studies by Celso Antunes and Cellard's triangulation of data.

The project has been submitted to the Research Ethics Committee of the University Hospital Antônio Pedro, of the UFF, in order to comply with the provisions of the Resolution 466/2012, and it has been approved by means of the CAAE 33749214.5.0000.5243.

EXPECTED RESULTS

It is hoped that this study contributes to the expansion and qualification of Nursing professor education in Brazil and a video is going to be developed in order to demonstrate the skills needed by the nurse as a professor.

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