



**ANALYSIS OF PEDAGOGICAL PROJECTS OF NURSING DEGREE COURSES:
SUBSIDIES FOR EDUCATIONAL QUALITY**

**ANÁLISE DOS PROJETOS PEDAGÓGICOS DE CURSOS DE GRADUAÇÃO EM ENFERMAGEM:
SUBSÍDIOS PARA A QUALIDADE DA FORMAÇÃO**

**ANÁLISIS DE LOS PROYECTOS PEDAGÓGICOS DE CURSOS DE GRADUACIÓN EN ENFERMERÍA:
SUBSIDIOS PARA LA CALIDAD DE LA FORMACIÓN**

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ABSTRACT

Objective: to analyze the Pedagogical projects of Nursing Degree Courses. **Method:** this is an exploratory, descriptive, and documentary study guided by qualitative approach. The research locus was in three Universities of *Fortaleza/Ceará* that offers the Nursing degree course, being two publics and one private. **Results:** analyzing the pedagogical projects, it was observed that in the three analyzed projects, the epistemological foundation of the teaching-learning process for the education of Nursing Bachelor is directed to a humanist, emancipatory and meaningful learning. **Conclusion:** it was observed that the three universities confirm the general trend, according to the National Curricular Guidelines and a resume that includes active and reflective methodologies to the area. Therefore, it is thought that the projects have enough subsidies to form nurses acting with quality in all practice settings in this temporality. **Descriptors:** Nursing; Teaching; Quality.

RESUMO

Objetivo: analisar os projetos Pedagógicos de Cursos de Graduação em Enfermagem. **Método:** estudo exploratório, descritivo e documental orientado pela abordagem qualitativa. Tem como locus de investigação as três universidades de Fortaleza/CE, que ofertam o curso de graduação em enfermagem, duas públicas e uma privada. **Resultados:** ao analisar os projetos pedagógicos, observou-se que, nos três projetos analisados, o fundamento epistemológico do processo ensino-aprendizagem para a formação do Bacharel em Enfermagem está direcionado para uma aprendizagem humanística, emancipatória e significativa. **Conclusão:** percebeu-se que as três universidades confirmam a tendência generalista, conforme preconizado pelas Diretrizes Curriculares Nacionais, e um currículo que contemple metodologias ativas e reflexivas para a área. Logo, pensa-se que os projetos apresentam subsídios suficientes para formar enfermeiros que atuem com qualidade em todos os cenários de prática nesta temporalidade. **Descritores:** Enfermagem; Ensino; Qualidade.

RESUMEN

Objetivo: analizar los proyectos Pedagógicos de Cursos de Graduación en Enfermería. **Método:** estudio exploratorio descriptivo y documental orientado por el abordaje cualitativo. Tiene como locus de investigación las tres universidades de Fortaleza/CE, que ofrecen el curso de graduación en enfermería, dos públicas y una privada. **Resultados:** al analizar los proyectos pedagógicos, se observó que, en los tres proyectos analizados, el fundamento epistemológico del proceso enseñanza-aprendizaje para la formación del Bachiller en Enfermería está dirigido para un aprendizaje humanístico, emancipadora y significativa. **Conclusión:** se percibió que las tres universidades confirman la tendencia generalista, conforme preconizado por las Directrices Curriculares Nacionales y un currículum que contemple metodologías activas y reflexivas para el área, se piensa que los proyectos presentan subsidios suficientes para formar Enfermeros que actúen con calidad en todos los escenarios de práctica en esta temporalidad. **Descriptor:** Enfermería; Enseñanza; Calidad.

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INTRODUCTION

The society demands a new educational conception, according to the challenges present in the contemporaneity, characterized by the dynamics of the processes and for the need of effective decision-making. This fact added to others with the accelerated technological development has required reformulations from the educational field.

The competitiveness and diversities arising from globalization era have directly interfered in the way that teachers are conducting their didactic and pedagogical activities, and the perception of students about the teaching-learning process. It cries out for the adoption of more open behaviors, where democracy could be present, indicating the horizontality in the teacher-student interaction.

In this perspective, while many educators today, considered vocational, have sought alternative ways to improve their teaching activities in the classroom, on the current perspective of teaching, other teachers remain stagnant in time and space, with archaic values and rigid behaviors that assume in their daily work.¹

Thus, knowledge and education acquire great importance, with the teacher facing serious theoretical and methodological challenges in higher education about their education, to meet the demands arising from the new times, a committed, ethical, political, reflective, critic professional and a researcher of their practice. In the last decade, the teacher's education has been constituted an investigation subject by researchers. They have devoted a great part of their lives to studies that could contribute to the advancement of education, demonstrating the need to rethink the pedagogical practices of teachers in higher education facing the new challenges in the present.²⁻⁹

To reflect about the Pedagogical Project Course, specifically in Nursing teaching, it becomes a complex task that covers different perspectives: pedagogical concepts, references, teaching methodologies, social responsibility, among others.

The rigidity imposed by exaggerated positivism that seems effective in higher education in some courses, including Nursing, reveals the perspective that knowledge is exhausted and does not allow dialogue and the articulation of information with other knowledge areas, which leads to the fragmentation of content and constitutes an

obstacle to the implementation of interdisciplinarity.¹⁰

The quality of education is significantly reflected in the nursing care. In turn, the education of the future professionals should meet contemporary expectations, with increasingly competent, updated, and critical nursing professionals, with listening skills and decision-making, flexible to changes, searching problems resolutions based on evidence, allied with a refined care that contributes to comprehensive care.

The Brazilian nursing is leading the pedagogical educational practice for professional work under the recommendations of the Ministry of Education/MEC, supported by the Law of Educational Directives and Bases (Law 9394/96), where an emphasis on educational quality, to the valorization of the student's experience, to the respect for pluralism, and also to the basic democracy principles and the flexibility of the educational action is denoted.¹¹

In this sense, the PPCs of Nursing degree courses should include the National Curricular Guidelines (NCGs) emerged in a context of recognized inadequacy of the effective general standards of health education, called "hegemonic model." They were elaborated with the intention to constitute as new parameters for curricular changes, to train professionals to work in another health model, providing a comprehensive care and strengthening the health promotion and the diseases prevention.¹²

The exposed indicates that the CNGs implementation has been assumed as a powerful strategy to redirect the education of Nursing professionals, establishing a structural milestone in the construction of a new paradigm for Nursing education. The CNGs guide an educational practice based on dialogic processes that consider the prior knowledge, the experiences exchange, the health and social responsibility to collaborate with the construction of a more liberating education that can develop the student's creative and transforming potentialities, professional future.¹²

The objective of this study is to analyze the Pedagogical projects of Nursing Degree Courses.

METHOD

This is a descriptive, exploratory and documentary study guided by qualitative approach. The research locus was in three Universities of *Fortaleza/Ceará* that offers the Nursing degree course, being two publics and

one private, namely: Federal University of Ceará (UFC), State University of Ceará (UECE), University of Fortaleza (UNIFOR). The institutions were visited, and the Pedagogical Project of the Nursing Course was requested for document analysis. Such procedure took place from May to June 2014; the institutions have provided the documents. Subsequently, a critical and reflective analysis of the PPCs was performed.

The research project was submitted to evaluation and approval by the three institutions. The four bioethics principles have been respected: autonomy, beneficence, non-maleficence and justice, as recommended by the Resolution 466/2012 of the National Health Council, which contain regulatory guidelines and standards for the research involving human beings, directly or indirectly, individually or collectively, whether performed by any professional categories in the biological, psychological, educational, cultural or social field, including the management of information and materials.¹³

The ethical principles were respected and the research. The research had a favorable Opinion by the UECE Ethics Council for its realization according to the consubstantiated Opinion No. 574,280.

RESULTS AND DISCUSSION

◆ Weaving the documentary analysis of the Pedagogical Projects Courses (PPCs): Approximations and distancing of the National Curriculum Guidelines

When analyzing the Pedagogical Projects of Nursing Courses, it was observed that in the three analyzed PPCs, the epistemological foundation of the teaching-learning process for the education of the Nursing Bachelor is expressed in a humanistic, emancipatory and meaningful learning, and are related to the knowledge structure of the person that learns.

The education anchors in existing and relevant concepts or predispositions in the cognitive structure of the person that learns, creating a network of meanings between the new information and the learner's conceptual mental structures.

They highlight the purpose, the objectives, the graduate's profile, the structure and the curricular matrix, the regulations and the operational standards of the course, and defend the intention to train nurses able to meet the challenges of a globalized world, with fast changes and requiring a comprehensive reading of its dynamism for taking immediate and accurate decisions.

The Pedagogical Project Course (PPC) is designed as a tool responsible for the structure and organization of the educational process by the universities under the study, built and experienced by all subjects involved in this process. And thus, as any pedagogical project, it is also a political project, being intimately linked with the socio-political commitment to the education of citizens for a society type.¹⁴ It is noteworthy, then, one of the presented concepts:

[...] demarcation instrument for university making, collectively designed within the institution, guided by this, as a whole, and for each of its particular courses. It should aim for the construction of the intentionality to the performance of the institution's social role, focusing on education, but closely linked to the research and extension processes. Based on the critical analysis of the lived moment, it must configure the desired vision, effecting actions, reflecting about them, evaluating them and incorporating new challenges [...]. (PPC1)

The emphasis on the PPC development is given to contextualized teaching, linking research and extension. In this sense, each document also describes the characteristics of the institutions and their inclusion in the State, the demographic and social contexts that have contributed to the construction of the singularities of each Project.

Regarding the profile of the professional nurse, it is observed that the PPCs of the three Universities contemplate the graduate profile presented by the NCGs referring to the nurse profile with generalist education and with authority to act in the health-disease, humanist, critical and reflective process.

It is noticed that the three universities confirm the general trend, as recommended by the NCGs to the area. It is thought that such training has enough subsidies to form nurses that work in all practice settings in this temporality. On the other hand, differences in the PPCs are also observed, so each one highlights with greater emphasis one particular aspect, being the political aspects (PPC2); teaching, research and extension (PPC1); and the labor market context (PPC3).

Concerning the educational objectives, these correspond to the development of skills and general abilities, such as health care, decision-making, communication, leadership, administration/management and continuing education, as laid out in the NCGs/NUR, and also common to the whole Health area, and not only for the Nursing area. According to the evidenced on the PPC2 that points out: “[...] To contribute to the development of skills and

abilities to perform assistance, administrative and educational activities, aiming promotion, protection, recovery and rehabilitation of the human being health in its life cycle”.

The abilities and skills contained in the NCGs of the Nursing degree course aim the comprehensive care, basing this guideline as a guide in the adequacy of the curriculum to the demands and needs of society in general.

In addition to these general skills, the NCGs/NUR bring specific skills and abilities guided by the student views as the subject of their formative process, of the articulation between theory and practice, of the diversification of learning scenarios, active methodologies, of the articulation of the research with teaching and extension, of the curricular flexibility, interdisciplinary, incorporating complementary activities, learning assessment, of the monitoring process, evaluation and management of the course.

Regarding the specific skills and abilities, 33 educational objectives are presented in the NCGs/NUR, which are included in general, in the analyzed PPCs. These objectives involve the current context of global society transformation, that should consider: the requested significant educational and health practices of society, of the professional-citizen who wants to form and the interests of the working world; and the request of skills and abilities that make professionals able to the context of realities, diversities and complexities of the practice settings.

The practices scenarios and the development of general skills in supervised internships are covered in two educational projects (PPC1, PPC2) which show that the practices allow the student to understand the dimension of care and places them as a participant in the health work process. Thus, the student feels the need to develop general skills to act in various situations of health work context. In this sense, regarding the graduates education, the CNE/CES Resolution No. 3/01 recommends it to meet the social health needs, with emphasis on public policy recommendations - SUS.¹⁵

Ensuring the care integrality, the quality and the humanization of care, it was found that only the PPC3 made direct reference to the SUS, although the PPC1 brings the intersectionality and the perspective of the integrality, which allowed identifying important gaps in this segment, to the incorporation and dissemination of professional education commitment in the social system and the country's health.

Thus, when discussing the training processes, it is essential to identify the political and social conception of the institution, the logic of service, if it presents its PPC guided by ethical and political principles of the Health Country Reform as outlined in PPP3: *“Meeting the social health needs, with emphasis on the Unified Health System (SUS) and ensuring the comprehensive care, the quality and the humanization of care.”*

It is important to emphasize that the change in graduation, the expanded concept of health, the integrality, the innovative practices, the network care, will only actually exist in curriculum and teaching-learning processes if would be goals to be achieved in all health services and not only on the public network.¹⁶

The comprehensive care and social responsibility are mentioned in all the analyzed documents, always emphasizing that this is the object of nurses' work. In fact, it is known that the various possibilities for achieving and effecting the health promotion should be based on the human experience in social, political, economic and cultural contexts, highlighting the relevance of knowledge and actions produced in the different fields of knowledge and of the activities of the health service.¹⁷

In this perspective, the PPC1 emphasizes nursing inserted in the social and intersectoral context: *“The PPC is based on a health paradigm that regains its social significance and reflects the need to act on an intersectionality way in a comprehensiveness perspective. It supposes a professional education that considers the political, and institutional structures, cultural of the society, and trends of education and performance to absorb the graduates (PPC1)”.*

The PPC2 faces to the need for the professional being directly involved in the social demands that permeate them, constantly reworking their knowledge from these and contributing to the profession growth, as highlighted in the section:

The nurse is a health professional, critical, committed to the health needs of the population, with the responsibility of taking care of the human being (individual, family and social groups) in its entirety, in the levels of individual and collective care. They should contribute to the development of the profession through education, research, participation in professional associations and the citizenship exercise. In its educational process, they must be prepared and permanently updated, not only for the development of a competent practice focused on solving, accessibility and reliability of the Brazilian health system,

but also to exercise criticism to the national health policies (PPC2).

The PPC3 determine on its specific goals, the intention to stimulate the student to the continuing search for knowledge, developing learning to learn, learning to do, learning to live together and learning to know, in the teaching, research and extension perspective. At this point, we highlight, in the PPCs, three of the four pillars that UNESCO points as fundamental principles of education for the twenty-first century:¹⁸

[...] Learning to know should prioritize the tools of knowledge to become lifelong 'friend of science.' Learning to do, propose a work that privileges the relationship between theory and practice, in order that students in training could put their knowledge into practice; Learning to live together, which is one of the greatest challenges of education in the highly competitive globalized world; Learning to be proposing to complete the development of the subject: spirit, body, intelligence, sensitivity, aesthetic sense, personal responsibility and commitment [...] (PPC2).

[...] The nursing course graduates must receive an education grounded in four dimensions: Knowledge as an intellectual education; Knowing to be as a professional human guidance; The know-how as the ideal operating performance and know how to live together, bringing together the possibilities of knowledge for the development of human relations edifying and emancipating [...] (PPC1).

The PPCs have educational perspectives still showing clear reference to continuing learning processes that should be emphasized in the professional nurse process.

Analyzing the projects in the educational ambit that includes clinical care, it is evident that the PPCs emphasize, in their curriculum matrix, the contents related to all of the health-disease processes of the individual, family, and community, integrated to the epidemiological and professional reality, providing the integrality of the actions of nursing care. As recommended by the NCGs/NOR, the contents should contemplate the biological and health sciences, human and social sciences and nursing science.

The considerations concerning the design, purposes, and objectives of the course are reported to the Law of Educational Directives and Bases (Law 9394/96). However, denote the emphasis in the discourse of "teaching quality, the valorization of the student experience, respect for pluralism, basic principles of democracy, flexibility of the educational action." (PPC, 2001:5). It situates the National Curriculum Guidelines for Nursing

in the context of LEDB, identifying the guidance for the flexibility of the curriculum for the training of active and critical professionals, to build innovative pedagogical political projects and defining differences in academic and professional education.

It is observed on the analyzed projects that the clinical care excellence intentions create the need for new observations about the teaching behavior at this care level.

CONCLUSION

When analyzing the Nursing pedagogical projects, it was observed that in the three PPCs, the epistemological foundation of the teaching-learning process for the formation of Nursing Bachelor is directed to a humanistic, emancipatory and meaningful learning, and is related to the structure of knowledge of the person that learns.

The emphasis on the elaboration of the PPC in the three courses is given to the contextualized teaching, linking research and extension, and graduate profile. In this sense, each document also describes institutional characteristics and its insertion in the State, as well as demographic and social contexts that have contributed to the construction of the singularities of each Project, which have distances and approaches together.

It is noticed that the three universities confirm the general trend, as recommended by NCGs, and a curriculum that includes active and reflective methodologies to the area. Therefore, it is thought that such education has enough information to form nurses that work with quality in all practice settings in this temporality.

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