



THE ACTION RESEARCH IN CONSTRUCTION OF KNOWLEDGE OF THE ACADEMIC IN NURSING ON THE PHENOMENON OF DRUGS

A PESQUISA-AÇÃO NA CONSTRUÇÃO DO CONHECIMENTO DO ACADÊMICO DE ENFERMAGEM SOBRE O FENÔMENO DAS DROGAS

LA INVESTIGACIÓN-ACCIÓN EN CONSTRUCCION DEL CONOCIMIENTO DEL ACADEMICO DE LA ENFERMERÍA EN EL FENÓMENO DE LAS DROGAS

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ABSTRACT

Objective: to reflect on the contribution of action research as a tool in scientific and pedagogical training of nursing students. **Method:** a descriptive study of theoretical reflection with a view to discussing the importance of action research in the formation of knowledge of nursing students about the drug phenomenon. **Results:** in the daily work of nurses is the challenge of how to deal safely with drug users. It is therefore during graduation competencies and skills that must be developed to meet this challenge. The action of research is an important strategy accordingly for being interventionist and prioritizes problems that involve the social transformation enabling participatory. **Conclusion:** action Research allows students and teachers to identify problems, discuss theory and find possible solutions to attitude change will also result in the production of new knowledge. **Descriptors:** Nursing; Education; Methodology; Illicit Drugs.

RESUMO

Objetivo: refletir sobre a contribuição da pesquisa-ação como instrumento científico e pedagógico na formação do acadêmico de enfermagem. **Método:** estudo descritivo, de reflexão teórica com vistas à discussão sobre a importância da pesquisa-ação na formação do conhecimento de acadêmicos de enfermagem sobre o fenômeno das drogas. **Resultados:** no cotidiano do trabalho dos enfermeiros está o desafio de saber lidar de forma segura com os usuários de drogas. É, pois, durante a graduação que competências e habilidades devem ser desenvolvidas para enfrentar esse desafio. A Pesquisa-ação é uma estratégia importante nesse sentido por ser intervencionista e priorizar problemas que envolvem o contexto social possibilitando transformação participativa. **Conclusão:** a Pesquisa-ação permite que acadêmicos e professores identifiquem os problemas, discutam a teoria e encontrem as soluções possíveis para mudança de atitude, resultando também na produção de novos conhecimentos. **Descritores:** Enfermagem; Educação; Metodologia; Drogas Ilícitas.

RESUMEN

Objetivo: reflexionar sobre la contribución de la investigación-acción como una herramienta en la formación científica y pedagógica de los estudiantes de enfermería. **Método:** se realizó un estudio descriptivo de la reflexión teórica con el fin de discutir la importancia de la investigación-acción en la formación del conocimiento de los estudiantes de enfermería sobre el fenómeno de las drogas. **Resultados:** en el trabajo diario de las enfermeras es el reto de cómo tratar con seguridad con usuarios de drogas. Por lo tanto, durante la graduación de las competencias y habilidades que deben desarrollarse para enfrentar este reto. La investigación-acción es una importante estrategia en consecuencia por ser intervencionista y priorizar los problemas que implican la transformación social que permite la participación. **Conclusión:** la investigación-acción permite a los estudiantes y maestros para identificar los problemas, analizar la teoría y encontrar posibles soluciones a un cambio de actitud también se traducirá en la producción de nuevos conocimientos. **Descriptor:** Enfermería; Educación; Metodología; Las Drogas Ilícitas.

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INTRODUCTION

Given the scientific and technological changes that our world is experiencing, new forms of learning are required, for competitive and professional qualifications are facets observed in the labor market. Thus, the old paradigms of education should be rethought, seeking new ways of learning and doing education, taking into account the globalized world, so that students can have a broader training, good quality and with practice, even during their initial training, a true guiding principle within the context of this university education.

Given the above and based on this context is the political pedagogical project of the Nursing Course that is constantly changing and updating, intending to provide a focused academic criteria of competence, as it combines a reflective and critical theoretical knowledge with practice. Looking to meet new paradigms, in which the students can understand the human being holistically making contact with the social environment, and even recognize themselves as subjects in the process of formation of human resources, providing a range of knowledge-oriented criteria formation of a broad, complex and socially conscious.

The new model of education in Nursing is facing a competent social action, which allows the student to develop a set of skills and personal attributes based on their knowledge, attitudes, values and dispositions so that they can perform to their full professional roles and tasks. Aims to bring the student's reasoning provide questions and doubts, so that it seeks answers and solutions, meaning that the student is skilled and competent in their tasks proposed in academia.

In this universe to understand the human being holistically, the graduate must be able to detect the risk factors that lead to illness physical and psychological consequences. Among the risk factors highlight the consumption of substances that alter social life and health. However, teaching about the use of these substances during the training of future nurses not answering, greatly what the subject has imposed on society in recent years, since this content is discussed in more breadth in disciplines involving mental health, whose workload lets not enable nurses to act adequately on measures such as promotion, prevention, treatment and social integration of drug users.¹

Therefore it should be understood that the drug phenomenon is not entirely unknown, as it has existed since the dawn of humanity,

though he was associated in some historical periods to certain cultures and traditions as objects of assistance in social interaction and relationship that dates marked Festive for causing social disinhibition addition to behavioral changes, but were also used to die in the pursuit of therapeutic cure of certain diseases or even materials that favored mystical and religious rituals. Therefore, these substances are rooted in many socio-cultural traditions of various societies.²

However, the use of drugs has taken new directions, both by the abuse as the production and distribution on a large scale becoming a product of marketing, which carries a variety of problems in the social, economic and health and involving increasing the number of people in this world illegal, thus making the abuse of drugs a public health problem in the most serious.

Motivated by issues in nursing education, focusing on the training of nursing students, we seek in this paper, the contribution of action research as a mechanism of interaction and participation more effective, since it is a method that works and interventional production knowledge and behavior change. This method is a primary strategy for developing the educational level of teachers and researchers in order to improve education, due to the learning of students.

Thus, this study analyzes the methodology of action research and its contribution to the formation of majoring in nursing on the drug phenomenon.

• The pursuit of the quality of teaching and learning

The prospect of teaching traditional didactic and pedagogical strategies unaware or modes of teaching problematized, constructivists or the active role of students. In the classical approach of training in health, education and technicality is concerned with satisfying procedures and knowledge of auxiliaries of diagnosis, treatment and care, planned according to the accumulated scientific technical reference by teachers in their respective area of specialty or professional dedication.⁴

This hegemonic form has been modified over the years through organized movements seeking the production of better strategies for innovation and transformation in the organization of nursing courses. A comprehensive educational concept in which the "contents" are not constrained only to subjects or that there is simply the transfer of content must be modified so that the educator can also build knowledge through research and based on differences in

knowledge resulting from personal experiences and not limited only to transfer knowledge ready that were produced by others.

Learning should be a dynamic relationship between educator and student, thus, has integration between theory and practice, with the active participation of the students for making joint decisions. These changes must start in schools during the academic because spaces are intended for the development of health education, in which the labor market requires that the professional has broad knowledge on the theory and practice as well as how to deal with problems social.

Thus, it is necessary that nursing in its theoretical and pedagogical understands the significant learning, transforming and appropriate professional and social demands that are imposed. To do so, we must work with differentiated pedagogy that considers each student with their potential and difficulties and is focused on the construction of meaning, opening paths for transformation and not the uncritical reproduction of social reality. In this perspective, the emphasis for the twenty-first century is for transforming praxis characterized by indeterminacy and unpredictability, which allows man, how to be aware and social needs facing new situations and make something new out of reality or elements pre-existing, but to do so, waives the intervention of consciousness and human action.⁵

To achieve this new model of nursing education in the method of action research becomes extremely important, because this prioritize problems to be investigated in concrete actions being the object of research is not of people but of problems involving the social context, not limited action, but the production of knowledge and level of consciousness or awareness linked to the situations investigated, a fact linked to the new teaching method.⁶

Nursing schools find solutions inherent to teaching-learning process, not only in the relationship

between teachers and students but also among teachers of different disciplines, through action research.⁷ Relate yet this method to nursing education because it is a profession that provides therapeutic relationship in care, finding problems, listing priorities in finding solution and plotting and evaluating possibilities and actions to transform the situation of the patient under their care. It is thus understandable that the nurse performs the necessary steps and existing research methodology exerts its

action when care.

Action research is a simultaneous process of research and action, whose primary intent is knowledge and collective problem solving from observed facts, culminating in the transformation of the researchers and the participants involved in the social context, site of the problem.⁸

• The contribution of action research to build knowledge of nursing students about the drug phenomenon

Drugs currently have taken large proportions and especially with different purposes, ultimately generating widespread debate in the social environment, not only caused by the devastating effects on users such as: health threat, unproductive labor and even loss of quality of life, but also by his significant contribution in the increase in crime and delinquency, which are mainly fruits use and addiction.⁹ Thus, drugs become a public health problem of the most serious worldwide.

Thus, one can see that nursing in finding answers and solutions to their inquiries and questions, among them the drug problem, have conducted several studies on the use of action research because it aims in a way an extension of the collective knowledge beyond troubleshoot, because the application of this method is geared towards changing attitudes and habits.

This method has been extended and is currently used in several areas, and highlighted the educational area beyond the sectors of advertising, social service areas for rural development, dissemination of technology, banking practices and policies, organization, systems and area health nursing with emphasis.¹⁰⁻¹¹

With the application of action research, this may lead to knowledge, gain experience and contribute to the discussion and to extend the debate on the issues.⁸ Thus, this method aims at producing knowledge and obtaining information that would be difficult to reach through other procedures. Thus, its application to nursing students allows them to put their experiences on the drug phenomenon, or what they know. The accounting and then mediated by the teacher, the discussion will encourage the construction of new knowledge and direct you to a more reflective practice. The scaffolding is essential and indispensable for all stages of the construction of student knowledge.¹² It is the teacher who encourages students in the development of processes of mobilization,

construction and development of the synthesis of knowledge and critical-reflective posture.

Thus, the nursing graduates, before the drug problem should be prepared to make changes in order to act and act. The methodology of action research can enable these changes because of using this method it is necessary to explore the issue involved, find out the expectations of stakeholders, identify problems and possible actions and stimulate new positions.

Thus, action research, for it is methodological strategy of social research that aims to resolve or at least clarify the situation observed problems, not limited to only one form of action, but increasing knowledge of the researchers or the level of critical awareness of the participants, should provide greater skill and more knowledge about the drug phenomenon when applied to nursing students.

It is clear, then, that the methodology of action research in education will allow the student to have a critical and reflective of social problems, including drugs. Being able to plan, direct and implement health education, health promotion and prevention, with a view that this methodology is the reality strategy information to make decisions in order to transform it and then share the results in the collective, in order to thus begin a new cycle of knowledge, using the final result to improve the preceding phases.

CONCLUSION

Action research has constituted a device linked to the transformation of academic nursing education, as experienced practices aimed at building collective changes, tools, concepts and behaviors appropriate to the new teaching method.

Thus action research can and should be used by nurses in the educational process of the students on the drug phenomenon, as it is seek solutions to collective problems, from a critical and reflective practice.

The application of this method, therefore, is necessary to approach the practice with theory, the interaction between researcher and participant as well as the collaboration of participant's beings that transform reality experienced through the learning gained from the use of action research.

Thus, the Nursing uses in everyday practice steps, that are necessary and evident in the methodology of action research which is of paramount importance in the activities performed by this profession since establishing therapeutic relationship in care, which makes the diagnosis from, finding problems, list the

priorities in the search for solution mapping and evaluating possibilities and actions to transform the situation of the patient in their care.

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