ABSTRACT

Objective: to identify the consequences of the contents approached in the discipline in their bodies and the experiences drawn for the Nursing field. Method: it is a case study, with a qualitative approach, guided by the following questions « Do you understand the reasons and objectives of the discipline of Paradigms of Knowledge? >> « Do you really have cognitive conditions to capture what is being presented? ».
The participants were 20 students enrolled in the discipline Paradigms of Nursing I. Results: The categories that have emerged were: 1. Divided body: the presence of Descartes; 2. Whole body: a paradigm to be (re) constructed in Nursing. Conclusion: There was a deconstruction of the notion of divided body, coating it for the human condition, all of life, all the ways of life, while denying this condition. Everything leads us to believe that they indicate a new organization of strategies, which enables to go through the Nursing course and get into the work - the other life. Descriptors: Knowledge; Nursing Education; Methodology.

RESUMO


RESUMEN

Objetivo: identificar las consecuencias de los contenidos abordados en la disciplina en sus cuerpos y las experiencias extraídas para enfermería. Método: estudio de caso, con abordaje cualitativa, norteado por las siguientes cuestiones « ¿Entienden el por qué y para qué de la disciplina Paradigmas del Conocimiento? » « ¿Entienden realmente, condiciones cognitivas para captar lo que está siendo presentado? » Los participantes fueron 20 estudiantes inscritos en la disciplina Paradigmas de Enfermería I. Resultados: las categorías surgidas fueron: 1. Cuerpo dividido: la presencia de Descartes; 2. Cuerpo entero: un paradigma a ser (re)construido en Enfermería. Conclusión: hubo desconstrucción de la noción de cuerpo partido, revestiendo-lo para la condición humana, de todo de la vida, de todo de los modos de vivir, al mismo tiempo en que niegan esa condición. Todo lleva a creer que ellos indican una nueva organización de las estrategias, que possibilite recorrer el curso de Enfermería y adentrar en el trabajo - la otra vida. Descritores: Conocimiento; Educación en Enfermería; Metodología.
INTRODUCTION

This study was originated from the experience of higher education teachers in Nursing of a public university at the Rio de Janeiro State by ministering the discipline: Paradigms of Knowing in Nursing I, whose menu “presents paradigms of classic philosophical strands: positivism, phenomenology, materialism and structuralism, used by Nursing to construct its knowledge. It discusses with students the various alternatives of Nursing research and some theoretical benchmarks appropriate for the health area”.

By considering the experiences, achievements and difficulties obtained in conducting the discipline Paradigms of Knowledge in Nursing I, we have realized, over these past two years, subjecting these situations to discussion, the need of adjustments of previously theoretical contents worked with the students. Despite the necessary modifications, it became evident the dissatisfactions of students who daily arrived.

Thus, we continued to reflect on how to think to teach Nursing students in a space where they could extract the reasoning with no resonance without of learning by learning, or the rigor of the ritual of doing without only thinking of disease, so that the principles of Philosophy, Anatomy, Chemistry and other skills were connected to really think of life. Therefore, the Fundamental Nursing Department thought in the discipline Paradigms of Knowledge in Nursing I, which was intended for students of the fourth period of the graduation course, with the general idea about the process of knowledge construction in Nursing.

We searched for changes in its format, because we did do not want to see sitting students, perceiving the professors as holders of knowledge; we did not want them to passively listen the professors, without reflecting, without thinking of the consequences of such exercise. The desire was to glimpse them in movement, in contact with the themes as: body, esthetic, freedom, subjectivity, art, ecology and, especially, feeling and discussing the senses of touching, hearing, feeling taste, gazing and seeing. Accordingly, the classes involved many strategies of thinking and feeling Nursing, but there was the need for division of the discipline Paradigms of Knowledge in Nursing I and Paradigms of Knowledge in Nursing II.

In this study, we focus on the experiences closely with the discipline Paradigms of Knowledge in Nursing I, since it has the larger philosophical basis to students, allowing them to reflect, to question and to develop doubts in relation to all that is given by reality. Over time, there was noise (isolated speeches in corridors) that something was generating dissatisfaction in students. They were not happy. The classes were becoming increasingly tiresome, beyond what was imagined, mainly because they were offered in the afternoon, after students had faced the internship field. That is why the professors asked about this dissatisfaction, sometimes related to difficulties for students understand the contents, sometimes related to the possibility of teaching strategies are inadequate. Accordingly, the guiding questions of this study are: Do you understand the reasons and objectives of the discipline of Paradigms of Knowledge I? >> << Do you really have cognitive conditions to capture what is being presented?

Given this questioning, the following objectives are presented:

- To identify the consequences of the contents approached in the discipline in their bodies and the experiences drawn for the Nursing field.
- To discuss the implications of reflections and experiences lived by them and to the discipline at stake.

The justification of this study is grounded on the new experience developed in the area of Fundamental Nursing, which provided its assessment starting from the statements of the students. It is believed in the need to find new contributory exits for that the students can get excited to think and learn. Thus, professors can have “Leakage Lines” that collaborate in the training of future professionals with feelings of safety, whose “feet” are, at the same time, firm on the ground and in sense of flight.

By considering the advancement of science, technology and human knowledge and, simultaneously, the Science of Nursing, we sought to adjust the understanding that, over the past two decades, have been subsidizing to understand the way in which the knowledge on Nursing was founded, and how nurses and professors have assumed it to construct spaces of caring, teaching, researching and thinking of Nursing. Thus, some conceptual elements form the basis for the understanding of paradigms and their relationship with the theoretical foundations discussed with students in the discipline Paradigms of Knowledge in Nursing I and their dialogicity with this study.
When seeking the meaning of paradigms, this word directs us to think in patterns, models, something concrete, without the possibility of quick change. Initially, it appears that its use dates back to the time of Plato, when he used it to express the meaning of a model of world of eternal beings, where the world itself represented only the image.\(^1\)

Nevertheless, it should be observed the meaning of paradigms as a model in the context of the History of Science in order to analyze the scientific development occurred in the field of sciences such as Physics, Astronomy, Chemistry, among others.\(^2\)

Paradigm is a model of thought and action that guides researchers and practitioners of a particular science by indicating what the problems and methods are legitimate to that research field for current and future generations of practitioners of Science. The paradigm attracts and binds a durable group of supporters. These supporters of the paradigm are willing to abandon other forms of research, which are not defined in the field of the paradigm to which they are engaged. Hence, sciences, in relation to the stage of development reached, can be classified as normal or mature when they have one or more paradigms.\(^2\)

The phase prior to the establishment of paradigms defines a science as quasi-normal or pre-paradigmatic. When it has its paradigms challenged by the emergence of a new paradigm, a given science is subjected to the process of scientific revolution. Once adopted the new paradigm to replace the previously dominant, the science at this stage can be classified as post-paradigmatic.

In the process of formation or breaking of a paradigm, we should observe: the dominant paradigm, the emergence of a new paradigm, the paradigmatic stage, a quasi-normal science, crisis of the dominant paradigm and stage of the scientific revolution. In the current scenario, the fact of holding paradigms has become a prerequisite for the development and maturity of knowledge.

The perspective of knowledge is to present a new model of scientific knowledge, which brings, attached in itself the step of development, the conditions and new forms of knowledge, given the projected worldview and that is emergent in society. Accordingly, four theses support the understand that this is a moment of speculations, since the transformations are taking place in parallel to the worldviews offered to individuals and to society.\(^3\)

To understand and seek the support for the transformations that are occurring in the social environment and that are reflected in the practice of the subjects, in the academic and technical means, becomes important for allowing us to go beyond the material rationality.

**METHOD**

It is a qualitative study, a case study, because it aims at investigating a group of students in the implementation of a discipline offered only in the Alfredo Pinto Nursing School. It should be understood that these students can assess the discipline and offer important tips for changes in its organizational structure.

The research location was the Alfredo Pinto Nursing School. The subjects were students of the fourth period at the time of the final assessment of the content and methodology of the offered discipline, being that they were selected like this: we randomly selected twenty (20) students of a class of 43 (forty-three) who chose to respond the question in writing: Talk about the discipline Paradigms of Knowledge I. The written responses were typed for archiving the material expressed in their own hands. We have met the guidelines highlighted in the Resolution n° 196/1996, of the Brazilian National Health Council.\(^4\)

The moments of the data production were:

1º) Reading the entirety of the text produced by the subjects to highlight the contents that could respond to the first objective.

2º) After reading the contents of the first time, we identified some guidelines from the students within the text, as shown in the frame entitled “Reactions of students towards the discipline”;

3º) After analysis and three organizations and reorganizations of records, the categories that emerged are “Divided body: the presence of Descartes” and “Whole body: a paradigm to be (re) constructed in Nursing”.

**RESULTS**

The first synthesis obtained through statements, given the consequences of the contents covered in the discipline reflecting on the bodies of the students and in the experiences drawn for the Nursing field, allowed us to cast the following speeches according to the questioning about the reactions from the students before the proposal of the discipline.

The responses were varied and could be classified as negative reactions and positive
The category called “Divided body: the presence of Descartes” highlights the presence of Descartes in the statements of the surveyed students, showing how they think and recognize the body and mind in separate way. At no time, even when they were reacting and reflecting, they do not understand themselves as a body and, therefore, their affirmations that the discipline Paradigms of Knowledge I is a pure philosophy (thinking); others even say that Philosophy is useless and is not related to Nursing.

This condition reflects that thing that is aimed in the set of disciplines of the previous stage of the training process, coupled to what the Brazilian society expects of a healthcare professional, in other words, more value is assigned to whom dominates and depends on a tecnified practice, whose understanding of individual is more important than the one of person. For this evolution of understanding, it is necessary to overcome the biological dimension to achieve the knowledge and the complexity to which it pertains.6

The meeting in the discipline only took place when we discussed about the positivist philosophical strand. In principle, this is not news due to the fact that it is a knowledge that gives them the rationality, right answers, ready meanings, because, all knowledge is comprised of, at the same time, principles and rules that contain connection and separation operations, analysis and synthesis and that, in the way of knowing, disunites objects together or isolate them from their natural context.5

This type of teaching does not serve for the development of intelligence because it does not foster students to think. In fact, the contribution is more targeted for a kind of intelligence that only knows to separate; it breaks the complex world into separated pieces by fractionating the problems and making unidimensional what is multidimensional. In other words, it could be said that it becomes ordinary what is complex.5

Unfortunately, it is the way through which students go out of the High School to the University Degree to learn the contents of Fundamental Nursing. For them, it is a different thing that they do not know what it is, and many of them do not even know the reason of being studying Nursing.

Fundamental is an issue that corresponds to the essence of a thing, is what is crucial to the existence of such a thing, its warranty or reason for being. Hence, Fundamental Nursing is the order or the set of propositions and...
ideas simpler and more general from which the entirety of happenings is derived. 6,26

The fault of the students is not to think that to learning Philosophy is useless and inexplicable, but, apparently, not wanting to live new experiences. They want something concrete, viable and that provides ready answers. What is the reason to think in philosophical strands whether they want to hold the knowledge of the disease, treatment and some care shares that are scientific for them?

The surveillance that we, teachers/professors, should have is the ability to create strategies of deconstruction of a divided and rational being. It does not mean to make them to devalue this human dimension - rationality -, but to articulate other dimensions to it, such as: spiritual, emotional, political, ecological, sensitive, etc. This is the challenge, if there is the desire for them to develop an intelligence that gives them the nose, the wit, the prediction, the lightness of spirit, the resourcefulness, the constant attention and the sense of timeliness.

The discipline offered was intended to provide an opportunity to think, reflect and meet the new - Philosophy (Basic), so that they could develop the spirit/body and learn to deal with problems and to problematize. The philosophy is, above all, a force of interrogation and reflection, which is targeted to the major problems of knowledge and the human condition. 7

However, these are the same Cartesian students, which capture themselves thinking and reflecting with no an accurate knowledge about the motivation, who express what is interpreted as the second category of analysis called “Whole body: a paradigm to be (re) constructed in Nursing”. This is the category that might be understood as belonging to “I do not feel it”, but I want to be emotional-body, i.e., holistic body to care in the way in which the clients need. 8

This speech belongs to the body that is discovered through the discipline Paradigms of Knowledge I. It is important for the Nursing that the philosophical strands are applicable in care and in researches on care.

These students indicate that the discipline has deconstructed them, without they would realize it. This can be checked in the suggestions given in which one can note the insistence that it is necessary to work the body to lose the fear and the distress - coated of the understanding of the human condition, all of life, all about the ways of living. They suggest joining disciplines, and not keep them divided and dissociated.

In these two positions between wanting what is concrete (practices and procedures) and what is subjective, they create a leakage line to learn to think of Nursing and its practice. At that point, they become confused and lose themselves by think about their emotions and the customers’ emotions, since it is evidenced that:

Nursing has a specificity of knowledge because its privileged object of investigation is the human being. Therefore, it is necessary that nurses seek methods to articulate and improve the knowledge itself, because the scientific validity of Nursing comes not only from its professional thinking and doing, but also from the pursuit for appropriate pathways for the study of its research object. 9,37

The boundary between the physical body and the mind is no longer so marked and they demonstrate wanting to keep themselves thinking about Philosophy. When they realize themselves, they bring a paradigm for their reflection, which is to recognize the unit body as a human unity within its own diversity - sometimes recognizing the importance of Philosophy, sometimes viewing it as a worthlessness matter. In the end, all of them consider it as an important discipline for their formations and, because of this same reason, it should continue due to the demand and need for thinking of a scientific care for Nursing.

CONCLUSION

Given the above, it is possible to identify some reflections from the perspective of knowledge and the professional practice that has been emerged from the students’ speech. The formed categories make evident the markedly biomedical influences in the training of the nursing professional. This consideration leads us to a wider scale, when, in the actual reality, one intends to prepare students with a generalist profile, given the social conditions of our country and the urgent need for especially developing a multidimensional viewpoint.

The difficulty also is reflected in the moment to think about the following issue: what is the professional profile, pedagogical project or the political project are wished to train the nursing professional? It is understandable to know that nursing students still feel unsafe, due to the fact they believe that they should choose between a divided body - rational or safer - and an emotional body - which holds all the uncertainties. They
are human beings with several conditions, including the one of being a Nursing student who has a unique style of learning to care for others.

This is a profession of opposites in only one thing: clean/dirty; healthy/sick; dependent/independent; living/dead; take care of rich/poor; take care of beautiful/ugly; youth/elderly; prisoners/released and of elderly/child. These opposites are the idea that the Nursing is a profession of GROUPS living the dangers arising from care shares. Nonetheless, in principle, the good in a group is that everyone takes care of its own business, by finding, at the same time, the others; each one takes its advantage.10

Therefore, it designs a becoming, a block, which is no longer of anyone, but is “between” everyone, and moves on like a boat dropped out by infants and that is lost or stolen by others. This can be a way of thinking on these double daydreams, without privileging one or another object of interest of the Nursing field. It might be an image of thought about Nursing, the operating of such a machine that is planted in thought with sights to make it go right and enable the production of ideas.7

In fact, this category deals with the becoming (nurses), that is to say, those who talk, think, react, and not only those that lost themselves in their jobs by just doing. They, instead of being the authors of their own histories, become authors of histories written by others and, consequently, create their own lines, their own ways. It is worth remembering that the “becoming is not the past or future and neither the present time; there is no history, but it is turning itself increasingly sober, simpler, more desert and, therefore, more populated. 7 Hence, these nomads-Nursing students, passengers of the discipline Paradigms of Knowledge I, moving themselves among being philosophers or being empirical; sometimes they want to find Science, sometimes they want to be in practice. They are nomads for the “absolute speed and the speed of the nomads, even when they slowly move themselves. They are always in the middle; they have no past or future, have only becoming times. They have only Geography; they arrive like destiny without cause, without destination, without reason.7

It means that they are coming out of a rational-becoming to find the becoming-subject, whole -becoming. The reactions of students when meeting in the aforementioned discipline reflect a desire, sometimes to leave by means of monotony, sometimes to stay in the same situation, because it is a becoming-discipline. This is a framework that comforts us as becoming-teachers/professors-researchers; it happens because it seems that they indicate a new organization of strategies that become a power to stimulate them, triggering in them an absolute speed to go through the Nursing course and penetrate into the working environment - the other life.

We know that the discipline Paradigms of Knowledge I was above all a (de) territorialization in the scope of Fundamental Nursing, i.e., the creation of a leakage line for students. But what does leakage mean in this study? Leakage does not mean run away, it is not renouncing the actions, but something that stimulates and promotes changes and transformations in a very active manner. It might also be opposed to imaginary; it makes not necessarily to run away from others, but do something to run away from the things that one does not like (traditional and static classes, with no meetings), make a system to be leaked or seeping like in the act of sticking a pipe. In this context, it might be take out the traditional teaching from homo faber techniques - where the hands do not seem to link up with the physical or the spiritual body. To leak to forget the techniques, the steps to think of life, to think themselves as living actors, who are subjects of joy, but not of sorrow as it is said in the writings.

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