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NOTE PREVIEW ARTICLE

COMMUNICATION ADMINISTRATION TEACHING IN NURSING UNDERGRADUATE COURSES: TRANSFORMATIONS OF 1994 TO 2001

ENSINO DA COMUNICAÇÃO ADMINISTRATIVA NOS CURSOS DE GRADUAÇÃO EM ENFERMAGEM: TRANSFORMAÇÕES DE 1994 A 2001

ENSEÑANZA EN CURSOS DE PREGRADO EN ENFERMERÍA: TRANSFORMACIONES DE 1994 A 2001

Ana Lucia Domingues Neves¹, Maria Cristina Sanna²

ABSTRACT

Objective: to describe the changes in the teaching of administrative communication undergraduate courses in nursing schools in the southeast of the country, in the period from 1994 to 2001. **Method:** descriptive, historical and documentary study. The study will be five local nursing schools in the Southeast, in which will obtained the teaching projects, programs and content relevant to the subject disciplines. Such direct sources will be copied and after, requested certification of it to each University. Employ the Method of content analysis for construction of analytical categories, which are contrasted and discussed based on the scientific literature. The project will be submitted to the Research Ethics Committee of Universidade Federal de São Paulo. **Expected results:** understanding of the issues that permeate the teaching of administrative communication in nurse training and contribution to national scientific knowledge production, under a content little unraveled the structure of knowledge of nursing administration. **Descriptors:** History of Nursing; Education in Nursing; Communication; Teaching; Nursing.

RESUMO

Objetivo: descrever as transformações no ensino da comunicação administrativa nos cursos de graduação em enfermagem das escolas da região sudeste do país, no período de 1994 a 2001. **Método:** estudo descritivo, histórico-documental. Os locais de estudo serão cinco escolas de Enfermagem da região Sudeste, nas quais serão obtidos os projetos pedagógicos, programas e conteúdos de disciplinas pertinentes à temática. Tais fontes diretas serão digitalmente copiadas e após, solicitada a certificação das mesmas a cada universidade. Empregar-se-á o Método de análise de conteúdo para construção de categorias analíticas, as quais serão contrastadas e discutidas com base na literatura científica. O projeto será submetido ao Comitê de Ética em Pesquisa da Universidade Federal de São Paulo. **Resultados esperados:** compreensão dos aspectos que permeiam o ensino da comunicação administrativa na formação do enfermeiro e contribuição à produção de conhecimento científico nacional, sob um conteúdo pouco desvendado na estrutura do conhecimento sobre administração em enfermagem. **Descritores:** História da Enfermagem; Educação em Enfermagem; Comunicação; Ensino; Enfermagem.

RESUMEN

Objetivo: para describir los cambios en la enseñanza de comunicación administrativa los cursos de pregrado en enfermería y escuelas en el sureste del país, en el período comprendido entre 1994 y 2001. **Método:** material y estudio descriptivo, histórico y documental. El estudio será de cinco escuelas de enfermería local en el sureste, en la cual se obtendrán los proyectos de enseñanza, programas y contenidos relevantes a las disciplinas del tema. Dichos directos de fuentes se copiará digitalmente y después, pidió la certificación de la misma a cada universidad. Emplear el método de análisis de contenido para la construcción de categorías analíticas, que son contrastadas y discutido basado en la literatura científica. El proyecto se presentará a la investigación ética Comité de Universidade Federal de São Paulo. **Resultados esperados:** comprensión de los aspectos que involucran la enseñanza de comunicación administrativa en entrenamiento de enfermera y contribución a la producción de conocimiento científico nacional, bajo un contenido poco desentrañado de la estructura del conocimiento de administración de enfermería. **Descritores:** Historia de la Enfermería; Educación En Enfermería; Comunicación; Enseñanza; Enfermería.

¹Nurse, Master, Graduate Management, Education and Management in Nursing and Health, Federal University of São Paulo/UNIFESP. São Paulo (SP), Brazil. E-mail: analudneves@gmail.com; ²Nurse, PhD, Associate Professor and Accredited Advisor, Graduate Strict Sense, Federal University of São Paulo / UNIFESP. São Paulo (SP), Brazil. E-mail: mcsanna@uol.com.br

INTRODUCTION

The communication has been building as an object of knowledge from various fields of knowledge, through theoretical elaborations, empirical investigations, technology.¹ the word has its origin in the Latin "comunicare", that is, as meaning, put in common through the understanding of the parties involved, and the understanding of what is communicated.²

The communication can be considered as capacity or interpersonal competence to be acquired by nursing students through their knowledge update related to human behavior, actions and personal interactions,³ and by the development of communicative skills,⁴ with the guidance of a teacher, in the course of graduation.

To the development of communicative skills of the student, there are instruments that are used by educators, to transform an object in a given product, what defines a worker process in nursing, which is intentional and has value for humans.

One of these processes is the process of teaching work in nursing, which determines the use of theories, methods and teaching-learning resources to form human resources.⁵

Because the worker process Manage in nursing identifies, in higher education of administrative communication, a resource for quality of care and practice management success.⁶⁻⁷ Saints & Araújo⁸ define that the communication is a powerful tool in the management framework, as it contributes to the organizational transformation, facilitates interaction between professionals and allows you to organize the information produced.

Teaching Administration on graduation in nursing has been mentioned since the 1940 Decree No. 7426/49 of November 14, 1949, approving the Regulation for the Nursing courses in Brazil; However, already in 1943, the Anna Nery School of nursing offered such training.⁹

It is clear, therefore, that the Administration in nursing was added to the curriculum so that this preparation has become a clear need, and went on to study it based on the concepts of the science of administration, in order to prepare the professionals, leaders of administrative activities, to the implementation of managerial activities efficiently and getting results.⁹

In this context, during the fourth curriculum redesign, through Opinion No. 314 of 1994 CFE,¹⁰ discussed the reorientation of the structure of the formation of the nurse as

the delimitation of the percentage of load time by the following main themes: Biological and Social Bases of nursing (25%); Fundamentals of nursing (25%); Nursing care (35%) and Nursing Administration (15%).¹¹

In 1996, the law of national education Bases and Guidelines (LDB) No. 9,394, enacted in 12/20/1996,¹² determined changes in the national education as the restructuring of the undergraduate courses, the extinction of minimum curricula and the adoption of specific curriculum guidelines for each course¹⁰, which, for nursing, were ready in the year 2001.

Therefore, the resolution CNE/CES No. 3, November 7, 2001,¹³ was created in response to the new legal precepts and resulted from a long process of processing that began in 1988, establishing the new National curriculum guidelines of the undergraduate program in nursing.⁹

The Art. 4 of these new guidelines proposes that "the formation of the nurse is to provide the professional knowledge required for the exercise ... [from] general skills and abilities "12: 2 and highlights, in paragraph III:

III-communication: health professionals must be accessible and must maintain the confidentiality of information entrusted to them in the interaction with other health professionals and the public. Communication involves verbal, non-verbal communication and writing and reading skills; the domain of at least one foreign language and communication and information technologies. (National Council of education, 2001)

The Art. 5 of the new National curriculum guidelines proposes that: "the formation of the nurse is to provide the professional knowledge required for the exercise ... [de] skills and specific skills "12: 2 and highlights, in item (III):" to be able to diagnose and solve problems, to communicate, to make decisions, to intervene in the process of work, work as a team and to deal with changing situations ".

In this study, it is assumed that, in the period from 1994 to 2001, nursing administration was favored due to allocation of load time specific to the discipline, from the beginning of the Decade of 1990.

Considering that, the imposition of the new national curriculum guidelines in 2001, brought changes to this academic context, decided to research the subject, justifying thus, this study aims to describe and analyze the changes in the teaching of administrative communication undergraduate courses in nursing schools in the southeast of the country, in the period from 1994 to 2001.

METHOD

This is a master's project submitted to the Graduate program in nursing at the Federal University of São Paulo.

Descriptive Study, historical-documentary, which uses, as direct sources of research, the educational projects for schools and their respective originators programs and content relevant to the subject disciplines of administrative communication. Indirect sources are scientific publications in journals, theses, dissertations and scientific event annals of communication area, as well as technical advice and federal decrees.

The timeframe set for this study has its starting point in 1994, the year date of enactment of the last minimum curriculum for a Bachelor degree in nursing, and the end, in the year of 2001, when the new guidelines were imposed national curriculum of undergraduate program in nursing.

The study will be the following nursing schools in the Southeast: School of nursing of the University of São Paulo (USP-São Paulo and Ribeirão Preto Campus); Universidade Federal de Minas Gerais (UFMG); Universidade Federal de Juiz de Fora (UFJF) and Universidade Estadual Paulista "Júlio de Mesquita Filho (UNESP-Botucatu Campus). The choice of these schools established based on bibliographic search in databases and the premise of the educational institutions with the highest national scientific production on administrative communication are, consequently, schools that teach such content in undergraduate courses in nursing.

The procedure of data collection will occur after commitment of schools belonging to study, when to search the documentation and selection of sources. The next step will be conducting electrostatic copy of these documents or manual copy; with all these copies will certified by ceding institutions.

The access to the sources as a basis for the search, strictly speaking, do not require prior authorization of the Committee of ethics in research, but the project will be submitted to the Research Ethics Committee of the University of São Paulo-UNIFESP ZIP CODE, because it is an internal standard of this institution.

With the selection of documents, according to their relationship to the object of study, will held in planning groups by similarity and thematic relevance and in chronological order. The following will create a system for the identification and classification storage for each series of copies of documents in order to facilitate the analysis of the same.

The authors will use the data analysis method proposed by Bardin¹⁴, starting the pre-analysis with successive readings of the texts of publications, applying the criteria of completeness, homogeneity and relevance, seeking collating the categories and subcategories that respond to objective proposed, with the scientific literature available on the subject, to the discussion of the findings.

EXPECTED RESULTS

It is expected that, with the results of the study, the authors are able to describe, from the historical approach and the changes in nursing education, the aspects involving the teaching of administrative communication in the nurse's training, with a view to manage worker process. There is, still, analyses the findings of the research from the context of the legislation in force in the period under study, which will make it possible to understand the influences of the various historical contexts under the teaching of administrative communication in nursing. In this way, the possibility of contribution to national scientific knowledge production under a content little explored the structure of knowledge about management in nursing.

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Corresponding Address

Ana Lucia Domingues Neves

Rua Alves Guimarães, 882 / Ap. 94 / Pinheiros

CEP: 05410-001 – São Paulo (SP), Brazil