ABSTRACT

**Objective:** to report the main reflections that emerged from the workshop "integration teaching and nursing services: challenges and potential". **Method:** a descriptive study of a qualitative nature, of the type reporting experience through the use of participant observation and recording of all activities of the workshop held by the Board of the Undergraduate Nursing at a public university, which counted with the participation of nine assistant nurses, 21 nursing teachers and 44 students of that course. **Results:** there were identified several challenges to be overcome both by the educational institution, as the services for effective integration, as well as numerous possibilities were raised to be shared by both (educational institution and services). **Conclusion:** there was an encouraging and motivation among participants to seek strategies from the perspective of overcoming challenges and increasing the potential, with a view to strengthening the joint pre-existing. **Descriptors:** Nursing Education; Teaching; Academic Institutions; Health Services.

RESUMO

**Objetivo:** relatar as principais reflexões que emergiram da Oficina "Integração ensino-serviço de enfermagem: desafios e potencialidades". **Método:** estudo descritivo de natureza qualitativa, do tipo relato de experiência mediante utilização da observação participante e o registro de todas as atividades da oficina realizada pelo Colegiado do Curso de Graduação em Enfermagem de uma universidade pública, que contou com a participação de nove enfermeiros assistenciais, 21 enfermeiros docentes e 44 discentes do referido curso. **Resultados:** identificaram-se vários desafios a serem superados tanto pela instituição formadora, quanto pelos serviços para uma efetiva integração, assim como foram levantadas inúmeras possibilidades a serem compartilhadas por ambos (instituição formadora e serviços). **Conclusão:** observaram-se estímulos e motivação entre os participantes para a busca de estratégias na perspectiva da superação dos desafios e aumento das potencialidades, com vistas ao fortalecimento da articulação previamente existente. **Descritores:** Educação em Enfermagem; Ensino; Instituições Acadêmicas; Serviços de Saúde.

ABSTRACT

**Objective:** presentar las principales reflexiones que surgieron del taller "Integración de los servicios-enseñanza de enfermería: desafíos y potencialidades". **Método:** se realizó un estudio descriptivo de carácter cualitativo, del tipo informes de experiencia a través del uso de la observación participante y el registro de todas las actividades del taller realizado por el Consejo de la Licenciatura de Enfermería de una universidad pública, que contó con la participación de nueve enfermeras asistenciales, 21 enfermeros profesores y 44 estudiantes de enfermería. **Resultados:** identificaron varios desafíos a superar, tanto por la institución educativa, cuanto por los servicios para la integración efectiva, así como numerosas posibilidades fueron creadas para ser compartido por ambos (institución y los servicios educativos). **Conclusión:** hubo aliento y motivación entre los participantes para la búsqueda de estrategias desde la perspectiva de la superación de los desafíos y aumentar el potencial, con el fin de fortalecer la articulación preexistente. **Descripciones:** Educación en Enfermería; Enseñanza; Instituciones Académicas; Servicios de Salud.

RESUMO

**Objetivo:** presentar as principais reflexões que surgiram do workshop "Integração dos serviços-ensino da enfermagem: desafios e potencialidades". **Método:** realizou-se um estudo descriptivo de caráter qualitativo, do tipo informes de experiência a través do uso da observação participante e o registro de todas as atividades do taller realizado pelo Conselho da Licenciatura de Enfermagem de uma universidade pública, que contou com a participação de nove enfermeiras assistenciais, 21 enfermeiros professores e 44 estudantes de enfermagem. **Resultados:** identificaram varios desafios a superar, tanto por la institución educativa, cuanto por los servicios para la integración efectiva, así como numerosas posibilidades fueron creadas para ser compartido por ambos (instituição y los servicios educativos). **Conclusión:** hubo aliento y motivación entre los participantes para la búsqueda de estrategias desde la perspectiva de la superación de los desafíos y aumentar el potencial, con el fin de fortalecer la articulación preexistente. **Descripciones:** Educação em Enfermagem; Enseñanza; Instituições Acadêmicas; Serviços de Saúde.
INTRODUCTION

It is understood by teaching-service integration, formerly teaching-service integration, the work of a collective, agreed and integrated between students and teachers of courses in the area of health workers with health services, including managers, with a view to improving the quality of care, training and development/satisfaction of these professionals. In this process encompasses nursing teachers, nurses, students and patients themselves, and the first three perform work together and share experiences that reach both theory and practice.

The search for this integration permeates the relationship the diversity of scenarios of teaching and learning as a strategy to print more striking changes in vocational training, however, brings some challenges to overcome, such as the logic of the organization of health services, the logic of organizing the work of educational institutions, the curricular structure of most curricula of undergraduate nursing, the dichotomy between theory and practice x lack of dialogue.

The first challenge relates to the fact that the current form of organization of health services, focused on productivity of the technical-operative procedures, works for the professionals who serve them engage much more in the everyday activities of work, relegating the background continuing education, making them poor for better professional development. The second challenge is reflected in the logic of how production occurs theoretical and methodological fields of teaching and research in educational institutions, which contributes to the distancing of nursing teachers practical situations of everyday health services and consequently of routine care.

The third challenge concerns the methodology based on the transmission of knowledge used by most current curricula of undergraduate nursing that focus on teaching rather than learning, reinforcing the idea that the role of the university is the creation, preservation and transmission knowledge and not the production of services. The fourth challenge to be overcome (dichotomy theory x practice), we have that nurses end up prioritizing teachers in their daily academic education issues, while nurses in everyday services prioritize care, which contributes to gap between theory and practice which could be avoided through greater interaction between teaching and service.

Related to the fifth and final challenge, it is noteworthy that the relationship teacher/professional services is generally characterized by a relative distance, with no effective dialogue, which ends to limit the possibilities of a different make. Therefore, without a permanent dialogue it will not be possible to generate new ways to interfere in the work, the organization of care, or the educational process of training a new employee and why not say the nursing students.

In this perspective, the Board of the Undergraduate Program in Nursing at the State University of Southwest Bahia (UESB) held a workshop aiming to identify the strengths and challenges experienced by nurse educators, nurses and students in the perspective of improving the integration of teaching and services and consequently training of professionals and committed to the care in nursing, a profession that develops interdisciplinary work, in that it articulates the diverse knowledge and allows open dialogue with different professionals working in health care in order to improve the quality of assistance.

Thus, we sought to study this report the main reflections that emerged in the course of this workshop, aiming at a better integration between the undergraduate course in nursing and public health services in the municipality of Jequie/Bahia.

METHOD

This is a study of qualitative approach of experience report type, built from the systematic observation of a given reality, which although not the purpose of testing hypotheses, establishing “correlations between the findings of this reality and theoretical aspects.”

The report was developed from the systematic observation of all times to conduct a workshop << Integrating teaching and nursing services: challenges and potential >> organized by the Board of Undergraduate Nursing of UESB - Campus Jequie/Bahia. The same happened in a physical space of the institution and with the participation of 44 students, 21 teachers, beyond nine nurses linked to the Municipal Health Service (SMS) and the general city hospital.

This workshop was held in the first semester of the year 2011, a total workload of 12 hours. Began with a roundtable << teaching-service integration: convergence, limits and potential >> composed by the Collegiate Course Coordinator, the Director of Nursing...
General Hospital Prado Valadares (HGPV) a nurse representing the Board of Assistance health SMS and President of the Academic Center of Nursing UESB.

Then, as the event schedule, we performed dynamic reading of Resolution nº 03, November 7, 2001 which establishes the National Curriculum Guidelines of Undergraduate Nursing, which encourages the teaching-service emphasis that institutions higher education should promote the integration of teaching with research and extension/service.

Work the next day began in the morning shift with dynamic reading of Agreement nº 10/2009 entered into between UESB and SMS and Agreement nº 180/2006 entered into between UESB and Health Department of the State of Bahia (SESAB), which enable the nursing course used as practice fields and curricular supervised health services linked to these departments and to the public hospital in the city.

Continuing the activities proposed in the schedule of the workshop formed two working groups (WG). Each group elected a coordinator and a reporter and had the opportunity to reflect and answer the five questions contained in the folder triggering event: What changes have occurred from the 1st workshop contributed to the promotion of the teaching- services? As the integration of teaching and services? What are the challenges for better integration of teaching and services? What are the possibilities for better integration of teaching and services? What responsibilities should be shared between UESB/HGPV/SMS? At the end of the allotted time, the two groups back together for socialization of discussions.

After an interval, the coordinators and rapporteurs of each group along with the coordination of the collegiate course made a compatibility discussions. They were then presented and discussed all the challenges and potential envisioned by the participants for better integration between the Undergraduate Nursing UESB and services Nursing and HGPV and SMS Jequié/BA.

RESULTS AND DISCUSSION

The Roundtable entitled “Integrating Service - Learning: Convergence, limits and potentials” provided an opportunity for participants to realize and reflect on the importance of teaching-service integration, since its concept was introduced, the social actors involved in this process, views of various authors on the challenges and potential for this integration to occur and strategies used by Undergraduate Nursing UESB for this purpose. Furthermore, it was discussed the need to (de) construction of knowledge and understanding of the teaching-learning process for effective teaching and interaction of services, which still depends on good interpersonal, communication and dialogue, even by the spaces where this is “privileged to assume the perception that the student will develop on the other in daily care”.

From the reading of dynamic Curricular emerged some thoughts especially regarding the difficulty of students contextualize and understand the importance of the disciplines of Area Humanities and Social Sciences for their professional training, as well as regarding the dichotomy between theory x practice that should be reduced by a closer relationship between the training institutions and health institutions through calls clinical practice, considering that "education should act as a driver of change".

Reading dynamics of Covenants nº 10/2009 and nº 180/2006 entered into between UESB and SMS Jequié/BA and between UESB and SESAB respectively, realized the importance of which is often observed their effect in order to prevent internships, field practices and technical visits are unfeasible, seeking to comply with the provisions of Chapter III, Article 8 of Resolution nº 33/2005 Teaching, research and Extension UESB, since while the Federal Law nº 11.788 in his Article 8 provides education institutions to enter into agreements granting internships with public and private institutions, the Resolution provides, essential be the establishment of an agreement for this specific purpose. It was also possible to observe by reading these documents that the agreement established between UESB and SESAB contemplates only supervised curricular, not including the practice activities and visits to courses in the area of health, especially the Undergraduate Nursing, perform.

Seeking to meet the provisions of the term of the Agreement established between SESAB and UESB, there was the need for the end of each semester the professors who teach the discipline Supervised I prepare the final report and to forward a copy thereof to HGPV in order that the institution may be aware of the difficulties faced by teachers and facilities and students during the completion of that activity, the prospect that next semester these difficulties can be addressed and enhanced facilities.
The time of completion of work in a group, it was observed that each GT only answered five questions triggering after extensive discussion and reflection, which has demonstrated the great interest of the participants by improving the integration between the educational institution UESB through the Course Undergraduate Nursing and health services of the municipality, which act as important spaces for performing internships and field practices, contributing to the training of future nurses.

After the closure of the GTs, the coordinators of each group socialized in plenary the answers to each of these questions, and the first starter question aimed to identify the changes that occurred from the 1st Workshop teaching-service integration held in 2010 that contributed to the promotion of the teaching-nursing services, which were largest organization of local practices by institutions; greater receptivity on the part of nurses HGPV; decreased resistance of the nurses of the grid closer to the preceptorship and these nurses in the teaching process.

The second starter question aimed to promote a reflection on how the participants believe that the integration happens between UESB and public health services used as fields of practice or internship, and that it occurs in a nascent and informal, the absence of communication effective and that there is involvement of professional services only in some extension projects. Moreover, it became clear that this articulation is also established in the form of preceptorship in Supervised I which is done in some family health units of the municipality, as well as through the implementation of projects of extension and research with the research methodology action.

After submitted by each of the groups coordinator, the last three were compatibilized triggering questions in one answer, allowing the end to identify the challenges, possibilities and responsibilities for improving the relationship between the Undergraduate Nursing and public health municipality.

Regarding the challenges to be overcome in order to improve the integration between the nursing course and these services, it was noticed that some are directly related to the educational institution, while others with the services. Among the challenges specifically related to the educational institution include: fragmentation of field practices that hinder the construction of a more systematized by students; research projects that have no return of income for the services or to the community, beyond workload and study by faculty and students.

Among the related services we found little acceptance by some professionals to act as mentors HGPV the Supervised II; little participation of nurses in discussions related to the teaching-learning process and teaching service; workload of nurses, high turnover sector nurses, care protocols, standards and operating routines not available in some inpatient units and non-existent in the ER HGPV commitment and interpersonal relationships in some units.

Highlighted are common challenges to both the formation and the services which were: lack of political attitude of managers aiming at teaching-service integration and lack of definitions of actions for improving interpersonal relationships.

The possibilities for integrating teaching service identified in this workshop were several also be necessary that the institutions involved share responsibilities in view of contributing to the transformation of reality, ie, that the relationship between the Undergraduate Nursing UESB and public health services used as fields of education, both in the form of curricular supervised, as the modalities of field practices and technical visits can happen in a much more articulate than is already happening today.

It is noteworthy that these possibilities have emerged as being the responsibility of both the educational institution-UESB/Nursing Course, as the public health services of the municipal and state existing Jequé/BA. Among the responsibility of UESB, include: inclusion of professional services in the drafting of teaching research-extension; issuing certificates for volunteer tutors; promotion training courses in preceptorship Supervised Internship I and supervised II and rethink the organization of events in the perspective of achieving a greater number of professional services.

The possibilities for integrating teaching and nursing services HGPV liability arising as fruits of this workshop were: to rescue the project Implementation of Care System Nursing (ASN) and include the Undergraduate Nursing in this process; seek information on the functioning of the internal committees and commissions so there is a more effective participation of the representatives of the university. Already the possibilities of mutual responsibility of SMS and HGPV were: inclusion of an educational institution in the design and redesign of protocols, standards and service
routines and insert UESB education activities carried out by the permanent.

We also identified opportunities to integrate teaching-services joint responsibility of UESB/ HGPV /SMS, including: developing integrated research and extension projects from the perspective of strengthening ties and organizing a committee to be composed of two members each of these institutions should identify critical points and seek strategies to improve the teaching-nursing services, to ensure a workspace for teachers, nurses and students services, benefiting education, assistance and research, members of this process.2

CONCLUSION

There was observed that this event has been very relevant, as it allowed participants to meet the challenges and potentials for improving the integration of teaching and nursing services, in order to act as an incentive for the institutions involved may seek to use strategies from the perspective of overcome these challenges and enhance these capabilities, contributing to the strengthening of linkages existing between students and teachers of the Undergraduate Nursing UESB and nursing professionals who work in HGPV and health units linked to SMS Jequie/BA.

We know this is not an easy task, since an effective integration of teaching and services requires collective work, agreed and integrated, however it is believed that there “will” on the part of those involved (students, teachers, professional nursing services in the HGPV and SMS and managers) it is likely to be something real, which resonate in improving the care of the health needs of the population, increasing the production of new knowledge and the training of more qualified human resources capable of meeting the demands of services health.

REFERENCES

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