



## SKILLS OF THE CLINICAL TEACHING TEACHER IN NURSING GRADUATION COURSE: A CASE STUDY

### COMPETÊNCIAS DO DOCENTE DO ENSINO CLÍNICO NO CURSO DE GRADUAÇÃO EM ENFERMAGEM: UM ESTUDO DE CASO

### COMPETENCIAS DEL DOCENTE DE LA ENSEÑANZA CLÍNICA EN EL CURSO DE GRADUACIÓN EN EMFERMERÍA: UN ESTUDIO DE CASO

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#### ABSTRACT

**Objective:** to identify the skills required by the clinical teaching teacher in the Nursing Undergraduate course. **Method:** this is a qualitative, descriptive and exploratory study, type of case study, whose participants were 14 teaching staff working in the hospital internship fields. The official documents and interviews were used to collect the qualitative and descriptive data, and the analysis was given by Content Analysis in the Thematic Analysis modality. **Results:** teachers identified skills required during the graduation period, presented from two thematic units: "Reflective learning in the professional formation of teachers" and "The movement of cognitive resources in the practice of clinical teaching". **Conclusion:** The EEAN establishes as basilar axis, in its formative process, actions dominated between theory and practice, generating movements that result in the development of skills. **Descriptors:** Nursing; Nursing Education; Competency-Based Education; Nursing Practice.

#### RESUMO

**Objetivo:** identificar as competências requeridas pelo docente do ensino clínico no curso de Graduação em Enfermagem. **Método:** estudo qualitativo, descritivo e exploratório, tipo estudo de caso, cujos participantes foram 14 docentes do ensino clínico atuantes nos campos de estágio hospitalar. Utilizaram-se os documentos oficiais e entrevistas para coleta dos dados qualitativos, descritivos, e a análise se deu por Análise de Conteúdo na modalidade Análise temática. **Resultados:** os docentes identificaram competências requeridas durante o período de graduação, apresentadas a partir de duas unidades temáticas: "O aprender reflexivo na formação profissional de docentes" e "O movimento dos recursos cognitivos na prática do ensino clínico". **Conclusão:** a EEAN estabelece como eixo basilar, em seu processo formativo, ações capitaneadas entre teoria e prática, geradoras de movimentos que resultam no desenvolvimento de competências. **Descritores:** Enfermagem; Educação em Enfermagem; Educação Baseada em Competências; Enfermagem Prática.

#### RESUMEN

**Objetivo:** identificar las competencias requeridas por el docente de la enseñanza clínica en el curso de Graduación en Enfermería. **Método:** estudio cualitativo, descriptivo y exploratorio, tipo estudio de caso, cuyos participantes fueron 14 docentes de la enseñanza clínica actuantes en los campos de pasantía hospitalaria. Se utilizaron los documentos oficiales y entrevistas para recolección de los datos cualitativos, descriptivos y, el análisis se dio por Análisis de Contenido en la modalidad Análisis temático. **Resultados:** los docentes identificaron competencias requeridas durante el período de graduación, presentadas a partir de dos unidades temáticas: "El aprender reflexivo en la formación profesional de docentes" y "El movimiento de los recursos cognitivos en la práctica de la enseñanza clínica". **Conclusión:** la EEAN establece como eje basilar, en su proceso formativo, acciones capitaneadas entre teoría y práctica, generadoras de movimientos que resultan en el desarrollo de competencias. **Descritores:** Enfermería; Educación en Enfermería; Educación Basada en Competencias; Práctica de Enfermería.

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## INTRODUCTION

When proposing an agenda around the training of the teacher in the Nursing area, clinical teaching, which can be called by other nomenclatures, imposes the theoretical contents programmed in the training process of the undergraduate course as basilar axis, because in it the articulating movement between theory and the practice are established.

In contemporaneity, there is evidence of the need to merge the logic of thought with the dynamics of action, professional practices, and knowledge, previously systematized. It also confirms the need to develop a proactive, reactive and responsive graduate of social demands in the training process, nonetheless, who has the skills to learn and teach.

In this way, the pedagogical tendency permeating the teaching practice should favor the professional development focused on the ethical and humanistic dimensions, with capacity for reflection, criticism, and attention to the needs of the population to transform realities.<sup>1</sup>

Thus, nursing education needs to continue in the pursuit of a complex thinking, aiming at a student capable of acting in diverse situations, proposing solutions to the problems found.<sup>2</sup>

As an established debate, originating from the National Curricular Guidelines (3) (DCNs) for the Nursing Undergraduate Course in Brazil, it is necessary to foresee a broad agenda, based on scientific, ethical and intellectual rigor, echoing, in “high and good tone”, as a product of the training process: the formation of a critical/reflexive professional, since it recognizes that in this process, it is fertile ground for the adoption of the knowledge required for the exercise of general skills and abilities.

From this point of view, the contemporary pedagogical tendency should favor professional development geared towards ethical and humanistic dimensions, capable of reflection, criticism, and attention to the needs of the population to transform realities.<sup>1-3</sup>

Thus, clinical teaching reflects a dynamic process and it is inserted in the fields of practice, be it in the hospital, in the community, in schools or in basic health units. Therefore, the nursing work includes activities of a therapeutic and propaedeutic nature with distinct specificities, justifying the need for professionals with differentiated levels of training. In this way, the distinction is made

that “nurses are professionals who, during their training, must have activities of theoretical and practical teaching, which will take place in clinical settings”.<sup>4</sup>

In this practice, clinical knowledge is built, based on a series of actions and activities shared with a professional community, made up of nurses, teachers and health professionals working in the context where clinical practice exercises its concreteness. This framework establishes professional training, based on co-responsibility between the education system and health service and, above all, the quality of the professionals in this scenario.<sup>5</sup>

Also, the teacher is the professional committed to the constant development of specific and general competences in the teaching-learning process, above all, sensitive to the social movements where the exercise of their practice is inserted.

The teacher is an autonomous person, endowed with specific and specialized skills, who rest on a foundation of rational knowledge, recognized and derived from science, legitimized by the university, or from explicit knowledge derived from practice.<sup>5</sup>

In the fields of practice, the clinical teaching teacher seeks to develop skills and abilities in the student, converging with the construction of a critical/reflexive profile, inclined to social demands. For this, nursing teaching makes explicit the permanent strait between theory/practice as a basilar action, attesting to the former as a substrate of the latter.

It is worth noting that the activities carried out by the clinical teaching staff are not limited to pedagogical activities but to the construction of a citizen with skills capable of promoting their direct contact with the reality of the people, enabling their development professional and personal, working, in the sphere of teaching, concepts related to moral values, ethics and citizenship.

With a view to the need to sediment the thought, the interest in investigating about the skills required for graduation by the clinical teaching teacher for the effective exercise of the practice emerged. Moreover, there is no need to expand knowledge and propositions that encourage contributions to new publications on the subject.

In the construction of the study, we envisage an understanding capable of expressing, in the report of clinical teaching teachers, formative processes that, in graduation, subsidized the development of a critical and reflexive view, based on training

by competencies, not only general, but mainly, specific to the area of technical performance, not hiding the daily essays that daily academic opportunities, such as lived experiences inside and outside the nursing, educational activities, teaching strategies of this teacher, his day to day with the patient and other reports that directly or indirectly contributed to the process of professional construction.

Considering the relevance of the aforementioned aspects, this study aimed to identify the skills required by the clinical teaching teacher in the undergraduate nursing course, and analyze the actions to promote the movement of cognitive resources and the exercise of reflexive learning in the teacher of the clinical teaching.

## METHOD

This research was originated from the dissertation << Teaching Skills of Clinical Teaching: the case of the Anna Nery School of Nursing >>, qualitative, descriptive and exploratory research.

The Case Study was from the Anna Nery Nursing School (EEAN) of the Federal University of Rio de Janeiro (UFRJ), the precursor in Brazil of modern nursing, based on skills teaching, pointing that reinforce its uniqueness and justify the method employed.

A total of 14 clinical teaching staff were present in the hospital internship fields, members of the permanent active staff of the institution, graduates of the School and graduates of undergraduate and postgraduate courses between 2003 and 2012.

The temporal cut had the concern to include graduates who participated in the proposed movement in the curriculum of undergraduate courses in Nursing, regarding the competencies of the nurse, with the advent of the DCNs.<sup>3</sup> It was also considered an interval between the implantation of the resolution.

Participants were picked up from an active search conducted in the physical spaces of the School, in the Classroom Pavilion, and in the University City, within the limits of the municipality of Rio de Janeiro between May and September 2014, after listing provided by Coordination of the Course.

As a case study, the principles of data collection were used: more than one source of evidence, creation of a case study database and maintenance of a chain of evidence.<sup>6</sup>

As the first source of data collection, the official documents (total of 09) of the EEAN undergraduate course and the Ministry of

Education were used. As a second source, a semi-structured interview script with open and closed questions was applied, which sought to characterize the participants of the research, their perception about the skills required in the undergraduate program and their vision about the training course to obtain those skills. The collected data were duly recorded in a media device (MP3), being transcribed literally.

For analysis, an approach that occurred together with data collection was used. From the conceptual basis of the theorist Philippe Perrenoud, with regard to Teachers' Teaching Skills and theoretical references on pedagogical practice, the different nuclei found were categorized.

The data were collected, after signing the participants, considering the ethical aspects and the scientific rigor according to what determines the Resolution n° 466/20127, which delimits guidelines and norms regulating research involving human beings. The research was approved by the Research Ethics Committee of the Anna Nery School of Nursing (EEAN) and the São Francisco de Assis Institute of Health Care (HESFA), UFRJ, under the opinion number: 630.326. In guarantee of anonymity, the participants were named: Interviewees (I), I1 to I14.

## RESULTS

Most of the 14 clinical teaching staff participating in the study were female (92.8%), all with a doctorate in nursing (100%), 4 had no specialization (28,57), 03 were not linked to any research group (21.42%), 05 were graduated between 1981-1990 (35.71%), five between 1991-2000 (35.71) and four in the period 2001-2007 (28,57). All the teachers worked in the clinical teaching, in the fields of hospital internship.

The clinical teaching staff interviewed identified skills required during the graduation period, presented from two thematic units, built from the following statements: << Reflexive learning in the professional training of teachers >> and << The movement of cognitive resources in the practice of clinical teaching. "

### ♦ Reflective learning in the professional training of teachers

This category points to reflection on the actions taken by clinical teaching teachers during their graduation when they were in the process of professional training.

They led them to identify "required" skills in the undergraduate course in their speech, not dissociating that it is a movement



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orchestrated and based on a prior and intentional planning. In these cuts, it was possible to verify that the skills are dynamic and they are developed in an integrative formative process.

*[...] I think: planning, observation for care [...] is not only to see clothes, it also has the issue of hygiene, of self-esteem [...] then it is qualified observation [...] ] and communication. (I1)*

*[...] In the emotional area [...] in nursing I had the opportunity to develop the skills of interaction, communication, consideration, values, beliefs and scientific knowledge. (I2)*

*[...] I think that the competence that we acquire is the ability to think, to run behind, to see different ways of thinking [...] that I learned. (I3)*

*[...] some things that I managed to develop a little but there were some skills in living with the other in the exercise of leadership. (I4)*

*[...] the skill of "how to acquire knowledge" and its applicability in practice. (I13)*

*[...] I learned to live with people. (I7)*

*[...] the skill of "how to acquire knowledge" and its applicability in practice [...]. (I13)*

In the teachers' testimony, they identify skills linked to the senses in their reports: listening, observing, feeling and communicating, as an integral part of the formative process.

*[...] I learned to listen, that learning is shared [...] There is no owner of knowledge. (I5)*

*[...] skill of direct care assistance [...] management and leadership skills. (I11)*

*[...] I acquired some skills linked to the knowledge: knowing the other, their emotions, the affective ... I think that fundamentally learning to know [...] I had some teachers who "asked a lot" [...] And their excessive questioning made me think. (I6)*

#### ♦ The movement of cognitive resources in clinical teaching practice

As key informants, the clinical teaching teachers attributed value-added to the mobilization of cognitive resources as a skill-producing "action", searching to resolve pertinently and effectively a series of situations, linked to everyday life in the midst of adversity, daily activities, worldview, maturity, experience, experiences and other possibilities that manifest themselves in the course of the graduation course.

*[...] within my language I have learned that skills are linked to the process of knowledge, knowledge formation ... They learn to memorize. (I6)*

*[...] some skills I realized developing a little more [...] The operational side, clearing*

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*techniques, reasoning critically [...] constructing a critical-reflexive thinking from the techniques. (I4)*

*[...] To know how to listen. (I5)*

*[...] organization of thought. (I9)*

*[...] what we did a lot was: discuss situations. (E3)*

*[...] I was required a lot of responsibility, the issue of punctuality, assiduity, respect, clothing, and profession. (I13)*

*[...] I developed the way to deal with others, the professional look [...] Relationship with the other, this other of the most varied human groups. (I10)*

*[...] the competence of watching, of caring. (I11)*

*[...] to be, to do. (I8)*

*[...] the ability to observe, in relation to the communication of human evolution. (I2)*

*[...] I have acquired skills in relations with my colleagues. (I14)*

The testimonies point to a teaching-learning process based on the link between knowing and doing, as tools that support and complement each other in the course of the development of skills and, above all, in the concern with its permanent maintenance as a structuring axis in the continuous process training.

*[...] the skill of "how to acquire knowledge" and its applicability in practice [...] (I12)*

*[...] at the EEAN we did many techniques, we acquired the "doing", the manual dexterity, every day [...] (I7)*

## DISCUSSION

The case of the EEAN reveals that in the process of academic training, the clinical teaching teacher develops skills supported in teaching and learning actions, in addition to the mobilization of cognitive resources, the result of a reflexive learning, which is built in the daily practice of practice teacher.

Decree Number 16,300 of December 31, 1923, and later Decree Number 17,268 of March 31, 1926, when it was reformulated and renamed, founded on the health and political demands of the time in national territory, the model of Modern Nursing. Thus, the EEAN proposes integrated education, as a basilar action, in conjunction with educational programs.<sup>8</sup>

The Departmental Curricula Program (IEPs), from I to XIII, is a basis for the teaching and learning strategies directed at EEAN students, establishing a growing complexity. The practice of clinical teaching is developed as a second part of the ICP, which discusses the theme and problem of each curricular

internship, for example: child health, school health, basic health care, hospitalized care and caring for people with needs of rehabilitation and diagnostics and studies of practical problems, encouraging and initiating undergraduate student in scientific methodology and research.<sup>9</sup>

However, it can be seen that clinical teaching occurs in the various practice scenarios, designing low, medium and high complexity levels of care, corroborating in the teaching-learning process and skills development.

There are a number of approaches to understanding the term competence, ranging from spelling the term in other languages to understanding the theories, cultures, and approaches in which concepts are born.<sup>10</sup>

Skill is the ability of a subject to mobilize for the whole or part of their cognitive resources (knowledge, skills, information, among others) and affective to face a diversity of complex situations. That is, thinking in terms of skills means thinking about synergy, the orchestration of diverse cognitive and affective resources.<sup>11-2</sup>

In the education area, skill emphasizes the mobilization of resources or knowledge that are experienced, manifesting in the adjusted action in the face of complex, unpredictable, changeable and always singular situations.<sup>13</sup>

In this way, skill is not maintained in a static way, it is reflected in the teaching practice, in clinical teaching, which for this reason traditionally needs to qualify and present, with propriety, knowledge about the contents to be taught in the different scenarios of practice. Thus, the Anna Nery School of Nursing shows the interest in having, in their graduates, proactive, dynamic professionals, protagonists of their actions, through a systematized, triangulated assistance between the individual, family, and community. It is worth mentioning the need to attribute value to the proposed empowerment, as a result of this practice of care, lived in the performance of the work, whether in nurseries, health centers, homes, hospitals and other practical areas suitable for the exercise of clinical teaching in nursing.

In this understanding, it should be emphasized that teachers attribute such a high value to the curriculum of the School, which in the first place of the curriculum, in conjunction with the subjects of the basic cycle, already include within its framework, the integration between theory and practice, training.

Thus, no skill is acquired by mere inertia, its maintenance depends on regular exercise, "professional skills can only be built thanks to a reflexive practice in which there is participation assured since the beginning of the studies."<sup>14-6</sup> In the conviviality, educator and educating, they transpose the existing gap, elaborating and writing their own history.<sup>17</sup>

Training based on reflective practice allows us to raise the problem, offering tools and stimulating a form of good sense, which consists in abandoning certainties, problems definitively solved and self-centered opinions.

In this way, clinical teaching is of great relevance in the student's training process, being the link of professional education in Nursing. Thus, this constitutes a privileged means in the training, once it meets the conditions for the student to apprehend their own way of learning or lay the necessary bases for the construction of their professional knowledge, being that it is through the relationships with nurses and others who, in addition to real and effective learning, construct their professional identity.<sup>18</sup>

The reflective professional lives in the complexity "like a fish out of water," or at least, without revolt and without the incurable nostalgia of the time when everything represented security.<sup>12-5</sup> Therefore, based on the previous quotation, it is attested to be in the "Reflection" is the foundation of continuous contact for the exercise of a professional who is sensitive to the events in his surroundings and, above all, who preserves a lucidity that declares, in the actions of everyday life, to be amidst the insecurities and abstruse conditions that is based on a reflective professional.

When required, skills are instrumental in the measure in which they are dynamized and incorporated. Appropriation is not limited to learning alone, but rather to the decision to accept and want to promote "learning", which advances in the daily demands that permeate the practice of practice, whether it is the performance of a technique, the learning of a systematized nursing care, in addition to the life stories of the people involved in the process, relationships of harmony and conflicts that are established in the scenarios of practice, as well as the experiences of the life and the singularity of each being.

Reflecting on these data and seeking to bring them closer to the proposed framework, we have identified that competence is the ability to mobilize a set of cognitive resources (knowledge, skills, information, among others) to face pertinently and effectively a series of

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situations, integrating and incorporating knowledge acquired in the course of the person's life history.<sup>11</sup>

The concept of skill deserves long discussions, the terrain is unstable in terms of concepts and ideology, due to the complexity of its approach. However, it emphasizes the skills a capacity to mobilize cognitive resources (knowledge, skills, and information) to deal with different situations. Therefore, we can see that the skills are consolidated in the "doing", in the "action", in the possibilities that foment the action.<sup>11,12,15</sup>

The deponents expressed a very strong relation, regarding the chain of skills acquired in the graduation course and the practice of doing, of assisting, expressing concern in the mobilization of these skills, as the core of the discourse, as tools that are completed in the course of the development of skills and, above all, the concern with its permanent maintenance as a structuring axis in the continuous process of formation, something primarily cultivated by the teacher.

The attributes that converge for the development of competences are dependent on a rational and consensual actions that meet the needs and specificities of specific moments.<sup>11</sup> It is worth noting that they should heal an individual or collective unrest, "something more" in people's lives, explain results that prove their effectiveness, instrumented in actions that promote improvements in society.

A skill is not a codified procedural knowledge that can be applied literally, but, they are able to mobilize the cognitive resources by means of schemes and in problem situations, emphasizing that: the skills are not cognitive resources, but they mobilize, integrate and orchestrate them. The situations of actuation of these cognitive resources are presented in a singular way.<sup>11-3</sup>

We understand that, in this action, the skills are grounded. Strictly speaking, the situations lived result in experiences, and in these, the individual adds knowledge and develops skills established in "acting", in their ability to cope and overcome over time. It is worth remembering that, in the singularity of each individual, there are manifestations potentially mobilizing cognitive resources of greater or lesser intensity.

CONCLUSION

The EEAN establishes in its formative process, actions captained between theory and practice as a basic axis, generating movements that result in the development of

skills, required in the Graduation Course: organization, ability to act, think, plan, exercise of the discipline, autonomy to learn and teach, reflection on one activity without, necessarily, the interlocution of others, and many other skills that, in the enterprise of the practice, become available, because they are dynamic.

At the locus of daily clinical practice, educator and student merge and promote actions mobilizing cognitive resources, from simple actions that surround the day-to-day practice of teaching in clinical teaching, whether in actions related to doing, being, knowing, thinking, established dialogues, the dynamics of action and so many other exercises that stimulate reflective learning, based on discussions about work relations, among the people involved in clinical teaching, planning the daily actions proposed between teaching and learning, nevertheless, approximation of clinical teaching with social demands, the universe of the individual, groups of people and community where such practice is established.

The study showed that, in the area of skills, in the mobilization of cognitive resources and reflexive learning, in contemporaneity, the possibility of interfacing the teaching and learning process with the creation of new pedagogical instruments that enable the understanding and interlocution in the process of teaching and learning, for example: the use of new technologies, creations and innovations.

Considering this, we believe that in these considerations a new possibility of study is established, since it is concerned to know the "how" about the propositions, in the academic community, around the construction of a critical-reflexive, creative and sensitive to the demands social policies. This theme is intriguing and pressing in the agenda of Brazilian professional education.

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