STUDENT WORKERS IN NURSING GRADUATION: A APPROACH TO COMPLEMENTARY TRAINING ACTIVITIES

OS TRABALHADORES-ESTUDANTES NA GRADUAÇÃO EM ENFERMAGEM: UM ENFOQUE ÀS ATIVIDADES DE FORMAÇÃO COMPLEMENTAR

LOS TRABAJADORES-ESTUDIANTES EN LA GRADUACIÓN EN ENFERMERÍA: UN ENFOQUE A LAS ACTIVIDADES DE FORMACIÓN COMPLEMENTARIA

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ABSTRACT

Objective: to know the complementary training activities for the student-workers and under what circumstances they participate. Method: a qualitative, descriptive study carried out with five undergraduate students in Nursing, through semi-structured interviews. For the analysis of data, was used the Content Analysis technique, in the Discourse Analysis modality. Results: the data reveal the difficulty of those who work actively to participate in the complementary activities required by the institution of higher education. Conclusion: in summary, it is necessary to review the policies for the permanence of higher education, in order to ensure that the student workers participate in the complementary activities offered by the university.

RESUMO

Objetivo: conhecer as atividades de formação complementar para os trabalhadores-estudantes e sob quais as circunstâncias participam delas. Método: estudo qualitativo, descritivo, realizado com cinco acadêmicos do curso de graduação em Enfermagem, por meio de entrevistas semiestruturadas. Para a análise de dados, foi utilizada a técnica de Análise de Conteúdo, na modalidade Análise do Discurso. Resultados: os dados revelam a dificuldade daquele que trabalha em participar ativamente das atividades complementares exigidas pela instituição de educação superior. Conclusão: em síntese, faz-se necessária uma revisão nas políticas de permanência da educação superior, com o intuito de conseguir favorecer que os trabalhadores-estudante participem das atividades complementares ofertadas pela universidade.

RESUMEN

Objetivo: conocer las actividades de formación complementaria para los trabajadores-estudiantes y bajo cuáles las circunstancias participan de estas. Método: estudio cualitativo, descriptivo, realizado con cinco académicos del curso de graduación en Enfermería, por medio de entrevistas semiestructuradas. Para el análisis de datos, fue utilizada la técnica de Análisis de Contenido, en la modalidad Análisis del Discurso. Resultados: los datos revelan la dificultad del que trabaja en participar activamente en las actividades complementarias, exigidas por la institución de educación superior. Conclusión: en síntesis, se hace necesaria una revisión en las políticas de permanencia de la educación superior, con el propósito de lograr favorecer que los trabajadores-estudiante participen en las actividades complementarias ofrecidas por la universidad.

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INTRODUCTION

The dynamics, that lead the life of an adult person, are usually demarcated by various functions, including, the performance of a remunerated activity parallel to the daily activities, which is attributed the denomination of work. Analyzed under different aspects, the labor activity can vary from the simple act of occupying the man, personal fulfillment of the individual, to the characterization of the sale of physical force for the benefit of others.¹

Work is restricted to forces: physical and cognitive, and both can be improved by transforming into longer vocational training. This statement refers to an education that ceases to be prior to work and becomes, along with it, a process of permanent education, in an increasing search for higher education by working individuals.²

In this perspective, education on a permanent basis reports when working and studying. These activities can be justified by the search of the individual for something that allows him to improve his economic, social and political conditions, as has been observed with professionals of the secondary level in Nursing who attend undergraduate courses.³

The return to the classroom is characterized as a challenging milestone in the life of the one who works and studies, since to leave the exclusive condition of effective agent of the action, during the execution of the work activity, and to become also an agent of knowledge, demands determination, dedication, discipline and time, characteristics difficult to be added to the student who works.

This situation has been extended to public higher education, more precisely, after the promulgation of the Law of Guidelines and Bases of Education in 1996, which, through Article 47, paragraph 4, provides that higher education, at undergraduate level, should be offered by HEIs also at night, as a requirement for public institutions, and the same quality standards of the courses of the diuron period should be guaranteed.² ⁴

From this perspective, the growth of vacancies in higher education reached, with greater force, the population that works, mainly the one that performs its labor functions more than 40 hours per week.² ⁴

Under this view, it is necessary to understand the classification of labor and cognitive activities of the actors of the work / university dichotomy.²

- Student is the one maintained by the family in its totality, allowing him to dedicate exclusively to the studies in full or partial period;
- Student-Worker is the student who works, however, continues to receive financial assistance from family members;
- Worker-Student is the student who has paid work and does not depend financially on the family, on the contrary, contributes with the domestic budget.

When understanding that the worker-student is the economic propulsive spring in the family context, which prevents him from leaving his work activity, due to his academic activities, the question arose: how workers-students develop academic activities in the context of complementary training?

OBJECTIVE

- To know the complementary training activities for the student-workers and under what circumstances they participate in them.

METHOD

Qualitative, descriptive study, clipping of the dissertation << The academic course of the worker-student in Nursing undergraduate: between the night shifts and the daytime teaching >>.

Data collection was carried out with five undergraduate nursing students from the Federal University of Mato Grosso, at the University Campus of Sinop, in the first semester of the year of 2012, through semi-structured, individual interviews, recorded with the aid of a device which were later, transcribed in full. The questions that guided this phase were: Have you participated or already participated in any academic activity outside the classroom? If not, why? If so, which one? Do you think participation contributed to your training? If not, what do you attribute to this fact? If so, explain how?

In order to form the analytical categories, through the data collected in the field research, the precepts of the technique of Content Analysis, in the Discourse analysis modality were used operationally, which consisted of reading and re-reading all of its contents and, therefore, organization of the reports, according to the points evidenced by the professional training with emphasis on the complementary training activities.

In order to guarantee the anonymity and preservation of the identity of the participants, pseudonyms (E1, E2, E3, E4 and E5) were used, only with the purpose of coding them, according to the interviews. The study was submitted to the ethical evaluation of the Ethics and Research Committee of the...
Hospital Julio Muller (CEP-HUJM), of the Federal University of Mato Grosso, with favorable opinion, issued on December 14, 2011 under protocol number: 153 / CEP-HUJM / 2011.

RESULTS AND DISCUSSION

Five students participated in the study, covering the sixth and ninth semesters of the course, in order to gather information peculiar to the academic course, an essential basis for analyzing the permanence of these students in the undergraduate course, in order to contemplate complementary activities in the training of nurses.

The UFMT Nursing course, at the Sinop University Campus requires students to participate in the three pillars of higher education training. According to the Political Pedagogical Project of the Course (PPPC), students are required 160 hours divided between the three training axes (Teaching, Research and Extension), and the distribution is divided so that there is, a minimum, of 20 hours for each axis.

Thus, in the following lines, the participation of students in the activities that make up the complementary training axis of the nursing undergraduate course was identified:

I participated as a volunteer of two extension projects [...] the project of Nurses of Joy, which consists of visits to the pediatrics of a unit, in the Emergency Care [...] (E2).

I participated in two extension projects, one of the Nurses of Joy that runs in the Municipal Service and another with children from a school here in the city [...] (E1). [...] I am in two extension projects, one about nutrition and I have also participated in the Nurses of Joy project [...] (E3).

The extension activities, offered by the UFMT, can be carried out on a voluntary basis or paid by scholarships, according to the notices issued annually, one of them being a continuous stream (without the offer of scholarships) and another with established deadlines, so that its coordinators apply for scholarships to be sent to one or more students involved in their extension action.

In the previous testimonies, we can see the participation of three students in the scope of university extension, all on a voluntary basis. However, a relevant fact should be highlighted: all mentioning the participation in the “Nurses of Joy” project, which consisted of visits to the pediatric observation unit, in the former Sinop Municipal Emergency Service. The visits took place every Friday, afternoon, and were based on playful activities prepared by the scholars involved in the proposal.

In this way, it is possible to emphasize that the participation in the project was carried out, mainly, by the academics who carried out their work activities in the own place, contributing with the own institution, demanded this one, requested by the coordinating teachers in the moment of the selection of the students collaborating of the projects. On the other hand, they had the chance to learn to work with a playful activity, involving the children in the hospital.

Thus, the participation of the three students in the research was not only due to the affinity with the proposal, since they performed their work activities in the respective institution. This factor helped them individually, since they already knew the place and, for them, the fact that they were already there and could stay until the moment of taking the night shift was beneficial, since they did not have to go to work.

It is worth remembering that the fact that they already worked at the institution did not allow the student-worker to carry out the activities of an academic nature in their working hours (on duty), since during the shifts they performed activities aimed at caring, according to Law of the Professional Exercise.

However, in the university context, content intended for teaching can be worked in a different way and outside the classroom, as it has been outlined in the National Program for Reorientation of Vocational Training in Health (Pro-Health).8

Pro-Health plays a leading role in the transformation of health education in Brazil, both for the three courses initially, considered to be those that integrate professionals within the scope of the Family Health Strategy (Nursing, Medicine and Dentistry), as well as other areas of Health, since, based on the creation of reorientation models, a new panorama can be constructed in the professional formation in Health. Some institutions, starting from the Pro-Health model, have initiated projects of reorientation in an integrated way with their others courses.

Pro-Saúde proposes three guiding axes: the first contemplates the theoretical orientation, which elicits the determinants of health and disease, to report to the research adjusted to the local reality and to materialize the permanent education in the scope of health services; the second concerns the practice
scenarios that seek to integrate teaching-service, using the different levels of health care; and, finally, HEIs with health services; and, as a third axis, we have the pedagogical orientation, which bases the basic-clinical integration, for a critical analysis of services, advocating active learning.3

Therefore, according to Pro-Health, training in this area should be focused on a methodology that goes beyond the classrooms, a factor of great relevance for students, especially for those who work, as they remain in the larger room part of the time they are in university, being limited their activity in extraclass activities. Participation in research and community projects (extension) counts on the participation, a presence of only 15.66%, of the students that work.2

Pró-Saúde, the following propositions were identified: The scenarios in which practical learning develops during vocational training should therefore be diversified, adding to the process, in addition to health equipment, educational and community equipment.8

Another important point can be identified in the academic life of the one who works, as mentioned by E4 when referring to the difficulty of maintaining teaching and extension activities when paid activities are offered outside the academic scope:

I participated in an extension project [...]. It was just that and I did not want anything else because I worked at night and did not have much time ... I stayed in this project for two semesters, because the lack of time left me very limited to participate in these things. (E4).

The time factor was decisive for the restricted participation of E4 in only one project, and, in this sense, the scarcity of availability for such activities, often, leaves the worker-student in the margins of the ideal university formation process, since the fact of working twelve hours in addition to having a family (children and spouse) and, especially, the responsibility for family income, makes them worried about finishing graduation, in a timely manner, so that they can increase their income.2

The student-worker and student-worker routine is regulated by the time established or available for each activity: the working day, which determines the time for study, besides the period of classes; the time for rest and sleep; the conditions and feeding hours; the time spent on housing and work and the university and the driving used.2

Still in the E4 speech, the word “thing” stands out, characterized as synonymous with extension activities. The emphasis on the use of this expression is taken to understand that the student in question is unaware of the dimension of such activities in their formation. Thus, he does not perceive the essence of his activity in a university environment, despite being in the eighth semester of Nursing, for more than four years uninterrupted in the university. It seems to be unaware of the importance of community-based activities in general, as well as the benefits that would accrue to their own training.

Contrary to the testimony of E4, one has the speech of E5, that visualizes, of another form, its participation in the extensionist activities:

I have already participated in an extension project, I have been a volunteer for six months [...] now I am in two projects and both as a volunteer. (E5).

For E5, participation in extension projects was important. Unlike the previous speech, it is emphasized the involvement of the student with such activities, even on a voluntary basis. It is worth mentioning that E5 had different working hours from the other participants of the research, since it performed its work activities on weekends, which allowed its participation in activities of complementary training, extraclass.

In addition to the extension activities, the participants emphasized their participation in teaching activities, in this case the Monitoria, for which the UFMT has annually launched edicts and offer, academics, the opportunity to engage in academic activities inside and outside the restricted environment of the classroom. Such activity provides the opportunity, for the student, to perform activities voluntarily or receive a scholarship corresponding to twenty hours a week, according to the need of the respective discipline and direct request of the teacher, through the course collegiate.7

Thus, the following testimonies that evidence the thinking of students regarding the act of being a monitor of nursing undergraduate subjects are highlighted:

 [...] I already tried to be a volunteer in the discipline of Práticas do Cuidar, in 2008 [...]. I left because I preferred to take the contest as a technique [...]. (E2).

In the testimony, it was noticed the desire of the academic to participate in the program of monitoring and activities in a respective discipline. However, opted to take up a vacancy as a Nursing Technician, since it had been approved in a public contest, implying
that the option for the activity would not have time to participate in the respective activity.

On the other hand, for E5, the monitoring brought financial benefits and the awareness that other students could also and should enjoy the scholarship, as described in the following speech:

   I was a monitor for a year [...] as a stock market monitor, but I gave it up because I thought other people might be using the bag [...] (E5).

According to the UFMT monitoring program announcements, especially, those of the last three years, there is no restriction regarding the participation of workers-students, with income by labor activity, in these activities as a paid monitor. In the participation in the respective program, it was verified the existence of restriction only of the students possessing other scholarships coming from the other programs offered in the university.19

The monitoring exercise facilitates the relationship of intimacy and familiarity with the institution and with the people who participate in it.2 Thus, it is understood that the participation of E5 is characteristically beneficial, since it assists in its formation in the scope of teaching, providing aid in the learning of other students and promoting the fixation of contents taught in the classroom, through monitoring. E5 emphasizes the desire to contribute with colleagues and, on the other hand, contribute to its formation, since it aims at the teaching career and visualizes in this modality of scholarship, an opportunity to develop skills in the scope of teaching.

In addition, it can be emphasized, in E5’s speech, the participation in the respective program for two semesters, being devoted expressive hours of his time, since the monitor must dedicate twenty hours weekly and have the time to do so, since the student performs their activities during the weekends, according to an agreement signed between him and the institution where he works.

E5 recognized the importance of the monitoring grant in financial terms, since it left the activity to give opportunity to other colleagues who might need the scholarship. However, he remained a volunteer, which allowed him to affirm that he understood the essence of university education, based on the teaching-research-extension triad, since he claimed to have been part of extension projects and to have been a collaborator of some discipline of his course, as a paid monitor.

Thus, among the researched students, the effective participation of only one of them was perceived, which suggests that participation in this activity may be restricted to the time factor, since it is believed that conducting activities directed to the classroom and extracurricular activities, such as participation in the monitoring program and night work activities, contributes to an unsatisfactory income for the worker-student at some point, since the unavailability of time and fatigue can be decisive ingredients for the failure in some of activities.

Working students acknowledge that training geared toward the teaching-research-extension tripod is of utmost importance to their respective professional and personal backgrounds. The author also advocates the association of university education with the regulated professions, emphasizing its technical aspect, in order to stimulate the integration between humanism and professionalization, between education and work, between education of man and citizen, in an integrative way.2

Quality should be part of the student’s permanence in the HEI, in order to ensure that it includes not only the fact that the student can enroll in the disciplines, but also to be able to participate in complementary training activities, since these contribute positively, for the university formation of the future professional.10

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Sudent workers in nursing graduation...

I already wanted to be a monitor, but the schedules would not allow me and also never went behind to know what it was like. (E3).

E3 mentioned the willingness to contribute to teaching as a monitor, as he believed that his experience of years of work in Nursing could help those who are not in the area. However, in his speech it was evidenced that the availability of schedules was the preponderant factor to leave him to the margin, since it did not have periods for the accomplishment of this activity, since it worked during the nights, in regime of shifts of twelve hours, and, during the day, he devoted himself to the subjects in which he was enrolled.

Still on the E3 speech, it is emphasized that, due to the lack of schedules for the activities, it did not seek to inform about how the participation of the monitor student in the activities of the monitoring program is delineated. Thus, the student was unaware that the student-worker could be a collaborator of some discipline of his course, as a paid monitor.

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Following this assumption, in the speech of E2, the impressions about his participation in activities outside the scope of the classroom:

Participation in projects gives us the opportunity to follow a specific group more closely [...] and motivates us to continue in the profession. (E2).

E2 mentioned that the participation in the projects during the graduation allowed the accompaniment of a specific group, that is, the work destined to the determined community, essence of the activities coming from the university extension. He also affirmed, that participation in such activities allowed greater knowledge about the actions of the nurse practitioner, which can somehow contribute and motivate the student involved in them.

Already for E5, the monitoring activities could contribute to the exercise of teaching, in the future:

At the monitoring level, what I was looking for most would be to have contact with other colleagues in the faculty and feel how I could be working, because, my will is to act in teaching in the future [...]. It was a very good experience because only in the classroom can we not stay [...]. (E5).

In this speech, E5 expressed the desire to follow the teaching career and, thinking about his formation, he launched himself to the monitoring activities, seeking to take advantage of the experience for the construction of the teaching being. He also mentioned that the student can not be restricted to academic activities in the classroom, because he believed that the training goes beyond the classes.

Contrary to E5's thinking about university education, E1's testimony illustrates another point of view about monitoring, the requirement for complementary activities:

[... ] I only attended because I had hours to perform. (E1).

In this speech, the participation of E1 is restricted only to the fulfillment of complementary hours for the training of nurses. According to the Pedagogical Political Project of the Nursing Course of the Campus of Sinop / UFMT, the students must comply with at least 120 hours of complementary activities, and, within the scope of the extension, they must fulfill at least 20 hours.

Thus, university education, from the point of view of E2, was confined to the classroom and to participation in extra-class activities, conditioned to the fulfillment of hours, thought away from what is considered appropriate for the individual in university formation and not related to the training proposal described in Pró-Saúde.²

Finally, E4 makes clear his thinking regarding the contribution of the complementary activities about his formation:

For me it contributed, I learned a lot from this activity because when you go to practice it is totally different from the classroom. (E4).

Still about the contribution to the training, the same speaker said that participation in extension projects contributed to solidify the importance of practical activities in the area of Nursing, since the concepts outlined in the classroom contribute to the practical training, establishing, thus, a direct relation between theory and practice.

The student-workers mentioned the importance of a greater articulation of theoretical and practical contents, because, when this connection does not happen effectively, it hinders the process of understanding and synthesis of concrete. The experience in the university of practical situations aimed at the professional scope is impaired and, in some cases, even nonexistent.

The practice is essential for the student to absorb the contents taught in the classroom, making concrete the learning, materializing the knowledge in Nursing.¹¹

Therefore, as far as the contribution to the formation is concerned, different ideas were obtained as far as complementary activities are concerned. Each student visualized these activities and, consequently, their benefits, from a very particular point of view, which allows them to be inferred that they can positively help those who are committed to the best possible training, as could be identified in the statements of E4 and E5.

In the speech of E1, it was noticed a behavior different from the idealized one for the university formation, since it affirmed that its participation in the other activities, outside the scope of classroom, is conditioned to the obligatoriness in the fulfillment of hours, not mentioning, at any moment, the commitment with university education focused on the teaching-research-extension triad.

This apparent lack of commitment to university education may be related to the lack of knowledge regarding the university's role in vocational training, since E1 did not understand the activities of research and extension as foundations of the teaching axis.

The fact that the student sees complementary activities as mandatory may
be linked to life outside the university, due to non-academic activities, such as professional and family activities, since the life of the student worker is divided between work and study, and at times, work can excel when studying, because it is conditioned to the act of working. Without the remuneration conferred by the salary, there is no way to continue its academic trajectory.

CONCLUSION

It is possible to emphasize the presence of complementary activities in the training of the subjects in question. During the analysis of the data, it was noticed that most recognize the importance of such activities, however, they demonstrated chronological difficulties to develop them, due to their work shift at night and due to the graduation being a temporal limitation for the respective student worker.

Another point to be evidenced was the participation of the study participants in extension projects, mostly in a respective project, which favored student-workers, who worked professionally in a given health unit in the municipality in question, a factor that brings us back to a participation conditioned to the advantages of developing such activities in the place where one works, in front of the real value of the extensionist action.

The activities focused on teaching were little mentioned by the participants, and these were visualized only by the student who envisages acting in the scope of teaching, given that it tells us to believe that the student-workers seek such activities aimed at initiating teaching.

Regarding research activities, none of the students mentioned involvement in these activities, which is a factor that refers to the lack of knowledge about the research contributions to the future nurse's training and their temporal limitation for the respective activity.

In summary, it is possible to affirm the existence of the complementary activities in the HEI in question. However, in a local character, it was verified that the knowledge about the importance in the professional formation of the student-workers is much less than adequate, dissemination, in the academic world, about the activities, as well as making them more accessible to those who work and study.

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