



THE PEDAGOGICAL PRACTICE OF THE NURSE FROM THE EMERGENCY UNIT OF THE REGIONAL POLYCLINIC OF ENGENHOCA: BARRIERS, CONQUESTS AND CHALLENGES

A PRÁTICA PEDAGÓGICA DO ENFERMEIRO DA EMERGÊNCIA DA POLICLÍNICA REGIONAL DA ENGENHOCA: BARREIRAS, CONQUISTAS E DESAFIOS

PRÁCTICA EDUCATIVA DEL ENFERMERO DE LA EMERGENCIA DE LA POLICLÍNICA REGIONAL DE ENGENHOCAS: BARRERAS, LOGROS Y DESAFÍOS

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ABSTRACT

Objective: to analyze the pedagogical practice of nurses in the training of future Nursing professionals in the Unified Health System. **Method:** an exploratory study, with a qualitative approach, whose theoretical and methodological reference was the Institutional Analysis, in its institutional socioclinical modality. The research project was submitted and approved by the Research Ethics Committee of Hospital Universitário Antônio Pedro, CAAE 45480715.8.0000.5243. **Results results:** reveal the difficulties felt by the nurses, in the role of educators, resulting from the insecurities regarding the knowledge acquired during the training. They highlight, the challenges to be overcome, the need for greater engagement with studies, with the profession and a closer link between universities and services. **Conclusion:** evidenced different aspects related to the difficulties of the services nurse in acting as an educator. The production of group knowledge reinforced the adoption of a more institutional position regarding the educational practice in the service, culminating in the elaboration of a product for the empowerment of nurses as to their role in the training of future Nursing professionals. **Descriptors:** Staff Development; Education Nursing; Emergencies; Health Services.

RESUMO

Objetivo: analisar a prática pedagógica dos enfermeiros na formação dos futuros profissionais de Enfermagem no Sistema Único de Saúde. **Método:** estudo exploratório, com abordagem qualitativa, cujo referencial teórico-metodológico foi o da Análise Institucional, em sua modalidade socioclínica institucional. O projeto de pesquisa foi submetido e aprovado pelo Comitê de Ética em Pesquisa do Hospital Universitário Antônio Pedro, CAAE 45480715.8.0000.5243. **Resultados esperados:** revelam as dificuldades sentidas pelos enfermeiros, no papel de educadores, decorrentes das inseguranças quanto ao conhecimento adquirido durante a formação. Destacam, como desafios a serem superados, a necessidade de maior engajamento com os estudos, com a profissão e um maior entrosamento entre as universidades e serviços. **Conclusão:** evidenciou diferentes aspectos relacionados às dificuldades do enfermeiro dos serviços em atuar como educador. A produção de conhecimento em grupo reforçou a adoção de uma postura mais instituinte com relação à prática educativa no serviço, culminando na elaboração de um produto para o empoderamento dos enfermeiros quanto ao seu papel na formação dos futuros profissionais de Enfermagem. **Descritores:** Desenvolvimento de Pessoal; Educação em Enfermagem; Emergência; Serviços de Saúde.

RESUMEN

Objetivo: analizar la práctica pedagógica de los enfermeros en la formación de los futuros profesionales de Enfermería del Sistema Único de Salud. **Método:** estudio exploratorio con abordaje cualitativo, cuyo marco teórico fue el Análisis Institucional, en su modo socio clínico institucional. El proyecto de investigación fue sometido y aprobado por el Comité Ético de Investigación del Hospital Universitario Antonio Pedro, CAAE 45480715.8.0000.5243. **Resultados esperados:** revelan las dificultades experimentadas por los enfermeros, en el papel de educadores, que surge de la incertidumbre en cuanto a los conocimientos adquiridos durante la formación. Se han destacados, como desafíos para superación, la necesidad de mayor compromiso con los estudios, con la profesión y mayor integración entre las universidades y servicios. **Conclusión:** mostró diferentes aspectos de las dificultades de enfermería del servicio de actuar como educador. La producción de conocimiento en grupo reforzó la adopción de una postura más instituyente con relación a la práctica educativa en el servicio, que culminó en la preparación de un producto para la potenciación de los enfermeros acerca de su papel en la formación de futuros profesionales en enfermería. **Descriptor:** Desarrollo de Personal; Educación en Enfermería; Urgencias Médicas; Servicios de Salud.

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INTRODUCTION

The reflection about the educational practice of the nurse, performed with the residents and the undergraduate students who work in an emergency unit of the UHS, is the object of this study, coming from the author's trajectory in Nursing as a technician, graduate, nurse.

When analyzing implications with the training of future Nursing professionals, in the emergency service where the author works, it was observed that the educational practices were diversified. The author questioned whether the way nurses related to students in the educational process was an attitude of the person and could be connected to the way this process was experienced by them during the training.

The educational practice is inherent in the professional practice of Nursing and can be performed both by professionals who already work in the services, and by those who are in the process of formation.¹ Every educational process must be understood from its context and every human being must be the subject of their own formation, based on a continuous reflection on their place in the world and on the reality in which they act as a professional.²

Referring to the field of education in the Institutional Analysis, methodological theoretical reference adopted here, it is understood that education as an institution that is crossed by a group of other institutions and organizations.

Educational processes concern the socialization of the members of a given society, with the purpose of preparing them, or instituting them to exercise the different technical, cultural, political and ideological roles indispensable for interaction in social life.³

When people think about the educational processes in the emergency, it is understood that they have been transformed over time, with several standardizations that seek the humanization of care and, therefore, require professionals to conduct a questioning how to produce these specific actions in order to produce a comprehensive health care.

OBJECTIVES

- To analyze the pedagogical practice of nurses in the training of future Nursing professionals in the Unified Health System.
- To identify how the pedagogical training of nurses was carried out during their professional training.
- To describe how the pedagogical practice of nurses is performed in the training of future nurses.

METHOD

Field study, exploratory, descriptive, qualitative approach, in the strand of phenomenology. The research scenario is being the University Hospital Antônio Pedro, located in Niterói (RJ), Brazil. The data collection was initiated through an open interview, in the months of March and April 2016.

It is considered phenomenological for bringing a guiding question, guided by script, seeking to learn from the narrative and actions. The participants are students, members of the program Good Night Good Morning UFF, having as inclusion criteria, academics of the health field of the UFF and, as exclusion criteria, are not attending the last year of the undergraduate course.

The script of the interview has as guiding question: What are, for you, the playful and musical activities, considering your training in health?

The selection of the research participants occurred according to the criteria of inclusion and exclusion. Students were selected who signed the Free and Informed Consent Term in agreement with the participation in the research.

The analysis of the speeches will use the technique of data categorization, interpreted in the light of Maurice Merleau-Ponty's Phenomenology, seeking to identify the invariant nucleus of the interviewees' speeches. The categorization of the data will follow the steps of Giorgi's methodological proposal.

The research project was submitted and approved by the Research Ethics Committee of Hospital Universitário

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EXPECTED RESULTS

Collectively develop guidelines for Nursing precepts in health training in the scenario of this study.

The educational process, in different dimensions, from the nurses to the population; from the nurses to other nurses, and from this to the students, dividing the same work, education and learning scenario requires professionals to have a broad knowledge of educational practices, way of trying to approach the needs of each one, making the educational act a moment of dialogue in which all those involved can be modified in this interaction.

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