ABSTRACT
Objective: To identify how the education in Nursing higher education is, the processes and the work trends of the teacher. Method: this is an integrative review type bibliographical study, in articles published between 2007 and 2017, in the MEDLINE, LILACS and BDENF databases. The data was organized into categories and the methodology quality of the articles was evaluated by the hierarchical levels of evidence, and the results are presented in figures. Results: 13 articles were written by nurses and published in the period from 2010 to 2014. Two categories emerged: Nursing Courses and Teaching Work Trends and Curriculum Guidelines for Higher Education in Nursing. Conclusion: it is understood that nursing education, teaching-learning and teaching work are not articulated between teaching practice, research and extension, impairing the critical thinking and doing of the student body. It is noticed that teachers’ productions still lack innovative strategies that signal to the students a professional practice more in keeping with the current reality of the health needs of the population. Descriptors: Higher Education; Nursing Education; Trends; Faculty; Nursing; Review.

RESUMO
Objetivo: identificar como está a educação no ensino superior de Enfermagem, os processos e as tendências de trabalho do docente. Método: trata-se de um estudo bibliográfico tipo revisão integrativa, em artigos publicados entre os anos de 2007 a 2017, nas bases de dados MEDLINE, LILACS e BDENF. Organizaram-se os dados em categorias e se avaliou a qualidade metodológica dos artigos pela classificação segundo os sete níveis hierárquicos de evidência, e os resultados apresentam-se em figuras. Resultados: encontraram-se 13 artigos escritos por enfermeiros e publicados no período de 2010 a 2014. Emergiram-se duas categorias: Cursos de Enfermagem e Tendências do Trabalho Docente e Diretrizes Curriculares do Ensino Superior em Enfermagem. Conclusão: entende-se que a educação de Enfermagem, o ensino-aprendizagem e o trabalho docente não se articulam entre a prática do ensino, a pesquisa e a extensão, prejudicando o fazer e o pensar críticos do corpo discente. Percebe-se que as produções dos docentes ainda carecem de estratégicas inovadoras que sinalizem, aos discentes, uma prática profissional mais condizente com a realidade vigente das necessidades de saúde da população. Descritores: Ensino Superior; Educação em Enfermagem; Tendências; Docentes; Enfermagem; Revisão.

RESUMEN
Objetivo: identificar cómo está la enseñanza en la educación superior de Enfermería, los procedimientos y las tendencias de trabajo del docente. Método: se trata de un estudio bibliográfico tipo revisión integrativa, en artículos publicados entre los años de 2007 a 2017, en las bases de datos MEDLINE, LILACS y BDENF. Se organizaron los datos en categorías y se evaluó la calidad metodológica de los artículos por la clasificación según los siete niveles jerárquicos de evidencia, y los resultados se presentan en figuras. Resultados: se encontraron 13 artículos escritos por enfermeros y publicados en el período de 2010 a 2014. Se emergieron dos categorías: Cursos de Enfermería y Tendencias del Trabajo Docente y Directrices Curriculares de la Enseñanza Superior en Enfermería. Conclusión: se entiende que la educación de enfermería, la enseñanza-aprendizaje y el trabajo docente no se articulan entre la práctica de la enseñanza, la investigación y la extensión, perjudicando el hacer y el pensar críticos del alumnado. Se percibe que las producciones de los docentes todavía carecen de estrategias innovadoras que señalen a los discentes una práctica profesional más adecuado con la realidad vigente de las necesidades de salud de la población. Descriptores: Educación Superior; Educación en Enfermería; Tendencias; Docentes; Enfermería; Revisión.

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INTRODUCTION

Historically, professional training in health in Brazil has been marked by the fragmentation of knowledge, which is under a hospital-centric and biologicist vision, and also uses traditional teaching models that prioritize super-specialization and sophistication of procedures, ignoring pedagogical strategies based on problematized teaching and/or the construction of collective knowledge.¹

It becomes a necessity to train professionals in a context that must abandon the reductionist teaching-learning models and accept an integrative perspective of new elements so that there is a personal and joint development with other knowledge and skills. Through this educational practice, it is possible to understand complexity in the face of a transition from standardization to the reflexive paradigm.²

The training of health professionals, particularly nurses, is permeated by new concepts, terms and references stemming both from the proposals contained in the National Education Policies and the National Curricular Guidelines (NCGs) of Nursing, as well as from institutional or even individual initiatives, to carry out formative innovations. Nursing is conceived as a science, art or technology to promote care to the human being, in its singularity and multidimensionality, articulating with the other professionals committed to the health phenomenon and it is assumed that only an extended concept of caring/care is able to account for the complexity of being, which is in a continuous process of self-organization to live better or to live healthy.³

In the commitment to the formation of new professionals, the technical and scientific aspects and the sensitivity to teaching care are included. It is necessary that nurses-teachers be prepared to face a globalized society and with constant technological advances. We have a professional nurse before a modern world full of transformations and it is necessary to develop a critical thinking, skills with ethical commitments and citizenship, autonomy, ability to solve problems, reflect and transform their practice because only technical skills do not supply the needs of the human being more.⁴

Higher education in nursing: processes and trends of...

It is required, therefore, that the training of human resources of nurses-teachers propitiates the development of multiple competencies, being one of the great challenges in Nursing education for both the training bodies and the production of knowledge. It is considered to teach care as the representation of a meeting time from being a teacher to being a student and both are placed in context with their needs, information, aspirations and wishes, and there are opportunities for learning for both.⁴

One questions the traditional hegemonic models of teaching and learning in the light of references that allow us to broaden the interactive and associative possibilities of students in the different scenarios of professional performance. In the meantime, active methodologies are based on significant theoretical-methodological principles in which students are encouraged to self-manage their knowledge-building process during Health/Nursing training.³

Thus, in active methodologies, the question of the problematization through which the individual is instigated to think, reflect, create, inquire, and continually re-significate his findings is favored. It is used the problematization of theory and practice as a teaching-learning strategy, in the possibility of providing direct contact with information and the production of knowledge, in order to stimulate a continuous and permanent endogenous process. The perspective of perceiving caring/care based on a fragmented vision of the human being is created and reflections are taken into account in the context of Nursing training with the purpose of optimizing the quality of a care that responds to the needs of the individual considering it singular and plural, that is, the part and the whole that it represents.³

It is necessary to use methodological and pedagogical tendencies in teaching-learning in which the attention of the teacher is not only focused on the content taught, but also on the actions of the students during this learning process. A link must be created between those involved in this process using methods such as problem-based learning in realistic simulations, joint classroom work and case study.⁵
OBJECTIVE

- To analyze how is the education in Nursing higher education, the processes and the work trends of the teacher.

METHOD

This is an integrative review of literature whose research question was: How is the scientific literature addressing education in Nursing higher education and what are the processes and the work trends of the teacher?

Data was searched in the databases: Latin American Literature in Health Sciences (LILACS), Nursing Database (BDENF), Medical Literature Analysis and Retrieval System Online (MEDLINE), present in the Virtual Health Library (VHL), in the period between August and October 2017. As a search strategy in the databases, we used the cross-indexing of the following descriptors indexed in the DeCS (Health Sciences Descriptors): Nursing education, trends and teacher with the Boolean operator “And”. As inclusion criteria, complete articles, published between 2007 and 2017 by nurses, were included as criteria for inclusion, addressing the issues of education in Nursing, teaching in Nursing and teaching in Brazil, in the English, Portuguese and Spanish languages and, as exclusion criteria, publications that did not meet the theme, duplicates, and were not in their free form. The sample selection process is shown in Figure 1.

Figure 1. Flowchart of the methodological steps used in the integrative review. Belém (PA), Brazil, 2018.
Higher education in nursing: processes and trends of authorities and / or expert committee report.  

**RESULTS**

The final sample of this review was 13 articles, nine of which were written in Portuguese and four in English, and seven databases were selected from LILACS, three from MEDLINE and three from BDENF. The results were organized into two categories based on the study topic: Nursing Courses and Teaching Work Trends; Curriculum Guidelines for Higher Education in Nursing. It is explained that, although the search for this review covered the period from 2007 to 2017, the selected literature was inserted in the period from 2010 to 2014.

The 13 selected articles in figure 2 are presented identifying them with: study code; authors; publication date; title; newspaper; description of the content regarding the purpose; kind of study; methodology; conclusion and level of evidence.

<table>
<thead>
<tr>
<th>Study code</th>
<th>Title</th>
<th>Journal</th>
<th>Objective</th>
<th>Methodology</th>
<th>Author/year</th>
<th>Conclusion</th>
<th>Level of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Ethical implications and decision making in care education process</td>
<td>Invest Educ Nurs</td>
<td>To know the ethical implications for the practice of Nursing at the moment of decision making of Nursing teachers in the area of practice.</td>
<td>Descriptivist and qualitative research</td>
<td>Silva LK, Nobre TCN, Frazão, IS, Rosa DOS, 2014.9</td>
<td>Teachers who work in the process of teaching care also take care of and have a responsibility to consider ethical involving in the decision-making exercise, since it encourages informed reflection.</td>
<td>V</td>
</tr>
<tr>
<td>E2</td>
<td>Political-pedagogical project: weaknesses and potentialities experienced by university nursing professors</td>
<td>Journ. Nurs. UERJ</td>
<td>Identify the perception of teachers about the Political-Pedagogical Project of ENF / UERJ and highlight the facilities and difficulties experienced by teachers.</td>
<td>Qualitativo</td>
<td>Mafra IF, Souza NVDO, Fernandes MC, Correia LM, Penna LHG, 2013.10</td>
<td>Among the V facilitating aspects, it was pointed out the innovative philosophy of the curriculum, properly planned, capable of favoring integration and contemplating, with quality, the professional training of nurses.</td>
<td>V</td>
</tr>
</tbody>
</table>
Overview of Nursing Education in Brazil: Undergraduate and Postgraduate

A decade of National Curriculum Guidelines for Undergraduate Nursing: advances and challenges

Teaching of Informatics in the Graduation in Nursing of Brazilian Public Institutions

Overview of Undergraduate Nursing Courses in Brazil in the Decade of National Curricular Guidelines

Pedagogical Trends in the Nurs.

Outline your expansion, trends and perspectives.

Analyze the advances and challenges of a decade of these guidelines.

To verify the insertion of subjects related to Informatics in nursing undergraduate courses of Brazilian federal and state higher education institutions.

To build a panorama of Nursing Undergraduate courses in Brazil, in the decade of the Guidelines National Curricula of the Undergraduate Nursing Course, from 2001 to 2011.

To characterize and analyze

The analysis showed that the Nursing education system should combine the increase of its capacity to attend to the creation of mechanisms for academic qualification, besides the need for an integrated plan that contemplates initiatives to reduce existing regional inequalities in higher education.

The results pointed to advances in strengthening the change in Nursing education in line with education and health policies.

The low supply of the subject in the undergraduate course contradicts the tendencies of the job market and the National Curricular Guidelines of the graduation course in Nursing.

It is also recommended the immediate intervention of the MEC at the poles of Distance education suspending the training of nurses in this modality.
| E8 | Nursing education in Brazil: a historical view | To describe the process of expansion of higher education in Brazilian nursing highlighting the diversity and heterogeneity of this system. |
| E9 | The teaching-service integration in the training of nurses and doctors: the FAMEMA experience | Identify the contribution and limits of teaching-service integration. |
| E10 | Undergraduate nursing education: an integrative literature review | To characterize the theoretical and methodological approaches of the scientific production about the training of nurses and to analyze the pedagogical tendencies that guide the formation of the nurse in the graduation. |
| E11 | Traditional nursing, current and | To identify, with professors of | Quali-quantitative | Mulato SC, 2010. | For the future, is concern about |
future: the vision of Nursing teachers

Higher education in nursing: the Nursing course of a public university of the interior of São Paulo, the vision of them on the traditional Nursing of today and of the future.

· Analyze the characteristics of teaching work in higher education in Nursing.

E12

Higher education in nursing: the process of teaching work in different institutional contexts

USP Sch. Nurs Journ

Analyze the characteristics of teaching work in higher education in Nursing.

Qualitative

Leonello VM, Oliveira MAC, 2014.20

Teacher professionalization can be the starting point for the analysis and the confrontation of a reality so different from work and teaching practice.

E13

Profile of teachers of undergraduate nursing courses at public and private universities

UERJ Journ Nurs

To identify the profile of Nursing teachers from public and private universities in a city in the South of the State of Minas Gerais.

Descriptive

Terra FS, Secco IAO, Robazzi MLCC, 2011.21

Knowledge of the profile of university nursing faculty will enable institutions to qualify us for the adequate development of their activities.

The following papers were selected: Revista de Enfermagem da UERJ (4); Revista Escola de Enfermagem da USP (2); Science & Collective Health (1); Revista Brasileira de Enfermagem (3), “Investigación y Educación en Enfermería” (1), Nursing in Focus (1), Latin American Journal of Nursing (1). As for the methodological approach of the studies, qualitative research was predominantly in line with the level of evidence V of best practices.

DISCUSSION

Nursing courses and teaching work trends

The relevance of Nursing higher education teaching was discussed, as well as its work process, whose pedagogical tendencies and perspectives require teachers to develop improvements to the teaching-learning process of the students, transforming them into future critical-reflexive nurses, ethical and with skills and competences for their professional action associated to the precepts of the Unified Health System.

In the reviewed studies, a strong political process of expansion of Nursing graduation was observed in the country, taking into account the increasingly competitive market, thus generating disorderly growth and causing a serious imbalance in academic quality.12 It was recorded On the other hand, postgraduate education grew little and was better integrated into public universities, but with a strong regional imbalance concentrating on the South and Southeast regions.11

It should be emphasized that the continuous efforts, which should be observed, were related to the growth planning of the courses and the articulation between teaching / research / extension. Such efforts should be linked to the growth of courses and teaching practice to factors inherent in the approximation to the concrete reality surrounding the courses.
Higher education in nursing: processes and trends of...

The importance of interdisciplinary training was evidenced and interdisciplinarity has been questioned by the way in which the solution of the problems that affect the teaching is deposited in her, particularly when it comes to justifying curricular changes. It is considered that, even if one can imagine a knowledge that is not organized by the disciplines, surely there will be a knowledge...
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