Simulated jury in the teaching of ethics...



CASE REPORT ARTICLE

SIMULATED JURY IN THE TEACHING OF ETHICS/BIOETHICS FOR NURSING JÚRI SIMULADO NO ENSINO DA ÉTICA/BIOÉTICA PARA A ENFERMAGEM JURADO SIMULADO EN LA ENSEÑANZA DE LA ÉTICA / BIOÉTICA PARA LA ENFERMERÍA

Marta Pereira Coelho¹, Adriana Nunes Moraes Partelli²

ARSTRACT

Objective: to report the teaching experience with the use of the simulated jury technique in ethics/bioethics teaching for the undergraduate nursing course. *Method:* it is a descriptive study, of experience report type, using an alternative methodology in teaching for health graduation. The simulated jury technique is used since 2008, in the 4th period, in the subject "Interacting with the People". This report refers to the implementation of the technique in the second half of 2018. The teaching/learning strategy occurs in four distinct, sequential and complementary moments. *Results:* the students involvement with the jury technique was observed through the applicability of the theoretical contents in the resolution of the issues discussed with the technique. It subsidized the learning with the expository-dialoged classes, which was improved and reached by the students themselves when carrying out complementary studies directed and put into practice with daily situations exposed through the films. *Conclusion:* it is revealed that teachers and students learn to learn, to do, to live together and are sensitized to take a professional position committed to the social and ethical responsibility that the profession requires. *Descriptors:* Education; Nursing; Ethics; Bioethics; Learning; Students, Higher.

RESUMO

Objetivo: relatar a experiência docente com o emprego da técnica do júri simulado no ensino da ética/bioética para a graduação em Enfermagem. *Método*: trata-se de um estudo descritivo, tipo relato de experiência, empregando metodologia alternativa no ensino para a graduação em saúde. Utiliza-se a técnica do júri simulado desde 2008, no 4º período, na disciplina "Interagindo com as Pessoas". Refere-se esse relato à implementação da técnica no segundo semestre de 2018. Ocorre-se a estratégia de ensino/aprendizagem em quatro momentos distintos, sequenciais e complementares. *Resultados*: observou-se o envolvimento dos estudantes com a técnica do júri por meio da aplicabilidade dos conteúdos teóricos na resolução das questões discutidas com a técnica. Subsidiou-se o aprendizado com as aulas expositivo-dialogadas, que foi aprimorado e alcançado pelos próprios estudantes ao realizarem estudos complementares direcionados e colocados em prática com situações do cotidiano exposto por meio dos filmes. *Conclusão*: revela-se que docente e discentes aprendem a aprender, a fazer, a conviver e são sensibilizados a assumir uma postura profissional comprometida com a responsabilidade social e ética que a profissão requer. *Descritores*: Ensino de Enfermagem; Ética; Bioética; Aprendizagem; Estudantes; Educação Superior.

RESUMEN

Objetivo: relatar la experiencia docente con el empleo de la técnica del jurado simulado en la enseñanza de la ética / bioética para la graduación en Enfermería. Método: se trata de un estudio descriptivo, tipo relato de experiencia, empleando metodología alternativa en la enseñanza para la graduación en salud. Se utiliza la técnica del jurado simulado desde 2008, en el 4º período, en la asignatura "Interactuando con las Personas". Se refiere este relato a la implementación de la técnica en el segundo semestre de 2018. Se produce la estrategia de enseñanza / aprendizaje en cuatro momentos distintos, secuenciales y complementarios. Resultados: se observó la participación de los estudiantes con la técnica del jurado por medio de la aplicabilidad de los contenidos teóricos en la resolución de las cuestiones discutidas con la técnica. Se apoyó el aprendizaje con las clases expositor-dialogadas, que fue perfeccionado y alcanzado por los propios estudiantes al realizar estudios complementarios dirigidos y puestos en práctica con situaciones del cotidiano expuesto por medio de las películas. Conclusión: se revela que docentes y alumnos aprenden a aprender, a hacer, a convivir y ser sensibilizados a asumir una postura profesional comprometida con la responsabilidad social y ética que la profesión requiere. Descriptores: Educación en Enfermería; Ética; Bioética; Aprendizaje; Estudiantes; Educación Superior.

1,2PhDs, Federal University of Espírito Santo / UFES. Espírito Santo (ES), Brazil. Email: martapereiracoelho@hotmail.com ORCID iD: http://orcid.org/0000-0002-2046-6954; Email: adrianamoraes@hotmail.com ORCID iD: http://orcid.org/0000-0002-2046-6954; Email: adrianamoraes@hotmail.com ORCID iD: http://orcid.org/0000-0001-9978-2994

Simulated jury in the teaching of ethics...

INTRODUCTION

It is known that the construction of knowledge is a process involving teachers and students, all in a social relationship, already organized, for a reason, that occurs among those who experience it.

It is understood that nursing education has undergone several phases of development over the years, having a relation with the historical context of Nursing and Brazilian society. Consequently, the profile of nurses has presented significant changes as a result of the changes in the political-economic-social framework of education and health in Brazil and in the world.¹

It is reported that, to guide the country's national education in relation to undergraduate Nursing course, the National Curricular Guidelines (NCGs) of the Nursing undergraduate course are offered, offering the country's colleges the philosophical, conceptual, political and methodological bases that guide the development of pedagogical projects. Through the guidelines, it is aimed at the training of professionals who can be critical, reflexive, dynamic, active, facing the demands of the labor market, able to learn, to assume the rights of freedom and citizenship, in short, to understand the trends of the current world and the development needs of the country that presents such diverse realities.2

guidelines These have brought new responsibilities higher education to institutions, teachers, students and society, since they are free to define a considerable part of their full curricula that will allow the improvement in the quality of the training of nursing professionals, considering the regional diversity and the specificity of the area. Thus, the challenges in the search for the quality of teaching in Nursing in Brazil, that is, to train profile professional nurses with and competence to attend to the real health needs of the population are increased.

It is also clear, in the context of changes in the professional training of nurses established by the NCG, the need to think about the pedagogical practice of the nurse / teacher who dialogues with these transformations.

The role of mediator of the teaching-learning process should be increasingly assumed by the teacher so that students expand their human possibilities of knowing, doubting and interacting with the world through a new way of learning. It is indispensable, in addition to technical and scientific competence, a preparation with political commitment, because, despite the

advances and changes in the way of teaching, there is preference for the technical dimension of teaching-learning, that is, teachers have preference for the use of hegemonic biomedical model of teaching rather than stimulating students in their ability to deal with content and the ability to construct and rebuild them.³

It is inferred, in fact, that many teachers have difficulty understanding the complexity of a transforming proposal and the theoretical requirements to discriminate and distinguish it from other pedagogical tendencies.⁴

At this juncture, it contributes to the recognition of the responsibilities of higher education institutions, together with their teachers, in the training of competent nurses who meet the needs of the current context together with an understanding of the importance of pedagogies and methodologies that best guide practice - for an understanding of the teacher's activities with organizational, critical and resolute qualities.⁵

However, it is of fundamental importance to know the pedagogical tendencies to guide the practice of the teacher and, thus, to provide a teacher's action with competence, responsibility and commitment.⁶

It is noteworthy, according to Freire's assertions, ⁷ the need for the teacher to assimilate the principles that guide the teacher's activity toward autonomy. It is necessary for the professional to have a critical reflection on the exercise of teaching for the valorization of the teaching profession, the knowledge of the teachers, the collective work of these and the institutions as spaces of continuous training, as well as for the recognition of the teacher as a researcher and knowledge producer.

The teacher is allowed, through this attitude of reflection on his/her own practice, in a systematic and objective way, guided by a theoretical-methodological support, to rethink and problematize the educational action that develops in the course of the classes with respect to knowledge, techniques, methodologies and strategies so that, in fact, learning can take place.⁷

It is noticed that, perhaps, the preoccupation with the preparation for the teaching seems to be unnecessary, since the simple administration of expository classes, like a great part of Brazilians lives, is not too difficult task. It is important to question, however, considering the current moment of reflection on higher education in Nursing, in which curricular changes are being discussed based on the guidelines of the National

Council of Education and Higher Education Board, NCE/HEB 1,133/2001² and of the Law on the Guidelines and Bases of National Education (LGB), ⁸ if the teachers are qualified for a teaching practice that is in line with the new perspectives that are placed on Nursing education.

There are evidences, in studies, difficulties experienced by teachers regarding the use of active teaching/learning methods in the training of nurses. These difficulties were faced with curricular problems, the applicability of active methods, as well as the resistance of teachers to modify and update their practice. For this reason, the continuous use of teaching methods that do not contribute to the formation of nurses who transform social reality.⁵

This is corroborated by the fact that, in the experiences mentioned by professional trajectories experienced by nurses/teachers with and without experience in the care area and teaching, these have been developing their functions in the teaching of the care that has been successfully perceived and reported by them in their field of action.

It seeks, through educational processes, the passage from the state of relative ignorance to a state of knowledge capable of transforming reality. lt is considered necessary in education the context of the individual and the environment in which he lives, since the vocation of Nursing is for coexistence, dialogue, freedom, creativity, and learning to deal with the social context.6 It inserts the Nursing teaching in the current Brazilian educational moment in which the opportunities for the construction knowledge must be added to the critical awareness of the student, considering all aspects of teaching, both formal, as well as learning acquired and constructed in the context of the individual, research or extension for learning.9

There is the use of active methodologies in attempt to train qualified Nursing professionals that meet the demands of society and the UHS, increasingly employed in education. 10-1 Using the methodologies, the problem is used with teaching-learning strategies that can lead the student to contact with information and the production of knowledge, in order to solve the impasses and promote their development. It is added that, when realizing that the new learning is a necessary and significant instrument to extend possibilities and ways, it can exercise the freedom and autonomy in the making of choices and in the decision making.⁷

Simulated jury in the teaching of ethics...

During the first two semesters of the "Interacting with the People" course, offered in the 4th year of the undergraduate nursing course, at a federal university located in the north of the State of Espírito Santo, the teacher responsible for ministering the discipline has observed difficulties in working ethically/bioethically related issues in a dynamic and creative way that propitiates proactivity, in addition to the critical and reflective thinking of its students. In an attempt to reduce this fragility, methodological strategy for themes on ethics and bioethics, the simulated jury has been used since 2008.

It is the simulated jury of a practice that simulates a court of law, where the participants have predetermined functions. This method is used in the classroom for several areas of knowledge¹²⁻³ in addition to law with positive results, according to the students. However, it is stated by some authors that the simulated jury is a technique that, from the study of a particular subject, theme or biography, presents arguments of defense and accusation related to the subject. 15

• Development of the simulated jury

The jury is given the analysis and evaluation of a proposed subject or fact, with objectivity and realism, to constructive criticism of a given situation and to the dynamization of the group to study deeply a real theme. Self-learning is privileged by the simulated judgment, since the participant is able to manage his own knowledge through challenging themes proposed by the teacher.¹⁶

The following procedures are followed by the recommended procedure: one student is assigned to play the role of JUDGE and the other the role of CLERK, and the rest of the class is divided into four groups - PROSECUTOR (up to four students): DEFENSE with an equal number; COURT BOARD (body of jurors) with seven students; PLENARY with the rest. The prosecution and defense must have a few days to prepare the work under the guidance of the teacher; both the prosecution and the defense have 15 minutes to present their arguments; it is for the judge to maintain the order of business and to formulate the requirements to the sentencing council; the clerk has the responsibility to report on the work; the court board, after hearing the arguments of both parties, makes its decision (if it seems appropriate, the teacher may allow each member of the board to ask a question to the prosecution or defense); the plenary, in order not to be inactive, may be charged with observing the performance of the prosecution

and defense and making a quick final assessment.

The evaluation should include a concise, clear and logical presentation of ideas, depth of knowledge and reasoned argument.

The following guiding question arises: "Is the simulated jury a methodological strategy for teaching the content of ethics / bioethics in nursing capable of contributing to the formation of active, autonomous, critical and creative nurses?".

OBJECTIVE

• To report the teaching experience, using a simulated jury, in the teaching of ethics/bioethics in undergraduate nursing.

METHOD

This is a descriptive study, of the type of experience report, with the use of the simulated jury as one of the methodological strategies of teaching ethics/bioethics for Nursing. This report refers to the implementation of the simulated jury in the second half of 2017.

Classes were held in the building of rooms that attend undergraduate courses in Nursing and Pharmacy. It is detailed that the discipline has a workload of 30 semester hours, with duration of two hours per week, and the class of the second half of 2018 was composed of 20 students.

In this report, the use and perceptions of the technique used by the teacher will be described, taking into account the difficulties, challenges and advantages in teaching and the ease of use of this technique in learning, in relation to students, and also the evaluation of the effectiveness of the technique used.

This report was based, therefore, on the experience lived by the teacher who works in the ethics/bioethics area. It is mentioned, as important, that no data of the students enrolled in the discipline were used, nor were interviews conducted; therefore, no data to identify those involved was included in this article.

On the first day of school, a sensitization dynamic was developed, where all the teachers present the objectives, methodology, contents of the subject, assessment instruments included in the teaching plan and the proposal of work for the semester.

In the course of the semester, the proposed timetable is followed, and usually after the contents are passed on in lecture-talk Simulated jury in the teaching of ethics...

sessions, case studies and conversations with current media reports involving Nursing professionals, all of them focused on ethics specific topics/bioethics. As other sources of information, books, manuals and scientific articles are available in the Virtual Health Library (VHL) and the Code of Nursing Deontology.¹⁷

The simulated jury adapted for teaching of ethics / bioethics in "Interacting with the People" discipline, where suggested, public teachers are controversial films with subjects related to bioethics that are used in Nursing, such as: Act of Valor, Million Dollar Baby, constant gardener, Seven Pounds, Miss Ever's boys, The island, My sister's keeper, What Happened to Monday, The Green Mile, Everything, Everything, Me before you, A walk to remember, The fault in our stars and others suggested by the students. Students are divided into groups and attempts are made to keep the same number of students in each. The films are drawn and the groups have two months to prepare for the jury. It is explained to the students the operation of the simulated jury, defining the roles described as follows: a moderator (the teacher), three judges who will give the sentence, three prosecutors, three defense attorneys, seven jurors, the remaining students who will compose the plenary and may make inquiries.

A formal evaluation is then carried out with the application of a written test with contents taught and discussed in the classroom, in addition to the topics discussed in the jury simulated for the closing of the period with the student's total grade. The evaluation of the teaching-learning process of the jury technique simulated by the teacher is conducted informally by asking questions to the students where they spontaneously and anonymously participate, if appropriate. The teacher then computes the numerical data and the words that define the technique used.

Figure 1 shows the steps of the methodology used in the "Interacting with the People" discipline for the study of Ethics/Bioethics in Nursing at CEUNES / UFES.

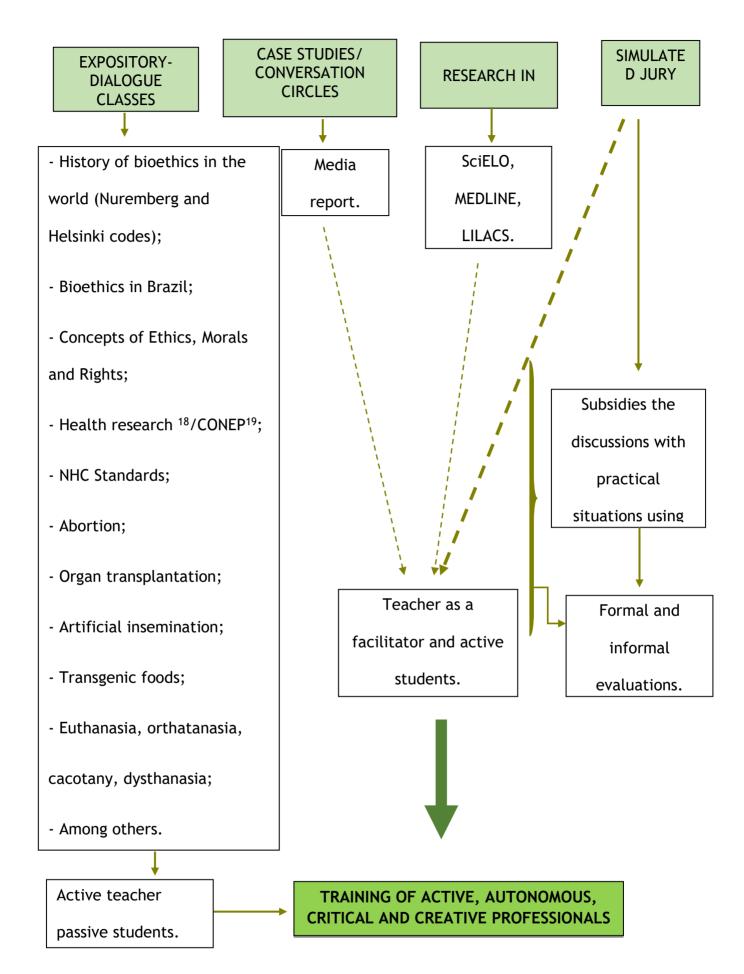


Figure 1: Strategies and content taught in ethics / bioethics teaching for undergraduate students in Nursing at the University of Espírito Santo, Federal University of Espírito Santo, São Mateus (ES), Brazil, 2018/2.

Note: it is necessary to observe that the use of expository-dialogue classes (traditional method of teaching) where the teacher transmits knowledge (full arrow) to the students and stimulates the debate in class. The use of various strategies (innovative teaching methodologies) where the teacher becomes a facilitator (dashed arrows) and both (teacher and students) work together in search of concrete results that contribute to the training of professionals active, autonomous, critical and creative. It is noteworthy, with the use of the simulated jury, that students have the opportunity to apply all the theoretical knowledge assimilated in

Simulated jury in the teaching of ethics...

solving practical problems involving ethics/bioethics. The formal and informal evaluations are carried out throughout the semester, marking this information.

RESULTS

The simulated jury was composed of 20 (100%) students enrolled in the "Interacting with the People" discipline of the 4th period of the Nursing undergraduate course, of which 18 (90%) were female and two (10%), males. The students were divided in the first moment by the teacher, in a random way among the members of the jury, thus described: three students as judges; three students for defense; three students for prosecution; seven students for the jurors' body and four served as public assistants having the right to speak when convenient. The activities and time were coordinated by the moderator, in this case, the teacher.

At the second moment, on the same day, the groups presented Power Points with a time of 30 minutes, and the films drawn and previously prepared were: The Island, Million Dollar Baby, Act of Valor, 7 Pounds, The Constant Gardener, Miss Ever's Boys, My sister's keeper, Whatever happened to Monday. At the end of the presentation, the defense was handed over to the prosecution, with a maximum time of ten minutes for both, followed by the participation of the remaining students in the class who were not on the

jury, but could speak if there were doubts based on the films presented.

It is noticed that, when the students have previous knowledge of the films, the debate is warmer and deeper, collaborating for the improvement of the learning, however, some students reported difficulties in defending such urgent problems, where it was verified that the discussion was very limited to the accusers and the defense was vulnerable and without sustainable arguments.

It was based, in the third moment, the debate between accusation and defense in the Resolution 466/12¹⁸ and the Operational Norm 001/13 of the NHC, ¹⁹ that deal with ethics in research with human beings, and in the code of Deontology of Nursing.¹⁷

The jury was withdrawn, at the fourth moment, with the closing of the debates, to discuss and mark defense and prosecution through arguments presented, returning to then pronounce the sentence that, condemns or acquits the subject addressed and discussed by all. Summarized, in figure 2, are the procedures adopted for the application of the technique.

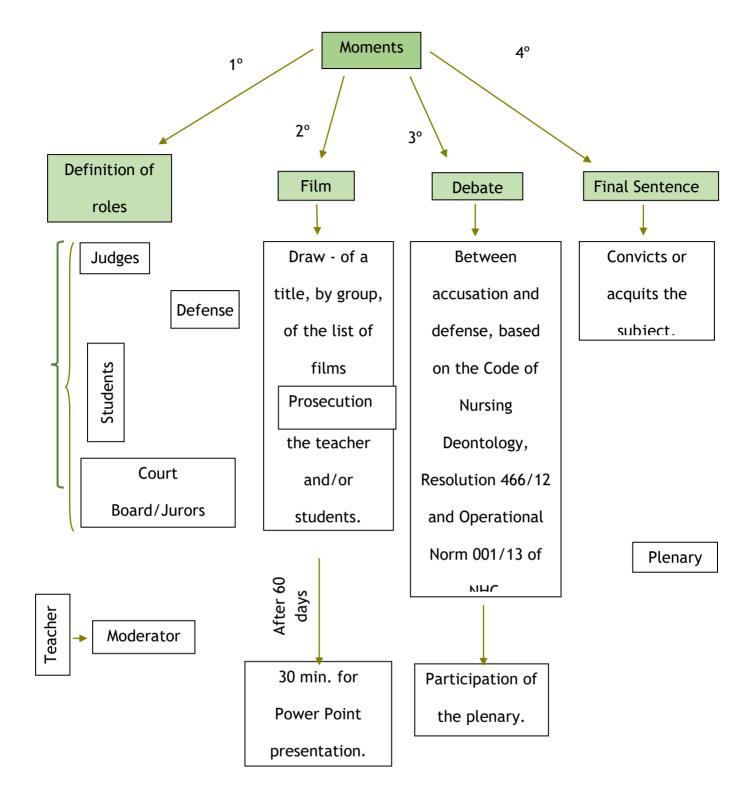


Figure 2. Steps of the simulated jury technique adapted to ethics/bioethics teaching in the subject "Interacting with the People" of the Nursing undergraduate program at the University of Espírito Santo, Federal University of Espírito Santo, São Mateus (ES), Brazil, 2018/2.

In this perspective, the students initially had difficulty in systematizing the discussions in the way they thought was most appropriate, sometimes by stretching their positions, however, the orientation and mediation of the teacher became important in order to first establish who would perform each role in the simulated jury, and thus facilitated the performance of the activity, until mediating the warmer discussions.

It is believed that the teacher's feedback on the topic addressed and the use of the Code of Ethics related to rights and duties and punishments were extremely important and were made applicable to ethics/bioethicsrelated transgression in the professional practice as a nurse. Due to the ponderations highlighted by the teacher as errors and the necessary adaptations in each presentation, at the end of the jury, a dialogue and discussion each theme addressed were made available. It was observed that all groups conducted the situations appropriately, and requiring few considerations thus convincing the jury with a positive verdict. Rarely, but considered to be possible in the course of their professional life, were some of the challenges presented by these students.

The importance of the knowledge of bioethics was also described, recognizing that

Simulated jury in the teaching of ethics...

at any moment, undergraduates may come across situations that require immediate care in the most varied situations of care practice. The students' educational achievement and participation in the simulated jury strategy in ethics/bioethics teaching were overcome, the expectation of those involved and the teacher, who considers this topic of little interest to students today, confirming their importance in approaching subjects who need theoretical knowledge and practical experience.

In order to evaluate the use of the simulated jury technique, at the end of the application of the technique, the teacher wrote the following questions on the whiteboard: 1 - Consider her learning in bioethics: great, good, fair and terrible; 2 - As for the simulated jury technique for teaching: great, good, regular, terrible; 3 - Define, with a word, today's class / simulated jury. Questions were answered, voluntarily and anonymously, on A4 paper by the students, handing it to the teacher.

It should be noted that 20 (100%) students gave their opinion, where 12 (60%) rated learning as great and eight (40%) students as good; in relation to the simulated jury technique, 19 (95%) classified as it great and one (5%) as good. When asked to define the lesson of the day/simulated jury technique with only one word, three (15%) students, who defined it as a perfect technique; two (10%), excellent; two (10%), very interesting; two (10%), creative; two (10%) described the simulated jury as learning; two (10%) considered the technique as dynamic; two (10%) as motivating; two (10%) as a great technique; two (10%) considered it sensational and one (5%) considered it as a debate.

With regard to the perception of the teacher, the students' involvement with the jury technique was observed, through the applicability of theoretical contents in solving the issues discussed with the technique. The learning was subsidized, through expository-dialogue classes taught by the teacher, which was improved and achieved by the students themselves when carrying out complementary studies directed and put into practice with everyday situations exposed through the films. Students developed a critical sense, based on the theoretical foundations of the profession that permeate ethics/bioethics, with ease and security.

DISCUSSION

It is understood, in the face of the teaching report with feedback from the students that the simulated jury technique is well accepted by the student body, and they were stimulated in relation to reasoning, reflection and criticism within the ethical and moral principles that the nursing profession requires. Motivated, together with the teaching-learning process to be positive, they work with the professional exercise based on the ethical norms and the Nursing Code of Ethics.¹⁷

Difficulties and conflicts are brought about by processes of change for both teachers and students. In the first classes, shyness, fear of the unknown, insecurity and resistance to this form of work were noticed, but difficulties overcome and there interaction between teacher and students. It is noticed that this process of change in the way of teaching the classes is not finished. however, the commitment on the part of all involved was notorious, evidencing that the pedagogical practice not only demonstrated how much scientific knowledge is transformed in the school context, how it stimulated in the students, the reflection and elaboration for themselves, of concepts that involved the promotion of their intellectual autonomy, the development of the critical sense and values such as the notion of justice, rights and duties of the citizen, as well as ethical and moral professionals. A greater degree of interest and participation in the classes was awakened in them, by this focus on controversial issues of Nursing.²⁰

It reinforces, therefore, the need to rethink teaching-learning practices in nursing graduation, in addition to the traditional method of teaching with the use of expository-dialogue classes, implementing the simulated jury technique based on active teaching-learning methodologies of bioethics. This technique is an intrinsic necessity: that of the choice of problematizing themes that involve controversies and divergences of opinions.

It is recalled that there are many pedagogical practices that contribute to the moral development of the individual, such as in-service learning (SL), the construction of reflexive narratives, the discussion of moral dilemmas, case study, problematization methodology, problem based learning (PBL), among others, and these are some strategies of active teaching-learning methodologies that stimulate the student to acquire not only technical but also humanistic and ethical skills.²¹

It is allowed, through the use of active methodologies, that students liberate themselves in the traditional way used in the current pedagogical model in which the

Simulated jury in the teaching of ethics...

teacher only passes on their knowledge. It is known that the educational actions and the didactic means used, allow students to be responsible for building their own knowledge.

It is possible to take the student, by this with technique, to the contact information and the production of knowledge, mainly, with the purpose of promoting their own development. 22 It is necessary, through this new methodology proposed in the training of nurses, to implement innovative methods that propose to substitute the traditional method as the only source of education, breaking with the dominant paradigm and orienting a new way of thinking teaching, from changes that include abandoning a teaching that focuses on the teacher, the process of teaching with content to be transmitted, to a teaching in which the focus is on learning, where the student is considered the center of the process and must assume co-responsibility for learning, with an appreciation of learning to and the development learn of autonomy.23

As the world is in an increasing complexity of problems and rapid changes, it is warned that the great challenge for the Higher Education plan at the beginning of this century are the transformations in the paradigms of training centered on the overall activity and the competences that will be a part of the training of the student in line with the evolution of knowledge, based on an integral view of the individual and collective consciousness of this expansion.²⁴

It is stated, by authors, corroborating the teaching of ethics/bioethics, that the study of ethics, in its form and content, can offer a range of possibilities for openness to dialogue, under the different epistemological approaches of scientific knowledge, since, ethics is plural, the understanding of what is ethical changes according to the disciplinary field.²⁵

It is nevertheless believed that the main objectives of the simulated jury as a teaching strategy - to debate the themes, to formulate consistent arguments, to ground an argument in the law, to take a stand, to exercise expression and reasoning, to mature the critical sense - have been fully achieved. In addition, the students' responsibility and commitment during the applied technique was observed.²⁰

In view of these results, it should be pointed out that the professional development of students starts from the academic training process and is more evident with the approximation of practical health

experiences, where they are often faced with technical, social, personal and cultural limitations.^{6,26}

It is necessary to use great efforts and to overcome challenges in order to reach an ideal, however, the use of active methodologies must be collectively constructed, involving teachers and students, which will help overcome the resistance and difficulties that may arise in this journey. 9,23

It complements that, according to Delors et al, 27 the necessary education for the coming century calls for answers to all its missions and education must be organized around four fundamental learnings that, throughout life, will be in some way for each individual the pillars of knowledge: to learn to know, that is, to acquire the instruments of understanding: learning to do, to be able to act on the environment; learn to live together in order to participate and cooperate with others in all human activities and finally learn to be, an essential way that integrates the three precedents. It is clear that these four avenues of knowledge are only one, since there are multiple points of contact, relationship and exchange, which usually happen in nursing care.

It is explained that Nursing has as a social action to take care of people, involving acts, behaviors and attitudes that are related to the health-disease process, and the acts to be taught vary according to the care situations and the type of relationship established in them.²⁸

It is believed that care is an action experienced individually, but inserted in the social life. subscribing of intersubjective relationships, being signified and re-signified from the type of relationship established with the other that implies a type of social relationship between the subjects The participating. technical-scientific dimension is added to factual care, which differentiates it from what is practiced by common sense, as well as based on the intersubjectivity, the knowledge base and the biographical situation of the professional caregiver.

Thus, the commitment and responsibility of higher education are made clear by the training of competent, critical, reflective and citizen professionals who can act not only in their area of education, but also in the process of transformation of the society.²⁷

It is necessary, therefore, for the teacher to assume the role of mediator of the teaching-learning process so that the students expand their human possibilities of knowing, doubting and interacting with the world

through a new way of educating, but beyond technical and scientific expertise, preparation with political commitment is indispensable. A tendency of teachers to focus on the technical dimension of teaching-learning in relation to the capacity to deal with contents and the ability to construct and reconstruct them with students, to the detriment of other dimensions: politics and ethics.²⁹

Pedagogies, methodologies and teaching methods that favor the training of competent professionals to attend to the new world order whose potentials go beyond the acquisition of cognitive knowledge are demanded by the contemporary guidelines for higher education. There is a lot of discussion about the value of training aimed at acquisition of knowledge on reality. which favors approximation of theory and practice and requires, from future professionals, a critical vision with the purpose of working with the real problems encountered in services. It is required, in relation to nursing professionals, for this new context, the training of active, critical, reflective, creative nurses, above all, with the certainty that learning is a dynamic state without limits.5

Opportunities of relation of exchange are created, when giving voice to the students, listening to their anxieties in educating for the care; thus, one can always teach and learn with the other and, undoubtedly, this nursing learning represents, at present, one of the challenges of education. Education, as a mission, has on the one hand to impart knowledge about the diversity of the human species and, on the other hand, to make similarities aware of the people interdependence that exists between all human beings. 26,30

It is emphasized that since the discovery of the other necessarily involves the discovery of self and the fact that the student must be given an adjusted view of the world, education provided by the family, community or the school, must, first of all, help one to discover themselves. There is a face-to-face interaction between those who teach and those who learn - learning to live together, learning to learn, teaching care between the teacher and the student in the act of teaching, coexisting, exchanging experiences, learning to be a future nurse.

It must, given the above, motivate the student task and challenge of the current teachers and they need to reflect the current practice, ie, they need to be updated and willing to change their practices in the exercise of their functions, to have pleasure,

Simulated jury in the teaching of ethics...

joy in teaching and, at the same time, fostering the student's critical sense.

CONCLUSION

It is concluded that the use of active methodologies in teaching the discipline of Bioethics in the undergraduate course in Nursing at CEUNES/UFES provided students and teachers with the development of creativity and reflection on this subject so relevant to the practice of the profession. Different approaches to controversial issues involving ethics and bioethics have been provided by the simulated jury technique, which strengthens the link between theory and practice, improves and optimizes the bond between the student and the teacher, facilitating the relationship between the two responsible and complete.

It is observed, with the use of this didactic resource, that the teaching-learning process, questions of interaction socialization, and the discussion become an important activity also in the perception of the students, assuming a sharing character between them and the teacher , which corroborates the personal growth and the professional future, besides being pleasant and encouraging for the teacher to perceive that the content was apprehended and that the contribution for the professional future was relevant.

In this sense, the teacher's preparation needs a rigorous study and a dynamic reading of the contemporary reality, so that it can collaborate in this movement of knowing and learning, contributing, then, to this teaching-learning model, which is dynamic and participatory, cooperating to train the most critical and reflexive nurses that the labor market demands so much.

It is hoped that this study will encourage the development of ways to educate and teach in a dynamic, humanized, planned, open and socialized way with peers and also contribute with the expansion of new methodologies in the area of Nursing undergraduate education, strengthening and preparing the student to be trained for the professional practice of the nurse.

AKNOWLEDGEMENTS

To the students, thank you very much for engaging in the proposed activities.

REFERENCES

1. Martins JCA, Mazzo A, Baptista RCN, Coutinho VRD, Godoy S, Mendes IAC, et al. The simulated clinical experience in nursing education: a histórical review. Acta Paul

Enferm. 2012;25(4):619-25. Doi: http://dx.doi.org/10.1590/S0103-21002012000400022

2. Ministério da Educação (BR), Conselho Nacional de Educação, Câmara de Educação Superior. Resolução nº 3 de 07 de novembro de 2001. Institui as Diretrizes Curriculares Nacionais do curso de graduação em enfermagem [Internet]. Brasília: Ministério da Educação; 2001 [cited 2018 Jan 17]. Available from:

http://portal.mec.gov.br/cne/arquivos/pdf/C
ES03.pdf

- 3. Lima MM, Reibnitz KS, Prado ML, Kloh D. Comprehensiveness as a pedagogical principle in nursing education. Texto contexto-enferm [Internet]. 2013 Jan/Mar [cited 2017 June 17];22(1):106-13. Available from: http://www.scielo.br/pdf/tce/v22n1/13.pdf
- 4. Saviani D. Interlocuções pedagógicas: conversa com Paulo Freire e Adriano Nogueira e 30 entrevistas sobre educação. São Paulo: Autores Associados; 2010.
- 5. Mesquita SKC, Meneses RMV, Ramos DKR. Active teaching/learning methodologies: difficulties faced by the faculty of a nursing course. Trab Educ Saúde. 2016 May/Aug;14(2):473-86. Doi: http://dx.doi.org/10.1590/1981-7746-sip0011
- 6. Rosa RS, Sanches GJC, Gomes ICR, Silva MLM, Duarte ACS, Boery RNSO. Strategies based on active methodologies in first aid teaching-learning: experience report. J Nurs UFPE on line [Internet]. 2017 Feb;11(2):798-803. Doi: 10.5205/reuol.10263-91568-1-RV.1102201738
- 7. Freire P. Pedagogia do Oprimido. 55th. Rio de Janeiro: Paz e Terra; 2013.
- 8. Lei nº 9.394 de 20 de dezembro de 1996 (BR). Estabelece as diretrizes e bases da educação nacional. Diário Oficial da União [Internet]. 1996 Dec 20 [cited 2018 June 15]. Available from: http://www.planalto.gov.br/ccivil_03/Leis/L9394.htm
- 9. Pinto AAM, Marin MJS, Tonhom SFR, Ferreira MLSM. Teaching Methods in undergraduate nursing: na integrative literature review. Atas CIAIQ [Internet]. 2016 [cited 2017 June 21];(1):971-80. Available from:

http://proceedings.ciaiq.org/index.php/ciaiq 2016/article/view/693/681

10. Sebold LF, Martins FE, Rosa R, Carraro TE, Martini JG, Kempfer SS. Active methodologies: an innovation for the discipline of professional nursing care fundamentals. Cogitare Enferm. 2010 Oct/Dec;15(4):753-6. Doi: http://dx.doi.org/10.5380/ce.v15i4.20381

- Simulated jury in the teaching of ethics...
- 11. Limberger JB. Active teaching-learning methodologies forpharmaceutical education: a report on experience. Interface Comun Saúde Educ. 2013 Oct/Dec;17(47):969-75. Doi: 10.1590/1807-57622013.3683
- 12. Silva BVC, Martins AFP. Júri simulado: Uso da história e filosofia da ciência no ensino da óptica. Física na Escola [Internet]. 2009 [cited 2017 Oct 2];10(1):17-20. Available from: http://www.academia.edu/4372976/J%C3%BAri_simulado_um_uso_da_hist%C3%B3ria_e_da_filosofia_da_ci%C3%AAncia_no_ensino_da_%C3%B3ptica
- 13. Souza CO, Barbosa CA, Gonçalves DP, Miranda LCP, Paccola RA. Simulated trial: a strategy to contribute to the sus knowledge construction. Rev Saúde Desenvol [Internet]. 2016 July/Dec [cited 2017 Oct 2];10(5):101-9. Available from: https://www.uninter.com/revistasaude/index.php/saudeDesenvolvimento/article/view/530/348
- 14. Savaris PK, Reberte A, Bortoluzzi MC, Schlemper Júnior B, Bonamigo ÉL. Mock trial as a strategy of the teaching of medical ethics. Rev Bioét [Internet]. 2013 Jan/Feb [cited 2017 Oct 2];21(1):150-7. Doi: http://dx.doi.org/10.1590/S1983-80422013000100018.
- 15. Anastasiou LGC, Alves LP. Estratégias de ensinagem. In: Anastasiou LGC, Alves LP. Processos de ensinagem na universidade: pressupostos para as estratégias de trabalho em aula. 5th ed. Joenville: Unlville; 2009.
- 16. Castro LMR, Conceição GM, Souza Júnior LA. Discutindo e aprendendo através do júri simulado: teorias sobre a origem dos seres vivos. Enciclopédia Biosfera [Internet]. 2015 Dec [cited 2017 Oct 5];11(22):3393-401. Doi: 10.18677/Enciclopedia_Biosfera_2015_052
- 17. Conselho Federal de Enfermagem. Resolução nº 564 de 6 de novembro de 2017. novo Código de Ética dos Aprova o de Enfermagem **Profissionais** [Internet]. Brasília: Conselho Federal de Enfermagem; 2017 [cited 2017 Dec 20]. Available from: http://www.cofen.gov.br/resolucao-cofenno-5642017_59145.html
- 18. Ministério da Saúde (BR), Conselho Nacional de Saúde. Resolução nº 466 de 12 de dezembro de 2012. Aprova diretrizes e normas regulamentadoras de pesquisas envolvendo seres humanos [Internet]. Brasília: Ministério da Saúde; 2012 [cited 2017 Dec 20]. Available from:

http://conselho.saude.gov.br/resolucoes/201 2/Reso466.pdf

19. Ministério da Saúde (BR), Conselho Nacional de Saúde. Norma Operacional nº 001

de 30 de setembro de 2013. Dispõe sobre a organização e funcionamento do Sistema CEP/CONEP, e sobre os procedimentos para submissão, avaliação e acompanhamento da pesquisa e de desenvolvimento envolvendo seres humanos no Brasil, nos termos do item 5, do Capítulo XIII, da Resolução CNS n° 466 de 12 de dezembro de 2012 [Internet]. Brasília: Ministério da Saúde; 2013 [cited 2017 Aug 13]. Available from: http://www.hgb.rj.saude.gov.br/ceap/Norma_Operacional_001-2013.pdf

- 20. Aperibense PGGS, Vieira GO, Curtinhas S, Barbosa LMA. O uso de metodologias ativas na formação do profissional Enfermeiro - Tribunal do Juri simulado: uma experiência de sucesso. In: Congreso Iberoamericano de Ciencia, Tecnología, Innovación y Educación. Anais do Iberoamericano Congreso Ciencia, Tecnología, Innovación y Educación [Internet]. Buenos Aires (AR): Cultura científica y participación ciudadana; 2014 [cited 2018 1-5. Available June 15]. from: p. https://www.oei.es/historico/congreso2014/ memoriactei/888.pdf.
- 21. Rovira JMP, García XM. Towards a Curriculum Based on the Education of Values. Folios [Internet]. 2015 Sept [cited 2018 Dec 1];41:7-22. Available from: http://www.scielo.org.co/pdf/folios/n41/n41 a01.pdf
- 22. Mitre SM, Siqueira-Batista R, Girardi-de-Mendonça JM, Morais-Pinto ND, Meirelles CDAB, Pinto-Porto C, et al. Active teaching-learning methodologies in health education: current debates. Ciênc Saúde Coletiva. 2008 Dec; 13(Suppl 2):2133-44. Doi: 10.1590/S1413-81232008000900018
- 23. Souza CS, Iglesias AG, Pazin-Filho ANew approaches to traditional learning general aspects. Medicina (Ribeirão Preto) [Internet]. 2014 [cited 2017 Sept 10];47(3):284-92. Available from: http://revista.fmrp.usp.br/2014/vol47n3/6_E strategias-inovadoras-para-metodos-de-ensino-tradicionais-aspectos-gerais.pdf
- 24. Batista KBC, Gonçalves OSJ. Education of health professionals for the SUS: meaning and care. Saúde Soc. 2011 Oct/Dec;20(4):884-99. Doi: 10.1590/S0104-12902011000400007
- 25. Falcão HG, Cassimiro MC, Silva CHD. Bioética: limite tênue entre conflitos morais e conflito de interesses nas pesquisas biomédicas com seres humanos. In: Cassimiro Diós-Borges MMP, Almeida organizador. **Políticas** de integridade científica, Bioética e Biossegurança no século XXI. Porto Alegre: Editora Fi; 2017. p. 142-67.

Simulated jury in the teaching of ethics...

- 26. Horvat L, Horey D, Romios P, Kis-Rigo J. Cultural competence education for health professionals. Cochrane Database Syst Rev. 2014 May; 5(5): CD009405. Doi: 10.1002/14651858.C
- 27. 27.Delors J, Al-Mufti I, Amagi I, Carneiro R, Chung F, Geremek B, et al. Educação um tesouro a descobrir. Relatório para UNESCO da Comissão Internacional sobre a Educação para o século XXI [Internet]. São Paulo: Cortez; 2010 [cited 2018 June 15]. Available from: http://dhnet.org.br/dados/relatorios/a_pdf/r_unesco_educ_tesouro_descobrir.pdf
- 28. Waldow VR. Bases e princípios do conhecimento e da arte da enfermagem. Rio de Janeiro: Vozes; 2008.
- 29. Pimenta SG, Anastasiou L, organizadores. Docência no Ensino Superior. 4th ed. São Paulo: Cortez; 2010.
- 30. Ocampo-Rivera DC, Arango-Rojas ME. La educación para la salud: "Concepto abstracto, práctica intangible. Univ Salud [Internet]. 2016 Jan/Apr [cited 2018 Dec 11];18(1):24-33. Available from:

http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0124-71072016000100004

Submission: 2018/10/11 Accepted: 2018/12/21 Publishing: 2019/02/01

Corresponding Address

Adriana Nunes Moraes Partelli⁻ Universidade Federal do Espírito Santo Centro Universitário Norte do Espírito Santo Rodovia BR 101 Norte, Km 60, Litorâneo CEP: 29932-540 – São Mateus (ES), Brazil