



CONTINUING EDUCATION SUBSIDIZING THE COMPETENCE OF TEACHERS OF GRADUATE NURSING COURSE

EDUCAÇÃO PERMANENTE SUBSIDIANDO A COMPETÊNCIA DOS DOCENTES DO CURSO DE GRADUAÇÃO EM ENFERMAGEM

EDUCACIÓN PERMANENTE SUBSIDIANDO LA COMPETENCIA DE LOS PROFESORES DEL CURSO DE GRADUACION EM ENFERMERÍA

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ABSTRACT

Objective: to describe the skills that involve the practice of continuing education in the Graduate Nursing Course. **Methodology:** it is qualitative study, which was carried out in a higher education institution in the private network from the mountainous region of the State of Rio de Janeiro/ Brazil. The subjects of this research were 14 professors of the Graduate Nursing Course. The data were collected through the Technical Linguistic-Verbal, with results organized in two thematic units. The treatment of data was based on the thematic analysis method, performed in three different stages: initially, the organization of the data collected; consecutively, the transcription of the interviews, allowing you to choose the thematic units; and finally, the moment of treatment of the results with the inference and the interpretation. This research project was authorized by Research Ethics Committee from the *Centro Universitário Serra dos Órgãos/ Unifeso*, through the protocol n. ° 444/10. **Results:** two thematic units were built: the permanent education ensures uniformity of work process of teachers; the exchange of experience leveraging the teacher learning. **Conclusion:** The Continuing Education was considered of extreme power, able to present resolution and flow to the most urgent issues, by the frequency with which those moments happen, but they are still considered insufficient to deal with the formation of competence of the teachers, but need to aggregate other strategies for the effectiveness of the process. **Descriptors:** nursing; higher education; education.

RESUMO

Objetivo: descrever as competências que envolvem a prática da educação permanente no Curso de Graduação em Enfermagem. **Método:** estudo qualitativo, realizado em uma instituição de ensino superior da rede privada da Região Serrana do Estado do Rio de Janeiro, Brasil. Os sujeitos da pesquisa foram 14 docentes do Curso de Graduação em Enfermagem. Para a coleta de dados foi usada a Técnica Linguístico Verbal com os resultados organizados em duas unidades temáticas. O tratamento dos dados fundamentou-se no método análise temática, realizada em três momentos distintos: inicialmente, o momento da organização dos dados coletados; seguidamente da transcrição das entrevistas, permitindo eleger as unidades temáticas; e, por fim, o momento do tratamento dos resultados com a inferência e a interpretação. O projeto de pesquisa foi aprovado pelo Comitê de Ética da Pesquisa do Centro Universitário Serra dos Órgãos/Unifeso, com o protocolo n.º 444/10. **Resultados:** foram elaboradas duas unidades temáticas: a educação permanente garante a uniformidade do processo de trabalho dos docentes; a troca de experiência potencializando o aprendizado do docente. **Conclusão:** A Educação Permanente foi considerada de extrema potência, por conseguir apresentar resolutividade e vazão às questões mais urgentes, pela periodicidade com que os momentos acontecem, porém ainda são considerados insuficientes para dar conta da formação de competência do docente, necessitando agregar outras estratégias para efetividade do processo. **Descritores:** enfermagem; ensino superior; educação.

RESUMEN

Objetivo: describir las habilidades que implican la práctica de la educación continua en el curso de enfermería. **Método:** estudio cualitativo realizado en una institución de educación superior de la red privada en la región montañosa del estado de Río de Janeiro, Brasil. Los sujetos del estudio fueron 14 profesores del curso de enfermería. Para la técnica de recolección de datos se utilizó para el lenguaje verbal con resultados organizados en dos unidades temáticas. Los datos se basan en el método de análisis temático, realizado en tres etapas distintas: en un principio, el tiempo de la organización de los datos recogidos, a continuación, la transcripción de las entrevistas, lo que permite eleger las unidades temáticas y, por último, el momento del tratamiento resultados con la inferencia e interpretación. El proyecto de investigación fue aprobado por el Comité de Ética en Investigación del *Centro Universitario Serra dos Órgãos/UNIFESO* con el Protocolo. 444/10. **Resultados:** dos unidades temáticas han sido formuladas: una educación continua asegura la uniformidad del proceso de trabajo de los profesores, el intercambio de mejorar la experiencia de aprendizaje del maestro. **Conclusión:** la educación permanente se consideró de extrema potencia, resolución de la pantalla y para anotar rienda suelta a las cuestiones más urgentes, los intervalos en los que los momentos pasan, pero aún se consideran insuficientes para explicar la formación de las competencias de los profesores, otras estrategias que añadir la eficacia del proceso. **Descriptores:** enfermería; educación superior; educación.

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INTRODUCTION

Faced with the reality of the virtual world, information is processed at all times, thus, to achieve minimally follow this untamed and spectacular network of information and communication, it is necessary that the acquisition of knowledge is part of people's everyday lives. So that all can recognize the need of the educational process also happen in work situations, turning everyday situations into learning, reflexively analyzing the problems of practice and valuing the work process itself in its context intrinsic.

In this regard, the Continuing Education (CE) comes to represent this important design of qualification practices of workers in the services, considering the potentiality of scenarios in which learning takes place and individuals involved.

The CE in the service is recognized as the most appropriate method to develop changes in practices and work environments, strengthening reflection in action, teamwork and the ability to manage on their own local processes. So, it comes to build a systematic knowledge in the field of training of health staff and making possible a strengthening, as it is no longer based solely on empirical practices and leverages as a specialized field.¹

The CE is an old expression that currently wears a more tangible sense; it means the right to learn throughout life, at any time or place, age or stage. So, it should appropriate the sense that living is learning. Within the greater challenges of the occupations is its constant renewal, already obsessive.²

Thus, we can only think of changing teaching practice if we could reformulate the action with these professionals and, to this end, the initial training or permanent, are grand strategy, in order to develop skills needed to work.³

The concept of competence^{4:7} is the "capacity to act effectively in a certain type of situation, supported by knowledge, but not limited to them." The same author also emphasizes that competence is the ability to mobilize a set of cognitive resources to solve with pertinence and effective a range of situations.

Thus, it is necessary that educational strategies are implemented for that teachers are able to acquire significant expertise to address the activities with skill and nimbleness.

Thinking in this sense, in 2007, the *Centro*

Universitário Serra dos Orgãos, instituted the CE, from the change made in its curricular structure and methodology of the Graduate Nursing Course, since then, it has systematically practicing the CE at strategic moments, one hour before teachers begin their professional activities. But, understanding this is a differentiated strategy; this present study aims to describe the skills that involve the practice of continuing education in the graduate nursing course. Thus, the formation of competence, the logic of the CE, is replaced by a character needed for the transporting the practice of the teacher, even when it comes to curricular change in which professionals have been practicing a recent activity and differentiated from what had been operationalized in the previous curriculum. In this context, the formation of competence must be allied to the need for constant renewal of learning.

It must be said that the Continuing Education, in this study, represents an important strategy to implement the constant capacity of renewal of knowledge that occurs, routinely, in the moments which precede certain activities performed by teachers of graduate nursing course. *We cannot in any way, thinking "that the pedagogical know-how is a matter of gift or experience,"*^{5:119} so, we could ignore the need for the CE for the formation of expertise to work with quality.

We add to the above mentioned that the basic human competence is not merely technical. The methodological technique is achieved even for a good reading, Nevertheless, the savvy and the maturity in the conduct of the educational process can be achieved with some livings or exchanges of knowledge, which can be shared and discussed in the collective ambit, for example: in a workshop, course, or event.⁶ Further, we should note that every educator should have the discernment of the need for constant renewal, of being reformulating its individual pedagogical proposal, in an ongoing process to always be rebuilding its skills / knowledge.

METHOD

It is a qualitative and descriptive study, whose scenario was a Private University Center, located in the State of Rio de Janeiro/ Brazil. The subjects of this research were 14 professors of the Graduate Nursing Course, from first to seventh period and, to preserve the anonymity, they were identified with the name of precious stones. The participants were informed about the research, the

importance of the developing of this the study, taking into consideration the ethical aspects and scientific rigor in accordance with the Resolution n.º 196/96 of the National Health Council - *Conselho Nacional de Saúde* - (CNS) from The Brazilian Ministry of Health. The data were collected through the Technical Linguistic-Verbal, with semi-structured instrument and interview.

The treatment of data was based on the thematic analysis method, performed in three different stages: initially, the organization of the data collected; consecutively, the transcription of the interviews, allowing you to choose the thematic units; and finally, the moment of treatment of the results with the inference and the interpretation.

The research project was submitted to the Research Ethics Committee - *Comitê de Ética de Pesquisa* (CEP) of the *Centro Universitário Serra dos Órgãos* / Unifeso for its consideration and approval, and it was published in the Memorandum n.º 444 -10, on April 15th, 2010.

RESULTS

The CE must have an extended character, not limited to discuss only relevant issues of the day to day, but, it must act in a systematic and broad expectation of the educational process. According to the study participants, they considered moments in which they have their weaknesses and strengths, which allow the formation of skills that enhance the learning process, in relation to aspects of the uniformity of the forwarding of tutorial process as an important source exchange of experience, which comes to enhance the action of teacher. Thus, the results were organized in: First Thematic Unit - The CE ensures the uniformity of the labor process of teachers; Second Thematic Unit - The exchange of experience enhancing the learning of teachers.

Regarding the first thematic unit, when the interviewees point out that the CE ensures the uniformity of the group, they are not referring in the sense of making rigid - the method - but, to line up, systematically, the work process of the teacher, which can be seen and regarded as a powerful institutional strategy. So that will avoid discrepancies in the construction of knowledge of students in the tutorial groups.

Thus, seeking uniformity of the work process may be one more competence to be presented in this study; it comes to facilitate the work process, when enables certain

homogeneity of the teaching staff in terms of pedagogical approach, of the design of craft, the relationship with the work, time, cooperation, and it is implicit in the competence to elaborate, and negotiate a project of the institution.⁷

This approach is related to the fact that the process of change is an institutional initiative and ensuring the effectiveness by means of a moment in which all people are gathered to discuss the forwarding of the graduate process of the students and, therefore, the formation and solidification of teaching staff competence. The project idea of the institution takes less risk of normative deviations.

The project notion that encourages the study is when we transfer the idea to a pedagogical proposal instituted in the process of curricular change in the graduate nursing course. In this sense, it should create opportunities to extract the best of the situation, it is a crucial competence; it is necessary to propose a theme for discussion that represents something to those involved, demonstrating clarity, willingness to discuss, to be formed, being exposed to the gaze of others and takes the risks.⁷

Carrying this point, presented by the author above, to the reality, the common project refers to try to hit the steps and align the content in the training process of the nurse, seeking the formation of competence of teachers to participate in school administration, elaborating and negotiating an institutional proposal.

The teacher has like competence to participate in the school administration, to coordinate and direct a school with all partners, in order to share issues related to didactic resources or about the students.⁷

The curricular proposal comes to give higher value to the proposal of collective work, and that the teacher should have a clear understanding of the educational objectives to be achieved in the short, medium and long term. To this end, there is a need for the insertion of this teaching, so that it can have an understanding of the whole from the curricular structure proposed in this model of formation.

The real competence of organization becomes to be necessary, because the implicit complicity is no longer sufficient, since we need to discuss, listen to the proposals to decide.⁷As it can be seen in the following speeches:

CEs any problem that arises takes us to

discuss. At the opening, we discussed about the CE itself, and other problems that arise [...] and in the next, for example, you will verify the hypotheses and the questions were hit, [...] cannot be equal, but as long as those topics have reached learning instructions (Bright).

[...] One walks more than others, and in the CE which these issues are discussed for that groups can at least walk next to align all groups (Citrine).

[...] Is a very powerful space, which minimizes many problems, hit the steps, moves on, backward, it is also important for success in the development process, where all professionals involved must participate (Ruby).

What can be seen in the speeches of Bright, Citrine and Ruby, is the expression of their positions of uniformity in the conduct of the tutorial process, the movement most related to the proposed content, of structure of the cognitive knowledge, which the students should achieve.

Thus, the formation process of competence through the continuing training process comes to subsidize the specific training that involves the subject contents, where teachers are exploited to forward the tutorial process. However, to construct the learning, it is not enough to structure and then reading, the required competence is from the mastering of content with sufficient fluency and security.⁷

It also should be mentioned that among the more specific skills established to work in continuing and permanent training, it is identified as of great importance, to know for certain subject, the contents to be taught and its translation into learning objectives.⁷

On the assumption that the increase of knowledge allows a better understanding of the environment in its various aspects, favors the awakening of the intellectual curiosity, stimulates the critical sense and allows us to understand the reality, through the acquisition of autonomy in the ability to discern when the teacher seeks in its formation of competence, potentiated by the time of CE, knowing the mechanisms and tools that support its action, we could consider that teachers are in process of formation of competence through the process of permanent training and, it is from the learning to know.⁸

Another highlight will be to the importance of each professional, to the understanding on the path that will go around for making the process of professional training in nursing, then the need to seek a mechanism to instrumenting and systemize its work process.

However, this proposal of collective work also succeeds the ability to learn from the everyday practice, with the exercise of listening, reasoning, patience, move backwards, because the modern teacher do not valorize not only the theoretical legacy, but know how to turn the practice into a trajectory for reconstruction of the knowledge. Theorizing the practice it is not to separate the production of knowledge in face of the reality, the learning starts from the practice, it is theoretically confronted.⁹ It should be noted that the teacher must always to demonstrate that knowing how to re-educate itself.

However, the exchange of experience can be represented as an element of learning of the docent and as competence to acquire skills with the professional practice, which is made possible from the practice, and, subsequently, theorizing their knowledge in education.

When we present the exchange of experience as a competence to be formed by the teacher, the second thematic unit, the speeches from the participants are more focused to the aspects of the work of conducting of the group. As can be seen in the statements below:

[...] Love to come here, this is my DIVAN, of course it is not our divan, but it is the space to divide, is the place to build, we should not be ashamed, afraid, just makes me believe more in this space of CE, is the place to build, rebuild all the time, both in the difficulty of dealing with the student, or in the difficulty of conducting the group (Diamond).

So it helped me, because I had a different look for this student, then in the CE I've got a help, which allows for me to not let the problem grow (Topaz).

The potentiality of the CEs is very great from the moment we check and change our posture in mentoring, we made a kind of thing and when we discuss this situation within the continuing education, we see that this would not be the right attitude, it makes a reflection, each one gives its opinion and we verify that there are other ways of solving that problem, beyond what we did (Quartz).

The moment of CE, certainly, cannot be considered as "Divan", because by what was perceived, they (professionals) were not only treated psychogenic forwarding, but also issues of didactic - pedagogical nature, as the Diamond says; it is a place to build and rebuild knowledge. However, it can be considered an odd time to build the expertise

of this teaching, provides an opportunity to the teacher reflect on their own practice. The teachers must reflect on its own formation, in a process of self-training, re-elaboration of their initial knowledge in comparison with their practice experienced. Their knowledge may be formed from a reflection on practice. This reflective trend is presenting itself as a new paradigm in teacher training, solidifying a policy of personal and professional development of teachers and educational institutions.¹⁰

Another aspect addressed above is the tranquility afforded by the time of CE, the possibility of discussing the work process with other professionals is an odd experience; strengthens the team setting, work organization, harmony and synchrony.

Therefore, the formation process of competence through CE also is target of the challenges of the education, because not all professionals valorize this practice. Such process can be considered as a strategic and dynamic movement for the development of this pedagogical tactic. The learning depends primarily of the continuing ability to learn from the teachers.⁶

This moment of CE comes to equip the teachers to meet the challenges and problems that, haply, may emerge. Thus, the professional competence involves the ability that the teachers have to articulate the theoretical knowledge to their professional practice. So, the CE comes to strengthen the learning to do by sharing experiences and lastly, forming competence to host the training of colleagues and participate in this process.

In this approach of competence, it makes the relation with the trainees, however, in this study, the host is performed by own the peers, the teachers who hold meetings to discuss the issues of the period which is involved, and thus participating actively in this formation of competence.⁷

The professional should valorize their craft, thinking that the path is made through walking, which is always held in front of its viewing and that, to every step, we aim the ripening. So, none of the professionals can be the same always, as it renews itself each step and, therefore, ends up becoming in a better professional.

However, all subjects that were participants of this study demonstrated a major involvement with the proposal of the implemented curriculum, and it permeates expressiveness integration in the group of

teachers, because the teamwork is becoming, both stronger for didactic or pedagogical issues, and labor relations.

Moreover, it was realized that even those teachers newly admitted, already permit themselves realize that is fully integrated, since all this is possible for the maintenance of times when teachers get together, in a purpose of carrying out the CE. The process of acquiring skills must have in mind the ability for the confrontation with the real professional situations, mobilizing resources constructed formally and informally, which implies an autonomous development, seeking to take responsibility, attitude, critical and ethical behavior.¹¹

CONCLUSION

The teaching and learning processes are incorporated in the everyday of organizations and in the work, and they refer to the need of learning for the process of formation of competence for the job. Thus, CE is considered as a form of constant qualification, but, this is moment is being operated without any systematization. However, for this moment to have the desired impact; there would be prudent that would have a specific professional to organizing and conducting of this qualification strategy and, thus, we can establish guidelines for the formation of competence of the teachers, so that to direct them to renovate, expand and strengthen the construction of diverse knowledge necessary for the professional practice.

However, this moment even being considered of great importance, able to present a resolution and flow the most pressing issues, the frequency in which these moments happen, it is still considered insufficient to deal with the formation of competence of the teachers. Therefore, according to the results presented in this study, the Continuing Education has like enhancer element; ensuring uniformity of the work process and exchange of experience.

In this context, we think that it is necessary to rescue the process of qualification through the building of workshops which took place every six months, joining forces with the moments of Continuing Education, so that together they could walk to the re-structuring of the process of change, in order to accommodate the structures, reflect on possible adjustments, adaptations, and, especially, to form and renew the skills of the teachers, to avoid that, at some point, the process takes a risk of failure. Thus, slowly,

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the structures will be solidifying and strengthening the functional basis of the curricular change process of the Graduate Nursing Course. Another aspect of the limitation of the Continuing Education is related to the fact of the meetings are conducted among teachers and coordinators of each period, but the qualification could involve the entire teaching staff of the Graduate Nursing Course.

Given the importance of Continuing Education in the process of formation of competence and even the maintenance of the pedagogical proposal of the curricular change, these elements could be studied in this area, in order to support and strengthen this initiative, for it will not lose its meaning and effectiveness.

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