ABSTRACT

Objectives: present reflections on the curriculum change in the undergraduate course in Nursing of Centro Universitário Serra dos Órgãos (UNIFESO) and think through the relation power/citizenship, with an emphasis on the way how to think of nurses’ education. Method: this is a reflective theoretical study with two textual movements: 1) “Curriculum change in the university course in Nursing”; and 2) “Conceptual plots of power, citizenship, and care in the integrated curriculum in Nursing”. Results: in the first movement, we highlight the guiding principles of curriculum change and four structuring axes of the curriculum; in the second movement, we unite conceptual elements on power, citizenship, and care, contextualized in university education. Conclusion: our firm beliefs regarding the interdisciplinary connection to theater sought movements that brought the reality experienced by the student’s body in care scenarios closer to the training of competences, in order to promote actions in the domain of nursing care, power, and citizenship. Descriptors: Nursing Education; Curriculum; Nursing Care.

RESUMO

Objetivos: apresentar reflexões sobre a mudança curricular no curso de graduação em Enfermagem do Centro Universitário Serra dos Órgãos (Unifeso) e refletir sobre a relação poder/cidadania, com ênfase no modo de pensar a formação de enfermeiros. Método: trata-se de estudo teórico reflexivo com dois movimentos textuais: 1) “A mudança curricular no curso universitário de Enfermagem”; e 2) “Tramas conceituais de poder, cidadania e cuidado no currículo integrado de Enfermagem”. Resultados: no primeiro movimento, destacamos os princípios norteadores da mudança curricular e quatro eixos estruturantes do currículo; no segundo movimento, unimos elementos conceituais sobre poder, cidadania e cuidado, contextualizado no ensino universitário. Conclusão: nossas convicções quanto à articulação interdisciplinar com o teatro buscaram movimentos que aproximaram a realidade vivenciada pelo corpo do estudante nos cenários de cuidar com a formação de competências, de modo a promover ações no âmbito do cuidado de enfermagem, do poder e da cidadania. Descritores: Educação em Enfermagem; Currículo; Cuidados de Enfermagem.

RESUMEN

Objetivos: presentar reflexiones acerca del cambio curricular en el curso de grado en Enfermería del Centro Universitario Serra dos Órgaos (Unifeso) y reflexionar acerca de la relación poder/ciudadanía, con énfasis en el modo de pensar la educación de enfermeros. Método: esto es un estudio teórico reflexivo con dos movimientos textuales: 1) “El cambio curricular en el curso universitario de Enfermería”; y 2) “Tramas conceptuales de poder, ciudadanía y cuidado en el currículo integrado de Enfermería”. Resultados: en el primer movimiento, destacamos los principios rectores del cambio curricular y cuatro ejes estructuradores del currículo; en el segundo movimiento, unimos elementos conceptuales acerca de poder, ciudadanía y cuidado, contextualizado en la enseñanza universitaria. Conclusión: nuestras convicciones con respecto a la articulación interdisciplinaria con el teatro buscaron movimientos que aproximaron la realidad vivida por el cuerpo del estudiante en los escenarios de la atención con la formación de competencias, con el fin de promover acciones en el ámbito de la atención de enfermería, del poder y de la ciudadanía. Descriptores: Educación en Enfermería; Currículo; Atención de Enfermería.
INTRODUCTION

In contemporary times, we see the expansion of Higher Education institutions, particularly in the private sector, something which has increased the number of undergraduate courses, and we think through Nursing education and the way how actions are developed in care scenarios.

Centro Universitário Serra dos Órgãos (UNIFESO), concerned with keeping the quality of professional education, within the context of a globalized world, dominated by capitalism, is willing to follow up the advances in knowledge construction emanating from the political forces acting on the educational processes.

This capitalism may be classified as an Integrated World that [...] increasingly tends to decentralize their power focuses from the structures for producing goods and services to the structures producing signs, syntax, and subjectivity, through, especially, the control it exerts on media, advertising, feelers, etc.\(^1\)\(^2\)\(^3\)

When we get delirious about this thought, we realize that our bodies, in the various scenarios, either for teaching, learning, or caring for, are influenced by elements of various kinds that induce to a greater or lesser degree political actions. This is so because we do not neglect the bodies of individuals from a collective, which are regulated or regulate power relations, at different historical times and ideological contexts.

We highlight the theoretical grounding of the term “body”, which may be understood as [...] minimum space that is human-free, human-active, owner of its own ideas, opinions, values, ambitions, and worldview. Historical body that is a source and mediation of knowledge and expertise by means of memories laid down therein. A place for expression and creation, meaning and representation, listening-myths, cognition, production of image. Power and products from subjectivities; instituted and instituting, which provides political movements for change.\(^2\)\(^10\)

It is worth incorporating to the thoughts presented above the conception of power and domination relations, about which it is pointed out that people are ruled by them in social contexts where they live their everyday lives, highlighting the household, the workplace, the classroom and, also, fellows, reverberating in inequalities and asymmetries of power and resources.\(^3\)

This discussion, which encompasses the notion of “care scenario” intertwined with the theoretical foundations of power over the individuals’ bodies, has been the subject of deep reflection in Nursing, and, here, we delimit its contextualization within Higher Education in Nursing, which weaves plots of action in our everyday life as professors, along with students. In fact, this conceptual approach, contextualized here through the teaching to play nurse’s role, has a tottering feature, in the actual attempt to outline standards or rules for nursing. It is responsible to expand the discussions on the care environment (according to the conceptual guidelines of Florence Nightingale) to care scenarios, constituting an innovative and bold pedagogical strategy that sees itself as contaminated with the science of theatrical art.\(^4\)

We simultaneously awakened and immersed in the huge unrest in face of the various professional scenes of care, teaching, and learning that are shaped on a daily basis, seeking a new student’s education process. The aim is overcoming a wide range of specificities, such as learning to learn, living along by means of the dialogue to exchange experiences and knowledge constructed, among so many others.

Before we even get into the reflective movements on the relations of power, care, and citizenship, there is a need to introduce a general and current overview of the center of professional education where we work. The purpose is justified so that we can introduce readers into the way how to think of Higher Education in Nursing with an emphasis on the experiences of actors, either professors or students who, day after day, diligently pursue a teaching and academic career. Thus, we combine two major textual movements in this reflective essay, where we opted to: present reflections on the curriculum change in the undergraduate course in Nursing of UNIFESO and think through the relationship established between power and citizenship, with an emphasis on its way of thinking of nurses’ education.

We opted to use the term “movement”, since we believe that the professional practice of care and the care procedures delivered at various times during the day requires nurses’ knowledge, skill, sensitivity, and solicitude.\(^5\) These attributes, besides being indispensable for university education in Nursing, are needed to understand the movements of curriculum change and the reflections laid here with regard to the relationship between care, citizenship, and power.
Citizenship, power, and nursing care: reflective...

**METHOD**

This study focuses on the reflective movement of curriculum change having in mind the education of Nursing students at UNIFESO, along with citizenship, power, and nursing care. Thus, we sought in the authors and pertinent documents the strength essentially connected to the guiding principles of this innovative teaching and learning proposal.

We intend to absorb from the readings made contributions and explanations adjusted to students’ cognitive, practical, and human preparation. Here lies the intent of adding them to the completeness of learning scenarios, socially contextualized, to the notion of power and the conception of body drawn by the theatrical art, in order to permeate the behaviors, purposes, and actions taken by the actors concerned. Moreover, we have the perception that in this methodological pathway, attitudes, meanings, and experiences highlighted by criticism, creativity, and autonomy will culminate in a work with a flavor of higher quality, favoring professor and student’s behaviors.

The discussion will be presented in two reflective movements and it is grounded on the appreciation of everyday life experienced along with student groups as they go through the various intricacies of the active education methodology. The first movement indicates the curriculum change in the university course in Nursing and the second points out conceptual plots of power, citizenship, and care in the integrated curriculum in Nursing.

**The first reflective movement: curriculum change in the university course in Nursing**

We start from the year 1999, when UNIFESO began discussing and expanding its theoretical and philosophical bases for a curriculum reform. This movement of wishes for transformation was consolidated by means of a reference term for the curriculum innovation process. In 2007, what was until then only a dream came true, and, at last, the curriculum change was implemented.

This provides for an organized structure, where the curriculum design was translated into an integrated curriculum, with regard to methodological aspects, definitively breaking with the traditional techniques and methods for teaching and learning.

This whole apparatus of transformations brought a new model, with which we believe that a different profile of graduated student will emerge, in order to meet the current demands of the health care services that make up the network of the Unified Health System (SUS). However, we ponder, from now on, that nurses and citizens concerned with community needs will be educated, so mixed by the poverty waist, the most disadvantaged people.

Thus, we notice the arrangement of this education center, whose scenario increases the citizenship rights by regarding as important the role of nursing integrated to collective work in health. It is worth always strengthening our beliefs, as educative agents, that the health care field potentially represents the nursing work, driven by the collective strength in social groups, the reason why are filled with power and meanings the current learning scenarios, where we seek reflection and discussion about the prospective nurse.

We understand that the education of our students focused on themselves will allow them to grow on a comprehensive basis by means of the active hand of willingness to learn, continuously making them accountable, having as educative parameters the guidelines derived from an education policy, as indicated by the institutional Pedagogical Political Project:

[...] This mission implies the commitment of educating the citizen, with the following characteristics: [...] good quality undergraduate education, pluralistic, critical, and reflective, which interconnects the specificities of the technical competences of professional training in a balanced way to general education, humanistic and ethical [...].

Regarding individuals’ education strengthened by the power, care, and citizenship, we must look at the thought that was open in the previous quote. Thus, adequate guidelines are presented in order to provide a good quality undergraduate course, incorporating multiple key features, such as: humanism, ethics, technical competences, understood not as the inflexibility of students’ bodies in face of reality. However, in contrast, there is the indomitable will to interact with this, so that it is possible to seek the broadest understanding of the complexity that constitutes what is real.

It is power in action, instituted by means of social agents through the hand of education along with students’ bodies, so that they can acquire conditions to mobilize absorbed knowledge and use it competently as citizens and health care professionals. This way prays the good old saying that “to want is power”, not a mere power associated with doing something, but as a real fortress, which takes
The designation “Extended semiology of the subject and collectivity” was based on the following assumptions: construction of the new - appreciating the culture, labor relations, politics, community values, and the epidemiological profile of the population involved, which, in the processes to construct the subjects’ autonomy and power, are grounded on the very pedagogical model to be adopted; movement with an emphasis on disease, focusing on the social subject.

The basis for proposing strategies to construct is transforming care for the subjects and communities within the theoretical, educational, clinical, and political and managerial fields of SUS; the teaching and learning scenarios must be expanded and diversified at all levels of health care, taking into account the conceptions of care and comprehensiveness.

Knowledge construction and production

Thanks to Florence Nightingale’s approaches,
health conditions and the improvement of natural, social, and work environments. Its specific task with regard to the other public policies within the social area consists in organizing the governmental functions for the promotion, protection, and recovery of individual and collective health. The policy of educating for public management includes the health education that takes place in services, in the meeting of students, professionals, and users. The meaning of actions is aimed at the promotion of good living, care, and the combination of health knowledge and practices, embedded in daily social relations.10

♦ Ethics and humanism

When designing the axis Ethics and humanism, we assumed that there is a need to develop in students, professors, services, and communities the values essential for establishing citizenship. The aim is, thus, the possibility of a comprehensive look at the health/illness process from its physical, biological, psychological, socioeconomic, environmental, cultural, and political determinants.10

Undoubtedly, a new reality is revealed, aimed at transforming individuals by means of the power of knowledge for sure, but highlighting the quality of relationships through competence, focused on the humanistic ethical reference. We resort, however, to the relational world, the comprehensiveness of health care, without forgetting the fortress of the National Humanization Policy, which puts into practice the ideals of SUS in our country. However, we notice a causal link between the structuring axes of curriculum change, grounded on a responsibility to root the discussions about nursing care, power, and the experience of citizenship. Moreover, the proposed curriculum structure of the institution maximizes the opportunities to expand the horizon of the category around the understanding of Nursing. And, strengthening these purposes, it is worth contributing to the idea that the inducers of change adopted critical consciousness, innovative strategies, and new methodologies of social intervention.14 For this, we are condescending by being willing to think through the care scenarios and power with a view to university education.

It is worth saying that citizenship also embraces the understanding of taking into account the individual and group systematization of the social subjects, since, if we ignore it, we can mutilate the organization’s essence and vitalism.14 This allows us to adopt a second textual movement, which addresses the need of educating political and citizen nurses, based on the theoretical and reflective interconnection that appropriates the experiences of students, professors, and manages in an integrated curriculum.

♦ The second reflective movement: conceptual plots of power, citizenship, and care in the integrated curriculum in Nursing

The integrated curriculum appreciates the space of interconnection between education, service, and community as the scenario of the teaching/learning process, and the student should think through her/his action and the reality wherein she/he is inserted. Grounded on active learning methodologies, this curriculum proposal “aims to educate autonomous individuals, making them able to be accountable for their learning, in the pursuit of new knowledge needed for their vocational training”.15:388

By way of conceptual contextualization the active methodology

[...] is an educational concept that stimulates critical and reflexive, processes of teaching and learning, in which the student participates and she/he is committed to her/his learning. The method proposes the elaboration of teaching situations that promote a student’s critical approach to reality; reflection on problems that generate curiosity and challenge; the availability of resources to research problems and solutions; the identification and organization of hypothetical solutions more appropriate to the situation and the application of these solutions.16:303

It is intended to seek discussing its daily life, taking what has to be learned and absorbed in itself, as mainspring of the education process, from the perspective of a critical and reflective learning.

In this new context, students start interconnecting teaching/service/citizenship since the first period. The scenario of intersection between the service and education actors is rich in possibilities for producing new knowledge and, also, for acquiring clinical behaviors, which shape nursing care linked to the other bodies that make up the health care team.

This care may be regarded as

[...] an unconditional action of the body that cares for and involves impulses of love, hate, joy, pleasure, hope, despair, energy, because it is a subject in a situation involving availability of the body that cares for to touch, manipulate moods and smells, it is a liberating act that represents the
human essence that is loaded with emotion and the possibility of keeping the other free; it is a political action that can be revolutionary because it can break with the past, with what is established as care and turn those involved into subjects of their own actions.17,18

It is from this position that we think of the learning scenarios as places for gestural expression, bodily, of intersection between the work and education world, where the texts of life are expressed by the actors, made transversal by social demands for health care, under an ethical, political, and pedagogical aegis of comprehensiveness and the right to health.9,10

As we get delirious in the art of staging, we momentarily think of education as a great spectacle, where the body of the student, professor, preceptor, and, above, all, client is regarded as an indispensable element in the various educative scenarios, for developing attributes and competences to care for.

Thus, we realize that bodies’ movements, in the scenario of life, aimed at a care from the perspective of interconnecting bodies, which are education and health care service, may be choreographed by the power dynamics. We understand this relationship as something that cannot be located and/or situated at a certain instance, but understood as putting oneself in the scene, especially a progressive separation from the idea of thinking of power as something localizable and/or likely to be “property” of some individuals.12

Interesting, as it is worth rethinking the situation towards the outside and inside the care scenarios, which are also aimed at teaching and power, since there is no way to dissociate what is around us from the social and cultural issue, as well as from our everyday life. In turn, the procedures concerning care are almost always directed towards an analysis of power. However, when highlighted in their perception they become solidary when conceive power as something that works in a chain, then, it is understood that the web woven from hand to hand can and should happen. So, it is the power/duty that is planted in scenarios, by being a good, which has been developed by the individuals who, in spite of being so different, understand it the same way in terms of health/illness process, when they feel trapped and free, in a strong movement where each succeeds the previous one and gets stronger, favoring what is better.19

Other realities occur that provide us with the possibility of observing the search for a right to citizenship, where, through care, Nursing students assert their rights as citizens, even in the simple task of promoting physical health, unburdening feelings, raising the self-esteem of those who interact with them in scenarios where life is discussed.

However, as the students rehearse and move in the learning scenarios, above all where integration between the various actors of health and disease are present, takes place the mobilization of so many competences and skills, which provide fortresses (power).

Students, when getting free from the shackles that imprison their bodies, feel safe, conduct their activities with more autonomy, as in the physical examination, nursing consultation, theatrical arts, lectures, and guidance on health, among others. We consider, here, that the productive power networks are related to the knowledge fields. These scenarios do not become only places where bodies shape care as before, today, we experience in them the production of knowledge and the actual nursing care, capable of breaking with the established dynamics that limit thought and imprison the bodies in action.

It should be stressed that in this dynamics takes place knowledge construction and production, when students, along with professors, resort to the use of learning strategies to meet the population’s needs. In this context, there also occurs the construction of powers, through the use of ways to mobilize knowledge that go through the magical sensation, playfulness as fantasy, through the word, reading, and image, stimulating the taste for knowing and learning, what will make the Nursing students more prepared for an embrace in the practice of care.

These pedagogical strategies are able to innovate nursing practice and learning in the nurse’s craft, breaking with hard and inflexible approaches to care production and, also, to teaching and learning.

We chose the verb “innovate” supported by the study addressing pedagogical practices in Higher Education in Nursing, where the authors define

[...] innovation as the set of actions developed by the Nursing professor that points out an education for citizenship, for recovering the practice of democracy both in the academic environment and in the public health care services. We appreciate the experiences showing the student practicing his own citizenship in places where he operates, respecting and encouraging citizenship and the rights of users of SUS.20,21

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Thus, care and knowledge production must necessarily address the inter-relationships between the natural and social environments, including the analysis of the process determinants, the role of the various actors involved, and the social organization forms that increase the power of alternative actions of a new development, from a perspective that prioritizes a new profile in education, with an emphasis on social and environmental sustainability.21

The relationship between environment and education aimed at citizenship plays an increasingly challenging role, demanding the emergence of new kinds of knowledge to understand social processes and environmental risks that get intensified.

This ecological crisis does not have an outline with a mere biological nature, as it involves multiple aspects: social, economic, and cultural. It is a crisis that has required from human beings a review of attitudes, ranging from those that concern human existence itself (ontological) to the way how knowledge production takes place (epistemological), going through different aspects of everyday life and ruling the understanding we have about the past, present, and future.22-23

Given the above, we have the actual possibility of encouraging and raising the awareness of people to the transformation of various forms to participate, contributing to protect quality of life. Thus, it is worth highlighting that environmental education has increasingly taken a transformative function, in which the co-accountability of individuals becomes an essential objective to promote a new kind of development - the sustainable development.

The challenge of strengthening citizenship for the population as a whole rather than for a restricted group comes true through the possibility that each person is a bearer of rights and duties and, therefore, convert her/himself into a co-accountable actor in the protection of quality of life.19 By agreeing with these opinions, Nursing students come to the streets, along with members of the local community, to raise awareness on the importance of recycling and collecting garbage on a selective basis, by way of making true their purposes as active change agents.

It is worth stressing that in these scenarios we draw a rupture of enclosures that limited institutions, as confined spaces, and envision a new Nursing education. These scenarios involve the whole constitutional right to citizenship. The whole supremacy conquered by means of the changes implemented through the integrated curriculum make the care scenarios more authentic and natural due to their human realm, something made by man and for man.

**CONCLUSION**

When we invested our beliefs in the interdisciplinary interconnection with theater, we seek movements that are able to make the reality experienced by the student’s body, in care scenarios, closer to the development of competences and attributes able to promote actions within the domain of care, power, and citizenship. However, it is worth emphasizing that this is possible only when we seek developing a joint work with the community and local health care network, thus responding to needs of both parties (in institutional terms and in local terms), but always having the customers as focus of action and as single subjects in health production.

This form of including the students into scenarios where life is discussed provides them with many opportunities to participate in the production of care lines and not only experience standing and discontinuous processes. Furthermore, we also aim that they learn to construct shared therapeutic conceptions with professionals from the health care network and clients, so that they experience realities recognizing the potential of different modes of conceiving the lifestyle of the population surrounding them, on a full-time basis, and, therefore, it is of paramount importance taking attitudes so that the foundations of nursing care, power, and citizenship get strengthened in the professional educational process.

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