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NOTE PREVIEW ARTICLE

THE TEACHING OF MANAGERIAL SKILLS IN THE PERCEPTION OF TEACHERS OF NURSING COURSES

O ENSINO DAS COMPETÊNCIAS GERENCIAIS NA PERCEPÇÃO DOS DOCENTES DE CURSO DO ENFERMAGEM

LA ENSEÑANZA DE HABILIDADES DE GESTIÓN EN LA PERCEPCIÓN DE LOS DOCENTES DEL CURSO DE ENFERMERÍA

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ABSTRACT

Objective: to know the perception of teachers who work in undergraduate nursing courses in relation to the development of managerial skills in students during the undergraduate course. **Method:** an exploratory descriptive study with a qualitative approach, which will be conducted in a private Higher Education Institution in the city of Guarulhos, with nurses teachers who taught classes on practical and/or theoretical subjects in the Undergraduate Nursing Course. Data will be collected through recorded interviews using guiding questions about the theme. Narratives from the interviews will be transcribed and subjected to content analysis. The project was approved by the Research Ethics under CAAE no. 02486012.6.0000.5506. **Expected results:** to identify the strategies and/or tools used by teachers to help undergraduates in understanding their skills and check how relevant the teaching of this theme is, according to teachers, and how this subject has contributed. **Descriptors:** Nursing; Education; Professional Skills.

RESUMO

Objetivo: conhecer a percepção dos docentes que atuam em cursos de graduação em enfermagem em relação ao desenvolvimento de competências gerenciais nos discentes durante o curso de graduação. **Método:** estudo descritivo-exploratório com abordagem qualitativa, que será realizado em uma Instituição de Ensino Superior privada no Município de Guarulhos, com enfermeiros docentes que ministraram aulas nas disciplinas práticas e/ou teóricas no Curso de Graduação em Enfermagem. A coleta de dados será realizada por meio de entrevista gravadas utilizando questões norteadoras a respeito da temática. As narrativas provenientes da entrevista serão transcritos e submetidas à análise de conteúdo. O projeto foi aprovado pelo Comitê de Ética em Pesquisa mediante CAAE nº 02486012.6.0000.5506. **Resultados esperados:** identificar as estratégias e/ou ferramentas utilizada pelo docente para ajudar os graduandos na compreensão de suas competências e verificar a relevância que o docente atribui ao ensino desta temática e como sua disciplina tem contribuído. **Descritores:** Enfermagem; Ensino; Competência Profissional.

RESUMEN

Objetivo: conocer la percepción de los docentes que enseñan en los cursos universitarios en enfermería en relación con el desarrollo de las habilidades de gestión en los estudiantes durante el curso universitario. **Método:** un estudio exploratorio descriptivo con un abordaje cualitativo, que se llevará a cabo en una Institución de Educación Superior privada en la ciudad de Guarulhos, con los enfermeros profesores que enseñan clases sobre temas prácticos y/o teóricos en la Graduación en Enfermería. La recolección de datos se realizará a través de entrevistas grabadas con preguntas orientadoras sobre el tema. Los relatos de las entrevistas serán transcritos y sometidos al análisis de contenido. El proyecto fue aprobado por el Comité de Ética en Investigación bajo el CAAE nº 02486012.6.0000.5506. **Resultados esperados:** identificar las estrategias y/o herramientas que utilizan los docentes para ayudar a los graduandos en la comprensión de sus habilidades y comprobar la importancia que el docente asigna a la enseñanza de este tema y cómo su disciplina ha contribuido. **Descriptores:** Enfermería; Educación; Competencia Profesional.

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INTRODUCTION

The constant demand for quality and excellence of services led to changes in management models, and consequently the way to manage people has also changed. Sobral¹ states that recognizing the role the professional plays within the organization led to a greater appreciation of the human act as a mean for achieving the organization's objectives.

Currently it can be noticed that institutions have sought in the labor market competent professionals to carry out their professional activities.

These professional skills, which originate from explicit needs of the labor market, which ultimately require competent workforce to carry out the services with quality, are seen as being due to an integration of attitudes, knowledge and abilities.^{2,3}

This apparent change in the labor market is also observed in healthcare services, specifically in nursing as a profession, and training of this graduate as a nurse.

In this conception, the nurse, when acting as a nursing manager in the organization, must bear in mind the relationship established between the development of managerial skills and improvement in quality of services provided.^{1,2} Thus, ignoring the importance of the professional recognizing his/her role in the management setting would be a naïve attitude⁶, since, in addition to developing his/her skills, he/she may also be involved in the process of developing the skills of his/her subordinates.^{1,2}

In order to train a professional able to develop curative and preventive healthcare actions that meets the need of the institution where he/she works, it is necessary that his/her training is based in the National Curriculum Guidelines (DCNs) for the Nursing Course.⁹

The DCNs propose changes in teaching and perspective of education and educators role in nursing education through the construction of a new academic profile focused on the skills and abilities developed by educators in the students.¹

DCNs also highlight that, at the end of the undergraduate course, the student of Nursing should have developed the following general skills: health care, decision making, communication, leadership, continuing education, and administration and management.^{Error! Indicador não definido.-11}

From this perspective, education has the important role of providing the necessary

conditions for the undergraduate to grow professionally, especially regarding management activities.¹ In light of the foregoing, the new responsibilities assumed by Higher Education Institutions in the professional training of the students that, at the end of the degree course, must be qualified for Nursing practice, based on scientific and intellectual rigor, and ethical principles, are clear.

Given the foregoing considerations, this study is aimed at knowing the perception of teachers who work in undergraduate nursing courses in relation to the development of managerial skills in students during the undergraduate course.

METHOD

This article was prepared based on the Master's Thesis Project entitled "*O ensino das competências gerenciais na percepção dos docentes de um curso de graduação de enfermagem*" developed in the Graduate and Research Program at University of Guarulhos (UnG), expected to be completed in January 2014.

To achieve the objectives, a cross-sectional, exploratory descriptive research with a qualitative approach will be conducted.

The study will be conducted in a private Higher Education Institution in the city of Guarulhos. The study subjects will be nurses teachers who taught classes on practical and/or theoretical subjects in Undergraduate Nursing Course at the mentioned institution who voluntarily accept to participate in the study.

The interview will take place individually in a single moment, and will be recorded with prior participants' authorization through an Informed Consent Form (ICF), to facilitate the transcription and analysis of narratives.

Data derived from the interview narratives will be subjected to a content analysis, according to Bardin's theoretical references.¹

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EXPECTED RESULTS

This study is expected to identify the strategies and/or tools used by teachers to help undergraduates in understanding their skills and check how relevant the teaching of this theme is, according to teachers, and how this subject has contributed. Note that we do not have the purpose of exhausting the whole subject on the theme managerial skills, but to better understand how undergraduate nursing

students are being trained in terms of management by skills, to act as managers in healthcare services. Then, the review of managerial skills practice and teaching will serve as a basis for further studies on this theme.

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