



BETWEEN THE WORK AND THE UNIVERSITY: KNOWLEDGE OF PROFESSOR NURSES IN THE CONTEXT OF DYING

ENTRE O TRABALHO E A UNIVERSIDADE: SABERES DE PROFESSORES ENFERMEIROS NO CONTEXTO DO MORRER

ENTRE EL TRABAJO Y LA UNIVERSIDAD: EL SABER DE ENFERMERAS PROFESORAS EN EL CONTEXTO DEL MORRIR

Monalisa da Silva Pinheiro¹, Franciele Roberta Cordeiro², Dayane de Aguiar Cicollela³, Cristiane Trivisio da Silva⁴

ABSTRACT

Objective: knowing the knowledge operationalized by teachers in the teaching of nursing care in the context of dying. **Method:** a descriptive and exploratory study with a qualitative approach. For data collection it was used semi-structured interview. The findings were submitted to content analysis. The research project was approved by the Research Ethics Committee, protocol N°. 03838812.0.0000.5344. **Results:** it was possible to reach the three natures of arguments about the origin of knowledge of teaching: knowledge of experience and university education; education of nurses in the work and; knowledge constructed within the University and training conclusion. **Conclusion:** there were relevant knowledge originating from hospital work, teaching exercise and academic training. It shows recurring and necessary articulation between the world of work and the college, in order to reduce the limitations and facilitate the teaching of care in the setting of death and dying. **Descriptors:** Education; Nursing Education; Death.

RESUMO

Objetivo: conhecer os saberes operacionalizados por docentes no ensino do cuidado de enfermagem no contexto do morrer. **Método:** estudo de abordagem qualitativa, descritivo e exploratório. Para a coleta dos dados utilizou-se entrevista semiestruturada. Os achados foram submetidos à análise de conteúdo. O projeto de pesquisa teve a aprovação do Comitê de Ética em Pesquisa, protocolo nº 03838812.0.0000.5344. **Resultados:** foi possível chegar a três naturezas de argumentos sobre a origem dos saberes docentes: saberes da experiência e formação universitária; a formação do enfermeiro pelo e no trabalho e; saberes construídos dentro da Universidade e silenciamentos na formação. **Conclusão:** foram relevantes os saberes originários do trabalho hospitalar, exercício docente e da formação acadêmica. Mostra-se recorrente e necessária a articulação entre o mundo do trabalho e a academia, no sentido de diminuir as limitações e facilitar o ensino do cuidado no cenário da morte e do morrer. **Descritores:** Ensino; Educação Em Enfermagem; Morte.

RESUMEN

Objetivo: conocer el conocimiento operacionalizado por los profesores en la enseñanza de los cuidados de enfermería en el contexto de la muerte. **Método:** estudio descriptivo y exploratorio de enfoque cualitativo. Para recolectar los datos se utilizó la entrevista semi-estructurada. Los resultados fueron sometidos al análisis de contenido. El proyecto de investigación fue aprobado por el Comité de Ética de la Investigación, el protocolo nº 03838812.0.0000.5344. **Resultados:** fue posible llegar a las tres naturalezas de los argumentos sobre el origen del conocimiento docente: conocimiento de la experiencia y la educación universitaria; la formación de enfermería y en el trabajo y; el conocimiento construido dentro de la Universidad y los silenciamentos en la formación. **Conclusión:** fueron relevantes los conocimientos originarios del trabajo hospitalario, el ejercicio de la enseñanza de y de la formación académica. Muestra un vínculo recorrente y necesario entre el mundo del trabajo y la academia, con el fin de reducir las limitaciones y facilitar la enseñanza de los cuidados en el entorno de la muerte y el morir. **Descriptor:** Educación; Educación en Enfermería; Muerte.

¹Nurse, Doctoral Student, Postgraduate Program in Nursing, Federal University of Rio Grande do Sul/UFRGS. Porto Alegre (RS), Brazil. Email: monalisapinheiro@gmail.com; ²Nurse, Doctoral Student in Nursing, Postgraduate Program in Nursing, Federal University of Rio Grande do Sul/UFRGS. Porto Alegre (RS), Brazil. Fellow Capes. Email: francielefrc@gmail.com; ³Nurse, Master's Student, Postgraduate Program in Nursing, Federal University of Rio Grande do Sul/UFRGS. Porto Alegre (RS), Brazil. Email: dayane.cicolella@gmail.com; ⁴Nurse, Doctoral Student, Postgraduate Program in Nursing, Federal University of Rio Grande do Sul/UFRGS. Porto Alegre (RS), Brazil. Fellow Capes. Email: cris.trivisio@gmail.com

INTRODUCTION

Among the discussions related to teaching in higher education in Nursing, stand-up questions on the knowledge necessary for the development of the trained to meet the demands of health care professionals. The teachers knowledge can be defined as a plural knowledge, that is, coming from various sources of training, whether experiential or disciplinary curriculum¹. They are called knowledge, especially the thoughts, ideas, discourses and arguments that correspond to certain requirements of rationality, these being able to motivate forward to another action.² Understanding the sources of knowledge of academics becomes critical since the teacher mobilizes a wide network of knowledge and these need to be inter-related with subjective and objective dimensions of teaching.¹

The complexity of teaching performance in this scenario increases when the subject is in the process of dying. Caring for someone who is dying leads the practitioner to (re) consider their own finitude.³ Studies are adamant in stating that teachers are led to the development of a pedagogical approach governed by scientism and the routines, few spaces providing opportunities to develop the theme the death of the subject reflexively.⁴⁻⁵⁻⁶

The training of health professionals is still focused on physical, technological, and pathological aspects of care. It is noteworthy that this model is somewhat restricted in view of the formation advocated for nurses according to the National Curriculum Guidelines for Undergraduate Nursing, which seeks to prepare students with skills focused on communication, decision making, health care, administration and continuing education.⁷

Nursing is characterized as a multi-faceted profession in their professional practice. Considering this aspect, looking for teachers with a profile that merges training in the university teaching practice the knowledge derived from professional practice with the acquired academic training. These teachers, in addition to the intrinsic disciplinary knowledge of the nursing profession in the context of care with the patient in the process of dying, must have pedagogical knowledge for the development of "practical" knowledge based on everyday experience with students. In this sense, even though different knowledge are driven by teachers, this condition occurs due to the exercise of their work, meaning that knowledge is at the service of the work and is not a purely a

cognitive act. Knowing how to unfold these sources of knowledge during the academic / professional career university professors may reveal clues to the characterization of knowledge that teachers mobilize in their work.⁸

Some gaps were identified related to the teachers and their knowledge joints when the scenario involves the careful process of dying. These limitations apply in particular the operationalization of theoretical knowledge in practical fields of education, tangential to the competencies required by the educational guidelines for nursing education. Thus, this study aims to contribute to the field of education of care in the context of death, raising subsidies for teachers in reasoning and implementation of pedagogical models in nursing courses. To this, was elected as guiding question: what is the teachers' knowledge operationalized in teaching the care of people in the process of dying? And as a goal: meet the faculty knowledge operationalized in teaching of nursing care in the context of dying.

METHOD

Article drawn from the dissertation "Blinks of death: the teacher, the learner and the death on the centrality of learning in nursing graduate." Presented at Postgraduate program in Education; University name; 2013. Porto Alegre (Rio Grande do Sul), Brazil.

This is a qualitative, descriptive and exploratory study. The qualitative research consists of the collection and systematic analysis of information related to subjective, trying to understand the phenomena as a whole, not focusing on specific concepts, turning to personal experiences.⁹

The data production were collected through semi-structured interviews with open-ended questions, such as knowledge / expertise mobilized to teach classes in theoretical disciplines practices with the theme related to the process of dying, which comes from time in their academic training? Of knowledge mentioned which do you consider most important? It is understood that the interview as a technique for data collection provides more comprehensive responses and adapts to a wide variety of individuals.⁹ Twelve teachers from graduate nursing a University of Southern Brazil, were interviewed who had in average ten years of activities geared to graduate teaching.

The interviews were conducted in the period from June to August 2012 in the premises of the same university. The statements had an average of 40 minutes

duration and were later transcribed; teachers of both sexes who acted in more than five years in practice theoretical activities in undergraduate nursing were included in the study. To maintain anonymity fictitious names chosen by the participants during the interview were used.

To enable the collection two meetings between the researcher and the course coordinator for undergraduate nursing at the University researched where a copy of the research project was delivered were conducted so that the claims were submitted and goals clarified. Coordination granted the authorization to collect data and after this time the research project was recorded in Brazil and Platform forwarded to the Ethics Committee of the University searched. After this stage the project was approved under number CAAE: 03838812.0.0000.5344. It is worth noting that ethical issues were observed according to Resolution 196/96 of the National Health Council, legislation in the period of the research. The teachers were invited to participate in the study through the presentation and clarification of the researcher on the research, followed by signing the Informed Consent.

For the treatment of the data analysis was used the Content Analysis.¹⁰ Under this type of analysis, complete data collection, the researcher focuses on the accumulated material and seek to highlight the relevant points of the study. The steps adopted for the analysis were: construction of a set of descriptive categories, successive readings of the material studied, similar categories of gathering and theorizing, where it was necessary to reconsider initial ideas and relate to new concepts that emerged from this reflection.

In the nuclei of the responses of three natures of arguments were found: a part of the respondents gave as their main source the knowledge used during the teaching process, the knowledge gained in the college, related to Academic Teaching, postgraduate and graduate. Another party claimed that its way of operating practices theoretical activities was substantiated by experience in the work field. Finally, another range of teachers said it was during the actual practice of teaching that was constituted their knowledge related to teaching with subjects in the process of dying.

RESULTS AND DISCUSSION

From the speeches of the study participants were able to identify the approaches and limitations between everyday

knowledge and scientific knowledge. Both are important for the effectiveness of the teaching / learning process in teaching scenarios in Nursing, among them, the end of life. Below, it presents some discussions about the knowledge evoked by the teachers during the teaching of care in scenarios involving subjects dying and their families' process.

♦ Nursing education and in and by work

One of the teachers consider the knowledge within the field of labor, especially in hospital practice, were instrumental in the construction of their way to act together in teaching the subject in the process of dying. According to respondents, their experiences were built in professional activities and not necessarily in teaching practice or training in graduate school. Thus, the knowledge incorporated in the teaching process goes beyond the theoretical and academic studies, and can happen in daily work and personal life.¹¹

The experience involves plural aspects because teachers health on many occasions, in the exercise of teaching, moving from his role as teacher to take the specific professional field. Often watched the teacher divided and almost invariably, emphasizing the involvement of patients, ie, a welfare attitude taken precedence over pedagogical act (learn/teach). The rationale for this decision is that the student may have new opportunities for learning, while for patients in the dying process; this opportunity is being ably assisted single.

Teaching is characterized by being a profession of interactions, ie, much of the work is realized through the interaction student-teacher, teacher-teacher and professor-patient/relative. In this sense, explore this dimension becomes necessary, since this training process impacts on the quality of service.

A striking characteristic of teaching involves teaching Health / preparing new professionals to handle situations of life and death. Thus, often the teacher takes care of the procedures and treatments, prescriptions and making decisions, leaving the student the role of spectator and observer. In this regard, we can say that in teaching Health, the worker operates amid double object of work, one of his own training and specific object of teaching. Thus form the work is a practice that seems to have mobilized training in nursing degree, as can be seen in the testimony of teachers.

My knowledge comes more practice. I've never been too theoretical, in the sense of philosophy, more working in the hospital all

this time, we learn to focus more on what should be done next to the dying. (Claudia)
Skip to practical field was the big difference it made me feel safe when I started teaching primarily by what the students raise demand in the practical field. (Maria)
My training was with the multidisciplinary team within the hospital watching the dying. (Valéria)
The professional experience I had before was a key, because I was a nurse for seven years and it gave me a lift. How can I tell you? I had tightened security in the field internship with students in this climate of death. (Francine)

The teachers attribute as an important aspect in their training the fact that previously have had professional experience in the field of nursing with the activities that prioritized the care of patients in the dying process. According to them, the knowledge of work is required for the best performance in practice of teaching activity of a graduate degree in health theoretical activities. However, what is being discussed is the need to incorporate other knowledge, especially in the pedagogical area, in teacher education in health, without disqualifying the knowledge constructed in the field. Rather, it is important as they are foundational in nursing education.

This representation is unique in that visualize the value that gives the worker who knows, considering that the worker is from the appropriation of the world and reality through work, life and knowledge produced in their experiences. The legitimacy of knowledge produced in the work articulates the affinity that the worker demonstrates in relation to knowledge. Legitimize the knowledge of the worker means giving visibility to knowledge produced in everyday work activity.¹² In this context, it is understood that being a teacher requires more than being a good professional. The specific skills that go beyond the competencies required for nurses to be a good teacher are necessary. You need to recognize the need for intentionality in teacher training in Nursing and overcome the challenges involved therein.¹³

♦ Knowledge of experience in university education

Teachers, in the exercise of its functions and the practice of their profession, develop specific knowledge based on their daily work and knowledge of the environment in which they operate. In the case of nursing teachers, this knowledge is derived from university education, teaching practice and the world of work. For some interviewees, vocational

training in college teaching was mainly in the daily work of teaching. For these respondents, the knowledge acquired in educational activities was more formative in his career of training for teaching with care to patients in the dying process.

The knowledge derived from experience is validated by it. They are incorporated into the individual and collective experience in the form of habitus and shaping with know-how and know-be. We call them experiential or practical knowledge.¹ And, thus, may promote the emergence and consolidation of a "new" knowledge; knowledge consists of all knowledge (re) translated and subjected to a validation process consists of the everyday practice.¹

We view these relationships as they occur in the speech of the participants verbalizing these constructions when the teacher is materialized in the practice of everyday work:

The period of teaching was extremely rich and I felt that this was the area that I felt completely performed, ie, along with the student and with the multidisciplinary team within the hospital clinics. (Valéria)
Students will put you challenges and you will go. Learn how to care for the dying is one thing to teach in this field is another. (Maria)
As a teacher of a nursing technical course, corroborated this experience with all I had walked at graduation, so I learned to be a teacher. (Claudia)

The training by experience predates even this period related to technical training. Much of the knowledge related to teaching comes from my own experience as a student, life history, since teachers are workers who were immersed in their work place for many years. Witness the daily teaching exercise and also their teachers the indicators that constitute this profession.¹

The teacher's experience in some way, contribute to the construction of their pedagogical practice, since the experience is something inherent in the daily life of a teacher, "is what goes on, what happens to us, it touches us. Not what happens not what happens, or what plays".^{14:5} this sense, the experience is not directly linked to time spent with service time, but what happens to the teacher on time service.

This perspective is that one can speak about professional teaching experience as a vital core of teaching knowledge.² From it, teachers transform their relations of exteriority with interiority knowledge in relations with his own practice. Thus, the experiential knowledge comes in everyday

practice of teachers in comparison with the conditions of the profession.

The daily practice of the profession not only favors the development of "experiential" certainties, but also allows an assessment of other knowledge, through its translation function of the boundary conditions of the experiment. In the professional activities of teaching everyday knowledge that are consolidated featuring experiential know how vital core of teaching knowledge.¹⁵

The practice is a learning process through which teachers (re) translate and adapt their training to the profession, eliminating what seems unnecessary or unrelated to the lived reality and conserving what they memorize them. "Knowledge of the experiences to teaching grant a basis for safer operation, since with the passage of time will be getting more clarity and certainty in the actions" ^{14:7}

The act of giving lessons not only contributes to the professional construction, but also for the realization of the teacher as subject in the world. Over time, the professional becomes in his own eyes and the eyes of others a teacher, with all the inherent characteristics, including the culture of the profession and its ethos of knowledge.¹ However, it should be noted, that not all respondents who value the need for professional knowledge related to teaching, such as the practice of health work were the only component necessary to its exercise. Thus, the main attribute of the nurse teacher would be more directed to the provision of care to society in health and disease throughout the life cycle.¹⁶

♦ Knowledge constructed within the university and silences of training

The last dimension of knowledge evidenced in interviews was related to curricular knowledge; this is the knowledge that is at the university during the Process of Academic training. The teacher respondents cited the monitory of post-graduate lato and stricto-sensu courses as being basic factors of their practice teaching before subjects' procedure in dying.

My walk came from monitoring after licensure and then specialization in oncology. (Claudia)

Well I studied a lot, monitors were, I remember studying at night because I worked day and already had children and such. Graduate and postgraduate these things helped me to know the techniques (Samira).

For these teachers, the knowledge arising from academic career was the main contributors to their teaching practices with subjects in the process of dying. Thus, in

several speeches was emphasized recognition of academic monitoring as a mode of learning that contributed to the formation. The academic monitoring their characteristics and scope, consists in a proposal that gives the student the opportunity to expand knowledge in a certain discipline, arouse interest for teaching and developing skills and abilities in the field of education by strengthening the construction of teaching.¹⁷

By taking graduate as important for the formation of the knowledge of the university teacher step, it is understood that this academic space as well as indispensable for the development and qualification of staff in higher education contributes to the strengthening of teaching practices. However, during the study some silences in the discourse of the interviewees also caught our attention.

One thing to be mentioned refers to the fact that was not mentioned as a source of teaching knowledge mobilized by the teaching of patients dying in the scientific research process. This finding is provocative, since the beginning of the current indissociability in Brazil's 1988 Constitution provides that the universities will follow the principle of indivisibility of teaching, research and extension in deserving equal treatment by institutions of higher education, which would otherwise violate the legal precept. This leads us to ask: what is the representation of research that these teachers have? How (dis) associate teaching research and extension? Would nursing, still predominantly linked with the Cartesian view of the work?

Faced with these concerns, we point out the importance of teachers with their students conducting research, inserting the research in its proposed class, building knowledge with the students about the issues in question, ie, "teachers and students working together, trying to solve problems extracted from reality man - nature society".^{15:36} Also, take scientific research in the practice of their work has the potential to improve teaching and facilitating practice changes, promoting improvements in the quality of patient care.¹⁸

We cannot say the absence of these practices in daily work researched, but it is noteworthy that the record does not our interlocutors mentioned the research as part of their practices, and the requirements relating to the nurse go beyond the health care practice and requirements about education, and reverberate in taking the challenge the practice of research and scientific production.¹⁹

CONCLUSION

The different natures of argument found as a result of this study brings the surface, the teachers knowledge mobilized in the exercise of the teaching of care with the patient in the process of dying, understanding the importance of teaching knowledge operated favors both strengthening the act of becoming teaching profession as improvements to training healthcare professional. In this sense, it is possible to grasp the knowledge of teachers coming from heterogeneous sources, the trajectories related to vocational training, which now are now moving away from practices that develop, the teachers' knowledge is not only related to the individual workers, but also to his work, being built and also modeled in this space.

It was noted that, in this study, there is no standardized way of valuing and operate knowledge in this context so delicate that is the teaching on the death, much less a recipe being followed or ways of doing, being and acting, because thinking involves a dynamic movement, between the dialectical and thinking about doing it. So, the teaching practice results from the way the teacher, in social and historical contexts, processes and amalgamates the knowledge and learning; giving rise to a new reality, from incorporation and ownership of a set of experiences and concrete actions on real and concrete situations.

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Corresponding Address

Monalisa da Silva Pinheiro
Programa de Pós-Graduação em Enfermagem
Universidade Federal do Rio Grande do Sul
Rua Fernandes Vieira, 514 / Ap.102
Bairro Bom Fim
CEP 90035-090 – Porto Alegre (RS), Brazil