

INFLUENCE OF LECTURER TRAINING ON THE PROFILE OF THE GRADUATE OF THE UNDERGRADUATE COURSE IN NURSING

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ABSTRACT: This study aims to investigate research undertaken in the area of nursing, which addresses the training of the nurse lecturer as an element which influences the construction of the profile of the nursing graduate. The method adopted was the integrative review, in the period 2007 – 2012, in the LILACS and Dedalus databases and in the SciELO text base. 24 articles were found, of which 14 were analyzed, meeting the study's inclusion criteria. Based on the profiles of the graduates of undergraduate nursing courses prevalent in the articles, the thematic analysis allowed the elaboration of the categories: Being an educator in the humanistic perspective; Being an educator in the construction of the critical/reflexive dimension and Being an educator with social responsibility. The articles evidence the need to reflect on the training of the nursing lecturer, this professional's essential characteristics and the influence which this training may have on the proposition of the profile of the nursing graduate.

DESCRIPTORS: Nursing lecturer; Education in nursing; Education, higher.

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Received: 07/05/2013

Approved: 29/10/2013

INTRODUCTION

In Brazil, the higher education courses and, later, the faculties created and installed in the country, were directed at the training of professionals for the exercising specific professions. With these principles, knowledge and experiences were transmitted from a professor who knew and was familiar, to a student who did not know and was not familiar, followed by an evaluation which determined whether the student was able or not to exercise the profession. Equally, until the 1970s, the professors were chosen for technical competency, as it was believed that a person who knew how to exercise a specific profession automatically knew how to teach⁽¹⁾. The professor had a centralizing role, the learning being exclusively his responsibility, and “banking education” remained strong until the 20th century⁽²⁾.

In the beginning of the 1990s, theories appeared which dealt with lecturer training. These theories, described by Tardif and Nóvoa, provided theoretical-conceptual and methodological elements of investigation, seeking to capture what the professors did, how they thought, in what they believed, how they related to the work, what their life histories were and which aspects contributed to their professional constitution⁽³⁾. At the end of the 20th century, with the advance in the areas of psychology and education and with the broadening of knowledge on lecturer training, the model of the centralizing educator was abandoned, a new profile of the educator emerging, responsible for the training of new professionals, active participants in a democratic society in the constant search for personal development⁽²⁾.

This newer perspective in higher education was covered under the Law of Directives and Bases of National Education (LDB) n. 9,394, of 20th December 1996, in Article 43, in Items I, II, III, V and VI which describe the aim of Higher Education. This aim determines the encouragement for creativity and development of the scientific spirit and of reflexive thinking; for the training of graduates able to be inserted in professional sectors and for the development of Brazilian society, contributing, through the continuous training, encouraging the knowledge of the problems of the world present for the provision of specialized services to the community and establishing, with that, a relationship of reciprocity⁽⁴⁾.

Based on these prerogatives of the LDB on Higher Education, it is made clear that there is a need of the professors to make themselves aware that lecturing requires specific training which may be acquired individually or with peers. With this new paradigm of educator and of graduate from higher education, a set of reforms was begun in Brazilian educational policies, which brought new curricular proposals to discussion. Currently, the debates and the actions on this issue have been modifying it in instituting the national curriculum, following curricular parameters and guidelines and results-centered processes of evaluation⁽⁵⁾.

Considering this scenario, the University should have as its role to viabilize the pedagogical training of the professors who enter the higher education institution, “encouraging and providing conditions such that the professors may prepare for the exercising of teaching”^(6:190).

In relation to the training and preparation of the University professor for the exercising of teaching, one study⁽¹⁾ confirms the scarce attention given to this segment. This concern, although present in the nursing courses and in research on this issue, is considered less in comparison with those related to the practice of care. Another study⁽⁷⁾ discusses the training of the lecturer in nursing, emphasizing the importance of her theoretical, pedagogical and practical training in the socio-economic, political and cultural context of society.

In the search for quality in the training of future nurses, it is necessary to understand the changes which have occurred in the Brazilian educational panorama, resuming investigations in the area of nursing which address the training of the nurse lecturer, identifying, in these studies, elements which contribute to the construction of the profile of the nursing graduate proposed by Resolution 3/2001 of the National Education Council (NEC)/ Higher Education Chamber (HEC).

METHOD

For the development of this study, the method of integrative literature review was adopted with the following stages: formulation of the problem, a literature search, evaluation and analysis of the data and presentation of the results⁽⁸⁾.

The stage of formulation of the problem included the interest of the study, the purpose of

the integrative review and the elaboration of the guiding question. Thus, according to the problem of interest, the following guiding question was elaborated, which directed the search: “What are the investigations in the area of nursing which address the training of the nurse lecturer and describe her influence in the construction of the profile of the nursing graduate?”

The following were considered as inclusion criteria for the articles: research articles with complete text, available electronically in the databases, in the English, Spanish or Portuguese languages, published in the period 2007 – December 2012 (the data collection period); productions which cover the training of the nurse lecturer in higher education; nurse lecturers as participants of the research; and a qualitative or quantitative methodological design. The following were used as exclusion criteria: editorials, narrative or systematic reviews, abstracts in proceedings of scientific events, dissertations and theses, and publications which were repeated.

The articles were selected from the Latin American and Caribbean Health Sciences Literature (LILACS) and Dedalus databases, and the Scientific Electronic Library Online (SciELO) text base.

The search was made through the identification of the descriptors based in the Health Science Descriptors (DeCS), considering the terms present in the guiding question. Thus, the following descriptors were identified: “Lecturer of Nursing”, “Education in Nursing” and “Higher Education”, noting that for all the bases, the combining of key words was used.

The articles identified were subjected to two stages of assessment. The first consisted of the consideration of the title and abstract, aiming to identify their appropriacy in relation to the guiding question and the pre-established inclusion and exclusion criteria. The second stage considered the relevant methodological characteristics, through an adapted instrument, considering: the type of study; the authors; the objectives; the results; and the conclusions⁽⁸⁾.

The first search identified 250 scientific articles. Following the first stage of the evaluation, 24 scientific articles were found to be suitable, 8 being found in the SciELO text base, 10 in the LILACS database, and 1 in the Dedalus database. Five articles were found in more than one database. In the second stage of the evaluation, following the reading of the 24 articles in full, 14 articles were selected for the present study.

As an Analytical Category for the analysis of the findings made in the 14 articles selected, regarding the profile of the nursing graduate, the profile of the graduate from the nursing course described in Article 3 of Resolution 3/2001 (NEC/HEC) was adopted, which proposes a nurse with generalist, humanist, critical and reflexive training. The nurse must be able to investigate and intervene in the health-illness problems/situations in the Brazilian epidemiological profile, with the emphasis in her area of work, identifying the biopsychosocial dimensions and their determinants. She must be trained to act with a sense of social responsibility and commitment to citizenship and as a promoter of the human being’s comprehensive health⁽⁹⁾. The present article adopted Thematic Analysis for the analysis of the content found in the articles and for the consequent construction of the Empirical Categories⁽¹⁰⁾.

Thus, the articles were analyzed regarding year of publication, research design, study object, and the findings referent to the training of the nurse/lecturer and the profile of the graduate NEC/HEC.

RESULTS

In the results, the profiles of the generalist graduate (2), autonomous graduate (4), and that able to investigate the health problems/situations (5) were identified; the most prevalent were: humanist (9), critical/reflexive (8) and socially responsible (7), which are represented in Tables 1, 2 and 3.

The journals which most published articles on this study’s subject were: The Brazilian Nursing Journal (4); The University of São Paulo Nursing School Journal (3) and the Latin American Journal of Nursing (3). The periods with most publications were 2011, 2009, and 2007 with three articles each year.

Regarding the research design, 14 articles adopted qualitative methodologies, with phenomenology (5) and exploratory-descriptive-interpretive studies (5) being the most used. In four cases the type of study was not defined.

A common aspect in the studies analyzed refers to the importance of the nursing lecturer acquiring pedagogical training in order to exercise the role of educator in higher education. Other aspects evidenced are the need for continuous education for this professional and the influence of the training of the nurse lecturer in the construction of the profile of the future nurses.

Table 1 – Titles of the scientific publications on the training of the nurse lecturer and the contribution to the humanistic profile of the graduate from a nursing course, between 2007 and 2012. São Paulo-SP-Brazil, 2013

| Elements of the lecturer training, correlated with the profile of the graduates | Reference |
|--|------------------|
| The lecturer has the role of facilitator in the construction of the graduate's humanistic vision, using a holistic approach in the process of the nurse's training | 7 |
| The lecturer is seeking other ways of teaching and learning the doing of Nursing, based in solidarity, responsibility and sensitivity, as it is he who teaches and learns with the student to care for the other human being. | 11 |
| The being-lecturer-nurse needs to restore sensitivity, through dialog with the other to teach and learn to be and do Nursing. | 12 |
| The professor's efforts are aimed at the development of the future nursing professional through caring and learning. | 13 |
| The lecturer, as well as knowledge, needs skills acquired in her trajectory as a being, which shall be applied in a complex environment, such as the clinical environment, which considers the relationship with the patient, student, clinical nurse and health team. | 14 |
| Contextualizing is a fundamental strategy for finding meanings for humane care. | 15 |
| The lecturer has the role of facilitator in the construction of the graduate's humanistic vision, using the holistic approach in the process of training the nurse. | 16 |
| Responsibility in the professional's moral training. | 17 |
| Teaching attitudinal content depends on the lecturer's pedagogical training and the lack of this preparation hinders the comprehension of what must be taught to the students; maintaining an open conversation, with the greater closeness with the student, and creating opportunities which allow the student to express her doubts and feelings. | 19 |

Table 2 – Titles of scientific publications regarding the training of the nursing lecturer and the contribution to the critical/reflexive profile of the graduate from a nursing course between 2007 and 2012. São Paulo-SP-Brazil, 2013

| Elements of lecturer training correlated with the profile of graduates | Reference |
|---|------------------|
| For the nurse to be critical and reflexive, it is essential for the lecturer to be trained pedagogically, helping in the construction of the profile of the future nurse. | 7 |
| To transform the learning spaces into meaningful experiences for the students, based on their own context, instigating the ability for them to perceive sensitivity, intuition, imagination and creativity. | 12 |
| It is the responsibility of the professor of nursing to compare the information and its relationship with reality, to enable and allow the student to learn, to designate or reconstruct this content's relevancy. | 13 |
| Encouraging creativity and curiosity as a teaching-learning strategy. | 15 |
| Shortcomings of lecturers due to the inadequacy of their training can represent irreparable damage to the future professionals, that is, those who work in an alienated way will rarely awaken the critical training of the graduate. | 16 |
| It falls to the lecturer to rethink education as a political act, to aim for creative praxis in the training of the profile of the nurse to act as critical mass. | 20 |
| Utilization of the theory of Paulo Freire, allowing a critical reflexive and participative basis for the lecturer and encouraging the protagonism of the student. | 21 |

Table 3 - Titles of the scientific publications on training of the nursing lecturer and of the contribution to the profile of social responsibility of the graduate from a nursing course between 2007 and 2012. São Paulo-SP-Brazil, 2013

| Elements of the training of the lecturer correlated with the profile of graduates | Reference |
|--|-----------|
| For the nurse to be a transformer of society, the lecturer must be trained to help in the construction of the profile of the future nurse. | 7 |
| For the lecturers, the purpose of teaching and learning to be and do Nursing is to shape human beings such that the other may trust and respect based on their social consciousness and have ethical behavior. | 11 |
| Being at the side of the student as professor, such that this may determine and transform the context; Living the teaching-learning process mediated by the transdisciplinarity proposed by Morin, will allow the training of world citizens, supportive and ethical, able to confront the current challenges. | 15 |
| Responsibility in the professional, moral and scientific training of the graduates. | 17 |
| The professor is obliged to competently take responsibility for training which is more than technical and scientific, but which is also ethical, for the future nurses, directed at social transformation. | 18 |
| It is hoped that the university lecturer produces professionals who are competent and socially committed, to this end, it is necessary to help the lecturers in their training. | 23 |
| The training of the professor makes possible a pedagogical practice which is up-to-date, contextualized, and concerned with the socio-politico-cultural context with a view to the transformations of society, seeking to ensure flexibility, diversity, and the quality of the teaching offered to the student. | 24 |

DISCUSSION

The data taken from the articles selected, analyzed using the framework of the Analytical Category adopted in the present study, allowed the construction of the Empirical Categories presented below.

Empirical category: being an educator in the humanistic perspective

Nursing is a profession which has, at its essence, the human being who brings a history, being recognized by her intentions, actions and expressions in the world. Hence, the lecturer seeks other forms of teaching and learning to do Nursing, based in solidarity, responsibility and sensitivity, teaching and learning with the student to care for the other human being⁽¹¹⁾.

The lecturer contributes to the development of the student's potential, making possible the awakening of sensitivity, providing spaces for the construction of objective knowledge without denying subjectivity, adopting dialog and becoming closer with the other. In this way, the teaching and the learning to be and do Nursing involves intentionality and knowledge as experience with the other and as a source of knowledge based in the phenomena shared in the routine of the care⁽¹²⁾.

The professor of nursing tends to believe that the student, through the experience of caring, is

thrown into the world of values and interpersonal relationships. He can also become a faithful counsellor, a friend on the journey who alerts one to the dangers arising in it, while instigating them to appreciate the scenery, helping to reveal its specific characteristics and beauties^(13:728).

Thus the nurse lecturer's relationship with the student is not one of domination, but of coexistence; it is not only about intervention but interaction⁽¹⁴⁾. The lecturer, like the student, is a complex being, being at one and the same time biological, psychological, social, spiritual, as is the individual who shall be cared for by the graduate/professional⁽¹⁵⁾.

Humanizing the teaching based on the relationships created in the training process is a proposal which will be more significant than that of humanizing the care. The lecturer as a facilitator in the holistic approach in the process of training the nurse has a fundamental role in the utilization of strategies for establishing humanized relationships⁽¹⁶⁾.

The graduate/professional needs to understand the conceptions, perceptions and values which influence her patient's health, breaking with the biomedical model with technical-instrumental professional practices, to the detriment of the interpersonal dimensions which characterize the act of caring. For that, the lecturers need to have competency for sharing the theoretical knowledge with the students, in a strict relationship regarding the care for the patient⁽¹⁷⁾.

The teaching of nursing is undertaken in an environment where the pedagogical phenomena occur

through a complex relationship, in that, in addition to the professor and student, there is the person of the patient⁽¹⁸⁾. In this context, the educator, in addition to the specific knowledge of Nursing, shall instrumentalize the future professionals regarding the interpersonal relationship and ethics in the human relationships.

Attitudinal teaching and evaluation, which corroborate the humanistic vision of the graduate/professional, are not made clear in the courses' programmatic contents; as a result how to approach it remains at the discretion of each lecturer⁽¹⁹⁾.

For this, the educator needs training in how to teach and evaluate attitudinal issues such as respect, stance, attitudes in relation to the work and the institution, concepts related to value and justice, therapeutic kindness and the identity and ethics of the nurse. For the lecturer to be a facilitator in the learning process it is necessary for the lecturer's attitude to be coherent with what is being proposed for the student to be able to understand the pedagogical strategies with a focus on attitudinal learning, from the example of the professional life and approximation of the lecturer with the student through open conversation⁽¹⁹⁾.

Empirical category: being an educator in the construction of the critical/reflexive dimension

According to the principles of Paulo Freire's Liberating Theory, it falls to the lecturer to rethink education as a political act, aiming for the creative praxis in the forming of the profile of the nurse to act critically, and to have as objectives to liberate and encourage the student's autonomy, so that this may be able to reflect critically about her own actions⁽¹⁹⁻²⁰⁾.

The construction of reflexive consciousness is yet another of the duties of the educator, as in awakening the potential of the student (consciousness of power), she allows the same to recognize the value of the human care present in her routine⁽¹³⁾.

The following also fall to the professor of nursing: the task of comparing the information and its relationship with reality; teaching the students to associate and link the knowledges in a single network so as to give meaning to the teaching-learning process and enable and permit the student to learn, to designate or reconstruct the relevancy of this content through her capacity to question, discuss, analyze and construct knowledge, through the valorization of perception of sensitivity, intuition, imagination and creativity^(12-13,15,21).

The concern with the training of the critical,

reflexive nurse, capable of transforming society, is very recent, it being the case that putting this into action has obligatorily passed through the training of professors who are trained for the development of reflexive thinking, in the dialectic movement of the action-reflection-action. In this regard, the nurse professor's pedagogical practice must pass through the reflective process, which is capable of changing the educational context of the teaching of Nursing characterized by the transmission of content, fragmentation of the teaching and of the theory-practice dichotomy^(7,21).

Empirical Category: being an educator with social responsibility

It is hoped that the university lecturer may shape professionals who are competent and socially committed. For this, it is necessary for the lecturers to qualify their aptitudes. In this perspective, for the teaching-nursing process to meet the role's expectations, the training, qualification and development of the lecturing faculty must occur in relation to the pedagogical dimension, the political-social perspective, and to research⁽²²⁾.

One must work on knowledge which can be reviewed and which is useful to human beings and to society; which allow the development of new characteristics in the professors and the students, that these may be able to confront the adversities of the world today⁽²³⁾.

To teach citizenship as a process of transformation of reality is to teach to share, to communicate, to commune with the other, to understand the other in her uniqueness and unity, through self-knowledge, the exercising of self-criticism, the feelings of solidarity and of responsibility⁽¹⁵⁾.

The purpose of teaching and learning to be and do Nursing, for the lecturers, is to train human beings with social, moral and scientific consciousness and ethical behaviour, allowing the exercising of creativity and of the social meaning of the activity^(11,17-18,24).

One of the professors' great responsibilities is to prepare the young, not only for a confident future, but for them to build a better world in a resolute and responsible way⁽¹⁵⁾.

CONCLUSION

In the studies selected, the cohesion of the authors was evident regarding the need to reflect on the training of the

nursing lecturer, on this professional's essential characteristics and on the influence which this training has on the proposition of the profile of the graduate of nursing.

The teaching-learning process of the future nurse needs to be constantly resignified by the lecturers and by the institute of higher education, so that the profile of the graduate as a humanistic, critical, reflexive professional with social responsibility may be achieved.

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