

Conceptions about the nursing course at a public university: the opinion of professors**Concepções sobre o curso de enfermagem de uma universidade pública: opinião dos docentes****Concepciones sobre la carrera de enfermería de una universidad pública: opinión de los docentes****Jurema Ribeiro Luiz Gonçalves¹****Nara dos Santos Costa²****Álvaro da Silva Santos³****Leila Aparecida Kauchakje Pedrosa⁴****Camila Cristina Neves Romanato⁵****Maysa Alvarenga Ferreira⁶****Daniela Sarreta Ignacio⁷****Mariana Mila Guimarães⁸****Judete Silva Nunes⁹****Ryanne Agnes Souza Silva de Oliveira¹⁰****Fabiano Henrique Oliveira Sabino¹¹****Fernanda Lemos Lazarini¹²****Bruna Cláudia Ransani Ferreira¹³****Julia Cristina Molina Silveira¹⁴****Ketry Kellen Prado Caetano¹⁵****Received: 29/03/2018**
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The aim of the research was to identify and describe the opinion of nursing professors on the syllabus of a nursing graduation course, and its relationship with the health services of the municipality. This is a qualitative study, whose data collection took place through individual interviews during the meeting of the Nursing Graduation Course in October 2017, motivated by activities of PET-GraduaSUS from the Ministry of Health, which took place between 2015 and 2017. 15 professors were interviewed. The data was analyzed through the Collective Subject Discourse. Four discourses emerged, from which, among several aspects, the need to break the Traditionalist model of teaching, diminish bureaucracy, and increase the interaction with health services, especially the Hospital, since this service is usually more cited than primary health care. The need for dialogue aimed at restructuring the syllabuses of the undergraduate courses in the health area was observed, in particular the syllabus of the Nursing course, in the search for a more qualified education.

Descriptors: Faculty; Education, nursing; Educational measurement; Students.

A pesquisa teve como objetivo identificar e descrever a opinião dos docentes enfermeiros sobre a estrutura curricular de um curso de graduação em enfermagem, e sua relação com os serviços de saúde do município. Trata-se de pesquisa qualitativa, cuja coleta de dados ocorreu por meio de entrevistas individuais, em reunião do Colegiado de Curso de Graduação em Enfermagem, no mês de outubro de 2017, motivada pela execução do PET-GraduaSUS do Ministério da Saúde, ocorrida entre 2015 e 2017. Foram entrevistados 15 docentes. Os dados foram analisados por meio do Discurso do Sujeito Coletivo. Emergiram quatro discursos, dos quais, entre vários aspectos, se destacou a necessidade de se romper o modelo tradicionalista de ensino, redução de burocracias, e maior interação com os serviços de saúde, sobretudo hospitalar, já que se o percebe mais na atenção primária. Verificou-se a necessidade de diálogo para a reestruturação dos modelos curriculares dos cursos de graduação em saúde, no geral, e em específico, do de Enfermagem, na busca de uma formação mais qualificada.

Descritores: Docentes; Educação em enfermagem; Avaliação educacional; Estudantes.

La investigación tuvo como objetivo identificar y describir la opinión de los docentes enfermeros sobre la estructura curricular de una carrera de graduación en enfermería y su relación con los servicios de salud del municipio. Se trata de una investigación cualitativa, de la cual la colecta de datos ocurrió por medio de entrevistas individuales, en reunión del Colegiado de la Carrera de Graduación en Enfermería en el mes octubre de 2017, motivada por la ejecución del PET-GraduaSUS del Ministerio de Salud ocurrida entre 2015 a 2017. Fueron entrevistados 15 docentes. Los datos fueron analizados por medio del Discurso del Sujeto Colectivo. Emergieron cuatro discursos, de los cuales, entre varios aspectos, se destacó la necesidad de romper con el modelo tradicional de enseñanza, reducción de burocracias y mayor interacción con los servicios de salud, especialmente hospitalarios, dado que se percibe más en la atención primaria. Se verificó la necesidad de diálogo para la reestructuración de los modelos curriculares de las carreras de graduación en salud en general y, en específico, el de Enfermería, en la búsqueda de una formación más calificada.

Descritores: Docentes; Educación en enfermería; Evaluación educacional; Estudiantes.

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INTRODUCTION

Training based on critical and reflective thinking is capable of changing its environment; the importance of designing political-pedagogical projects that seek to acquire knowledge in a comprehensive way in the various segments of knowledge with interdisciplinarity stands out, avoiding a relationship of subordination between professor and student, and enabling the dialogue in a participatory and democratic way¹.

For the student to experience an interactive, modern and dynamic method of teaching and learning, a restructuring in the current pedagogical profile is essential, and it will only be possible through the implementation of a syllabus that enables skills to be used, which is recommended by the National Curricular Guidelines (DCN) of undergraduate courses in the health field².

The skills determined for almost all health courses, based on the objectives of DNC, include: health care; initiative for decision; communication; leadership; management; and permanent education³.

The changes in educational institutions certify the relationships between the professor perception of work, the obstacles in the work routine, their understanding about teaching and learning methods and their relationship with the students. For this, the professor must become an individual that can change this process and, consequently, an active subject in the consolidation of interdisciplinarity, formulating the teaching models⁴.

In the search for pedagogical changes, the Program of Tutorial Education — PET — health/GraduaSUS started on September 29, 2015. The purpose of this program was to discuss the reorganization of the curricular models related to DCN's, integrating it with the improvement of the systems, the association among education-service-population, and the link between the Unified Health System (SUS) and the universities. This proposal takes place in a structured way between SUS and universities, covering the academic community, like professors and

students, as well as SUS users, health managers and professionals⁵.

Tied to this, the undergraduate courses of the Federal University of Triângulo Mineiro (UFTM) are seeking these changes in their political-pedagogical projects, rethinking the model of traditional teaching by means of the collective construction and exchange of experiences that encourage curricular change with a more effective integration among institution-service-university, with interactive and motivating learning scenarios.

This study is part of a larger study entitled “Uncovering the intricacies of nursing education: perceptions built in the context of the university and health services”, in which the aim was to establish a diagnostic of the integration between education and health services and identify the perspectives of curricular change at the nursing course in accordance to the needs of the health services and the education field, in the opinion of the professors, students and health professionals of PET-GraduaSUS.

Thus, this research aimed to identify and describe the opinion of nursing professors on the curricular structure of a graduate course in nursing and its relationship with the health services of the municipality.

METHOD

Qualitative, observational and documentary study⁶, using a data collection instrument⁷ in the period from February 2015 to December 2017.

The inclusion criterion was to be a professor of the professional cycle of the nursing course at UFTM; and the exclusion criteria was to be in vacation period, or in removal for reasons of health or maternity leave.

Data collection took place through individual interviews, at a meeting of the Graduation Course in Nursing, in the month of October 2017. The proposal to collect the data and the request for voluntary participation was made to the professors. A guide was idealized for the collection of the participant characterization data and three open questions that addressed informations about

the course, the institution's interaction with health services, and suggestions to change the scenario described.

Of the 24 professors addressed, 15 agreed to participate in the study. The answers to the questions were analyzed through the Collective Subject Speech (DSC) technique, identifying the key expressions, the central ideas and the anchor statements⁸.

The DSC can be used in qualitative social studies, due to its strong articulation with socio-historical researches. The DSC focus in the multiple, the complex, the different, and their relations with the similar, unique and simple, so as to understand the universe of differences and similarities between the visions of the actors involved and living the phenomenon^{9,10}.

In the DSC, the interviewees reports are collected in order to gather the idea or collective thought. The material obtained from the speeches was gathered and analyzed, taking the testimonies as raw material, and from each speech the central ideas or anchors and their corresponding key expressions were selected¹¹.

The key expressions (ECH) are fragments, parts of the discourse, evidenced by the researcher, that pointed to the main meaning of the content of the testimony and the corresponding theory. The Central idea (IC) is a sentence or linguistic symbol that points, explains and identifies, as succinctly and accurately as possible, the existing meaning(s) in the statements analyzed and each similarity of the ECH, which then composed the DSC¹¹.

The research was approved by the Research Ethics Committee under protocol number 2.590.767¹².

RESULTS

Through the reading and construction of the DSCs, the opinion of the professors of the Nursing Graduation Course at UFTM was identified. The testimonies showed a critical look about teaching methodology, the need to revise the base syllabus. Since the course is multidisciplinary, not presenting interactions between content and the importance of the

professors' training was considered relevant factors, as observed in DSC 1:

***DSC1:** Fragmented course, subjects that do not communicate with each other, education based on old techniques. There is a detachment from theory and practice, many professors do not go to classes, they simply let the students go home. Some things need to be adjusted to improve, training courses and updated teaching techniques should be offered, with work/institution legal leave. I have noticed an increase in the cases of psychological problems among the students with less acceptance of the responsibilities and compliance of deadlines, due, as the students said, to an overload of activities.*

Even with a traditionalist profile, we can see, in the speech of the professors, the possibilities of vocational training aimed at promoting health based in the educational triad of Education-Research-Extension, favoring the formation of critical-reflexive professionals. The group of professors indicates efforts to improve the course and believes that more actions guided by MEC standards would contribute to the strengthening of the course (DSC 2):

***DSC2:** It is a course that offers students a diverse background and experiences with a focus on care, prevention of disease and health promotion, there is a field of practice and trained professors with extensive lines of research. The course aims to train critical-reflective professionals and to allow several academic opportunities for students, in the dimensions of teaching/research/extension activities. I believe that the course seeks professor-student and health professional interaction aiming at the expansion of student knowledge and learning. I believe that issues such as teaching technique adaptations, respecting MEC requirements and the institution itself, crossing through the spheres of graduation education, research and extension, could contribute to the strengthen the course, but we have a lot to do and we can grow, I can see the effort of the professors when I look to the past and I imagine what we do and where we arrived.*

Regarding the interaction between the course and the health services, it was possible to establish a discourse addressing issues involving the interaction as superficial, having many bureaucratic issues, sometimes being more receptive to students and other times less, a gap between theory and practice and good response from the health service, as observed in the DSC 3:

***DSC3:** It could be better and more productive, the education is very theoretical, restricting the performance, the interaction with health services to internships and other practical activities. This Interaction is considered to be superficial and may be*

improved, but some professionals of the service do are not receptive or accept the existence of students in the services, others, receive the students and professors with great receptivity and are always willing to assist students and professors in the practice, making technical visits and internships possible. Bureaucratic issues and great change in human resources in health services make the various activities carried out in these services difficult, but there is a quick response from the health department of the city, but I believe that the university offers more return to services according to the needs and demands they present. In hospital attention there is neither continuity nor integration of Education-Hospital activities, already in primary health care, integration is better than in hospital services, because there is a continuity of activities.

To identify, according to the opinion of professors, alternative actions to be implemented, aiming at improving the interaction between university and health services, the following question was made: Which suggestions would you have for improving the nursing course? These aspects can be found in DSC 4:

DSC4: A greater dialogue between professors about teaching-learning activities. Training and educating professionals in "new" didactic techniques with the insertion of teaching methodologies that attract the attention of the student. Greater integration among professors in the development of research and more interaction between them in committees and resolution of institutional problems (services). Practices taking place at the same time as theory and further integration with other courses aimed at improving interdisciplinary work. Listening and valuing the wisdom of the student, encouraging them to participate in extracurricular extension leagues and other extension activities.

DISCUSSION

As far as nursing education is concerned, the teaching activities developed by the nurse professor assume an extremely important role in the training of this professional, because through education the professor will present the values of nursing¹³.

The context of educating nursing professionals requires the training of active, critical, creative, reflective and dynamic nurses. In this context, the responsibilities are shared by the college institutions, professors and students. The speeches highlight difficulties related to active teaching-learning methods, showing curricular problems and resistance of some professors to modify their practices¹⁴.

Unlike the findings in this study, a research conducted in Curitiba nursing schools highlighted the use of active learning methodologies, bringing as a reference a method that requires the student to connect and bring together different topics². In the same study, professors reported that the role and importance of the student, and the production of knowledge through the construction of reality are also addressed².

Even with attempts to innovate teaching, universities still present a traditionalist structure, consolidating education through the transmission of knowledge. Professor practices have been directly linked to old models, since it was the way they were taught, thus reflecting the difficulty of adhering to new practices¹⁴.

Paulo Freire¹⁵ brought concepts that contributed to the educational curriculum field through the criticism of traditionalist education. This type of education is based on traditional concepts, and considers students as empty deposits to be filled up by the exclusive knowledge of the professor. In this perspective, the student is seen as someone devoid of knowledge, a being susceptible to adaptation and readjustment to the existing society. Their interest and independence are lost in the construction of knowledge, since the information is exposed by the professor as something complete and inert¹⁵.

In order for new forms of education to take place, the first step would be the perception of new paradigms in education; to train students to recognize the different concepts of health issues and professional activities¹⁴.

For this to happen, nursing education must be based on pedagogical references that do not focus only in the theory, materializing the content in the practice. In this context, a practical-reflective education links theory and service and is anchored in the dialogue between the professor and the student in the different contexts of practice¹⁶.

A similar study that interviewed professors, students and coordinators from nine nursing colleges at Curitiba and region showed that, in the opinion of the professors, the universities still have a curriculum divided

into the basic and specific content phases, pointing out that this situation fragments the formation and prevents the acquiring of knowledge by the student².

College nursing professors in Pernambuco were interviewed and expressed arguments similar to those of the professors of this research: that professional training is a significant factor and a positive interference in teaching methods¹⁷. It was also stated that a well-prepared and modern professor is capable of inserting into classes factors that improve the teaching-learning process¹⁷.

A study about the formation of nursing professors revealed that they seek changes and improvements related to their pedagogical training, but practical experiences or important professors in their trajectory are still used in their learning process¹⁸.

The construction of the identity of the professional can take place through two processes: first, the assignment of the identity of the institution and of the professionals who already work in it; second, the incorporation of identity by the individual himself, built through their social trajectory in the institution¹⁸. On the other hand, the integration of education and health care is complex. In this situation, it involves the relationship that is established with someone in his work space and experience.

The relationships that can be built are formed by the uniqueness of individual and collective understanding and are permeated by conflicts. In order for this relationship to become effective, communication, closeness and strengthening of ties are fundamental for the integration between these distinct spaces. However, this coexistence enables the elaboration of the work process and is relevant for the teaching and learning process¹⁹.

Similarly to the professors of this research, professors of a public university in Pernambuco also pointed out that it is necessary to promote interaction between students and professors. They expressed that it is necessary to involve the student with the content, which makes it easier to understand the role of a specific topic in the socio-

economic and cultural context that involves the individual¹⁷.

It is in the context of the Unified Health System (SUS), in which the aim is to promote health, prevent disease and aggravation and the recovery of Health, that the new model of health professional training, guided by a new practice should appear, replacing the traditional curative and hospital-centered structure²⁰. It stands out that all attempts to bring education and health services closer together add opportunities in the training of new professionals, as well as in the pedagogical construction of the actors involved in the process²¹.

The Ministries of Health and Education were united in discussions, with the aim of an effective construction in the training of health professionals. This new approach demonstrates the need for an intimate interaction between the triad of health professionals, educational institutions and community, aiming at an integral and humanized care provided with excellence²².

The professors highlighted the importance of the extension activities, research, and the opportunities within the academy for the student, which corroborates a study in a nursing course of a public university of Rio Grande do Norte²³.

It was emphasized that the participation in extracurricular extension projects can offer the student a diverse and broader look than expected in the pedagogical projects of the courses, because there is an interaction with the reality of the community and its social setting. The student needs to exercise communication that allows him to act in order to build relationships of mutual trust with people²³.

The assistance provided in this perspective is sustained in routine activities, based on the contents of the biological and health sciences and on a technical nursing care, focused on the reproduction of techniques; without interaction with theory and with what is experienced in practice, the professors carry out their work in isolation, without the support/partnership of the health services in the development of the educational activities²⁴.

In this context, training, preparation and pedagogical action are fundamental so that the professor can develop his/her role and subsidize significant and transforming Professional Practices and learning experiences²⁴.

CONCLUSION

This study does not seek to generalize the results, but to further research on the subject, as a tool for new thoughts and actions in the face of the reality identified in a given context and place.

The opinion of the nursing professors on the curricular structure of the course highlighted the perception of traditionalist pedagogical actions, but with perspectives of interest in the formation of the student and his well-being.

As for the relationship with health services, a more effective one was identified in primary attention, and the continuity of health care activities can be highlighted. The importance of professor training is emphasized so that the process is dynamic, effective, with pedagogical actions that can reflect on significant learning for professors, students and health professionals.

This study suggests dialogues about changes in both relationships and the interaction among education-service-community, with the formation of new knowledge and practices. More attention should be paid to the potential of students so that their training can be strengthened by making them professionals more prepared for the market.

Thus, it is expected that the activities and discussions held at the PET-Health/GraduaSUS may have started a movement in search for innovation and reorientation of the curricular projects, encouraging professors to reflect about the teaching methods and their responsibility with the educational institutions and the training of professionals.

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CONTRIBUTIONS

Jurema Ribeiro Luiz Gonçalves was responsible for the design of the study, data collection, data analysis, manuscript correction and guidance of the research stages. **Nara dos Santos Costa** conducted data analysis, theoretical frameworks, bibliographic normalization and final reading of the article. **Ryanne Agnes Souza Silva De Oliveira** performed data collection, bibliographic survey and contributed in the final writing of the article. **Álvaro da Silva Santos** and **Leila Aparecida Kauchakje Pedrosa** performed data collection, review and guided the research stages. **Camila Cristina Neves Romanato**, **Maysa Alvarenga Ferreira**, **Daniela Sarreta Ignacio**, **Mariana Mila Guimarães** and **Judete Silva Nunes** contributed to data collection, bibliographical survey and review. **Fabiano Henrique Oliveira Sabino**, **Fernanda Lemos Lazarini**, **Bruna Cláudia Ransani Ferreira**, **Julia Cristina Molina Silveira** and **Ketry Kellen Prado Caetano** were responsible for data collection, and writing.

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