

EDUCATIONAL PRACTICES ANCHORING HUMAN RESOURCES FORMATION IN A NURSING BACHELOR COURSE*

PRÁTICAS EDUCATIVAS QUE ANCORAM A FORMAÇÃO DE RECURSOS HUMANOS EM UM CURSO DE BACHARELADO EM ENFERMAGEM

PRÁCTICA EDUCATIVA ATRAQUE FORMACIÓN DE RECURSOS HUMANOS EN UN CURSO DE LICENCIATURA EN ENFERMERÍA

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ABSTRACT

It is the nurse's role take act to ensure the construction of a model of health care that seeks to address contemporary management challenges. **Objective:** analyze the limits and possibilities of educational practices used in the discipline Administration and Health Services management I – ADM I of the Nursing course. **Method:** Qualitative research, carried out with ten students. It was based on the Theory of Praxis Intervention of Nursing in Collective Health - TIPESC, assessed by the Discourse Analysis. **Results:** The following empirical categories were gathered: 1) contradictory perspective of the learners concerning discipline ADM I; 2) limits and possibilities of the theoretical aspect of the teaching of discipline ADM I; 3) Banking Concept versus dialogical concept. **Conclusion:** Teachers showed motivation to dialogic educational practices in their daily academic life. However, such practices continue following the model of banking education, being even requested by students.

Descriptors: Management of Health Institutions; Nursing Education; Teaching.

RESUMO

É função do enfermeiro agir de forma a assegurar a construção de um modelo de atenção à saúde que procure responder os desafios contemporâneos da gestão. **Objetivo:** analisar os limites e possibilidades das práticas educativas utilizadas na disciplina Administração e gestão em serviços de saúde I - ADM I, do curso de Enfermagem. **Método:** Pesquisa

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qualitativa, realizada com dez alunos. Fundamentou-se na Teoria da Intervenção Prática da Enfermagem em Saúde Coletiva – TIPESC, analisada pela análise de discurso. **Resultados:** Foram apreendidas as categorias empíricas: 1) A ótica contraditória dos discentes em relação à disciplina ADM I; 2) Limites e possibilidades do aspecto teórico do ensino da disciplina ADM I; 3) Concepção bancária versus concepção dialógica. **Conclusão:** Os professores demonstraram motivação para práticas educativas dialógicas em seu cotidiano acadêmico. No entanto, tais práticas continuam seguindo o modelo da educação bancária sendo, inclusive, solicitada pelos alunos.

Descritores: Administração de Instituições de Saúde; Educação em Enfermagem; Ensino.

RESUMEN

Es función del enfermero actuar de forma a asegurar la construcción de un modelo de atención a la salud que procura responder a los desafíos contemporáneos de la gestión. **Objetivo:** analizar los límites y posibilidades de las prácticas educativas utilizadas en la disciplina Administración y gestión en servicios de salud I - ADM I del curso de Enfermería. **Metodología:** Investigación cualitativa, realizada con diez alumnos. Se fundó en la Teoría de la Intervención Práctica de la Enfermería en Salud Colectiva (TIPESC) y partió del análisis de discurso propuesto por Fiorin. **Resultados:** Se desprendieron las categorías empíricas: 1) La óptica contradictoria de los discentes en relación a la disciplina ADM I; 2) Límites y posibilidades del aspecto teórico de la enseñanza de la disciplina ADM I; 3) Concepción bancaria versus concepción dialógica. **Conclusión:** Los profesores demostraron motivación para prácticas educativas dialógicas en su cotidiano académico. Sin embargo, tales prácticas continúan siguiendo el modelo de la educación bancaria siendo, incluso, solicitada por los alumnos.

Descriptores: Administración de Instituciones de salud; Educación en enfermería; enseñanza.

INTRODUCTION

Nursing is a broad field of knowledge that unites science and art to provide human care. Part of this field, the multifaceted process of administration and health services management, incorporated in the curricula of Nursing higher intuitions in 1890, at school Alfredo Pinto, historically explains its reflexes and influences today.¹

The terms "administration" and "management" encompass some

definitions. One of the concepts says management is the rational direction of the activities of an organization, whose functions are within the planning, organization, direction and control of all activities differentiated by the division of labor, which occur within the organization.²

Management converges to quality control with focus on relationship with their worker and knowledge of customers and their desires through market research, elucidating the concept of open system.

Administration tends to administrative principles, while management is the need for an administrative position. In other words, the management of something and the administration into something.³

In coping with everyday administrative work nursing professionals should be prepared to act as critical thinkers and managers, able to face changes and establish the linkage with the team.⁴⁻⁵ Therefore, it is necessary that the professionals targeted for management find, in the academic training process, educational practices that contribute to the argument domain and critical, reflective and questioning positions.⁶

However, the teaching of subjects involving administrative and managerial aspects in healthcare and nursing services in federal institutions, is at odds with the requirements of the new professional praxis, presupposed for nurses while managers of services and human resources, in line with health policy prevailing in the country.⁶

In this context, this is an appropriate study due to the finding that the teaching of disciplines that support the administration and management in health care experiences the possibility of implementation of new theoretical and pedagogical trends, with changes in their teaching strategies, because of the advent

of the Curriculum Guidelines, which provided national universities the right to define the curricular structures of their courses, explaining the skills and abilities they want to develop together with their students, from a pedagogical political project capable of meeting the real educational needs at the local level.⁷

This study is part of a larger project developed by the Programa Institucional de Bolsas de Iniciação Científica – PIBIC (Institutional Program of Scientific initiation Scholarships), which encompassed the knowledge about the nurse manager formation in different bachelor's program interfaces. Thus, its achievement is related to the importance of management and Nursing management to the labor market, since the formation of this professional category contributes directly for the operationalization of the SUS principles and guidelines at different levels of health care.

Thus, the aim of this study is to analyze the limits and possibilities of educational practices used in the academic activities of the Discipline Administration and Health Services management I – ADM I, of the Nursing Bachelor course, from the Centro de Educação e Saúde da Universidade Federal de Campina Grande – UFCG (Educational and Health Center of the Federal University of Campina

Grande).

METHODOLOGY

It was a descriptive and exploratory research, with qualitative approach based on the methodological framework of the Theory of Praxis Intervention of Nursing in Collective Health – TIPESC, with five steps:

1) capture of the objective reality in structural, particular and singular dimensions; 2) interpretation of the objective reality expliciting the contradictions; 3) construction of an intervention project for the application of theory to objective reality, through review of the theoretical framework in the view of this reality; 4) intervention in objective reality, through the practice of proposals raised during the construction of the intervention project and finally 5) reinterpretation of objective reality by re-reading of this reality, through the various evaluation moments.⁸

For this study, the first two stages of TIPESC were carried out in order to support the future realization of the others. Subjects were chosen by convenience and availability until there was a saturation of information needed to the study by setting up ten students, who attended ADM I

discipline offered to the Nursing bachelor's program of UFCG, Cuité-PB campus, having met the following inclusion criteria: be 18 years old, have attended ADM I discipline and be enrolled and attending ADM II discipline classes.

The assumptions of Resolution 466/2012⁹ were followed, which deals with directives that guide research involving human beings. Thus, the project was approved by the Research Ethics Committee of the University Hospital Alcides Carneiro, through CAAE 17412213.5.0000.5182.

For data collection, individual interviews were conducted guided by a semi-structured script with questions involving the educational practices that anchor the ADM I teaching and its impact on teaching and learning process. It is understood by educational practice the teaching and evaluation processes used by the teacher in the classroom and that are determined by social, political and ideological demands, being performed in multiple instances of society.¹⁰

In order to meet the ethical principles, the subjects involved in the research were informed about its objectives and at the time of the interview, the Written Informed Consent Form (WICF) was signed. For the presentation of the results the initial "I" for interviewed

was used, followed by the random order with which the lines were transcribed in order to identify the student interviewed and guarantee the anonymity of the subjects.

Discipline ADM I offers 45 hours of theoretical content taught in the 5th semester of the school course, from a total of 10 semesters, covering a syllabus that works the theoretical foundations for the human resources management and the care process in Nursing work: organization model of patient care, communication, making decision in Nursing, work process, in-service education, politics, dimensioning, personnel recruitment and selection, with an emphasis on service management in primary care.

In order to ensure the accuracy of the information, the empirical material from the interviews were recorded and transcribed with prior authorization of the participants, in the period from October to December 2013, for further analysis by the Discourse Analysis technique.¹¹

The basic principle of Discourse Analysis is, upon receiving a text where everything seems more or less dispersed, process the more abstract level (theme) that gives it coherence. In this sense, the texts from the transcripts of the students speeches were read and reread, listed the issues that allowed the inference of

empirical categories for, after another careful consideration, cover the abstraction needed to reaching the analytic category.¹¹

The discourse analysis allowed the inference of the analytical category: "Dialectics of educational practices that anchor the teaching of Administration and management in health services I - ADM I", basis of the three empirical categories: 1) contradictory perspective of the learners concerning the discipline Administration and management in health services - ADM I; 2) limits and possibilities of the theoretical aspect of the teaching of discipline Administration and management in health - ADM I; 3) Banking concept versus dialogical concept.

RESULTS AND DISCUSSION

Dialectics of educational practices that anchor the teaching of Administration and management in health services I - ADM I

Contradictory perspective of the learners concerning the discipline Administration and management in health services - ADM I

The analysis of the students' statements, regarding the motivation about

discipline ADM I, made it possible to verify the common disinterest on aspects involving teaching strategies used in the classroom.

Everyone was talking, joking, I spent all class playing with my mobile phone and she [teacher], kind of, was giving the content. You paid attention if you wanted, but with many slides, it is almost impossible to watch. I, at least, cannot (I1).

Even because it was a discipline, it is, in my view, I paid the discipline as it were a discipline of last option. So I limited myself to the options, the chairs that are more prerequisites that are more difficult of the period that in the case it was Adul It, Women and Older adults. It is ... ADM I, I [break] I gave it up! (I2).

Limitations involving the teaching-learning process presented disciplines in higher education courses, such as the curriculum component Administration and Management in Health Services I, are included in opportunities that lead the student to academic failure. The lack of interest may be linked to a traditional educational project course and/or inadequate educational practices adopted by the teaching staff in the teaching-learning process, which undermines academic performance.¹²

The pedagogical project of the course sets the basis of academic and administrative management, since it must contain elements of the philosophical,

conceptual, political and methodological bases, which define the skills and abilities essential to the nurses' training. One can understand that the pedagogical project of the course is always moving, undergoing changes, influencing and being influenced by the subjects that put it into practice, agreeing with the social reality. Dialogue, the search for new concepts and new ways of learning and teaching, the flexibility to review and analyze possible failures is part of the process and should be shared and overcome collectively.⁷

The preference for disciplines Nursing in Adult Health I; Nursing in Women's Health and Nursing in Health of the Older Adults, which mainly instigate achievement for technical and cognitive skills and perpetuation of academic education in the hospital-centered model, ideologically anchored in reductionist and biologicist conception of health, can be one of the justifications for the fact. The hospital-centered model is based on strictly individual and healing actions, moving away from the completeness of actions that articulate the collective and clinical health and, consequently, the different complexities of health care.¹³

The predominance of the traditional model, based on knowledge transmission, dissociation between theory and practice and high specialization significantly

influenced the academic training of human resources in nursing last century and may justify the preference of the students by the disciplines of technician character.¹³

The dissociation between theory and practice, especially in discipline ADM I, was evidenced by the dissatisfaction of the students with regard to the lack of field practical activities in the discipline, as one can see in the following report:

It should help a lot, but as the fact that it is entirely theoretical, too theoretical and impractical, when you confront it the problem there is the problem of confronting, it is very faithful to the theories, not much to everyday practices and adaptations of us, right? Because there are theories, you know, from people who do not ... are not in same world we live. They are not in the same environment as us. Do not live the same things that we live and then it is difficult to make a correlation (13).

The dichotomy between theory and practice brings as a consequence the lack of students' knowledge regarding the actual activity of the nurse manager, especially when they are confronted with practical activities in supervised training, in the final year. The reality can be explained by the limited quantity of available teachers for the subjects, which generates a teacher/student relationship incompatible with the performance of effective practices for all contents.¹³

Some students declared their views contradictory when asked about the

effectiveness of the theoretical basis of discipline ADM I to the nursing practice.

I think it is not, it will not help at all. I learned nothing, nothing, nothing (I4).

So that we go do more research and find out about the subject, but what I learned from the discipline, I I have not learned! (I1).

Knowledge of administration and management in health services, essential for the nurse training, had its beginning molded in the epistemological principles of the scientific administration proposed by Taylor and the classical theory defended by Fayol, incorporating a work process along the lines of the social division, technical division of work and complexity of hospital organizations in the working practice of this professional.¹⁴

The students interviewed are on the 5th period of a course that requires ten periods in its pedagogical project for academic training. Academics are in practices, studying theoretical and practical subjects and in contact with health facilities and hospital settings since the 3rd period, being not able to visualize the administrative aspects of the nurse.

Limits and possibilities of the theoretical aspect of the teaching of the discipline Administration and management in health care I

Even if the teacher's educational

practice is probably linked to a neoliberal policy stance, using traditional pedagogical approaches in the classroom, few academic respondents demonstrated a critical, reflective and questioning position in their testimonies, successfully reflecting beyond what is offered to them, in search of overcoming the limitations imposed.

Yes, the contents are too tiresome, it is all the theories of management ... these things are the negative points and the positive is this dynamic part of addressing the theme and that, yes, would call the student's attention to class (I5).

[...] and thus, make a little more dynamic to facilitate too, right? The discussion of the content, the administrative theories, because classes, only ... slide, slide, slide one do not learn many things and, a positive point because she was a great teacher, it is too bad that as the classes were too long, then it ends, you know? (I6).

From the statements listed, one cannot detect the active participation and the cognitive effort of the student to improve the teaching-learning process. By the speeches of the subjects, it is exclusively for the teacher the responsibility for the success or failure of the educational practice, besides associating the discipline exclusively to one of the contents worked: the management theories.

Respondents credited to dynamic implementation the possibility of stimulus in teaching-learning process, although no academic has taken the initiative to talk with the teacher and suggest such

methodological strategies. It is necessary to believe and experience an educational model that not only look for the reorientation with regard to knowledge acquisition and the development of technical skills and competencies necessary for the formation, but also enable the development of social skills, critical and ethical actions that push the paradigms review, contextualizing them with the present society.¹³

Banking concept versus Dialogic concept

When compiling the testimonies of the subjects, it was possible to emerge two main educational practices: a traditional one, advocating the teacher's expository class with reception of the student in teaching and the use of tests as to evaluation strategy that, in this study, it is called educational practice based on banking education. Contrary to this practice is an educational practice that advocates dialogue and knowledge building in their educational sphere, with the assessment that gradually accompanies the growth of the student, called educational practice anchored in dialogic education, in respect for the epistemological assumptions of Paulo Freire.¹⁶

At the time of the research, it was shown that the educational practice based on banking education prevailed in the classrooms of the bachelor's program in nursing of the Education and Health Center- Cuité- PB, especially in teaching the discipline ADM I, as recorded next:

Well, the teacher used to teach, usually with slide lecture, expository class. She brought the content, ministered class normally, at one time or another she did some dynamic, but most of the time it was slide class (I6).

There was no dynamics, there was not, kind of, exercises we could practice, activities to insert you into the situations you could use in those theories, for you can record the theories in head. And the other teacher who accompanied the discipline, had no discussion, it was a very expository class, conceptual class (I3).

From the speeches of the deponents, the educational practices adopted by teachers who teach discipline ADM I converge to the banking concept, strengthened dialectically by the learner when he emphasizes the need to expose content to be absorbed literally by the student: *for you to record the theories in the head* (I3).

In educational practice based on banking education teaching is transmitted based on single acting of the teacher, in a vertical relationship between teacher and student, with the first having the power to decide on the teaching-learning process, that leads the students to the goals that are often influenced by the interests of the

schools and / or society. Therefore, the student takes the role of mere deposit of information received and reproduced without questioning. They do not actively participate in their process of formation, being, most often, only disposed repetition agents of what was taught.¹⁷

The continuing discussion based on the speech of students allows us to observe that the dialogical method of Paulo Freire was also operated in educational practices some teachers in teaching ADM I:

The class ... it was three hours of class, then in the first time, an hour, an hour and a half, we discussed the subject, the theory, the whole theory and for the class not to get so tiresome, as she herself spoke, it is...she, the teacher used to give a kind of dynamic, many times, or, she launched a particular situation and, how we, how we nurses would act before the knowledge we had acquired. Speaking of the theories and issues, the limits you can go before a management and the sector you work (I7).

By expressing the applicability of educational practice, anchored in dialogic education, in disciplines related to the administration and management of health and nursing services, teacher demonstrates the attempt to overcome traditionalism, seeking a more reflective training.

An educational practice based on dialogic education aims at the development of critical awareness and freedom as a means of overcoming the contradictions of the traditional educational practices,

banking education. Paulo Freire advocates dialogue as the essence of this model, in which teacher and student are subjects to the same process. The relationship between them is horizontal, there being no impositions, in the search for demystify and question the dominant culture in appreciation of their language and their culture, creating conditions for each one to analyze its context and produce culture.¹⁸

The adoption of seminars and exams by teachers was cited by students as most common evaluation method, as noted in the following reports:

The evaluation method was with workshop and test (I5).

Assessments were conceptual. Not an evaluation to give one ... situations for you to manage, but more conceptual [...]
(I3).

In Brazil, the adoption of the assessment materialized in tests and exams came from the Jesuits and is dated 1599. At the time, the Jesuits worked with traditional banking education, which was by the conduct of ready content transmitted to students with no participation of them.¹⁴

It is an essential tool in educational planning since the evaluation, most of the time, is seen only as a selection interface and grade or concept assignment. Moreover, it is cause for anxiety for students and teachers. By teachers, there are ambiguities about quality, loyalty,

justice, integrity, impartiality, reliability, privacy, efficiency and honesty of the evaluation. For the students, the fear arises, insecurity, humiliation, distrust, anger, outrage and divergence. However, it is imperative that teachers and students make the distinction between evaluation and grade or concept. However, the change of a classificatory evaluation culture maintained for decades is not easy and takes time.¹⁰

FINAL CONSIDERATIONS

The nurse engaged in administrative functions is to act as a citizen committed to social issues that include every day in praxis. It is needed to recognize the different situations of reality, including conflicts among team members, service users and managers, and propose measures to overcome them. Therefore, it is necessary they meet in their process of professional training bases that support this action.

Throughout this research, it was revealed the dissatisfaction of students relative the program content, the methodologies adopted, the shortened working hours, lack of practical activities in the discipline Administration and Managing in Health Services I. However,

it was also possible to observe a negative self- evaluation regarding the performance of these same students in the discipline.

The explanation for this distance can be demonstrated by the adoption of educational practices grounded in banking education, which limits the construction of autonomous and free knowledge in the student, in addition to provide less possibility of a critical and reflective thinking formation.

Although teachers, at times, demonstrate motivation to bring a little more dialogic educational practices to the daily academic, activities did not reach the expected goal in many situations, as students corresponded little to the proposals offered by the teacher.

It is understood that the educational practices anchored in human resources training for the administration and management in health and nursing services adopt, predominantly, the model of banking education, and even requested by

the students' body, which appears resigned to the situation, contrary to a dialogical and emancipatory education model.

Given the complexity and importance of the issue, it is suggested further deep new studies elucidating the educational practices used in training resources human for the administration and management of health and nursing services in differentiated contexts limit presented by this research, and may involve teachers and students who attended or ministered the discipline in the under graduate and post- graduate courses, graduating students, freshmen and graduates, aiming to improve the pedagogical projects of the courses and other attributes essential to the formation of the nurse manager.

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