

HEALTH EDUCATION IN UNDERGRADUATE NURSING TEACHING
EDUCAÇÃO EM SAÚDE NO ENSINO DE GRADUAÇÃO EM ENFERMAGEM
EDUCACIÓN EN SALUD EN LA ENSEÑANZA EN LA GRADUACIÓN EN
ENFERMEIRA

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ABSTRACT

Objective: To identify the disciplines that in their contents present themes on health education. **Methods:** Qualitative study, in the documentary mode, consisting of primary sources produced between 2010 and 2015. The data were submitted to the Discursive Textual Analysis technique. **Results:** Two disciplines present in the menu the exact descriptor health education, these components were in the fifth and tenth period, nine basic references had in their titles the descriptor education in health and one objective of the pedagogical plan expressed the descriptor education in health. **Conclusion:** It was verified that health education is an important tool of professional construction, occupying a prominent position in the training of nursing students; however, it is necessary to rediscuss its concept.

Descriptors: Health education; Education; Nursing; Education; Higher; Curriculum.

RESUMO

Objetivo: identificar as disciplinas que nos seus conteúdos apresentam temas sobre educação em saúde. **Método:** Estudo qualitativo, na modalidade documental, constituído de fontes primárias produzidas entre 2010 e 2015. Os dados foram submetidos à técnica de Análise Textual Discursiva. **Resultados:** duas disciplinas apresentam na ementa o descritor exato educação em saúde, esses componentes situavam-se no quinto e no décimo período, nove referências básicas traziam nos seus títulos o descritor educação em saúde e um objetivo do plano pedagógico expressava o descritor educação em saúde. **Conclusão:** constatou-se que a educação em saúde é importante ferramenta de construção profissional, ocupando posição de destaque na formação de acadêmicos de enfermagem, no entanto, sendo necessário rediscutir seu conceito.

Descritores: Educação em saúde; Educação em Enfermagem; Educação Superior; Currículo.

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RESUMEN

Objetivo: Identificar las disciplinas que en sus contenidos presentan temas sobre educación en salud. **Métodos:** Estudio cualitativo, en la modalidad documental, constituido de fuentes primarias producidas entre 2010 y 2015. Los datos fueron sometidos a la técnica de Análisis textual Discursivo. **Resultados:** Y en el décimo período, nueve referencias básicas traían en sus títulos el descriptor educación en salud y un objetivo del plan pedagógico expresaba el descriptor educación en salud. **Conclusión:** Se constató que la educación en salud es importante herramienta de construcción profesional, ocupando posición destacada en la formación de académicos de enfermería, sin embargo, siendo necesario rediscutir su concepto.

Descriptores: Educación en salud; Educación en Enfermería; Educación superior; Curriculum.

INTRODUCTION

The issues surrounding teaching and learning occur in the most variable situations of Brazil and world reality. The processes of teaching and learning offered in schools, universities, technical and/or professional courses in the health field, can be seen as a field of practices that occurs through established social relations by the professionals and users.¹

In this context, the Health Education is understood as an educational process of knowledge construction in health that aims a thematic appropriation by the population, becoming a set of practices in the sector that contribute to increase the autonomy of people in their care. Therefore, it seeks to achieve an attention according to its needs, but also potentiate the social control exercise over health policies and services to meet the needs of the population.²

Health Education is a resource in which the produced knowledge by science in the field of health, intermediated by professionals, aims at reaching people's daily lives in order to a better understanding

of the determinants in health-disease relationship, offering aids that the new health habits and conducts can be adopted.³

Researchers have revealed concerns about the subject of health education in studies that expressed, in synthesis, the relations between the educational practice developed by the health professionals and the reality of nurses' preparation at graduation to play the role of educator. In analyzing these publications, it was observed that the health education has a relevant role for the social practice of nursing. Although such practices remain restricted to the biomedical approach, focused on preventive aspects, requiring the understanding that the peculiarities of the educational process require a specific training that is not inherent in the technical training of nurses.^{4,5,6}

In this direction health education needs studies that glimpse at current basic demands related to the methodology applied by health professionals to achieve long lasting goals, minimizing obstacles to

their implementation, as well as necessary adjustments to its viability.^{3,4}

From the implementation of the National Curricular Guidelines (NCG) for the Nursing Graduation Course, published by the National Education Council (NEC) in 2001⁷ indicates that at the end of the professional training they have the competence and skills to act according to the complexity and challenges presented in the Unified Health System (UHS).

Thus, in view of the importance of health education linked to its application to people, we evaluate how the contents of health education are inserted in the disciplines of the Federal University of Triangulo Mineiro (UFTM) Nursing Course. In this way, we identify the disciplines which contents present us themes on health education.

METHOD

It is a documentary study that aims to describe and understand a historical fact from manifold documents, using methods and techniques ranging from the gathering of information, going through stages and procedures that allow categorizing and, finally, analyzing the data found. Documentary studies are innovative, because different people can investigate the same documents at other times in order to be re-examined and re-interpreted in a

complementary way, or yet, different from the first analysis fulfilled.⁸

The primary sources used were found in the archives of the Nursing Graduation Course of the UFTM, upon authorization of their managers. These were made up of educational plans that in their contents brought references to the theoretical and practical concepts of health education.

The data gathering was carried out from January to March 2018, through the capture of the teaching plans of the disciplines, in which the following findings were extracted: semester of application, theoretical and practical workload, objectives, syllabus and references that indicated the topic of Health education. After the identification of the documents the reading was performed for the purpose to file the documents. These were selected, organized and cataloged. For cataloging, it was provided notes from each source with the main information contained. These notes were gathered with the purpose of establishing relations of similarity and thematic relevance to the data collected.

The temporal delimitation of the study covered the period of 2010, year of implementation of the new curricular grade, in accordance with the view of CNE/CES nº 213/2008, providing about workload and procedures related to the conclusion and

duration of undergraduate courses, baccalaureate for health course, until the deadline of 2015, year of completion of the first class of the new curricular matrix.⁹

The data were analyzed according to the Discursive Textual Analysis¹⁰ technique, as a self-organized process of producing new understandings in relation to the phenomena that examine. It is conceived from two opposing movements: the first of deconstruction, of analysis itself and the second reconstructive, a synthesis movement. This technique consists of the fragmentation of the text by transforming information into a basic discourse unit denominated units of meaning or units of idea.

To identify these units letters were used: TP (teaching plan), accompanied by D (discipline) and numbering (PED1 PED2, PED3 ...), according to the cataloging order of the documents. The study followed the requirements of 466/2012 Resolution of the National Health Council and is registered in the Committee of Research Ethics of the Federal University of the Triângulo Mineiro under CAAE: 67860917.6.0000.5154.

RESULTS

The Nursing Graduation Course had its first class of students in February 1989, having gone curricular changes, coinciding with a maturity phase, evidenced by the

structuring and organization of the course, demonstrated in overcoming adversities, in the achievements in 2005, the year of the transformation of the Faculty of Medicine of the Triângulo Mineiro (FMTM), to Federal University of the Triângulo Mineiro (UFTM). Is recorded the impact caused by the insertion of the nurses graduated in this course working in the primary, secondary and tertiary levels of care, with a consequent improvement in the services quality provided to the population.

Currently the course lasts ten semesters, having in the compulsory curriculum 47 disciplines, 16 belong to the basic module and 31 are the responsibility of two departments that represent areas of knowledge in Nursing. Of the disciplines analyzed, two present in the menu the exact descriptor health education. In the curriculum components were in the fifth and tenth periods. As regards the hourly disciplines: Health Education in Nursing with 75 total hours, thus distributed 40 theoretical hours and 35 practical hours and Supervised Curricular Internship in the Hospital Area with 480 practical hours.

Nine basic references included in their titles the descriptor education in Cheers. These references were in the specific disciplines of the nursing area. As to references, five titles were found with the double term education in Cheers. A single

objective of the course expressed the descriptor education in health. Were observed the use of descriptors such as: continuing education, permanent education, training, health education, community health education, health education. It should be emphasized that these descriptors were distributed in 12 disciplines from different contexts; objectives, and content. From this framework theoretical-methodological emerged the thematic category: Nursing teaching and the interfaces with health education.

The documents analyzed *point out*:

- Historical and conceptual aspects of Health education. (PED2) The documents analyzed record the relationship on the preparation of undergraduates to be held an effective training for health education, reaching the desired resolution:
- Prepare the student to act as a qualified and competent member of the team multi-professional health and health education. (PED1)
- The educator and the conceptual framework in which Health Education is developed. (PED3)
- The educational practice in health promotion, planning, implementation and evaluation of educational programs in health. (PED2)

- Development of skills for the activities of Permanent Education and Education in Health. (PED4)

DISCUSSION

In the last century, health education has undergone profound changes, both in the conceptual and practical, as a result of the transformations that humanity has undergone in political, economic and social terms. It is a field of knowledge and practice of the health field that has the purpose of promoting health and acting in the prevention diseases, by integrating scientific and popular knowledge in an attempt to collaborate with the individual to a greater responsible and autonomous participation in health in daily life.^{11, 12}

In the historical context the health education had its resumption in the movement of the Sanitary Reformation Conference, which, in the mid-1980s, when the Eighth National Health Conference (1986) was realized. This movement was marked by the political momentum of the health field that conjugates the disruption of the biomedical thinking to a participatory and social listening. Another historical and social fact was the promulgation of the 1988 Constitution that rescued health as a right and process of citizenship, specified in Article 196, where health is "the right of everyone and the duty of the State".¹³

With the promulgation of Federal Law 8.080/90, it is observed the need to adapt the training of human resources to meet social needs in health, and to the management problems of the health system. It should be noted that this political action extends the education-service integration, and academic training institutions for health, especially public universities.¹¹

As for the Brazilian training in the area of health, over the time, advances in order to meet the political orientation in the health field, especially in rethinking the needs imposed by the SUS.¹³

There is a consensus among observers of the Brazilian sanitary reform that the formation of human resources for the sector is one of the serious problems of SUS. The unpreparedness of professionals to act on the inherent complexity of the health system, understanding of its management and the action of society's control over the sector is a this is one of the knots that need to be unleashed in formation.^{11,13}

In undergraduate courses in the health area, it is assumed that the orientation, obey the rules, norms and protocols, ensure the training of professionals to act in response to the needs of the sector, establishing "parameters" and determining "ways" to propose educational

graduation projects with a view to change the care practices in health and nursing.^{14,15}

The national curricular guidelines of the courses of the health area, in several items of article 5, reiterate the importance of higher education: provide skills and abilities in a multi-professional teamwork and act in order to guarantee the integrality of the assistance.

For nurses' training, are emphasized aspects such as recognizing the health and conditions worthy of life as a right and act in order to guarantee the integrality of the assistance, understood as an articulated and continuous set of actions and preventive and curative services, individual and collective, required for each case at all levels of complexity of the system; assuming ethical, humanistic and social commitment with the multi-professional work in health and integrate nursing actions to multi-professional actions.^{9,14,15}

Thus, the movement of curricular changes in health, and in nursing in particular, elaborated formative structures that contemplated the curricular interdisciplinarity, as strategy to attend to the teaching of the complex object that is the health-disease process, and thus responding to broader sector issues, in particular the principle of integrality of the system, in addition to meeting the propositions of the NCG.

It is recorded that a study on the teaching of health education in undergraduate nursing in the state of São Paulo, from public and private institutions, it was evidenced that this still remains linked to the preventive biomedical model, and that conceptions of critical education and educational practices are scarce, on the one hand, because of the deficit of political training of the teachers, on the other, as a consequence of the confrontation of an academic context of implementation of the neoliberal ideology.⁵

A study carried out in a private institution of Higher Education in northeastern Brazil with nursing students pointed out the existence of convergences between the biomedical model and the execution of educational activities, nevertheless it is evidenced as important professional construction tool. Concluding that Health Education occupies a highlight position on training nursing students, however, being necessary to re-discuss its concept.¹⁵

Among the proposals evidenced in the teaching of Health Education is the educative practice on health promotion, although it has distinct methods and segments, is not limited to transmitting knowledge to the community. There is a gap between theory and practice, since this activity does not add up to the fundamental

pillars of autonomy and empowerment, thus weakening the users' credibility in the health promotion.^{14,16}

In this way the incorporation in the education of Health Education of actions directed to the promotion of health of populations without the aegis of the technical model must go beyond the transmission of knowledge, establishing an affective bond with the involved subjects, thus reducing the distance between health institutions and the population.¹⁵

Health education provides the development of skills for permanent education activities, forming part of the professionals' thinking and doing, with the purpose of fostering their own personal and professional growth, as well as contributing to the organization of the work process as they develop from daily problems identified in reality.^{17,18}

However, the conceptions about the values in educational practices in health directed to the professional development are distinct between the courses in the health area and those in the social sciences and humanities. In Nursing Graduation Course there is a greater evolution of the values, in which emphasize social, holistic, autonomy and democracy values.¹⁸

CONCLUSIONS

In the nursing training process changes have been observed that follow the demands of education and health policies, as well as the demands of the market of each time. This teaching context of health education requires a theoretical-practical evaluation based on the construction of a strategy of coping with reality and SUS sustentation. It is noted that the efforts of the Institutes of Higher Education in complying the guidelines of the Ministry of Education regarding the formation of professionals more committed to the humanization of care and the relationship with the client.

In this sense, the insertion of Health Education activities in the process of training Health students is an important tool for building the professional future, because as a social practice can be thought of as a way of promoting reflection and critical awareness of people about their life situation.

The cut made by this study, based on the analysis of curricular grades, does not exhaust the possibilities of investigation of this subject. It is evident the need to new analyzes to be carried out by other subjects that could be different from the presented here. However, this study may contribute to the improvement of the curriculum undergraduate courses in nursing, since they present the difficulties and perceived

weaknesses in the model thought for this research.

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RECEIVED: 28/10/18
APPROVED: 15/04/19
PUBLISHED: 07/19