

Perception of PET GraduaSUS nursing students regarding their academic training

Percepção dos discentes de enfermagem do PET GraduaSUS sobre sua formação acadêmica

Percepción de los discentes de enfermería del PET GraduaSUS acerca de su formación académica

Received: 21/06/2018
Approved: 15/01/2019
Published: 13/05/2019

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This is a qualitative research carried out in the period from October to November 2017, with 145 students from the Nursing undergraduate course of the Federal University of Triângulo Mineiro, in Uberaba-MG, Brazil. It aims to analyze the perception of the nursing student regarding his training from guiding questions. Data were analyzed using the Discourse of the Collective Subject (DCS). Regarding the ideas about the course, they were positive in those of the first to the third period and negative from the fourth. Scholars saw the course as good, able to offer opportunities, extensive knowledge and good professional support. However, the most advanced periods listed the depreciation of the course, contrast between the APS and hospital sector, weak relation between theory and practice, lack of support in learning by the health services, lack of interest of some students, lack of updating by the teachers and that the course needs to be revised. In view of the students' perception, it was one emphasizes the need to restructure the Political Pedagogical Project in order to provide better support for the students.

Descriptors: Unified Health System; Nursing; Education.

Trata-se de pesquisa qualitativa, realizada no período de outubro a novembro de 2017, com 145 acadêmicos do curso de graduação em enfermagem da Universidade Federal do Triângulo Mineiro no município de Uberaba-MG. Tem por objetivo analisar a percepção do acadêmico de enfermagem com relação a sua formação a partir de questões norteadoras. Os dados foram analisados através do Discurso do Sujeito Coletivo (DSC). No tocante as ideias acerca do curso eram positivas naqueles do primeiro ao terceiro período e negativas a partir do quarto. Os acadêmicos viram o curso como bom, capaz de oferecer oportunidades, amplos conhecimentos e bom suporte profissional. No entanto os períodos mais avançados elencaram a desvalorização do curso, contraste entre a APS e a área hospitalar, fraca relação entre teoria e prática, falta de apoio no aprendizado por parte dos serviços de saúde, desinteresse de alguns alunos, falta de atualização por parte dos docentes e que o curso necessita ser revisto. Diante a percepção dos acadêmicos, evidencia-se a necessidade de reestruturação do projeto político pedagógico com vistas ao melhor suporte aos discentes.

Descritores: Sistema Único de Saúde; Enfermagem; Educação.

Se trata de investigación cualitativa, realizada en el período de octubre a noviembre de 2017, con 145 académicos del curso de graduación en enfermería de La Universidade Federal do Triângulo Mineiro en el municipio de Uberaba-MG, Brasil. Tiene como objetivo analizar la percepción del académico de enfermería acerca de su formación a partir de cuestiones orientadoras. Los datos fueron analizados a través del Discurso del Sujeto Colectivo (DSC). A lo que se refiere a las ideas acerca del curso eran positivas en aquellas del primer al tercer período y negativas a partir del cuarto. Los académicos vieron al curso como bueno, capaz de ofrecer oportunidades, amplios conocimientos y buen soporte profesional. Sin embargo los períodos más avanzados enumeraron la desvalorización del curso, contraste entre APS y el área hospitalaria, débil relación entre teoría y prácticas, falta de apoyo en el aprendizaje por parte de los servicios de salud, desinterés de algunos alumnos, falta de actualización por parte de los docentes y que el curso necesita ser revisto. Ante la percepción de los académicos, se evidencia la necesidad de estructuración del proyecto político pedagógico volviéndose al mejor soporte a los discentes.

Descritores: Sistema Único de Salud; Enfermería; Educación.

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INTRODUCTION

Since the mid-1970s, Brazil has been experiencing political, institutional and paradigmatic transformations with regard to health and education field, aiming the teaching-service integration. On one hand, there are the teachers responsible for the identification, creation of proposals and overcoming of problems in the practice area and on the other hand, as an assistance professional, it is possible to bring opportunities to demonstrate the realities of the work¹.

However, it is clear in the contemporary scene of Higher Education Institutions (HEIs) a discrepancy when comparing the content addressed to the realities experienced by the student².

HEIs must offer learning consistent with the space and time in question, reinforcing the practice of collective work, so that all involved subjects are proactive in the teaching-learning process³.

The National Curriculum Guidelines (NCG), based on academic background, should be based on the intention of stimulating critical, reflective, innovative thinking, encouraging student's autonomy on the challenges experienced, so that they are able to adapt to the changes in the various work environments³.

From this perspective, it emerges on September 29, 2015 the Program of Education for Work - PET-Health/GraduaSUS, glimpsing curriculum changes along the NCGs, particularly in the training of teaching-service-community integration processes, with connection between SUS and educational institutions. Such a proposal is by means of connection between the Ministry of Health and Ministry of Education. The actions must involve actors of SUS and the academic community, such as teachers, students, users, managers and health professionals⁴.

Higher education institutions are being challenged to break paradigms regarding their students' training, thus requiring a reconstruction of their educational projects so that they are in accordance with SUS principles⁵.

The training one aims to provide students, especially the ones of the Nursing undergraduate course, must be based on knowledge, thus being able to develop the ability to identify problems, as well as the ability to propose solutions through critical thinking, communication and management of conflicts experienced in the practice field⁶.

The satisfaction of nursing students with the undergraduate program is essential, as it can contribute to the evaluation of effectiveness. Investigating the perception of students is fundamental to set changes and review educational practices.

Thus, this work aims to analyze the perception of the nursing student regarding his training.

METHOD

This is a qualitative study, which was carried out from October to November 2017, with the students of the Nursing undergraduate course of the Federal University of Triângulo Mineiro (UFTM). This work is part of a larger study conducted in the city of Uberaba-MG, entitled "Unveiling the intricacies of nursing training: perceptions constructed in the context of the university and health services."

Data collection was carried out through individual interviews collected from online forms, via email and printed, according to the respondent's choice.

A semi-structured script was elaborated, composed of sociodemographic characterization data and three open questions that focused on the perceptions of the students concerning their course is designed. The following questions were part of the script: What is your perception about the course you are attending? Why? How do you see the interaction of the university with the municipal health services? What suggestion(s) would you make to improve the course you are attending?

Numerical data were analyzed using descriptive statistics to characterize the profile of the participants. For data analysis the Discourse of the Collective Subject (DCS)⁷ was used, which uses the following methodological approaches to its formulation:

Key Expressions (KEs), Central Idea (CI), and Anchoring.

The construction of the DCS follows the logic: reading of individual speeches obtained through the interview, grouping of individual speeches regarding each question, identification and highlighting of the KEs of each individual speech, KEs grouping of equivalent or complementary sense and appointment of CIs. These groupings give rise to the DCS. Anchoring is a linguistic expression that refers to a theory, values or beliefs that the subject of the speech makes as any statement, so that a generalized idea is embedded⁸.

This study is part of a larger one entitled "Unveiling the intricacies of nursing training: perceptions constructed in the context of the university and health services", being approved by the Research Ethics Committee of the Federal University of

Triângulo Mineiro, Protocol nº 2.590.76, according to the ethical principles established by the Resolution 466/12.

For preserving the anonymity, participants were identified as DCS, followed by the order number of interviews realization: DCS1, DCS2, DCS3. The inclusion criteria were: to be enrolled in the Nursing undergraduate course and signing of the Free and Informed Consent after the orientation of the researchers.

RESULTS

The population consisted of 145 (48%) of the 303 students enrolled, being 18 (12.4%) males and 127 patients (87.5%) female, aged 18 to 27 years, from the 1st to the 10th period of the Nursing undergraduate course.

The period that had larger number of participants was the first and the ninth period had the lowest (Table 1).

Table 1. Profile of the Nursing Undergraduate Course students, according to their perception of the course, UFTM, Uberaba, 2017.

Variables	N	%
Gender		
Male	18	12.4
Female	127	87.6
Age (in years)		
18 to 20	62	42.8
21 to 23	51	35.2
24 to 26	23	15.9
27 or more	9	6.2
Course period		
First period	28	19.3
Second period	20	13.8
Third period	17	11.7
Fourth period	23	15.9
Fifth period	14	9.7
Sixth period	11	7.6
Seventh period	9	6.2
Eighth period	9	6.2
Ninth	3	2.1
Tenth period	11	7.6

The Central Ideas of the students per period ranged between positive ideas up to the 3rd period and, after that, ideas have been more negative about the course, as shown in Graphic 1.

The following table provides the main ideas expressed by the students from 1st to 10th period related to the course.

Table 2 shows the DCS per period, according to the students' perceptions on their course.

Graphic 1. Central positive and negative ideas of the students of the nursing course, by period and according to the perception on the course, UFTM, Uberaba, 2017.

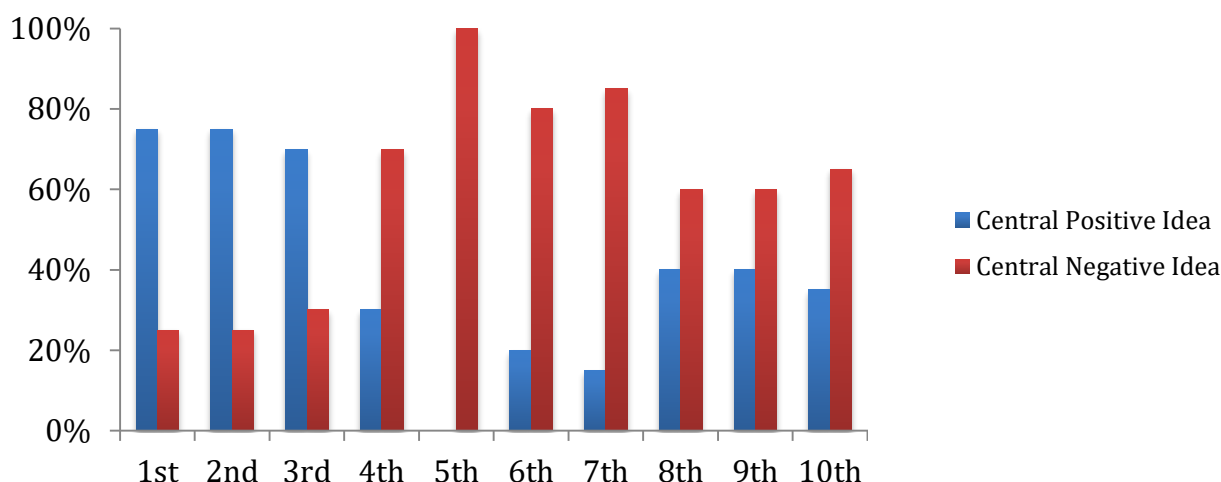


Table 1: Main Central Ideas according to the students' perception concerning the nursing program, UFTM, Uberaba, 2017.

Period	Central Positive Ideas	Central Negative Ideas
1st	<i>"Course suited to the labor market, with many practices, and teachers are qualified"</i>	<i>The course is undervalued and is struggling. There are lots of content, and some subjects with low class hours..</i>
2nd	<i>"The course goes beyond techniques, which requires knowledge, including socio-cultural. There are good teachers; it prepares excellent professionals. "</i>	<i>The class hours needs to be redistributed to better student performance. Dissatisfaction with the course.</i>
3th	<i>Foundation for Primary Health Care (PHC), but strong in training in the hospital area. Good external evaluation and faculty focuses on the assistance with bond.</i>	<i>The profession is undervalued. Teachers and subjects are not integrated.</i>
4th	<i>The course is good; we have good reception in visits.</i>	<i>Lack in linkage between theory and practice. The services do not support a lot of learning and there is lack of interest of some students. "</i>
5th	-----	<i>Disciplines with repetitive practices, loss of time, compromising the basic cycle and hospital contact.</i>
6th	<i>Science of caring produces knowledge in the various human dimensions</i>	<i>Communication problems among teachers, reducing the quality of the classes from the 5th period on; lack of quantity in clinical teaching; lack of didactics and updating of teachers and masters' students taking the classes"</i>
7th	<i>Good course, demanding and with opportunities"</i>	<i>Undervalued course, with few practices, lacking renewal of courses and teachers.</i>
8th	<i>Great course, with integrated view and with good teachers.</i>	<i>The training has a hospital focus, but lack more clinical practice; in addition, the course is undervalued.</i>
9th	<i>It offers extracurricular activities, especially in research, a great differential.</i>	<i>Didactics the teaching and teachers' updating needs to be improved, besides abiding by the suggestions of the students.</i>
10th	<i>Good course, with teaching, research and extension.</i>	<i>Didactics, teacher training and practical field issues. It gives no security for the nurse practice.</i>

Table 2. DCS presented by the students of the Nursing undergraduate Course, according to their perception on the course, UFTM, Uberaba, 2017.

DCS	Period
<i>Course that needs extensive revision, though good; it can offer opportunities.</i>	1st
<i>One needs to like Nursing, as you will have to acquire extensive knowledge to be a good professional. Thus, it is necessary to review the distribution of class hours to better student performance and avoid using nursing as a trampoline for other courses.</i>	2nd
<i>There is contrast between the APS and the hospital area regarding training and there is basis for us to be a good professional. On the other hand, the devaluation of nursing is demotivating.</i>	3rd
<i>The relation between theory and practice are weak and the services do not support learning, what is added to the lack of interest of some students. Despite that, the course is good and we are welcomed in services.</i>	4th
<i>The subjects of "practices" are poorly developed, especially regarding field visits. A waste of time, even committing other kinds of learning.</i>	5th
<i>Miscommunication and difficulties, either in the basic or professional cycle. It is necessary to update teachers both in didactics and in content. Nursing equal to science of caring and the course showing the various human dimensions.</i>	6th
<i>Course that needs extensive revision, though good, with possibilities to offer opportunities.</i>	7th
<i>A review is needed: the valuation of the course, the focus on hospital training, expand clinical knowledge, since the course has potential and good teachers.</i>	8th
<i>It is necessary to review the faculty and the students should be listened, as we are in one of the best courses in the region, which has the research as a differential.</i>	9th
<i>Despite having featured in extension and research, the course lacks didactics review and should provide greater security to the trainee.</i>	10th

DISCUSSION

Regarding the profile, a study with 705 students also found a predominance of females (84.5%), aged between 20 and 24 years (50%)^{9,10}. Nursing, due to its historical character, and having care (the historically assigned to women) as its object of work, influences the female predominance, although the number of men is increasing slowly⁹.

Scholars question the course stating that the practice is far from theory, which requires adjustments and adaptations to call the student's attention, bringing as a reflection the role of teachers, the need for updating and training for new teaching methodologies. The curriculum and its theoretical and practical approach is rather questioned by the students at different times of graduation, according to the needs and reflections lived along the

course. The fragmentation of teaching array in basic and vocational cycle hinders student's knowledge construction and his practical reasoning¹¹.

The motivation for the study, on the students' perception, assumes that this variable directly influences the performance of these students, and can particularly affect their training process, but also the social relationships among students and teachers. In addition, when this relation is negative it can even lead to dropping out of the course. Students expect to find in teacher a mediator and facilitator of their expectations, but teachers, grounded in their quest for career, have as a central element of their activities the scientific production, so as not to prioritize often the commitment to active methodologies and other didactics means¹².

Another faced issue comes from faculty resistance to update and redesign the content taught, what may be detrimental for the training of the professionals able to transform the reality in which they are inserted¹³.

The students (mainly of the first periods) signaled the high weekly class hours. A study evaluating the stress in nursing students highlighted the weekly class hours and lack of time to carry out the activities proposed as one of the predictors of stress in undergraduate students, associated with formal assessments and lack of didactics in theoretical classes¹⁴.

It is noticed that, until the third period, students often have a positive opinion about the course, for being an appropriate course to the labor market, training excellent professionals and presenting a more focused training at the tertiary level. Regarding the positive and negative perceptions, a survey conducted in Southern Brazil, found contrary results, in which students of the initial series were less satisfied with the course compared to those who were closer to the completion of course¹⁰.

From the fourth period, the students tend to have more negative views, such as relation between theory and practice, repetition of subjects, impaired communication among teachers, lack of teacher's updating before teaching, depreciation in the labor market. From the ethical point of view, tends to improve and accept suggestions and the insecurity when practicing nursing in stages. This difference can be explained as the students in the first periods may have two types of attitudes to the university: see it as an interesting challenge, a reaffirmation of what they want as a profession or present difficulties in understanding the practical application of the contents developed in the disciplines of health and biological sciences¹⁴.

The students in the last periods presented two views: when going through their academic life they become more critical, starting to evaluate more critically the course and identify problems during training, which are resonating in practice or relate positively, because there is a greater contact with specific

nursing disciplines, which contributes to the knowledge of what the nurse job is¹⁴.

Another study carried out with nursing students and its coping mechanisms pointed out that whether the student realized he has not learned much during his training and that he has practice failures, questions about the training process would arise¹⁵. It means that students of the last periods undergo moments of insecurity and can translate this behavior due to a failure during their training, what reaches out to the findings of this study. A research with Indonesian nursing students also emphasized the issues regarding academic training and the little practical knowledge acquired as a stressor an insecurity factor over the last periods¹⁶.

Respondents also reflected on the Nursing course being a bridge to other health courses, especially Medicine. This approach has been discussed for some time, because the damage caused by students enrolled in the course they did not intend to start, cause inconvenience to themselves and future professional practice.

Another aspect is the need for interaction among the course content, to avoid repetition of issues addressed and increase students' interest and their participation in classes¹⁷.

This study is a marker, showing that the course needs review and reorganization, searching for a more horizontal education, that is, a learning process from the exchange of knowledge and perceptions about the theory and professional practice.

This perspective guides to a new way of thinking about education, from changes that include abandoning the teaching with central focus on the teacher, the process of teaching and the content to be transmitted. The teaching should be toward learning, so that the student is considered the center of the process, and therefore, should assume co-responsibility for learning, with an emphasis on learning to learn and the development of his own autonomy¹⁸.

CONCLUSION

Regarding the perceptions and opinions of the students of the Nursing undergraduate

course, it was observed prevalence of positive ideas in the first three periods, and negative ideas from the fourth one. As positive ideas, there is the training in extracurricular activities and the course as good trainer for the market and work.

For the negative ideas, it was pointed out the excessive workload of disciplines, lack of didactics and teachers' outdated.

From the results, it was noted there is the need to restructure the Political Pedagogical Project of the Nursing Course researched with a view to the best professional training to students.

This work has as limitation the research of a single undergraduate course, not claiming to generalize the results to other territorial realities, but does not deny, at the same time, that such a context may also be of other geopolitical dimensions, what demands further investigations from which the perspective of the nursing student is valued.

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CONTRIBUTIONS

Leila Aparecida Kauchakje Pedrosa, Álvaro da Silva Santos and Jurema Ribeiro Luiz Gonçalves were responsible for the design of the study, data collection, data analysis, orientation of the research stages and review. **Camila Cristina Neves Romanato Ribeiro, Maysa Alvarenga Ferreira and Nara dos Santos Costa** conducted data analysis, theoretical foundation, writing, literature review and standardization. **Daniela Sarreta Ignacio, Mariana Mila Guimarães and Judete Silva Nunes** participated in data collection, literature review and revision. **Bruna Cláudia Pansani Ferreira, Lorraine Magnoscolo, Ryanne Agnes Souza Silva de Oliveira, Fabiano Henrique Oliveira Sabino, Fernanda Lemos Lazarini, Julia Cristina Molina Silveira and Ketry Kellen Prado Caetano** carried out data collection and part of writing.

How to cite this article (Vancouver)

Gonçalves JRL, Santos AS, Pedrosa LAK, Romanato CCN, Ferreira MA, Costa NS, et al. Perception of PET GraduaSUS nursing students regarding their academic training. REFACS [Internet]. 2019 [cited in *insert day, month and year of access*]; 7(2):211-219. Available from: *insert access link*. DOI: *insert DOI link*.

How to cite this article (ABNT)

GONÇALVES, J.R.L.; SANTOS, A.S.; PEDROSA, L.A.K.; ROMANATO, C.C.N.; FERREIRA, M.A.; COSTA, N.S. et al. Perception of PET GraduaSUS nursing students regarding their academic training. REFACS, Uberaba, MG, v. 7, n. 2, p. 211-219, 2019. Available from: *<insert access link>*. Access in: *insert day, month and year of access*. DOI: *insert DOI link*.

How to cite this article (APA)

Gonçalves, J.R.L., Santos, A.S., Pedrosa, L.A.K., Romanato, C.C.N., Ferreira, M.A., Costa, N.S., Ignacio, D.S., Guimarães, M.M., Nunes, J.S., Oliveira, R.A.S.S., Sabino, F.H.O., Lazarini, F.L., Ferreira, B.C.R., Silveira, J.C.M. & Caetano, K.K.P (2019). Perception of PET GraduaSUS nursing students regarding their academic training.. REFACS, 7(2), 211-219. Retrieved in: *insert day, month and year of access from insert link access*. DOI: *insert DOI link*.