

ESCOLA DE ENFERMAGEM AURORA DE AFONSO COSTA



INTERSECTION OF KNOWLEDGE OF
TEACHERS AND PRECEPTORS IN
THE DEVELOPMENT OF THE CUR-
RICULUM TRAINING IN NURSING

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INTERSECTION OF KNOWLEDGE OF TEACHERS AND PRECEPTORS IN THE DEVELOPMENT OF THE CURRICULUM TRAINING IN NURSING: EXPLORATORY STUDY



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ABSTRACT

This exploratory research aims to analyze the political educational components involved in the development in the supervised curricular training in nursing in primary care with emphasis on the intersection of the academic knowledge with the health services. The interest in developing this research was due to distortions in the perception of teachers about the difference between teaching and supervised practice. The approach will be qualitative. The method of data collection will be done through semi-structured interviews with 10 teachers of the Undergraduate Nursing Program, involved with the supervised nursing practice in Primary Care, of the Severino Sombra University (USS) and 10 preceptors of the Municipal Health Network. Data will be analyzed based on the method of analysis of CSD and of the theoretical framework of Paulo Freire. The ethical aspects were respected according to resolution 196/96.

Descriptors: Nursing, Education; Nursing; Training.

PROBLEM SITUATION AND ITS SIGNIFICANCE

According to the National Curricular Guidelines for the Undergraduate Nursing Program, the supervised curricular training corresponds to 20% of the total hours of the Course. In preparing the schedule and the process of

monitoring of the student, effective participation of nurses in the healthcare service, where such training is developed, should be ensured⁽¹⁾. However we know that the supervised training, in many cases, is accompanied by tutors unrelated to its planning, therefore there is tension in this collective action, for it implies negotiation of knowledge and power. The confrontation between theory and practice, resulting in new ways of acting and thinking in the workplace, the relations between the various actors, whether in the same field of knowledge or others, may result in an emerging of knowledge⁽²⁾. Thus, the curricular training can be a rich space of problematization and construction of knowledge in nursing. However, there are distortions in the perception of what practical teaching and supervised training are. The practical training is defined as an educational resource that reflects the application of theoretical content, aimed at developing manual skills and implementation of knowledge gained throughout the course. On the other hand the curricular training is regarded as a stage of expanding the reflective knowledge and the improvement of the skills in a real situation. To understand this issue by ensuring critical principles in nursing education, we will start with the educational ideas of Paulo Freire. For him, the practice is not the theory itself. But without it, the theory is in danger of wasting time and assessing its own validity, as well as the ability of remaking itself. Therefore, theory and practice in their relationships need and complete each other. In this sense, there is always embedded in practice, some hidden theory⁽³⁾.

GUIDING QUESTIONS

How does the present knowledge in health services dialogue with the scholars in the development of supervised nursing internship? How are the competences and skills, related to supervised practice in the primary care, deployed in the curriculum under study? How is the participation of preceptor nurses in different stages of development of the supervised nursing training in primary care?

OBJETIVES

Analyze the political pedagogical components involved in the development of the curricular supervised practice in nursing in primary care with emphasis on the intersection of academic knowledge with the ones of health services. Identify skills and competences involved in the development of nursing supervised training distinguishing them from those presented in the theoretical and theoretical/practical teaching. Analyze the political-pedagogical relations between teaching and health service. Verify the need for adjustments in the programs of the disciplines Supervised Training in Primary

Care, according to the perspective of critical, reflective and creative training set at the DCNs - Nursing.

METHODOLOGY

Qualitative research, of interpretative and exploratory field approach, referenced in the Collective Subject Discourse Method (CSD). The technique of data collection will be the semi-structured interview. The subjects of the study will be 10 teachers of the Nursing Undergraduate Program at Severino Sombra University and 10 preceptors of the Municipal Health Network, representing 100% of the trainers involved with the Nursing Supervised Training in Primary Health Care. Data will be analyzed based on the method of analysis of CSD and the theoretical framework of Paulo Freire⁽³⁾. The research project was approved by the Research Ethics Committee of Severino Sombra Universidade, under No. 0137/2010 complying with all requirements of Resolution 196/96.

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PROJECT DADA

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