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Summary of theses and dissertations

The nurses in the art of teach/care: (to)reveal the interpersonal relations in the scenary of the teach and the practice of nursing

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ABSTRACT

The subject of the study is the social representations of the interpersonal relations between nurses who take care and the nurses who teach, in the practice of taking care and teaching in an university hospital, whose objectives were: to analyse the social representations of the nurses who take care and nurses who teach, about their interpersonal relations in the clinical field in an university hospital, and to discuss the influencies of the relations in the practice of taking care and teaching nursing. The research is organized as an descriptive study, in the qualitative approach and by the point of view of the Social Representations as a theoretical-methodological referency. The scenary is an University Hospital of the Rio de Janeiro State, and has as actrices of the research five nursing teachers (nurses who teach) and five day work nurses (nurses who take care) that work in internment unities. The data collect was basead on free interviews, and participating observation with registrations in the field diary style. The informations were categorized according to the contents analyses basead on Bardin, described and interpreted by the point of view of the Social Representations in a qualitative approach. The conclusions show us that professional recognition between nurses who take care and nurses teach is the determinant of their relationship style. This recognition implies having engagement, giving value, joining the field and exchanging. Referring to the reflexions of this relationship on taking care and teaching, they are basead on the (d)evaluation of the student and the care granted, receptivity to the student conditioned to the king of the relation - "good" or "bad" - between the two groups of nurses, (in)tranquility of the studant in taking care of the client.

Descriptors: Nursing, Interpersonal relations, Nurses, Nursing teacher.

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