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RESEARCH

Ensino da história da administração em enfermagem: estratégia de construção da linha do tempo

Teaching the history of nursing administration: the strategy of construction timeline

La enseñanza de la historia de la administración de enfermería: estrategia de cronograma de construcción

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ABSTRACT

Objective: to describe the learning strategy of creating a timeline about "what is taught and for whom the content of Nursing Administration." **Method:** report of experience implementing a strategy of teaching in the History of Nursing Administration, the Graduate Strict Sense held in May 2013 Program. Used technique workshop, held preparing the environment, organization of materials, tuition and guidance on strategy execution. **Results:** the implementation of the strategy was proposed, tested by students and teacher and their products were interactive panels composing the timeline on the history of nursing. **Conclusion:** the strategy was considered appropriate to discuss the content and relevant to the proposed organization. **Descriptors:** nursing education, learning, educational models, teaching

RESUMO

Objetivo: relatar a estratégia de aprendizagem de criação de uma linha do tempo sobre "O que e para quem é ensinado o conteúdo de Administração em Enfermagem". **Método:** relato de experiência de aplicação de uma estratégia de ensino na disciplina História da Administração em Enfermagem, do Programa de Pós-graduação Senso Estrito realizada em maio de 2013. Utilizada técnica de oficina, realizado preparo do ambiente, organização dos materiais; orientações sobre a aula e execução da estratégia. **Resultados:** a aplicação da estratégia foi proposta, testada por alunos e professora e seus produtos foram painéis interativos compondo a linha do tempo em história da enfermagem. **Conclusão:** a estratégia foi considerada adequada para a discussão do conteúdo e a organização pertinente ao proposto. **Descritores:** educação em enfermagem, aprendizagem, modelos educacionais, ensino.

RESUMEN

Objetivo: describir la estrategia de aprendizaje de la creación de una línea de tiempo sobre "lo que se enseña y para los que el contenido en Administración de Enfermería." **Método:** reporte de experiencia en la implementación de una estrategia de la enseñanza de la Historia de Administración de Enfermería, el sentido estricto de Postgrado celebrado 05 2013 Programa. Taller de técnica utilizada, celebró la preparación del medio ambiente, la organización de los materiales, matrícula y orientación sobre la ejecución de la estrategia. **Resultados:** se propuso la implementación de la estrategia, probada por los alumnos y el profesor y sus productos eran paneles interactivos que componen la línea de tiempo en la historia de la enfermería. **Conclusión:** la estrategia se consideró apropiado para discutir el contenido y relevante para la organización propuesta. **Descriptor:** educación en enfermería, aprendizaje, modelos educativos, enseñanza.

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INTRODUCTION

The trajectory of nursing education in our country has undergone many stages of development and reflection of these changes, the socio-historical context of nursing and of the Brazilian society, which indicates that the changes in the training of nurses suffer influences from transformations in political-economic-social framework of education and health in Brazil and in the world.¹

On the teaching of history of management in nursing such transformations are evident and denote a practice of teaching management in health that comes from changes imposed by the need to revise the fragmentation of health actions to restore them as meaning of work processes.²

The activity named "educational experience in the teaching of history of management in nursing" sought to stimulate visual manner, the acquisition of skills that make the professional able to reflect on the importance of the timeline in the learning process in the history of nursing. The practical application of this strategy of construction of the timeline on the history of education in Nursing Administration denotes a way to apply teaching/learning strategies in formative spaces.

In this context, the study of the history of nursing allows the understanding of the creation of a professional identity and let's look at the socio-political and economic facts passed, as well as to current events of differentiated way, since in doing so deconstruct habits and traditions accepted socially, in General, without questioning its origin and the reason for its existence.³

Since the beginning of the professionalization of Nursing in Brazil has taken place to search for their ideal, mostly from reflections of the knowledge on which it is possible to appreciate the evolution of Nursing Administration in Brazil.⁴

In Brazil, since the end of the 19th century, the history of the teaching of discipline Administration applied to nursing has its roots in the curricula of the first nursing schools in the country in which they were in disciplines related to hospital management⁵ and made present even after the creation of the school of nursing of the National Public Health Department in 1923.

In this context, one realizes that, currently, the preparation of nurses for the Administration is different from the formation of the first professionals in the country⁴, however, the transformations in history, in a pendulum motion, were accompanied by the teaching of nursing administration, which justified and it is essential the use of methodologies that facilitate the achievement of the goals in this process.⁶

In addition, it must be considered that it comes to the education of adults and therefore presuppose the use of active teaching and learning methodologies.⁷ in this context, the Andragogy, art and science of driving adults to learning, directs the teaching a model that incorporates concepts of self-direction, independent study, individualized

instruction and permanent learning. This teaching model proposes participatory methods of learning and is structured from the characteristics of adults who favor their own learning.⁸⁻⁹

Although the Andragogy is a concept formulated in the late 19th century, gained followers and aroused the interest of scholars in the second half of the twentieth century, reaching, so those interested in nursing education.⁶ In Brazil, the source and concentration of studies on Andragogy in nursing and Medicine are related to the project UNI ' A new initiative in the training of health professionals: Union with the Community ', which encouraged the exchange of teaching methodologies among Latin American countries, from the Decade of 1990.¹⁰

In this context, to choice of methodology, theory and teaching models should be taken into consideration the characteristics of the student, because as it matures, it becomes less dependent on the teacher, which requires adaptation of the teaching process.¹¹

Moreover, the choice and elaboration of teaching strategies are activities that require perception and creativity of the teacher to awaken in the student, feelings or States of mind full of personal experience that makes all things new. From that, the teacher approaches the experiences and previous knowledge of the student, describes himself a vision about what was perceived and lived.¹²

The strategy of building learning here reported was the result of an experience experienced in the discipline "history of Nursing Administration" de Pós-Graduação Strict Sense. The activity was based on dates and historical facts, in order to organize and relate socio-political and economic events in each season of the teaching of nursing administration.

The motivation for the present case studies came from interest of the authors, during the presentation of a seminar, students ' learning in facilitating that attending the discipline. Thus, the objective of this study was to report the learning strategy, from the creation of a timeline, about what and who taught the content of nursing administration, as well as the changes in teaching this content in 1890 to 2008.

METHOD

This is a descriptive study of qualitative nature, in case studies. Workshop technique was used, an alternative form of strategic approach in building space for the exercise of critical posture; aims to subsidize students on systematization of knowledge and encourage the exchange of knowledge.¹³

The workshop technique applied was composed by: environment preparation and organization of materials; guidance on school and implementation of the strategy. The materials used were: puzzles of different historical periods (1890-1949; 1950 to 1980; 1980-2008), scissors, tape, glue, cardboards, colored paper, pens, ruler and box containing flyers with theoretical descriptions (Images, excerpts from books, legislation and articles).

The strategy was designed and implemented by two graduate students, graduated in nursing, with two graduate students strict sense and a teacher responsible for discipline at the school of nursing of the University

Federal de São Paulo, the day June 4, 2013 in a period of 240 minutes. It should be noted that on the day of implementation of the strategy, in the classroom, four other students were absent.

The methodological paths adopted involved a dialogue with the scientific literature pertaining to the teaching of history of management in nursing and records produced during the experience of implementation of the strategy (comments and comments from participants, records from photos of the teaching-learning process, matching devices the content with the practice of the workshop, among others), taking as presupposition, the socialization of ideas and knowledge and exchange of experiences.

In this way, the implementation of the strategy of teaching was guided by the following lesson plan and their respective times: 1) introduction of the theme and explanation of how the exposure (proposed methodology), as well as what is expected of each participant - 30 minutes; 2) Discussion through dialogue about the texts previously read and indicated by the authors, in order to point out historical landmarks in teaching administration - 50 minutes; 3) supply of material to the puzzle and explanation of this strategy - 10 minutes; 4) offer of time capsule with the toys and the relevant texts to the subject, in order that to select your materials and texts for additional readings-30 minutes; 5) Making the timeline - 30 minutes; 6) socialization of products -30 minutes; 7) Discussion and conclusions - forwarding 40 minutes and 8) Closing - 20 minutes.

RESULTS AND DISCUSSION

For the development of the strategy of construction of the timeline on the history of nursing were established five steps, described below.

1. Preparation of the environment and Organization of materials

The classroom was structured so that the activity to develop from the sound of music "*Canción por la Unidad de Latino America*" (adaptation of Chico Buarque de Hollanda). In the physical area were laid out tables that formed three practice stations where they would be made historical panels.

To make possible the workshop was necessary even as materials: scissors, tape, glue stick, cardboards, colored bond paper, ballpoint pens, ruler, flyers with descriptions of theoretical materials, three puzzle of different historical periods, as well as photographs of historical characters, which were randomly placed in a box called "time capsule".

The idea of creation of the "time capsule" arose from the precepts of the apprentice Act for the andragogy theory involves, according to Hohler¹⁴, steps of establishing a climate of learning, creation of mechanisms of mutual planning, preparing the student for self-direction, knowledge and learning needs and formulating learning goals.



Image 1 -Historical Box of materials used in the development of the strategy. São Paulo, 2013.

2. General guidelines about class

To point out the landmarks in the teaching of nursing administration, initially, the main theme exhibition and seminar, methodology proposal for class, which according to Sanna¹⁵ is a work of a small group that studies in advance the topics, from readings and bibliographic guidance, or a script of questions, which will be discussed; is based on verbal exposition of this subject by an oral or multiple participants.

Considering that the student, subject of your training process, requires a reality in education to be able to recognize the gaps in your own knowledge, to develop skills and attitudes and to articulate ideas¹⁶, was clarified to the participants the expectation with respect to its role in this process.

Learning objectives have been set out, when it discussed and decided, together, the organizational details of the strategy timeline creation in teaching of nursing administration.

3. theoretical-practical Activity

In sequence, the class involved the exposure technique through dialogue on the proposed activity, at which time each participant quoted comments, criticisms, doubts and reflections for creation of the timeline on the history of nursing.

Every participant was proposed fitting the puzzle, each forming the historical period (1890-1949; 1950 to 1980; 1980 to the present day) pertinent to your dashboard. In this activity, each participant, already positioned on a practice station, used 3' 26", period established by the exact time of ambient music.



Image II - Construction of the puzzle to the second historical period established (1950 to 1980). São Paulo, 2013.

After, participants were advised to proceed to the next activity in search of materials into "time capsule" pertinent to the historical period identified in the puzzle and start building your Panel.

4. Implementation of the strategy

4.1 Reading materials

At this stage each student was allowed to use, for further reading, of any material available on the "time capsule", since pertinent to their historical period. The texts available in flyers inside the box were descriptions about the Evangelical Hospital School (1901), School nurses of the Red Cross (1916), school of nurses at the National Department of public health (DNSP), school nurses at the Hospital Sao Paulo (1939), the Decree 791 of 1980, Decree of 1931 20109, 1130, 1944 Decree Law N° 775 of 1949 the law n° 4,024 of 1961, the opinion of the 1962 Law 271 5540 of 1968, the opinion 314 of 1994, the opinion of 1721, 1994 Law 9394 of 1996, resolution 209 of 2004 and the opinion of 213 2008. Photographs of historical characters in the teaching of nursing administration offered involved the former President João Goulart, Carlos Chagas, Marechal Deodoro da Fonseca, Nurse Ethel Parsons, among others.

4.2 Construction timeline

In follow-up to the steps of the strategy of construction of the timeline, each participant has organized its ideas and documents on a cardboard. It was proposed the establishment of a timeline, from the content acquired in previous readings and/or initial discussion and, to this end, he stressed that the creativity of each could be exploited.

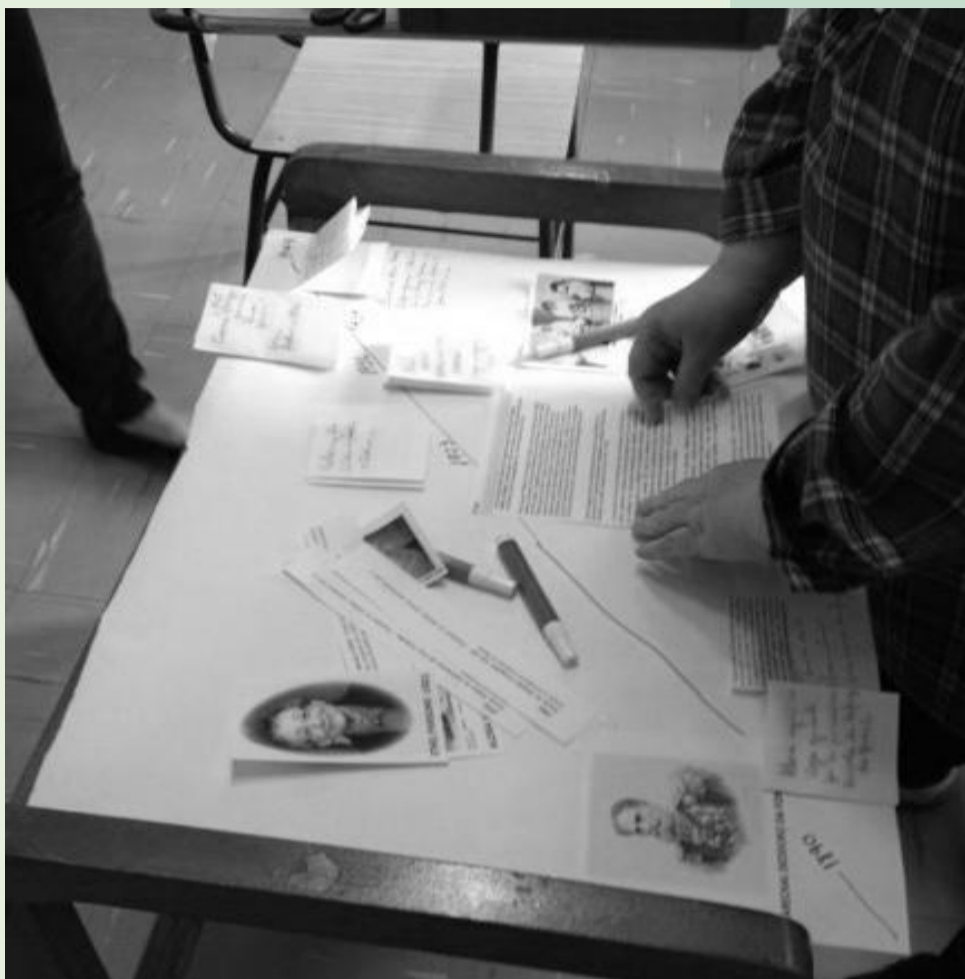


Image III. Each building strategy timelines (1890-1949) in the teaching of history in nursing administration.

5. Results of the Learning Strategy and Technical Workshop

Upon completion of the task, participants were encouraged to presentation and discussion of their products. The results were socialized from the creation of frames in the timeline, and there have been significant changes and highlight important historical landmarks of the teaching of nursing administration.



Image IV - Interactive Panel representative of the period of 1890 to 1949- Timeline on the history of education in Nursing Administration. São Paulo, 2013.

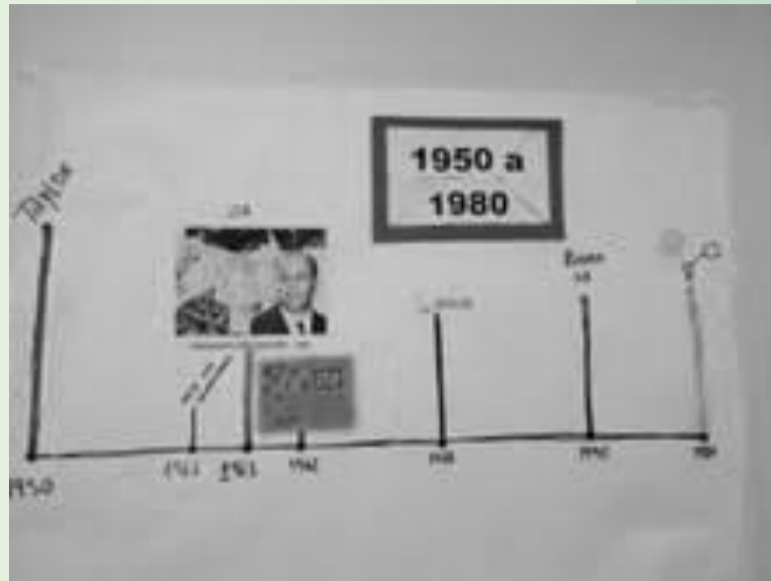


Image V - Interactive Panel representative of the 1950-1980 period timeline on the history of education in Nursing Administration. São Paulo, 2013.

Interactive panels were constructed, so that the transformations in the teaching of history of management could be observed through historical characters who "expressed" in thoughts or "folding" bringing information flyers regarding the nursing schools of the period in question.

Participants picked up favorable aspects to the use of music to demarcate the time of preparation of the puzzle, as well as the workshop technique, which were termed activities effective practices.

It was found unfavorable aspect of activity limitation periods in the development of the discussion process due to the number of participants involved. However, in spite of the strategy have been implemented, for the entire duration of the class, with three members; the proposal was identified as innovative, facilitator of learning and who favored the understanding of the issue at hand.

In this context, certainly in an upcoming occasion, the possibility of more participants in the group, so that new contributions may arise and learning to be more effective.

The teaching strategy used, the construction of the timeline on the history of nursing, was evaluated in accordance with the considerations of the members and was deemed the proposal as essential to reach the need established, discuss what and who teach in nursing administration.

CONCLUSION

The choice of methodology in which the student is encouraged to participate actively in the proposed employment of mental operations which arouse desire to seize, through the exercise of analysis and synthesis of new content, and the simulation of its practical application.

A graduate in nursing focuses on the adult learner and constant andragogy corroborates with active learning methodologies, by considering: provision, experiences and student identity, stimulating in-depth discussions as the subjects that involve the history of Nursing Administration.

The strategy "teaching of history of management in nursing", focused on in-depth discussion of content about the trajectory of teaching administration in Nursing: teach what and to whom, was a workshop based on andragogy using Active methodologies that favored learning, as diagnosed in the evaluation carried out by those who participated.

Organization of the content and presentation through the strategic approach of workshops made possible the realization of activities based on knowledge previously discussed and socialized. The verbal reports showed that the participants' final workshop held was valid for the consolidation of knowledge and contributed in the process of construction of the timeline under the adult education in the study of logic history in the teaching of nursing administration.

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