

Nurses' perception towards the teaching-learning process of Nursing management

Percepção de enfermeiras quanto ao ensino e aprendizagem da gestão em Enfermagem

Percepción de los enfermeros en la enseñanza y aprendizaje de gestión en enfermería

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ABSTRACT

Objective: The study's aim has been to reveal the nurses' perception regarding the teaching-learning process of the curricular component of Supervision and Management in Health and Nursing, and also about the support for professional performance. **Methods:** It is a study with a qualitative approach guided by the Paulo Freire's Research Itinerary. **Results:** The study was carried out with three nursing students from the *Universidade Federal da Fronteira Sul* who work in *Chapecó* city, *Santa Catarina* State. The Culture Circle, in which the stages of the Research Itinerary were performed, resulted in three frameworks, as follows: Importance of intersectional management during the nursing course; Dialogue between the academia and the service; Self-perception of capability for professional performance. **Conclusions:** The nurses revealed that management teaching shows weaknesses towards professional practice development during the graduation period, and also suggests that this matter should be approached in an intersectional manner during the training process.

Descriptors: Nursing, teaching, management, professional field, graduation.

RESUMO

Objetivo: Desvelar a percepção de enfermeiras quanto ao ensino e aprendizagem do componente curricular de Gestão e Gerenciamento em Saúde e Enfermagem e os subsídios para a atuação profissional. **Método:** Estudo com abordagem qualitativa, norteada pelo Itinerário

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de Pesquisa de Paulo Freire. **Resultados:** Realizado com três egressas do curso de Enfermagem da Universidade Federal da Fronteira Sul (UFFS) que trabalham no município de Chapecó, SC. O Círculo de Cultura, no qual se percorreram as etapas do Itinerário de Pesquisa, resultou em três quadros: importância da transversalidade da gestão no curso de Enfermagem; diálogo entre a academia e o serviço; e autopercepção do preparo para o desempenho profissional. **Conclusão:** As enfermeiras desvelaram que o ensino da gestão, durante a graduação, apresenta fragilidades para o desenvolvimento da prática profissional, e sugerem que o tema seja transversal durante o processo de formação.

Descritores: Enfermagem, Ensino, Gestão, Área de atuação profissional, Graduação.

RESUMEN

Objetivo: Comprender la percepción de las enfermeras para la enseñanza y el aprendizaje de la administración del componente curricular y Gestión en Salud y Enfermería y subsidios para el desempeño profesional.

Método: Un estudio cualitativo, guiada por el itinerario de investigación de Paulo Freire. **Resultados:** Realizado con tres graduados del curso de Enfermería de la Universidad Federal de la Frontera Sur trabajando en Chapecó, SC. El Círculo de Cultura, en el que subió los escalones de la investigación dio como resultado tres marcos de Ruta: Importancia de la gestión transversal de curso de Enfermería; El diálogo entre el mundo académico y el servicio; Autopercepción de la preparación para el desempeño profesional. **Conclusiones:** Las enfermeras dieron a conocer que la enseñanza de la gestión para la graduación presenta debilidades para el desarrollo de la práctica profesional y sugieren que los recortes tema a través durante el proceso de formación.

Descriptor: Enfermería, Educación, Gestión, Área profesional, Graducción.

INTRODUCTION

The globalization required individuals to acquire skills in order to enter and remain in the labor market. One of the challenges faced by professionals in general, specifically in the area of health, is that their qualifications are built on skills that enable them to expand their specialized technical, ethical and political knowledge, communication and personal interaction to exert their capacity as integral subjects, as far as knowledge, know-how and behavior are concerned.¹

In this sense, the nursing care management, in the most miscellaneous scenarios in which it occurs, constitutes a complex activity. The know-how anchors itself in the ontological dimension, of expressive character, as it involves scientific, ethical, aesthetic and personal knowledge about the complexity of the man in what they refer to the singularities and their relation and insertion in the different contexts of life. This know-how is also based on a technical and technological dimension, of an instrumental nature, which involves scientific and personal knowledge, technical ability, management and assistance competence. Thus, the management of nursing care is characterized by expressive and instrumental actions of direct and indirect care, which involve the praxis of the nurse in the professional daily life.²

In accordance with Law No. 7,498 of June 25th, 1986, which provides, in the eleventh article on the regulation of the nursing exercise in Brazil, is the private action of the nurse, the direction of the nursing organs in a public and

private health institution and the planning, organization, coordination, implementation, evaluation and direction of nursing care services.³

The National Curriculum Guidelines (NCG) highlights the competencies needed by nurses to develop professional practice: two of them are health care and lifelong education, and the other five are administrative competencies: decision-making, communication, leadership, administration and management.⁴

The Pedagogical Political Project (PPP) of the Graduation Course in Nursing from the *Universidade Federal da Fronteira Sul (UFFS)* pursues to train generalist nurses with critical, reflexive and creative capacity, qualified for nursing work in the dimensions of care, manage, educate and to research, based on ethical principles, specific, interdisciplinary knowledge, considering the epidemiological profile and the socio-political, economic and cultural context of the region and country, contributing to the implementation of principles and guidelines from the *Sistema Único de Saúde (SUS)* [Unified Health System].⁵

Therefore, the freshly graduated nurses are expected to assume the functions that are characteristic of managing care in the work environment. To this end, nursing students need to understand the health work process, to have developed the expressive and instrumental dimensions necessary for the management of care, as well as professional aptitudes for the development of nursing actions in all dimensions of care.

Given the aforementioned, the following research question arises: have the teaching-learning process during the curricular component of Supervision and Management in Health and Nursing supported students towards the development of management skills?

Therefore, this research aims to reveal the nurses' perception regarding the teaching-learning process of the curricular component of Supervision and Management in Health and Nursing, and also about the support for professional performance.

METHODS

It is a descriptive study with a qualitative approach, which was inspired by Paulo Freire's Research Itinerary, which instituted the Culture Circle that comprises four stages, as follows: a) Investigation of Generating Themes, b) Codification, c) Decoding, and d) Critical Revelation of Reality. This modality allows the conscious participation of those involved in the research, permitting the exchange of experiences and experiences among the subjects of the study, in the collective search to improve the understanding of reality and to transform it, modifying the customs of individuals or groups to perfect the processes in which they are involved.⁶

All ethical procedures involving research with human beings were respected, and the project was approved by the Research Ethics Committee from the *UFFS*, under the Legal Opinion No. 1.610.957.

As inclusion criterion, we have defined graduated participants from the Graduation Course in Nursing (*UFFS*) who work as nurses in *Chapecó* city, *Santa Catarina* State.

The course has so far, two classes, making up a total of 39 undergraduate students, of which 8 met the inclusion criteria, and 2 did not agree to participate. A total of 6 participants were initially obtained, however, on the day scheduled for data collection, 3 of these did not attend. Thus, 3 nurses participated of this study.

Data collection took place in a single circle, in August 2016, using two guiding questions to generate the following themes: 1) How was carried out the curricular component of Supervision and Management in Health and Nursing during graduation time? 2) How did the curricular component work out for the professional performance? The meeting was recorded and lasted approximately over three hours.

The statements were transcribed and identified by letters A, B and C for further analysis based on the methodological reference and respecting the steps of Paulo Freire's Research Itinerary, which provides that the analytical process of qualitative data should occur concomitantly with the data collect. The information obtained in the respective stages was organized into three generating themes.⁷

RESULTS AND DISCUSSION

Bellow are the tables that show the nurses' perception regarding the teaching-learning process of the curricular component of Supervision and Management in Health and Nursing, and also about the support for professional performance.

Table 1 - Importance of intersectional management during the nursing course

Generating theme: Importance of intersectional management during the nursing course	
<p>Codification</p> <ul style="list-style-type: none"> - Gradual lack of training that develops in the student the management skills throughout the graduation course. - Experience in the Supervised Curricular Internship (SCI) focused on the care issues rather than the managerial ones. - The curricular component Supervision and Management in Health and Nursing is summarized at the eighth phase, which means that too much content is given by a large group of professors. It indicates a fragmentation and disarticulation of this model. 	<p>Decoding</p> <p>It is necessary that during the professional formation the student can be motivated to develop instrumental and managerial skills aiming to enhance the management of nursing care.</p>
<p>Critical Revelation of Reality</p> <p>Making the teaching of care management intersectional during the nursing graduation course by using strategies such as: dividing the management component throughout the course and conducting the teaching management of care more frequently in the other components.</p>	

Table 2 - Dialogue between the academia and the service

Generating theme: Dialogue between the academia and the service	
<p>Codification</p> <ul style="list-style-type: none"> - Improving the partnership established between the health institution and the educational institution, creating links that can promote the qualification of the student training and the professionals of the service. - Establishing channels of communication between the professors and the service professionals. - Elucidating the student's role in different moments of theoretical and practical activities and stages. 	<p>Decoding</p> <p>It is necessary that there is an effective dialogue, establishing reciprocity of gains in the strengthening of professional practice.</p>
<p>Critical Revelation of Reality</p> <p>It is proposed to create discussion forums on the ideas and concepts of care management, involving the academy and health services. Integrating the nurses into university research groups. Stimulating the participation of professionals of the services in the academic field, allowing the approach with the students and professors, then permitting also the exposure of their professional role in their work scenario.</p>	

Table 3 - Self-perception of capability for professional performance

Generating theme: Self-perception of capability for professional performance	
<p>Codification</p> <ul style="list-style-type: none"> - Insufficient knowledge of the basic elements of care management. - Sensory of insecurity and unpreparedness to act professionally and lead a team. - The young professional's challenge to the leadership of older teams. - Sensitivity of technical unpreparedness. - Expectation to become technically fit in SCI. - Sensation of ignorance regarding the nurse's performance in their professional life. 	<p>Decoding</p> <p>The student does not feel sufficiently prepared to deal with the complexity of care management when required to assume the nurse role in SCI.</p>
<p>Critical Revelation of Reality</p> <p>The educational institutions must propose strategies that allow the student to be co-responsible in their training process.</p> <p>Provide individual, ethical and progressive feedback on the skills and competencies of care management.</p> <p>Expectation that the intersectional management of education will fill the needs revealed by the participants.</p>	

Generating theme 1: Importance of intersectional management during the nursing course

The reports show that the nursing management and management discipline, developed in the eighth semester, presents weaknesses regarding the students' preparation for the management of nursing care. In this context, the proposal of intersectional approach arises as a way of proposing the disruption with the communication between contents, and promoting discussions and deepening of the dimensions essential to the profession throughout the graduation course.

The intersectional approach aims to develop themes that permeate the different fields of knowledge, breaking with the fragmentation of linear thinking.⁸

It is a challenge for universities and professors, as an innovative methodology, which breaks paradigms, taking into account the students' previous knowledge, their social, political, professional and cultural reality, paying attention to the use of new educational models that study the complex phenomena that prevail today, and respond to students' needs in a dialogic and collaborative way.⁹

A study carried out in *São Paulo* in 2009, with 110 nursing graduates from private institutions, identified that nursing schools in general have difficulties to increase the changes in professional training established by the national curricular guidelines of the nursing profession, especially those related to the development of essential skills to perform the practical activities/experiences.¹⁰

In this perspective, the intersectional management education during the graduation course in nursing would offer students the possibility of gradually appropriating the necessary tools for a safe practice.

Generating theme 2: Dialogue between the academia and the service

The graduates revealed the importance of effective communication between the educational institution and the health service. This perception reflects the dichotomy between the labor market and the educational world, although they are constantly related to the development of practical activities and theoretical-practical.

In this sense, it seems necessary to move forward with regard to the development of articulated activities between the educational institution and the health service, using effective communication, to improve training and to meet the NCG in the health area.¹¹

Regarding the teaching-service relationship, the students expressed that in developing the internships, the institution expected them, as students, to perform technical procedures, and when they returned to the institution as nurses, they sought professionals capable of managing care. This is a dissonance in the work process. In this way, the reality under study, explains the institutional difficulty in understanding the real role of the student during the SCI.

This situation, in some places, is already undergoing changes, since all the professionals of the hospital are responsible

for the academic orientation when developing their activities with the students. It has been observed in the scope of health education that significant changes have been occurring, due to the understanding of the role of the experience in the learning process, the expansion of the knowledge and skills required for health work, and the care integrality and multidisciplinary approach. It is noteworthy to observe the co-responsibility that must exist between the academy and the institutions during the teaching-learning process, and it is necessary to align the assistance activities and teaching.¹²

Concerning the institutional expectation regarding the graduates, it is observed the difficulty to adapt the undergraduate education to the labor market, constituting a divergence of interests regarding the formation. The school prepares the nurses to provide assistance and the labor market expects from them administration and management, the graduates face, in their daily lives, complex conditions that lead them to confront the skills acquired during the course with those required in the professional practice.¹⁰

Therefore, the formation of study groups, forums for discussion along with health service teachers and nurses, may allow for the approximation and integration that promote the strengthening of the relationship between the service and the university, facilitating interlocution in the teaching learning process, then strengthening the professional practice.

Generating theme 3: Self-perception of capability for professional performance

In this consideration the graduates pointed out the difficulty experienced during the training in appropriating the knowledge acquired in the graduation to develop the professional practice. At many times they feel fear and insecurity in the face of situations that require decision-making, conflict mediation, leadership ability, and motivation among other managerial competencies.

The appreciation of knowledge and specific skills, by the labor market, has awakened in individuals the need to be able to face the daily professional confrontations. The professors Furukawa and Cunha emphasize that it is necessary for the manager to seek self-development, as well as that of his/her group. Therefore, some individual competences are essential, such as: leadership, persuasion, teamwork, creativity, decision-making, planning, organization and determination. These can be defined as the capacity of the individual to know how to act responsibly, which involves mobilizing, communicating, interacting, learning, committing, transferring knowledge, resources, skills, which add economic value to the organization and social value to the individual.¹³

In order to identify the significant factors in the training of nurses, Souza Júnior carried out a study with twelve undergraduates of a graduation course in nursing from three universities in *Pernambuco*, where they were able to perceive unprepared students in the face of the need to manage a team.¹⁴ Another study expresses concern about nurses' role of managing role, since nursing schools do not adequately prepare future professionals to act with greater security and

autonomy.¹⁵ Thus, it can be noted that this situation has been forming over time in the training of nurses.

Furthermore, the graduates perceive the need to seek knowledge and deepen the management learning during the academic course, highlight the importance of the development of technical and managerial skills, associated to the development of responsibility and professional ethics. The challenge of the academy is to work out the academic teaching for the professional exercise, and to motivate the student in the search of his own learning.

The student is not a passive receiver. Far from this, in order to learn, the student must relate the new knowledge to those already existing to those already internalized, attributing meaning to this new learning process.⁹ Paulo Freire said that teaching to think and question about their reality is the best way to build knowledge, because it is from the participation that the student could understand himself as a social being participant and with potential for greater mobilization.¹⁶

CONCLUSION

The use of Paulo Freire's Culture Circles has allowed this research to reveal the nurses' perceptions about the learning process, which revealed some weaknesses and situations that should be modified, encouraged or strengthened during the academic training. This way, leading to the reflection about the need for adjustments to the PPP, where there is the commitment of the teachers to establish dialogic relations of teaching and learning, and thus promoting the intersectional theme management for the professional training, regarding the supervision and the management.

The articulation between the academy and the service was expressed as relevant in the training of the student by promoting qualification for the performance of the trainee, as well as a better performance in his professional life.

It is essential to think about the need for the student to improve, during the professional training, the knowledge and skills capable of giving security to the care process, as well as the development of management skills in order to stimulate the abilities of motivation and leadership towards teamwork, which are elements capable of giving excellence to the professional practice.

It is necessary a critical and reflexive intervention in order to provide tools capable of preparing the student for the effective marketplace confrontation, both in the assistance perspective and the decision-making process. From this perspective, the student is the protagonist of the teaching-learning process.

Bearing in mind the importance of the topic, it is suggested that studies of this nature may be carried out in order to elucidate the realities of academic formation in the most diverse educational institutions in Brazil, leading to the mobilization of professors, students and graduates for a transformation of the praxis.

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