

201 - LEARNING TO TEACH: THE INTRODUCTION OF PEDIATRIC ONCOLOGY IN THE TEACHING OF THE MASTER'S PROGRAM IN NURSING AT UFRN

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INTRODUCTION

Learning means keeping what was taught in someone else's apprehension of knowledge, that is, it's the ability human beings have to notice facts, understand them and reproduce them in different situations.

Common sense explains teaching as giving a bit of ourselves to the other, but would it really be just donation? It's conveying information and techniques previously learned, it means giving a bit of ourselves to other, without being assured of their real assimilation.

The interconnection into the learning-teaching binomial is impossible to be torn apart, since teaching implies learning with our or somebody else's knowledge, with experiences and reasoning; at last, with individuals and groups.

All learning is an active and reciprocal process that requires subjects to have a strong interaction with the object to be seized. So, it's teachers' task to guide the students towards the object comprehension and students' role to built his or her own knowledge. As a result, there's no learning without the interaction between subject and object, although "the knowledge construction depends essentially on the subject" (VASCONCELOS, 2004, p.98).

Like this, in the teaching-learning praxis, the participants experience a continuous intellectual, personal and social development. It's noticed, in the activities of nurses who work at the pediatric oncology sector in Natal, the little or no preparing after their graduation, what reveals the lack of instruction on this thematic and encourages the implementation of it into the undergraduate nursing courses.

In this sense, the observation of the teaching methodology developed in most disciplines from the nursing master program at the Federal University of Rio Grande do Norte (UFRN), in which students prepare seminars and, at the same time, practice their teaching skills when they present them to their classmates, has made people reflect on the teaching-learning contributions to master students towards undergraduate students. This teaching practice is intensified during the discipline of pedagogic practices, in which master students, who have learnt teaching didactic techniques, give lessons to undergraduate students. This teaching-learning space allows the insertion of knowledge in Pediatrics, especially in Oncology.

Calil and Prado (2009, p.469) support the implementation of oncology teaching since they defend, in the educational system, "the challenge of reformulating and/or adapting curricula, teaching methodologies, evaluating methods, interpersonal relationships, finally, teaching and learning in this new context".

The motivation to write this article came from the nursing master students' experience after the short practice of teaching pediatric oncology, and participation in the discipline "Nursing in the children and adolescent care", also involving the monitor of this discipline.

This paper, therefore, aims to discuss the facilities and difficulties occurred during the planning and management of these lessons and reflect on the contributions for the nursing master students' apprehension of how to teach.

METHODOLOGY

It's an experience report developed from the teaching practice by post-graduating students in nursing at UFRN, during the discipline "pedagogic practices in nursing". In this activity, the master students gave lessons to the students from the 7th semester of nursing that were studying the discipline "Nursing in the health care of children and adolescents", during the first semester of 2009, and developing the thematic "pediatric oncology".

Teaching: a schooling practice

According to Guedes, Ohara and Silva (2008), during the teaching-learning process the teacher acquires the taste for teaching: besides noticing the student intellectual growth, he or she perceives his or her own learning.

The authors state that teaching is a process of continuous construction and reconstruction, influenced by the teacher's history of life, academic graduation and professional experiences.

So, the master program requires that the students be in the classrooms so that they can keep connected with this environment's dynamics, its challenges and peculiarities.

In the course of the discipline "Pedagogic Practices", held by the Master Program's first semester at UFRN, students are invited to participate in any discipline of the nursing graduate course, to be chosen in accordance with the adviser. In this article, we chose the discipline "Nursing in the health care of children and adolescents", since the master students' professional context involves the practice in pediatric nursing.

In the program planning for teaching formation, it's necessary that students, since the beginning of their graduation, see themselves as subjects of the knowledge production, and that they definitely be convinced that teaching is not transmitting information and that forming doesn't mean "to make an accommodated body have a particular shape, style or soul", but to create the possibilities for their own intellectual production in the construction of their autonomy. It implies, therefore, that there's no teaching without students, one implicates the other. Besides that, participants, in spite of the differences that define them, can't be reduced to the status of object one another. Who teaches learns while teaching and who learns teaches while learning (FREIRE, 1996).

So, when these master students embraced their role as trainees and trainers in a graduation process, teaching and learning simultaneously, they developed strategies in order to surpass the first difficulties, as which techniques and didactic competences to the performance of the teaching practice, considering their little experience on teaching.

In order to overcome these difficulties, they used the principle of intentionality for planning this action, in which mastering the contents would allow the students, now teachers, to feel safe to learn how to teach while teaching the chosen subject.

The intentionality is mentioned by Silva and Timoteo (2007, p. 26) as one of the items of the exchanging process that exists in teaching-learning, "that is, the purpose of who's willing to be taught, the support of those who volunteer to cooperate with

the subject in transformation and the establishment of mutual interaction between the agents of the learning process”.

Like this, so that it's possible to develop a reflexive teaching process it's necessary to analyze the work, regarding its technical quality and understanding its meaning, either to those who perform it, or to those who it's directed to. Consequently, it's impossible to separate the theory-practice binomial, since it's on everyday work experience that challenges emerge (SILVA et al., 2005). This routine, however, keeps on reminding the theory-practice dichotomy between teachers and students and just a few pay attention to overcoming this practice.

In choosing the theme, the master students' professional experience was considered, as well as the absence of this theme in the nursing undergraduate discipline's program, making the choice for the pediatric oncology. In this sense, the theme apprehension, combined with the professional practice in care worked as a facilitator to the elaboration and choice of priorities in the approach of contents.

Suitably, the Ministry of Health implements the (PIDAAC) as an initiative that aims to implement the teaching of cancer in undergraduate courses of medicine and nursing and suggests content modules (BRASIL, 2008). Considering contents relevance, PIDAAC was adopted as a reference to plan the lessons program.

Silva and Timóteo (2007, p.32) reinforce the contents choice when they state that “it's necessary to strengthen the initiatives and make them visible in the graduation field, mainly when these measures represent innovative projects, that work under a new conception of education in health”.

The contents were divided into four stages and aimed to approach: introduction to oncology; cancer statistics, the impact of child cancer on the social context, the number of new cases and their meanings; to discuss the main pediatric cancers, their signs and symptoms, as well as the importance of the early diagnosis; nursing care towards ambulatory and hospital patients; introduction of nursing undergraduate students in the discussions on health policies in oncology; and for reflecting on the thematic “end of life”.

Several teaching resources were used in order to approach these contents, from open dialogues, exhibitions, multimedia and reading texts, to group dynamics. Although recognizing the limitations and critics to the expositive lecture method, adopting it was due to the need of studying some longer contents about theory information, crucial to base the practice of nurses in the Oncology segment.

Discussing the expositive lecture method, Vasconcelos (2004) argues that the reason this method has lasted over the years is that it's simple to be put into practice, even though its constant utilization might reveal teachers', school's or families' conveniences.

So, it's necessary to describe the meetings and their main implications to the teaching-learning process, experienced by the master students, the monitor and the undergraduate students.

In the first moment, there was the presentation of a table of contents and the discussion of it. As a didactic initial resource, awareness dynamic was employed in order to know the students' anxieties and curiosities. Afterwards, some indicators were presented, such as, 2008's ratings according to INCA's data, new cases in Brazil, in its regions and in Rio Grande do Norte, besides ratings related to the most frequent childhood cancer, leading students to a critical analysis of the Brazilian reality, its causes, consequences and possible ways the nursing service could face this reality. By exposing and dialoguing, the following themes were presented: introduction to Oncology, causal factors, classifications, protocols and prognostics.

During this meeting, some teachers showed no interest and left the place. Some of them were warned not to negatively interrupt the teaching-learning process.

The second moment began with questions on the students' previous knowledge about pediatric cancers, cancer physiopathology and main childhood cancers, through expositive and dialogued classes, in which many students participated, asking pertinent questions and thoroughly exploring the subjects. Unlike the involvement in the previous meeting, this time, the participation was due to the subjects studied, which were biomedical and technicist.

Also in the second meeting, we read the concierge number 2439/GM of December 8th 2005 (BRASIL, 2005), that determines the establishment of the national policy on oncology care, and we discussed the content and evaluation of this policy in the country. After that, we had a debate on the importance of early diagnosis, prevention, promotion and treatment, besides training in oncology, with critical reflection on the policies in this area. The concierge promoted the first step to the questionings on the Unique Health System (SUS)'s principles and the possibilities of caring for patients according to the PIDAAC. This theme called little of the students' attention, due to its theoretical contents, for the relations between actions and policies are not remarked in reality.

In the third moment, a few students visited a social philanthropic entity that supports children with cancer. In this occasion, they talked to a specialist in pediatric oncology about the symptomatology and early identification of cancer signs, medical procedures and nursing care in quimiotherapy, which were later showed with the help of a clinical child dummy.

These activities' plan was based on the understanding that teaching methods are important tools in learning if they're properly used. According to Libaneo (1991), among these methods, there are the special and complementary activities in the assimilation of contents, as a didactic technique used in the teaching process, in which the content is related to social facts connected to it. It's, therefore, constituted of visits to social and communitarian spaces.

The teaching practice, then, involves a dynamic and dialectic movement between the practice and the reflection on the practice, what demands that the teacher keeps reflecting on his practice and the need of permanent pedagogic formation (FREIRE, 2002).

Paraphrasing Freire's (2002) ideas, in nursing, repeating the procedures is not essential, but understanding human values, that substitutes the fear of care for the courage and safety in the conscious and co-responsible care for the other.

In this way, we came to the last moment of the course, in which reemerged discussions on policies of cancer control in Brazil, with and integrating dynamic that introduces the theme, aiming to reflect on the path the child walks from diagnosis and treatment up to palliative care. The students showed collaboration and empathy towards the theme, strongly participating and questioning.

Through group dynamics, we experienced everyday situations the patients face, aiming to arouse curiosity towards the nursing practice at all levels of care and lead the students to a reflection on the humanized care.

The curiosity as a restless inquiring, as a tendency to discover something, as a question that is verbalized or not, as a search for explanation, as a sign of attention that suggests alert, makes part of the vital phenomenon (FREIRE, 2002). This vital process is the responsible for the promotion of ingenuity in criticism through critical curiosity.

On the last day of class, we used audio-visual resources, followed by a dialogue on end of life, reflecting on subjects like palliative care, pain, personal image, long-term survivors, bioethics and others. At the end, students filled in an application form, in which they evaluated the course and the teachers.

In this form, students revealed they had acquired little information before the classes; some of them showed interest in

the thematic when it comes to upgrading and having more information on new technology, besides learning about the care towards children with cancer. Some added remarks and suggestions, such as, the demand for a longer hourly load in order to have more empirical training and the inclusion of these subjects into the discipline's program.

CONTRIBUTIONS OF LEARNING-TEACHING

According to Vasconcelos (2004), the classroom is the space where, by educating and being in contact with the students, the teacher notices the real pedagogic problems, as a result of the human relationship supported by the work with information and the collectivity organization.

In this way, the classroom experience is the ideal environment for the teacher to develop competences and skills to teach.

All the information here discussed reinforced the concepts on the importance of the education concerned about the student independence, considering him as the responsible for his own knowledge apprehension and maintaining, in this way, the potentialities inherent in the human "nature".

It's observed that the fields for the nursing exercise towards these customers are broad and covers from the primary to the tertiary care, rehabilitation and intervention of disabilities. It's therefore necessary that teachers and students be prepared to face this national epidemiologic reality (CALIL, PRADO, 2009).

In this perspective, Fernandes (2007) reviewing the political pedagogic project, suggests that the latter include political, social, ethical and legal topics that are specific in nursing, since changes in the health care scenario increasingly demand that professionals in formation get more prepared.

In this sense, the authors of this study advocate the use of PIDAAC's guide because they understand that it covers contents, policies and ethic reflections on the practice of nursing in pediatric oncology.

Maybe the school can only provide technical expertise for a particular professional practice, but it can also form ethic and autonomous individuals, able to keep themselves continuously up-to-date with their professions (FERNANDES, 2007).

FINAL CONSIDERATIONS

Learning in pedagogic practices is essential, not only for master students, but also to all nurses, for education is the path towards a professional practice that is responsible and has good quality and social and ethical commitment.

Teaching training on pediatric oncology was an opportune theme to the undergraduate students at that moment, since, due to curriculum lacks, this subject hadn't been studied during the course. Due to its multidisciplinary character, it's a theme that integrates nursing into other fields of knowledge and leads to the perspective of including it into the pedagogic project of the undergraduate nursing course at UFRN, according to the guide proposed by PIDAAC, incorporating this discussion on pediatric oncology into the discipline "nursing in the care of children and adolescents". The reflection during the classes led the master students to the understanding that learning is a continuous cycle that all teachers face and it's necessary not only theory knowledge, but also other information that surpass the classroom sphere.

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LEARNING TO TEACH: THE INTRODUCTION OF PEDIATRIC ONCOLOGY IN THE TEACHING OF THE MASTER'S PROGRAM IN NURSING AT UFRN

This article reports the nursing master students' experience after the short practice of teaching pediatric oncology, and participation in the discipline "Nursing in the children and adolescent care" where was developed activities of practice teaching-learning in Pediatric Oncology. This paper aims to discuss the facilities and difficulties occurred during the planning and management of these lessons and reflect on the contributions for the nursing master students' apprehension of how to teach. It was addressed in this work the practice in teaching and the contributions to teaching-learning for integration between undergraduate and graduate students.

KEY-WORDS: Learning, education, nursing.

APPRENDRE À ENSEIGNER: L'INSERTION DE L'ONCOLOGIE PÉDIATRIQUE DANS L'ENSEIGNEMENT DU MASTER EN SOINS INFIRMIERS DE L'UFRN

Cette article raconte l'expérience d'étudiantes du Master en Soins Infirmiers de L'Université Fédérale du Rio Grande do Norte pendant la matière de pratiques pédagogiques, incluant celles-ci dans le cours « Les Soins Infirmiers et l'attention à la santé de l'enfant et de l'adolescent », où elles développèrent des activités d'enseignement-apprentissage en oncologie pédiatrique. On propose de discuter les facilités et difficultés rencontrées lors du planning et de la gestion des cours et de réfléchir aux apports de l'apprentissage de l'enseignement aux élèves du Master en Soins Infirmiers. On aborde dans ce travail l'exercice de l'enseignement et les contributions que l'apprendre-enseigner apportèrent à l'intégration des élèves de la graduation et de la post-graduation.

MOTS-CLÉ : Apprentissage, Education, Soins infirmiers.

APRENDER A ENSEÑAR: LA INSERCIÓN DE LA ONCOLOGÍA PEDIÁTRICA EN EL CURSO DE LA ENSEÑANZA DEL GRADO DE MAESTRÍA EN ENFERMERÍA UFRN**RESUMEN**

Este artículo es un relato de la experiencia de los estudiantes del grado de maestría en enfermería de la Universidad Federal do Rio Grande do Norte, en el transcurso de las prácticas pedagógicas de estos estudiantes en la disciplina de "Enfermería en el cuidado de la salud de los niños y adolescentes" donde se desarrollaron actividades de enseñanza y aprendizaje en la oncología pediátrica. Discutiendo acerca de las facilidades y dificultades encontradas durante la planificación y la gestión de estas lecciones, y reflexionar sobre las contribuciones de la aprendizaje de la enseñanza per los estudiantes de maestría académico en enfermería. Este artículo fue una abordaje acerca la práctica de la enseñanza y las contribuciones de la enseñanza-aprendizaje para la integración entre los estudiantes de pregrado y de posgrado.

PALABRAS CLAVE: aprendizaje, educación, enfermería

APRENDER A ENSINAR: A INSERÇÃO DA ONCOLOGIA PEDIÁTRICA NO EXERCÍCIO DE DOCÊNCIA NO MESTRADO EM ENFERMAGEM DA UFRN**RESUMO:**

Este artigo relata a experiência de alunas do mestrado em enfermagem da Universidade Federal do Rio Grande do Norte, durante a disciplina de práticas pedagógicas através da inserção dessas na disciplina Enfermagem na atenção a saúde da criança e do adolescente onde desenvolveram atividades de ensino-aprendizagem em oncologia pediátrica. Propondo discutir as facilidades e dificuldades ocorridas durante o planejamento e administração das referidas aulas e refletir sobre as contribuições no aprendizado da docência para os alunos do mestrado acadêmico em enfermagem. Abordou-se neste trabalho o exercício da docência e as contribuições do aprender-ensinar para a integração entre alunos da graduação e pós-graduação.

PALAVRAS-CHAVE: aprendizagem, educação, enfermagem.

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