147 - ACTION OF ENFERMEIRO DURING ESTÁGIO SUPERVISIONADO IN A HOSPITAL UNIVERSITÁRIO IN NATAL: TENDÊNCIA AND PREPARO PEDAGOGICAL

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INTRODUCTION

Education and health are areas of production and application of knowledge for the human development. There is an intersection between these two camps, both at any level of attention to health as the continuous acquisition of knowledge by health professionals. Thus, these professionals are, even unknowingly, in an ongoing cycle of teaching and learning (Pereira, 2003). Thus, the practices acquire educational relevance and imperiousity in shares of health focused on the field of action. Such practices, object of the shares of education in health, as benchmarks are the conceptions of health and education based on the development of human potential, the potential for transformation of reality, and members of the fundamental rights of the human person. There is an educational process in the framework of representations of society and of a man who wants to form. Through education of new generations acquire cultural values and reproduce or transform the social codes of each company. Thus, there is a process of education aseptic dominant ideologies, necessitating the debate on the very meaning and value of education in and for society (LUCKESI, 1994).

Therefore, it becomes necessary to discuss the concepts of educational practices. These concepts are guided by educational tendencies, or the various ways to understand the process of teaching-learning. According to the Ministry of Education and Culture, Brazil (1997), are dominant in the Brazilian educational system: the Traditional Education, Pedagogy Renewed, the Pedagogy Technicist and pedagogy Criticism. Such tendency relate to the dominant form by which it makes the education process. Often, teachers or instructors of the same educational background may use different educational processes, and therefore there is a mixture of tendencies used. According Cyrino and Toralles-Pereira (2004), there is an international recognition of the need for change in education of health professionals confront the inadequacy of the equipment trainer to give answers to social demands. The institutions have been encouraged to transform themselves developing a teaching that, among other attributes, enhancing the equity and the quality of care and the efficiency and relevance of work in health.

The nursing profession is one of the area's health and specificity whose essence is careful to humans, individually, in the family or the community. Currently, the nursing professionals have been hard for the practice of care in a holistic view, aiming the appreciation of the man and be total both in the field of health as when performing functions of teaching, research and extension, considering changes in the educational system (SCHERER ; SCHERER; CARVALHO, 2006).

Driven by the issues of education in nursing, focusing on the agent educator, had as its objectives identify whether the nurses felt pedagogically prepared to act as supervisor of training and educational tendencies which they qualified their pedagogical practice.

METHODOLOGY

This study was descriptive in nature as the central focus of pedagogical practice nurse during supervised internship at Hospital Universitário Onofre Lopes

(HUOL) in Natal, belonging to the Health Complex of the Federal University of Rio Grande do Norte (UFRN) and aimed to identify: if the nurses felt prepared, pedagogically, to serve as supervisor of training; the tendencies in teaching qualified its practice; the educational activities developed during the placement supervised and how planed and developed these actions.

The target population was composed of nurses, and selected a sample that intentional of 22 nurses working as supervisors with the training of graduate students and average level of nursing, which answered a questionnaire structured.

The collection of data occurred in the prior consent of the board and general nursing at the hospital, approval of the committee and ethics in research and signing of Term of Free and Informed Consent (TFIC), the searchable. The data were organized in the database electronic, in Microsoft Excel spreadsheet application and presented in the form of tables and figures with their respective percentage distributions.

RESULTS

According to the data obtained, we identified that the majority of nurses are female (90.1%), and the prevalent age group between 41-50 years (45.4%). The length of service in the period of 21-30 years of service in the hospital.

We note that 50.5% of nurses working in the sectors of wards, 63.6% had expertise in various areas, highlighting to the specialization of PROFAE (59.1%) and were graduates in nursing (45.4%) and 4 , 5% has the master program. Identified that 81.8% of surveyed feel it is prepared to act as supervisors of training, and that of these, 45.4% are licensed.

However, 18.2% said that they are not prepared for the education, pointing as justification the fact that there is a lack of pedagogical training, resulting lack of security in their educational practice. We can see in Table 1 below, that the tendency constructivist (45.4%) is the predominant classification of the surveyed, followed tendencies critical-reflexive (13.7%), traditional (13.7%), traditional / constructivist (9.1%), behavioral and progressive with 4.5% each. But 9.1% of the surveyed did not identify its practices in any tendency.

Table 1. Tendency pedagogical educational action of the second surveyed. Natal, 2006.

PEDAGOGICAL TENDENCY OF EDUCATIVE ACTION	NURSE (%)
Constructivist	45.4
Critical-Reflexive	13.7
Traditional	13.7
Traditional / Constructivist	9.1
Behavioral	4.5
Progressive	4.5
Not mentioned tendency	9.1

The surveyed said that developing its practice in the educational tendency constructivist had the following justifications: always be evaluating the student and taking it to reflect (13.7%), explaining why the cases (4.5%), taking you to build and reach the desired goal (4.5%), believe that the new teaching methods are most applicable and the results are faster and positive (4.5%), trying to develop a sense critical problematicizer seen in the context in which the student lives (4.5%), developing the student with the practice (4.5%), try working the potential of the student, so that he interacts with his knowledge, in a horizontal education, trying to learn together (4,5 %) and not justified (4.5%).

The surveyed said that developing their educational practice in critical-reflexive tendency pointed the following justifications: articulate the know in the know do with the socio-political context in which we inserted (4.5%), the student tends to work

and require the supervisor, which promotes an exchange of knowledge, since this kind of approach is enriching (4.5%) and seek teach reflecting the shares (4.5%).

Noticed that the search was consistent to justify the classification of its practice in this tendency which demonstrates a prior knowledge on the characteristics of the approach. Even with the many innovations in the methods of education, 13.7% of respondents cite the tendency to classify their traditional practice, and to justify this lack of upgrading education (6.8%) and not knowing the reason for such classification (6 , 8%).

We found that 9.1% of the interviewees make a junction tendencies traditional and constructivist, saying use a little of each, and justified that: you can not, at present, following a line traditional pure and simple (4.5%) and not justified (4.5%). According to the data, 9.1% of the surveyed did not identify their practice with no tendency.

The justifications cited by the surveyed were: looking know the baggage of the student and directing the supervision to the difficulties, and enhance the strengths (4.5%) and performance on the field and practice of education (4.5%).

The professionals said following a behavioral tendency (4.5%) justified for this: the student lead in the teaching-learning process in order to start it can for the same move later alone (4.5%). The professionals surveyed said that following a line progressive (4.5%) not justified the choice of this tendency.

DISCUSSION

We realize that the fact of having done searched several specialties and training, justifies the assertion of the same as being prepared to act as supervisors of training, which denotes that the training are directly linked to the sense of prepared or not.

Based on the justifications presented can see that some professionals know the aspects that characterize the tendencies identified, because we realize that some justifications directed their practice to other tendencies other than those mentioned.

In this sense, we agree with Silva and Ruffino (1999), to highlight the need for professionals who work in education to know the different approaches to education and educational tendencies, which can guide the practice teacher, knowing that they reflect the ideological character that pass by the different contexts of the educational system.

The professionals who have not had access to updates, take a practice dedicated to the educational tendency traditional, as it is infused in education who received their respective teachers, in which the teacher is seen as highest authority, the only driver of the educational process, owner of absolute truth (BRAZIL, 1997).

According Luckesi (1994), this kind of tendency is still frequent in the Brazilian university. It is based on the teacher-student relationship, where the prevailing authority of the teacher, demanding a receptive attitude of the students and hindering communication between them.

Note that the search does not have a particular tendency in which would classify their practice, however, given the reasons cited, the same could classify their practice in accordance with the approach progressive social-critical content. As Libaneo (1994.1983), the progressive tendency of social-critical content emphasizes the primacy of content in its confrontation with the social realities. In view of the pedagogy of content, there is the principle of learning material, starting from the student already knows.

The transfer of learning only takes place at the time of synthesis, that is, when the student surpasses his vision and partial confused and get a clearer picture and unifying. I noticed that the professionals do not cite theoretical aspects of the tendencies to say classification, but according to previous knowledge, their practice classified as a mixture of tendencies.

However, the surveyed have knowledge on the characteristics of tendencies in which his practice, had reasons that consistent with the characteristics of these tendencies pedagogies.

CONCLUSION

Most nurses feel it is pedagogically prepared to serve as supervisors of stage and warrants for both, undergraduate, expertise, training and participation in educational workshops, which denotes the importance of these courses for the preparation of teaching searched.

The nurses cited predominantly a tendency to classify its constructivist pedagogical practice, but the tendencies critical-reflexive, behavioral, traditional and progressive were also cited less frequently.

The searchable mostly showed inconsistency between educational practice and the tendency held educational concerned that their actions in the teaching process, denoting a lack of conceptual aspects and characteristics of teaching approaches.

Note that most searched unknown conceptual aspects that characterize the tendencies that indicated below, as to justify the reasons for classifying its practice in certain tendencies were not consistent with the characteristics of the planning and development aspects of the process of education.

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NURSE ACTION DURING TRAINING SUPERVISED IN A UNIVERSITY HOSPITAL IN NATAL-RN: TENDENCY AND EDUCATIONAL PREPARATION

ABSTRACT:

Introduction: Nursing is one of professions of health area that the essence and specificity is the care of the human being, individually, at family or in the community. Currently, the nursing professionals have tried hard to the care practice in a holistic view, aiming the appreciation of the man and be total both in the field of health as when performing functions of teaching, research and extension, considering changes in the educational system. Driven by the issues of education in nursing, focalizing on the agent educator, we have as goal identify if the nurses fell that they are educationally prepared to act as training supervise and which are the educational tendencies that they classified their educational practice. Methodology: study which was to focus on the central pedagogical practice of nurse during training supervised at Hospital Universitário Onofre Lopes (HUOL) in Natal, conducted with a

sample that intentional of 22 nurses working as supervisors with the training of graduate students and average level of nursing, who answered a questionnaire structured. Results: We checked that predominance women(90,1%) , 63,6% had specializations in different areas, 59,1% had PROFAE specialization, 45,4% had undergraduate course in nursing and just 4,5% have master course. 81,8% of the surveyed felt prepared to act as training supervise placing their educative practice

in the constructivist Tendency(45,4%), Critical-Reflexive(13,7%) and Traditional(13,7%). Talking about on the local educational activities were predominant the wards (72.7%) and ICU (13.6%), with emphasis on the actions of report / notes (100.0%) of nursing notes (95.5%) , individual guidance (90.9%), transition from nasogastric tube and bladder gall (90.9%), vein puncture (90.9%) and make curative (86.4%). Conclusion: The surveyed mostly had an incoherence between their pedagogic practice done and the educational Tendency that they placed their actions in the process of teaching, showing an unknowing of the conceptual aspects and characteristics of the pedagogic approaching.

KEYWORDS: Pedagogic Practice, Education in Health, Nurse.

ACTION INFIRMIERE AU COURS DE LA FORMATION SUPERVISEE DANS UN HOPITAL UNIVERSITAIRE AU PAYS NATAL-RN: CONJONCTURE ET PREPARATION SCOLAIRE

RESUME:

Introduction: les soins infirmiers est l'une des professions dans le domaine de la santé, qui prend en compte l'essence et la spécificité du patine, individuellement, à la famille ou au sein de la communauté. Actuellement, les soins infirmiers professionnels sont pratiquès comme des soins gènèraux, visant l'appréciation du patient en fonction de l'enseignement, la recherche et la vulgarisation, en tenant compte des changements dans le système éducatif. Poussé par les questions de l'éducation de la santé, focalisè sur l'agent éducateur, nous avons comme objectif d'identifier si les infirmiers sont prêts à agir en qualité de la formation et de superviser l'enseignement, qui sont les tendances qui classe leur pratique éducative. Méthodologie: l'étude était de se concentrer sur les pratiques pédagogiques des centres infirmiers pendant les stages supervisés à l'hôpital universitaire Onofre Lopes (HUOL) dans le pays, menée auprès d'un échantillon intentionnel de 22 infirmiers qui travaillent comme superviseurs de la formation des étudiants de troisième cycle et de niveau moyen , Les soins infirmiers, qui ont répondu à un questionnaire structuré. Résultats: Nous avons remarquè la prédominance des femmes (90,1%), 63,6% avaient des spécialisations dans différents domaines, 59,1% avaient un diplome de spécialisation, 45,4% avaient des cours de premier cycle en soins infirmiers et seulement 4,5% ont entendu maître . 81,8% des sondés estimaient prêts à agir comme la formation et mettre en pratique l'éducation, (45,4%), Critique/Reflexive (13,7%) traditionnels (13,7%). Parler sur les activités éducatives locales prédominent les quartiers (72,7%) et l'USI (13,6%), l'accent étant mis sur les actions du rapport et des notes (100,0%) des infirmiers, les notes (95,5%) , Un encadrement individuel (90,9%), le passage de la sonde nasogastrique et de la vessie fiel (90,9%), ponction veineuse (90,9%) et de faire des curatifs (86,4%). Conclusion: la plupart des sondés ont une incohérence entre leur pratique pédagogique et le leur éducation, aussi une contrefaçon dans les aspects conceptuels et les caractéristiques de l'approche pédagogique.

MOTS-CLES: Pratique pédagogique, de l'éducation à la santé, infirmière.

ACTUACIÓN DEL ENFERMERO DURANTE PRÁCTICA SUPERVISIONADA EN UN HOSPITAL UNIVERSITARIO EN NATAL-RN: TENDENCIA Y PREPARACIÓN PEDAGÓGICA

RESUMEN

Introducción: La enfermería es una de las profesiones del área de salud que la esencia y el carácter específico es el cuidado al ser humano, individualmente, en la familia o en la comunidad. Actualmente, los profesionales de enfermería se han esforzado para la práctica del cuidado de una visión general, objetivando la valorización del ser humano como ser total tanto en el campo de la salud como cuando ejercen funciones de enseñanza, pesquisa y extensión, considerando los cambios en el sistema educacional. Motivados por las cuestiones de enseñanza en la enfermería, focalizando el agente educador, obtuvimos como objetivos identificar si los enfermeros se sentían preparados pedagógicamente para actuar como supervisor de prácticas y cuales tendencias pedagógicas ellos clasificaban su práctica pedagógica. Metodología: Estudio descriptivo que obtuvo como foco principal l a practica pedagógica del enfermero durante la práctica supervisionada en el Hospital Universitario Onofre Lopes (HUOL) en natal, realizado con una muestra intencional de 22 enfermeros que actuaban como supervisores de prácticas con alumnos de graduación y nivel medio de enfermería, que respondieron a un cuestionario estructurado. Resultado: Verificamos una predominancia del sexo femenino(90,%), 63,6 tenían especializaciones en diversa áreas, 59,1 % especializaciones del PROFAE, 45,4 % licenciatura en enfermería y solamente 4,5% tenia curso de maestría. 81,8% de los pesquisadores se sentían preparados para actuar como supervisores de prácticas, situando su práctica pedagógica en las tendencias constructivistas(49,4%), crítico-reflexiva(13,7%) y tradicional(13,7%). En relación al local de las actividades educativas, predominaron las enfermarías (72,7%) y UTI(13,6%), con destaque para las acciones de relatório/anotaciones (100,0%) anotaciones de enfermaría(95,9%), orientación individual (90,9%), pasaje de sonda nasogástrica y vesical(90,9%), Punción venosa(90,0%) y hacer curativos(86,4%). Conclusión: Los pesquisadores en su gran mayoría presentaron incoherencia entre la práctica educativa realizada y la tendencia pedagógica que situaban sus acciones en el proceso de enseñanza, denotando un desconocimiento de los aspectos conceptuales y características de los abordages pedagógicos.

PALABRAS-CLAVE: Práctica pedagógica, Educación en salud, enfermero

ATUAÇÃO DO ENFERMEIRO DURANTE ESTÁGIO SUPERVISIONADO EM UM HOSPITAL UNIVERSITÁRIO EM NATAL-RN: TENDÊNCIA E PREPARO PEDAGÓGICO

RESUMO

Introdução: A enfermagem é uma das profissões da área de saúde cuja essência e especificidade é o cuidado ao ser humano, individualmente, na família ou na comunidade. Atualmente, os profissionais de enfermagem têm se esforçado para a prática do cuidado numa visão holística, objetivando a valorização do homem como ser total tanto no campo da saúde como quando exercem funções de ensino, pesquisa e extensão, considerando as mudanças no sistema educacional. Motivados pelas questões do ensino na enfermagem, focalizando o agente educador, tivemos como objetivos identificar se os enfermeiros se sentiam preparados pedagogicamente para atuar como supervisor de estagio e quais tendências pedagógicas eles classificavam sua prática pedagógica. Metodologia: Estudo descritivo que teve como foco central à prática pedagógica do enfermeiro durante estagio supervisionado no Hospital Universitário Onofre Lopes (HUOL) em Natal, realizado com uma amostra intencional de 22 enfermeiros que atuavam como supervisores de estágio com alunos de graduação e nível médio de enfermagem, que responderam um questionário estruturado. Resultados: Verificamos uma predominância sexo feminino (90,1%), 63,6% possuíam especializações em diversas áreas, 59,1% especialização do PROFAE, 45,4% licenciatura em enfermagem e apenas 4,5% possui curso de mestrado. 81,8% dos pesquisados sentiam-se preparados para atuar como supervisores de estágio, situando sua prática pedagógica nas tendências construtivista (45,4%), crítico-reflexiva (13,7%) e tradicional (13,7%). Quanto ao local das atividades educativas predominaram as enfermarias (72,7%) e UTI (13,6%), com destaque para as ações de relatório/anotações (100,0%) anotações de enfermagem (95,5%), orientação individual (90,9%), passagem de sonda nasogástrica e vesical (90,9%), punção venosa (90,9%) e fazer curativo (86,4%). Conclusão: Os pesquisados em sua maioria apresentaram incoerência entre a prática educativa realizada e a tendência pedagógica que situavam suas ações no processo de ensino, denotando um desconhecimento dos aspectos conceituais e características das abordagens pedagógicas.