02 - TRAINING TO THE FIELD OF COLLECTIVE HEALTH IN A NURSING UNDERGRADUATION COURSE FROM THE POINT OF VIEW OF THE EGRESSES

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INTRODUCTION

The expansion experienced by the graduation courses in Brazil, since 1990 tended to the construction of evaluation policies and strategies of institutions and of the training processes. Despite of that, internally those institutions and courses must apply evaluation processes which produce oriented information of the offered training.

In this set of necessary actions for internal evaluation we highlight the evaluation, from the perspective of the egresses, who are challenged in their routine to confront the competences developed during the course, to the ones required in the professional exercise.

The training of the nurse in the perspective to broader the public health has been discussed since 1980, marked by the compromise to the social problems suggesting to approximate the training of the professional with the changes concerning to the objectives o f public health. (HECK et al, 2009).

The Nursing course as a field study has reached in 2012, thirty-four years since its creation and, along its history, it has shown willing to promote changes in its pedagogical project, aiming to adequate it to the demands of the university community and to those ones originated in its relationship to the society. Since that change, occurred in 2003, based in the evolution of the Pedagogical Political Project (PPP) in the Nursing Course, it becomes important to evaluate the performance of the offered training.

It becomes relevant, therefore, to evaluate the project from all the involved actors, among them the finishing egresses, for since then, there was a gap related to the route traced by the students trained by the implanted project.

It was ignored how was their trajectory and their insertion in the market place, their actuation field and the found difficulties/facilities after the conclusion of the under graduation course which might be related to the experienced training.

Although it is known that the training, exclusively, is not enough to guarantee the insertion into the market/world of working, the course, when quality, may be a positive element in that insertion. To research those indicatives favored to establish the faced reality by the egresses of the course. To divulge those data may help in the evaluation of the offered academic training, important to improve superior education.

OBJECTIVES

There was objected to know the trajectory traced by the nurses after the conclusion of the Nursing course; to identify the fields of actuation of the egress students of the Nursing course; to verify in which extent the received training in the Nursing under graduation course, in the collective health field, habilitated him/her to act as a professional; and to contribute with the evaluation of the pedagogical political project.

METHODOLOGIES

It was an exploratory descriptive quantitative study, starting with structured interviews with the egresses graduated from the PPP implemented in 2003. The present study was developed in the State University of Western Paraná, Cascavel Campus, in the collegiate of Nursing Course. The data were collected during the months of May, June, June, July and August of 2012.

The graduated students from the years of 2007, 2008, 2009 and 2010 made part of the population. The egresses of the year 2011 were not included, because it was evaluated no having proper time to the insertion of those ones in the market place, derailing the academic training evaluation in adequacy to the professional practice.

In the year of 2007 there were graduated 34 students; in 2008 were 2, and in the following years, 33 and 34 students respectively. So, the population of this study counted of 126 egress Nurses from this University. The interviews were done personally, via phone contact, electronic mail, or via social networks (Orkut and Facebook). The data were systematized and disposed in forms and boards. There were analyzed the findings from the relevant references to the object of studies.

RESULTS

There were located, and from those ones, disposed to contribute to the study with 57.84% of the egresses, among them 91.78% were female, with average age of 27 – 38 years old. 80.82% , 90.41% and 30.14% referred participation in research projects, respectively. 79.45% and 45.21% respectively participated in courses and extracurricular traineeships. 13.70% of the egresses participated in students entities.

84.93% of the egresses entered in post-graduation courses; the most searched fields were public health and urgency/emergency (sensu lato) and nursing and biosciences (sensu stricto). 6.85% of the egresses have taken another graduation course. 80.85% of those individuals have pointed that the time of absorption in the market place was at least 12 months. 30.77% work in Cascavel – PR; the most frequent fields are: hospital assistance, public health assistance and professional training.

The evaluation of the of public health was carried out from the six elements in the process learning-teaching: content practical-theoretical relationship; teaching methodology; evaluation; professor-student relationship; and, concept to the received information.

The content offered was evaluated as excellent to 34 (51.52%) subjects; good for 28 (42.42%) regular for 3 (4.55%) and one subject (1.52%) has not answered.

29 (43.94%) egresses have evaluated the relation theory and practice as excellent. 23 (34.84%) considered as good; 12 (18.18%) considered as regular, and one of them (1.52%) considered as bad indicating adequacy between theory and practice.

One of the most complex pedagogical issues is, in fact, the relation theory and practice. Silva and Sena (2006) relate

that there is a dissociation between learning and doing as a determining issue in the pedagogical conception, revealing dichotomies between theory and practice, between teaching and taking care and by the organization of the institutional structure, for many times structuring the fragmented teaching.

Currently the Curricular Directives orient the theoretical and practical activities which are present since the beginning of the course, permeating the whole formation of the Nurse, in an interdisciplinary and integrated way (BRASIL, 2001). So, the challenge in the Nurse training is to transpose what is determined by the new Act guidelines and bases (LDB) and by the Curricular Directives to train professionals which surpass the theoretical-practical domain required in the market place, while innovative agents and reality transformers, inserted in the world of work (ITO; PERES; TAKASHI; LEITE, 2006).

Among those subjects, 23 (34.85%) evaluated as excellent the employed methodologies; 31 (46.97%) of the subjects evaluated as regular and 11 (16.67%) egresses evaluated as regular and one did not answer. The data express that there was approval to employed method, as the majority of the egresses evaluated as excellent/good, however, they alert that the changes may be necessary, as eleven of the subjects have evaluated them as regular.

The function of the docent-nurse, cannot limit itself to the development of the technical-scientific competences and/or to the development of a creative and attractive class to potentiate the attraction. Far beyond developing skills technical-scientific, the function of the docent needs to develop interactive and integrator skills from the whole to the parts as from the parts to the whole, as well as to understand the singularities of the students by the pedagogical-didactic capacity to link and re-link the theoretical-practical knowledge (BACKES et al, 2010).

The professor must be considered a mediator in the process of production of knowledge, in other words, an agent of information and transformation by his/her capacity of linking and re-linking knowledge. He/she must be aware of what he/she is teaching and by the didactical-pedagogical ability articulating and amplifying the program contents to the reality. So, there are no recipes in the teaching-learning process. There are methodologies which need to be known and well approached, adapting to different situations and individuals (BACKES et al, 2010).

The professor must be capable to consider the singularities and necessities of the student. He/she must be capable. To provoke and make, more than accumulate program knowledge. Being a docent Nurse in superior courses does not conjugate with absence of problems or conflicts in the classroom, nor even putting him/herself in front of the student being singular to receive his/her unity in the diversity (BACKES et al, 2010).

The evaluations experimented by the egresses were indicated as excellent by 20 (30.30%) subjects; 32 (48.48%) subjects evaluated as good; 12 (18.18%) subjects evaluated as regular, one of them did not remember and another one did not answer, corresponding to 4.52% of each sample. In this item equally there must be reflected about the developed evaluation, given the considerable number which evaluated it as regular.

The evaluation, according to Libâneo (1994) is a necessary task and permanent to the docent work, being that it must accompany the learning- teaching process. So, the results obtained from group work developed by the professor and students can be compared to the proposed objectives, revealing progress, and difficulties; favoring the reorientation, if necessary.

It is important to provide the students various moments of evaluation, multiplying their opportunities of learning and diversifying the used methods, for, this way, it allows the students to apply the knowledge and competences to develop, receiving frequent feedback about the difficulties and progresses accomplished (FERNANDES, 2001).

The relationship professor-student was characterized by 28 (42.42%) as excellent; 33 (50%) as good; while 4 (6.06%) believed being regular. It is important to highlight the action of the docent in this evaluated item, for it is understood that he/she was able to establish positive relationships, with opening the dialog, proportioning exchange relationships which help in the mutual search for knowledge (RODRIGUES; ZAGONEL; MANTOVANI, 2007).

The role of the professor is to be challenging, capable of promoting education as a practice of freedom, he/she has as prerogative to fight the historical naturalism which unknown the historicity of human being as a doer of his own history. The professor is the one who possesses a progressive practice which tends to develop with the students critical capacity, curiosity to ask, to know, to act, to recognize, to stimulate refractoriness, indocility (FREIRE, 1996).

Together, professor and students teach and learn simultaneously, get to know, critically, the world in which they live in, and they build relationships of mutual respect, of justice, constituting a real environment of discipline, through dialogic relationships, making the classroom an interesting challenge to all the involved. “Who teaches learns by teaching and who learns teaches by learning” (FREIRE, 1996).

The egresses pointed out which the received training was excellent to 28 (42.42%); good for 26 (39.39%) of the subjects; to 10 (15.15%) mentioned regular, and two subjects did not answer (3.03%). The Curricular Directives indicate the Nurse training must attend to the social health necessities, with emphasis, in the Only Health System and to ensure the integrality of the attention and the quality and humanization of care (BRASIL, 2001).

The egresses mentioned themes which were not approached during the under graduation course in Nursing, or if they were, they might have been more depth. The most mentioned were the compulsory notification diseases and collective health. It is observed that the action of the Nurse in basic attention, is available during the under graduation being evaluated as adequate to the training received in this area.

We understand as pertinent and significant the received training, the egresses believe that there was an adequacy to the offered contents, being important to the professional actuation. The employed methodology was adequate, and there was a pertinent relation between theory and practice. The evaluations lived during the under graduation were important, allowing intellectual growing of the egresses. There was an interaction between docents and students in the result of the learning process, according to what was pointed out by the Nurses. So, they evaluate positively the received training in the field, believing that the same provides adequacy in training in its relation to the market place.

CONCLUSION

Among the changes lived in the last decades, the construction of the Only Health System, the implanting of the Law guidelines and bases of education, the approval of Curricular Directives for courses in the Health field and the changes in the world of work have been making the sectors of education and of health to initiate discussions, in order to redefine the roles and to change the curricula and pedagogical projects of the courses, in the direction of improvement and training of human resources in health.

The pedagogical political project which was evaluated was implanted 2003, searching to adequate to those changes and, to form a generalist, humanist, critical and reflexive professional. In this study we searched to evaluate the training offered by the course mentioned, under the looking of the egress, actor who performs an important role, because in his/her routine he/she is challenged to face the acquired competencies during the under graduation course, with necessary reality to the professional development.

The tracing of the egress profile and the evaluation of public health field in the mentioned course are of fundamental importance to understand what is expected from the student along his/her formative trajectory having seen that the institution where the study was carried out has the intention of forming its students to act in the Only Health System identified with the attention to the population's necessities.

The education offered during the under graduation must provide the instrumentalization of the professional in the daily performance of his/her activities with technical, ethical and moral responsibility. According to the egresses of this study there was this approach; and, the teaching received during the course established connection to the daily practice. We understand that is pertinent and significant the received training, because the subjects characterized the area of public health as fundamental in his/her professional performance.

We believe, that the studied sample was representative of the reality faced by the egress. We hope that the revealed data may contribute to the improvement of the studied nursing course.

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TRAINING TO THE FIELD OF COLLECTIVE HEALTH IN A NURSING UNDERGRADUATION COURSE FROM THE POINT OF VIEW OF THE EGRESSES

ABSTRACT

We highlight the evaluation of the graduation process in the perspective of the egresses, who are challenged in their routine to confront the competences developed during the course, with the ones required in professional exercise. We aimed to recognize the walked path; the fields of actuation; diagnose about the process of training to public health. Quantitative descriptive exploratory study, with data obtained in structured interviews with egresses of under graduation in nursing graduated since the Pedagogical Political Project implemented in 2003 carried out between May and August 2012. There were found 91.87% of the subjects of female gender, average ages between 27 – 38 years old, who evaluated positively the received training to actuate in public health. The evaluated items: offered content; employed teaching methodology; the experienced evaluations; lived professor-student relationship; established theory and practice relationship; and the concept to training, having as a base the professional practice indicated high-frequency between concepts excellent and good in every item. They have attributed excellent concept to the training 42.2%, and good 39.9% of the egresses. They comprehended pertinent the received training by characterization of the public health area as fundamental in their professional acting. We hope the revealed data to contribute to the training offered during the course.

KEYWORDS: Superior Education. Egresses. Nursing.

LA FORMATION POUR LE DOMAINE DE LA SANTÉ COLLECTIVE DANS UN COURS DE LICENSE DES ÉTUDES D'INFIRMIÈRE SOUS LA VISION DES ANCIENS

RÉSUMÉ

C'est détaché l'évaluation du procès de formation sous la perspective des anciens, qui sont défiés dans leur quotidien à se confronter aux compétences développées pendant le cours, avec les competénces réquis à l'exercice professionel. Le travail avait l'objectif de connaître la trajectoire parcorue; les domaines d'action; le diagnostic sur le procès de formation de la santé publique. C'est un étude quantitatif, descriptible, exporatoire, avec les informations obtenues par les entretiens structurés avec les anciens de la graduation aux études d'infirmière diplomés à partir du Project Politique Pédagogique instalé en 2003, realisés parmis mai et août de 2012. Nous avons trouvé 91,87% de personnes du genre féminin, sur l'âge de 27 à 38 annés, qui ont évalué positivement la formation reçue pour l'action dans la santé publique. Les élements évalués étaient le contenu offert; le méthode d'enseignement utilisé; les évaluations expérimentées; la relation vécue parmis le professeur et l'étudiant; la relation de la théorie et de la pratique établie; et, le concept pour la formation, en ayant comme base la pratique profissionel; ces élements ont indiqué l'hausse fréquence parmis les concepts “excellent” et “bon” sur tous les items. Ils ont attaché le concept “excellent" à la formation de 42,42%, et “bon” pour 39,39% des anciens. C'est compris pertinente la formation reçue par la caractérisation du domaine de santé publique comme élémentaire à l'action profissionel. Se souhaite que les informations divulguées peuvent contribuer avec la formation offert par le cours.

MOTS-CLÉS: Éducation Superieure. Évaluation. Anciens. Infirmière.

FORMACIÓN PARA EL ÁREA DE SALUD COLECTIVA EN UNA CARRERA DE GRADUACIÓN EN ENFERMERÍA EN LA VISIÓN DE LOS EGRESOS

RESUMEN

Destacase la evaluación del proceso de formación en la perspectiva de los egresos, que son desafiados en su cotidiano a confrontar las competencias desarrolladas durante la carrera, con las requeridas en el ejercicio profesional. Se objetivó conocer la trayectoria recorrida; los campos de actuación; diagnóstico sobre el proceso de formación para la salud pública. Estudio cuantitativo descriptivo exploratorio, con datos obtenidos en entrevistas estructuradas con egresos de la graduación en enfermería formados a partir del Proyecto Político Pedagógico implementado en 2003 realizadas entre mayo y agosto de 2012. Se encontró 91,87% de los sujetos del sexo femenino, franja etaria media de 27,38 años, los cuales evaluaron positivamente la formación recibida para actuación en la salud pública. Los ítems evaluados contenido ofertado; metodología de enseñanza empleada; las evaluaciones experimentadas; relación profesor-alumno vividas; relación teoría y práctica establecida; y, conceptos para la formación, teniendo por base la práctica profesional presentaron alta frecuencia entre los conceptos excelente y bueno en todos los ítems. Atribuirán concepto excelente para la formación 42,42%, y bueno 39,39% de los egresos. Entendiese pertinente la formación recibida pela caracterización de la salud pública como fundamental en su actuación profesional. Esperase que los datos revelados contribuyan con la formación ofrecida por la carrera.

PALABRAS CLAVE: Educación Superior. Egresos. Enfermería.

FORMAÇÃO PARA A ÁREA DE SAÚDE COLETIVA EM UM CURSO DE GRADUAÇÃO EM ENFERMAGEM NA VISÃO DOS EGRESSOS

RESUMO

Destaca-se a avaliação do processo de formação na perspectiva dos egressos, que são desafiados em seu cotidiano a confrontar as competências desenvolvidas durante o curso, com as requisitadas no exercício profissional. Objetivou-se conhecer a trajetória percorrida; os campos de atuação; diagnóstico sobre o processo de formação para a saúde pública. Estudo quantitativo descritivo exploratório, com dados obtidos em entrevistas estruturadas com egressos da graduação em enfermagem formados a partir do Projeto Político Pedagógico implementado em 2003 realizadas entre maio e agosto de 2012. Encontrou-se 91,87% dos sujeitos do sexo feminino, faixa etária média de 27,38 anos, os quais avaliaram positivamente a formação recebida para atuação na saúde pública. Os itens avaliados conteúdo ofertado; metodologia de ensino empregada; as avaliações experimentadas; relação professor-aluno vivenciada; relação teoria e prática estabelecida; e, conceito para a formação, tendo por base a prática profissional indicaram alta frequência entre os conceitos excelente e bom em todos os itens. Atribuíram conceito excelente para a formação 42,42%, e bom 39,39% dos egressos. Entendeu-se pertinente a formação recebida pela caracterização da área da saúde pública como fundamental em sua atuação profissional. Espera-se que os dados revelados contribuam com a formação oferecida pelo curso.

PALAVRAS CHAVE: Educação Superior. Egressos. Enfermagem.