

Nursing education: quality, innovation and accountability

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The nursing education with quality, innovation and accountability, able to forge a political and professional project, requires the interpretation of the complex reality of the contemporary society in its multiple possibilities of new forms of social relationships, sharing knowledge and information and the diversity of human condition in constant transformation⁽¹⁻³⁾. At the same time, it requires an understanding of the unique aspects and located in the socioeconomic and cultural determinants of health and disease processes, of the state interventions through public policies, as well as social, ethical and political implications for training and professional practice⁽⁴⁻⁵⁾. Therefore it implies the constant deepening of the relationship between education and work, in order to make pedagogical practice as driving the new way of thinking and doing education, able to build educational projects committed to the consolidation of the principles of the Unified Health System (SUS, in Portuguese)⁽⁶⁾.

In the field of nursing education, either for the purpose of vocational training or to promote the health of the population, it is fundamental to exchange multiple expertise and practices for the redefinition of knowledge, considering the change in the teaching-learning in the search for the formation of critical, creative and competent individuals for life and work⁽⁷⁾. In the field of labor, it urges a reflection about the ways of health production and a constant attention about the occupational integration in the productive structure of the country in order to contribute to overcoming the biological model and the sectorial nature that characterizes the health professionals' formation and operation⁽⁷⁾.

In this scenario, the proposition of powerful educational projects for the formation of inventive subjects and, at the same time, responsible and engaged in creative interventions on the reality, is the major challenge. It is a shared construction of new ethical and political commitments to the production in health, for teaching and learning, for the scientific research.

It was for this purpose that the Brazilian Nursing Association, in partnership with its Alagoas Section, held the 14th. National Seminar on Guidelines for Nursing Education (14th. SENADEN), in the period of 6 to 8 August, 2014, in Maceió. The central theme of the event – Nursing Education: quality, innovation and accountability – was defined with the purpose of continuing the discussion and development of proposals for policies in professional nursing education in Brazil, as already happens in national nursing education seminars and in other events of the Brazilian Nursing Association, since the 1980s⁽⁷⁾. The topic discussed in different activities of the event was based on three axes.

Axis I – Powerful innovative pedagogical models for generalist, ethical and responsible training for nursing professionals. Some issues related to the expansion of nursing undergraduate and technical education, as well as control systems and evaluation of quality of the educational institutions, pedagogical aspects, infrastructure and teacher training were discussed. Innovators curricula to the technical training and higher education in nursing, especially the integrated curricula and those which adopt active methods of teaching and learning, consistent with an extensive, responsible and engaged training were also analyzed.

Axis II – Training in Nursing and the current scenario of work in national and international health: discrepancy between the desire of professional competence and demand of the labor market. In this axis, the analyzes were about the scenarios in the labor market, the impact and the insertion of Nursing work in the execution of the SUS, as well as national policy review of higher education; the challenges of technical and post-training technique in nursing from the perspective of the Technical Schools of the SUS and the federal network of technical and technological education; nursing education in Latin America and the Caribbean and their contributions to strengthening the profession and the quality of health care.

Axis III – Postgraduate and research: feedback/ training and professional practice of nursing staff update? In this axis the graduation in its different modalities and the challenges to enhance the social commitment of Nursing were debated. The subjects of analysis were the supply and the demand for multiprofessional homes and in professional area as well as the contributions of these forms of training for teamwork, to improve the resolution and quality of care within the SUS. Regarding post-graduate studies, it was discussed the vision of the Coordination for the Improvement of Higher Education Personnel about the potentialities and limits of the nursing courses and the necessary exchange of knowledge and practices among undergraduate and graduate school and the health/nursing work.

Also, there was an intense debate about the initiatives in development and technological innovation for the education and care, in their ability to act as an engine of creativity and innovation in order to apply this learning ability in all areas of social and professional life.

The 14th SENADEn allowed ample analyzes of health policies and Brazilian education, as well as a careful examination of alternatives to the field of nursing education. It also led the discussion about the need for integration with Latin America and the Caribbean, in the formation of nursing professional to strengthen the profession in the continent. Speakers, panelists, guests, officials, leaders, teaching and service workers and students lived moments of rich learning and discussions that resulted in pacts and partnership opportunities aimed at strengthening and development of the profession and of its contribution to the consolidation of the Unified Health System. The consensus and propositions are consolidated in the Letter of Maceió, published in the ABEn site. All propositions reinforce the commitments of Brazilian nursing with the consolidation of health care as an inalienable right of the human person, so right of all citizens under state responsibility. The conclusions and recommendations focused on rescuing the commitment of organizations, educational institutions and other actors with raising the quality of nursing care from the perspective of the rights and needs of people, in all the stages of the formation process in nursing: education technical, undergraduate and postgraduate.

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