



Seminars in dialectical perspective: experience in the nursing administration discipline

Seminários na perspectiva dialética: experiência na disciplina Administração em Enfermagem

Seminarios en la perspectiva dialéctica: experiencia en la disciplina Administración en Enfermería

Cláudia Prado¹, Irene Mari Pereira², Fernanda Maria Togeiro Fugulin³, Heloísa Helena Ciqueto Peres³, Valéria Castillo³

ABSTRACT

This experience report discusses the use of seminars as a teaching strategy in the discipline of Nursing Administration II, in the Undergraduate Nursing Program at the University of São Paulo. For planning, development and evaluation of the seminars, we adopted a dialectic methodology that conceives of the construction of knowledge in three stages: development of themes, analysis and synthesis, in which the task of teachers is to mediate the phases of mobilization, construction and knowledge synthesis. Key assumptions for adult education were met: motivation for learning, analysis of their experiences and the possibility of autonomy in the construction of knowledge through questioning, the use of creativity and proposal of solutions, enabling constructive, significant situations, and competency development. The discussion of themes proposed possible approximation of reality through reflection and discussion of how services are included in the health system.

Keywords: Teaching; Learning; Higher education; Education, nursing

RESUMO

Este relato de experiência aborda a utilização de seminários como estratégia de ensino aprendizagem na disciplina Administração em Enfermagem II, do Curso de Graduação em Enfermagem da Escola de Enfermagem da Universidade de São Paulo. Para o planejamento, desenvolvimento e avaliação dos seminários, adotou-se a Metodologia Dialética que concebe a construção do conhecimento em três momentos: síntese, análise e síntese, na qual a tarefa dos professores é mediar as fases de mobilização, construção e síntese do conhecimento. Pressupostos-chave para a educação de adultos foram atendidos: motivação para a aprendizagem, análise de suas experiências e possibilidade de autonomia na construção do conhecimento por meio da problematização, do uso da criatividade e da proposição de soluções, possibilitando situações construtivas, significativas e o desenvolvimento de competências. A discussão dos temas propostos possibilitou a aproximação da realidade pela reflexão e discussão de como os serviços estão inseridos no sistema de saúde.

Descritores: Ensino; Aprendizagem; Educação superior; Educação em enfermagem

RESUMEN

Este relato de experiencia aborda la utilización de seminarios como estrategia de enseñanza aprendizaje en la disciplina Administración en Enfermería II, del Curso de Pregrado en Enfermería de la Escuela de Enfermería de la Universidad de Sao Paulo. Para la planificación, desarrollo y evaluación de los seminarios, se adoptó la Metodología Dialéctica que concibe la construcción del conocimiento en tres momentos: síntesis, análisis y síntesis, en la cual la tarea de los profesores es mediar las fases de movilización, construcción y síntesis del conocimiento. Fueron atendidos presupuestos-clave para la educación de adultos: motivación para el aprendizaje, análisis de sus experiencias y posibilidad de autonomía en la construcción del conocimiento por medio de la problematización, del uso de la creatividad y de la proposición de soluciones, possibilitando situaciones constructivas, significativas y el desarrollo de competencias. La discusión de los temas propuestos posibilitó la aproximación de la realidad por la reflexión y discusión respecto a cómo los servicios están insertados en el sistema de salud.

Descritores: Enseñanza; Aprendizaje; Educación superior; Educación en enfermería

¹ PhD in Nursing, Professor of the Department of Vocational Guidance of the Nursing Faculty, Universidade de São Paulo - USP - São Paulo (SP), Brazil.

² Laboratory Specialist, Department of Vocational Guidance of the Nursing Faculty, Universidade de São Paulo - USP - São Paulo (SP), Brazil.

³ Associate Professor of the Department of Vocational Guidance of the Nursing Faculty, Universidade de São Paulo - USP - São Paulo (SP), Brazil.

INTRODUCTION

As we think about the educational system in which we operate, it is possible to identify an urgent need to restore and / or improve the curricula, teaching and assessment methods, through a thorough analysis of interpersonal relationships at school, and finally, the teaching and learning processes.

It is necessary to believe and experience an educational model which poses not only as a provider in relation to the acquisition of knowledge and the development of technical skills, but also allows the exercise of social skills, critical and ethical actions, that leverages the revision of paradigms, contextualizing them with the contemporary society⁽¹⁾.

From such perspective, it is the professor's competence to reflect about their educational choices, their possibilities and applicability within the institution where they are inserted and the meaning of these choices for students. It thus becomes necessary to discuss the importance of a conscious and critical educational practice for the future⁽²⁾.

It is necessary that the teacher considers the different interpretations of other players in the teaching-learning process, i.e., students, to give students an active and responsible role in building their knowledge⁽³⁾.

Identifying the point at which the student is, and finding aspects of learning that have not been absorbed, ensure the possibility of individualized reorganization of the learning process. It triggers students to reflect on their own development process, allowing them to perceive themselves as subjects of their learning⁽⁴⁾.

In relation to the teaching of nursing, the Ministry of Education and the National Education Council, through Statement nr. CNE / CES 1.133/2001 points out that one of the principles of curriculum guidelines is *"Encouraging a solid general education, required for the future graduate ability to overcome challenges of renewed conditions of professional practice and knowledge building, allowing various types of differentiated training and qualifications in one program; fostering practices of independent study, aiming at a progressive intellectual and professional autonomy; encouraging the recognition of skills and competences acquired outside the school environment; strengthening the articulation of theory and practice"*⁽⁵⁾.

The Curriculum Guidelines also outline the following trainee graduate / professional profile: *"Nurse, trained generalist, humanist, critical and reflective. Qualified for the exercise of Nursing, based on scientific and intellectual rigor, and following ethical principles. Able to recognize and act on problems / situations regarding the most prevalent health and disease processes in the national epidemiological profile, with emphasis on his/her region, identifying related bio-psychosocial dimension drivers. Able to act with a sense of social responsibility and committed citizenship, as the human being health promoter"*⁽⁵⁾.

In that sense, the political-pedagogical project of the

Undergraduate Nursing course of the Nursing Faculty of the Universidade de São Paulo (EEUSP) comes to meet such assumptions, with the commitment to develop critical and reflective nurses.

Furthermore, in order to elaborate a curriculum that enables graduates to meet the demands of the labor market, some disciplines at the EE USP have used methodologies that emphasize problem-solving or a questioning attitude from the dialectical perspective.

Learning from a dialectical perspective meets the emerging needs of the market place at the beginning of the century. The globalized world and knowledge society have brought significant changes to the workplace, in which the subject is valued for his/her critical, creative thinking and readiness to act and adapt quickly to changes in this new society⁽⁶⁾.

In the dialectical methodology, knowledge is built by the subject based on his/her relation with others and the world in which professors and students reflect and rework contents, making learning real and meaningful⁽⁷⁾.

In the dialectical theory, knowledge is built in three major stages: the syncretism, analysis and synthesis, in which the professor's pedagogic task is to mediate the phases of mobilization, building a synthesis of knowledge. Through such steps, therefore, professors' seek to encourage the development of knowledge through questioning, doubts and criticism, allowing the use of creativity to solve problems, creating constructive and meaningful situations, thus developing, multi-skilled abilities.

Within that context, nursing education must emphasize students' responsibility and commitment, finding solutions to face the problems of both teaching and learning, becoming a process of participatory action-reflection-action, aiming to transform knowledge building⁽⁸⁾.

The discipline of Nursing Administration II, from the Undergraduate Nursing course of the Nursing Faculty of the University of São Paulo - USP, is the focus of the present study, which aims to interpret labor relations and their dynamics in the organization and functioning of health institutions; to interpret and analyze the process of human resources management in the nursing practice; to analyze the insertion of the institution, field of practice, health system and its implications for nursing service organization and unity; to develop nursing management activities, recognizing healthcare processes, management and education. The above mentioned subject is offered in the 7th semester, with a workload of 315 hours, 210 hours of which are related to the internship program.

Seeking a more participatory and reflective model of education, the seminar was chosen among other teaching strategies used in the discipline. Its etiology is linked to semen, seed, new life, new ideas, and it is a rich strategy

to be used in the teaching-learning process, considering the fact that it allows students to develop their research ability, knowledge building, communication, organization and conception of ideas, developing research reports, making inferences and building knowledge collectively.

Such method enables different thought operations on students to be discovered by students, such as analysis, interpretation, criticism, elaborating hypotheses, making assumptions, gathering and organizing data⁽⁹⁾.

It represents for students and professors the opportunity to constitute spaces of questioning, in which the action to question happens based on the reality that surrounds the subject; the search for explanations and solutions is the agent that transforms the practice through the subject's own actions. Subjects also become the act of questioning and start to detect new problems in their reality, and so on⁽¹⁰⁾.

Problem-solving is perceived as the ability to relate in a coherent and sequential way three moments: identifying a problem, searching for explanations, and proposing solutions⁽¹¹⁾. In this sense, the strategy of the seminar was designed considering some important concepts mentioned by Paulo Freire in the liberating pedagogy, which is absolutely significant to Nursing.

We ponder that the seminar seeks to question a particular theme, i.e. part of experienced situations, and involves a critical response; dialogue about values, which is an existential need among men, occurs in a social process and is presented as a basic condition for knowledge, allows the freedom to create and recreate an idea, a transcending context and, finally opens space for individual and collective consciousness in which the individual takes the position of a subject capable of transforming the reality in which he/she operates⁽²⁾.

OBJECT

To report on the experience of using seminars in the discipline Nursing Administration II from the Undergraduate Nursing course, Nursing Faculty of the University of São Paulo.

METHODS

The Dialectical Methodology was adopted for planning, development and evaluation of two seminars, and the themes questioned are the "Influence of the organizational structure and Human Resources Policies in planning, and dimensioning, nursing staff allocation, nurse's quality of life and health" and "Training and developing nursing professionals". Themes were selected by the professors who considered the relevance of such topics on the theoretical framework developed in the discipline of Nursing Administration.

MOBILIZATION, BUILDING AND SYNTHESIS OF KNOWLEDGE

Based on the definition of themes, professors jointly built a roadmap in order to question the professional practice, which served as the instrument and a starting point for students to be in search of explanation and propose solutions. Students were organized into working groups according to their availability to participate in meetings with professors.

With the scripts in hands, students started searching for the theoretical framework to help them interpret reality; after that, they collected information identifying the institutions that at the time held the internship programs for nursing administration in a reflective and critical format. In that phase, the reality experienced by students was contextualized in light of the theoretical framework used by the discipline. After the survey and data collection, the students and professors discussed in scheduled meetings the contents of the material produced, and the dialogue in that context was valued as an important condition to build knowledge. They had the autonomy to go beyond the pre-elaborated scripts, incorporating new knowledge to the previous one, with the intention of making the practice evolve.

This collective building was presented in seminars lasting about three hours, where every group had 20 minutes to expose their respective contents. The remaining time was allocated for discussion, coordination and synthesis of the themes knowledge, mediated by a professor.

The strategy generated motivation among students regarding the theoretical content and learning, as key assumptions for adult education are fulfilled: motivation to learn through "learning by doing", analysis of their experiences and the possibility of autonomy in the building of knowledge. Such factors favor the development of knowledge through questioning, the use of creativity and proposing solutions, enabling constructive and meaningful situations, and skills development.

In this context, students evaluated the content covered in the workshops were appropriate and contributed to the exchange of experiences among the internship fields.

In addition, the discussion of proposed themes enabled students to reflect and discuss how health services operate, which helped to bring them closer to the reality and dynamics of the service.

FINAL CONSIDERATIONS

In this study, the adoption of seminars as teaching strategies in the "Nursing Administration II" discipline, from the Undergraduate Nursing Faculty of USP,

allowed students and professors to explore collectively issues that are inherent to the reality of nursing work

Given the discipline proposals and goals, the use of seminars as a strategy for teaching and learning from a dialectical perspective can contribute favorably to the discipline evaluation, performed by the students.

Professors guided and facilitated learning, offering students the opportunity and conditions to perceive the

world from various angles, as well as discover different world perspectives. It was possible to verify that seminars with a dialectical perspective meet the current demands in education, and value an important set of skills, such as autonomy of thought and action, and the ability to integrate new and old elements into various areas of knowledge, establishing important foundations for professor higher education.

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