

Meaning of pedagogical competences in nursing teacher training: a phenomenological study

Significado de competências pedagógicas na formação docente de enfermagem: um estudo fenomenológico

Significado de las competencias pedagógicas en la formación docente de enfermería: un estudio fenomenológico

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ABSTRACT

Objective: to describe the pedagogical skills needed by teachers of nursing, in the view of alumni of the professional master's degree in health education, and to understand their feelings concerning their teacher training. **Method:** this qualitative, phenomenological study posed the following guiding question: what is your perception of pedagogical skills after a master's degree in teaching in health? Four nurses with master's degrees in health education participated in the interview. **Results:** feelings such as impotence, gratitude, and denial emerged with regard to organization, interaction, intersubjectivity, skills and psychophysical dualism. **Final considerations:** now the phenomenon studied is understood, it can be said that the professional master's teacher training is an experience that rouses conflicting – and sometimes painful – feelings for nursing graduates. The study aimed to help democratize workspaces, develop capacity to teach by all the actors involved, and find creative solutions to the problems encountered.

Descriptors: Philosophy; Education Nursing, Diploma Programs; Education, Nursing; Faculty Nursing.

RESUMO

Objetivo: descrever as competências pedagógicas necessárias ao docente de enfermagem, sob a ótica do egresso do mestrado profissional de ensino na saúde e compreender os seus sentimentos em relação a sua formação docente. **Método:** estudo qualitativo com abordagem fenomenológica, tendo a seguinte questão como pergunta norteadora: qual a sua percepção sobre competências pedagógicas após um mestrado de ensino na saúde? Participaram da entrevista quatro enfermeiros mestres em ensino na saúde. **Resultados:** emergiram sentimentos como impotência, gratidão e negação, sobre a organização, interação e intersubjetividade e habilidades e dualismo psicofísico. **Considerações finais:** compreendendo o fenômeno estudado, afirmamos que a formação docente do mestrado profissional é uma vivência de sentimentos conflituosos, por vezes dolorosos para os seus egressos de enfermagem, o estudo visa trazer democratização dos espaços de trabalho, desenvolvimento da capacidade de ensinar de todos os atores envolvidos e busca de soluções criativas para os problemas encontrados.

Descritores: Filosofia; Programas de Graduação em Enfermagem; Educação em Enfermagem; Docentes de Enfermagem.

RESUMEN

Objetivo: describir las competencias pedagógicas que necesita el profesor de enfermería, desde la perspectiva del egresado del Máster profesional en educación para la salud y comprender sus sentimientos con respecto a su formación de profesor. **Método:** estudio cualitativo con un enfoque fenomenológico, cuya pregunta orientadora fue la siguiente: ¿Cuál es su percepción en cuanto a competencias pedagógicas después de un Máster en educación para la salud? Cuatro enfermeras con Máster en educación para la salud participaron en la entrevista. **Resultados:** surgieron sentimientos como impotencia, gratitud y negación, sobre organización, interacción e intersubjetividad y habilidades y dualismo psicofísico. **Consideraciones finales:** al comprender el fenómeno estudiado, afirmamos que la formación docente del Máster profesional es una experiencia de sentimientos conflictivos, a veces dolorosos para los egresados de enfermería, el estudio tiene como objetivo traer la democratización de los espacios de trabajo, el desarrollo de la capacidad de enseñanza de todos los actores involucrados y la búsqueda de soluciones creativas a los problemas encontrados.

Descritores: Filosofía; Programas de Graduación en Enfermería; Educación em Enfermería; Docentes de Enfermería.

INTRODUCTION

As nurses, we are daily dealing with the teaching process, whether in health education projects in direct patient care, in management activities in front of the interdisciplinary team in permanent education programs, or acting directly in the training of future professionals¹.

We investigated whether nurses, upon completing their undergraduate studies, would be prepared to exercise such functions since, in undergraduate Nursing courses, the emphasis is generally mechanistic, given the biological aspects of the process of caring for the patient according to the hegemonic biomedical model, not having in its

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guidelines any bias towards the teacher training in the health area. In this way, as clinical nurses who, by tendency or personal choice, start to exercise teaching activities, we do so intuitively, following models that were significant to us during our academic training².

Professionals from different areas enter the field of higher education teaching as a natural result of their activities and for various reasons and interests and, in most cases, they never wondered what it means to be a professor³. Consequently, they teach in higher education without having been trained for the role, as these duties are not included in the Nursing undergraduate programs.

The knowledge of the teaching practice is multiple and originates from: professional knowledge, which is knowledge from the education science combined with knowledge from the ideology of education; disciplinary knowledge, socially defined and selected by the university institution and its course project; curricular knowledge, derived from the social knowledge of the school institution; and experiential knowledge, developed in the exercise of the teaching practice, which comes from the individual experience⁴.

In this sense, we evidence the importance of permanent and continuing education of the nurse-professor in higher education, as only specific professional training and/or specialization in the knowledge area, or training in theoretical contents, is insufficient to train a professional for teaching in higher education⁵.

Something in our core emerges about the training of professors, as true educators, trainers of professionals not only ready for the job market but to be citizens, to have critical consciousness, to act following ethical and legal precepts of the profession and society, being able to live together with other members of the health team and the family, in favor of the patients' quality of life.

As with many occupations of this kind, semi-professional, relatively autonomous, based on human relations and requiring personal involvement from the worker, mainly on the affective level, teaching is one of those jobs with imprecise and variable limits according to buildings and circumstances, and also according to the facilities and the street blocks and locations^{6,112}.

Hence, we investigate whether only specific professional training, a specialization in the knowledge area or training in theoretical contents, is insufficient to train any professional to be capable of teaching. But on the contrary, it only strengthens the perspectives regarding this theme, that we, as teachers, must have our own training for teaching and, in this reasoning, we are faced with the professional master's degrees in health⁷.

It becomes relevant to wonder if the professors are qualified for a teaching practice that is in consonance with the new perspectives inserted in Nursing education. This is a relevant issue when we verify that lack of preparation of teachers in university education, in general, has been pointed out as one of the factors that compromise the quality of higher education training for health care professionals^{8,9}.

As we are teachers and health professionals, through our daily practice and the difficulties we experience *in loco*, we notice the need for specific training in teaching to act consciously and know the skills needed by nurse-teachers. Therefore, it is necessary to demystify the idea that, in order to teach Nursing, it is enough to master the theoretical-practical content of the course's academic disciplines and, with this, point out the importance of the pedagogical disciplines for the Nursing professional within their guidelines and Nursing graduation programs.

Given the above, this study aimed at describing the pedagogical skills necessary for teaching in Nursing, from the perspective of the professional master's degree in health education, as well as at understanding their feelings in relation to their teacher training.

METHOD

This was a descriptive study with a qualitative approach and of a phenomenological nature in the light of Maurice Merleau-Ponty¹⁰. Understanding the phenomenon in evidence led us to choose a methodological path that would enable approximation of the experiences of master's degree students in health education, encompassing thinking, feeling and acting. Thus, we opted for qualitative research with a phenomenological nature, as it is a branch of Philosophy that values the meanings attributed by people to the feelings they experience, revealed from their descriptions or speeches. We understand that this methodological approach allows for a better understanding of the experience of master's students in health education, as well as the feelings that involve them in the search for pedagogical skills for nurse-teachers¹¹.

The research setting was a Professional Master's Degree program of a Federal University from the state of Rio de Janeiro, in the city of Niterói. This *stricto sensu* graduate program was chosen as a research space for being a place

where we develop our research and teaching activities and for being, above all, an education program aimed at improving the training of health professionals. In this environment, the graduating nurses experience learning situations that make them seek feelings about their pedagogical training for the teaching practice.

Regarding the theme in question, the study participants were the graduating nurses from the first two classes of the Professional Master's Degree program. The inclusion criteria to participate in this study were as follows: being a graduate nurse from the Master's Degree program in teaching in health and being interested and showing availability to participate in the study. It was decided to exclude the students that were already active in teaching from the sample.

Four graduating nurses from the program were selected to participate in the research. Of them, two work exclusively in Primary Care and the other two alternated activities between primary and hospital care. This number of respondents was established during the field work stage due to the reduced number of graduating nurses who did not work in teaching before starting their master's degree courses, as well as to the refusal of two participants. In order to preserve anonymity of these respondents, we chose to identify them with flower names.

Data was produced using the phenomenological interview technique, based on the following question: What is your perception about pedagogical skills after a master's degree in health teaching? All the graduating nurses from the Professional Master's Degree program in teaching in health under study were invited to participate in the research. In addition to that, they were informed about the objectives, the importance of their collaboration for the development of the research, the confidentiality of their answers, the reliability with which the data would be worked on, and the right to withdraw from participating in the study at any time. Those who voluntarily agreed to participate and signed the Free and Informed Consent Form (FICF) were included as respondents in the field stage.

Data collection was conducted by the researcher in charge of the study, a nurse, MSc student at the Professional Master's Degree in teaching in health. The interviews were conducted individually in July 2014, previously scheduled according to the professionals' date and time availability, and were recorded after authorization from the respondents.

Subsequently, the field diary notes were elaborated and the interviews were carefully transcribed and read, so that no relevant information was disregarded by the researcher and forwarded to the respondents for approval. The information was analyzed according to the phenomenological path, which consists of three moments: description, reduction and phenomenological comprehension. This recording modality allowed faithfully capturing the interviewees' testimonies¹¹.

The research protocol was approved by the institution's Research Ethics Committee, in order to observe the precepts set forth in Resolution No. 466/12 of the National Health Council (*Conselho Nacional de Saúde, CNS*).

RESULTS AND DISCUSSION

The interviews generated the following thematic categories for the research: organization; interaction and intersubjectivity; skills and psychophysical dualism.

Organization

The analysis indicated certain perception of the need for prior organization of the class and that this was also widely perceived during the course of the master's degree, being conceptualized by the research subjects as a pedagogical competence, established by the undergraduate Nursing programs.

[...] to teach you have to dedicate yourself, do a good study and everything, and so far I haven't started yet. But it's always very important because it develops exactly this pedagogical axis that's missing in our training. (Orchid).

[...] we know that having a plan is important, without planning it is difficult to walk, but even if you have a plan, you can get there, and things happen in a different way that day, and you need to change the dynamics to be able to continue with your class, with the work you're doing in a satisfactory manner [...]. (Hydrangea).

In fact, it is important that Nursing teachers have the ability to organize the contents, develop educational techniques, plan, implement and participate in training and qualification programs, as well as that they have ease of communication, leadership and dynamism. In this way, they will be able to encourage the students' thinking and interaction with society, bringing to the job market responsible professionals with care and with their multidisciplinary interactions¹².

Interaction and intersubjectivity

In addition to disciplinary knowledge, as well as of the interaction with students and of the school experiences, throughout their journey within the school environment, and their guidelines, professors serve as an example, because we take from them some traits that are reproduced by us in the classroom. By analyzing the interviews, it was possible to identify the main changes in the practice experienced during and at the end of the Master's Degree program.

[...] The pedagogical issue that was most enriched was in relation to the work that can be done in the classroom starting from student interaction based on student participation in the class activity. At this point, I felt some evident enrichment because I thought I had already explored this field, and some professors in the master's program showed me that this universe is infinite, that I could go much, much further. (Madonna Lily).

[...] I believe that I learned these things pretty well, with the course I did there, it helped me a lot. I did my research here. I did it based on permanent education. I think that my exchange with the professionals here was quite productive, it was something guided by the master's degree, which I was able to develop in my service, but which has given me more confidence for what I'm currently developing. I already feel more confident, I still use many of the things that I learned there. (Hydrangea).

[...] First, I noticed my connection with education, my own knowledge as an educator, how I perceived myself as an educator, as being able to develop, regarding learning, being able to be the protagonist of this along with the students, of knowledge, to sediment my identity as an educator. (Madonna Lily).

These statements revealed that most of the participants realize that the master's degree exerted an influence on their professional training, expanded their possibilities in face of the difficulties presented in their daily practices, from writing a report to the relationship with their co-workers, the way of giving instructions and preparing their team for activities, of perceiving the teaching needs and relating to them, as such interaction comes from the intersubjectivity of the individuals involved^{10,13}.

Skills and psychophysical dualism

In Nursing, the search for didactic knowledge leads to inquiries that intend the implementation of a teaching practice, capable of uniting theory and practice with current and engaging educational techniques, training new nurses with reflective critical thinking about their professional practice and building a responsible society, relating to the problem of the biomedical model inheritance and psychophysical dualism^{10,14}.

[...] Knowledge, always something related to the study of the education area, the collective thing, the doubt, the questions, of what you can be working on to improve, improve what the other thinks about improving, not what I want the other to improve; what I can take from that other so that they can improve the issue of permanent education and pedagogical training, that's what I can stimulate in the other so that they can improve, this is how I think about this knowledge. (Lily).

[...] I think that you develop a critical eye. As I worked a lot with reflection in action, by Schon, later expanded, among others, it is clear that you're not the same, obviously, you enter in a way, doing certain practice, but then you expand your criteria, your criticality. (Orchid).

[...] The way in which everything that we gradually develop, inside, even in the master's program, we don't even notice, but after we finish it, when we get an article to analyze or sit down to write something, like this report we were doing, my writing style is already different, I can already construct and organize things in a different way, and I attribute this differential to having done the master's program. (Hydrangea).

Nursing teachers are faced with the responsibility of training critical and analytical professionals competent enough to provide good quality Nursing care. To such end, they must constantly review their performance and knowledge in relation to teaching¹⁵.

From the data analysis, we glimpse the main feelings that involve master's degree students in relation to their pedagogical training for Nursing teaching, gathered in units of meaning as follows: organization, interaction and intersubjectivity, and skills and psychophysical dualism. All presented a relationship with doing, that is, with the implementation of actions to deal with the other as a teacher or educator. The units of meaning apprehended represent perspectives of the phenomenon studied and reflect how nurses, master's degree students in health education, express these feelings in view of their pedagogical training, being immersed in this context¹¹.

The teaching-learning process must be contextualized in the historical, political, economic and social moment of a group, as it is dynamic and demands constant reflection and evaluation of their posture from the teachers. In this sense, men/women are beings-in-the-world and, as such, are cross-permeated by the circumstance they go through¹⁶.

Although professors are responsible for the students' general education and provide for their critical development, most Nursing teachers are not sufficiently prepared to offer the students an environment that favors the development of critical thinking, as the professors themselves did not have this training in their studies^{8,17}.

To fulfill the role of educator well, nurses need to identify the information that the students need while considering the limitations of learning and, from then on, create possibilities for interaction and reflection. As the body, the vehicle of being-in-the-world, these possibilities are related to the perception that these students and professors have from the life-world, as providing information by itself does not guarantee learning¹⁶⁻¹⁸.

The literature points out that the essential factor is that the professor masters ten competences, among which eight stand out for higher education teachers, namely: 1- Organize and direct learning situations; 2- Manage learning progression; 3- Know and evolve differentiation devices; 4- Involve the students in their learning and, therefore, in their restructuring of world understanding; 5- Learn and teach how to work together and in teams; 6- Master and make use of new technologies; 7- Experience and overcome the ethical conflicts of the profession and manage their continuous and ongoing training; and 8- Manage their own training and continuous enrichment¹⁹.

By articulating these competencies to the teaching practices, professors must know how to relate to others, be able to reflect on their knowledge, making their classes and teaching methods more dynamic and diverse. They must articulate and contextualize knowledge, working with problematization and representation of the reality, evaluating their practice on a daily basis, placing the students as co-managers of their knowledge construction process, valuing their speech and being sensitive to their reality.

They must also encourage the students in search of their ideals and achievements, in line with the market demands, but not let them forget to be loyal and ethical with their peers, reinforcing the importance of teamwork, articulating new technologies in the search for their continued education.

Education denotes the production, incorporation, re-elaboration and application of knowledge and technologies, through a multidimensional process of confrontation of perspectives and priorities, made effective in the dialogical and participatory relationship between the diverse knowledge of the social individuals, negotiated between the parties involved in teaching and learning, promoting cooperation, solidarity, exchange and overcoming of the desired, possible or Utopian reality¹⁹.

Knowing, knowing how to do, and knowing how to live together, aiming at developing learning to learn, learning to be, learning to do, learning to live together, and learning to know, represent indispensable attributes for the training of nurses, stimulating the dynamics of group work, as they favor collective discussion and interpersonal relationships, valuing the ethical and humanistic dimensions, developing in students and nurses attitudes and values oriented to citizenship and solidarity. In this sense, knowing how to do, to live together and to be will be accomplished by our body because it is the condition and basis for our existence^{20,21}.

In this context, articulating the undergraduate Nursing course with the master's degree in Nursing can contribute to the understanding, interpretation, preservation, strengthening, promotion and dissemination of national, regional, international and historical cultures, in a context of pluralism and cultural diversity²².

Study limitations

This study was limited by the reduced number of participants, as the first professional master's degree class had few nurses for being a multidisciplinary course, and some of these nurses were already teaching, which would mask the research result.

This study aims at contributing to teacher training for the professional practice of higher education nurse-professors, showing these and other undergraduate professionals that training in teaching is necessary so that, in fact, content taught in class is in fact added as knowledge to their students, as professional knowledge does not override the need for didactics and teacher training.

FINAL CONSIDERATIONS

It is necessary that we are aware of the world we live in, adapting and improving ourselves to the scenario we are in, and it denotes the importance of our continuous improvement. Such statement is in line with the results of this study, which addresses the necessary changes that must occur in the teaching practice, going beyond new teaching techniques and being much more than professional in nature, involving the personal sphere in an ascending and continuous manner.

Regardless of the technology or resource, it is up to the teachers to constantly improve their teaching skills and the resources used, as well as their training and study of the topics covered, bringing to the students their life experience and practical experiences, sharpening their ability to assimilate theoretical and practical content, their interaction with reality and motivation to master the content and excellence in their training.

As we have seen, professors are no longer transmitters of knowledge, but mediators, expanding information exchange and encouraging the students' constant search for professional and intellectual growth, for the training of professionals who build their framework on the construction of a critical and reflective view of their practice.

We understand that nurses' teacher training for higher education is built gradually throughout life, allowing for acquisition and construction of the knowledge necessary for their professional practice, in a complex way, marked by different periods, situations and experiences in their personal path and professional philosophy.

Finally, the professors' knowledge is multiple, as it involves more than their work practice, theoretical and practical knowledge, coming from multiple knowledge sources of different natures and diverse applications in their work activity. In this process, we cannot fail to focus on the fact that training must be continuous. After all, those who do not keep up to date run the risk of repeating the old, falling into the sameness and repetition of teaching practices that are not so effective because they are afraid to dare.

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