

Safe return to face-to-face teaching in nursing: challenges to ways of living at the university

Retorno seguro à presencialidade no ensino da enfermagem: desafios aos modos de viver na universidade

Regreso seguro a la docencia presencial en enfermería: desafíos a los modos de vivir en la universidad

Juliana Amaral Prata¹ ; Alex Simões de Mello¹ 

¹Universidade do Estado do Rio de Janeiro, Rio de Janeiro, RJ, Brazil

With the advent of the Covid-19 pandemic and sanitary measures of physical and social isolation, distance education has emerged as the safest strategy for teaching in schools, colleges, institutes and universities. Regardless of the available infrastructure, managers, teachers and students faced difficulties in accessing technological resources and numerous challenges for the teaching and learning process, using virtual learning environments, until then, distant or unfamiliar with the reality of most courses in institutions. public schools in Brazil¹.

In the context of nursing undergraduation, representations about this teaching modality are added, given the strongly contrary positions of the entities representing the profession, both at the technical and higher educational levels, for not contemplating the different dimensions that constitute nursing as a profession as social practice.

Therefore, it is understood that the experience in real scenarios of professional practice in the Brazilian Public Health System (SUS) is essential during the training process, in order to materialize the theoretical framework that supports the being-know-how of nursing. Thus, teaching the process of caring for individuals, families and communities requires being present, touching, knowing, recognizing and relating to others, developing and mobilizing technical and, above all, interpersonal and transpersonal skills for dialogical action. capable of promoting the shared and co-responsible construction of therapeutic care, which promotes the exercise of citizenship².

In the context of the emergency virtualization of teaching, the intersubjectivity that permeates interactions between educators and students does not find fertile ground to manifest itself when the exchange of knowledge takes place through electronic screens, on which sentences are written, voices are heard and, many times, sometimes without an image to be associated. Still, the intentions of pedagogical action are weakened, because, in the absence of spaces to build relationships and experience concrete practices, the meanings of doing are not incorporated into the theoretical knowledge previously built in the virtual environment. As an effect, the paths for the consolidation of praxis are not covered and the relational, problematizing and transforming essence of being a nurse is dissipated.

With these implications, dialogue, collective learning, solidarity, love and creativity were essential tools for remote emergency nursing teaching to preserve the quality and commitment to an emancipatory education³, in a horizon of doing the best in the face of perceived possibilities. However, with the extension of the pandemic, the damages of non-face-to-face university life were felt by nursing professors and students, expressing themselves in potentiation of vulnerabilities, experiences of physical and psychological suffering, illnesses and situations of evasion, overloads, low performance and demotivation⁴.

With the gradual advance of vaccination and the consequent improvement of the Brazilian epidemiological scenario, scientific publications emphasized the importance of face-to-face return in education and disseminated recommendations to ensure health safety in school environments. In this context, the second semester of 2021 was configured with face-to-face experiments in educational institutions of different levels of education.

In nursing training, there is a resumption of face-to-face practical classes, mainly using realistic simulation laboratories, since many health services remained with their activities aimed at coping with the pandemic and, still, unable to welcome students and teachers. However, it is necessary to understand that this pedagogical resource can be applied as a step in the teaching and learning process, not being a substitute for practices in SUS units, as it is in the real scenarios of professional practice that the encounter with the person being cared for, the teamwork and the ambience takes place, being typical elements of health work.

Autora correspondente: Juliana Amaral Prata. Email: juaprata@gmail.com
Editora Científica: Cristiane Helena Gallasch

In addition, the transition from remote to hybrid teaching and from that to full face-to-face teaching brings with it new challenges. If, on the one hand, the desire to be face-to-face is shared by educators and students, on the other hand, the long period of social isolation and the ongoing pandemic impose a reconfiguration of the ways of living at the university so that the return is sustainable, with healthy habits, responsible behaviors and safe environments

From this perspective, some elements are fundamental, such as: the definition of health standards, including the requirement for a complete vaccination schedule and the constant use of facial masks; the reorganization of the physical infrastructure; the intensification of health education; permanent dialogue with the health context; and the implementation of local surveillance systems. Based on these changes, it is possible to revisit the forms of interaction between people and environments, creating the necessary conditions for the development of the pedagogical dimension in living in person at the university, with safety.

In this context, the acting of the Nursing School (ENF) of the University of the State of Rio de Janeiro (UERJ) stands out, with the effective participation of students, professors and technical-administrative staff in the discussion and construction of recommendations for the safe return of the patient. classroom teaching, in addition to sharing knowledge and institutional experiences in events, interviews and scientific productions⁵⁻⁷. Also, as part of the ENF's organizational structure, the relevance of the Revista enfermagem UERJ is reiterated, which, through the improvement of its editorial flows, has been strengthening the publication of articles related to the theme of the pandemic and disseminating the discourse of science, especially important in times of denialism.

To think that the end of the pandemic period may happen in a near future and that science points us to a post-normality scenario that will involve Covid-19 as an endemic disease, certainly learned lessons and shared experiences in the last two years provide subsidies to protect lives and ensure attendance, so important in nursing training.

REFERENCES

1. Gusso HL, Archer AB, Luiz FB, Sãhã FT, Luca GG, Henklain MHO, et al. Higher education in the times of pandemic: university management guidelines. Educ. Soc. [Internet]. 2020 [cited 2022 Feb 26]; 41:e238957. DOI: <https://doi.org/10.1590/ES.238957>.
2. Conselho Nacional de Educação (Br). Câmara de Educação Superior. Resolução CNE/CES nº 3, de 7 de novembro de 2001. Diretrizes Curriculares Nacionais do Curso de Graduação em Enfermagem. Brasília (DF): CNE/ CES; 2001. [cited 2022 Feb 26]. Available from: <http://portal.mec.gov.br/cne/arquivos/pdf/Enf.pdf>.
3. Freire P. Pedagogia do Oprimido. 80ª ed. Rio de Janeiro: Paz & Terra; 2019. 256p.
4. Rafael RMR, Correia LM, Mello AS, Prata JA, Depret DG, Espírito-Santo TB, et al. Psychological distress in the COVID-19 pandemic: prevalence and associated factors at a nursing college. Rev Bras Enferm. [Internet] 2021[cited 2022 Feb 26]; 74(Suppl 1):e20210023. DOI: <https://doi.org/10.1590/0034-7167-2021-0023>.
5. Prata JA, Mello AS, Costa e Silva, FV, Faria MGA. Pedagogical mediations for non-formal nursing teaching during the COVID-19 pandemic. Rev Bras Enferm. [Internet]. 2020 [cited 2022 Feb 26]; 73(Suppl 2):e20200499. DOI: <https://doi.org/10.1590/0034-7167-2020-0499>.
6. Correia LM, Rafael RMR, Neto M, Prata JA, Faria MGA. Virtualization of the Brazilian Nursing Week in the COVID-19 pandemic: the novelty and the tangible. Rev Bras Enferm. [Internet]. 2022 [cited 2022 Feb 26]; 75(Suppl 1):e20201203. DOI: <https://doi.org/10.1590/0034-7167-2020-1203>.
7. Rafael RMR, Correia LM, Mello AS, Prata JA, Gallasch CH, Pérez Junior EF, Silva FVC, Penna LHG, Morera JC, Breda KL, David HMSL. Safety and education during COVID-19: prevalence, associated factors and reopening plans of the School of Nursing. Esc Anna Nery [Internet]. 2021 [cited 2022 Feb 26]; 25(spe):e20200528. DOI: <https://doi.org/10.1590/2177-9465-EAN-2020-0528>.