Nursing career teaching presented as complex in terms of what has been learned in the classroom and its professional practice

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ABSTRACT

In nursing schools, the contrast between what is taught in the classrooms and what is practiced in the care centers usually causes great confusion in the students. The objective of this research is to know the opinion of students and professionals of the health care centers in which they perform their clinical practices in order to detect their problems and see if there are differences between primary care and specialized care. The research was carried out during the first semester of 2015 with qualitative methodology, by means of four discussion groups, formed by students, alumni, primary care tutors and nursing professionals from the hospitals in which the practices are carried out. The initial intervention used was indirect. The comments of the nursing students and their training advisors with regards to their practice during the diploma studies show dissatisfaction on the part of both of these groups. All the groups pointed out anxiety as the leading factor involved in their teaching, as well as learning activities and professional training. The lack of identification as a group of professionals seems to be related to the lack of recognition on the part of the others. The recognition of the degree for their university studies and the development of the specialties would contribute to their social recognition and to their identification as a professional collectively. As long as the anxiety that the nursing professionals have, and that they transfer to the students during practices is not resolved, it will not be possible to reach a higher level of satisfaction with them, either by the tutors or by the students.

Key words: Job satisfaction, nurses, practical, specialties, schools, nursing, occupational health nursing, students, qualitative research, anxiety, physician-nurse relations, social identification.

INTRODUCTION

When talking about nursing career in the performance of teaching, it is described that the nursing teacher in the development of its contents of the theoretical-practical activities establishes that, in the fields of clinical practice, it provides the necessary bases developed or obtained in the classroom to identify the knowledge bases of the future professional. The proposed objective is to understand the experience of nursing teachers together with nursing students, in the fields of practice for the clinic. The process of teaching and learning in nursing has some special characteristics because it is largely based on theory and practice, as well as being developed in institutions that provide health services that act as clinical practice fields.

For this reason, Higher Education Institutions of Nursing in particular, in the last decade, have been concerned with quality and the permanent updating of study programs, so that the training of professionals is relevant to the demands of a world in constant change. In this sense, the university in Venezuela, in correspondence with the nursing school, has adopted the curricular model for Integrated Professional Competences, which privileges the learning and the active role of the student. At the center of the
educational process is the student, who must develop skills that facilitate their learning. The teacher stops being the center, to become a mediator between the student and the knowledge.

According to the above, teaching is conceived as a dynamic, participatory and interactive process between the educator and the student, in which the teacher’s tasks are focused on directing the student’s autonomous and conscious process in the construction of their knowledge, skills and values. Teaching not only implies providing information, but also helping to learn and develop people. The goal of the teacher’s activity is to increase the competence, understanding and autonomous performance of their students (Díaz Barriga, 2010: 5). They are trained to help people, families and communities in the recovery of health and the maintenance of life (p: 6). Thus, Nursing teaching is a fundamental element of the university’s programs of the profession. Graduate nurses must be prepared to provide Nursing care, to healthy or sick people in different scenarios, and be prepared to act in political and economic-social settings, rapidly changing or influencing the provision of services and Healthcare.

In line with the above in the undergraduate nursing curriculum of these Academic Units, it includes theoretical and practical subjects focused on the first, second and third level of attention, contemplating learning units, such as Community Nursing, Epidemiology, Public Health, Preventive Medicine, as well as the Community Practice from the second semester of the race. However, it is often observed that students do not show great interest in Community Care, they focus mainly on the healing aspects, occupying little of the promotion of health and the prevention of diseases.

Based on this problem, this research is proposed, which involves reflecting on the components that are involved in the teaching and learning process, which includes the knowing subject, the teacher and the program content. The objective of this study was to describe and analyze the teaching / learning of Nursing among undergraduate students of the Higher School of Nursing in Venezuela, since it is important to leave the teaching models with emphasis on the contents and the development of certain skills and behaviors (which can be measured) that consequently inhibit the student’s creativity and independent and critical thinking (Waldow, 2008: 178-179).

In relation to nursing education, Carvalho (2009) mentions that the teaching model should form a critical awareness, a new professional mentality in line with the meanings of the art of Nursing and health care, in the context of new vision of visiting sick or healthy people with care needs, support measures and instructions for nurses especially. The integration of theory and practice in academic training is one of the main concerns of educational institutions. Nursing schools are not an exception and the contrast between what is taught in the classroom and what is learned in the care centers in which clinical practices are carried out, usually plunges students into great confusion.

Therefore, it would be too pretentious, even utopian, to want to reach a level of perfect agreement between the theory and the practice of a subject. It is the subject involved in the learning process who uses the means at his disposal to integrate theory and practice in a dynamic way. In spite of this reality, from the teaching point of view, it is always necessary to ensure that there is coherence between theoretical training and practical training to avoid appearing what some authors have called "reality shock". This would be caused by the dissonance between how they think things should be and how they really are, and its main consequences are the student’s intense disorientation and anguish.

Some authors have introduced concepts such as praxis or reflective practice in the field of nursing teaching. These terms speak to us of a pedagogical and methodological philosophy of formation; in it, the central axis is the practice. But this is much more than a mere instrumentalized application of what the student learns in the classroom or a repetition of the observed during the periods spent in the care centers. It consists of a much broader vision of the work of nursing, in which each problem is unique, immersed in a certain reality, and whose resolution lies in the action from reflection. From this point of view, clinical practices take great relevance and the need for rigorous learning in this area becomes something that cannot be waived.

Three sectors are found among the nursing professionals: the assistants (care givers), the teacher and the manager. This division, instead of assuming an enrichment of the entire nursing community, rather causes a state of permanent conflict, since each one of them projects a different image marked by its particular objectives, which, as regards the formation of students, they seem to go in different directions. Assistants think that teachers do not prepare students to face reality; Teachers, in turn, maintain that caregivers do not assume their teaching commitment and that they are reluctant to open up to new trends that mark nursing professional performance. With this situation, it is really very difficult to transmit to the students a unified and complementary image about theory and practice.

**METHODOLOGY**

To build the teaching method suitable for the nursing chair, one must know the institutional context, its mission, vision and principles that underlie it, the classroom context, both physical and virtual, where the teaching process will be developed, quality and convenience of the materials that will be used. The methodological construction is not absolute but relative. It is based on the conceptual structure (syntactic and semantic) of the discipline and the cognitive structure of the subjects in a situation of appropriating it.
Construction, therefore, of a singular nature, which is generated in relation to a particular study object and to particular subjects. As an expression of its unique character, it becomes relevant, as well as recognizing that the methodological construction of education is shaped within the framework of specific situations or fields. That is, it is constructed casuistically in relation to the context (academic, institutional, social and cultural).

The educational practice in nursing is carried out in different institutional areas with contexts, characteristics and diverse elements that the teacher should always consider when planning his teaching method. The objectives or purposes of the subject or subject to be taught are significant for the structure of the disciplinary contents and the activities projected with the students. In particular, the socio-economic and cultural context of the population in training, their customs, beliefs and interactions among the subjects, their motivation towards the topic and their mental processes must be analyzed to identify the strategies and techniques by which learning will develop.

It is pertinent to understand that the reflection on the skills, personal, academic and work experiences. Skills and abilities of the teacher, lead him to create his own style. Since each day more is learned from the teaching practice, as more experience is acquired, they also acquire greater knowledge and bases to act. That is why constant reflection in practice is essential for personal, professional and intellectual growth. Knowledge in pedagogy is important, but the experience of that knowledge, enriches teaching, consolidates knowledge, teaching practice, facilitates delivery of knowledge and gives greater security to both the teacher and the student. At the same time, the maturity in the mental processes that gives the experience, the group management, the interactions with the others, help the nursing professional to consider new educational challenges.

It is significant to bear in mind that the adoption of a methodological perspective in teaching projects a unique style of training. Perspective that brings into play principles and procedures of theoretical order derived from practice. Style, consequently, in its complex framework also expresses its trajectory (of life, academic, work), even though it may not be objectified, while it is played in practice.

**Some strategies, techniques and activities in the teaching process**

In the process of teaching nursing in its practical theoretical basis, it is proposed to reinforce cooperative learning as a method and strategy, in which the student participates actively in the search for knowledge, not only by investigating and discovering the theory, but by applying the knowledge in the simulation laboratories, in practice and in real life. This learning is a precise strategy for the higher level where students arrive cognitively prepared to build new ideas and knowledge, which also facilitates interaction and participation. Here, the teacher must establish rules that allow guiding the actions and acquire a commitment and responsibility with the group.

Collaborative learning in the nursing profession represents another teaching strategy that develops personal, social and coexistence skills, in which values such as respect, responsibility and willingness allow consensus building among team members for the collective construction of the new knowledge. It is developed through a gradual process in which each member and everyone feels mutually committed to the learning of others, which generates positive interdependence that does not involve competition.

It is worth noting that, in collaborative groups, a fundamental requirement is respect for individual contributions and skills, there is a shared authority, equal relationships and acceptance of responsibilities in actions and decisions, which forms the student, so that in the future, he/she can determine how to share and work as a team. Since the role of the teacher in this case is to intervene to clarify concepts or ideas, complement the information on the subject, simulate problem situations and during the resolution process to facilitate the student assimilate the respective information and organize their ideas.

Within the teaching strategies, "The use of individual and collective work is considered, considering that learning occurs in the relationship between subjects even though it has an individual aspect, since activities that contemplate both the collective and individual aspects are foreseen. The use of action-reflection-action implies taking one's own action as an object of questioning, so as to be able to act again. Dialogue as a mediator of the process of theoretical teaching practices establishes whether or not learning takes place in the relationship between subjects. Dialogue is formed in an indispensable way because it is what can ensure the sharing of experiences, the discussion about the object of study, that is, learning with the other. The integration of personal objectives is collective, although the discipline presents its own objectives ".

**Theories of learning in teaching practices**

During the theoretical and practical teaching process, one must constantly reflect on each step that happens, from when the educational activity is being planned, during its development and when it has finished. For this reason based on the reasons given by Gimeno Sacristán and Pérez Gómez” for the instructive and formative process of the person, the theories of learning, according to their model and proposal, are supported with different emphases and strategies in motivation, attention, assimilation, organization, recovery and transfer of knowledge as an
object, in its relation to the subject that learns and in the context where it requires learning. Each of these strategies used in the teaching process can generate different effects or results, which is why an analysis is necessary regarding the planning, the observed in the performance, the criteria used in the evaluation and the criticism regarding the effectiveness in the learning process."

The nursing profession specifically concerns the initial motivation that the student brings with respect to the subjects, since within them theoretical subjects and practical theoretical matters are established. Therefore, there are students and teachers who want to know about the subject, as well as those who only want to meet a requirement in their curriculum. It is a challenge for the teacher to plan proposals or activities that motivate them all and involve them during the course of the semester to develop and present their products. In the end, it can be observed that many of the students, who were not motivated, have been satisfied and wanting to know more about it. By applying different strategies and techniques, information and knowledge can be fed back with the active participation of students.

Teaching as a practice and challenging research in nursing

Teaching is to inspire, to promote discussion about the problems posed, to provide the opportunity to coordinate different points of view, starting with the purpose of orienting towards cooperative resolution of problematic situations. In a profession such as nursing whose mission is based on ethics, techniques and procedures of care for other people, sometimes in a vulnerable state, the responsibility of forming and recognizing the growth of people who play a preponderant role in the society we dream of. "Teaching not only has consequences on the lives of people, but also on the future of societies and the destiny of nations. Teaching contributes to forming a type of man and a type of society. A more or less explicit ideal of "educated person" gives direction and form to teaching practices (Ferstermacher and Soltis, 1999) and is expressed in educational purposes, which can be reconstructed through current curricular texts in each historical context."

Then, if we take into account that one of the priority factors that intervenes in the development of educational nations in health is by forming the university community, beliefs are corroborated or transformed and knowledge is renewed. Therefore, it is necessary to look at how teachers transform the teaching process, knowing fully well that it is not only transmitting or reporting data, but forming citizens capable of building society. Build society is to create new knowledge and thoughts, consolidate the structure of the individual, his personality, make him a participant in the solutions of the problems that afflict society, in a clear, honest and open manner.

At the end of the 20th century, the concepts of health and care formed an important part of the curricular proposals of the nursing profession. From these components, the nursing staff tended to assist people so that they themselves would take care of themselves. Thus, educated, motivated and guided, and involved with them in the care and decisions they made regarding their health. For this, it was conceptualized that the person was an indivisible whole that guided his care according to his priorities. In turn, by the end of the century, pedagogical models began to privilege the teacher-student relationship, in which the teacher, with his mastery of content, led to the autonomy and self-learning of the students.

From the nursing profession, the emphasis on self-care makes the individual empowered by his health and actively participates in the solution of the problems that affect him as an individual or group. That is why the student must be accompanied in the identification and approach to solutions to health problems found in the community from interdisciplinary work and with other sectors of society. As students grow and learn, one as a teacher also learns from them and improves teaching daily.

In the interaction between teachers and students, the use of standards that are the result of agreements that seek quality of life and development of the educational community is encouraged. In this sense, it is about that the students experience the democratic use of power (the value and importance implied by the fact that knowledge circulates socially), perform functions of common benefit and recognize health and the illness not as a matter of "powerful specialists", but as part of the reality of all people and collectives. Jointly, the participation of the teacher in those social or political groups that intervene in the preparation of the curricula is fundamental, given that from there the educational policies that are going to sustain the system are formulated. Teachers are those who ultimately live and know the problems of education and their opinion should be assessed within the framework of the Venezuelan education legislation.

The information and communication technologies in the didactics

Another inescapable element is the assimilation of Information and Communication Technologies (ICT). Litwina said: "Just as the chosen strategy does not structure the educational proposal by itself, neither does the selected technological support. The familiarity with the technologies makes them invisible, that is to say, we are not aware of the changes caused by their use and does not allow us to identify how they condition or impact the practices. We stop recognizing the reasons that underlie their choice: they provide better explanations, allow images to be brought to the classroom that favor comprehension and are provocative because of the type of relationships they raise,
among many others”.

The new technological developments have forced the advancement in the educational area for nursing education to implement programs. This demands the construction and implementation of new pedagogical models in the information and communication technologies that stimulate the creation of learning communities and that seek the consolidation of collaborative methodologies, where the participation of the actors of the educative frame is equal in the process of teaching and learning. This immersed the teacher and the same feel the requirement of the use of ICT when working with university students, who increasingly demand this type of technology, which are close to them.

Learning how to use these tools allows introducing the topic to be discussed, clarifying information, questioning or developing thought, giving importance to those relevant or outstanding activities and leaving a written record of the above. And students must discern the information they get online, not everything is important, not true, not all sources are reliable and not all content is sufficiently argumentative. But neither is it true to generalize that all the information extracted from the internet does not work, harmful or superfluous. Since “there are no equal subjects, there are no equal teachers and there are no equal groups of students, it is difficult to recognize that in this time of innovations, didactics, the old didactic founded in the seventeenth century, still has many things to say”.

Within this process of teaching and learning, it is overwhelming that reflection on the teaching experience in nursing is the way to continually investigate, innovate and create not only knowledge, but also citizens of the future. Although the designers of teacher training policies have opted for the death of didactics, more for ignorance of this discipline than for an acknowledgment of the role it holds in the structuring of the teaching profession, we could almost say that without teaching there is no way for a person to do their teaching work.

Based on this problem, this research is proposed, which involves reflecting on the components that are involved in the teaching and learning process, which includes the knowing subject, the teacher and the program content. The objective of this study is: to describe and analyze the teaching / learning of Nursing among undergraduate students of the Higher School of Nursing. It is also important to leave the teaching models with emphasis on the contents and the development of certain skills and behaviors (which can be measured) that consequently inhibit creativity and independent and critical thinking of the student (Waldow, 2008: 178-179).

In relation to nursing education, Carvalho (2009) mentions that the teaching model should form a critical awareness, a new professional mentality in line with the meanings of the art of Nursing and health care, in the context of new vision about visiting sick or healthy people with care needs, support measures and instructions for nurses especially.

The evaluation and control of education systems in higher education in general and in particular those of nursing, imply the appreciation of constant pressures of varying order (social, economic and technological demands), for whose attention they need to have educational methods, adequate research and evaluation, which will allow it to improve the urgent requirements of updating the training of its professionals. This is how teaching should transcend the teaching-learning process, favoring a renewal that considers: scientific progress, versatility of contents to teach, the incorporation of varied methodologies that replace the insufficiency of the expository classes, the establishment of permanent education processes that open possibilities to continuing education, the expectations of new professional, social and interdisciplinary roles, among others.

However, reforms in the higher education sector often offer resistance, uncertainty, insecurity, which is based fundamentally on the tradition of years and rigid and routine university positions. This implies maintaining a constant attitude of alertness, motivation, knowledge and teamwork that lead to overcoming them. According to the problems identified, this article raises the need for innovation in nursing education, as a way of optimizing and improving in a broad and intense manner, the quality and effectiveness of it, using as an alternative the contributions of the instructional design. To achieve the purpose, some antecedents that affect the university system in general are presented, which in particular can also be focused on the nursing situation.

Standing out in this way, the active and responsible role corresponds to it, as compared with the improvement of the teaching that it imparts. In turn, some educational methodologies and the main properties and characteristics of instructional design are described. It should be noted that education in nursing must be assumed by estimating a work in an institutional team, which enables the use and development of learning resources in accordance with the current requirements of society, taking advantage of the scientific-technological activity and using the existing means in all its potential. What involves the creation of environments conducive to the individual growth of students and academic development, favoring an active, creative and challenging professional training.

**Analysis**

The general problems faced by nursing professionals and the particularities of the health context, condition the need for a more coherent relationship between the shortcomings of the work context and professional performance. In this article, the nursing professional's performance is based on a response to this need in the practice of the profession, and an evaluative analysis is made of concepts, conceptions and
approaches for their formation from diverse referents in the international context and their implications in the performance of this professional. Relationships linked to performance are determined from the practice of nursing and the current conditions of their knowledge in the field of health.

There are different experiences in the international and national context, but a reasoning of the most up-to-date conceptions on the subject is necessary to analyze if they meet the needs of nursing in terms of practical theoretical teaching. This research was aimed at systematizing the definition of nursing professional performance, taking into account its relationship with the current conditions of Nursing practice. The professional performance of nursing is an object of investigation that usually is little addressed during the fulfillment of the investigative functions. Nursing models and theories are guides for the continuous development of nursing practice from the improvement of professional performance. The contributions as a result of the systematization favor the clarification of the operative definitions, necessary to contextualize the research objectives.

Conclusions

Unveiling the phenomenon of the experience of being a teacher / nursing facilitator, which in the fields of theory and practice sometimes acts with graduation students, allowed us to understand the relevance of the educational process in the attributes of ways of being, communication, affection, language, time and space, among others.

Training a new nursing professional is a complex task that requires the teacher skills related not only with their knowledge, but also with the skills acquired from their own experience in terms of being. Skills should be applied in real time, in a complex environment such as the clinical field, an environment that necessarily involves the relationship with the patient, student, clinical nurse and health team. As nursing teachers, we consider that the production of knowledge emanates from education. In this educational process, we have to consider the creative gesture that results from man being in the world and relating to him, which enables him to transform it and, in this process, transform himself.

On the other hand, the dissemination of knowledge favors the reflection of the teaching team and the nurse on the educational significance of their function, identifying issues to be improved in the process of caring for students and patients. It is necessary to expand research in this area, since as we saw, this is an important part of the learning process of the future nursing professional. In addition, when reviewing the production available at the South American level on the subject presented, we face difficulties in finding similar research to enrich the presented discussion.

In the same way, we understand that it is the task of the universities to constantly search for the teaching / care approach, as a constructive and facilitating element of the teaching process, having as objective the training of new nursing professionals who, in their actions, bring with them the bases of authentic care, and involve in this care the teacher, the nursing student and the patient, as active members of their important function.

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