The construction of teaching practice in the nursing career: An ethnomethodological perspective

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ABSTRACT

The present study aimed to analyse the meaning of teaching of nursing process (PE) from the perspective deconstructing teaching practice in nursing career for teacher, through the theory representational of meaning and care. The research involved six teachers from the technological UNITE Cabimas. The data were collected through a semi-structured interview and questionnaire. The analysis was from the perspective of the aforementioned theory. It was obtained that all teachers know, teach and apply PE. In addition, they refer the importance of their teaching and placement in practice by professionals. In conclusion, as regards the meaning in the referent, there is a tendency of teachers to recognize this process as a scientific method and an important instrument in the nursing professional’s actions; as for the meaning of teaching of PE, it is considered as an informed instruction, indispensable and updated for the discipline so far it covers the five stages that comprise it.

Key words: Nursing, nursing processes, teaching, nursing teacher, education in nursing, professional practice.

INTRODUCTION

Nursing education offers a peculiar conception of care as the essence of the discipline. However, beyond this explicit message, it is necessary to inquire about the forms and practices that make this teaching a reality, being the educational institution, the scenario in which educational goals and contents are combined, as well as daily practices that are reversed in a large importance for its socializing role. With this research, the perspective of conceiving the educational curriculum and practice in nursing from a hermeneutical phenomenological theoretical perspective and an ethnographic methodological approach as mechanisms of socialization, which transcends the transmission of knowledge and the development of technical skills, is also proposed. Some forms of activity based on interaction, where its intentionality is the training of the student and the nursing teacher in their clinical practice is in accordance with a constructivist perspective with the educational experience among the teachers, beings in formation and the care or technique to apply in the performance of the same, on which a network of meanings is woven according to the reality of the performance.

My experience, as a student and teacher of Nursing, in this last decade, allows me to consider the educational institution as an element of socialization in which there are interactions that influence nursing education, which occurs in teaching micro-spaces considered meeting spaces where the interests, emotions, feelings and expectations of both the one who teaches, the one who is taught and the one who is cared for are manifested. In this sense, I conceive educational practices as a potential element of socialization, based on which the person constructs meanings that influence the construction of behavior and situations that are configured from the interaction.

As a result, the research focused on the interpretive paradigm, considering from the point of view epistemological Symbolic Interactionism, since the curriculum is raised as an element of socialization by means of which the culture of the theoretical discipline and
educational practices is established. In this way, the practice is governed as an interaction process in which the educational scenarios constitute the context where relations are produced between the teacher and being information for socialization.

The present doctoral thesis was carried out in a private university institution in the city of Cabimas, Zulia state, Venezuela, in which the curricular training that has been carried out in the region in relation to teaching in nursing is taught. The research is structured at times: at MOMENT I: PROBLEMATIZATION OF THE EVENT OF STUDYING: describing the topic, causes, consequences, social value and characteristics, through a Context to make the statement of the problem, questions, objectives or purposes; according to the nature of the study and to establish the intention of the study to be discovered why the study argued justification, scope of the investigation. It begins by describing the history of nursing since 1999, this institution being a pioneer in nursing education changes and its influence on the development of the discipline, in order to describe those relevant aspects that have marked the teaching and that even in our days are still present. From this historical review emerged some questions and purposes that served as a guide for the realization of the study, which allowed raising the intentionality to investigate. In this first moment, the importance of carrying out the study from different perspectives arises.

Once the intentionality of the research is considered, the development of the MOMENT II: SUBSTANCE OR THEORETICAL BODY OF THE RESEARCH will develop the basic theories, theoretical or conceptual referents, legal or philosophical aspects; according to the nature of the study and the conceptual meaning attributed by the doctorate in which some national and international research are presented, which allow the studies related to the stated objective to be evidenced. The theoretical and epistemological references that guide this qualitative research are also exposed.

The MOMENT III: METHODOLOGICAL ROUTE entails the nature of the research, investigative approach, selected paradigm, research model, research method and techniques, procedures and resources. The phases and methodological tools used for the construction of this doctoral thesis are explained. The approach to the methodological dimension of the study is presented in order to establish through the selected methodology to answer the question posed and therefore the research objectives. For this investigation, the methodological path was followed through the Grounded Theory, considering the route through which the data obtained from the interviews and focus groups could be processed with the description of the procedure used to collect the data.

In this sense, the teacher as a model in the construction of application of the practice of care becomes a mediator of the contents between the social culture and the culture of the discipline, for which it uses the teaching micro-spaces in which an intersubjective relationship is established between the teacher and the being in formation with the objective of teaching the elements of care using a series of resources or tools that help the socialization that will establish as an alternative involving the triad: curriculum - teaching - research, fundamental elements that must be addressed for the transformation of nursing education.

Objectives
- Describe the experiences that arise within the teaching-learning process within the nursing career.
- Reflect on the curricular contents that are handled in the teaching practice of the nursing career.
- To reveal how the integrality of the curricular components in the nursing career and its relationship with the everyday world is established.
- Interpret the meanings attributed to the application of teaching practice in the nursing career from the perspective of the social actors involved.

METHODOLOGY

Moment I: Problematization of the study event
Thematic situation: The search and desire to find alternatives to work these processes are increasingly strict, as changes in different contexts demand assertive changes in technology. It requires that technology and contexts change together. However, it is not from this vision that people and university institutions seek options to design their educational programs. The search is associated with the development of tasks typical of university work, where the requirements of its members and demands of the context are excluded. One thinks about the change in the curricular designs of the chair of nursing, as external processes, they are codified and in this way the possibility of working with the human side of the organization is exhausted, being the one responsible for the crystallization of these processes; to generate personal, organizational commitments and to take advantage of the competences present in the institution to make projects within a reality.

Then it is established that nursing is dedicated to social welfare, in cooperation with other disciplines. His mysticism is the care of man in all its aspects; physical, mental, emotional and social, as a profession its members must be sensitive to the process of adaptation of every person to the environment that generates needs and its duty is to help the individual from a happy birth, to a dignified and tranquil death, and in the course to protect the healthy and care for the sick, being aware of the responsibility to contribute to the welfare of others. But starting a look at the education programs taught in some technology provides inputs related to the direction and consensus on the subject for several years, the questions of
how to learn and how it is known have been questioning traditional educational programs and raising a series of changes in educational approaches, processes and practices.

Thus, nursing education is the essential basis for building the development and progress of the profession. Its development, updating and innovation, calls for intense transformations that respond to the progress and improvement of training and improvement programs, both undergraduate, post-graduate, and programs, aimed at the health team, or users. The quality of teaching in nursing should guarantee the preparation of competent professionals who identify with their work and who are alert to react to the social environment and the demands of health services. The growth of the discipline implies looking for ways to face satisfactorily the multiple challenges that arise in its different areas, especially in the area of education. Innovation in nursing teaching is an immediate demand that determines active, creative participation and a renewing position together with a persistent commitment of the teaching team.

The success of this mission, requires a shared and explicit intentionality on the part of the professionals of the university institution, which allows assuring the consolidation and permanence to the change. Thus, in the technologies that teach the nursing program in their educational programs, they point to the development of projects associated with globalization, technology, academic structures, research, and links with communities and sectors with whom they share the task. This is to promote internal and external health, and the performance of the teaching staff and of the students, the profitability as a process of creation of university spaces, the definition and administration of the budget. There is a general consensus on these aspects; however, its focus is not on the creation of an organizational culture that allows life and viability to all the events that make up its action plans.

In the particular case of the UNIR Cabimas University Institute of Technology, the selected scenario for this research, the formal conversations about change at the academic level and its curricular structure began about a year ago, in addition to the demands of the informal groups that have time working and demanding actions on these processes of Updating the Curricular Programs of the Chair of Nursing at the Higher Technical Level.

**Causes:** Under this revision vision, the study of these processes can be approached from different perspectives. This research shows the model in which language and coexistence play an important and central role, without forgetting that there are other systems that consider other elements. The choice of these actions considers that they are the language and the conversations manners of understanding the meanings of a university culture. From the conversations, it is possible to make contact with the emotions of the participants and therefore with their world of senses and meanings. Consequently, in this research that adopts a systemic, qualitative and ethnographic construction option in which special attention is paid to the patterns and structures of relationships, present in the organizational culture of the study group, conversations, language and communication, they are channels for the apprehension and revelation of them.

**Consequences:** Since the middle of the century, the chair of nursing in its effort to improve its quality of study on the health needs of the human being, has wanted to go beyond the conception of the attention provided to the patients, as a fact of identifying and recognize that nursing is based on a broad method where nursing processes are applied in daily practice. These processes are deliberative problem solving that requires a series of cognitive, technical and interpersonal skills, and that is aimed at satisfying the health needs of the healthy or sick person and their family.

**Social value:** In correspondence with the criterion of social impact, the competences that can be developed from the coexistence in the development of the research programs, could contribute to increase the levels of the quality of life of the people who will participate in the experience and therefore of the people with whom they are related. The result of this research will generate a solid database, from which the training processes of the human resources involved can emerge, thus focusing attention on what is really needed, as well as other intellectual development offers considered excellent, but not part of the world of the meanings of those involved and therefore do not provide added value.

**Characteristics:** It is in this scenario where teaching practice is found as the closest means available to address, recognize and transform subjects and situations in the contexts of deep social inequalities such as the current ones. Processes of theorizing from the academy that place the echo as a field + educational and an emerging pedagogical paradigm whose discursive and practical balances are yet to be realized, but become an attempt to bring the public university closer to social realities, searching in a concomitant to combat its crisis of social legitimacy from the rethinking of the ethical-political and pedagogical programs of it, beyond what is written on paper.

**Context: Statement of the problem**

For decades, Latin America has been used as spoken language particularly in Venezuela about the need for a university transformation. What, as expected, generates great debate among those who cling to the rogue structures of university education institutions for the privileges they consecrate and those who bet on a new university.
To contribute to these discussions, the second part, entitled: "From university transformation to decolonization" is composed of three works, which is part of this theme. The first text: "Democracy, critical thinking and university transformation" tries to contribute to the great national debate that the University Education Law project (2010) generated in Venezuela, for it emphasizes on the importance of the radicalization of university democracy and the introduction of critical thinking in the curricula. Neutral and objective academic positions are also questioned based on their "epistemological windows", in the sense of going beyond contemplating reality and trying to generate social changes in particular contexts and in the subjects themselves.

**Study intention: Why the study argued justification**

The universities are responsible for offering methodologies according to the scientific and technological progress and the requirements of the students and, on the other hand, to promote the development of research. This establishes the prevailing condition of innovating teaching activity from a realistic, active and committed perspective, making efforts to conduct quality educational systems, guaranteeing possibilities that allow carrying out investigations in a timely manner. This suggests not only the improvement of the teacher, but also, it is necessary to cover a set of actions in a broad way with the purpose of providing solutions and causing changes at the institutional level as well as the attitudes of all the participants of the teaching-learning process.

Currently, Venezuelan higher education faces change challenges, which means discarding old schemes that are inadequate to the demands of current nursing practice, this requires the need and the real will of all its characters (Students - Facilitators - Coordinators of the career - Educational Institutions) who are obliged to accept changes and commit to assume positive attitudes, because change is a natural and necessary phenomenon within this chair (Nursing), which is not easy to achieve, since it is needed of a thorough investigation of the technological advances and needs that the nursing profession requires to offer users or patients a quality of care.

Therefore, the current requirements require that the nursing professional be able to be updated to generate changes within their educational, preventive and curative promotion in practice, student and professional, to lead to an up-to-date and quality education. In mid-century, the chair of nursing in its effort to improve its quality of study on the health needs of the human being, wanted to go beyond the conception of the care provided to patients, as a fact of identifying and recognizing that nursing is based on a broad method where nursing processes are applied in daily practice. These processes are deliberative problem solving that requires a series of cognitive, technical and interpersonal skills, and that is aimed at satisfying the health needs of the healthy or sick person and their family.

**Moment II: Substance or theoretical body of the investigation**

**Base theories**

Garfinkel's theory considers that the activities through which actors produce and handle the situations of organized daily activities are identical to the methods they use to make these contexts explicable. Although Garfinkel trained as a sociologist under Parsons' direction (from 1946 to 1952), during the first years of the postwar period he departed deeply from the Parsonian theory itself, which marginalized the problem of the knowledge of the social actors, who were treated, according to Garfinkel's memorable expression, as "idiots who judge", whose understanding and reasoning in concrete action situations were irrelevant to the analytical approach of social action.

**Theory of human care by Jean Watson**

The concepts of Jean Watson's theory: Patient nurse interaction, phenomenological field, transpersonal relationship of care and moment of care are emerging, even these concepts need to be defined more clearly, this is perhaps because of the abstract nature of the concepts by which this model is difficult to evaluate. On the other hand, the main precursor of the Constructivist Theory is Jean Piaget (1896- 1980), a promoter of the development and autonomy of the students. Therefore, the problems and characteristics of the students' operational learning and the stages and stages of cognitive development in general must be known in depth, to promote an atmosphere of reciprocity, respect and self-confidence, giving an opportunity for self-structuring learning through indirect teaching and the approach of problems and conflicts (Ortiz, 2009).

**Theoretical or conceptual referents**

Medina Moya (2005) study and analyze the emergency conditions and the most relevant characteristics of pedagogical discourse in the nursing curriculum. The author intends that these results allow the subsequent elaboration of the Teaching Nursing Care Model as an alternative that involves the triad: curriculum - teaching - research, fundamental elements that must be addressed for the transformation of nursing education.

For this, the educational institution directed to the chair of nursing has as a function to socialize the being in formation in relation to the discipline of interest and
prepare it for the working world, considering the experiences and knowledge that facilitate the construction of being, knowing, doing and coexist in an environment in which the ethical - cultural dimensions are considered, the scientific - technological dimension; and the social-economic dimension. This is in addition to using specific strategies to ensure the appropriation of theoretical and practical knowledge, as well as the development of the workforce, national productivity and competence capacity at national and international level according to the challenges of today's society and the current labor field.

Krederdt Arajo (2006) interpreted social representations of teaching nurses about caring - care. As a result, nursing education was unsystematic, limited to the transmission of knowledge oriented to the development of skills related to the care of sick people. The tendency in nursing education was the classic model that is called transmission pedagogy that assumes that the teacher is knowledgeable about the information and the student, that is, the receiver of the information. Therefore, the instructor demonstrated the procedures and the student reproduced them. In this sense, learning was demonstrated by the ability of the student to perform the procedures as they were shown. This type of teaching was outlined towards the instrumental conditioning which will be equipped to reinforcement; to originate a modification or a response change.

In the foundation expressed in the curriculum, the word "care" is included, giving it two basic meanings, intimately linked to each other. The first, the attitude of vigilance, of solicitude and of attention towards the other. The second, the attitude of concern, because the person who is careful feels involved and emotionally linked to the other. This vision of care is evidence reductionist rather than global, while human care is a philosophy of nursing science.

Marín Laredo (2008) assesses the character acquired by the teaching intervention during the learning process of nursing students in the second semester of the race. In relation to the incorporation of nursing theories in curricular designs within the learning process, experiences are recorded in other countries such as the Unir Cabimas Technological Case, where the Sorority Theory was selected as a frame of reference for curricular design. Callista Roy becomes the obligatory reference for curricular design and administration. The conceptual model that is applied in a curriculum provides the general guidelines of the contents and grants a particular vision to the education in nursing being in the essential teaching that the nursing programs have a frame of reference since it facilitates the orientation and the development of the subjects that make up the curriculum.

Francisco del Rey (2008) identifies the theoretical conceptions that are present and that support the nursing practice, as well as describe and document the phenomena that influence nurses for the application of disciplinary knowledge in clinical practice, the cross-sectional descriptive design.

In relation to what has been described with this author, when the proposed learning experiences in the curricular design of nursing are analyzed, these are derived from the biologist model that still remains as a reference for curricular administration. Such situation affects the development of the discipline so far these experiences and the contents related to it seem to be far from the frame of reference of nursing, which makes the future professional have a limited view of the profession. This could affect professional autonomy and social recognition.

According to the obtained findings of Roldán Maria (2010), to rethink the sociopolitical positioning of the University Nursing in Venezuela, we must consider that the object of study of the nursing is the care, the learning environments must promote experiences that allow the student address the care of the person in the different stages of development and growth; and in those situations that compromise the functional capacity of the person to carry out the activities of daily life, taking into account the technology that health services have at present.

Based on Nursing Education, Casanova (1990) and Sarramona (2000) agreed that the word education is derived from the Latin word "educare" which means "to raise, nurture, protect, teach", that is, to go from outside to inside. It aims to develop the reality in the school of nursing studied in relation to learning environments shows us that in the classrooms information is transmitted what makes learning a routine, mechanical and dogmatic process; therefore, the theoretical component developed in the classrooms, there is little interest on the part of students, who apparently do not understand and internalize its importance and relevance to care practices, for them these contents seem to be a requirement to pass a subject.

Although the theory is important for the development of the practice, it is necessary to mention that the theory taught during the training of human talent in nursing is based mainly on pathology, signs, symptoms and nursing interventions in certain situations that compromise the health status of the person, using the nursing process as a methodology, without considering the theories of nursing.

The Teacher as a Model of Care The socialization of the university teacher is experienced from four elements: the previous experience acquired when he has been a student, the model observed in the teachers in the stage as a student, the pressure of the system to carry out the activities socially assigned and the expectations of their students (García Galindo, 1995).

**Strategies for the teaching of nursing care and attention in meeting spaces**

It is important that the teacher strengthens trust, hope, courage, patience, continuity and communication with both students and users (Fagin, 1989), since the teaching
strategies used by teachers are repetitive practices which are based on the lecture, seminars, assignments and clinical cases. These strategies become passive means of learning to transmit scientific and instrumental knowledge, limiting reflective, critical and creative thinking of the being in formation, since the dialogue and the discussion seem to be overlapping before the leading role of the teacher who ultimately ends developing the class and the student becomes the recipient of the contents. However, attempts have been made to incorporate technology into teaching through the Moodle platform, but the results are still incipient.

The pedagogical model: An alternative for teaching the model is constructed as a means of helping to study reality, which allows the model to be seen as dynamic since it could change according to the factors that arise from the implementation and future research (Bisquera, 1989).

According to the nature of the study and the conceptual meaning attributed by the doctoral student, the nursing teacher in the development of theoretical-practical activities in the fields of clinical practice provides the necessary bases for the development of the future professional. Nursing care should be considered as "the study of care experience or experience of human health." For this reason, the student of Nursing must "have clarity in their professional choice and feel convinced of being a nurse. That is why it is necessary that from the beginning of the formation in the undergraduate, the epistemic elements of care and identification are clearly identified and formed. They appropriate that knowledge to enrich the Nursing profession as an autonomous discipline and with a body of knowledge that is different from other areas of health ".

Therefore, Nursing knowledge is intended to be achieved during the educational process and whose strategic achievement can be determined through the evaluation of care learning. Care in the teaching-learning process: It is the fundamental basis of the nursing discipline, which needs to be taught by a teacher or facilitator, who must select the most appropriate strategies for the apprentice to acquire the skill and dexterity of professional practice. It is possible "to affirm that the theory is the component that gives form and identification to the discipline, and that the theories that it uses must be impregnated by the clarifications of the basic assumptions and the values shared by the nurses who, ultimately define the results and the purpose of the practice." Some of the repercussions or contributions of this antecedent is that it is suggested the collective construction of the transforming curriculum, incorporate in the plans and programs, in the Curricular Nuclei for the training of nurses, denominations for the Nursing Clinics such as: Nursing Care in the Intervened Patient, Nursing Care in the mentally ill, among others. We would consider to imply - semiotically, semiotologically and semantically - a progressive discursive autonomy to the profession in the understanding that substituting signifiers also reverses meanings in terms of theory and practice.

It is considered significant to propose and design methodologies for the collective construction of the curriculum from the professional exercise in the different levels and performance spaces, as well as to take into account, the real social demands, since they constitute the key factors for the elaboration of the curricula, and a social practice strategy that allows direct participation in nursing reality, for the elaboration of theories of care without guardianships.

Moment III: Methodological route

Nature of the investigation

Ontological: Experience the search for the change of reality.

Epistemological: rigorous contracting, systematization, transformation.

Methodological: Qualitative developing the context of reality.

Investigative approach

Qualitative: The qualitative approach was selected considering that education is a complex act that requires the understanding of the behaviors of the subjects involved in it. Qualitative research refers to any type of research that produces findings that are not reached through statistical procedures or other means of quantification (Strauss and Corbin, 2002).

Selected paradigm

Interpretative: The interpretive approach develops interpretations of social life and the world from a cultural and historical perspective. This perspective emphasizes the interaction of the researcher with the data and the analysis based on the interpretation of the intentionality of the participants' actions. In this sense, symbolic interactionism is an interpretive science that studies human action, so it considers the human being in his active role within the social group, attributing importance to the meanings that people assign to the world around them (Goffman, 1986).

Research model

Ethnomethodological: Empirical research (methodology) methods (method) that people use (ethno) to make sense and produce, at the same time, the daily social activity, that is, the study of the constitutive procedures of social intelligibility. The framework of sociology as it is
traditionally defined, since social intelligibility covers the set of human activities. This method can be used in the investigation of any social problem because it allows knowing the imbalances, difficulties of communication, the diagnosis of difficulties, the success or failure of people in the environment they live in, the influence of the environment on their behavior, the use of language in each community, among others.

**Techniques, procedures and resources**

Direct observation of the participant
Conversations
Recordings
Orientation talks

**Conclusion**

The area in which this research is framed is the problem of Nursing Teaching, which was studied exhaustively in this research from the perspective of the teachers, students who provided valuable information, in reference to which the model is constructed. Specifically, a Model for the Teaching of Nursing was formulated with the purpose of recognizing the educational act as a process of social interaction that involves the intersubjectivity of those who participate in the teaching-learning process. The fundamental elements that are required to perform the teaching of nursing care are represented in the Model by the triad: the curriculum as a meeting of meanings, the educational act as a setting for meetings and educational research for the construction of knowledge in teaching nursing. The Model is original, novel, efficient in that it has the capacity to transform current reality.

From the epistemological point of view it is considered in the teaching of nursing, the care as the object of study of the discipline, which requires the models and theories of the discipline that allow to approach and explain it, providing the guidelines for the professional performance. Nursing models and theories become fundamental elements for the socialization of the ontological, axiological and theoretical aspects of care, on the part of those who teach it and those who learn the nursing discipline.

In the ontological aspect, training is considered part of the recognition of who learns as a person with particular characteristics, interests, motivations and personal experiences. With its own capacities that it must empower and develop by itself and in its interaction with the other people who participate in the training process.

Regarding the formation of care as the essence of the discipline, it leads to the study of the teaching-learning process, as well as the people who participate, considering the research as a knowledge builder. The teaching-learning process should be investigated in depth. It involves studying the thinking of the person and their relationships, product of the meanings they express through language for their performance in the workplace.

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