







A reflection on the role, competence, and training of the nurse-teacher

Uma reflexão sobre o papel, a competência e a formação do enfermeiro-professor

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Abstract

Education is a process that is formed from the application of own methods. Some of the nurse teacher's competencies are: influencing the way of acting and thinking about health inside and outside the classroom; breaking bubbles and paradigms that insist on concentrating the same ideas and conceptions on the same object; and inculcating future perspectives that help to sustain the critical consciousness of humanity in the economic, ecological, social, spatial and cultural spheres. We invite these professionals, based on these reflections, to think, rethink and discuss their roles, competencies, and ongoing training.

Keywords: Nursing; Education; Teaching.

Resumo

A educação é um processo que se forma por meio da aplicação de métodos próprios. Algumas das competências do enfermeiro-professor são influenciar a forma de agir e pensar a saúde dentro e fora da sala de aula; romper bolhas e paradigmas que insistem em concentrar as mesmas ideias e concepções sobre um mesmo objeto, e inculcar perspectivas de futuro que ajudem a sustentar a consciência crítica da humanidade nas esferas econômica, ecológica, social, espacial e cultural. Convidamos esses profissionais, por meio dessas reflexões, a pensar, repensar e discutir seu papel, suas competências e sua formação permanente.

Palavras-chave: Enfermagem; Educação; Ensino.

INTRODUCTION

Education is a process that is formed from the application of own methods. It is configured as a facilitating act for the dissemination of knowledge, or even a possible instrument of social transformation, expressing dynamic motivation to create and recreate thought¹. From the perspective of nursing, nurse teachers are continually looking for an innovative and capable of making learning and teaching meaningful for them and their students².

The training of nurses does not stagnate with the completion of the course, on the contrary, it is continuous. The means for continuing this training have improved over the years³. Tools that were previously seen as approaches that provided teaching-learning today can be seen as outdated or not sufficiently capable of passing on, debating, building, and consolidating knowledge. This proves and reinforces the awareness that nursing education advances every day and that professors are committed to this maturation process.

Thinking about nursing education continues to be the act that incites discussions and the construction of new tools and

strategies to facilitate teaching-learning in nursing. Thus, it is fundamentally important that these reflections can be carried out in the light of fantastic thinkers in the field of education, such as Philippe Perrenoud, a Swiss sociologist considered a reference for educators due to his pioneering ideas on the professionalization of teachers and the evaluation of students⁴, as well as their influencers.

For a long time, thinking about education was linked to thinking about the way of being a teacher and passing on knowledge. After that, especially during and after Paulo Freire's works and teaching methods were disseminated, the student was placed in a position that gave him the freedom to continually build and consolidate his consciousness in the educational field.

Talking about the student, their spaces, competencies, rights, and responsibilities have never become so frequent. This is of fundamental importance, as it is known that there is still much to discuss about its role in teaching. However, from the moment it was understood that the teacher is not the center of the teaching-learning process, the perception is that little has been

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discussed about their real role and competencies beyond what everyone already knows: the facilitator and multiplier.

Being a teacher requires the development of skills continuously, especially when it comes to being a teacher in the health area, as their training is not exhausted⁵. The role of this professional goes beyond what has already been saying, considering that it permeates the conjuncture of what has been established in our consciences. This bubble of thoughts will be broken when nursing professors, especially experienced ones and scholars in the area, are willing to talk, write and publish more about it.

Thinking about the current pandemic scenario of COVID-19, it is possible to say that being a nurse teacher started to require more skills and attributes. His responsibilities have increased in all his spheres and fields of endeavor. The fact is that these changes, resulting from this scenario described, have already transformed and altered the training of this professional. The pandemic not only brought columns of clinical knowledge to be investigated to improve health care and nursing practices. It also brought impacts filled with contextualization that began to interfere directly with the way of building knowledge and the means of enabling this construction in the academy.

Unsurprisingly, thousands of articles are published daily; thousands of health updates are released annually; several guidelines are revised from time to time; as well as several new teaching and health practices, tools, and technologies emerge to be studied, tested, and implemented. Thus, what makes it possible for the nurse professor to keep up-to-date and enthusiastic in the face of this sea of novelties published on a

large scale is the afforded and guaranteed access to continuous, integrated, and holistic training.

Thus, from the above, it can be seen that, among countless skills inherent to the nurse-teacher, the following stand out: being an agent that influences the way of acting and thinking about health inside and outside the classroom; being a protagonist-agent who breaks bubbles and paradigms that insist on concentrating the same ideas and conceptions on the same object, using the interface that exists between health, communication and education; and being an agent-protagonist-influencer responsible for inculcating perspectives for the future that help sustain humanity's critical consciousness in the economic, ecological, social, spatial and cultural spheres.

If the training for the professional development of this subject as a nurse and as a teaching agent is not continuous, serious flaws will mark this new generation of nurse teachers. It is time for continuity in the training of these agents, considering the current circumstances. Only in this way will it be possible to achieve the most realistic discussions about being a teacher-nurse.

We invite these professionals, based on the outlined reflections, to think, rethink and discuss their role, competencies, and permanent training beyond the already-known conjecture. Thus, it will be possible to understand and publicize the new marks and nuances that constitute and that reflect their true role, their real competencies, and their undefeated process of training as a nurse-teacher.

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