

REFLECTIONS ON KNOWLEDGE, KNOWING-HOW AND HOW TO BEHAVE IN NURSING TRAINING

REFLEXÕES SOBRE O SABER, SABER-FAZER E SABER-ESTAR NA FORMAÇÃO DE ENFERMEIROS

REFLEXIONES SOBRE SABER, SABER CÓMO HACER Y SABER CÓMO ESTAR EN LA EDUCACIÓN DE LOS ENFERMEROS

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ABSTRACT

This is a reflective study to discuss knowledge, knowing-how and how to behave in Nursing training. In this sense, it is emphasized that knowledge for Nursing training corresponds to the knowledge required for a good professional performance, which, linked to the knowing-how, considered as the skills necessary for providing care, reflects a qualified professional, who acknowledges the competence of understanding how to behave in Nursing. Thus, this reflection leads to a better understanding of the importance of knowledge for Nursing training, as this understanding is currently neglected by some educational institutions.

Keywords: Nursing; Health Knowledge, Attitudes, Practice; Knowledge; Aptitude; Attitude.

RESUMO

Trata-se de estudo reflexivo que se propõe a discutir sobre o saber, saber-fazer e saber-estar na formação dos enfermeiros. Nesse sentido, ressalta-se que o saber para a formação dos enfermeiros corresponde ao conhecimento necessário para um bom desempenho profissional que, atrelado ao saber-fazer, que são as habilidades necessárias para o cuidar, reflete um profissional qualificado, o qual reconhece a competência de saber-estar na enfermagem. Assim, essa reflexão leva a melhor compreensão sobre a importância dos saberes para a formação de enfermeiros, uma vez que, atualmente, essa compreensão é negligenciada por algumas instituições formadoras.

Palavras-chave: Enfermagem; Conhecimentos, Atitudes e Prática em Saúde; Conhecimento; Aptidão; Atitude.

RESUMEN

Se trata de un estudio reflexivo con miras a discutir sobre saber, saber cómo hacer y saber cómo estar en la educación de los enfermeros. En ese sentido, cabe destacar que para la educación de los enfermeros el saber corresponde al conocimiento necesario para el buen desempeño profesional. El saber vinculado al saber hacer, que es la habilidad para cuidar, se refleja en el profesional bien calificado que reconoce la importancia de saber estar en Enfermería. Esta reflexión permite comprender mejor la importancia de los distintos tipos de conocimiento para la educación de los enfermeros ya que hoy algunas instituciones educativas descuidan esta idea.

Palabras clave: Enfermería; Conocimientos, Actitudes y Práctica en Salud; Conocimiento; Aptitud; Actitud.

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INTRODUCTION

Nursing is a health profession that, during its development, has used epistemological support to become a science, through the acquisition of knowledge and ideas of its own based on theories. In a very peculiar and creative way, it conceives knowledge as to encompass aspects of both science and art. Care is conceived as the knowledge and practice of Nursing, presenting itself in a variety of meanings. In this sense, Nursing knowledge is characterized by including both analytical and synthetic aspects, that is, art and science.¹

Given this, knowledge in Nursing is primarily acquired through pre-knowledge, a result of the associated culture, which is understood to be in constant improvement between knowledge and practice. In these, the techniques executed and the scientific principles are inserted, being put into practice and perpetuated by the professional experience through the search of knowledge.²

Knowing-how is the transmission of acquired knowledge; it is to do something that is already known, corresponding to an attitude of being based on the moral, the knowledge of its limits and the reflection on practice itself.³

Currently, Nursing is expected to search for innovative and dynamic knowledge that adds change, putting knowledge in constant transformation and reflection, making it no longer restricted to the academy, but to introduce the knowledge produced in the reality of health services.² In this context, a reflective practice not only updates knowledge, but improves quality of care, allowing for better choices in the training of professionals, who will be more critical and involved with their work.^{4,5}

Thus, the role of the teachers in the training of nurses is highlighted, as they can influence and serve as models, motivating and assisting to achieve an education focused on human understanding as a guarantee of solidarity and dignity, including the moral component and the exercise of citizenship.¹

In line with the teacher's role in the training of nurses, the institutions' values and missions are also emphasized, as they should encourage and support qualified teaching having the training of nurses who reflect on their care practice as its premise.

From this perspective, during the course *Tópicos de Filosofia da Ciência de Enfermagem e Saúde do Programa de Pós-Graduação Cuidados Clínicos em Enfermagem e Saúde*, when discussing the importance of Nursing knowledge in the clinical care practice, there was a need to reflect on this theme. The purpose was to search for a training of nurses who are capable of ensuring comprehensive and quality care. Thus, this study aims to reflect on the knowledge, knowing-how and how to behave in Nursing training.

KNOWLEDGE IN NURSING: KNOWLEDGE REQUIRED TO KNOW HOW TO PROVIDE CARE

Knowledge is considered as a set of elements regularly formed by a discursive practice indispensable to the production of science. It is a space in which individuals can talk about the objects present in their speech, and it is also a place of coordination and subordination of the statements where the concepts appear, define themselves, are applied and change. Finally, knowledge is defined by possibilities of use and of appropriation offered by the discourse. Thus, there is knowledge that is independent of the sciences, but there is no knowledge without a definite discursive practice, and any discursive practice can be defined by the knowledge that it forms.⁶

The creation and use of knowledge are practices inherent to performing activities, promoting autonomy in decision making, as well as allowing to know what to do and how and why certain practices are necessary, contributing significantly to the development of science. In Nursing, as in any science, knowledge is a reason for continuous reflection, considering its relevance in the care practice since, to provide care, it is necessary to have mastery of theoretical knowledge in order to make it safe and achieve the proposed goals.

With regard to Nursing, there are three types of knowledge: intuitive, which can be understood as the conception of a direct and instantaneous image of the object of knowledge, without needing evidence; technical knowledge, which is identified by the execution of technical procedures, but which requires nurses to develop specific psychomotor skills, skills which in turn imply respect and observation of scientific principles; and theoretical knowledge, which culminates in the emergence of Nursing theories with focus on the construction of a knowledge structure that characterizes Nursing as a science.²

Nursing science is based on a broad theoretical structure, in order to direct nurses' actions, and theoretical knowledge is essential, as Nursing theories represent the consolidation of the science and art of Nursing.

It is understood that the three types of knowledge contributed to the establishment of Nursing as a science, and that they improve care and support the performance of Nursing teachers, who are responsible for the training of future professionals, aiming to facilitate a teaching-learning process based on the importance of a reflective practice.

It is emphasized that the knowledge in Nursing based on theories in the Nursing process provides a rational basis for decision making, judgments, interpersonal relationships and actions, resulting in a safe, qualified and humanized care.

It is noteworthy that the evolution process of knowledge in Nursing enabled the identification of several attributions

and competences of the nurse, being a knowledge that values experiences and events that contribute to the construction of knowledge, essential to Nursing work and leading it to play its main role: to provide care.²

Thus, it is clear that, every day, more knowledge is required from the professionals, as they need to be qualified to provide care and make a difference in the area.

Therefore, Nursing is a body of knowledge whose nature deserves our attention. It is necessary that Nursing teachers have the ability to know-how to act and, at the same time, provide the students with the necessary knowledge so they can learn how to be a nurse.² Thus, knowing how to be a nurse during the entire teaching-learning process of Nursing teachers contributes to the acquisition of intuitive, technical and theoretical knowledge, emphasizing the political and social position that nurses should adopt in their practices.

Thus, care requires knowledge, since knowing how to provide care implies ethical feelings of the individuals towards the environment where they are inserted, considering that they do not live in a biological balance with nature. On the contrary, they interact with nature, doing it through work, being challenging, working carefully.⁷ After all, knowledge in Nursing will be valued when professionals themselves understand that they need knowledge to develop their practice and, consequently, its application reverberates the art of practice.

KNOWING-HOW: SKILLS FOR NURSING CARE

Knowing-how is intrinsic of the professions that use knowledge as a solution to society's demands. It is well known that, to do something, one has to go after the knowledge to do it. Knowing-how is to spread what was learned through social experiences.³

To perform any activity, prior knowledge is required, whether intuitive, technical or theoretical. Thus, by doing an activity using prior knowledge, it can be transformed or even create something new. In this sense, knowledge is essential for the acquisition of skills, since it will be responsible for the consequences of such attitude.

For Nursing, knowing-how corresponds to the need for the professional to have their own skills and knowledge to provide care efficiently, which are basic instruments. Knowing-how also permeates the humanized care, when the professional is sensitive to care and considers the individuals in their biological and psychosocial dimension, making care more efficient.⁸

Thus, care requires skills that, in turn, require knowledge to be effective. Nursing knowing-how characterizes it as a profession, focusing on care. And for the nurses to use

knowing-how in the care practice, they should use what they learned during their training, which always connects theory and practice (knowing-how) or doing based on knowledge.

This relationship between theory and practice in Nursing training is understood as the common thread of knowledge production, going beyond the immobility of curricular subjects. Practice is, in principle, what nurtures the theory, leading it to create and recreate. Theory explains, expands, and understands its practice. Professional training should be concerned with this relationship as a training project, a responsibility proper of the University and the teachers. Theory, as a reflection element of practice and practice as an interrogator of theory, is part of every successful experience of professional training.⁹

Reflecting on the practice of care means thinking about what you do while you are doing it, because professionals who adopt the practice of reflecting their actions become students of their own performance.⁴

Practice is taught and learned, which leads to the need, in the training of nurses, to facilitate this process in order to make them able to master the knowing-how of their profession.

The knowing-how is also relevant for the internationalization of Nursing, which provides a fruitful flow of knowledge and practices among the countries, which favors the sharing of ideas and practices, in order to expand the horizons of Nursing. In this way, it works as an open system, better able to respond to the internal and external demands of the profession.¹⁰ It also enables the social and professional valorization of Nursing as a science and with its own practice.

ATTITUDES TOWARDS HOW TO BEHAVE IN NURSING

Knowing how to behave is necessary for knowledge and to reflect about the practice. People who know it, own it: they know their limits and recognize that what is possible is not always necessary. It sets and imposes limits, reflects on rules, and examines its principles.³ It tries to demonstrate the reality of being in a profession. It presents the necessary attitudes for the skills related to knowledge.

In Nursing, the "knowing how to behave" competence begins to develop when the professionals realize that the other person has beliefs, identity, and opinion, and that this other can teach them, thus valuing the cultural aspect. For its development, it is necessary to be aware of human frailty and also of the need for the professional to become human, palpable and flexible, acting from a holistic and individualized care, considering the complexity of the human being involved

by subjectivities that should be considered by nurses when offering care to others.⁸

It is evident, then, that knowing how to behave should be intrinsic to the nurse. They are the necessary attitudes to be a good professional, with emphasis on what their profession means and how care is provided.

Therefore, the *Diretrizes Curriculares do Curso de Graduação em Enfermagem* list the following as specific attitudes of nurses: identifying the population's individual and collective health needs, their conditions and determinants; managing the Nursing work process with principles of ethics and bioethics, with resolution both at individual and collective levels in all areas of professional practice and acknowledging the social role of nurses to act in health policy and planning activities, among others.⁹

In this sense, they are attitudes that nurses need to develop in order to be qualified professionals, with holistic and humanized care, emphasizing that, besides being intrinsic to the nurse, they are attitudes that must be highlighted and taught during academic training, as emphasized in the *Diretrizes Curriculares do Curso de Graduação em Enfermagem*.

According to a research conducted in the city of *Belo Horizonte* - MG on the social representations of undergraduate Nursing students about "being a nurse", it is observed that, for all individuals participating in this study, the meaning of being a nurse is related to elements that translate affective and attitudinal values, as well as to representations that refer to the comprehensiveness of care, identified by the words "care" and "responsibility".¹⁰

Thus, knowing how to behave in Nursing is the knowledge of how to be a nurse, facing limitations and difficulties, but always taking care of others, valuing their particularities and respecting their values.

FINAL CONSIDERATIONS

These reflections refer to the understanding that knowledge in Nursing training is what makes them a qualified professional for care based on knowledge, knowing-how and knowing how to behave. Care requires intuitive, technical and theoretical knowledge that, when put into practice, provides the acquisition of skills necessary to care.

Knowledge in Nursing is characteristic of the profession and sets it apart from the others. Allied to the practice, it provides it with specific identity and skills. In this sense, knowing how to behave in Nursing demonstrates the professional's ability to be a nurse based on the valuation of the patient, who is assisted in all aspects that involve human complexity. Thus, the nurse should have the skills, abilities and attitudes required by the profession.

This knowledge should be acquired in the academic training and in the process of continuing education, emphasizing the teacher's role to awaken in the students the need for a reflective practice in which, when providing care, it is supported by knowledge based on Nursing theories that validate care in order to provide safety to the patients.

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