




ANALYSIS OF THE PROPOSAL FOR ETHICS TEACHING IN NURSING TECHNICAL COURSES IN THE PUBLIC AND PRIVATE SCOPES

ANÁLISE DA PROPOSTA DE ENSINO DA ÉTICA EM CURSOS TÉCNICOS EM ENFERMAGEM NOS ÂMBITOS PÚBLICO E PRIVADO

ANÁLISIS DE LA PROPUESTA DE ENSEÑANZA DE ÉTICA EN CURSOS TÉCNICOS DE ENFERMERÍA PÚBLICOS Y PARTICULARES

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Conceptualization: Verônica N. Mattge, Ingrid M. Gomes; **Investigation:** Verônica N. Mattge; **Methodology:** Verônica N. Mattge, Ingrid M. Gomes; **Project Management:** Verônica N. Mattge, Maria R. Lacerda, Ingrid M. Gomes; **Supervision:** Maria R. Lacerda, Ingrid M. Gomes; **Validation:** Maria R. Lacerda, Ingrid M. Gomes; **Visualization:** Verônica N. Mattge, Maria R. Lacerda, Ingrid M. Gomes; **Writing - Original Draft Preparation:** Verônica N. Mattge, Ingrid M. Gomes; **Writing - Review and Editing:** Maria R. Lacerda, Ingrid M. Gomes.

Funding: No funding.

Submitted on: 2018/10/30

Approved on: 2019/07/10

ABSTRACT

Objective: to analyze the planning of teaching of professional ethics in political projects of courses of technical level education in Nursing in the city of Curitiba-PR. **Method:** a documentary analysis of a Kloh adapted instrument prepared in 2016. Data collection and analysis took place in January 2018. **Results:** the analyzed documents allow us to identify similarities focusing on the autonomy of the student in training, consideration by the law of professional practice, weaknesses in the evaluation and divergences, task-based competency training, teacher profile, organization of curriculum content, document availability. **Conclusion:** despite the weaknesses and divergences, the political projects favor the ethical formation of the technical Nursing professional, and their evaluation encourages reflection and enables the construction of documents that support the training in the area.

Keywords: Ethics; Professional; Education, Nursing.

RESUMO

Objetivo: analisar o planejamento de ensino da ética profissional em projetos políticos de cursos de Educação Técnica de nível médio em Enfermagem na cidade de Curitiba-PR. **Método:** análise documental de instrumento adaptado de Kloh elaborado em 2016. A coleta e a análise de dados ocorreram em janeiro de 2018. **Resultados:** os documentos analisados permitem identificar similaridades com foco na autonomia do aluno em formação, consideração pela lei do exercício profissional, fragilidade quanto a avaliação e divergências, formação por competências baseada em tarefas, perfil dos docentes, organização dos conteúdos curriculares, disponibilidade do documento. **Conclusão:** apesar das fragilidades e divergências, os projetos políticos favorecem a formação ética do profissional técnico em Enfermagem, e sua avaliação incita a reflexão e possibilita a construção de documentos que sustentem a formação na área.

Palavras-chave: Ética; Ética Profissional; Educação em Enfermagem.

RESUMEN

Objetivo: analizar la planificación de la enseñanza de la ética profesional en proyectos políticos de cursos de educación técnica secundaria en Enfermería en Curitiba-PR. **Método:** análisis documental de un instrumento adaptado de Kloh elaborado en 2016. La recogida y análisis de datos se realizó en enero de 2018. **Resultados:** los documentos analizados permiten identificar similitudes centradas en la autonomía del alumno en la formación, teniendo en cuenta la ley de la práctica profesional, debilidades en la evaluación y desacuerdos, capacitación por competencias basadas en tareas, perfil de los docentes, organización del contenido curricular, disponibilidad de documentos. **Conclusión:** a pesar de las debilidades y divergencias, los proyectos políticos favorecen la formación ética del técnico de enfermería y su evaluación fomenta la reflexión y permite la construcción de documentos que respalden la capacitación en el área.

Palabras clave: Ética; Ética Profesional; Educación en Enfermería.

How to cite this article:

Mattge VN, Lacerda MR, Gomes IM. Analysis of the proposal for ethics teaching in Nursing technical courses in the public and private scopes. REME – Rev Min Enferm. 2019[cited ____];23:e-1243. Available from: ____ DOI: 10.5935/1415-2762.20190091

INTRODUCTION

The mid-level Technical Vocational Education in Nursing course is a two-year rapid learning modality that presents challenges involving adversity in its design and organization,¹ as well as unique characteristics of professional and technological education in Brazil.² The specific profile of schools is that the vast majority are private, in addition to the student profile, which has a deficiency in basic content.³ An issue that is worrying when thinking about the deficiency of basic content of middle school students in Nursing is the ethical question, so important for the profession, since the lack of theoretical knowledge about ethics can lead the individual to inaccurate decision making, which must be based on ethical principles.⁴

Therefore, the student's interest in understanding general concepts of ethics and specifics such as professional ethics is questioned, as well as the pedagogical capacity of the faculty to stimulate this willingness to learn, so necessary in the process of studying the subject.⁵ Often the term ethics is understood in Nursing as exclusive of professional environments or, still, remains associated with notions of character, profile, rules and other moral precepts, which incites clarification and differentiation between ethics and professional ethics.⁶ In order to broaden your view of these concepts, with a view to their professional education in Nursing, it is necessary to confront the student, that is, make him reflect on his own ideas related to professional ethics.⁷

The importance of ethics during Nursing technician training is intelligible, a theme that emerges specifically and across the course disciplines, and the political project course (PPC) is one of the tools that allow the compression of how ethics permeates teaching. The PPC, in this sense, constitutes the identity of the course, institutionally and referring to the proposed teaching modality. It influences people, spaces, relationships and outcomes in student education.⁸ Two principles are proposed when reflecting on the PPC, the necessity and the possibility, that is, the expectations established in the document in face of the reality worked in everyday life.⁸

Given the above, and believing that ethics is indispensable for education to result in professionals who are more than executors, but also sociopolitical agents in their field, in order to glimpse excellence in Nursing, this study is proposed., which aims to answer the following question: How do the PPCs of technical Nursing courses propose the teaching of professional ethics?

METHOD

This study is part of the research entitled "The experience in teaching and learning professional ethics in Nursing technician training", which consists of a theory based on data involving two high-level Nursing technical vocational education schools in the city of Curitiba-PR: a public school and a private school. The choice

of these schools was due to the fact that they are linked to higher level Nursing institutions, which gives them a unique profile.

In the construction of the research, initially were used documentary sources, that is, the PPCs of the institutions that composed it, aiming to understand how these documents propose the teaching of professional ethics to the Nursing technician, result presented here.

For this study, the documentary analysis proposed by Cellard was used as a method, which allows the understanding of the social, considering the passage of time, that is, it is observed, having as reference in the proposed in the document, the behaviors of entities and groups in the time.⁹ An instrument for data collection adapted from Kloh's instrument was elaborated, entitled "Guide of analysis of the political-pedagogical project of the Nursing course", which focused on comprehensiveness in learning and reflective practical teaching as analysis criteria.¹⁰ The main modifications of the original instrument were the definitions in the document analysis guide, which were no longer general and began to focus on issues of professional ethics.

Data collection and analysis took place in January 2018. Educational institutions are identified as institution 1 (public) and institution 2 (private) for income statement and subsequent data analysis in the discussion.

RESULTS

The analysis was made in view of the five-dimensional examination of the document investigated, which helped to better understand this documentary source.⁹ Therefore, the investigation and criticism of the document took place by verifying the elements proposed by Cellard⁹, shown in Table 1, which comprise the context, the authors, the authenticity and reliability of the text, the nature of the text, and the analysis itself. The data in Table 1 are relevant only as a methodological criterion for proper selection of the analyzed documents.

Table 2 shows the results of PCC analysis on general topics according to the National Curriculum Guidelines (NCGs) for Nursing,¹¹ considering the non-specific use of technical education legislation in Brazil (Opinion CNE/CEB No. 39/2004), to the detriment of the NCGs for undergraduate Nursing, elaborated with this instrument as reference. The last column of Table 2 also presents a guide for documentary analysis focusing on ethics, which guided the analysis and reflection on the findings in these documents.

DISCUSSION

Given the various aspects evaluated in the PPCs to make the discussion more didactic, it will be presented following the topics presented in Table 2. The discussion is initiated by the

philosophical and conceptual framework, which is the first point addressed in both PPCs. It should be noted that these references are based on the International Commission on Education for the 21st Century Report to UNESCO,¹² document that considers the student to be autonomous in their learning process. This point

is pedagogically positive as it encourages the emancipation of the individual. In thinking about ethics, this relevance consists, beyond of learning assumptions ethical, in favor of learning to be ethical, resulting from such a course, which directs the individual to act in the most varied eventualities of life.¹²

Table 1 - Preliminary PPC analysis of mid-level Nursing technical vocational education institutions in Curitiba-PR, Brazil

Criteria	Description
The context	These are documents prepared and issued less than four years ago, in a southern Brazilian city, by institutions that offer high-level technical education in Nursing, one public and one private
The authors	The authors, a pedagogical group including coordinators, educators and teachers, wrote the document on behalf of the institution, aiming to organize ideals and assumptions agreed upon in these teaching environments
Authenticity and reliability of the text	For Institution 1, the document is available and readable online, being indispensable for the existence of technical Nursing courses in the state and federal scenario. Institution 2 allows its reading only to specific people, not being freely accessible, inserting itself as institutional normative order
The nature of the text	These are political projects of course, that is, the identity of a particular formation. Combined plans regarding the expectations and realities of the school context in which it is inserted
The analysis	It will be based on an instrument adapted from Kloh, 2016, aiming to understand the proposal of teaching professional ethics in both PPCs

Source: elaborated by the authors, 2018.

Table 2 - Preliminary analysis of verification topics and guide for document analysis of PPC

Guide to document analysis focusing on ethics	General topics from the Nursing NCGs	
	Institution 1	Institution 2
What pedagogical and ethical-philosophical frameworks were used in the PPP?	Philosophical framework and conceptual framework for ethical-political reflection (x) Seen <i>Cites Delors (Report to the UNESCO of the International Commission on Education for the 21st Century, Law on Nursing Professional Practice)</i>	Philosophical and conceptual framework aiming at ethical-political reflection (x) Not seen or barely seen <i>It does not define reference, but cites the four pillars of 21st century education, learning to: know, do, live and be</i>
How do these references contribute to the formation of a humanist, ethical, critical and reflective professional? Will ethical skills be built?	Egress Profile (x) Seen clearly <i>Competency training, including ethics</i>	Egress Profile (x) Seen clearly <i>Task-based training to "broaden horizons"</i>
Do the teachers responsible for the ethics subjects have specific training?	Faculty (x) Seen clearly <i>Formed by doctors. Teacher without specific ethics training. Unable to verify number of licensed teachers</i>	Faculty (x) Seen <i>Formed by experts. Teacher without specific ethics training. Unable to verify number of licensed teachers</i>
What subjects are focused on teaching ethics? What is the workload and contents provided in the menu? Is ethics taught across the board?	Organization of the curriculum contents (x) Seen clearly <i>History, Bioethics and Legislation. Workload: 40 hours. It cites ethics transversally in other curriculum components that refer to the approach of ethical competences</i>	Organization of the curriculum contents (x) Seen clearly <i>Disciplines of Ethics and Bioethics. Workload: 66 hours. It cites ethics transversally in other curriculum components that refer to the approach of ethical competences</i>
How is the student ethically evaluated in the internships? Is there integration of theory and practice of ethics content in stages? Are the stage scenarios for which more ethical conflicts may occur?	Internships and complementary activities (x) Seen <i>Does not present assessment instrument. Does not expose description of theory-practice integration in the document. Practice scenarios with the possibility of conflict are not listed</i>	Internships and complementary activities (x) Not seen or barely seen <i>Does not present assessment instrument. Does not expose description of theory-practice integration in the document. Practice scenarios with the possibility of conflict are not listed</i>
How is the student assessed for their ethical behavior?	Evaluation and monitoring (x) Not seen or barely seen <i>Constant assessment by behavior</i>	Evaluation and monitoring (x) Not seen or barely seen <i>Presents vague form of assessment</i>
	Comments: minutes of the meeting on the Ethics discipline were verified, in which changes in its conduct were requested. As emphasis in Nursing legislation and discussion of bioethics themes	Comments: there was a recent change in the institution's PPC, being considered the most current (2018)

Source: prepared by the authors, 2018, adapted from Kloh.¹⁰

The Nursing technician will provide direct care to humans and their pre-course ethical profile may have a direct impact on the quality of their care.³ Change, reflection about oneself, about one's behavior as a person and professional during one's formation are assumed. Believing that the individual can learn to live and be ethical, especially considering professional ethics,⁷ is something predicted by the political project and the teachers.

Considering the student initiative, a necessary condition for autonomy for any kind of change, this topic seems to refer mainly to the student's proactivity as an apprentice of a new profession, propelling him / her to a moral majority.¹³ This is an important aspect in training, which favors the co-responsibility between training received, learned and experienced.

The indication that both projects cite the law of professional practice is relevant when it comes specifically to deontological ethics, which is widely commented on in the disciplines of both courses. Note that the project rapporteurs have care in addition to citing the law in the introduction of the text, it should be considered as the basis of action of the teacher who prepares his classes, whether ethical or not. It is understood that the law of professional practice is a milestone, in the sense of constituting a profile for Brazilian Nursing, underpinning actions of the profession, as well as labor and legal definitions of the category.¹⁴ The description of such an element parallel to the theoretical and philosophical frameworks chosen by the institutions as topics that underlie the professional formation is essential, since it indicates a pedagogical concern to reflect on the individual as a potentiality of learning.¹³

Regarding the profile of the egress, it is necessary to mention that the PPC of Institution 1 speaks of a trained professional with support in competences, which can be understood as being capable of action and expression on a particular topic, as well as multiple knowledge about it.¹⁵ In this case, these competences are specifically focused on ethics based on the principles learned during the disciplines in a transversal way, which encompasses the competence in interpersonal relationships that he will have in the workplace. The value of ethics is justified, because it can mediate the political and technical dimensions for a full development of professional competence, which aims to intervene in reality.¹⁶ In contrast, Institution 2's PPC talks about task-based training, which indicates the execution of the production process in a linear manner with knowledge and behaviors that culminate in a result.¹⁵ Objectively, the educational proposition of the technical course itself is focused on the practice and execution of tasks.² This is opposed to the fact that it is cited the incitement of a professional who seeks to develop, inserting in the process of education a discernment regarding the emancipation of the individual.¹²

The 2016 integrative review showed that competency training is more controversial but more effective than task

training. The review found that 14 studies consider that this training transforms professional practice, aiming to solve problems and consequent understanding of the student about the application of theoretical concepts in practice.¹

Regarding faculty description, Institution 1 presents the largest number of doctors, which is not observed in the reality of the profile of the Nursing technical teachers, since, according to 2013 studies in the city of São Paulo, 76% of the technical teachers have, in their majority, degrees from specialization courses,¹⁷ what appears in the Institution 2's PPC. It is further argued that this result shows that many nurses choose to teach technical courses as a secondary income option.¹⁷ It is understood that the great difference in the profile of the teachers of the studied institutions is due to the private and public character of both, in which the public institution stands out.¹⁸

Regarding the organization of curriculum content, schools have very different matrices, being offered subjects at different times of the course or optional subjects, such as Computer, Portuguese, Mathematics classes, among others available in Institution 2. Ethics appear specifically in one discipline in Institution 1 and two in Institution 2.

Both schools have menus that allow teacher autonomy while outlining their course plan. This justifies the social construction of the PPC, including the participation of the teachers of the institutions, since the axes for the elaboration of the project are administrative, financial and pedagogical.⁸ In this sense, it is clear that Institution 2 offers discipline focused on ethics in the qualification of Nursing assistant technician. It is observed that in this institution there is pedagogical interest in discussing ethics at the end of the course, since it offers the Bioethics discipline for those who seek the complementation of training as technicians, which leads professionals with many years of experience.

Regarding the complementary stages, it is relevant to understand how they occur during the course, because this is when the student gains a more individualized view on the part of the teacher, far from the homogeneity of the classroom. Both PPCs are not described in the student's evaluation criteria are clearly described during the internship, which leads to questions about the occurrence of a qualitative evaluation process that helps the student in his professional building process.¹⁹ The assessment topic seems to deal with the verification of the student's technical-scientific performance during the course. Therefore, your behavior, personal development, and changes from your ethical perspective may not be evaluated in this institutional way. The non-exposure of the student evaluation criteria in these PPCs makes the analysis of this question unfeasible, however, it is worth confirming that the evaluation must be constant and follow a chain of diagnostic, formative and summative functions.²⁰

The remarks topic, in relation to Institution 2's PPC, clarifies that there has been a recent change of project in the course, both of which were examined to understand the main changes in the general planning of the subjects, having been considered for this study the most recent. This PPC update is important because it is a collective construction, always considering emerging educational trends and even revisiting subject menus and reorganizing assessment tools and teaching-learning strategies.⁸

It is worth commenting that the PPC of Institution 1 is freely accessible to the general public, while that of Institution 2 is not, since it was necessary to request the course coordinator under the justification of academic research. The non-availability of this information to the school community hinders collective participation in the construction of the document and consequent lack of knowledge of its function and effectiveness as an educational project,⁸ beyond the need for planning with teachers and internship supervisors for effective theory-practice integration.²¹

Still on the observations, it is clear that at the end of the Institution 1's PPC there is a meeting minutes on the Ethics discipline, specifically, which is still shared with Nursing History. And the recommendations are so the teacher approaches less the theme of Nursing history and introduce the topics of euthanasia, orthothanasia and dysthanasia in the bioethics part (PCC Approval Act of Institution 1). In this same document there is no information on workload and trends in teaching ethics to guide the conductor of the discipline, although it is known that the main trends in teaching ethics are: the philosophical approach of ethics, cognitivist, affectivist, moralist and the democratic school.²²

Knowledge about the particularities of the professional ethics training process helps the school community to understand the needs that exist during and after the course. Thus, the PPC is no longer a static and theoretical document and encourages daily reflection, instigating actions of change and autonomy by the subjects involved and the urgency for constant improvement.

CONCLUSION

Analyzing the PPCs of the institutions mentioned in the study, it is possible to understand that these are documents that reflect the process of teaching the theme of ethics in a cross-sectional and specific way during the course of Technical Vocational Education at high school level in Nursing. These documents present a proposal that enables, as a result, the formation of a professional who acts ethically in his profession, being the product of this previous pedagogical planning. The topics evaluated in the PPCs present indications that can instruct the future professional in their path, exercising their

autonomy as a citizen regarding their profession, within a field of instruction with its specificities and legal determinations.

Aspects such as the lack of description of the assessment and the non-availability of the CCP to the students seem to lead to more teacher autonomy, as opposed to the student's less understanding of the process. These results suggest the need for implementation of defined but not immutable assessment plans or instruments, but which could allow a more qualitative student assessment, as well as students' free access to the CCP, in order to insert them in the construction of your own formation. These changes bring closer to the subjectivity inherent in ethics, but it is understood that this mix between professional and social ethics can still be something difficult to build among students, as it is a complex construction already for the institution and its teachers, therefore, even bigger for the students.

This study only analyzed the PPC of schools in the state capital of Paraná, southern Brazil, showing a local reality. Thus, it is suggested that further analysis studies of the teaching of professional ethics in PPC be conducted in other regions of Brazil, in order to enable a political-pedagogical survey of high-level technical education in Nursing in the country. Based on these considerations, it is possible to propose education and health policies that are in line with the training and work of ethical Nursing technical professionals.

Still, it is argued that analyzing the political plans of these courses enables understand how the formation of this professional category is conducted, its potentialities and weaknesses, and reflect on how the theme of professional ethics needs more reaffirmation, since it supports the profession, in the sense of recognition, performance, supervision and even rights of the professional. Analyzing these teaching proposals leads to reflection on the ideal versus the real, as a result of actions aimed at fulfilling the PPC, achieving their expectations and viability within reality.

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