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## Studies on Nurse Training for Care: the State of the Question\*

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### ABSTRACT

Nursing care, although considered characterizing its occupations, is placed as something secondary. Thus, the need to report to university education in Nursing is identified, in order to understand how the foundations for the exercise of care are worked. The objective, then, is to discuss the process of training nurses for care. This is a reflective study, which uses the perspective of the State of the Question. The following sources for data collection were established: Virtual Health Library; Bank of Dissertations and Theses of the Coordination for the Improvement of Higher Education Personnel (CAPES) and Revista Brasileira de Enfermagem (REBEn). In relation to nursing care, the concepts range from procedures to actions that value human integrity. Discussions about the training of nurses converge, albeit with specificities, for the argument that changes in the course lead to changes in professional performance. Training for nursing care has been researched under several biases: student behavior in contact with the body of the other who seeks the nursing service; relationship established between professional and user; strategy to materialize humanization in health care; reflection on the teacher's role to mediate this learning and knowledge addressed. Therefore, the relevance of investigations on the training of nurses for care is verified, as there are gaps in the inventoried productions regarding the perspective of history and valuing the singularities of these different contexts in the teaching and learning process

### KEYWORDS

University education. Teacher role. Story. Learning processes. Occupations. Nursing.

## Estudos Sobre a Formação da Enfermeira Para o Cuidado: o Estado da Questão

### RESUMO

O cuidado de Enfermagem, embora considerado núcleo caracterizador da profissão, é colocado como algo secundário. Assim, identifica-se a necessidade de se reportar para o ensino superior em Enfermagem, para compreender como são trabalhados os fundamentos para o exercício do cuidado. Objetiva-se, então, debater sobre o processo de formação da enfermeira para o cuidado. Trata-se de estudo do tipo reflexivo, que se utiliza da perspectiva do Estado da Questão (EQ). Estabeleceram-se as seguintes fontes para levantamento dos dados: Biblioteca Virtual em Saúde (BVS); Banco de Dissertações e Teses da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) e Revista Brasileira de Enfermagem (REBEn). Em relação ao cuidado de Enfermagem, as concepções vão desde procedimentos até ação de valorização da integralidade humana. As discussões sobre a formação da enfermeira convergem, ainda que com especificidades, para o argumento de que transformações no curso levam a mudanças na atuação profissional. A formação para o cuidado na Enfermagem tem sido pesquisada sob diversos vieses: comportamento do aluno no contato com o corpo do outro que procura o serviço de Enfermagem; relação estabelecida entre profissional e usuário; estratégia para materializar a humanização no atendimento em saúde; reflexão acerca da função do professor para mediar esse aprendizado e conhecimentos abordados. Constata-se, portanto, a relevância das investigações sobre a formação da enfermeira para o cuidado, pois existem lacunas nas produções inventariadas no que concerne à perspectiva da história e valorização das singularidades desses diversos contextos no processo de ensino e aprendizagem.

### PALAVRAS-CHAVE

Ensino superior. Função do professor. História. Processo de ensino e aprendizagem. Profissão. Serviço de enfermagem.

## Estudios Sobre la Formación de Enfermeras Para la Atención: el Estado de la Cuestión

### RESUMEN

La atención de enfermería, aunque se considera el núcleo que caracteriza la profesión, se coloca como secundario. Entonces, se identifica la necesidad de informar a la enseñanza superior en Enfermería, para comprender cómo se trabajan las bases para el ejercicio de la atención. El objetivo es discutir el proceso de capacitación de enfermeras para la atención. Este es un estudio reflexivo, que utiliza del Estado de la Cuestión. Se establecieron las fuentes para la recopilación de datos: Biblioteca Virtual en Salud; Banco de Disertaciones y Tesis de Coordinación para la Mejora del Personal de Educación Superior (CAPES) y Revista Brasileira de Enfermagem (REBEn). Los conceptos del cuidado abarcan desde procedimientos hasta acciones que valoran la integralidad humana. Las discusiones sobre formación de enfermeras convergen, con especificidades, por el argumento de que los cambios en el curso conducen a cambios en el desempeño profesional. La capacitación para el cuidado de enfermería se ha investigado bajo varios prejuicios: el comportamiento del estudiante en contacto con el cuerpo del otro que busca el servicio de enfermería; relación establecida entre profesional y usuario; estrategia para materializar la humanización en el cuidado; reflexión sobre el papel del profesor para mediar en este aprendizaje y conocimiento abordado. Por lo tanto, se verifica la relevancia de las investigaciones sobre la formación de enfermeras para la atención, ya que hay vacíos en las producciones inventariadas con respecto a la perspectiva de la historia y valoración de las singularidades de estos diferentes contextos.

### PALABRAS CLAVE

Enseñanza superior. Maestro. Historia. Enseñanza. Profesión. Servicio de enfermería.

## Introduction

The State of the Question (SQ) enables the researcher to meet his object of study in the current state of understanding of science, i.e., it allows to know the research about the topic of interest of the researcher in the scientific literature. This assists in the process of defining the research object, which better delineates the problematic of study, as well as delimits its objectives (LOPES; NÓBREGA-TERRIEN; ALMEIDA, 2018; TERRIEN; NÓBREGA-TERRIEN, 2011; SILVEIRA; NÓBREGA-TERRIEN, 2011).

It is worth noting that the EQ differs from the State of the Art and the Literature Review, particularly with regard to the objectives and the results. The State of the Art aims to know and discuss the production of a certain scientific field, resulting in a description about the studied theme. The Literature Review consists of the development of a theoretical foundation that supports the study, resulting in the identification of the theoretical reference for data analysis. The State of the Question delimits and characterizes the object of research, in addition to recognizing and defining the theoretical and methodological categories, resulting in the perception of the original contribution of research in the scientific area, that is, how the study can contribute to the improvement of that area of knowledge, in this case focused on the study that is being proposed (TERRIEN; NÓBREGA-TERRIEN, 2011).

From this perspective, the State of the Question enables a deep immersion in the literature, avoiding univocal positions, opening to what others have to say, which entails a plural look in the process of knowledge production, i.e., the appreciation of various aspects about the same theme, which leads to the observation of previously unidentifiable aspects (TERRIEN; NÓBREGA-TERRIEN, 2011).

When reporting to Nursing, because it is linked to care, in its genesis, considered as an action that anyone could perform, without the need for specific knowledge, it was considered inferior, even rendering it certain invisibility or minimization of its relevance among the other health professions, which even materializes in the financial remuneration. This, perhaps, is one of the reasons that leads to the subordination of this profession to other areas and the distancing in relation to care. For this reason, according to Waldow (2010), care has probably been reduced to technical procedures, mechanical acts; thus, as a consequence, restricting the subject who seeks the health service to a pathology, a clinical situation, a set of signs and symptoms to be treated.

One can even notice, in the professional practice, the discourse of many nurses who, aiming to be economically, culturally and socially valued in the exercise of their profession, have been trying to follow a path other than providing direct care to the subject in the health institution. To this end, they have been investing in management positions or in teaching and research, where they believe they can enjoy greater social prestige and/or will be better paid, as well as have less strenuous and precarious working conditions. In some cases, nurses enter these teaching, management, and research fields without even a theoretical and practical affinity with them, nor are they concerned about training to exercise them, but they seek recognition and status.

It is important to highlight that nurses are trained not only for care, but also for management, health education, and the investigative dimension. All these dimensions should permeate being a nurse. However, it is observed that, unfortunately, there is a dichotomy; sometimes, it is conceived that the nurse who exercises the teaching profession or occupies some management position in health services, does not also focus on the other aspects that permeated his/her education and, consequently, are part of his/her performance.

This panorama instigated and discouraged the authors directing them to think about the great paradox that is being seen: Nursing care, understood here, initially as the care performed under the bias of integrality, from the establishment of links between professional and subject who seeks the health service, core characterizer of Nursing, has been placed in the background, as something secondary in the work of the nurse.

In this context, the need to report to the nurse's training process is identified. This is because it is understood that training guides, guides, subsidizes the theoretical-practical foundations for the exercise of the profession. As Freire (2005) says, if the aim is to transform the context in which it is inserted, this change must begin by the process of formation, making it a space for the subjects to exercise what they want to experience when they are formed, in the scenarios of action.

The nursing care worked in the training process, for Vieira and Silveira (2011), focuses only on the technical dimension, conceived as, ultimately, an intervention, that is, the procedure as an end to the nurse's work, and not a means/instrument for the materialization of this care. Thus, the biomedical model<sup>1</sup> still prevails in nursing education, which prepares the subject only to perform procedures, when, in reality, the teacher, as a mediator of this teaching process learning, could play an important role in the construction of this conception about care and the way the subject has been learning to care in Nursing.

Therefore, this study aims to discuss the process of training the nurse for care.

## Method

This is a reflexive study, which uses the theoretical-methodological premises of the EQ to address the process of training the nurse for care, more specifically in the Nursing Internship/Internship. Therefore, initially, it was established, from the theme of the research, the words/the terms that would be used to perform the searches. They were: training, care, nurse/nursing; and concept of care, Nursing/nurse.

<sup>1</sup> Also called biomedicine or contemporary Western medicine. It is a medical model that proposes the understanding of the human body from the knowledge built in disciplines of biology, such as: anatomy, physiology and pathology, the laws of classical mechanics and a fragmented and isolated vision, which divides human beings into systems and organs, removing them from the context in which they fit. It focuses its work in the hospital environment, reporting to the signs and symptoms of diseases, in order to obtain the cure of the subject. It proposes a relationship of objectivity and neutrality between professional and patient, so that there is no interference in the therapeutics to be implemented that, strictly speaking, is medicamentosa (CAMARGO JÚNIOR, 1997).

As sources for a survey of the State of the Question, the following were defined: The Virtual Health Library (VHL); the Dissertations and Theses Bank of the Coordination of Improvement of Higher Education Personnel (CAPES); and the Brazilian Journal of Nursing (Reben). We focus on following each of these sources.

The VHL was included as a research source, because it is one of the most significant electronic portals for scientific production in health, gathering the following databases: Latin American and Caribbean Literature in Health Sciences (LILACS); MEDLINE and COCHRANE Library, providing materials of diverse natures: scientific articles, dissertations, theses and works published in annals of scientific events.

The database of dissertations and theses of the Coordination for the Improvement of Higher Education Personnel (CAPES) was created in 2002 and contains references and abstracts of dissertations and theses defended in Graduate Programs in Brazil. It aims to promote access to scientific productions, thus disseminating the constructed knowledge. The inclusion of these dissertations and theses in the database is performed by the Graduate Programs themselves annually, and the papers include the years 1987 to 2018. The research in this base can be done in different ways: by the title of the work, author, institution, program, abstract and keywords.

The Brazilian Journal of Nursing (Reben) is the oldest and one of the most respected journal of Brazilian Nursing. It was created in 1932 by the Brazilian Nursing Association (Aben). It is published in printed and electronic versions, with a bimonthly periodicity.

Thus, the publications collected in these different databases were articulated in order to verify what has been researched about the theme of this research.

## Results and Discussions

To systematically organize the data from the selected works on the training of the nurse for the care, three sections were elaborated entitled: "Knowing what the VHL treats on training, care and nursing", which focuses on the articles identified in the VHL; "The reflections of the dissertations and theses on the training of the nurse for care" address the dissertations and theses that deal with the subject under study and, finally, "The care in the training of the nurse: perspectives of Reben", in which it is focused on how the theme is being addressed in the Brazilian Journal of Nursing. Then each of them will be treated.

### *Knowing What the VHL is About Training, Care and Nursing*

The first source of consultation that focused on was the Virtual Health Library. Initially, the search terms/words had to be adapted. This is because the scientific production in health relies on the Health Sciences Descriptors (Decs), which are requested by the journals when the authors submit the articles to them. Thus, the following Decs correspond to the terms previously elaborated: "Education in Nursing"; "Nursing Care"; "Bachelor's Degree in Nursing". The findings obtained will now be described.

Initially, the following term was entered in the VHL: nursing education, being obtained 111,199 publications; another term was associated: nursing care, being 39,887 publications. Even so, there was still a large volume of articles, so the word Bachelor of Nursing was associated with the search, and 1,971 articles were obtained. From then on, the latter was refined, since this database has filters to refine/specify the research; we used the country of Brazil, with nine articles, which summaries were read and seven articles were selected, because they were related to the subject. Two were discarded because they relate to the nurse's other work processes: managing and educating. It should be emphasized that this criterion of refinement per country was used in order to select articles dealing with the Brazilian reality.

Then, the expression was used: nurse training for care, obtaining 122 publications and refined from the region of Brazil, remaining 13 articles, whose reading of the abstracts identified three articles related to the subject studied. The others were rejected for dealing with the training in the scope of postgraduate (six) and residency (four).

The research was continued combining, now, the descriptors in Health Sciences: health institutions and nursing students, finding 59 articles. When refining the search for the subject: Bachelor's degree in Nursing and country Brazil, no article was identified. Then, we combined the practical descriptors, health institutions and bachelor's degree in nursing, being found 21 articles; after the refinement by the country Brazil, two articles remained, which, after reading the abstract, did not fit the theme of this research, because they also reported training at the level of residence and postgraduate.

By associating the terms: concept of care and nurse, twelve articles were identified, which, after reading the abstract, three were related to the study theme; the others were disregarded for dealing with the use of technologies in Nursing (five) or the carrying out of procedures in a specific area (four), and not a conception of care.

Later, the expressions were combined: concept of care and Nursing, being identified 107 articles, of which five were selected; the others dealt with the performance of care to specific pathologies (47); hospital procedures (23); the nurse's managerial practice (21) or on the field of scientific research in Nursing (11).

After performing these searches in the VHL, a total of 18 articles were selected to integrate the Question State, being distributed in this way:

**Chart 1.** Articles identified in the Virtual Health Library related to the theme under study, Fortaleza-Ce, Nov., 2018.

TOPIC OF THE ARTICLES	NUMBER OF ARTICLES
Training for Care	10
Concept of Care	8
TOTAL NUMBER	18

Source: author's elaboration (2018).

Chart 2, presents, in a systematic way, all the articles found:

**Chart 2.** Articles selected in the Virtual Health Library to compose the State of the Question, with authors, title, year of publication, journal and objective, Fortaleza-Ce, Nov., 2018.

YEAR PUB.	AUTHORS	TITLE OF THE ARTICLE	MAGAZINE	OBJECTIVE
1998	SOUSA; BARROS	Teaching physical examination in undergraduate nursing schools in the city of São Paulo	Latin American Journal of Nursing	Obtain the opinion of the teachers of the disciplines considered responsible for teaching the physical exam.
2004	SANTOS	Significance of emblems and rituals in the formation of the identity of the Brazilian nurse: a reflection after eighty years	Journal of the Anna Nery School of Nursing	To discuss the meaning of emblems and rituals in the formation of the identity of brazilian nurse.
2005	FERREIRA; VALE	Being-with-the-other in the world of Nursing Care	Journal of the UERJ School of Nursing	To understand the way of being in Nursing, from Phenomenology and Hermeneutics.
2005	SILVA <i>et al.</i>	Care from Leonardo Boff's perspective, a personality to be (re)discovered in nursing	Brazilian Journal of Nursing - REBEn	To understand nursing care from the perspective of relationships between people, based on the ideas of Leonardo Boff.
2007	OLIVEIRA <i>et al.</i>	Challenges of nursing education in Brazil: *EEUSP's curricular proposal for the baccalaureate in nursing	Journal of USP's School of Nursing	Problematizing the new curriculum at USP's School of Nursing.
2007	SOUSA <i>et al.</i>	Problematizing pedagogy: the interpersonal relationship of nursing interns in the hospital context	Journal of the UERJ School of Nursing	To study the formation of nurses based on the relationship of nursing interns with patients, teachers, and the multidisciplinary team
2011	MOSTARDEIRO; PEDRO	Nursing care in situations of facial image alteration	Nursing Journal from Rio Grande do Sul	To analyze the perception of patients, nursing students and teachers about the care provided to people with facial image alterations.
2011	OLIVEIRA <i>et al.</i>	Building a paradigm of nursing care based on	Journal of the Anna Nery School of	To approach the production of nursing care from

		human and health needs	Nursing	the basic and health needs of the subjects.
2012	AYRES <i>et al.</i>	The strategies of symbolic struggle for the formation of the visiting nurse in the early twentieth century	History, Science, Health Journal - Manguinhos	To analyze the strategies of symbolic struggle in the training of Red Cross visiting nurses from a documentary perspective.
2013	SILVEIRA <i>et al.</i>	Clinical care in nursing: development of a concept from the perspective of reconstruction of professional practice	Journal of the Anna Nery School of Nursing	Reflect on the epistemological basis of care, overcoming the biomedical and Cartesian perspective.
2015	QUEIRÓS	Caring: from the condition of human existence to professionalized integral care	Nursing Journal Reference	Understand nursing care from philosophers such as Plato, Sophocles, Hyginus, Boff, and Heidegger.
2016	BACKES <i>et al.</i>	Systemic interactivity between the interdependent concepts of nursing care	Chia Magazine	Focusing on nursing care from the theoretical and philosophical philosophical framework of complexity.
2016	MONTEIRO; CURADO	Towards a new epistemology of Nursing: a post-human care?	Journal of Nursing Reference	Analyze how technological innovations influence Nursing care.

Source: author's elaboration (2018).

Of the 18 articles selected to compose this State of the Question, most, i.e. 10 papers, deal with the nurse's training for Caregiving, from different perspectives: the relationship between professional user, knowledge approached in this formative process, the role of the teacher, among others.

Carvalho (2009) begins to address this theme by explaining that Nursing should not be guided only by theoretical and scientific principles, but should be concerned with the conception of reality and the situations in which it intervenes. This process must begin with Nursing care, so that it does not have a merely technical conception, but rather values subjectivity, making the subject feel an integral part of the care it produces. And to constitute subjects of knowledge, capable of transforming reality, goes through the educational process.

Santos (2004), in turn, when focusing on the training of the Brazilian nurse from a historical perspective, states that the rites and insignia are used to symbolize the transformation of women into nurses and that this training model, implemented in Brazil in the 1920s, was influenced by the United States. Ayres (2012), still in this historical

perspective, deals with the training of the nurse in the early twentieth century, known as "visitor", highlighting the different conceptions that permeate the meaning of this profession, particularly that of the nurse subordinated to the doctor or, on the contrary, of that professional who should build her autonomy.

Barros *et al.* (2009), addressing the teaching in the Nursing Course, highlights the insertion of students in the field of practice as one of the most significant strategies for the production of this care in Nursing and the teacher, in the meantime, is configured as a mediator of this process. Other studies also demonstrate (CARVALHO *et al.*, 1999; MOSTARDEIRO; PEDRO, 2011; RODRIGUES; CULAU; NUNES, 2007) that, for students to learn how to care, the teacher plays the important role of mediating their insertion in health institutions and the production of this knowledge.

It is interesting that, in this same sense, research conducted with nursing students has shown that the formative process focuses on care, understood beyond the technical procedure, but rather as the purpose of caring for another subject, in a planned and scientifically based manner, based on the bond established (FERREIRA; VALLE, 2005).

Talking about training for care leads to the discussion of the curriculum, which, over time, has undergone several modifications to adapt to social transformations proposed by the Unified Health System (SUS), by the Curricular Guidelines for Nursing, in addition to the legal aspects arising from decision-making bodies. These changes lead to an improvement in training, which is indispensable, because it will only be possible to transform the reality of health services, producing an integral care, if these transformations begin in the training process (OLIVEIRA *et al.*, 2007; PARANHOS; MENDES, 2010; SOUSA; BARROS, 1998).

With regard to the concept of care, it was possible to realize that seven studies, which will be commented on below, point to the need to rethink the epistemological-philosophical basis, which has sustained Nursing since the early twentieth century, referring to objectivity, logic, and neutrality, which can no longer contemplate the current complex reality. To accomplish this, these studies propose different actions.

Silveira *et al.* (2013) affirm that when Nursing relates to the clinic, it suffers influences from the biomedical model and the Cartesian perspective. From this tension, they believe it is possible to produce a clinical care that has the subject as the focus of the production of this care. Monteiro and Curado (2016), in turn, argue the importance of thinking about how technological innovations should translate into new perspectives for care. Particularly, academic training that should not be concerned only with teaching techniques, aiming at practical actions, however in reflecting how modern technologies can be inserted in the health field. Backes *et al.* (2016) propose the discussion of Nursing care from the perspective of Complexity, thinking of it as an expanded, complementary, antagonistic, and dynamic conception in the actions of nurses. Oliveira *et al.* (2011) state that basic human and health needs should guide the production of nursing care, which are captured from the insertion in the social context, both individually and collectively.

It is also observed, in the analysis of these articles, that there are theorists who report specifically to certain philosophers. Schaurich and Crossetti (2008) recommend thinking about care from the dialogical element of the ideas of Martin Bubber, emphasizing that dialogicity composes and intermediates the relations between the subjects. By bringing this premise to Nursing, the dialogue emerges as a strategy for the one who will care. Queirós (2015), from Plato, Sófocles, Higino, Boff and Heidegger, understands that care is inherent to the human being, constituting it, so it is necessary to understand what the meanings of caring present in the work of the nurse.

Finally, Silva *et al.* (2005) intend that nursing care should be guided by the thought of Leonardo Boff, who understands care from a philosophical, social, spiritual perspective, woven in relationships between people, which would enable the implementation of strategies in Nursing that would allow a resignification of the way of being human in the world.

Thus, the articles analyzed in this section point to a diversity in the conceptions about care, pointing out different nuclei of foundation: relationship between professional and user, knowledge that should permeate the training process and the role of the teacher in the process of teaching and learning, which shows how there is a complexity involved in what is thought and what is done in relation to nursing care.

### ***The Reflections of the Dissertations and Theses on the Training of the Nurse for Care***

In the database of dissertations and theses of CAPES, the search was started with the expression: "training of the nurse for care", soon 67 results appeared, however, after careful reading of the abstracts, five papers remained (four dissertations and one thesis). The others were discarded, because they dealt with the post-graduate level training (18), for the process of managing (14), researching (nine) or the nurse's educational work (21).

Another expression was used: "Nursing undergraduate care", to search for papers in the Dissertations and Theses Database of CAPES. Sixteen results were found, however, after the analysis of the abstract, two papers related to the theme studied here, being the same already identified in previous search. The other studies were excluded because they addressed training in health residences (seven), for the process of managing (four) or researching (three).

Subsequently, the expression "concept of nursing care" was typed and 900,831 records were found. We refined the search by opting for those who had related to the concentration area in Nursing, leaving 248 records, but after reading the abstract, three papers were selected, being two dissertations and one thesis. The others were excluded because they refer to the care performed in health services (74), to techniques performed in certain areas or for specific pathologies (61) or related to the process of managing (66) or to the execution of health education activities (44).

After carrying out these searches in the Dissertations and Theses Bank of CAPES, eight papers were selected to integrate the State of the Question, distributed as follows: five papers dealing with the training of the nurse for care, being four dissertations and one thesis, as well as three works related to the concept of care, being two dissertations and one thesis. The main information about these studies: year of publication, author's name, title, nature of the work, Post-graduation/University program and objective are listed in the following table:

**Chart 3.** Dissertations and Theses selected at Banco da CAPES to compose the State of the Question, with author, title, nature of the work, year of publication, Graduate Program/University and objective, Fortaleza- Ce, Nov., 2018.

YEAR PUB	NAME OF THE AUTHOR	TITLE	NATURE OF WORK	PROG. OF POST-GRADUATION/ UNIVERSITY	OBJECTIVE
2011	COSSA	The teaching of the nursing process in a public university and university hospital in southern Brazil from the perspective of its teachers and nurses	DISSERTATION	Post-Graduation in Nursing at the Federal University of Rio Grande do Sul	Knowing the development of the nursing process in a public university hospital
2011	OLIVEIRA	Interdictions to the body in Nursing care: perceptions and overcoming of Nursing students	THESIS	Post-Graduation Studies and Nursing From the Federal University of Rio de Janeiro	To study the students' behavior when in contact with the patient's body at the moment they perform nursing care
2011	RANGEL	Comprehensive health care: perception of nursing teachers and students	DISSERTATION	Post-graduation in Nursing, School of Nursing, University of Rio Grande do Sul	Understand the meaning of comprehensive care for teachers and students of the Nursing Cross and whether it is approached in the training of the nurse
2012	CARBOGIM	Integral care in nurse training: a historical-cultural approach	DISSERTATION	Post-Graduation in Nursing, Federal University of Juiz de Fora	To understand the meaning of integrality in nursing education based on the opinions of students and teachers
2012	GUERREIRO	Training nurses from the perspective of integrative care: the multiple views of students and	DISSERTATION	Post-Graduation in Clinical Care in Nursing and Health at Ceará State University	To understand the nurse's training for assistance, taking the national curricular guidelines as a

		teachers			reference
2013	VENTURE	Palliative care: the meaning for a nursing team in an oncology unit	DISSERTATION	Postgraduate Program in Nursing, Federal University of Alfenas	Understanding the conception about Nursing care in oncology
2015	RIBEIRO	Care in the space of intermediality in an indigenous village	THESIS	Postgraduate Nursing Program at the University of São Paulo	Describing the reality of the care produced in an indigenous tribe
2015	TÔRRES	Hosting in the production of care by nurses care by nurses in the emergency department of a public hospital unit	DISSERTATION	Graduate Nursing Program Graduate Program in Nursing of the State University of Feira de Santana	To analyze the production of care based on the reception performed by nurses in a hospital institution.

Source: author's elaboration (2018).

Of the eight papers selected (six dissertations and two theses) to compose this State of the Question, five address the training of the nurse for care and the other three focus on the conception of nursing care. The works that deal with training for care focus on it from the proposal of the National Curricular Guidelines for Nursing; integrality and humanization in the care of the subject who seeks the health institution; the nurse's work process and the student's behavior when having contact with the patient's body. It is interesting to note that all these five studies (CARBOGIM, 2012; COSSA, 2011; GUERREIRO, 2012; OLIVEIRA, 2011; RANGEL, 2011) converge to the defense that the reality of health institutions can be modified, among other strategies, through transformations in the nurse training process. The following are detailed meaningful ideas of each work.

Carbogim (2012), when conducting research with Nursing academics, found that students understand care as the founding nucleus of Nursing, going beyond the biological dimension, meaning a process of establishing relations with each other. It is interesting that in another similar investigation, carried out by Rangel (2011), students also affirmed to conceive integral care as the one in which one glimpses the subject who seeks the health institution considering its multiple dimensions: biological, social, cultural and historical.

In the same sense, Cossa (2011) argues that, through the systematization of nursing care, there is the possibility of producing an individualized care aimed at the patient's needs. Thus, it is the role of the teacher to mediate the knowledge necessary for the construction of this care, which permeates, among others, the knowledge related to anamnesis and physical examination. For Oliveira (2011), another subject to be addressed in the training concerns the care of the patient's body in a natural way. This is because, when the academic performs a nursing care, he deals with the sociocultural interdictions attributed to the body. As this theme is often not addressed in training, students feel uncomfortable in taking care of the other body.

In relation to the works that deal with the "concept of care", they point out that it is the foundation of Nursing, which goes beyond the technical dimension, producing itself in the relationship between the subjects. It is pertinent to highlight, then, the ideas of each study. Let's start with Venture (2013), who, in order to understand the meanings of care intended by the Nursing team for people with cancer, verified that this care is permeated by doing and feeling. Doing as a result of the bureaucracy and the assistance that exists in the health service and feeling refers to the question of the finitude of life and, therefore, the sensitivity in relation to that moment.

Then, Tôrres (2015), when investigating the conception of care present in the reception by classification of risk performed by nurses, found the care restricted to the identification of the signs and symptoms that the subjects present, to, then, classify the severity of the case. Therefore, there is still a service focused only on the biological dimension, more restricted to procedures.

Ribeiro (2015), aiming to understand how the intercultural care produced in an indigenous village, of the Terena people, in Mato Grosso do Sul, was carried out, using an anthropological and ethnographic reference, which allowed him to reflect that health care can be interdisciplinary, which is demonstrated by the junction of the traditional system, including the use of medicinal plants, rites and spirituality and the official, the one offered by the health services, wanted by the Indians when they can't solve their health problems.

In this sense, one of the particularities that can be observed when analyzing the dissertations and theses in this section is that, when referring to the training in Nursing for Care, they seek from the NCD of Nursing, the principles of SUS, the nursing work processes, as well as the proposal of humanization and integrality of health care.

### *Care in Nursing Education: Perspectives From REBEn*

In the Brazilian Journal of Nursing, the first search combined the following words: training and nurse and care, and no results were identified. Then, this combination was reformulated, instead of using nurse was used Nursing as follows: training and Nursing "and" care, obtaining 45 results, being four related to the subject studied; the others dealt with training for research (17) or management (14), or teaching-service (10).

When the terms "concept of care and nurse" were associated, as well as "concept of care and nursing" no results were obtained. Then, the expressions "care and nursing" were combined, and 2,226 articles were identified. To refine the search, the criterion was that these words were present in the abstract, so 386 records were available, of which, after careful reading of the abstracts seven were considered pertinent to the theme; however, three had already been identified previously when being performed in the VHL, therefore four new works were aggregated. The others were discarded because they dealt with the performance of hospital procedures (94), assistance to specific pathologies (87), techniques/methodologies to be used in the teaching-learning process (77), the conception of care for patients or companions (49), the performance of educational activities in health (38) and the managerial dimension of nursing care (34).

Subsequently, the terms "care and nurse" were combined, identifying 1451 records. When refining the search, so that these words were present in the abstract, 216 articles were selected. After reading the abstracts, six articles related to the subject under study, and three had already been identified in a previous search, so three more articles were added to the EQ. The other articles dealt with the assistance to specific pathologies (63); the performance of Nursing techniques (54); Nursing management (47) and health education activities (46).

After carrying out these searches in Reben, eleven articles were selected in all to integrate our State of the Question, with seven reporting on the conception of care and four addressing training for care. Table 4 provides the main information of these identified articles:

**Chart 4.** Articles selected in the Brazilian Journal of Nursing to compose the State of the Question, with authors, title, year of publication and objective, Fortaleza-Ce, Nov., 2018.

YEAR PUB	AUTHORS	TITLE OF THE ARTICLE	OBJECTIVE
2001	SILVA; DAMASCENO; MOREIRA	Contribution of phenomenological studies to nursing care	Contribute to the reflections about Nursing care through phenomenological studies.
2006	FERREIRA	Communication in care: a fundamental issue in nursing	Discuss care as an indispensable strategy for nursing care.
2006	SILVA; SENA	The training of the nurse: building the integrality of care	Understand the training of nurses focused on the integrality of nursing care.
2007	SOUZA <i>et al.</i>	Nursing training for care: reflections on professional practice	Conducting discussions about nurse training for care in the perspective of changing practice professional.
2007	TANAKA; LEITE	The care in the nurse's work process: vision of the teachers	Understanding how to care, as a work process, is focused on training in Nursing.
2008	SOUZA <i>et al.</i>	Teaching humanized care: evolution and trends in scientific production	To investigate the scientific production in Brazil on the teaching of nursing care in the period 1990-2008.
2009	WALDOW	Moment of caring: moment of reflection in action	Analyze the reflection-in-action of the nurse at the time they care.
2011	LANDIM; SILVA; BATISTA	Clinical experience in nurse training	To identify the scientific production of dissertations and theses related to the nurse's clinical training.
2011	OLIVEIRA; CARRARO	Heidegger Care: an ontological possibility for Nursing	Reflect on nursing care from an ontological perspective, based on the ideas of the philosopher Martin Heidegger.
2011	VALE; PAGLIUCA	Construction of a Nursing Care Concept: contribution to undergraduate education	Build a concept of care in Nursing, from the conception of nurses and undergraduate students.
2013	PIRES	Changes necessary for the advancement of nursing as a science of caring	Reflect on the challenges experienced to strengthen nursing care.

Source: elaboration of the authors (2018).

Of the 11 articles related to the subject studied, five deal with the training of the nurse for care, under different biases: the clinical experience, the perspective of integrality, the understanding of how the care worked and the difficulties to focus it. Thus, according to Vale and Pagliuca (2011), the training in Nursing needs to think about its conception of care, given that this understanding guides the whole process of teaching and learning. Thus, Silva and Sena (2006) identified that the nursing care that has been worked on in training aims to overcome the biomedical model, in order to glimpse the subject in all its dimensions and the reality in which it is inserted. In this sense, according to Tanaka and Leite (2007), when undertaking a study with nursing undergraduate students, they tried to understand how the learning about caring was done. The students brought several conceptions, emphasizing the need for teachers to approach more carefully the procedures to be performed by the nurse.

Souza *et al.* (2008), in turn, based on a bibliographic study, identified that care in a humanized aspect has been more discussed, particularly in the formative process. The Guidelines emerge as a strategy that encourages the teaching of this humanized care, for both training has this responsibility, at the initial as well as permanent level. As for Souza *et al.* (2007), over time, the training of nurses for care evolved from a merely procedural aspect to a know-how, based on technical and scientific knowledge.

However, despite the reformulation of the Guidelines for Training in Nursing, there is still a deficit regarding the political-social dimension, which encompasses the role of nurses in society and, consequently, ends up placing him as a transforming agent of contexts (SILVA; SENA, 2006). This situation occurs due to the limits of the formation itself (influences of the biomedical model, fragile links with the service and the training of the teachers who mediate this process) and the context of health institutions that do not provide the experience of a comprehensive care. To overcome these difficulties, Landim, Silva and Batista (2011) report that the experiences in health services in SUS are shown to be essential for the training of nurses, since it would allow articulating theory and practice, indispensable for the realization of nursing care.

Regarding the "concept of nursing care", Pires (2013) argues that Nursing needs to rethink the care that has been produced for the subjects, which should be guided both by their health needs, as well as the demand for adequate conditions to carry out the service, that is, both on a philosophical and material level. For Waldow (2009), care should be based on reflection in action. For this, it is important to stimulate this analysis still in training.

Rethinking the concept of care, Ferreira (2006) points out the need to conceive care from communication: verbal and non-verbal, which provide a relationship between professional and user, essential for the production of care. Oliveira and Carraro (2011) propose to think about nursing care from the philosopher Martin Heidegger, which raises the reflection that the actions between professional and patient presuppose a coexistence, a way of being in the world with each other. For Silva, Damasceno and Moreira (2001), Phenomenology can contribute to Nursing care by raising the understanding of the disease from the behaviors and attitudes of the subject, which translate a little of what he is experiencing; overcoming, thus, a merely biological vision and enabling a wider service.

The articles extracted from Reben, whose analysis was the focus of this section, demonstrate that there is also a multiplicity of conceptions about care, but that always intend to place care as the founding nucleus of Nursing. Therefore, in the formative process, the studies point out the need to think about how this care is worked, the inclusion of students in health services, integrity and the difficulties to experience it in training.

## Final Considerations

In this study, through the theoretical and methodological premises of the State of the Question - EQ, the process of training the nurse for care was discussed, particularly at the time of the Nursing Internship/Internship. From three research sources the VHL; the Dissertations and Theses Bank of CAPES and the Brazilian Journal of Nursing.

Before the analysis of the selected works we found that training for nursing care has been researched from several perspectives: from the nurse's work process; the behavior of the student in contact with the body of the other who seeks the health institution; the relationship established between the professional and the user; as a strategy to materialize integrity and humanization in the care of the subject who seeks the health institution; as a reflection on the role of the teacher to mediate this training for care; and the knowledge that is addressed in this formative process.

Regarding the concept of nursing care, the researches investigated are gravitating around the following themes: point out that care is the foundation of nursing, which goes beyond the technical dimension, producing in the relationship between the subjects, being permeated by doing and feeling and propose to rethink the care that has been produced for the subjects, with regard to their epistemological-philosophical basis. Being also a finding of this research that the main philosophers mentioned were Martin Heidegger, Martin Buber and Leonardo Boff, provoking the exercise that thinking under these conceptions can contribute to the understanding about the care in Nursing.

There is a deficit in the production of this theme in the Northeastern reality and, specifically, in the state of Ceará, where the authors of this study belong. Therefore, the works, in their majority, refer to the scope of the south-southeast axis. Thus, two studies were identified, a dissertation referring to the training of the nurse from the perspective of integrity and an article dealing with the concept of care for teachers and students, which, although relevant, cannot contemplate the training of the nurse to care for the multiple specificities inherent to this theme.

These findings state the relevance of investigations in the process of training the nurse for care, because there are gaps in the productions inventoried from a historical perspective, that is, about the trajectory of the training of the nurse for care. In particular, there is a shortage of papers dealing with the way in which the nurse-teachers mediate the process of teaching and learning for care, which becomes indispensable for the resignification of the formative process in Nursing.

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