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Approaches Involving the Nurse-Teacher Training Processes: a State of the Art (2010-2019)*

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ABSTRACT

When thinking about teaching and being a teacher, he refers to the possible specificities of knowledge for the teaching exercise in Nursing, including, thus, how the nurse-teacher has been trained. The aim is to analyze in the works produced the senses and meanings of teacher education in Nursing, from the perspective of the curriculum. This is the State of the Art, which consists of identifying what has already been researched and the paths that have been taken on the subject under study. The locus of research was defined as: Brazilian Digital Library of Theses and Dissertations - BDTD, based on the following descriptors: Training of the nurse teacher; Curriculum of nurse teacher training; Nursing course curriculum: Bachelor's degree and Nursing degree; Degree in nursing; Curriculum, post-structuralism and nursing and Training of nurse teachers. These search criteria were outlined: dissertations and theses, produced in the last 10 years, available in full, dealing with the Brazilian reality. 15 papers were selected, 11 of which were dissertations and 4 theses. The results showed that the majority of nurse-teachers do not have pedagogical training, as the Bachelor courses and the conception that the knowledge of acting in nursing are sufficient to teach prevail. There are nine Nursing Degree courses in Brazil, some of the works report to study them from the historical point of view, their limits and their characteristics. The discussion about the curriculum is pointed out as a way to rethink the pedagogical training of nurses. There is, therefore, a need for research to be carried out focusing on the perspective of the curriculum of nursing courses on teaching.

KEYWORDS

Curriculum. Teaching. Nursing. State of art.

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Sentidos e Significados dos Processos Formativos do Enfermeiro-Professor: um Estado da Arte (2010-2019)

RESUMO

Ao pensar sobre a docência e o ser professor, reporta-se às possíveis especificidades de saberes para o exercício docente na Enfermagem, incluindo, assim, como o enfermeiro-professor vem sendo formado. Objetiva-se analisar nos trabalhos produzidos os sentidos e significados da formação docente na Enfermagem, partindo da perspectiva do currículo. Trata-se de Estado da Arte, que consiste na identificação do que já foi pesquisado e os caminhos que foram percorridos sobre o tema em estudo. Definiu-se como *locus* de pesquisa: Biblioteca Digital Brasileira de Teses e Dissertações-BDTD, a partir dos seguintes descritores: *Formação do enfermeiro professor; Currículo da formação do enfermeiro professor; Currículo do curso de enfermagem: bacharelado e licenciatura em Enfermagem; Licenciatura em enfermagem; Currículo, pós-estruturalismo e enfermagem e Formação do enfermeiro docente*. Delinearam-se estes critérios de busca: dissertações e teses, produzidas nos últimos 10 anos, disponíveis na íntegra, tratando da realidade brasileira. Foram selecionados 15 trabalhos, sendo 11 dissertações e 4 teses. Os resultados apontaram que a maioria dos enfermeiros-professores não possui formação pedagógica, pois prevalecem os cursos de Bacharelado e a concepção de que os saberes da atuação na enfermagem são suficientes para ensinar. Existem no Brasil, nove cursos de Licenciatura em Enfermagem, alguns dos trabalhos reportam-se para estudá-los do ponto de vista histórico, dos seus limites e das suas características. A discussão sobre o currículo é apontada como caminho para repensar a formação pedagógica do enfermeiro. Há, portanto, a necessidade de que pesquisas sejam realizadas enfocando a perspectiva do currículo dos cursos de enfermagem sobre a docência.

PALAVRAS-CHAVE

Currículo. Docência. Enfermagem. Estado da arte.

Sentidos y Significados de los Procesos de Formación Enfermero-Maestro: un Estado del Arte (2010-2019)

RESUMEN

Al pensar en enseñar y ser docente, se refiere a las posibles especificidades del conocimiento para el ejercicio docente en Enfermería, incluyendo, así, cómo se ha formado la enfermera-docente. El objetivo es analizar en los trabajos producidos los sentidos y significados de la formación docente en Enfermería, desde la perspectiva del currículo. Este es el Estado del Arte, que consiste en identificar lo que ya se ha investigado y los caminos que se han tomado sobre el tema en estudio. El locus de investigación se definió como: Biblioteca Digital Brasileña de Tesis y Disertaciones - BDTD, con base en los siguientes descriptores: Formación del profesor de enfermería; Plan de estudios para la formación de profesores de enfermería; Plan de estudios del curso de enfermería; Licenciatura y grado en Enfermería; Licenciatura en Enfermería; Plan de estudios, posestructuralismo y enfermería y formación de enfermeras docentes. Estos criterios de búsqueda fueron esbozados: disertaciones y tesis, producidas en los últimos 10 años, disponibles en su totalidad, que abordan la realidad brasileña. Se seleccionaron 15 trabajos, 11 de los cuales fueron disertaciones y 4 tesis. Los resultados mostraron que la mayoría de los profesores de enfermería no tienen formación pedagógica, pues prevalecen los cursos de Licenciatura y el concepto de que el conocimiento del actuar en enfermería es suficiente para enseñar. Existen nueve carreras de Licenciatura en Enfermería en Brasil, algunos de los trabajos informan para estudiarlos desde el punto de vista histórico, sus límites y sus características. La discusión sobre el currículo se apunta como una forma de repensar la formación pedagógica del enfermero. Por tanto, es necesario realizar una investigación centrada en la perspectiva del currículo de los cursos de enfermería sobre la enseñanza.

PALABRAS CLAVE

Plan de estudios. Enseñando. Enfermería. Estado del arte.

Introduction

In the health area, which is mostly made up of bachelor's degrees and, specifically, in the reality of Nursing, the teaching processes or the very act of teaching encompass opportunities that take place during graduation, through monitoring programs, initiation to teaching and research; activities related to health education; in the teaching and learning processes of the disciplines, among others. In addition, after the initial training, circumstances arise in which the nurse, in the scope of formal education, encounters the teaching exercise, which may take place and/or be developed when teaching in technical or higher education courses; from the perspective of informal education, in turn, may occur in the exercise of the profession when dealing with patients in explanations about their clinical situation or in explanations with the public in educational activities related to health (CAHVES, BARBOSA, NÓBREGA-THERRIEN, 2017).

These opportunities are fostered by the intertwining of knowledge and technical-scientific skills peculiar to and belonging to the profession. Chaves, Barbosa, Ribeiro Junior (2020) ponder that it is common to think that, in nursing, when you are a good professional in practice, consequently the same will be done in theory, and vice versa. In this sense, the knowledge considered inherent to the nursing profession would encompass the possible dominance or inclination towards the teaching profession.

Such thinking is based on the belief that, in the exercise of nursing, by constantly using dialogue/communication, to permeate social relations - between professional nurse and patient, family and/or community seeking health service, - which in these fields take place through collection, transference and sharing of information, the professional would become able to exercise teaching, dispensing with the need for specific training.

However, it is pertinent to consider that, in order to be a teacher, there is a need for specific training, which epistemologically, methodologically and theoretically supports the execution of this profession, since the processes of teaching and learning involve specific knowledge for their mediation, which is not focused on Baccalaureate courses, but rather on Graduate courses, or in the scope of continuing education, in post-graduate courses, in the service itself, or even in the classroom experience, with students and peers.

Barbosa, Ferreira and Nóbrega-Therrien (2016), imbued with these reflections and perspectives on the fact that the teaching exercise emphasizes the need for specific knowledge, which not only passes through the mastery of the contents related to the area of professional activity, but also the mastery of pedagogical knowledge. Referring to teachers from the health area, who, in their great majority, are graduated in Baccalaureate courses, they highlight possible deficits regarding the epistemological aspects of being a teacher, that is, limits or lack of knowledge regarding pedagogical knowledge, which support the teaching performance, such as those related to didactics, philosophy, psychology, anthropology and sociology of education, among others.

Still in this respect, the concepts and meanings transcribed by Abreu and Masetto (1982, p.1) are pertinent, which, they ponder, are:

In the performance of the higher education teacher there is a common gap: the teacher is characterized as an expert in his field of knowledge; this is even the criterion for his selection and hiring; however, this teacher does not necessarily dominate the pedagogical area, from a broader, more philosophical point of view, nor from a more immediate, technological point of view.

Therefore, it is necessary to think about strategies that provide training focused on the area of education, in particular by sensitizing students, still in graduation, particularly in the area of Health Sciences, to the need to have a pedagogical training or at least a reflective thinking about the exercise and responsibilities of teaching.

With regard to the teaching formation process in Brazil, Law 9,394 of Guidelines and Bases of National Education (LDB) describes in article 65 that "teaching formation, except for Higher Education, will include teaching practice of at least three hundred hours", and the same Law imposes that teaching practice be a legal requirement for teaching in basic education. It is also determined in article 66 that "preparation for the exercise of higher education shall be made at the post-graduate level, primarily in master's and doctorate programs" (BRAZIL, 1996). Therefore, it becomes clear that the determination is related to the training of teachers at the *stricto sensu*, master's and doctorate levels, whose emphasis is on research, and not on didactic-pedagogical training. As a result, there is no legal requirement as to the formation, specifically, pedagogical for the teacher who works in higher education.

Medeiros *et al.* (2018) portray the discussions and determinations that refer to the formative processes of nursing courses, implied by the National Curricular Guidelines (DCN) and the Curricular Guidelines of Nursing Undergraduate Courses (CGNUC), by Resolution NCE/CHS¹ n°. 3 of 2001, which attribute that Higher Education Institutions (HEIs) must contemplate competences and abilities that are developed through a flexible pedagogical project that contains the possibility of adapting to those demands of each public reached. DCENF proposes, including for the bachelor's degree in nursing, the training for professional exercise, with generalist, humanist, critical and reflexive understanding, linked to ethics, based on scientific and intellectual rigor, so that it is a worker who can act in all levels of health care, from low to high complexity.

In this way, when reporting to the most diverse fields: education, health, politics, history, there is a multiplicity of information and paths still to be traveled. Oliveira and Alves (2006), Tardif (2012) and Henning (2013) portray that, many times, they can emerge from daily life, from discussions, from the meanings produced, from exchanges, during experiences and professional journeys, nuances that can propitiate and make possible the opening or reopening of paths for possible understandings, reflections, aspirations involved in

¹ National Council of Education/Chamber of Higher Education

the formative processes and in the tasks of this one. In this way Gabriel (2013) ponders that these could be future investigations, questions and problems on which to focus and project, especially in the fields of education and therefore formation.

Romanowski and Ens (2006), in their observations, point out that courses, events and postgraduate programs in the area of education have been increasing sharply, in the most different aspects: teacher training, curriculum, education in non-school spaces, among others, which therefore increases the research developed in this field of knowledge. This intensification of studies generates uneasiness to understand what, how, by whom, where and what methodologies are being most used for their realization. As a result, the need for studies, among which the state of the art, that can survey what is being investigated, identifying what has already been researched and the gaps that still exist, is highlighted. According to Ferreira (2002), this type of study is driven by the need to know more deeply and in greater detail about the investigations that have been carried out in a certain area of knowledge, both from a quantitative and qualitative point of view.

In this way, the state of the art, also called the state of knowledge, refers to research of a bibliographic nature, with the challenge of mapping and thus discussing studies that can be developed in different areas of knowledge, aiming to answer what aspects and/or approaches have been produced on the subject. It is possible to report on dissertations, theses, articles published in journals, as well as works published in annals of events. It is also characterized by using methodology with descriptive and inventory perspectives of the scientific production raised, being carried out in the light of categories defined from the contents characterizing the work as a whole and particularly in each one (FERREIRA, 2002).

With this, the present study was developed in the premises of the Post-Graduation Program in Education of the University of the State of Rio Grande do Norte - POSEDUC/UERN, starting from the premise that, in the current context, in the fields of Education and Nursing, the projection of researches and searches directed to the formative processes, including these, to teaching - the act of being and exercising the profession *nurse-teacher*² - has become more perceptible (CALHEIROS, 2014); FERNANDES; SOUZA, 2017; BRAGAS; BÔAS, 2018). As well as the perception of the need to use the most diverse theoretical contributions to support the investigative process and thus allow the diversity and possibilities of building studies in the most diverse fields and contexts.

² The *nurse-teacher* is the one who facilitates/helps in the process of teaching and learning nursing, relating theory to the professional practice of the nurse, raising questions such as: "what to do?" and "how to do it?", encompassing humanized actions, critical sense and ethics. The need is pointed out that, when inserting himself in the teaching universe, the nurse needs to have pedagogical training. In this context, the proposition of the union of the two words in a single term emerges: *nurse-teacher*, with the purpose of emphasizing that it is necessary to value both the training for the area of Nursing, as well as the teaching and/or pedagogical training. (EXECUTIONER, 2009; ARRUDA, 2012).

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In this sense, the aim of this State of Art is to investigate what has been researched about the senses and meanings of the teaching formation in Nursing, from the perspective of the curriculum.

Thus, this article, in addition to this *Introduction*, consists of the methodological aspects, called *The Search Saga: the methodological path*. Later, in *The State of the Art: theoretical-methodological background and its contextual analysis*, the studies that make up this State of the Art are presented, with the main characteristics in relation to the author, the year, the title and type of work: dissertation or thesis. Then, in the section entitled: *Approaches involving the formative processes of the nurse-teacher*, the discussion of what each author deals with in the dissertation or thesis is carried out, in a synthetic manner, pointing out their contribution to the subject under study. In the last section, the *Final Considerations* are arranged.

The Saga of the Search: the Methodological Path

The State of the Art, like all types of research, presents a certain methodological path for its achievement, which will be described in this section. According to Romanowski and Ens (2006), the state of the art is about research that takes stock of what has been produced about a certain theme, trying to identify what types of research are produced and, consequently, which themes are less addressed or are silenced, neglected, raising the need to be studied.

According to Romanowski and Ens (2006), in order to carry out this type of research, there is a need to follow certain steps and, thus, procedures, in order to maintain the relevant methodological rigor. Thus, at first, it is necessary to define which descriptors will be selected, which research banks and databases will be used, the delimitation of which criteria will guide the selection of materials, including which bibliographic materials will compose the analyses: theses, dissertations and/or articles, besides defining how the readings and summaries of these works will be carried out, how the analysis of the collected data will be carried out and, consequently, which considerations may be established.

Based on these assumptions, the survey descriptors were delimited and searches were started on the Brazilian Digital Library of Theses and Dissertations - BDTD. This platform was chosen because it is a digital space promoted by the Brazilian Institute of Information on Science and Technology (IBICT), launched in 2002, which articulates the information systems of theses and dissertations produced in higher education institutions in Brazil. Thus, there is the dissemination of these productions both nationally and internationally, spreading the knowledge produced.

As for the descriptors, the following were defined, taking as reference the objective of the present state of the art and possible variations of terms that can be found in the scientific literature: Training of the teaching nurse; Curriculum of the training of the teaching nurse; Curriculum of the course of nursing: bachelor's degree and graduation in nursing; Graduation in nursing; Curriculum, post-structuralism and nursing; Training of the teaching nurse.

It should be noted that, initially, it was only thought to select dissertations, however, when starting the searches, it was possible to identify the relevance of theses that were found, which dealt with the subject researched, namely: initial training of the teaching nurse in higher education. Then, it was delimited that dissertations and theses would be included in this state of the art.

The period in which the studies were produced also stands out, influencing the temporal cut. As it was perceived that this was a subject still little explored and researched, therefore, with the designation of the descriptors, works of more than ten years, and even two decades, appeared that initially appeared to have relevance in their possible selection for this study.

Therefore, as important as defining the descriptors for the search of the works is to outline which criteria will be used to select them. This is because many studies are identified by means of the descriptors, therefore there is a need to establish filters in order to define what will contribute to the research in question (FERREIRA, 2002; ROMANOWSKI and ENS, 2006).

Thus, by defining the descriptors for this state of the art, it was begun to realize the need to delimit the criteria for inclusion and exclusion from selection for later reading. As inclusion criteria, the following were established: dissertation or thesis, dealing with the training of the nurse teacher from the perspective of the curriculum. Exclusion criteria were defined as: dissertation and thesis that focus on the training of the nurse teacher at a technical level and were not available in full on digital platforms or banks.

Thus, after typing the descriptor in the search for the BDTD, the title was read, followed by the abstract of the dissertation or thesis, in order to identify if it referred to the theme. This attitude is supported by Ferreira (2002), who points out that one of the first steps in identifying whether the work fits the state of the art refers to the careful reading of the abstract in order to analyse whether it fits the scope of the investigation.

After reading the title and the abstract, if there was any doubt as to its insertion in the theme, other sections of the work were read, such as: introduction, methodology and/or results and discussions.

The number of dissertations and theses found will be presented in detail below, based on the use of each descriptor, including how many were selected.

Table 01. Descriptors used for the selection of works (dissertations and theses), with the exposure of the identified themes, the general quantitative, specifying the number of dissertations and theses and the number of selected works, Mossoró/RN, 2020.

DESCRIPTORS	GENERAL TOPICS	TOTAL OVERALL	TOTAL DISSERTATION	TOTAL OF TESES	SELECTED
Nurse Teacher Training	Scripto Sensum; Training for assistance; Training strategies / Methodology; Nursing Technician; Supervised internship; Management Health education; Research; Evaluation; Technologies / EaD.	198	126	69	9 (Dissertation: 8; Thesis: 1)
Curriculum of the training of the nurse teacher	Scripto Sensu; Training for assistance; Training strategies / Methodology; Nursing Technician; Supervised internship; Management; Health education; Research; Evaluation; Technology / EaD; Training course; Duplicate.	95	59	36	1 (Thesis:1)
Bachelor's Degree in Nursing	Training for assistance; Supervised internship; Physical education; Duplicate 3.	7	2	5	1 (Tese:1)
Degree in nursing	Scripto Sensu; Training for assistance; Training strategies / Methodology; Nursing Technician; Supervised internship; Academics' health conditions; Health promotion in basic education; Management; Evaluation; Psychology;	73	52	21	6 (Dissertation: 4; Thesis: 2)

	Sexuality; Technologies / EaD; Physical Education; Duplicate3.				
Curriculum, post structuralism and nursing	Crisis in training; Nursing Technician; Insertion into the world of work; Human Subjectivity; Human Rights; Evaluation; Death; Technologies / EaD.	11	10	1	1 (Thesis:1)
Training of the teaching nurse	Scripto Sensu; Lato Sensu; Training for assistance; Training strategies / Methodology; Nursing Technician; Supervised internship; Management Health Education; Research; Work of the nurse; ACS; PSF; Technologies / EaD.	252	177	75	4 (Dissertation: 2; Thesis: 2)

Source: data from the author (2020).

In all, 21 papers were selected, however one of them was found duplicated, that is, in two descriptors, so 20 papers were computed, being 14 dissertations and 6 theses. Next, each descriptor will be presented with the respective works that were identified in each one of them.

Table 02. Title list of selected works for each descriptor in searches in BDTD, Mossoró/RN, 2020.

DESCRIPTORS	SELECTED SECURITIES IN BDTD
Training of the nurse teacher	<ul style="list-style-type: none"> • Pedagogical training in the performance of the nursing teacher • Social representations of what it is like to be a teacher for the teaching nurse in higher education • Self-study of teaching practice in the training of nurses • Nurse's teaching constitution - the state of the art of Brazilian productions • University teaching from the perspective of the Professor Nurse • Teaching in higher education in nursing: what do teaching nurses from a private institution say • Nursing degree: an analysis of the implementation process in state public universities • Teacher-nurse: meanings and teaching profession • Trajectories of nurses and teaching experiences at Tocantins State University - UNITINS, polo of Augustinópolis
Curriculum of the training of the nurse teacher	<ul style="list-style-type: none"> • Teacher professional development: a study with university nursing professors
Nursing degree resume: bachelor's and degree in nursing	<ul style="list-style-type: none"> • Professional development in teaching: a study with university teachers nurses (Title/Repeated work)
Degree in Nursing	<ul style="list-style-type: none"> • The training of nurses: state of the art of scientific publications in Brazil from 1996 to 2010 • The training of the graduate in Nursing in the state of Para_ the curricular requirements in the period 1977 to 2006 • The didactic-pedagogical bases in the context of training courses of UNIOESTE Campus de Cascavel - PR • Nursing degree for what? • Pedagogical practice of nursing teachers of a public higher education institution in Manaus - AM • Reflective pedagogical practice of nursing students_ the portfolio as an instrument
Curriculum, post-structuralism and nursing	<ul style="list-style-type: none"> • Analysis of the theoretical and structural milestones of the nursing undergraduate curriculum in Rio Grande do Norte
Nurse Training	<ul style="list-style-type: none"> • The Doing of the Nurse: Action and Commitment • Teacher knowledge of a degree course in nursing and the implications of public health and education policies • Professional identity in higher education teaching: paths of constitution in nursing • Nursing curriculum of the Federal University of Minas Gerais (EEUFMG): perspective of teachers and students

Source: data from the author (2020).

Of the six descriptors used for the search in the BDTD, the one that obtained the most selected works was the descriptor *Training of the nurse teacher*, from which nine works were identified. The descriptors *Curriculum of the formation of the teaching nurse and Curriculum, post-structuralism and nursing* each allowed the selection of only one work. However, the descriptor: *Curriculum of the course of nursing: bachelor's degree and degree in nursing*, which also made it possible to select only one work, was excluded, since it was perceived the repetition of the title, that the work had already been used in another descriptor. The other descriptors: *Bachelor's Degree in Nursing and Training of the teaching nurse* made it possible to select six and four works respectively.

From this panorama it can be seen that, from the point of view of the descriptors, there are more works on the process of training the nurse as a teacher. However, it seems incipient the studies that deal with the curriculum in the formation of the nurse for teaching, in the curriculum of Nursing for the baccalaureate and licentiate, as well as the discussions of the Nursing curriculum from the perspective of post-structuralism. It draws attention to the fact that there are a significant number of papers that focus on the Bachelor of Nursing. This deserves to be highlighted because there are few nursing undergraduate courses being offered in the country. According to the National Register of Courses and Institutions of Higher Education - e-MEC (2020), of the Ministry of Education, there are currently 9 undergraduate courses in Nursing in activity, which demonstrates that, even though it is not a great quantity, there is still the concern with the process of teaching formation in Nursing.

In the next section, the studies selected for the corpus of this state of the question will be focused, in detail, in order to understand what has been debated about this subject.

The State of the Art: Theoretical and Methodological Background and its Contextual Analysis

As the State of the Art proposes, in its paths, the explanation, the demonstration, the detailing, the description of what has been researched about the academic production of certain subjects, in this section, the most relevant aspects will be presented for what the object of study of this article proposes, in relation to teaching in higher education in health. Before entering into the analysis of the dissertations and theses that integrate the corpus of this research, based on the previously delimited criteria, it is considered pertinent to weave some weightings on the research with the descriptors.

It should be noted that from the reading of titles and abstracts of the dissertations and theses, even though they are not the object of this study, the research with all the descriptors has been carried out in the area of the "*teacher of the nursing technician*". This situation made possible a reflection on how much this field has grown, worrying about the formation of teachers for this level of teaching. As this study reports for the graduation in nursing, then the works talking about the "*nursing technician*" theme were not selected.

Also, it should be emphasized that during searches as main themes extracted from titles, abstracts or objectives, even if not used by this State of the Art, the subjects: "*training for assistance*", "*training/methodology strategies*", "*health education*", "*research*" and "*management*" were very present. This situation demonstrates how evident the fields involving training, teaching and nursing are, which brings to light advances in relation to the concerns of researchers with the objects studied, as well as points out that the perspectives of studies are changing beyond the biomedical assumptions.

With this, the reading of the works selected to compose this State of the Art has begun. As analysis criteria for each work, some specific ones were considered in order to contemplate, organize and systematize the reading and, consequently, its interpretation, encompassing the following questions: Title; *Type of work, that is, it is a dissertation or thesis; Area of activity; Objective(s) - object, general and specific objective; Methodology; Results and Discussions;* and, finally, *Relevant Information*. It should be noted that these criteria were used with the selected papers in each of the descriptors. This strategy was chosen as a way to select and systematize the information/knowledge about each work and, thus, have elements for discussion.

With the reading of each work based on the criteria, the evaluation of previously selected dissertations and theses became more dynamic and detailed, also recalling the inclusion and exclusion criteria used in the selective studies/research during the search. As new selective studies were carried out, other works ended up being eliminated from the analysis composition of this State of the Art. Therefore, the analysis of each work took into consideration the relations and coherence between: the relevance to the problem and the object of study of this research; *the clarity and existence of the objectives; possible divergences between the methodology or objectives and the results and discussions, adding up to the year (for presenting a study, apparently old, that is, produced more than a decade ago)*. Therefore, with this new screening, three papers ended up being removed from the analysis.

It was identified that "*Self-study of teaching practice in the training of nurses*" (SILVA, 2016) is a study that aims to collect information and statements from students about the methodology used in the discipline in the classroom, which is geared to the training of future nurses in the generalist, i.e. it did not fit the main criterion for teaching training in nursing.

"*The training of nurses: state of the art of scientific publications in Brazil from 1996 to 2010*" (OLIVEIRA, 2011) portrays the curricular basis in the scope of teaching advances for nursing training over time, focused on their professional exercise in the welfare, collective and public health areas. It refers a lot to the teacher as a trainer of this professional, in which they understand the formative processes of the competences, mentioning the student-teacher relationship, and the profile of both for the methodological contextualization of teaching-learning. It also makes reflections on the reflective distance about the teacher training for nurses, happening the dichotomy between teaching and the market, between thinking and doing. It was excluded because it reports more to the performance and development of the nurse and how the teacher can contribute to this reality, and not on the process of teacher training.

In the research "*Nursing degree: what for?*" (BAGNATO, 1994) at the time it was written, the representative bodies of the category were discussing, at the national level, the training of the nurse, the current curricula, and that the degree occupied a special space. They believed that a study such as this could bring contributions to such a movement, collaborating

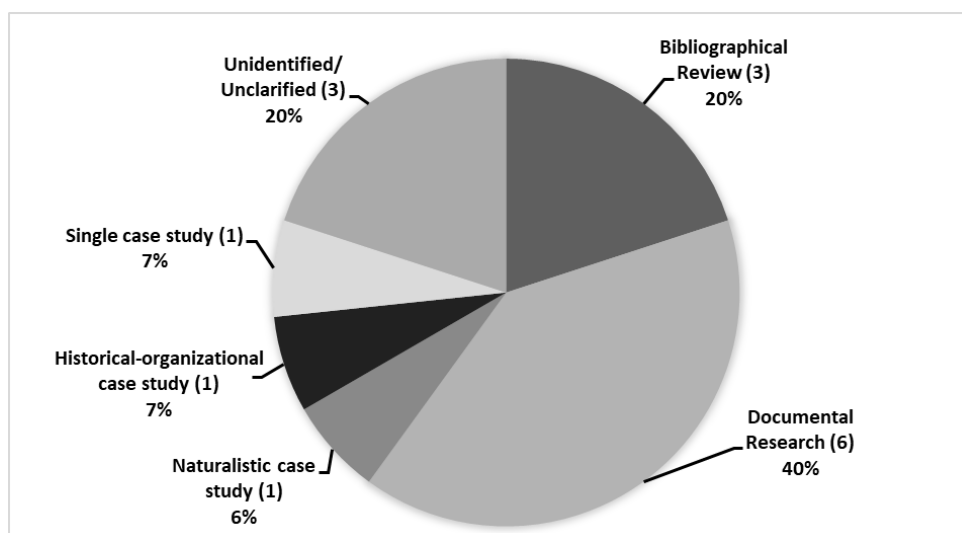
with the understanding of exercise and teacher training in the area of nursing in the country. However, a 1994 study, that is, more than two decades, in which it may be used as a means of reflexive contribution, and of comparison with advances in research since that time. From this, it was perceived the need to perform a time cut, that is, to use in this study the works produced in the last ten years. Based on this time clipping, two more dissertation studies were excluded, namely: "*The making of the nurse-doctor: action and commitment*" (BLOIS, 2001) and "*Teachers' knowledge of a nursing degree course and the implications of public health and education policies*" (RIEGEL, 2008).

Thus, after these analyses and the exclusion of these five papers, 15 scientific productions became part of the *corpus* of this research, being 11 dissertations and 4 theses.

Observing and analyzing the methodological paths of the studies, it was possible to identify three aspects that are pertinent in any research and/or academic work, which become basic and organizing elements in this study, being these: *Research approaches; Types of research and Instruments used for data collection*.

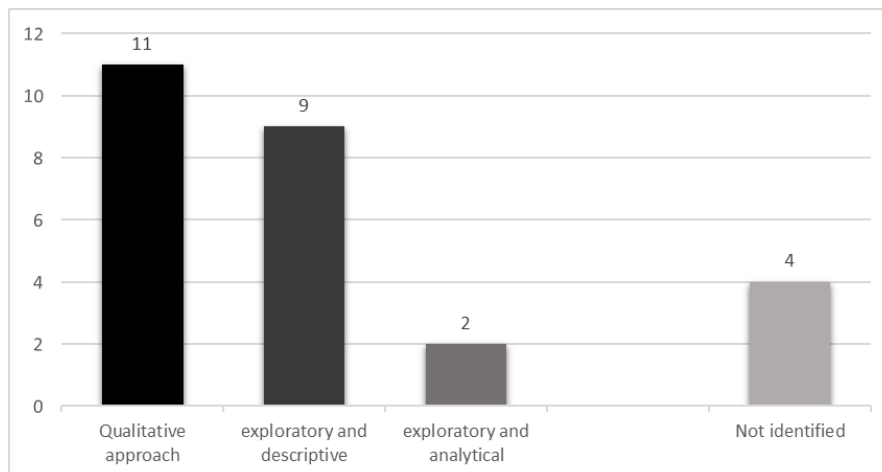
As for the *Types of research*, it became clear that most studies were based on *documental research and bibliographical review*. Case studies also appeared as forms of approaches. In some, it was not possible to identify or clarify which type of research was used in the study.

Chart 01. Types of researches approached in the survey of the works of this State of the Art, Mossoró-RN, 2020.



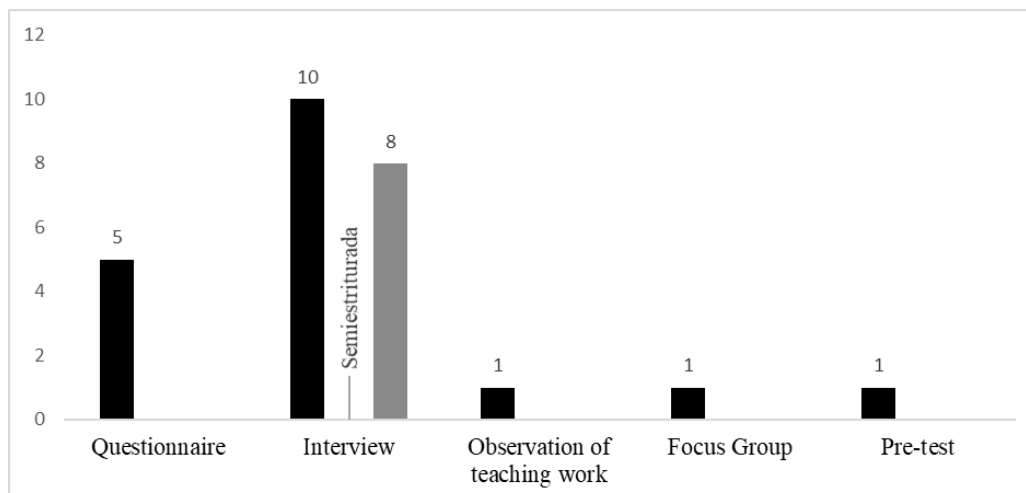
Source: data from the author (2020).

In relation to the *Research Approaches*, most of the works dealt with the *qualitative approach*, realizing that none of them focused on the quantitative issue, that is, the studies focused on the health and education perspectives are more linked and focused on exploring their formative qualities. As with some, it was not possible to identify or make clear what kind of research was addressed. These studies were still divided into two groups regarding the objective of the research: *exploratory and descriptive; exploratory and analytical*.

Chart 02. Research approaches of the works of this State of the Art, Mossoró-RN, 2020.

Source: data from the author (2020).

In the *instruments used for data collection*, it was even evident in a quantitative way that more than one instrument was used in the researches, as well as the *semi-structured interview* is one of the tools most approached by the researchers. Next, the *questionnaire* is pointed out; the observation of the teaching work and the focus group also appear. And it also had a work that used the *pre-test*, that is, it made a collection before the final collection, in order to know if the instrument was adequate to be used for that approach, as well as for that type of research.

Chart 03. Instruments used for data collection in the works analyzed in this State of the Art, Mossoró-RN, 2020.

Source: data from the author (2020).

From the interpretation of the above graphs, it was identified that not all works clearly described these three aspects of the methodological path, making it difficult to understand them, pointing to the reflections that arose from the possible weaknesses in terms of the methodological process of the research analyzed in this State of the Art.

The general elements of identification of these dissertations and theses can be observed in the table below - organized in the chronological order of the year of publication:

Table 03. General list of the corpus of this State of the Art, according to author and year of publication, title, type of work and objective, Mossoró-RN, 2020.

AUTHOR / YEAR OF PUBLICATION	TITLE	TYPE OF WORK	OBJECTIVE
ALENCAR, Florice Albuquerque / 2010	The training of the graduate in nursing in the state of Pará: the curricular perspectives in the period 1977 to 2006.	DISSERTATION	Identify the prescriptions that have been adopted throughout the course of Nursing at UFPA
SCHREEN, Rosana Stopiglia / 2011	Pedagogical training in the performance of the nursing teacher	DISSERTATION	To investigate the perceptions of teaching nurses who work in the various disciplines of the Nursing undergraduate course.
VALENÇA, Cecilia Nogueira / 2013	Analysis of the theoretical and structural milestones of the nursing undergraduate curriculum of Rio Grande do Norte	THESIS	Analyze the theoretical and structural milestones of the nursing undergraduate curriculum of public universities in the state of Rio Grande do Norte.
VAZ, Debora Rodrigues / 2013	Reflective pedagogical practice of nursing students_ the portfolio as an instrument	DISSERTATION	Analyze, in terms of levels of reflection, the narratives related to the pedagogical practice experienced during the supervised curricular internship reported in the portfolios of nursing graduates.
DUTRA, Paula Oliveira / 2014	The social representations about what it is like to be a teacher for the teaching nurse in higher education.	DISSERTATION	To know the Social Representations (RS) about what it is to be a teacher for the nurse who became a teacher in Higher Education.
SILVA, Silvana Sabino de Oliveira / 2015	University teaching from the perspective of the Professor Nurse	DISSERTATION	To understand, from the perception of the surveyed nurses, how they became teachers.
OLIVEIRA, Vânia Aparecida da Costa / 2016	Nursing curriculum of the Federal University of Minas Gerais (EEUFMG): perspective of teachers and students	THESIS	To understand the realization of the principles of completeness, interdisciplinarity, theoretical-practical articulation and teaching-to-service articulation in the curriculum of the Nursing course of the Federal University of Minas Gerais (EEUFMG).
FERNANDES, Carla Natalina da Silva / 2016	Professional identity in higher education teaching: paths of constitution in nursing	THESIS	To investigate the process of construction of teaching identity of teachers who work in undergraduate nursing courses in public institutions and municipal foundations of higher education in the state of Goiás.
ANCIOTO, Aline de Paiva Morales / 2017	The didactic-pedagogical bases in the context of the training of Degree courses of UNIOESTE Campus of	DISSERTATION	To identify the senses that they assume, considering beyond the subjects themselves, their histories and social contexts in which they are inserted as

	Cascavel - PR		teachers, which gives them a place of authority.
AGNELLI, Jefferson Cesar Moretti / 2017	Nurse's teaching constitution - the state of the art of Brazilian productions.	DISSERTATION	Understand the Nurse's Teaching Constitution based on Brazilian productions.
BORBA, Kátia Pereira de / 2017	Teacher professional development: a study with university nursing professors	THESIS	Analyze the professional development of university professors and nurses working in a public university.
SANTOS, Gleidson Monteiro dos / 2018	Teaching in higher education in nursing: what do teaching nurses from a private institution say	DISSERTATION	To investigate how teachers, the nurses who teach in higher education in health are constituted.
SPESSOTO, Márcia Maria Ribeiro Lopes / 2018	Degree in nursing: An analysis of the implementation process in state public universities	DISSERTATION	To analyze the implementation process of the Nursing Degree in public state universities in Brazil, based on the National Curricular Guidelines for Nursing Degree and Teacher Training Courses, 2001 and 2002, respectively.
NEVES, Joice Claret / 2018	Pedagogical practice of nursing teachers of a public higher education institution in Manaus - AM	DISSERTATION	To know the pedagogical practice of the teachers' nurses in a Nursing Course of a public IES of Manaus - AM.
GOMES, Maria de Araujo Soares / 2019	Trajectories of nurses and teaching experiences at State University of Tocantins - UNITINS, Polo de Augustinópolis -TO	DISSERTATION	Analyze how the teaching nurses have been building their trajectories and teaching experiences at the State University of Tocantins - UNITINS, Polo de Augustinópolis.

Source: data from the author (2020).

For a better understanding of the work, an analysis of the approaches to teacher training that have been observed in the studies will be presented in the following session. The aim was to systematize from the descriptors, i.e., categories that aggregate each of the works, but similarities between them were perceived, which would make this delimitation difficult, and so we opted for an analysis in which we intertwined the comprehensions and reflections on the meanings approached and produced in the studies on nursing teaching.

Approaches Involving the Formative Processes of the Nurse-Teacher

According to surveys conducted by Agnelli (2017) at the time of the study, there were only 11 nursing degree courses offered concomitantly with the Bachelor's degree. Even in the present State of the Art, some works were identified that reported to this reality.

Vaz (2013), when dealing with the training of the graduate in Nursing, reports on the relevance of the supervised internship in the training of future teachers in this area. Thus, it proposes that the portfolios can be configured as a formative strategy, by stimulating reflections on their practice in the classroom.

Alencar (2010) notes that, from the historical point of view, in the period 1977 to 2006, the degree course in Nursing had been valued, including its offer being one of the characteristics of some institutions, such as the Federal University of Paraná - UFPA, standing out, among other reasons, the concern expressed in its curriculum to train teachers in this area.

About the concomitant offer of the Nursing course, in the modalities of Bachelor and Degree, Spessoto (2018), from the results of his study, showed that this association was historically built, from the perspective of the educator nurse, who works in different educational spaces formal and informal, developing educational activities directed to individuals and groups, in addition to permanent education with the nursing team.

In the meantime, Ancieto (2017) points out the need to rethink the organization of nursing degree courses, as well as to know how pedagogical training is being addressed in these courses. In this way, it proposes the development of actions aimed at a more articulated formation, based on the multiplicity of teaching knowledge, thus overcoming concepts and secular curricular structures rooted in fragmented disciplines, without dialogue and transversality.

On this issue, Spessoto (2018) observed that the teacher training policy did not take into account the context of the insertion of the Nursing Degree courses, disregarding the particularities in the training of teachers for the teaching of nursing auxiliaries and technicians, as well as at a higher level, as well as the reinterpretations that micro implementers need to make of education and health training policies. In this sense, the need to maintain the associated offer of the Bachelor's Degree and the Bachelor's Degree in Nursing is highlighted. It considers that it is necessary to emphasize the concern of educational managers regarding the association and the contemplation of the guidelines for teacher training, as well as the guidelines for nurse training.

However, most of the nurses who enter the teaching profession did not have an initial pedagogical training, since most of the Nursing courses are offered only in the form of a Bachelor's Degree (AGNELLI, 2017; DUTRA, 2014; GOMES, 2019; SANTOS, 2018; SCHREEN, 2011).

Fernandes (2016) considers, based on the testimonial of the participants of the research, that the entrance to teaching for the majority was due to the need to work to maintain themselves financially, or as an opportunity to complement the income, or even in the belief of a divine determination to be a teacher, while only three participants planned to enter the career. These motivations sometimes make it difficult to perceive the relevance of pedagogical training by nursing teachers themselves.

Dutra (2014) also emphasizes that one of the great obstacles for the nurse to recognize the need to appropriate pedagogical knowledge lies in the dissemination of the maxim "know how to do, know how to teach" in Nursing teaching. Or, as Agnelli (2017, p. 90) points out, in other words: the idea that "it is enough to be a nurse to be a teacher of Nursing" prevails. In other words, it is based on the premise that if the subject is a good nurse, he will also be a good teacher, who has mastery of the knowledge of the process of teaching and learning.

However, it should not be forgotten that, in the training of bachelor nurses, there is no preparation for teaching; therefore, didactic-pedagogical knowledge does not become a requirement and the gaps arising from the deficits of this knowledge are evident at a time when these professionals need to insert themselves into the reality of the classroom and find it difficult to plan the class, perform evaluation processes, relate with students, among other aspects (AGNELLI, 2017; DUTRA, 2014; SANTOS, 2018).

However, from another perspective, even if still incipient, some research indicates that teaching nurses have been realizing the need to be pedagogically qualified for teaching (AGNELLI, 2017; BORBA, 2017; DUTRA, 2014; FERNANDES, 2016; NEVES, 2018; SCHREEN, 2011).

In this sense, Gomes (2019) found, from the interviewees' speech, that their experiences as scholars were responsible for motivating them to enter postgraduate programs *stricto* and *lato sensu*. In this field, everyone understands that, in a similar way, there is a need for qualification for a good educational practice; that is why they bet on a continued didactic-pedagogical training, emphasizing the various learnings with the teaching practice, especially that of "learning to be a teacher".

Silva (2015), in turn, pointed out as being preponderant factors in the process of the nurse become a teacher: the experiential knowledge; theoretical/practical knowledge in Nursing; theoretical/practical knowledge in Education and the formation of the teaching identity in the exercise of the two activities: being a nurse and being a teacher.

Schreen (2011) focuses on the need to value professional experiences in teaching and care, both in the initial and continuing pedagogical formation of the teaching nurse. It also refers to the importance of this teaching nurse to be motivated to overcome the knowledge acquired in theory and in the acquisition of skills, also considering the experiences and pedagogical knowledge built in the classroom, as well as from the relationship established between teacher and student.

Agnelli (2017) exposes the criticism that the programs are concerned with making teachers more and more researchers, in counterpoint the teacher training is restricted to a discipline or a practice in teaching internship. He therefore points out that graduate programs can contribute to the process of teacher education.

For Borba (2017), nursing professors understand DPD as an element that encompasses the teaching career and that has a positive and negative influence on the teaching of undergraduate nursing and point to the need to have evaluation indicators at the university that encourage teacher training in the area of teaching.

In this respect, Neves (2018) disagrees that, during the course of teaching practices, teaching nurses became more facilitators of learning, moving from a vertical relationship to a horizontal relationship with students, adopting the teaching exercise based on action-

reflection-action, teaching based on professional skills and prior knowledge of students. However, one of the factors pointed out as limiting pedagogical practice is the deficit in relation to pedagogical knowledge and, in counterpoint, what contributes to these changes in teaching practice refers to continuing education, which involves postgraduate courses, learning from peers, participation and encouragement of management in teacher education and use of technological innovations in the teaching and learning process.

For Neves (2018), one of the ways to intervene in teacher training in the area of Nursing is to rethink the curriculum from a more integrative perspective, overcoming the dichotomy between theory and practice and the sharing/fragmentation of disciplines, in addition to adopting the National Curricular Guidelines - DCN as a parameter for training and changes in the pedagogical approach. However, Borba (2017) focuses that the curriculum of the Nursing course is an element of questioning and divergence among teachers, so there is a need for training and sharing of discussions about its development.

In the wake, Dutra (2014) suggests the need for curricular discussion, reporting even for its historical repercussion of change, both for the formation of the nurse and for the assistant part, as well as for the teaching. From this understanding, it reflects that these discussions about the curriculum can turn to the relevance of the pedagogical dimension, i.e., formative spaces that enable the formation of the teacher, especially focusing on the insertion of students in daily life, and evaluation of skills to deal with the problems, an aspect mentioned by respondents as important for teacher training.

Valença (2013), when studying the theoretical and structural frameworks of the Nursing curricula of public universities in the state of Rio Grande do Norte, identified, from the cartographic analysis, that the curricula of UERN and UFRN, motivated by the proposals of the National Curricular Guidelines - DCN, advanced from a training centered on the biologists' model, with a Flexnerian orientation, to teaching capable of articulating health with social, political and cultural issues. There is, therefore, an explicit intention to train nurses focused on the care/follow-up of the Unified Health System (SUS) and a search to elaborate innovative pedagogical projects according to the national curricular guidelines for the nursing area. Difficulties are pointed out about a more effective articulation between theory and practice, which is what the updates and changes of PPC of the courses are proposed.

Oliveira (2016), when analyzing the Nursing course of the Federal University of Minas Gerais (EEUFMG), also reports to the study of the curriculum, but from another perspective: that of understanding the effectiveness of the principles of completeness, interdisciplinarity, theoretical-practical articulation and teaching- service. The research pointed out that the lack of integration between disciplines persists; fragmentation between the basic cycle and the professional cycle; weaknesses in the proposition of interdisciplinarity as a strategy to break the boundaries established between disciplines, knowledges and subjects; maintenance of the traditional logic of teaching in which theory precedes practice; thus reaffirming the thought that knowledge precedes doing and the understanding that knowledge is built in a progressive and linear way.

These findings, thought in the light of Bernstein's theory, enabled the author to consider that the curriculum, as an official political document of the EEUFMG, goes through processes of recontextualization that modify the original proposal. Thus, it presents a strong classification and a strong framework. Therefore, it is closer to the curriculum of the collection code type. It argues, therefore, that it is necessary to invest more in the curriculum structure to enable the implementation of these principles throughout the process (OLIVEIRA, 2016).

Final Considerations

Given the assumptions presented in this State of the Art, focusing on the dissertations and thesis on the training of nurse-teachers, it was possible to see that there are still few research paths, little explored, with regard to training for teaching exercise, since the baccalaureate courses predominate, which do not present as a focus these didactic-pedagogical knowledges.

When dealing specifically with the reality of bachelors in Nursing who undertake teaching, it was realized that the researches analyzed still point, even if in a timid and subtle way, the "concern" about the teaching formation. For taking the reflection of the existence of specific knowledge, of which need to be appropriated, so that the process of teaching and learning can be mediated with the theoretical-methodological-epistemological subsidies of the field of Education. This pedagogical training for the bachelors in Nursing who teach has been pointed out as continuous training, i.e., that occurs in the work context itself, with peers, in courses and in the Graduate School itself *stricto sensu*.

However, it is pertinent to point out that, in the Brazilian universe, there are 9 Nursing Degree courses, which are active. In this sense, five works that integrate the corpus of this investigation are related to the formation of graduates in Nursing. The discussion, in turn, presents itself more to the historical perspective, analyzing the trajectory and the purpose of these courses, they also turn to the role of the supervised internship as a privileged space of teaching formation, as well as they focus on the need to rethink how this pedagogical formation has been occurring, with particularities directed to the curriculum.

The curricular discussion, in the studies, shows that, in its majority, in a brief way, they report more for the historical repercussion of the changes, of the advances, of the transformations for the formation of the nurse, as much for the assistencialist part as for the teaching; this second dimension worked in a less intensive way.

It is also pertinent to highlight that only five works are reported for the curriculum, in the sense of pointing out that, in order to occur transformations in the formation in Nursing, it is essential that the curricular proposals are rethought. For this, one of the works intends to analyze the characteristics and challenges; another one turns to the study of the accomplishment of certain principles: integrality, interdisciplinarity, theoretical-practical

articulation and teaching-service articulation; another one focuses on the historical perspective of the curriculum, in the formation of the nurse, as much for the assistance as for the teaching. Two works are concerned with discussing the Nursing curriculum, pointing out its limits, one of which refers to pedagogical knowledge.

It appears, therefore, that there are still topics that are little addressed, discussed, silenced in research in relation to the pedagogical training of nurses' teachers, particularly with regard to discussions of curriculum, since they are still discrete, and do not point to the understanding of the curriculum, even more focused on a perspective that involves post-structuralism. That is, as a hybrid process, which is imbued in the experiences, in the relations of disputes and power, which can be discursive, developing and exploring the existence of possible knowledge. In this way, there is a constant debate in relation to the formative processes, which influences the production and resignification in relation to language, the subject and the curriculum for nursing.

Thus, the theoretical frameworks that support the senses and meanings in teaching for the nurse-teacher may be hidden in the relationships and constancies of the formative construction and production. Thus, they need to be unveiled in research and studies that further emphasize these perspectives, so that they can enhance or allow the understanding of the paths or paths of training of nurses for teaching.

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