

## The nursing political pedagogic project and the Brazilian Health System: a vision of students

This research aimed to analyze, in the view of students, the pedagogic project of undergraduate nursing course of the Rio Grande do Norte State Federal University (UFRN), and its articulation with the Brazilian Health System (SUS), in an attempt to understand the issues that permeate the teaching and learning of nursing. It was a qualitative study that used the focus group technique as a tool to collect empirical data. There were three meetings, with the collaboration of 23 graduating students from the eighth period of the first semester of 2009. For the analysis of information, it was used a theoretical framework based on curriculum guidelines and basic principles of the SUS, making the analogy of the results with the metaphor of Greek mythology, Ariadne's thread, in dialogue with authors who discuss education as a transformative practice.

The texture of the yarn was built of five thematic fields: joint the pedagogic project with the SUS; the teaching/service and theory/practice relation; interdisciplinarity or transdisciplinarity; didactic/methodological and relational approaches; and co-participation of students in the pedagogic project.

According to the results, we find many difficulties in the teaching and learning process of undergraduate nursing in UFRN to strengthen the SUS, including: dislocation of educational institutions with services, professionals, managers and community; dichotomy between theory and practice; reality of services as a learning field and working process in health; posture adopted by professionals, teachers and other subjects included in the process of health education; decontextualization and fragmentation of teaching with the practice in health and nursing; excessive use of very illustrative methodologies, but little problem-solving; difficult and precarious situation in the relations between teachers and between teachers/students, regarding the acceptance of differences; absence of participation of students in

the evaluation process and conduct of the educational project in progress.

In this sense, we understand the need an auto-reflexive act of teaching and conducting collective pedagogical course with a view to achieving the SUS. It is necessary to support practices motivated by the polyphonic dialogue and the exercise of symbiosis and autopoiesis of subjects/actors jointly responsible for the ongoing process of learning for life.

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Dissertação (Mestrado), 2009

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*Keywords:* Nursing. Brazilian Health System. Curriculum. Students.

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