

## TEACHING HOSPITAL MANAGEMENT DURING THE UNDERGRADUATE NURSING COURSE

Igor Donizete Fernandes<sup>1</sup>, Haiany Cruz dos Santos<sup>1</sup>, Fabiano da Silva Feitosa<sup>1</sup>, Anayque Taihara de Oliveira Ribeiro<sup>1</sup>, Taíse Jordão Zanzarini<sup>2</sup>, Jussara Britto Batista Gonçalves<sup>3</sup>, Elena Carla Batista Mendes<sup>4</sup> and Rogério Rodrigo Ramos<sup>5,6\*</sup>

<sup>1</sup>Nursing students, University Center of Santa Fé do Sul (UNIFUNEC), Santa Fé do Sul, São Paulo, Brazil.

<sup>2</sup>Medicine Coordinator, UNIFUNEC, Santa Fé do Sul, São Paulo, Brazil.

<sup>3</sup>Master Professor of the Nursing Course, UNIFUNEC, Santa Fé do Sul, São Paulo, Brazil.

<sup>4</sup>Nursing Coordinator, UNIFUNEC, Santa Fé do Sul, São Paulo, Brazil.

<sup>5</sup>PhD Professor of the Nursing and Medicine Course, UNIFUNEC, Santa Fé do Sul, São Paulo, Brazil.

<sup>6</sup>Health Science Department, Brasil University, Fernandópolis, São Paulo, Brazil.

\*Corresponding author:

e-mail address: rogerio.enfer@gmail.com tel. +55 17 3465 4200

### Abstract

*Learning takes place in the interaction between people through the teaching process, from which the academic community appropriates socially established knowledge. In nursing, teaching education is essential for nursing education, and the role of the teacher in this aspect is fundamental for teaching-learning. Identify the students' expectations in relation to the discipline of hospital management, as well as the gaps found in the methodologies applied in the teaching process. The field research used a questionnaire structured by the researchers. 31 students from the last year of nursing participated in the research. The study was approved by the Research Ethics Committee of Unifunec. The data were analyzed in the Microsoft Office Excel and Microsoft Office Word programs. Of the 31 students interviewed, 55% (17) had a basic notion of how to identify the functions of the nurse manager, 16% (5) could not identify, 16% (5) knew how to identify with some difficulty, 13% (4) easily identified. Regarding the methodologies applied, technological advances were monitored, 51% (16) considered that partially, 39% (12) considered yes, 10% (3) considered no. It was identified that the discipline of hospital management generates many expectations in the students and, at the same time, point out gaps in the construction of this knowledge. Further research is suggested to find alternatives that allow the proximity of reality to learning and in the preparation of nurses to deal with managerial functions.*

**Keywords:** Teaching; Students, Nursing; Education, Nursing; Nursing management.

## **1. Introduction**

Knowledge and learning occur in the interaction between the human being and teaching, acquiring knowledge already constituted socially. It is not only a cumulative process of bringing isolated things together, but the combination of a network of complex and dynamic interactions between teachers and students, aiming at the development of knowledge. The effective direction of the teaching and learning process depends on the systematic work of the teacher, through the choice of teaching methods and didactic strategies appropriate to the learning content<sup>[1]</sup>.

Based on the premise that the teaching of Management in Hospital Nursing (MHN), the role of the qualified teacher is important for the training of nurses with perception, a practice that aims at integrality and cooperation between areas and specificities common to the undergraduate/training process<sup>[2]</sup>. It is necessary to consider that this can lead to an increase in the soundness of the practice of care nurses.

To change the view of care nurses in a hospital environment, it is necessary to integrate from the first year of graduation, encouraging the student to develop skills and managerial skills, seeking to transform him into a critical and reflective subject in his practice<sup>[3]</sup>. Thus, the importance of stimulating the exercise of leadership during and after graduation is highlighted. In addition, the involvement of teachers and managers can contribute to strengthening leadership and relational competence in the hospital environment<sup>[4]</sup>.

The study was based on the following problem: are nursing students really prepared for the management processes that will be required in the profession? Thus, the objective of the research sought to identify the expectations of the students of the last year in relation to the discipline of nursing management and, thus, to present the difficulties that the students encountered in the learning process and in the discussions about the methodologies of the MHN.

## **2. Methodology**

The study is a quantitative, descriptive and exploratory field research. Thirty-one students from the last year of the nursing course at the University Center of Santa Fe do Sul participated. As a data collection instrument, a structured form with 3 questions was applied to participants in a single moment.

Students from the last year of nursing who agreed to participate in the research were included in the study by signing the Informed Consent Form. Those who did not agree to sign the Informed Consent, under 18 years of age and those who did not attend the data collection period were excluded.

This study was approved by the institutional Ethics Committee of the University Center of Santa Fé do Sul, state of São Paulo, Brazil (Protocol 4769252 of June 11, 2021). All research volunteers signed their informed consent for participating in the study.

The research faithfully followed the recommendations of NHC Resolution 466/12 involving research with humans. The data were obtained by applying a closed question form and delivered directly to the research participant, so that only quantifiable data were used as a result.

The data were analyzed in the Microsoft Office Excel and Microsoft Word programs. The statistical method used for data analysis was the percentage organized in tables and graphs with relative and absolute values.

### 3. Results and Discussion

During the Undergraduate Nursing course, there should be motivation in the teacher-student interrelationship, because from this interaction that arouses in the student interest and curiosity about the role of the nurse-manager<sup>[5]</sup>.

When asked about the knowledge of the functions of the nurse manager, of the 31 students interviewed, 54.84% (17) had a basic notion of how to identify the functions of the nurse manager, 16.13% (5) could not identify, 16.13% (5) knew how to identify with some difficulty, 12.90% (4) could easily identify (Table 1). These data (55.16%) are presumed to lack of clarification about nursing actions, aiming only at the nursing care actions until the last year, leaving aside management actions and, thus, awakening the minimum awareness of these students.

**Table 1.** Identification of the functions of nurse manager related to the discipline of hospital management, Santa Fé do Sul, 2021.

| Identifier                             | n <sup>1</sup> | %           |
|--|----------------|-------------|
| They didn't know how to identify       | 5              | 16,13%      |
| Identify with some difficulty          | 5              | 16,13%      |
| Have a basic notion of how to identify | 17             | 54,84%      |
| Easily identified                      | 4              | 12,90%      |
| <b>TOTAL</b>                           | <b>31</b>      | <b>100%</b> |

<sup>1</sup>Number of total participants. **Source:** Authors themselves.

Regarding the methodologies "innovative technologies" applied in the classroom, there was a certain divergence in the answers, in which 74.19% (23) partially considered the use, 25.81% (8) answered that yes and 0% (0) did not consider the use of innovative technologies (Table 2). It is understood the need for new teaching approaches that accompany technological changes. In this context, nursing education institutions should invest in the use of active methodologies, diversifying the teaching forms of the MHN<sup>[6]</sup>, as an example: problem-based learning (PBL) and team-based learning (TBL).

Tenório *et al.*<sup>[7]</sup> report that it is important to use tools that arouse interest in planning by improving interpersonal relationships of leadership attitudes, decision-making and creativity.

When considering the active methodology, it is important to highlight that this method has the potential to arouse the curiosity of students, making them look for new elements not contemplated in the classes. As soon as they are accepted, analyzed and valued, stimulating the feeling of engagement and autonomy in studies<sup>[8]</sup>.

**Table 2.** Students' opinion on the use of innovative technologies in the classroom.

| Identifier   | n <sup>1</sup> | %           |
|--------------|----------------|-------------|
| Yes          | 8              | 25,81%      |
| Partially    | 23             | 74,19%      |
| No           | 0              | 0%          |
| <b>TOTAL</b> | <b>31</b>      | <b>100%</b> |

<sup>1</sup>Number of total participants. **Source:** Authors themselves.

In Table 3, when asked about the preparation for work developing management actions, 48.39% (15) answered no, and 51.61% (16) answered yes, a significant result, due to more than 50% who answered that they can act in management.

Management is an essential and predominant activity in the work of nurses, so it is essential that nurses are aware of the functions of being a manager and the responsibilities of management to perform the function effectively<sup>[9]</sup>. It should be noted that from a broad knowledge about management, it is possible to develop actions with great resourcefulness, allowing to deal with all the problems encountered.

**Table 3.** Preparation to work in units and develop management actions, Santa Fé do Sul, 2021.

| Identifier   | n <sup>1</sup> | %           |
|--------------|----------------|-------------|
| Yes          | 15             | 48,39%      |
| No           | 16             | 51,61%      |
| <b>TOTAL</b> | <b>31</b>      | <b>100%</b> |

<sup>1</sup>Number of total participants. **Source:** Authors themselves.

#### 4. Conclusion

This study made it possible to identify that nursing students before MHN classes had minimum expectations about the functions of a nurse manager. It is also noticed that the methodology has not progressively followed technological advances, resulting in difficulties in the execution of the actions of a nurse manager with quality and innovation in internships and unpreparedness to act in the labor market. However, more research is suggested to find alternatives that allow the proximity of reality to learning and in the preparation of nurses to deal with managerial functions.

#### CONFLICT OF INTEREST

The authors declare no conflict of interest, financial or otherwise.

## **ACKNOWLEDGEMENTS**

We would like to thank the support of University Center of Santa Fé do Sul, Santa Fé do Sul, São Paulo, Brazil.

## **References**

- [1] Santos JLG, Souza CSBN, Tourinho FSV *et al.* Didactic strategies in the teaching-learning process of nursing management. *Texto Contexto Enferm.* 2018; 27(2): e1980016. <http://dx.doi.org/10.1590/0104-070720180001980016>
- [2] Santos PR, Silva SV, Rigo DFH, *et al.* Management teaching and its implications to nurses formation: a professors perspectives. *Cienc Cuid Saude.* 2017; 16(1): 1-8. <http://dx.doi.org/10.4025/ciencucuidsaude.v16i1.33381>
- [3] Caveião C, Hey AP, Montezeli JH. Administração em enfermagem: um olhar na perspectiva do pensamento complexo. *Rev Enferm UFSM.* 2013; 3(1); 79-85. <http://dx.doi.org/10.5902/2179769271176>
- [4] Amestoy SC, Trindade LL, Silva GTR, *et al.* Leadership in nursing: from teaching to practice in a hospital environment. *Esc Anna Nery.* 2017; 21(4): e20160276. <https://doi.org/10.1590/2177-9465-EAN-2016-0276>
- [5] Andrade LDF, Souza SO, Medeiros HA, *et al.* Avaliação das disciplinas que desenvolvem o tema gestão em serviços de saúde e enfermagem. *Cienc Cuid Saude.* 2016; 15(2): 275-281. <https://dx.doi.org/10.4025/ciencucuidsaude.v15i2.28247>
- [6] Dellaroza MSG, Tada CN, Haddad MCL, Vannuchi MTO, Maziero VG. O ensino de gerência em enfermagem na graduação: uma revisão integrativa. *Semina: Ciências Biológicas e da Saúde.* 2015; 36(1): 149-158. <http://dx.doi.org/10.5433/1679-0367.2015v36n1Suplp149>
- [7] Tenório HAA, Souza IB, Gomes Junior EL, *et al.* Nursing management and administration: perspectives of student performance. *Rev Enferm UFPE on line.* 2019; 13: e240535. <https://doi.org/10.5205/1981-8963.2019.240535>
- [8] Berbel NAN. As metodologias ativas e a promoção da autonomia de estudantes. *Semina: Ciências Biológicas e da Saúde.* 2011; 32(1): 25-40. <https://doi.org/10.5433/1679-0359.2011v32n1p25>
- [9] Berghetti L, Franciscatto LHG, Getelina CO. Nursing training about management: obstacles and perspectives. *Revista de Enfermagem do Centro Oeste Mineiro.* 2019; 9: e2820. <https://doi.org/10.19175/recom.v19i0.2820>