

THE CONTEXT AND IMPLICATIONS OF COLLEGIATE DECISIONS IN NURSING EDUCATION O CONTEXTO E AS IMPLICAÇÕES DAS DECISÕES COLEGIADAS PARA A FORMAÇÃO DO ENFERMEIRO CONTEXTO E IMPLICACIONES DE LAS DECISIONES COLEGIADAS EN LA FORMACION DEL ENFERMERO

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ABSTRACT

Objective: To understand the context and implications of collegiate decisions on nursing education. **Method:** Grounded Theory in a public institution of higher education in Southern Brazil from January to June 2012. Interviews were conducted with 30 participants. **Results:** Two categories had appeared from the analysis, thus contextualizing in what plural and diverse scenery collegiate decisions and teaching practice take place. The implications they presented to an academic scenery were then verified. **Conclusion:** This context is marked by diversity and complementarity of opposites that are interchanged and discussed; decisions imply nurses' formation processes. It is also clear how important is to monitor intern and extern changes on university management, keeping an eye on social commitment, solidarity, dialogue, democracy, decisions, and shared actions, as well as conflicts, debates, contradictory uncertainties, masteries, both ambiguity and complementarity of opposites, without reducing, isolating or fragmenting.

Keywords: Nursing Education; Education, Higher; Deliberations.

RESUMO

Objetivo: compreender o contexto e as implicações das decisões colegiadas para a formação do enfermeiro. **Método:** teoria fundamentada nos dados, no período de janeiro a junho de 2012, em uma instituição pública de ensino superior no Sul do Brasil. Foram entrevistados 30 participantes. **Resultados:** a partir da análise emergiram duas categorias: contextualizando o cenário plural e diverso em que ocorrem as deliberações colegiadas e a atuação docente no colegiado do curso de Enfermagem: implicações no cenário acadêmico. **Conclusão:** concluiu-se que o contexto é marcado pela diversidade e complementaridade de oposições que são negociadas e dialogadas e como as decisões implicam o processo de formação do enfermeiro. Ainda, torna-se importante acompanhar as mudanças internas e externas ao cenário da gestão universitária, contemplando o compromisso social, a solidariedade, o diálogo, a democracia, as decisões e ações compartilhadas, assim como o conflito, o debate, o contraditório, a incerteza, o domínio, a ambigüidade e a complementaridade de opostos, sem reduzir, isolar ou fragmentar.

Palavras-chave: Educação em Enfermagem; Educação Superior; Deliberações.

RESUMEN

Objetivo: este estudio tuvo como objetivo comprender el contexto y las implicaciones de las decisiones conjuntas para la formación del enfermero. **Método:** teoría en base a datos recogidos en entrevistas a 30 participadas entre enero y junio de 2012 en una institución pública de educación superior del sur de Brasil. **Resultados:** del análisis se extraen dos categorías: contextualizar el escenario en el que se producen las decisiones colegiadas y práctica docente en el curso de enfermería de la universidad: implicaciones en el entorno académico. **Conclusión:** se llega a la conclusión que el contexto está marcado por la diversidad, la pluralidad y la complementariedad de los opuestos que se negocian y dialogan y que dichas decisiones influyen en el proceso de formación. Sin embargo, es importante seguir los cambios internos y externos a la escena de la gestión universitaria, observar el compromiso social, la solidaridad, el diálogo, la democracia, las decisiones y acciones compartidas, así como el conflicto, el debate, lo contradictorio, la incertidumbre, el dominio, la ambigüedad y la complementariedad de los opuestos, sin reducir, aislar ni fragmentar.

Palabras clave: Educación en Enfermería; Educación Superior; Deliberaciones.

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INTRODUCTION

Ministry of Education and Culture (MEC) data covering higher education institutions and enrolled courses show that 598 nursing undergraduate programs, from public and private institutions, were registered as active in Brazil by 2010.¹ According to the Brazilian 2016 higher education census, 34,366 undergraduate programs were offered in 2,407 institutions for 8,052,254 enrolled students. Following statistics, the 197 universities in Brazil are equivalent to 8,2% from the total higher education institutions (HEIs) and concentrate 53,7% of undergraduate program enrollment.

Compared to 2015, that means a positive variation as low as 0,2%. Since then, almost 3 million students were accepted in undergraduate programs. From this total, 82,3% in private institutions. In 2016 the number of new students has grown to 2,2%, in contrast with the reduction noted in 2015, for distance education has increased by over 20% between these two years, while presencial education had a decrease of 3,7% on newcomers' numbers.²

We can then observe how, in the past couple of decades, nursing undergraduate programs path has suffered intense and cluttered expansion when it comes to the number of programs. Such news is seen as a consequence of current expansionist policies, which in their turn have ended up creating significant contrasts amongst different regions of the country.

At the same time, we watch an enhancement on the creation of new programs and new opportunities to reach higher education – that is, to the detriment of the actual scenery specific needs and demands. This is a big challenge the category will have to face.^{3,4}

On one hand, this HEI quantity growth may work for a democratization of higher education, expanding the supply of professionals that are qualified to respond population's needs. On the other hand, this same growth may be happening without tight connections to health policies, when we talk quality and quantity of professionals for the consolidation of the Unified Health System (hereby SUS).⁵

In this context, nurse professors can assist the creation of new educational policies with focus on formation and managing processes leading to better health habits. The management can be an instrument to strengthen and boost changes on the formative picture, with effective implications over its everyday life. When we think university management in public institutions, nurse professors can take over distinct positions, such as coordination of graduate or undergraduate programs, departments, and so on, with an eye on the development of a given institution.

Considering public education institutions, this model of collegiate management has entrenching itself as an "instrument" of administration, being thus considered as a strategic axe for deliberations with focus on the triad teaching, research

and extension. Collegiate organs are legitimized by collective participation, held by dialogue amongst peers.

Representatives seek to perform their collegiate roles by following norms, laws and regulation. This provides more security, sustainability, legitimacy, and consolidation of group decisions. In doing so, such decisions can be made in an intuitive way, taking into account personal experiences, prejudices, and values. What is more, they can have an effect on the institution and also bring positive or negative results to either collective or individual spheres.⁶

Over the past couple of decades, this model was getting stronger on universities scope by decentralization of power relations, participation, social inclusion, and shared decisions under the sight of democracy, respect, ethics, and citizenship. This is why knowing strong points and fragilities, challenges and changing needs on the management of all HEIs, will effectively help to push forward the quality of these processes, with its relations and decisions. An achievement whose echo will reach both intern and extern communities.

Relations and interactions amongst representatives in these collegiate organs are marked by the complexity, dynamism and plurality of its members. Therefore, decisions taken on those occasions may generate discussions and debates concerning a specific topic or demand to become part of the agenda. It is not always easy to face conflict of egos, disputes or individualism. Nevertheless, dialogue and solidarity can make relations and interactions take place in a healthy environment.⁷

In any case, researches about university management in Nursing are still rare. Hence, there is a need for expansion when it comes to studies regarding nurse performance on decision-making and general processes of university management. Reason why it is important to reveal what complexity encompasses professors' and students' performances on collegiate management of a nursing program.

Before this scenery, important questions come up: when we think formation of a nurse, what is the context and what are the implications surrounding collegiate decisions? This study has, as a goal, to give a thought to the place and implications of such decisions on a context of nursing formation.

METHOD

Guided by Grounded Theory⁸, we run a qualitative study on information collected from the nursing undergraduate program of a public university in Southern Brazil between February and June 2012. The selection of participants was intentional, matching the objective we proposed. The collection was settled by means of individual interview half-structured, with voice recording to register answers. Participants were professors, students, and staff with experience on this specific col-

legiate, which comprehends participation of coordinator professors (responsible for teaching, research and extension activities), undergraduate students and a secretary.

There were meetings every other week to dialogue and decide together about demands and needs from the undergraduate program, and all professors were nurses who took part on these meetings, which in their turn were autonomous and plural, thus promoting democracy and social participation.⁷ The professors in the collegiate were coordinators in the phases of this program; there was even a professor from the Pharmacy program, as well as one from the Biology program. Some of the attributions this collegiate has are to determine the program operation interval, administrate undergraduate certificate revalidation processes, build and evaluate classes teaching plans, and so on.

Accordingly, these participants were split in four sampling groups. The first had six active collegiate professors. Its guiding question was: what is the meaning of collegiate deliberations in a nursing undergraduate program? The next questions came from these first answers.

The Second group was composed by 11 participants, with two criteria: to have a managing/coordination position and to have deliberative-like experiences. The initial question for them was: what is the meaning of deliberations and collegiate experience in a nursing undergraduate program?

The third group was built by eight participants, with the following characteristics: being a professor who during this research was not actively taking part on the collegiate and being an integrant from another department. The debate opening question for this group was: what is the meaning of being represented on a collegiate?

After an analysis, a fourth sampling group was formed, with five students separated in experienced and non-experienced in collegiate. The guiding question then was: what is the meaning, under a student's perspective, of having a collegiate management model working?

The study was based on a paradigmatic model that intends to establish an explanative relation between categories and under categories, identifying them as phenomenon, context, casual conditions, participant conditions, strategies, and consequences.

Data collection and analysis were methodologically sustained by the following stages: open, axial and selective coding. The procedure preconized by Grounded Theory made possible an emergence of categories that, interrelated, came to support the phenomenon: "understanding the experience of complex relations and interactions when it comes to deliberations in nursing collegiate management – connecting divergences, convergences, dialogues, collectivities, and diversities". In this article, we present contextual conditions as well as consequences.

The participant sample size was defined by a theoretical saturation of data, which here means 30 interviews. In order

to ensure the anonymity, we employed the letters "GA, GB, GC", followed by a statement participation ordinal number (i.e.: GA1; GA2; GB3; GB4...), so we could preserve the identities. The development of this project was approved by the Committee of Ethics in Research with Human Beings, under the number 2285/11.

RESULTS

Now we present two categories related to context and consequences, under the titles "contextualizing the plural and diverse scenery of collegiate deliberations" and "professors' performances in a collegiate: implications over the academic scene".

CONTEXTUALIZING THE PLURAL AND DIVERSE SCENERY OF COLLEGIATE DELIBERATIONS

Participants have noticed that this collegiate is characterized as a heterogeneous environment in which relations and interactions amongst professionals and other participants take place. The process of negotiation demands then flexibility and abilities to attain dialogue-based and diversity-based deliberations. Democracy is an important part to reach negotiation processes focused on plural participation and interaction.

We work in disagreement. I understand groups as heterogeneous things; that is a part of diversity. It exists even when you think you absolutely agree with someone. To unify means two; if you are about to get together you need more than one person, at least one plus one. That is how I see diversity. The biggest challenge, especially when we work with other people, other groups, just like the way it works on a university, is to negotiate. (GC19)

Negotiate is the most difficult part. That is the hardest thing, but we need a democratic environment; some situations are not always easy to bring to a term. (GB12)

In this collegiate, participants' testimonies have suggested that working with diversity means passing through both easy and tough moments. They understand that deliberating implies comes and goes, what may result on solid changes – individual and group. However, in management, flexibility and team skills are concrete necessities:

I do not say it is easier or harder. I understand you will have ups and downs, but I also consider it stronger, supported, solid when things are collectively discussed and deliberated. Even though that means even more comes

and goes, setbacks, and also coming around things already discussed. Those processes mean collectives themselves change, just like everyone has individual changes. The collective changes for people. (GC14)

Working with such diversity is to live with it. You have got to have a certain flexibility in management, I believe. I think when you are administrating your service you have to understand this as a part of everything. It is necessary to have ability with interpersonal relations. (GC16)

Those statements made us realize it is from various points of view that answers for this collegiate agenda are built; it is in a communion of opinions that they attain deliberations. That is well exemplified in this next testimony:

Each person will have his own ideas about a problem. You bring it up then everyone –who wants to – give their opinion about it. You begin, of course, to build answers. Every opinion is someone who places a brick on an answer, then another brick, then another one, and so on. At the end of every discussion you see an answer coming up; an answer that was entirely formed by many points of view. So, at the end, you deliberate. From a group of opinions [from professors belonging to the collegiate of this undergraduate program] we get to a deliberation. This adds to the formation of [nursing students]. (GB10)

Diversity and plurality ensure then complementarity of oppositions and, at the same time, promote a collective production. We see that on these following statements:

Diversity is exactly where we can find the richness of this different approaches. To build a teaching environment, a place of plural formation... I see this as a richness as long as we get to understand such place in its richness and diversity. (GC17)

If everyone thought the same things we would not find this diversity of research; this diversity on formation processes, since our field is so plural. I see diversity as an important thing though, as long as it generates knowledge and brings up this possibility of a collective production. (CG15)

Hence, we can visualize a scenery where collegiate deliberations from a nursing undergraduate program take place: a plural and diverse one, since its participants have different ways to see a same problem, as well as distinct experiences and personal interests, which must be expressed and organized to a collective construction either participative and inclusive.

PROFESSOR'S PERFORMANCE IN A COLLEGIATE: IMPLICATIONS OVER THE ACADEMIC SCENE

Participants in our study have highlighted that their collegiate works to maintain and rise the quality of the nursing program. Also, to promote the formation of qualified professionals, ready to practice their activities and demand working needs with dignity, citizenship, and humanity. We can see that as it follows:

The collegiate exists to maintain the quality of this program, to make a better program; and why? To be able to form better people; and what for? For this people to take better care of other people. That is the whole point of a collegiate. Otherwise it would not have a reason to exist. We are worried about the final product – the nurse –, which is a prepared, ethical, responsible, solidary, technic professional, with clinical competence. (GA01)

Implications reported by these participants have indicated a need for progress when it comes to development of actions of care as an instrument of human intervention. They recognized the existence of qualified professionals, even though adjustments and reorientations were required to respond guidelines, as well as teaching and learning processes in Nursing. These statements make it clear:

We have got to advance in nursing caring as an instrument, a human intervention. In a well-based way, though. We are miles away from there, we could do better, we have good thinkers in the field, but we still have not been able to attain it. We have been sinning ever since the undergraduate stage. (GB12)

Oh, we should have a reorientation on the process of teach-learning, which is yet way too slow compared to the very national curricular guidelines for a nurse. What we see missing is a practical application for it, considering teaching and research. (GA03)

These testimonies have shown that collegiate deliberations are based upon existing university regulations. Nonetheless, in some cases, these regulations do not follow the changings in the national contemporary scene. Moreover, such testimonies have indicated a claim for more autonomy on behalf of professors composing a collegiate environment:

Regulations are frequently old, outdated, interfering with decisions. Especially since 100% of the decisions are based in these regulations. They made a lot of changes on our curriculum, most of them based on Ministry of Educa-

tion and Culture guidelines to nursing programs, but our university is far behind. (GB12)

The biggest challenge you have to face as a professor is a lack of autonomy. There are lots of moments where you see yourself with tied hands. These regulations, the university ones, they are very plastered and would definitely have to be more structured. (GB08)

According to participants, decision-making is seen as an important activity since it could, direct or indirectly, influence students' lives. They understand nothing is settled by decree but rather through decisions based on differences, global and singular interests. This is done on a plural perspective focusing on the improvement of professional formation, as we can notice here:

I see it as a decision likely to interfere on people's destinies. The program will have another year, or students will fail, be expelled or dropped out. These decisions are discussed because there is a big range of interests and differences; this is democratic. In this collegiate all is voted, discussed, evaluated, reported. Anything is done by decree. (GA01)

Participants have emphasized a need for pedagogic preparation and technic instrumentalization to be a part of formation process. Countless times professors become a representative without proper orientation and information concerning the accomplishment of their activities:

In our university there is no orientation, preparation, nothing. You take part on these conditions without knowing what you will going to do. (GE24)

A technic instrumentalization on how it happens under a theoretical perspective. To grant you specific knowledge about managing processes, or how to deal with conflicts, how to work with shared decisions. (GB09)

DISCUSSION

Testimonies alert for the complexity of this context and the implications from collegiate decisions on a nurse's formation. Educational policies have been contributing to a more diverse and advanced scenery when it comes to formation processes. The university and its collegiate organs are collective spaces; their order is represented by norms, regulations and regiments, which in their turn seek to guide professional performance, focusing on people's formation and qualification.

Therefore, participants have pointed that professors composing collegiate organs should receive better preparation and

take part on activities for their pedagogic and administrative capacitation. Decisions are, after all, an important instrument of management; they are usually made by the representatives of those professors, according to university regulations.

Professors' performance in a collegiate may imply progress in many situations, such as academic decisions – mainly destined to professors' work process and students' formation. Even institutional deliberations connected to regiment and regulations may advance depending on such performances. In addition to that, a study on the process of classes about decision-making in a nursing public higher education institution has found that 83,3% from the professors affirm they did not receive specific formation in order to fulfill their activities within the HEI.⁹

From this angle, a different study, on undergraduate managing classes, has reported that nurses, when finishing a formation process, normally face difficulties managing nursing services in their workspace – no matter the health spheres they find themselves in.¹⁰ Hence, a research on academic management roles played by university professors shows that, in Brazil, professors are usually assigned to take administrative positions without previous training, orientation, or adequate and safe guidance to develop administrative activities.¹¹ Yet this practice of management, either in academia or on a direct care with patients, is complex and requires specific abilities, knowledge, decision-making skills and experience.

On a study on formation of competences in nursing management, egresses have said that, on one hand, during management actions, a solid decision-making basis is made out of technic competence, for it adds to identification of problems, development of method, and evaluation of results. On the other hand, however, the same study has pointed that the greatest difficulties faced by egresses are found in managing activities.¹²

This is why construction and development of abilities oriented to professional practice in health and nursing begin in academic life. Both education institutions and internship environments make efforts to connect this knowledge with a work routine and extract considerations from practical experiences.¹³

An analytic study concerning models of decision-making performed by nurse managers has identified that nurse managers were young, between 25 and 40 years old, with little experience in managing – one up to three years of practice. Decision-making is a part of managing process activities; nurses taking a managing position spend most of their time analyzing situations and making decisions. Before that, these professionals need to have abilities, technic knowledge and aptitude to attain adequate solutions on a divergent scenery. Precision and effectiveness in decision-making are, after all, necessities of all organizations.¹³

Literature, in its turn, registered that the main activity of a collegiate has been to plan the offering of curricular components for academic semesters. This process implies intense ne-

negotiation with other academic unities and seeks to ensure vacancies in curricular components classified as “cultures”, as well as elective or free classes.

Furthermore, the collegiate has partnered with academic unities from the health field in order to organize areas of concentration; that is to say it has worked with emphasis on the offering of curricular components from a certain area of knowledge or as an attempt to direct students to a certain technic course.¹⁴ This means collegiate organs can push the formation process forward, since collegiate decisions can assist the formation of innovative, critic, reflexive, citizen, creative professionals, with political and managing potential. Briefly, professionals with the ability to bring changes into reality, context, outcomes, and of course to their own practice.⁷

Decision calls for strategy, dialogue, sensibility, creativity, understanding of a social, economic, and political reality; all that based upon university laws and regiments. The nurse professor has a responsibility to decide individual and collectively, various times, on a daily basis.⁷

Testimonies indicate that collegiate decisions are destined to strengthen quality of undergraduate programs and promote professional formation. The formation process of a nurse has been transformed throughout the years, just like its path and egresses' profiles, which means all of those factors are associated to the country current politic-economic-social model.⁴

When we talk teaching in Nursing, the changes pushed by the LDB (Law of Educational Bases and Directives) and also by the National Curricular Guidelines in Nursing Under Graduation are quite impressive. As are the models of teaching, which are now being step by step replaced by new methods, as well as more active and participative pedagogic proposals. The idea is to commit with a transforming education, opposed to the previous teach-learning model, a more traditional one.¹⁵

Within this scene, it becomes necessary to plan and implement formative policies in order to bring together health services and higher education organizations based on the National Curricular Guidelines in Nursing Under Graduation. This way it will be possible to push changes on conceptions and also on profiles of professionals egressing from higher education institutions.¹⁶

It has yet been in this very scene that we strive to find a way to face all of those new realities. Curricular changes and new guidelines, though bringing in their essence a proposal of flexibility, actually end up bumping into conceptions already consolidate by institutions' leaders and professors, which prevent the progress of an integrated conception of teaching. Finding the right tools to help and transpose barriers takes a certain stripping from individual interests in order to transform individuals.¹⁷

Participants' testimonies have also shown that group formation within collegiate organs takes, most of the times, a corporative sight, presenting thus negative implications and fragment-

ing decisions, relations, and professional work. Under a different perspective, however, group formation is a part of human nature – networks and communities are built upon common interests ever since the beginning of time. Accordingly, we have concluded collegiate management represent a possibility of progressing and bringing together interpersonal relations by means of managing actions guided by collectiveness and plurality.

When it comes to organizational context, it becomes important to seek for balance in individuality – which is itself multiple times associated to the domain of collective aspects – and of course individualism – which sometimes appears precisely in the indifference shown to a peer, whether this is a family member, a friend, a colleague, and either on a private or in a public context. Acting as a professor, no matter the social picture, is a complex task. It involves singular and plural dimensions. It is a constant learning and relearning how to live, how to be, how to do, and mostly, how to share.

From these testimonies, we take that plurality of collegiate representatives enforces decision-making in order to build and create collectively, favoring professional formation. Even so, we understand individuals may influence and interfere on collective decisions. Reason why we also take that, regarding a matter such as university management and either collective work and effort, we can contribute positively to respond the formative, institutional, professional, and academic demands. At least as long as managers and others from the administrative sphere base their strategies on compromise and commitment.

Thereby, deliberations within collegiate organs come from representatives' participation, always considering their diversity of opinion, position, and idea. This way quality information and high capacity of analysis can turn into responsible decisions and teach how to deal with consequences. To this end, acquired knowledge must be applied either in practice and theoretical reflection, so analyses of daily situations can have a solid base.

Professionals should consider negative and positive aspects when making a choice to use a certain knowledge or a certain technology. They should evaluate benefits and damages, take justice into account, as well as autonomy to decide and interfere on a concrete situation such as the care with a patient or an academic pedagogic context. A special attention to those topics may influence directly on students, professors, and community life.¹⁸

A study on nurses who used to work on the hospital field has identify their lack of clarity concerning decision-making processes as a resource that usually adds to making organizational goals easier to attain. The same study has highlighted the importance of making use of administrative theory models in order to guide nurse managers' decisions and, as a consequence, reach effective results when deciding. According to those authors, discussions and reflections concerning decision processes

and decision-making on a hospital scene have to reach formative institutions to a greater adequacy between professionals' qualification and both deliberative and managing processes.¹³

Now-a-days, professional formation needs – apart from producing qualified professionals, thus answering new global demands, – to embrace a reflexive critic education. It needs to develop a future professional with ability and sensibility to respond population's claims concerning health caring, decision-making, communication, leadership, administration, management, and permanent education.¹⁹

In their testimonies, participants have identified that the more active is one's participation on a group, on a collective of representatives from a collegiate, the better relations, interactions, and decision-making will be. This also means a great impulse on qualified professionals' formation. They believe collective, shared, discussed decisions, based on plurality and diversity of collegiate individuals, drive to stronger and supported deliberations, therefore reducing chances of misunderstandings and frustration between representatives and represented.

Collegiate management can strengthen and push forward nurse's formation processes by making use of knowledge and aptitudes in dealing collectively with conflict, diversity, or divergence. The attempt is to keep boosting new methods, strategies and competences to an improvement of quality on formation and professional practice.²⁰

Representatives are always trying to deliberate having in mind the collective. They work exposing a diversity of ideas, positions, and opinions, which however complement one another. Manage, curricular and pedagogic targeting need to ensure quality on the formation of individuals, so these become more competent, qualified, technic, and scientific, with human and solidary skills.⁷

When considering nurses' formation, it is necessary to favor a process of teach-learning which may be able to develop lasting committing competences ready to be used on a future professional's life. This is why a good strategy should cover interactive methods taking place in the middle of theoretical classes, promoting then a bond with the reality seen in practical experiences.²¹ That way a professor can provoke pertinent and meaningful thinking. He can show the students an investigative posture, full of curiosity, thus opening up space for these students' potentialities and singularities.

Connections and interactions between professors and students should be legitimized, added to a relation built over interchange. This means triggering changes and transforming reality but also valuing the autonomy of individuals.¹⁵ Furthermore, strengthen formation processes can give us a glimpse of a future when nurses coming from formative institutions fulfill their roles as qualified professionals whether in teaching, management of health services, development of actions, or caring

with a patient and his family. It can also bring up new researches and impact relevant results when it comes to our health field.

CONCLUSION

Collegiate decisions are characterized by diversity, plurality, and complementarity of oppositions, which in their turn are negotiated and discussed on a collective perspective. Representatives' performance within a collegiate influence directly on both academy daily life and nurses' formation processes.

Testimonies brought together in our study have pointed a need for better preparation on both pedagogic and administrative scopes. They have also pointed that collegiate decisions are usually destined to professionals' strengthening. Even though group formation within a collegiate may constantly create a corporative façade – which ends up presenting negative implications and fragmenting either decisions and the very context of work –, representative's plurality enforces decision-making to collective productions, benefiting professional formation.

We have as well come to identify that collegiate actions and deliberations impact on students' and professors' lives. They influence formation processes not by reducing, simplifying, or fragmenting competences and knowledge but rather by ensuring interdisciplinary, multiple and plural experiences, along with their particular specificities and peculiarities. Briefly, differences that bring human tessiture to a workspace.

Accordingly, when considering health professionals' formation, we can see quality education is just as important as expansion of vacancies and programs. Such complex and emergent challenges are a part of professors' everyday life. This requires even more effort and dedication. Collegiate managing processes can effectively contribute to consolidate the development of an organization and reinforce quality education on behalf of health assistance and social improvements.

Our study has stuck to the collegiate of a single nursing undergraduate program and its correspondent professors. Hence, we would like to suggest that new studies on the theme should be done, this time covering other sceneries and including different participants, such as other professors and health professionals.

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