

PROFESSIONAL DOCTORATE AND THE NEW CHALLENGES IN KNOWLEDGE PRODUCTION AND TRANSFER IN THE NURSING AREA

DOUTORADO PROFISSIONAL E NOVOS DESAFIOS NA PRODUÇÃO E TRANSFERÊNCIA DE CONHECIMENTO NA ÁREA DE ENFERMAGEM

DOCTORADO PROFESIONAL Y LOS NUEVOS DESAFÍOS EN LA PRODUCCIÓN Y TRANSFERENCIA DEL CONOCIMIENTO EN EL ÁREA DE ENFERMERÍA

Alacoque Lorenzine Erdmann¹

How to cite this article: Erdmann AL. Professional Doctorate and the new challenges in knowledge production and transfer in the Nursing area. *Rev baiana enferm.* 2019;33:e33893.

Associate with higher education public policies, in 2017, the Policy no. 389⁽¹⁾, of the Coordination for the Improvement of Higher Education Personnel (CAPES in Portuguese), institutes the professional doctorate, almost two decades after the professional masters, which emerged in the 2000s. These aim to meet the social, technological, organizational, professional and of the labor market needs, filling the gaps of the academic masters and doctorate courses created in the 70's and 80's, respectively.

The Professional Doctorate in Nursing Care Management, linked to the Federal University of Santa Catarina, is one of the first seven approved in Brazil during the 182th meeting of the Technical Scientific Council of Higher Education⁽²⁾. Certainly, there are new challenges in the consolidation of professional doctorate with regards the integrated articulation of vocational training with different education and health entities, aiming to improve the effectiveness and efficiency of these public and private organizations and the production and transfer of the knowledge produced for the society.

The formation of Professional Masters and Doctors will be aimed at developing skills and competences with a different profile of the Academic, since it is centered on specific lines and articulated with the domain of professional practice in a determined field. This specialized instrumentalization requires methodological expertise for applied research and product development in the field of professional practice, which results not only focused on the existing research and technology laboratories in academic units, but also of new clinical research or nursing and health care frameworks⁽³⁾.

¹ Ph.D. in Nursing, Professor, Department of Nursing and the Postgraduate Program in Nursing, UFSC, Florianópolis, Santa Catarina, Brazil. alacoque@newsite.com.br. <https://orcid.org/0000-0003-4845-8515>

The graduates of these courses should be able to argue to support their ideas/creations: systematization, models, processes, protocols, techniques, products, registration of productions and intellectual properties and patents, instruments and processes of dissemination/socialization, such as it is foreseen in the profile, objectives and pedagogical models of the respective courses.

To this end, the development of competencies and skills is predicted, such as: mastery of team coordination techniques and enterprises aimed at the generation of processes and products and their use in practice; methods and techniques of evaluation of the impact; mastery of educational techniques and training of other nursing professionals to read, understand and transfer knowledge to their professional practice of care. This requires nurses to master and share with other nursing professional categories applied research, which implies the production, implementation and continuous evaluation of new practices that support professional practices and to meet complexity of health care in an interdisciplinary way, including the social, political and organizational demands of the Unified Health System.

Thus, it is expected, with this new training profile, that there will be an increase in the production and transfer of knowledge produced, for the creation and application of technological and innovation processes focused on professional practices, in addition to achieving more direct impacts on the improvement. nursing care in different national and international scenarios. The profile of the authors, their formation and mastery of the knowledge produced, such as technological knowledge and knowledge, will generate new structures and forms of texts to be published, as well as greater access and reading of publications in scientific journals, especially by nurses linked to health care services⁽⁴⁾.

From this perspective, the challenge lies in the effective participation of nursing journals with open spaces and dialogue in the scientific and technological community, for the perception, interpretation and prospecting of advancement opportunities for publications, as well as the experiences of building new practices that are innovative products whose text structure may differ from theoretical and philosophical studies, but maintaining the same theoretical and methodological rigor. Moreover, to identify and to promote new ways in the transfer of knowledge of the nurse and the generation of advanced technologies, aiming at their scientific and technological distinction, social insertion, consolidation and strengthening of their identity as a profession.

Finally, I congratulate Brazilian Nurses for the advances already made, certain that the recognition and appreciation of the nurse profession will be the result of a professional practice sustained in science and in different and highly resolving technologies, following and competing with the best practices. technological development from other continents, incorporating the challenges of human, social and ethical interactions of the meaning and value of life and nature.

And To the Revista Baiana de Enfermagem, I hope that it will continue conquering new indexes on the merits of the trajectory of contributions to Northeast, Brazilian and Latin American Nursing and perspectives of themes that arouse the growing interest, especially from researchers, professionals and students. nursing, health and the community at large

References

1. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. Portaria 389, de 23 de março de 2017. Prorroga o prazo concedido pela Portaria MEC nº 1.470, de 20 de dezembro de 2016, que institui o Grupo de Trabalho de Simplificação Administrativa - GTSA para discutir medidas de simplificação administrativa sobre matérias correlatas ao Ministério da Educação - MEC e suas entidades vinculadas e supervisionadas [Internet]. Brasília; 2017 [cited 2019 out 19] Available from: http://www.capes.gov.br/tutorial-sucupira/documentos/Portaria389-2017_doutoradoprofissional.pdf
2. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. Resultado da Avaliação de Propostas de Cursos Novos [Internet]. Brasília, DF; 2014 [cited 2019 Oct 19]. Available from: <http://www.capes.gov.br/avaliacao/entrada-no-snp-g-propostas/resultados>.

3. Danielsen RD. The professional doctorate: what are we waiting for? Clin Rev. 2017 June;27(6):7-9.
4. Smith N-J. Professional doctorates and nursing practice contribution: a systematic literature search and descriptive synthesis. J Nurs Manag. 2012 ago;21(2):314-26. DOI: <http://dx.doi.org/10.1111/j.1365-2834.2012.01446.x>

Received: October 21, 2019

Approved: October 21, 2019

Published: December 16, 2019



The *Revista Baiana de Enfermagem* use the Creative Commons license – Attribution -NonComercial 4.0 International.
<https://creativecommons.org/licenses/by-nc/4.0/>

This article is an Open Access distributed under the terms of the Creative Commons (CC BY-NC). This license lets others remix, adapt and create upon your work to non-commercial use, and although new works must give its due credit and can not be for comercial purposes, the users do not have to license such derivative works under the same terms.