

GUIDING STRENGTH-VALUES OF THE STUDY AND RESEARCH GROUP IN NURSING, BODY AND HEALTH

FORÇAS-VALORES ORIENTADORAS DO GRUPO DE ESTUDOS E PESQUISAS EM ENFERMAGEM, CORPO E SAÚDE

FUERZAS-VALORES ORIENTADORAS DEL GRUPO DE ESTUDIOS E INVESTIGACIONES EN ENFERMERÍA, CUERPO Y SALUD

Gleidilene Freitas Silva¹
Keis de Paula Rosa²
Natália Carvalho Barbosa de Sousa³
Nayara Kalila dos Santos Bezerra⁴
Thalyta Ketlen de Melo Oliveira⁵
Paulo Sérgio da Silva⁶

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Objective: to reflect on the guiding values-strengths of the study and research group in nursing, body and health. Method: essay organized into three reflective lines that deal with teamwork, friendship and the nursing, body and health triad. Results: The study and research group develops teaching and research activities on the training of health workers and produces knowledge about nursing care in interdisciplinary articulation in the field of health. Final considerations: the group's guiding values-strengths are: union, teamwork, integration of members in activities and achievement of collective objectives. Friendship encourages trust for the exchange of ideas, facilitates communication, reduces the possibility of failures in the execution of actions and, thus, nursing, the body and health are basic objects of the group's production of scientific knowledge.

Descriptors: Human Body. Education, Nursing. Teaching. Nursing Research.

Objetivo: refletir sobre as forças-valores orientadoras do grupo de estudos e pesquisas em enfermagem, corpo e saúde. Método: ensaio organizado em três linhas reflexivas que versam sobre o trabalho em equipe, amizade e a tríade enfermagem, corpo e saúde. Resultados: O grupo de estudos e pesquisas desenvolve atividades de ensino e investigativas sobre a formação dos trabalhadores da saúde e produz conhecimentos sobre os cuidados de enfermagem em articulação interdisciplinar no campo da saúde. Considerações finais: as forças-valores orientadoras do referido grupo

Autor correspondente: Paulo Sérgio da Silva, pssilva2008@gmail.com

¹ Universidade Federal de Roraima. Boa Vista, RR, Brazil. <http://orcid.org/0000-0002-7697-0770>.

² Universidade Federal de Roraima. Boa Vista, RR, Brazil. <http://orcid.org/0000-0002-6921-3931>.

³ Universidade Federal de Roraima. Boa Vista, RR, Brazil. <http://orcid.org/0000-0001-8238-2409>.

⁴ Universidade Federal de Roraima. Boa Vista, RR, Brazil. <http://orcid.org/0000-0003-2312-1203>.

⁵ Universidade Federal de Roraima. Boa Vista, RR, Brazil. <http://orcid.org/0000-0002-9997-1717>.

⁶ Universidade Federal de Roraima. Boa Vista, RR, Brazil. <http://orcid.org/0000-0003-2746-2531>.

são: união, trabalho em equipe, integração dos membros nas atividades e alcance de objetivos coletivos. A amizade estimula a confiança para troca de ideias, facilita a comunicação, diminui a possibilidade de falhas na execução das ações e, assim a enfermagem, o corpo e a saúde são objetos basilares da produção de saberes científico do grupo.

Descritores: Corpo Humano. Educação em Enfermagem. Enfermagem. Ensino. Pesquisa em Enfermagem.

Objetivo: reflexionar sobre los valores-fortalezas rectoras del grupo de estudio e investigación en enfermería, cuerpo y salud. Método: ensayo organizado en tres líneas reflexivas que tratan sobre el trabajo en equipo, la amistad y la tríada enfermería, cuerpo y salud. Resultados: El grupo de estudio e investigación desarrolla actividades de docencia e investigación sobre la formación de trabajadores de la salud y produce conocimientos sobre el cuidado de enfermería en articulación interdisciplinaria en el campo de la salud. Consideraciones finales: los valores-fortalezas rectoras del grupo son: la unión, el trabajo en equipo, la integración de los miembros en las actividades y el logro de los objetivos colectivos. La amistad favorece la confianza para el intercambio de ideas, facilita la comunicación, reduce la posibilidad de fallas en la ejecución de las acciones y, así, la enfermería, el cuerpo y la salud son objetos básicos de la producción de conocimiento científico del grupo.

Descriptorios: Cuerpo Humano. Educación en Enfermería. Enfermería. Enseñanza. Investigación en Enfermería.

Introduction

The epistemic unit “group” is characterized by the union of different people who work collectively and share common interests in the same space, whether physical, relational, existential or virtual. Thus, a study and research group can be considered as a potentiating place of meetings, exchanges of knowledge and questions for the construction of knowledge in the nursing area⁽¹⁾.

The opportunity to live, learn, share investigative experiences, integrate different areas of knowledge conducted by guiding principles and grounded in theoretical-methodological references has strength to leverage the personal and professional growth of the group members. Specifically, in scientific terms, the directories of study and research groups stand out, which brings together leaders, deputy leaders, researchers, technicians and employees with the collective objective of producing spaces for the exchange of information between the academic and scientific community⁽²⁾.

The study and research groups contribute significantly in academic and professional training, providing their members with expanded knowledge, which occurs through previous reading of scientific articles, discussions, improvement in the writing of manuscripts, books, work in congresses and improvement

in the presentations of works in events⁽³⁾. This favors satisfactory results in the teaching-learning process, associating theory with the practical field, stimulating the construction of a critical-reflective professional about the phenomena in a given context⁽⁴⁾.

The study and research groups are linked mainly to Higher Education Institutions (HEIs), especially universities, being the main trainers of researchers. It is important to note that, in Brazil, the groups are registered with the National Council for Scientific and Technological Development (CNPq - *Conselho Nacional de Desenvolvimento Científico e Tecnológico*), through the Directory of Research Groups (DRG), which, in turn, finances the scientific projects executed by the research groups in the country⁽⁵⁾.

Nursing research groups emerged in the 1970s, and have advanced over time. According to the 2016 Census, in Brazil, there were a total of 37,640 groups registered in the Research Directory⁽⁶⁾. The growth in the number of registered groups in 2016 compared to 2002 was 149% and the number of researchers grew 251% in the same period⁽⁷⁾. However, the consolidation of these nursing-related groups promotes a secure and strengthened awareness of the profession as a science, transforming professional practice

with an impact on nursing practice on its various fronts⁽⁶⁾.

In this light, it is necessary to consider that the study and research groups are organized around investigative lines, according to a hierarchical rule based on the experience and technical-scientific competence of their leaders⁽⁷⁾. In a peculiar way, the Study and Research Group in Nursing Body and Health (GEPECS - *Grupo de Estudos e Pesquisas em Enfermagem, Corpo e Saúde*) brings together professors and students linked to graduate and postgraduate courses in the *lato sensu* and *stricto sensu* modalities, interested in three scientific objects: nursing, body and health.

The collective activities of teaching and research are thought in the field of nursing in intimate interdisciplinary dialogue with the health field in two research lines: higher education of health professionals and production of care in the health territories. For this, multivariate theoretical, philosophical, methodological and epistemological references are used, obeying the expertise of the researchers accredited in the GEPECS.

In terms of objectivity, the GEPECS aims to develop research on the training of health workers aligned with the doctrinal principles of the Unified Health System (UHS) and systematically produce knowledge about nursing care in articulation with other fields of knowledge in the health area. In this sense, the group, when assuming nursing, body and health as epistemic elements, is consolidated as a space to establish partnerships and interinstitutional projects capable of subsidizing the training of nurses and health professionals sensitive to the needs of the Brazilian population, especially in the far north of Brazil.

Thus, the members linked to the GEPECS are committed to the formation, production, dissemination and propagation of scientific knowledge through projects of scientific initiation, academic leagues, extension projects, participation in national and international events, graduation and specialization course conclusion works, master's and doctoral

projects in the nursing area, in contact with the interdisciplinary perspective.

Driven by these contextualizations, the following question emerges: How do the guiding values of the GEPECS influence the development of the production of activities, integration of its members and centrality of the work process? At the center of this question, the following objective of this essay pulses: to reflect on the guiding strength-values of the GEPECS.

Results and Discussion

Developing the guiding strength-values of the GEPECS in its nature is a challenging activity. This is because the group is believed to work as a dynamic, flexible and changeable route of studies and research. In other words, in the constant movement of time-space, the accredited members of the GEPECS (re)formulate the nature of collective knowledge that bends on the theoretical, methodological, practical, political, aesthetic and cultural level.

The existential basis of the strength-values that guide the activities of the GEPECS are situated in three vectors to be reflected: the nature of teamwork, the pedagogy of friendship and the activity of studying-researching nursing, the body and health. This tripod is the result of the sum of singularities, represented by the characteristics of each member of the group, which are coupled around common goals to the collective and moves in teaching-research activities.

The first reflective line considers "Teamwork" as a guiding vector of strength and value of the GEPECS. The group brings with it a potentiating environment, to share experience lived in the scenarios of life and professional practice. The production of knowledge, formation of bonds, ties and partnerships between the members of the group makes the work dynamic, continuous and problem-solving.

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The idealization of teamwork has been on the agenda since the 1950s, but only since 2000 this term began to gain more strength and vigor, especially in health scenarios⁽⁸⁾. Here, the idea of a shared, intertwined teamwork is incorporated, with tasks that intersect and allow that, in the absence of one member of the GEPECS, another may take on the leading role in the study and research activities.

In fact, teamwork consists of the intervention performed by people who have one virtue in common: team. It operates the union and integration to solve problems and achieve collective goals. This is the difference between group work and team work, in which, in the first, everyone seeks only their interests, but teamwork differs, because everyone works together to achieve goals⁽⁹⁾.

To illustrate this statement, the Interprofessional Health Education Research Group (GPEIS - *Grupo de Pesquisa Educação Interprofissional em Saúde*), linked to a public university located in Southeastern, Brazil, showed, based on reports from its members, that teamwork, sometimes, can even have its challenges, as it involves different people, thoughts and ideas⁽³⁾.

Thus, performing this work allows to recognize the value of the professional, the uniqueness and essentiality of their own knowledge and the working environment, in addition to recognizing itself, to understand their limits and potentialities, always seeking with empathy to learn, build knowledge, strategies and, thus, collaborate with each other to achieve objectives⁽³⁾.

It is a concrete strength-value, lived daily within the GEPECS. Through teamwork, it is possible to highlight goals achieved by the group, namely: nuclear constitution of the group with the Directory of Research Groups in Brazil, acquisition of a physical institutional space for the activities of the group with the Federal University of Roraima (UFRR), production and maintenance of content in the social network of

Instagram – @gepecsufrr, scientific productions in journals in the area of Nursing and related, participation in (inter)national congresses, awards in events, strengthening of interinstitutional links with other HEIs mediated by health-related research groups.

The second reflective line considers “Friendship” as a guiding vector of strengths and values that maintains the nuclear activity of the active and productive group. Friendship is understood within the GEPECS as a connection with another being, through exchanges of acceptance, emotions and feelings that give meaning to daily relationships. It is constituted by the identification of values and principles during the daily experience that the subjects live in different ways, but which allows to enhance the involvement of peers in the group’s collective activities⁽¹⁰⁾.

Friendship within a group is fundamental for a good interpersonal relationship and strengthening of the GEPECS, because friendly individuals tend to increase confidence to exchange more open and direct ideas, facilitating communication and reducing the possibility of misinterpretation failures, as well as providing a healthier environment with less stress and anxiety⁽¹¹⁾.

From these connections, which subjectively circulate in greater or lesser friendly intensity, the GEPECS, intensively, propagates and approaches its conductors at each new meeting. Meetings that give meaning to the group spirit beyond the institutional formality and bring success in its development. This is because coexistence and company are important elements for the collective during the sharing of knowledge and experience, whether academic or lived, and thus allow to build fraternal ties that corroborate the addition of values to the team spirit.

In fact, friendship promotes and encourages cooperation, cordiality, commitment, responsibility and gratitude to each other in a productive relationship of knowledge, sometimes overcoming differences, making dialogue more complacent, without presumption, because “[...] allows listening

not only to what others can express, but also to the silences that dwell in each particularity”^(12,21).

Friendship is spoken of as an inducing element of the meetings, teaching and research promoted by the GEPECS, in which affinities are (re)known, and individuals have the opportunity to socialize their intellectual capital, show to others their activity and in the world, manifest collaboration among peers, allow the approximation between bodies that respect each other and share desires, goals and expectations related to the group’s activity.

The third, last and not least important reflective line on the strengths and values of the GEPECS, highlights the triad “Nursing-Body-Health” as basic elements of the production of scientific knowledge of the group. The invitation here is to (re)know the body in the nursing field beyond biological and biomedical limits.

On a daily basis, GEPECS members are summoned in pedagogical and scientific activities to go beyond the conventional boundaries of concrete and palpable. The biological knowledge that constitutes the human body are considered as important elements in health practices. However,

the questions for the production of nursing care broaden its composition, when bending to think about its historicity, its threshold of power, thoughts, feelings, emotions, desires, intensities, passions, strengths and other elements of a subjective order that fills or empties it.

Hence the idea of the (dis)organized composition of a body to compose the visual representation of the GEPECS. It is considered as an organized element in the (logo)type art the very anatomical constitution of the body, and, as disorganized elements, the incomplete representation of traces, points, lines and marks that are intertwined in greater or lesser expression; as a way of symbolizing the subjective elements present in human nature.

Furthermore, the lamp is placed in the center-base of the art, as a way to rescue the fundamental notes of Florence Nightingale⁽¹³⁾. Scientific postulates guiding the GEPECS that intersect in a virtual blank space to be filled with the interdisciplinary knowledge circulating in UFRR and other HEIs. All this collective constitution of the art of the GEPECS can be shown in Figure 1, prepared below:

Figure 1 – Logo of the Study and Research Group in Nursing, Body and Health, Federal University of Roraima, Boa Vista, Roraima, Brazil – 2022



Source: Created by the components accredited to the GEPECS.

The understanding of the body is extremely important to direct the studies, investigations and practices in the nursing field. The body, as an element of nursing care, requires an expanded look-listen-touch that turns to biopsychosocial analysis. Thus, the activities listed need to consider the wills, feelings and thoughts present in the bodies in action⁽¹⁴⁾.

One also talks about a body that is invited to communicate and establish interpersonal relationships in the GEPECS. Therefore, knowing how to express information to others through speech and with proper posture is a human skill developed by the group members. Therefore, the bodies that communicate in the relationship established between leaders, researchers and collaborators of the GEPECS seek to promote spaces for sharing knowledge. The attitudes of the professor(s) in relation to students are said to influence the development of scientific, professional, socialization and trust skills⁽¹⁵⁾.

Thus, in the vectors of all the reflections developed, the GEPECS members are believed to “[...] have their bodies marked by concepts, conceptions, interests and ways of being in the world, which interfere in the conduct of their practices, in addition to being affected, in various ways, by the meeting” (in)directly in the monthly activity schedules effected by the group^(16:76).

Final considerations

The reflections on the strength-values present in the study and research groups are fundamental for the integration of their members, centrality of the work process, design of the modes of production of activities and recognition of phenomena that are a collective interest. They talk about a set of educational and scientific actions, led by professors, postgraduate and graduate students in university settings, where they are daily encouraged to capillarize their actions to the spaces where life happens.

In the centrality of the strengths and values that guide the GEPECS, it is important to highlight the objectification of teaching and research activities that touch the training of health workers aligned

with the principles of the UHS and production of knowledge about nursing care in interdisciplinary articulation with other health areas.

The first circulating strength-value vector in the GEPECS concerns teamwork. It circulates union, integration of members in activities, problem-solving and achievement of collective goals. In addition, the creation of environments that enhance experiences lived in the scenarios of life and professional practice stands out, which culminate in the production of knowledge, formation of bonds, ties and partnerships, making the work dynamic, continuous and resolute.

Secondarily, there is another strength-value of the GEPECS, namely reflections on friendship. Friendship, in the constitution of the research group, was decoded as welcoming of emotions and feelings experienced by members in everyday relationships. Moreover, friendship encourages trust to exchange more open and direct ideas, facilitates communication, reduces the possibility of misinterpretations and provides the environment of the healthy research group.

The third vector of strengths and values that are intertwined shows the triad nursing-body-health as basic elements of the production of scientific knowledge of the GEPECS. Members are summoned in pedagogical and scientific activities to go beyond conventional, objective, strictly technical and protocol boundaries that touch the training and production of health care.

Importantly, any of the strength-values developed are complementary. They emerge in the activities in greater or lesser intensity, are noticed by the members and essential for the maintenance of the GEPECS. Thus, these reflections refer to the continuous recognition of the vectors of the strengths and values that activate and deactivate a research group. An (im)precise mission that takes shape through the circulation of the word, the freedom to express, feel and produce as a team.

With the certainty of the unfinished, the vector-oriented reflections are expected to open the way for emerging studies on the consolidation of study and research groups, benefit the activity of members who exercise in

them multivariate functions, create integrative bridges of Roraima Nursing with other regions of Brazil, and finally strengthen the integration of (inter)national research groups interested in the objects: nursing, body and health.

Collaborations

1 – conception and planning of the project: Gleidilene Freitas da Silva, Keis de Paula Rosa, Natália Carvalho Barbosa de Sousa, Nayara Kalila dos Santos Bezerra, Thalyta Ketlen de Melo Oliveira and Paulo Sérgio da Silva;

2 – analysis and interpretation of data: Gleidilene Freitas da Silva, Keis de Paula Rosa, Natália Carvalho Barbosa de Sousa, Nayara Kalila dos Santos Bezerra, Thalyta Ketlen de Melo Oliveira and Paulo Sérgio da Silva;

3 – writing and/or critical review: Gleidilene Freitas da Silva, Keis de Paula Rosa, Natália Carvalho Barbosa de Sousa, Nayara Kalila dos Santos Bezerra, Thalyta Ketlen de Melo Oliveira and Paulo Sérgio da Silva;

4 – approval of the final version: Gleidilene Freitas da Silva, Keis de Paula Rosa, Natália Carvalho Barbosa de Sousa, Nayara Kalila dos Santos Bezerra, Thalyta Ketlen de Melo Oliveira and Paulo Sérgio da Silva.

Conflicts of interest

There are no conflicts of interests.

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