



Revista da Escola de Enfermagem da USP

ISSN: 0080-6234

reeusp@usp.br

Universidade de São Paulo

Brasil

Muñoz Gonzales, Luz Angélica
Globalización y Enfermería
Revista da Escola de Enfermagem da USP, vol. 39, núm. 4, 2005
Universidade de São Paulo
São Paulo, Brasil

Available in: <http://www.redalyc.org/articulo.oa?id=361033283001>

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Globalization and Nursing

The current globalized times affect our lives in the political, economic, technological, cultural, educational and human realms. We are the first generation to live them – just in the late 80s the word “globalization” was hardly used, and now it is part of all debates.

In Nursing, the consequences of globalization have had an impact on our projects and thus it emerges in a casual manner, marked by new uncertainties in a dynamic world.

Today’s university is more equitative and grows in a society focused on knowledge, showing curricular innovations that make possible for graduating students to develop themselves in a globalized world.

Many Nursing programs are integrating themselves into those innovations, which are being adopted in the most advanced universities in Europe and the United States, in the framework of the Bologna agreements. Such agreements are aimed at the establishment of the European area of higher education and emphasize the need to intensify the efforts at the institutional, national and international levels. At present they are centered in establishing priorities for the next two years, a) an effective system to ensure quality, b) the move towards the effective use of a system based on two cycles, and c) to improve the system of grade recognition and periods of study.

In our experience, the Andrés Bello University has strived to develop an exceptional infra-structure, with high-level classrooms, laboratories and libraries, in addition to offering its students knowledge of the English language and mobility of students and professors, as well as a new academic system that combine undergraduate and graduate studies.

This way, in most careers, the student gets the first diploma at the end of the eighth semester, the title after the ninth and tenth and starts the Master’s Degree, which is finished in the twelfth semester, when it is possible to continue to a Ph.D.

In our point of view, the strategic alliances with national and foreign universities favor a strong interrelation that promotes learning, academic exchange both among students and professors, double titulation, the development of joint projects, programs and networks for the development of compatible educational methodologies, transference of credits and adherence to the accreditation processes that contribute to ensure the quality of the education.

Our concern must be to educate at the highest level, adding academic excellence to the educational process of the nurse’s formation. Such excellence is measured through the balances that make possible curricular flexibility and, for the students, to count on time for studying. And, at the same time, to ensure the competences and values needed to develop oneself personally and professionally anywhere in the world, and to integrate socially.

Nurses, in particular professors and researchers, know, of course, that our plans must continually adjust to changes, which implies in innovating in academic aspects and in the integral view of the profession that is presented to the students. And understanding that higher education impose a more human, affectionate and respectful attention upon them.

Our greatest challenge is to preserve academic quality and to promote in Nursing common paths that will make possible a system of titulation both comprehensible and comparable that promotes opportunities in the labor market.

Given what has been said, it is imperative that the formation of nurses ensures the quality and excellence of the education for practice in a borderless world that reflects in the quality of the attention given to the population.