

# **Educating in the Intellectual Concern of the Future Entitled in Nursing Guarantees Future Professionals with High Levels of Rigor and Quality in Scientific Production**

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## **Opinion Article**

For a Spanish nurse it is a privilege to be part of the editorial board of the Journal of Health Science & Education. Our scientific trajectory is relatively young and it is not until the Law 1393/2007, of October 29, where it establishes the ordination of the official university teachings and the Law 99/2011, of January 28, by which they are, regulated the official doctoral education. This legislative context confers a formal competence to the nursing professionals within the scope of scientific research, previously not recognized in our country.

The Tuning project established the conceptual bases for the creation of what later became known as the European Higher Education Area (EHEA). In their bases are deep transformations in the teaching-learning processes, the role to be played by teachers and students, the definition of a credit system, the quality of academic programs, etc. The concept of competition occupies a central place in this university transformation. The language of curriculum organization and the definition of competency profiles allow comparing performance and guiding teaching towards specific goals by promoting a new learning paradigm based on learning rather than teaching.

The current state of the issues is given extensively by the documents that establish and create the entire competency framework of nursing degree, but there are few references that have evaluated and analysed the utility of generic and specific skills for professional development nurse. In their critical, reflective thinking as the future researchers.

The advantages of learning based on the final competences of nursing students are numerous: Greater responsibility in their learning process; the use of active methodology; the design of practical material; the rationalization of resources and greater cohesion in the training curriculum. That is to say, competences represent the axis par excellence of the teaching-learning process, fostering a more critical thinking and bases fundamentally on scientific evidence versus professional practice.

The past, present and future reality of nursing professionals is that we have led research projects and teams for many years as can be seen in all activities of scientific dissemination with results not only in the scientific discoveries and advances of the profession, but above all in the evolution of theories or fields of scientific knowledge.

The different nursing professionals have come a good way obtaining quality indicators of scientific production and being competitive within existing international research, but we must raise awareness not only of the current ones, but especially of

future professionals and students, which an important part of their professional activity should be focused to the research, regardless of where they develop such activity. And that this will be complete if we establish strong networks of national and international cooperation that systematically and strategically generate evidence that has an impact on dissemination at the international level.

All this happens by the diffusion of the results of the investigation in magazines of high biomedical impact, thus generating important changes in the scientific community and in the future professional profiles.

Following this line, my professional career is marked by a research activity for 24 years, linked to lines of research developed within consolidated research groups, to highlight the incorporation in 1995 at the Foundation of Craniological Research of the Hospital of the Holy Cross, in charge of Dr. Bayes de Luna and from 2008 until today as research member attached to the Center for Biomedical Research of Rare Pituitary Diseases (CIBERER 747) whose main investigator is Dr. Susan Webb.

The priority lines during all these years of investigation have been the cardiovascular risks, health education and the rare diseases in particular the Syndrome of Cushing and Acromegaly.

The activities developed within these groups during all these years have allowed me to establish a cooperative research linked to networks of centers at national and international level with high ratings in the classification parameters used in our country for groups or research centers and with results Highly competitive professionals in terms of publications, funded research projects and recognition of the scientific work developed.

It is for all the aforementioned and as well said by Glenn Theodore Seaborg. "The scientific education of young people is at least as important, perhaps even more so, than the research itself", that is the work that should focus our attention to all those professionals who currently focus their professional activity on teaching".

We must work consistently and systematically to foster interest in things and constant knowledge of why, fostering professional attitudes and skills involved in the constant search for evidence and improvement. The professionals who are currently developing our work within the framework of university education must foster intellectual concern for future professionals working with high levels of scientific rigor, which will be translated into a high quality scientific production.

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