

## UNVEILING PROFESSIONAL KNOWLEDGES: A SCOPE OF HIGHER EDUCATION

The practical knowledge has characteristics of a process with peculiar idiosyncrasies that require disruption with preconceived ideas, dialogue, negotiation and joint action. The knowledge underlying remains unclear despite of being what informs decision making. It is academia's responsibility to unveil and nominate knowledge and that is the reason why we conducted two studies with clinical nurses. The aim is to understand the social representation that nurses make of their knowledge about nursing and analyze their clinical practices.

In one of the studies, based on the theoretical-methodological referential of social representations, we used the technique of free association of words with the stimulus "knowledge in nursing".

In another study, developed within a naturalistic context and under the "Grounded Theory" referential, we used non-participative observation and explanatory interviews.

From the first study we identified the structure of social representations of knowledge in nursing, from which emerged the central core constituted by four elements (Investigation, Wisdom, help Relation, Competence) and a second periphery with one element (Reflection).

With the second study we identified that decisions are made within a dynamic, systematic and continuous process of diagnostic evaluation and clinical intervention using the various types of knowledge (e.g. clinic, experiential, scientific, personal).

We concluded that the various types of knowledge in nursing, represented by the expressions mentioned above, are systematically and creatively mobilized within the dynamic process of diagnostic evaluation and clinical intervention.

It is therefore important to unveil and nominate the different knowledge implicit in the clinical practice and Academia should be responsible for that task.

**Key words:** Knowledge; unveiling; clinical practices