



SCRAPBOOK AS INNOVATIVE FEATURE IN PROJECTIVE INTERVIEW IN QUALITATIVE RESEARCH

SCRAPBOOK COMO RECURSO INOVADOR NA ENTREVISTA PROJETIVA EM PESQUISA QUALITATIVA

SCRAPBOOK COMO RECURSO INOVADOR EN LA ENTREVISTA PROYECTIVA EN INVESTIGACIÓN CUALITATIVA

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ABSTRACT

Objective: to describe the process of developing and implementing aids of the projective interview, to supplement the collection of master's research data, which deals with the organization and management of integrated curriculum of a nursing course. **Method:** it is a documentary research developed based on the selection of official documents of a nursing course, as well as reports and photos from 1996 to 2011. The project was approved by the Research Ethics Committee, by number 107.831/2012 and CAAE in 05995612.5.0000.523. **Results:** the selected material was scanned and worked with Power Point software and printed on A3 paper, and the slides were arranged in an album called scrapbook. **Conclusion:** the development and application of the scrapbook proved to be valid by its users during an interview. **Descriptors:** Nursing Education; Nursing Research; Graduate Programs in Nursing; Qualitative Research; Interview.

RESUMO

Objetivo: relatar o processo de elaboração e aplicação de material auxiliar da entrevista projetiva, concretizado para suplementar a coleta de dados de pesquisa do mestrado, que versa sobre a organização e gestão do Currículo Integrado de um curso de enfermagem. **Método:** pesquisa documental desenvolvida com base na seleção de documentos oficiais de um curso de enfermagem, além de reportagens e fotos do período de 1996 a 2011. O projeto foi aprovado pelo Comitê de Ética em Pesquisa, obtendo parecer favorável nº 107.831/2012 e CAAE nº 05995612.5.0000.523. **Resultados:** o material selecionado foi digitalizado e trabalhado com recursos do *software Power Point* e impresso em papel A3, sendo os *slides* dispostos em um álbum, denominado *scrapbook*. **Conclusão:** a elaboração e aplicação do *scrapbook* mostrou-se válida por ocasião da apreciação dos que usufruíram dessa ferramenta durante uma entrevista. **Descritores:** Educação em Enfermagem; Pesquisa em Enfermagem; Programas de Graduação em Enfermagem; Pesquisa Qualitativa; Entrevista.

RESUMEN

Objetivo: relatar el proceso de elaboración y aplicación de material auxiliar de la entrevista proyectiva, concretizado para suplementar la recolección de datos de investigación de la maestría, que versa sobre la organización y gestión del Currículo Integrado de un curso de Enfermería. **Método:** investigación documental desarrollada con base en la selección de documentos oficiales de un curso de Enfermería, además de reportajes y fotos del período de 1996 a 2011. El proyecto fue aprobado por el Comité de Ética en Investigación, obteniendo parecer favorable nº107.831/2012 y CAAE 05995612.5.0000.523. **Resultados:** el material seleccionado fue digitalizado y trabajado con recursos del *software Power Point* e impreso en papel A3, siendo los *slides* presentados en un álbum, denominado *scrapbook*. **Conclusión:** la elaboración y aplicación del *scrapbook* se mostró válida por ocasión de la apreciación de los que usufruían de esta herramienta durante una entrevista. **Palabras clave:** Educación en Enfermería; Investigación en Enfermería; Programas de Graduación en Enfermería; Investigación Cualitativa; Entrevista.

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INTRODUCTION

With the development of different theoretical and methodological approaches in nursing, which contribute to enrich the body of knowledge, there were methodological options emerging that allowed the exploration and clarification of phenomena studied, and, therefore, approach with qualitative and quantitative methods. In Brazil as well as abroad, the research with qualitative approaches are in greater evidence in nursing.¹

In his article, Cuesta Benjumea² argues that knowledge coming from qualitative studies allows effective and contextualized nursing interventions, capable of producing a scientific knowledge that strengthens nursing practice and therefore contributing to the development of the thematic areas.²

One of the data collection forms most commonly used to trigger a qualitative research is the interview since subjective data can be obtained through the opinion, attitudes and values of individuals. There are structured, semi-structured, open, interviews with focus groups, life history and projective interviews among the most used.³

Projective interview is defined as focused on visual techniques, in which the interviewer can display cards, movies, photos, documents, among others, to the respondents. The advantage of this technique is to allow the deepening of information on a given subject, avoiding direct answers.⁴ By exposing a visual material, the respondent has the possibility of referring to past events, which, at some point, came from his memory, which are important to be remembered and discussed to occur understanding of the phenomenon.

The nursing course uses as a pedagogical project called Integrated Curriculum. It aims to train the generalist nurse with social responsibility, and, as a guiding principle, the protection of life, health, as a right and the alleviation of suffering in terminally people. Thus, the generalist nurse must meet the health needs of the individual, family and community, in the different levels of care, aimed at promotion, prevention and recovery of health quality and resolution, fully and equitably, based on an ethical, humanist, critical and reflective performance.⁵

For the implementation of the integrated curriculum being effective, a long journey of preparation, including workshops, courses and other demonstrations were necessary, as a paradigm change was occurring, recorded over

the years for documents, pictures and reports.⁶

At first, the methodology to be used to collect master's research data would be an interview with guiding questions. However, during the qualitative methodologies subject, there was a proposal to involve the projective interview, that is, gathering documents, photos and reports of the nursing course in an album with only manual labor. Then, the next question arised: What resource should be used to stimulate respondents during the interviews related to the universe of curricular organization and management?

Then, gathering most records and building an album with the history of the implementation and consolidation of the Integrated Curriculum process has become not only an important task to assist in research on curriculum management, but also essential to propagate the dynamics that occurred in this nursing program in recent years, with the possibility of being experienced by other universities.

The objective of this study is to describe the process of developing and implementing aids of the projective interview, to supplement the collection of master's research data, which deals with the organization and management of integrated curriculum of a nursing course.

METHOD

This is a study that reports the data collection phase to a master's dissertation research which deals with the organization and curriculum management, developed through a search on the qualitative approach, and for its development turned to documentary research. In this study, the primary sources were used, that is, they did not yet receive analytical treatment.

The data collection phase took place from July to October 2012 at an undergraduate graduation in nursing from a public state university, located in Brazil, Paraná, Londrina, implementing from 13 years ago, a curriculum called Integrated Curriculum. This aims to induce changes in the training of health professionals, for the effectiveness of the Unified Health System and training of subjects aware of their relationships with the wider social totality.⁵

Data were collected by the researcher, with the study material from documents found in the Dean of Undergraduate site (PROGRAD) and the nursing program which contains the regulations of the deliberations and resolutions from 1996 to 2012. In the

Coordination of Social Communication (COM) of the institution, there were reports taken published in print and electronic media classified by subject, time and source. Also, photos and images were sought in the course's collection.

There were some lines selected referring to the testimony of managers while viewing album/scrapbook, in order to show how the method has become relevant.

To develop the study, the national and international standards of ethics in research involving human beings have been respected. Thus, the study was approved by the Research Ethics Committee by number 107.831/2012 and CAAE 05995612.5.0000.523.

RESULTS

Official documents were gathered, that is, 14 resolutions and decisions from the period of 1999 to 2012, which establish, change and shape the integrated curriculum of the nursing course, obtained from the PROGRAD site of the educational institution (<http://www.uel.br/PROGRAD/>).

In addition to the resolutions, decisions and decrees related directly to the nursing course, eight other documents have been raised, about the academic and pedagogical management of the university's undergraduate programs.

At the same time, during the survey by the Social Communication Coordination (<http://www.uel.br/com/>) and Sector of Technology and University Hospital Information of the educational institution there were seventeen articles selected that were published in print and electronic media with the searching word curriculum, nursing

and State University of Londrina, in the period from 1996 to 2012, then being classified by period, source and subject.

The selected photos and logos have been obtained in the course collection and nursing program's website (<http://www.uel.br/ccs/enfermagem>). The 29 photos were classified according to the period and theme and selected to present important moments of the course events.

The documentary material raised was organized and scanned to optimize the use of PowerPoint software, and artistically working with their resources in order to leave clear, objective and provoking information.

The preparation of the album followed the historical chronology of events. The scrapbook was divided in every two years, being the department and college of efforts undertaken by two years and the direction of study center for four years.

Before the construction of the memorial album, a survey was conducted of the subjects to be interviewed, that is, of all managers of the Integrated Curriculum from 1996 to 2012, including: coordinators of Nursing College, Nursing Department chiefs, Department of Public Health chiefs, director of the Health Science Center and director of the University Hospital, in order to direct the photos and events for these subjects.

This was followed by the printing on A3 paper slides arranged in an album, totaling 28 slides, as shown in Figure 1.

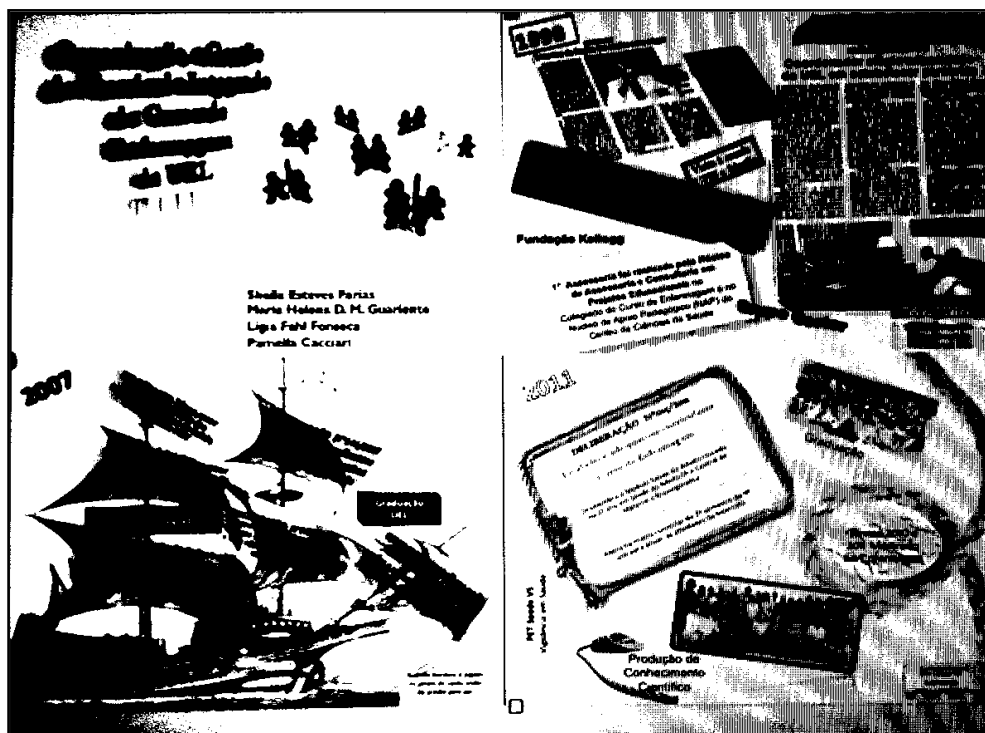


Figure 1. Examples of printed slides for the album

Having in hand the completed scrapbook along with the guiding questions, data collection was initiated. First, the album was presented, and the respondent was guided at first to see only the time that was part of the management, not to flee the goal to stay focused on certain period.

The guiding questions were made during album visualization and this resource helped the answer when participants found lost in time, as some efforts took place for more than a decade.

DISCUSSION

The preparation of the material was a major challenge, both for the documents searching plus the artistic elaboration, such as an instrument to support unusual research technique in healthcare.

However, the scapbook has become a valuable innovation to facilitate the interviews, enabling emerging meanings, creating conditions of trust and sharing of climate and can be reproduced in other studies.

The nurse profession, or participant of the nursing team, already predisposes individuals to be creative and have innovative ideas, because of the precision they should take actions and, in most cases, without having material and financial resources. This is corroborated by another author, which states that the creativity of nursing gives rise to the creation of nursing technologies, enabling increased visibility of the profession in health care and society.⁷

Therefore, creativity and innovation are constantly present in the practice of nursing, which could not be different also in the area

of research. Creativity and innovation, when stimulated, produce the optimization of the health professional, contributing to organizational improvement and offering alternatives to solve problems.⁸

During the interviews it was noticed that creativity and innovation, represented by the scrapbook, became important, according to the exposed lines during viewing, emerging valuable meanings to the world of research.

Two thousand and one (reading the scrapbook) [...], you put a very important pendulum in your picture here [...] So you see, this first curriculum evaluation board, it was very productive [...] Interesting, it is a lot of curriculum reform [...] Let me see here looks (see scrapbook) [...] the implementation of residence, you know that was a good thing too as our head (E5).

Oh how nice [...] I want to see everything [...] is that it is so much [...] decisions and adjustments, site of the course [...] here had the forum [...] looks what cool it is [...] the Masters students (E2).

In a study of language by images, it is concluded that this instrument is a source for the narrative, recording gems of the everyday social scene because the mental and visual representations are linked in its genesis, possible to think that the use of the images may be support for meditation, display, counting, reporting, say something, memorize, historicizing, register, finally, understand and interpret the information acquired and internalized in everyday life.⁹

Thus, seeing the possibilities of integration of new methods in nursing research, the photography has been a highly successful consumer technology because it describes the memory, relationships, self-expression and

self-representation. With the arrival of digital technology, pictures can be increasingly public and transitory, and more effective as a communication object than memory.¹⁰

In this sense, in a study aiming to identify the ethical image of nursing, photography was used during the interview, with perceptible use being made of photography in qualitative research in nursing, and synthesizing the potentials and limits of use. It was observed that the use of photos allows the subjects to become more active during the interview, and give voice to vulnerable groups, better understanding of the experienced situation, detailed the actual record, the greater wealth of data and conducive to individual review their life experiences, giving them therapeutic effect, and enable more proximity between the interviewer and the subject.¹¹

In this study, the photos resumed memories, stimulating people to rediscover in the history of the course and to express the nostalgia as well as the approach to the topic and extravasation of dubious feelings. During the interviews, the feedbacks were positive and the respondents reported many times about the album, making meaningful comments for inclusion in the resarch.

Oh so cool, enjoyable to see the pictures too, here it was the first nursing internship [...] I think it was even in the twenty-five years since we opened the nursing lab, look here, on that date in ninety-seven, Am I there? I'm here. Is it true, then, you see, it opened poorly equipped, under-resourced [...] my God, I talked so much, I want to look now all your scrapbook (E11).

What a work [...] I remember here, a meeting [...] here was the collegiate course ... How comes I'm not here? I'm in everything [...] look here [...] and this time here [...] then these are workshops, if you look is here, want to see? [...] So, if you look here these parties, this beginning, we had a self-esteem very large as HU nurses [...] It is so well at that time here, which happens [...] we had a fairly large integration, school here, here there was no so much (laughs) understand? [...] No, I do not want to talk, I wanted to look, after when you're done, I get more time here, I wanted to look at it and read (E10).

And here, looking all this I see people who were essential, it's me, (laughs) Look, the nurses of the service [...] the ever-present service with us, you see? [...] Look, I remember some people here, with great nostalgia, some people have even gone, but I look at these pictures and I see so and speak: Good heavens, how much work we had, but I see, a participant of that, with several people here who shared the same ideal than me, and we managed to get in

the integrated curriculum not only nursing, but other curricula also thanks to this group work [...] What cool it was, very good! (E7).

It was noted that the participants, as suggested by the speeches, behaved like the real actors of the curriculum management process, and when visualizing the album, they would be looking into a mirror, but this reflected images that represented much more than the present, showed the past through a reflexive analysis of the movements of back and forth in the path of a curriculum practiced to this day.

The stimulus experience through images emphasizes the possibility of understanding the socio-cultural environments, and contain a playful content, strengthens the humanization and acts as a magnet for the interpreter, making him move a formalities world for a of informality.

In this sense, a memorial album can contribute to reports, and in its absence would be forgotten or little explored, leaving then record important facts for the composition of the study phenomenon. In addition, the image displayed by those who lived through the story carries other narratives around that would not be uncovered if they had not been addressed.

CONCLUSION

The development and implementation of the scrapbook was considered a relevant resource for assisting in the projective interview in qualitative research.

It was found that the resource enabled awaken creativity and critical-reflective thinking of the researcher and facilitate the data collection by allowing a supportive and stimulating environment for the respondents, who, when prompted by the images and facts presented in the scrapbook they awakened the perception of their role in the process under study, with the issuance of comments that went beyond a factual chronology and expressed feelings impregnated by the experience of collective action in health education.

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