



## TEACHING PRACTICE OF THE NURSE IN THE STORK NETWORK BASED ON THE HISTORICAL-CULTURAL THEORY

### PRÁTICA DOCENTE DO ENFERMEIRO NA REDE CEGONHA À LUZ DA TEORIA HISTÓRICO-CULTURAL

### PRÁCTICA DOCENTE DEL ENFERMERO EN LA RED CIGÜENA BASEADO EN LA TEORÍA HISTÓRICO-CULTURAL

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#### ABSTRACT

**Objective:** to analyze the pedagogical practice of the nurse teacher articulating the actions of attention to women in the Stork Network. **Method:** this is an exploratory-descriptive study with a qualitative approach, from the perspective of theory based on the data and assumptions of the historical-cultural theory. Twenty-two professors of Nursing Undergraduate courses were interviewed in seven Higher Education Institutions. **Results:** In the data, there was the emergence theory "Nursing professor practice in the Stork Network", reflecting discussions not only at an academic level but also in the concerns of the services and even the community, showing that the educational aspect of nursing is not dissociated from the practice. **Discussion:** teachers recognize that strategies aimed at clinical teaching present a pedagogical process promoting critical-reflexive student learning, with the appreciation of the social environment of this process. **Descriptors:** Nursing Teachers; Obstetric Nursing; Maternal and Child Care; Stork Net.

#### RESUMO

**Objetivo:** analisar a prática pedagógica do docente enfermeiro articulada às ações de atenção à mulher na Rede Cegonha. **Método:** estudo exploratório-descritivo, com abordagem qualitativa, na perspectiva da Teoria Fundamentada nos Dados e pressupostos da teoria Histórico-Cultural. Foram entrevistados 22 docentes de cursos de Graduação em Enfermagem, em sete Instituições de Ensino Superior. **Resultados:** os dados permitiram surgir a teoria emergente "Prática docente do enfermeiro na Rede Cegonha", que reflete discussões não apenas de nível acadêmico, mas também das inquietações dos serviços e até da comunidade, evidenciando que o aspecto educativo da enfermagem não está dissociado da prática assistencial. **Discussão:** os professores reconhecem que estratégias voltadas ao ensino clínico apresentam um processo pedagógico que promove aprendizagem crítico-reflexiva do aluno, com a valorização do meio social desse processo. **Descritores:** Docentes de Enfermagem; Enfermagem Obstétrica; Assistência Materno- Infantil; Rede Cegonha.

#### RESUMEN

**Objetivo:** analizar la práctica pedagógica del docente enfermero articulando las acciones de atención a la mujer en la Red Cigüeña. **Método:** estudio exploratorio-descriptivo con enfoque cualitativo, en la perspectiva de la Teoría Fundamentada en los Datos y presupuestos de la teoría Histórico-Cultural. Fueron entrevistados 22 docentes de cursos de Graduación en Enfermería, en siete Instituciones de Enseñanza Superior. **Resultados:** los datos permitieron surgir la teoría emergente "Práctica docente del enfermero en la Red Cigüeña", que refleja discusiones no apenas de nivel académico, pero también de las inquietudes de los servicios y hasta de la comunidad, evidenciando que el aspecto educativo de la enfermería no está disociado de la práctica asistencial. **Discusión:** los profesores reconocen que estrategias dirigidas a la enseñanza clínica presentan un proceso pedagógico que promueve aprendizaje crítico-reflexivo del alumno, con la valorización del medio social de ese proceso. **Descriptor:** Facultad de Enfermería; Obstetricia; La Madre y el Cuidado de los Niños; Red de Cigüeña.

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## INTRODUCTION

The caring nurse is also a teacher when developing the educational actions and orientations to the users and activities of permanent education to the health professionals. However, many nurses opt for the teaching role in undergraduate nursing courses. In the training of the nurse professionals, the program content complies with the recommendations of the Federal Nursing Council (COREN) and the Ministry of Education (MEC), advocating that curricula contemplate a theoretical-practical approach.

Since the training aims at theoretical and practical contents and knowledge comes from the theory associated with the professional practice, it is the reflection on the practice and teaching, since both are linked and inserted in the same socio-cultural and historical context in which the nurses act. Therefore, the experience as a teacher - exercised in the teacher/student relationship, and the professional experience represent a contribution in the teacher praxis for the training of nurses.

What does it mean to be a good teacher? What is meant by excellence in teaching? These questions about the re-signification of the teaching role, transmitter of knowledge to mediator and facilitator of student learning continue to change in the ideology and scenario of knowledge.<sup>1</sup>

The reflection about knowledge shows the pre-professional sources of teaching and approaches indicating that the performance of this function is not innate but produced through socialization, that is, as individuals interact with each other and with the environment they are inserted - family, groups, friends and school build their personal and social identity.<sup>2</sup>

Teachers sometimes act by reproducing historical models considered to be universally valid but not capable of reflecting the reality that surrounds them to make assertive decisions, that is, teachers teach how they were taught. The profession of a teacher requires change, flexibility, and unpredictability. There are no models or model experiences to be applied.<sup>3-4</sup>

Studies indicate that there are different types of teachers or educators in teacher practice, call them as critical, progressive, conservative. It is emphasized that all need common knowledge as theory and practice to open up possibilities to create strategies and to recognize that in teaching one learns.<sup>5-7</sup>

For Libano<sup>8</sup>, teacher work is characterized by a constant back and forth between the cognitive tasks assigned by the teacher and the level of preparation of the students to solve them, occurring the favorable forms of communication that compete positively for teacher-student interaction.

Thus, with emphasis on nurse teacher education, a pedagogical practice must be aimed at a process that is in dialogue with everyday reality, promoting a reflexive and propitious learning for the development of actions aimed at the humanization of women's care, as recommended by various Ministry Of Health policies, including Ordinance Number 1459 of June 2011, which established the "Stork Network".<sup>9</sup>

During the exercise of teaching practice in health institutions as one of the protagonists in the Stork Network, teachers must attend to the challenges in understanding teacher training as a fast factor to recognize and value the emotions and intuition in which critical teaching practice implies to think right and involves the dynamic, dialectical, and reflexive movement between thinking and doing that connects knowledge to all cognitive and affective cultural structures.<sup>7,10</sup>

This study is relevant because the ministerial health care programs of the Brazilian population are integrated with the curricular proposals of the Ministry of Education, and the Nursing teaching criterion is based on new approaches to active methodologies. This is because they are mainly based on great thinkers such as Vygotsky and his followers, who exhibit concepts and theories that support the re-elaboration of didactics in a historical-cultural perspective.<sup>11-2</sup>

Didactics configures the teaching process, the main education area, and it is a mediation of objectives-contents-methods for teaching, which are preponderant factors for learning. The systematized knowledge confronted with the social experiences and concrete life of the student's functions as a solid means for learning. Corroborating, the Vygotskian theoretical reference offers a clue to the pedagogical processes that deliberate and direct the construction of psychological beings belonging to a specific culture. The teacher acts as a protagonist in the trajectory of individuals who pass through the school.<sup>8,13</sup>

In this understanding, this study is justified since it intends not only to know the local reality of the educational institutions but to contribute to the discussions about the practice of the teacher in the training of the professional nurse.

OBJECTIVE

- To analyze the pedagogical practice of the nurse teacher articulated the care actions to women in the Stork Network.

MÉTHOD

This is an exploratory-descriptive study with a qualitative approach, guided by the theoretical basis of Grounded Theory translated into Portuguese as Teoria Fundamentada nos Dados -TFD.<sup>14</sup>

The qualitative approach of the TFD conceives an idea or concept based on a logical and explanatory scheme about the phenomena presenting a relation between the inductive processes and elaborate concepts from the data and deductive processes of the hypotheses that relate to the concepts.<sup>14</sup>

The study was carried out in seven Higher Education Institutions - HEI, in Goiânia, Goiás, with Undergraduate Nursing courses.

The sample consisted of teachers/nurses working in the pedagogical practice, in the subjects: Collective Health, Women's Health and Children's Health. The data collection took place from August to December 2015, through a semi-structured interview, recorded and transcribed in its full. Courses over five years of foundation, authorized and recognized by the Ministry of Education and

Culture - MEC were considered as the inclusion criteria. The exclusion criteria were teachers who were on leave or vacations.

The data were published in the software ATLAS/ti 7.0, and data analysis was applied to the Data Based Theory.

This study was submitted to the Ethics Committee of the Hospital das Clínicas of the Federal University of Goiás that received a favorable opinion under Number 1,314,801, and complies with the ethical and legal precepts related to human research, in compliance with Resolution 466/2012 of the National Health Council.<sup>15</sup>

RESULTS

The speeches of the 22 participants of the study revealed the nurse's teaching practice aimed at implementing the Stork Network as a possible answer to the identified premises, originating the emergent category, Central Core of this study to be approached as a collective commitment, in the basilar quadrilateral supported by the subcategory: Teaching Practice and Stork Network.

The data has the main aspects identified in the interviews reflecting in the Stork Network and includes the subcategory and the emergent category, in transit through the teaching practice, the clinical practice of the students and the policy guidelines (Table 1).

Table 1. Relation of the aspects identified in the interviews, according to the number of occurrences, for the thematic - Teaching Practice and Network Stork. Goiânia (GO), Brazil, 2016.

| Teaching practice and stork network |                                         |
|-------------------------------------|-----------------------------------------|
| Number of occurrence                | Identified Aspects                      |
| 10                                  | Clinical practice and teaching practice |
| 4                                   | Stork Network for teachers              |
| 5                                   | Deficiencies of the Stork Net           |
| 3                                   | The Stork Network policy                |
| 22                                  | Total                                   |

DISCUSSION

♦ Teaching Practice and Stork Network

In this subcategory, the teachers affirmed the teaching activities in clinical practice directed to the Stork Network with a number of occurrences (10). It is evident that the educational aspect of nursing is not dissociated from the practice of care.

*All of our work is linked to the Stork Network - maternity, the care of the mother and the baby, I think it implemented work as mother kangaroo, as today caring for the premature baby, then all this can be better. (P16)*

The teachers mentioned that they develop the Stork Network theme using strategies in clinical practice. This allowed the reflection and in-depth evaluation of the assistance conditions and the effectiveness of the policy, as exemplified in the report.

*The knowledge of the assistance is a form of continuous evaluation, as in the care of the pregnant woman in the prenatal, when carrying out the consultation I am evaluating at that moment how the student can insert the theoretical knowledge in the practice, in the assistance and there I am including and teaching. (P17)*

In this context, knowledge is built on experience. From this point, the student is

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able to assimilate the contents covered in the classroom, but it is worth emphasizing that professionals during their training need to value and understand the practical relationship to be able to think and apply solutions.

*So we work on public policy saying that it is important to know the number of the law, but also to say that you have to know how to interpret what is written. Did you see what is happening there as it was written? Here, what they are doing with us is just talking? It was very interesting when we did a discussion about basic care, a theoretical lesson about this brings you several new concepts that they cannot understand. So we do an inverse job of taking space, talking to people, getting information, and then theorizing. (P21)*

Teachers recognize the positive points of the Stork Network, but also make criticisms, especially regarding implementation and noting their deficiencies. At this point, the teaching practice assumes a crucial role in the formation of nurses capable of reflecting and acting on the reality of the services and values the social and cultural aspects that this policy provides.

*I believe it the way... From the moment that the government was interested in investing in professionals to supply the Stork Network, I believe that it is moving. (P3)*

*I think public policies have a special look for women in all aspects of life. What you need is who implements the Public Health Policies, take them more seriously, and follow the ordinances. (P21)*

*Few people have access to information related to Stork Network. So it is a part that is to be desired. (P1)*

According to the reports, it was evident that, even during the undergraduate course, teachers and students have the conditions and basis to discuss the gaps that exist in the Stork Network need to be fulfilled that need reflection for improvement and quality of care. These aspects were recorded in (5) occurrences, expressed by the following reports.

*But, I cannot see this networking and even if there is a policy of public care, the woman goes to basic care in the prenatal or in another space and she will be lost until the day she is due to give birth, because it is a system that indicates the location that it can drop, get lucky or not. (P21)*

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*So, we have this Storm Network in a fragmented way, I do not have normal childbirth center, I do not have an ambulance stop for the transportation of that woman if necessary does not have the woman's hospital, we have reference hospitals of risk support that I can be directing them. (P17)*

*Unfortunately, these are the old SUS problems. We could not handle the whole demand. But with all the problems that are in demand, quality of service, inputs, I believe in SUS, the work is very well developed. So, I believe in SUS, in the Public Policy of Women's Health, but it is necessary that this covers the part of the population that does not cover it. (P6)*

The teachers pointed out that the discussions and approaches in the classroom meet the guidelines of the Stork Network, the different teaching strategies. However, there are also reports about the gaps in teaching, to strengthen the discussions in academic environment articulated with the other speeches and occurrences.

*Normal birth. We know that there are many myths about this process, because they see something in a place, in another place they see different, it ends up being contradictory. It would be good if the students could see it more, it could be more practical, more active and participative. (P4)*

*Not specifically in the thematic axis because I work the health of the child and the adolescent. It is more a problematization between the mother and the baby, child or adolescent. But not with that breadth that could be discussed, I think we are lower. (P20)*

The data in their respective subcategories allowed the emergence of the data-based 'theory', entitled 'Nursing teaching practice at the Stork Network', reflecting discussions not only at the academic level but also at the concerns of services and even community. Since the students who are in training at that time, they will be professionals of the practice of care soon. The entire process described above was represented in the following image.

#### ♦ Teaching Practice and Stork Network

The courses in the health area are structured in health policies. Not unlike in nursing, specifically in the subjects that discuss maternal and child health. As expressed by teachers, academic work is guided by the guidelines of the Stork Network. Teachers encourage during graduation for nursing students to improve the educational aspects of the female population associated with care practice.

Nursing is highlighted with the potential to increase the confidence of pregnant women, and also to promote follow-up during prenatal care, through nursing consultation and clarification of doubts, curiosities, and fears in this new stage of women's life.<sup>16-7</sup>

The teachers emphasized that the Stork Network must be contextualized and closely articulated with clinical practice, guided by the evaluation and reflection of theory and practice. This is understood as the potential to train empowered professionals of the scientific content and reality they encountered in care, and able to look critically at the work scenario and propose interventions that favor women's health care in the pregnancy-puerperal period.

However, thinking about health education as a mediator for professional practice is not a common, much less usual task. The academy works with the pursuit of knowledge and production of science. In this prism, the new forms of dialogues between theory and practice are configured, in which culture is an undoubtedly important element in the formulation of praxis of excellence in health.<sup>18</sup>

With this, the teaching practice seeks to contribute to the understanding of the student during his/her formation, of the theory and the practical relation of politics. It is important to emphasize that teachers can value and point out the problematizing methodology in their teaching practice, evident in the passage "So we do such an inverse job of taking to space, talking to people, raising information and then theorizing."

The mastery of the theoretical-scientific and technical bases and their articulation with the concrete requirements of teaching allow greater security, so the teacher has subsidies to reflect his practice and always improve the quality of his work.<sup>5,8</sup>

In this context, we highlight the understanding of the teaching practice based on Vigotski, implying attitude, reciprocity, exchange with peers and with himself. It is to be aware of the limitation of one's own knowledge and the greater desire to unveil new knowledge, for every successful practice is preceded by another successful practice. The pedagogical practice of each is unique and non-transferable.<sup>19</sup>

The Stork Network determines health services to adopt safe practices in the care of birth and delivery, as well as increase the availability of obstetric and neonatal beds. In this redesign of structure and organization in a gradual way throughout the national territory, priority is given to regions included

in the epidemiological criteria of the high cesarean rates, infant mortality, maternal mortality ratio and population density.<sup>9</sup>

Teachers recognize the components advocated in the Stork Network: prenatal care, delivery and childbirth, puerperium and comprehensive child health care; and logistical system - sanitary transport and regulation<sup>9</sup>, as positive points of this network, but also criticize, in particular, the item that refers to the operationalization.

The changes in the management model and qualification of the health services in maternal and child care in Brazil gain prominence in the participants' speeches as the preponderant factors for the implementation of the Stork Network, a quality care for SUS work teams and users, which may also lead to a reduction in maternal and infant mortality rates.

It can be seen that women's care policies have been in increasing development in the scale of implementation of women's health care policies in the last two decades. Since the implantation of the Stork Network have invested in relevant research that discuss the operationalization of this network, whether in the teaching practice for professional training, or in professional practice and the training of nurses capable of reflecting and acting in reality of the services and value the social and cultural aspects, playing a relevant role in the policy of women's health care.

The professional work of the nurse in the Stork Network is fundamental for implementing actions in basic care. Because, during prenatal care, educational actions are developed to discuss the process of all stages of the pregnancy-puerperal cycle, the pregnant woman becomes susceptible to the guidelines regarding childbirth and opens the way for the adoption of the natural process of childbirth, breastfeeding, and care of the newborn.

In Brazil, the total number of births in the public network that occurs is still small in normal deliveries attended exclusively by nurses. The continuous presence of the nurse or nurse obstetrician favors the promotion of emotional, psychological and physical comfort, characterized as an important element in the assistance to normal childbirth through good obstetrical practices.

Health professionals are the most important actors in this relationship, especially nursing that has characteristics of profession focused on humanized care and host, which are guidelines of the Stork Network Policy. However, it is necessary to expand actions such as investments in the

initial and continuing training of professionals to implement this model, an essential fact for them to qualify the service to the users, and to overcome the challenges to the implementation and effectiveness of the policy<sup>9,20,21</sup>. The teachers also show gaps in training to work the Stork Network. In this sense, the critical reflection of the teacher is defended about the practice, this is especially important, because, when critically reflecting the current practice, it is possible to improve the next practices and to account for the complexity and specificity of the knowledge constituted in the exercise of the activity and profession.<sup>5</sup>

#### ♦ The teaching practice of the nurse in the Stork Network

The articulation of care for women with public health policies instigates to give plasticity to the study of teaching practices of the nurse and responds to the premises and objectives sought for the implementation process of the Stork Network. This professional training subsidizes nurses to valorize the autonomy and subjectivity of each woman in her gestation, delivery and puerperium process.

It is worth highlighting a study with pregnant women carried out in Rio de Janeiro in 2011 to contextualize the nurse's relevance, demonstrating that for this specific population the obstetrician is still the focus of the pregnant/parturient. This perception of the user reveals that the care is medicalized and technician, far from the approaches of the public policies of the humanized assistance of the childbirth. The study illustrated the high prevalence of cesarean delivery versus natural and humanized delivery.<sup>22-3</sup>

From the changes imposed with the creation of the SUS in the way of doing and thinking about health, they impelled modifications within the scope of nursing, which strives to dedicate to the acquisition of a new posture in the way of attending and conceiving the human being, resisting the reductionism of daily health practices. Therefore, it is understood that there is a need to implement a pedagogical model that promotes thinking and acting, critically, moving towards professional practice with actions regarding the integrality of care.<sup>5,23</sup>

It is proposed a model of integrative training, aimed at bringing students closer to professional practice, from thinking to action, from the commitment of the teaching-learning process to reality, promoting the quality of teaching nurses leaving for a humanized care.<sup>24-5</sup>

In the meantime, the teacher as part of the pedagogical process is distinguished by the activity exerted and why not in the scenario of clinical practices.

*The teacher plays an active role in the education process: modeling, cutting, dividing and carving the elements of the environment so that they fulfill the objective pursuit of the educational process, so it is trilaterally active; The student, the teacher, and the medium between them are active.*<sup>26:79</sup>

By understanding the social environment as an active part of the learning process, it is understood that the great contribution to the implementation of this network is in the formation of professionals who recognize the politics of women's health and value SUS guidelines, and social and cultural characteristics of the community. For this, the teaching practice in nursing must foster the training of professionals critical of the cultural, social and biological issues of women who are assisted in the Stork Network.

#### CONCLUSION

This study brings the Vygotskian theory to clarify the teaching practices of nurses and also to highlight the clinical educational culture in maternal and child care. The analysis identified that although there are weaknesses in the development of the actions of integral care to women in prenatal care, delivery and birth, puerperium advocated in the Stork Network. Teachers recognize that strategies aimed at clinical teaching present a pedagogical process that promotes critical and reflective student learning, with the appreciation of the social environment of this process.

The data of this study ratified in the literature evidenced that the clinical pedagogical practice focuses on teaching vicissitudes; the descriptions of the pedagogical strategies diverge in different phases of the didactic process proclaimed by the teachers. In this statement, it is worth mentioning that the design of even though it has not promoted the expected impact on demand and the quality of assistance to SUS users, the actions of the Stork Network severely compromises clinical teaching practices and the training of future professionals Who will work in the care of health institutions.

For this reason, the assumptions of Vygotsky as a way to be explored by researchers and teachers in the area of health teaching are juxtaposed, juxtaposing this perspective of teaching praises the central

role of the teacher that is to help the development of the student. It is also acknowledged that by supporting the student's learning performance, a process of continuous reconstruction through experience and consequently the quality of maternal and child health care emerges with acquired experience.

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