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CASE REPORT ARTICLE

NURSING CONSULTATION TO POSTPARTUM WOMEN IN THE LEARNING PROCESS: EXPERIENCE OF STUDENTS AND PROFESSIONALS

CONSULTA DE ENFERMAGEM A PUÉRPERA NO PROCESSO ENSINO APRENDIZAGEM: EXPERIÊNCIA DE ALUNOS E PROFISSIONAIS

CONSULTA DE ENFERMERÍA A MUJERES EN EL POSTPARTO EN EL PROCESO DE APRENDIZAJE: LA EXPERIENCIA DE ESTUDIANTES Y PROFESIONALES

Wilma Ferreira Rodrigues¹, Aluska Karleny Batista Pereira², Dhyanine Moraes de Lima³

ABSTRACT

Objective: to describe the experience of undergraduate students from the nursing professionals in teaching / guidance of the puerperal consultation. **Method:** descriptive study type experience report of the eighth period students of the nursing program of the University Center of João Pessoa, in the period from August to December 2012, during their permanence in the clinical internship at the hospital. **Results:** it was found that the presence of nursing professionals in the teaching and learning in the course of the consultation the postpartum favored freedom in the relationship of the student with the customer proving to be an innovative experience because of the interrelationship between teaching, professional and academic. **Conclusion:** The experience was positive and valid both for the nursing professionals and students. **Descriptors:** Education; Clinical Internship; Nursing Care.

RESUMO

Objetivo: descrever a vivência dos alunos de graduação junto aos profissionais de enfermagem no ensino/orientação da consulta puerperal. **Método:** estudo descritivo, tipo relato de experiência de alunos do oitavo período do curso de enfermagem do Centro Universitário de João Pessoa-PB, no período de agosto a dezembro de 2012, durante a permanência dos mesmos no estágio clínico na maternidade. **Resultados:** identificou-se que a presença do profissional de enfermagem no processo ensino e aprendizagem, no transcorrer da consulta a puérpera, favoreceu a liberdade na relação do aluno com o cliente, revelando ser uma experiência inovadora pelo fato da inter-relação entre o ensino, o profissional e o acadêmico. **Conclusão:** a experiência foi válida e positiva tanto para os profissionais da enfermagem quanto para os alunos. **Descritores:** Ensino; Estágio clínico; Cuidados de enfermagem.

RESUMEN:

Objetivo: describir la experiencia de los alumnos de grado junto a los profesionales de enfermería en la enseñanza y orientación de la consulta postparto. **Método:** estudio descriptivo, tipo relato de experiencia de alumnos de la octava etapa de la carrera de enfermería del Centro Universitario de João Pessoa-PB, en el período de agosto a diciembre de 2012, durante la permanencia de los mismos en la pasantía clínica en la maternidad. **Resultados:** se observó que la presencia del profesional de enfermería en el proceso de enseñanza y aprendizaje, en el transcurso de la consulta a la madre en período de postparto, favoreció la libertad en relación al alumno con el cliente, demostrando ser una experiencia innovadora, por el hecho de haber una interrelación entre la enseñanza, el profesional y el académico. **Conclusión:** la experiencia fue valedera y positiva tanto para los profesionales de enfermería como para los alumnos. **Descriptores:** Enseñanza; Pasantía Clínica; Cuidados de Enfermería.

¹Nurse, Professor Master of Science in Human Kinetics, Women's Health Department, University Center of João Pessoa / UNIPE. João Pessoa (PB), Brazil, Email: wilma_fgr@msn.com; ²Nurse, Specialist in Public Health, State Blood Center of the Municipality of Itabaiana. Itabaiana (PB), Brasil. Email: aluscakarlene@hotmail.com; ³Student, Graduate Program in Nursing, University Center of João Pessoa / UNIPE. João Pessoa (PB), Brazil, dhyaninemoraais@hotmail.com

INTRODUCTION

The clinical internship is the beginning of a reality in which nursing students come to understand and experience the daily life of a professional, which is when they recognize the real role of the nurse addressing it more and more as their work instrument: the patient or client.

The contact with the patient should be started as early as possible so that the student recognizes their commitment with the role of caregiving. The first contact can be through nursing consultation that should happen especially with a good dialogue between professional and client with the necessary willingness to share, to help and take care of even the basic element in the pursuit of solving their problems.¹⁻²

The nurse as a health professional has the nursing appointments as their prerogative, guaranteed by the law of Professional Practice No. 7,498 / 96 in its article 11, paragraph I, and can be defined as: activity directly given to the patient through the which are identified problems of health and illness, prescribed and implemented nursing measures to contribute to the promotion, protection, recovery or rehabilitation.³

The University Center of Joao Pessoa-PB (UNIPÉ) has as field of clinical stage for the undergraduates from the eighth period of the Nursing Course a Maternity of reference in the city of Joao Pessoa-PB, still serving as a training area for the students of the nursing undergraduate course at other higher education institutions.

In this clinical internship the nursing consultation is developed with the discharge of the mothers of the institution and that care is promoting the meeting of students with professionals in the field, it is necessary at this time to establish a dialog between interns and nurses.

This moment offers a differentiated experience for both students, which were once exclusively under the supervision of professors, as well as to the professionals, who have the opportunity to be close to the students in higher education and professional experience.

The literature shows the concern of educators with the communication difficulties of the student with the client, with the teachers and other healthcare professionals. In addition, signs of anxiety are singled out, fear and anxiety that students present at the beginning of practical learning.⁴ It is believed that it is essential to draw on techniques that

allow changes, and that the presence of professionals with the students during the practical learning bring freedom and reducing anxiety and considering that the professionals should show themselves as subject collaborators of this process. It was in this context that has developed the experience described in this report that has as objective to describe the experience of undergraduate students of next to the nursing professionals in teaching/orientation of puerperal consultation.

METHOD

Descriptive study, experience report of students of the eighth period of the Graduate Program in Nursing of the University Center of Joao Pessoa in the period from August to December 2012, during their permanence in the clinical stage of the reference maternity and as integration with the nursing professionals in the field of practice, as participants in the learning process.

EXPERIENCE REPORT

The activities to be developed by the students in hospital for reference, are planned previously and are intended to assist and monitor the work with the activities to be held with the puerperae, such as physical examination, evolution of nursing, guidance in caring for nursing, care with the wound, nursing care plan and as well as the nursing consultation to high puerperal where such actions become mandatory requirements in the practical field for students in their professional training.

In the environment where they have developed the intern for practical activities supervised at first it was observed that the maternity nurses and supervised graduate students and guided by the professor they share the same physical space.

The puerperae upon entering the ward I in the maternity hospital in question were divided at random and part of them cared for by students, while the other party was chosen by the professionals scaled in shifts, in order to offer the opportunity of students undergoing the contact with the woman and establish actions for the nursing consultation the discharged puerpera, avoiding division with such exchange or divergence of information or excessive queries to the same patient.

However, the dynamics of division did not appear appropriate, as a side found himself the teacher with a group of students and other professionals in the area, resulting in

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some situations the need for nursing professionals to address the student or teacher upon the occurrence of any event whose competence would be the very nurse sector, creating with it an embarrassment and discomfort for the nurse, student and teacher.

After the observation of fact and difficulty previously described it was decided that the group of students would be responsible for a ward, also chosen at random, and the nurses participated in the process of supervision and guidance of students were present in the industry, acting jointly, professional shift staff, teacher and student.

All those involved in this case report verbally agreed to participate in the study, with a view to ensure the fulfillment of resolution 196/96, committing ourselves to ensure the anonymity and not to disclose the name of the institution and not of the participants.

FINAL CONSIDERATIONS

The meeting in which there was a development of professionals and students on the teaching-learning process was uneventful, the responsible teacher closely oversaw, resulting in more safety, participation of undergraduates and confidence for the professionals.

In this new undergraduate intern process, they asked that the first nursing appointments were made by professional nurses, so that they could observe the physical examination to postpartum women and especially high approach that drew family planning activities and guidance after discharge that according to the students was one of the causes of anxiety for the student.

Since then, other calls that followed were performed by the students themselves when appeared doubt, some necessary corrections had to be made as well as some aid interventions were promptly met by the teacher or professional, trying not to offer prejudice in the quality of care. According to Paulo Freire the educator must be attend to varying degrees of understanding of the reality that is presented to each student.⁵

After this first time, at a meeting for assessment it is noticeable that both students and professionals were satisfied with this new dynamic for participation, provided thereafter that the experience should be repeated, as a practice to be followed, which resulted more security for all those involved. In addition, they had the opportunity to hear the professionals and the undergraduates, both

being of favorable opinion on this type of experience.

It is necessary to provide the undergraduates, new experiences that articulate theory with practice, so that with this new forms may think criticisms act in a hospital environment.⁶ With the passing of time it was noticed that the students and professionals in the clinical internship developed a bond of trust, respect and security, leaving them with more freedom with each other.

The monitoring conducted by professional nurses making students assured and easier for them to demonstrate the technical and scientific skills acquired with safety training and more comfortable to formulate questions to clarify doubts, these facts have taken the teaching-learning process.

CONCLUSION

After this experience can assert that was positive for both the nursing professionals physician of the maternity units and for the students of the eighth period of undergraduate nursing course of the University Center of Joao Pessoa - PB/UNIPÊ since, from then the students were able to act with more freedom and responsibility with the client, decreasing the level of stress generated by the start of the practice, and by the presence of the teacher. -For professionals, they become asserted by the process of teaching and learning of the student in the clinical internship.

Such a tool constitutes a source of learning in which he seeks to guide students without sacrificing service. Having this experience given us greater flexibility and maturity to the acting as nurses and students in the teaching-learning process.

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Correspondence Address

Wilma Ferreira Guedes Rodrigues
Edf Holanda Gardem
Rua José Maria Tavares de Melo, 301
Bairro Jardim Luna
CEP 58034220 – João Pessoa (PB), Brazil