



Journal of Nursing

Revista de Enfermagem

UFPE On Line

ISSN: 1981-8963

ORIGINAL ARTICLE

BATH IN BED: CARE PRACTICE THROUGH THE VIEW OF NURSING ACADEMICS

BANHO NO LEITO: PRÁTICA DE CUIDADO NA VISÃO DE ACADÊMICOS DE ENFERMAGEM

BAÑO EN LA CAMA: LA PRÁCTICA DE ATENCIÓN DE LA VISTA DE LOS ACADÉMICOS DE ENFERMERÍA

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ABSTRACT

Objective: to know the learning experience of nursing academics in washing patients on the bed reported in reflective portfolios developed in the discipline Fundamentals for Professional Care in the Federal University of Santa Catarina. **Method:** a documental research with a qualitative approach. There were consulted six portfolios reflective of nursing academics and selected relevant passages which described the experience of learning about bath on the bed. The data were organized according to content analysis and analyzed in view of the optical reference of the critical pedagogy of Paulo Freire. The research was approved by the Ethics Committee in Research, Protocol nº 193/09. **Results:** three categories form the focus of discussion: 1. Recognition of the importance of the bed bath, 2. Practicing bed bath: simulation in nursing lab, 3. Doing bed bath: the hospital scenarios practice. **Conclusion:** the academics initially did not understand the magnitude and importance of holding the bed bath in nursing practices, but over the course of the teaching learning process they have become aware of the importance of this care. **Descriptors:** Personal Hygiene; Nursing Care; Nursing Education.

RESUMO

Objetivo: conhecer a experiência de aprendizado dos acadêmicos de enfermagem na realização do banho no leito relatados em portfólios reflexivos desenvolvidos na disciplina de Fundamentos para o Cuidado Profissional na Universidade Federal de Santa Catarina. **Método:** pesquisa documental de abordagem qualitativa. Foram consultados seis portfólios reflexivos de acadêmicos de enfermagem e selecionados os trechos relevantes que relatavam a experiência de aprender sobre o banho no leito. Os dados foram organizados de acordo com análise de conteúdo e analisados tendo em vista a ótica do referencial da pedagogia crítica de Paulo Freire. A pesquisa foi aprovada pelo Comitê de Ética em Pesquisa, Protocolo nº 193/09. **Resultados:** três categorias formam o foco da discussão: 1. Reconhecimento da importância do banho no leito; 2. Praticando o banho no leito: simulação em laboratório de enfermagem; 3. Realizando o banho no leito: cenário da prática hospitalar. **Conclusão:** os acadêmicos inicialmente não compreendem a dimensão e importância da realização do banho no leito para a enfermagem, porém com o decorrer do processo de ensino aprendizado tomaram consciência sobre a importância deste cuidado. **Descritores:** Higiene Pessoal; Cuidados de Enfermagem; Educação em Enfermagem.

RESUMEN

Objetivo: conocer a la experiencia de aprendizaje de los estudiantes de enfermería en la toma del baño en la cama reportado en las carteras de reflexión desarrolladas en la disciplina de los Fundamentos de para el Cuidado Profesional en la Universidad Federal de Santa Catarina. **Método:** una investigación documental con enfoque cualitativo. Se consultó a seis carteras de reflexión de los académicos de enfermería y seleccionados los pasajes relevantes que describieron la experiencia de aprendizaje sobre el baño en la cama. Los datos fueron organizados de acuerdo al análisis de contenido y analizados teniendo en cuenta la referencia óptica de la pedagogía crítica de Paulo Freire. La investigación fue aprobada por el Comité de Ética en Investigación, el Protocolo nº 193/09. **Resultados:** tres categorías forman el centro de la discusión: 1. El reconocimiento de la importancia del baño en la cama, 2. Practicar baño en la cama: simulación en laboratorio de enfermería 3. Realizando el baño en la cama: el escenario de la práctica hospitalaria. **Conclusión:** los académicos en un principio no habían entendido la magnitud y la importancia de la realización del baño en la cama de la enfermería, pero en el transcurso del aprendizaje y la enseñanza han tomado conciencia de la importancia de este tipo de atención. **Descriptores:** Higiene Personal; Cuidados de Enfermería; Educación en Enfermería.

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INTRODUCTION

Nursing operates substantially in comprehensive health care through the care; their practices are based on empirical knowledge and scientific. In this perspective the nursing education underpins their professional skills and critical thinking in various care situations in the process of human living of individuals, families and communities in everyday practice.

In pedagogical sense, the current curricula of undergraduate nursing in Brazil are built in order to accommodate the diversity of professional practice and seek to develop skills such as the ability of decision-making and actions of health care aimed at preventing promotion, protection and rehabilitation of health.¹ The nursing curricula are focused on way to teach the care of future professionals. And, in that direction, educational practice is founded on dialogue and awareness of subjects for care; the dialogue between the subjects involve both content, as an exhibition about the experiences of educators in their own practices. In this sense, supporting the ideals of Paulo Freire on the act of teaching and learning as a dual carriageway, where all involved learn, the author conceives education as transmission of content by the educator, but in an establishment of dialogue, meaning that those who educate are learning too.² It is evident that in this way, " knowing how to teach is not to transfer knowledge but to create the possibilities for their own production or build their own".^{3:47}

The guiding principles for Critical Pedagogy has as horizon building society participation and solidarity, in which man is the subject of personal and social development, which needs to be aware of their reality, to organize, given that the school has paper important in the formation of the subject in this context has the task of revealing and understanding the reality to which subjects are inserted through the identification of issues that give rise to seek knowledge and self-training in their own reflections.³⁻⁶

Supported on the framework of critical pedagogy, discipline Fundamentals for Professional Care, the Undergraduate course in Nursing, Federal University of Santa Catarina - Brazil provides academic experiences of care in hospital practice different scenarios and enables them to learn from the challenges profession. Thus, the student knows from experience the complexity of nursing care and to experience the daily life of the profession, have the

chance to develop skills and abilities across the diverse situations that arise in a professional context.

Among the various procedures performed in nursing care is bed bath. Generally, it is considered a simple procedure, because there is potential risk, but in fact it is quite complex. Its implementation requires skills, knowledge and sensitivity. Is odd moment of care, requiring approximation of scientific knowledge with sensitivity. This requires user's preparation, environment, equipment and supplies needed, as well as careful observation of the conditions of that individual. The assessment of the physical and emotional condition of being human, associated to the context of care as the presence of probes, drains, catheters, limitation of motion, skin fragility, making this a complex procedure summarily, as well as exposure of the body and the contact position that requires professional who executes.⁷ This context makes the bed bath a special moment to review the conditions of human beings and their care needs, as well as for an attentive listening, promoted by the special ability of professional-user interaction.

The principles of humanized care are guides for teaching practice for teachers in the development of this discipline. It is in this perspective that contextualizes humanizing learning, which is based on theoretical and methodological critical pedagogy, and uses active methodology in the teaching-learning, which provides students warm, open classes using generators and provide discussion topics and reflection of the content in a participatory manner. "These methodologies develop the active participation of learners in the dynamic process of knowledge construction, evaluation and resolution of problems, bringing the student to the role of an active subject of its growth, the protagonist of the process."^{8:754}

Scholars who experience nursing care so that they can observe the practice scenarios hospital. After trying to build a state of the study, an account of the patient's history, and learning issues which express their questions about what they perceived the scenario. At this point teachers interact with the students in order to discuss issues of learning and reflect on the observed.

Later, scholars share with their classmates study situations and learning issues at a time of socialization. At the end of this activity returned to the hospital setting to observe facts have not noticed, which many of them were reported by colleagues about what they

observed and thus broaden its perception of nursing and care.

From there, seek theoretical and scientific respond well to their questions. It is noteworthy that scholars have in their schedule of discipline study schedules, moments of individual study or group entitled "independent studies". Another time teachers lead discussions on specific themes, which were previously studied by the student.

After the group discussion (students and teachers) are performing the procedure nursing care related to the previously discussed in the nursing laboratory. This simulates situations to reality, providing the academic contact with the materials, technique, teamwork, as well as discussions about the care provided. Then return to the practice setting, university hospital, so then to take care of patients.

Scholars describe their experiences in diary form, a document called evaluative reflective Portfolio. With this instrument the teacher and the student reflect on their own actions and behavior in response to situations experienced in this discipline, thus compounding record their progress and difficulties.

These teaching strategies provide students with the knowledge and practice in nursing so conscious of the care provided, as well as the opportunity to discuss and confront the daily challenges of the nurse, and promote strategies or new methodological approaches to education can contribute to students realize the importance of careful streamlining user and your family in this way nursing education and gives meaning to it.

In this study it is shown for the nursing care provided during the performance of the bed bath, which involves all the steps of learning described above. Given the above, the goal is to know the text learning experience of nursing students in making the bed bath reported in reflective portfolio developed in the course of Fundamentals for Professional Care in the Federal University of Santa Catarina.

METHOD

This study is part of research methodologies << Active Learning in Vocational Nursing: rethinking strategies for teaching and learning in undergraduate >> developed in the nursing department of the Federal University of Santa Catarina.

This is a qualitative research documentary. In this type of research data come from documents and construed in accordance with the objective and a research framework, ie, documents not received analytic treatment

can be restated in accordance with the objects of the research.⁹

The information was collected in portfolios reflective of academics who attended the course - Fundamentals for Professional Care in the second half of 2009 and the first half of 2010. Inclusion criteria were that academics should be duly enrolled in the subject and have reported on their experience of care portfolios held at bed bath, and the exclusion criteria were not reported care topic of study in their portfolios.

To collect the data, 20 portfolios were consulted, six being chosen for analysis, as were reported to the learning experience regarding care "bed bath", as the subjects went through this living experience. Data were organized according to Bardin¹⁰ proposal which generated thematic units for discussion, and were analyzed on the optical reference of critical pedagogy of Paulo Freire.

We have respected the ethical principles established by decree 196/96, concerning research with human beings. The project was approved by the Ethics in Research with Humans, Federal University of Santa Catarina, and protocol n ° 193/09. The students were informed of the objectives, the freedom to withdraw at any time without loss of any order, the results have only a scientific nature and not commercial and that their identity would be preserved, using aliases in this case with a letter indicating portfolio (P) and an ordinal number. (1, 2, 3, 4, 5 and 6).

RESULTS

Given the information found in portfolios emerged three categories for analysis: 1. Recognition of the importance of the bed bath, 2. Practicing bed bath: simulation lab 3. Doing bed bath: the hospital practice scenario. It is worth mentioning that the categories were constructed from the data reported by academics in their portfolios following the logic of the chronological development of learning.

• Bed bath: theoretical and practical approach

For the first contact with the subject, the students were taken to the university hospital and found the bed bath performed by nurses, thus knowing and recognizing some knowledge so gradual. Observing, reflecting, discussing, studying and practicing, the scholar is actively involved in building their knowledge. Observed in these reports that at first there was little interest in research on the topic hygiene, for they realized that the bathroom was a care commonplace and familiar to the student, but the subjects did not fail to cite

the importance of hygiene, as seen in the speeches:

Hygiene and comfort I also found interesting and important, but as a subject is more familiar, I have not read much about it. (P03)

Although I know that hygiene is paramount in our lives, I could see how important and significant it may be. (P05)

I realized that hygiene is also a form of comfort, because when we feel good, we are cleaned; it's more comfortable. Today's meeting was very fruitful, I witnessed a scene, the bed bath, I had never seen and did not know how it is done, and with this opportunity to observe, I learned a lot about how to give a bed bath. (P06)

The reflections caused in academics at the time of observation of care associated with the theoretical approach of the theme added in the construction of academic knowledge about bathing performed in the hospital setting. After reflecting for the first time on bathing in technical and professional scholars begin to realize that they had not previously reflected on the importance of this moment.

♦ Practicing bed bath: laboratory simulation

After the theoretical contact happened a second stage of learning, is now performed the simulation of the bed bath in nursing lab, using puppets. At this point the students reported difficulties encountered:

I confess to finding the realization of the bath somewhat laborious and time consuming. (P01)

Seeing the bath, I thought it could not do, I found it hard, making the bed then, even more with a person. (P03)

Yeah, not everything is what it seems [...] thought it would be simpler a bath in bed, but I was wrong! It is not an easy procedure, simple, however. (P05)

At this point the students also reflect on the difference in making the dolls in bed bath and perform a simulation in a dependent person, which generated the same fears, as evidenced by the reports below:

We performed the technique bed bath, I felt very nervous and apprehensive, as did many wrong things and also for being a doll and we are not effectively performing a bath for me was weird. I believe that I'll better understand how it really is in the bath when patients accomplish (...). It will definitely stay even more apprehensive because as I said, there is a huge difference in performing the technique with a dummy and without using water. (P02)

Everyone concentrated, full of doubts and the goose bumps just thinking about how it will be in the hospital. (...) After that we did a training bed bath. My double was the T., as I took the bath she dried. I thought

less difficult, because it was with the doll. (P03)

It was noticed that the students begin to understand the importance of giving due care in the execution of the bath when remember that people hold in the setting of hospital practice.

♦ Realizing bed bath: the scenario of hospital practice

Upon reaching the hospital, the academic running bed bath, because this time their experiences combine theoretical, laboratory and their experiences on what, for him, means caring. When faced this context arise numerous unusual situations such as access to materials, the work team of the hospital, the family user among others, as noted in the reports:

We went to get the materials to start the bed bath. A little disoriented in the hospital, we learned where each instrument is stored, where is the purge, the wound dressing, medication room and linen closet. With the materials in hand we started the procedure. A little muddled and nervous, mainly because it is our first bed bath, took too long to achieve the same. (P01)

To save time, we got everything we needed for this procedure. Quite lost, we walked from one side to the other to pick up the materials, but in the end everything worked out. [...] We got the materials and returned to the room, and from there went to get hot water in the bathroom to put in the two basins. [...] At this time I kept thinking how this situation is embarrassing, especially for the patient, further it is lucid. I was very lost, was slow by it all be new to me. While the P02 gave the bath, I was drying. We felt a little difficulty, but as it was our first time, to think that we were right. I thought it would be a lot worse. (P03)

At times during the execution of bed bath the help of colleagues and teachers makes a difference when it comes to security and mainly because they understand that nursing is a profession that suggests teamwork.

We take care of a dependent patient, and so we bath faster because of the cold, and medication. Our colleagues had to help, it seemed that the patient was afraid and because of this hardened throughout. I was surprised with myself and my colleagues, because we managed to finish all the bathrooms, control vital signs and medication from 8:00 am to 9:30 am. (P03)

In the bath, help the teacher and peers was very important for me to feel safer. It was much simpler than I imagined. But the patient helped. Anyway, it all worked. (P05)

In this construction of learning about bed bath and nursing care activity, the students were noticing, so gradually the importance of

care, demonstrating the making of consciousness about the knowledge of bed bath for nursing.

DISCUSSION

Knowing the reality is problematical in practice first, to develop the academic potential of capturing and understanding of the world, the world of nursing, as well as the relationships that occur in it. The development of understanding of concepts that guide and support the professional practice of nursing opens the possibility for the implementation of joint actions theoretically a proposed transformative praxis, based on trajectories that ensure methodological dialogue, participation and development of a critical consciousness committed the transformation of reality.¹¹

In principle, it is clear that the students involved in this study show little interest in the care provided at bed bath because the judge as something trivial and without difficulty, given that bathing is something they looked familiar. When faced with some concepts or familiar words in their daily lives, conceived nursing care as a common cause, however, even at this time, unaware of the dimensions that include patient care in the bath, so the value in this knowledge as important.

With the advance of discussions about the bath, scholars report that care, and hygiene issues, particularly the bed bath are complex. Thus, broadening their horizons, they realize that this care involves knowledge, skill and sensitivity. The awareness of this moment, on nursing and its role with another human being, vulnerable reinforces the importance of the academic establishment of his own conscience.

The teacher in this context plays a fundamental role in the teaching-learning academic as it needs to be aware of their role in the educational process, keeping its essence, its aims and its pedagogical moves forward to education and commitment to transform reality. This process occurs through dialogue, "the time when humans meet to reflect on their reality as we do and re-do."^{12:64}

In another aspect, the ability of the learner and the educator to critical reflection on the reality in which they belong, allowing the observation, knowledge and intervention to transform it.

The pedagogical relationship built through dialogue and intentionality, it shows that active participation in the teaching learning is a prerequisite for the achievement of the educational goals, where the student is the

protagonist and co-responsible for their learning and the teacher has the role of facilitator process.¹³

The academic study, to practice in the bed bath dolls nursing simulation lab found that the activity followed a sequence of events systematized and thus perceived difficulties and challenges, especially when some wondering that in another setting would perform the procedure in people. The challenges faced at this time was presented as reflection-action-reflection, and associated with this, the dialogue between them and the teachers bring an understanding of the reality of nursing care as a form of transformation, revealing the role of education. Critical reflection leads the practice, which entails thinking about the situation experienced, and it is thought to exist in the very condition.⁶

Academics on contact with the hospital environment and observe the realization of the bed bath by nursing professionals realize that the issue is more complex than imagined what prompted the search for knowledge. At this time the role of the teacher is essential as it seeks to compromise the theory, practice, professional relationships and knowledge brought by academics, talking in that being and knowing are always under construction. Knowledge is not only true, all knowledge is relative, denied, overcome or complemented by other knowledge, thus having the characteristic of being unfinished, as there is always something more to learn or be recast in other knowledge.¹⁴

In the scenario of hospital practice, academics associated all the skills previously acquired and vulnerable environment itself, which demand academic reflection-action-reflection constant, the realization of care during the bed bath and thus realize that the process teaching-learning they are getting is crowned by know-be, know-how and know-live. In this sense man is an existing being and is in the world, who builds his history and have the ability to combine their experience to the ability to create, which is integrated in the awareness of "being" and "stay" in the world.⁶

By revisiting the evidence reported in the portfolios of academic study can perceive the teaching-learning experienced since the little initial interest in the subject, successive approximations, to reflect on understanding to get care in bed bath. This is due to the process constructed by teachers and students during the teaching-learning overlapping dialogue, reflection and awareness of reality. New ways of conducting the process of teaching-learning approach suggest numerous

possibilities for the contents likewise approaching academics and teachers, and from this perspective the process of teaching-learning becomes dynamic and participative, contributing to the training of nurses critical-reflective.¹⁵

Faced with the many challenges that the teaching and learning in nursing features, care is the common thread of all the actions involved in the job routine, and consequently that academics realize the importance of it for visibility and maintenance of the professional nurse. Care is one of the structural bases in nursing education and includes skills, knowledge, technological advances, but it is essential that the student is prepared to realize that the work of nurses is related to the human person and to the person.¹⁶

FINAL REMARKS

Considering the trajectory nursing students in this study, reported in the portfolios, especially in the situation of care, bed bath, and one realizes that amidst the complex scenario of care, glimpsed up numerous opportunities for learning and transformation of reality, based on dialogue and awareness of the subject. The dialogue in the process of teaching and learning is one way to foster the search for improvement of care, which requires the exercise of reflection brought by academics in this study valuing the expressions of the subjects, but not just for nursing care - Bath in bed, but in any care that nurses are likely to do in their daily work.

By knowing the learning experience of the students in making the bed bath can realize how it is important for nurses to reflect and deepen this care, which is often trivialized in the practice of care, and thus this value as an odd time for nurses by the user.

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[x.php/revista/article/view/20-8786-1-
/pdf_160](http://x.php/revista/article/view/20-8786-1-/pdf_160)

Submission: 2012/06/18

Accepted: 2013/09/09

Publishing: 2013/10/15

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