ADMINISTRATION OF MEDICINES IN PEDIATRICS: FEELINGS EXPERIENCED FROM THE THEORY TO ACADEMIC PRACTICE

ABSTRACT

Objective: investigating the feelings experienced by students of Graduate Nursing Course of a public university, referring to the medication administration process in pediatrics. Method: an exploratory descriptive study with a qualitative approach, developed in a federal public educational institution, with twelve students who attended the course in Nursing Care of the Child and Adolescent Health II. The data production was conducted through interviews using a semi-structured instrument. The data were analyzed based on thematic analysis. The research project was approved by the Research Ethics Protocol 388/2011. Results: after analysis there were revealed three themes << Anxiety at the beginning of the course >>, << Satisfaction with practical-theoretical classes >> and << Security achieved in practical scenario >>. Conclusion: The simulation of situations of care and the reflection were shared by lived experiences contributed to the acquisition of student safety, awakening them to professional liability. Descriptors: Medication Systems; Nursing; Pediatrics; Teaching; Learning.

RESUMO

Objetivo: investigar os sentimentos vivenciados pelos discentes do Curso de Graduação em Enfermagem de uma universidade pública, referente ao processo de administração de medicamentos em pediatria. Método: estudo descritivo-exploratório, de abordagem qualitativa, desenvolvido em uma instituição pública federal de ensino, com doze discentes que cursaram a disciplina Enfermagem na Atenção à Saúde da Criança e do Adolescente II. A produção dos dados foi realizada por meio de entrevista, utilizando um instrumento semi-estruturado. Os dados foram analisados com base na técnica de análise temática. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa, Protocolo 388/2011. Resultados: após a análise, três temas emergiram: << Ansiedade no início da disciplina >>, << Satisfação com as aulas teórico-práticas >> e << Segurança conquistada no cenário prático >>. Conclusão: a simulação de situações de cuidado e reflexão foram compartilhadas de experiências vividas que contribuíram para a aquisição de segurança dos alunos, despertando-os para a responsabilidade profissional. Descriptores: Sistemas de Medicação; Enfermagem; Pediatria; Ensino; Aprendizagem.
The teaching activities in healthcare practice scenario seek to solidify the theoretical knowledge and develop in the learner skills and expertise for the practice of the profession. Thus, when entering students in the hospital practice setting enables them to take the entire care under the supervision of teachers. In this perspective, the hospital is established as a complex space, combining technological changes that are visible and new propositions of care, defining the fundamental stage in the teaching and learning of students of nursing process.

In order to consolidate the training of nurses, critical and aware of their social role, the professors of the Nursing Care of the Child and Adolescent Health II (Nurse SCAII) of the Federal University of Paraíba, have looked at the monitors and students construction of knowledge through action/reflection on the pedagogical practices that lead to the formation of a trader.

In the training process, the academic must face and overcome challenges, especially when providing care for hospitalized children. In this context, it becomes necessary for the administration of medication, sometimes in circumstances that are traumatic to the child and his family. This action experienced in assisting the binomial child/parent is generating great anxiety for the students, feeling that may be related to inhibition or little experience with these care actions.

A different look for this procedure, since the nursing team has been subjected to an excessive workload, lack of professional staff and inexperience is required. In addition, frequent during the execution stages of drug therapy (preparation and administration) interruptions. These factors often cause medication errors, which in turn increases up to twice the risk of mortality in hospitalized patients. Associated with this, the academic training has no privileged shares of emotional empowerment to students, which facilitates the occurrence of feelings of anxiety, insecurity and sadness, which may adversely affect the quality of care actions developed.

By analyzing the process of teaching/learning and the actions of academics in the practice setting, it was possible to identify the anguish that they must overcome in performing each procedure, especially for drug delivery. In this perspective, the objective was to investigate the feelings experienced by students of Undergraduate Nursing against the medication administration process in pediatrics.

This is an exploratory descriptive study of a qualitative approach. Participants were randomly selected according to inclusion criteria: students who attended and were approved in the discipline of Nursing Care of the Child and Adolescent Health II, offered by the Department of Public Health Nursing and Psychiatry Undergraduate Nursing an institution of higher education during the period from March to July 2011, related to half of 2011. Thus, the study had 12 participants graduating students of Bachelor Degree in Nursing, corresponding to 50% of the quantity of students taking this course during this period.

The technique chosen for the production of data was semi-structured interviews, given that this strategy allows the interviewee discuss the proposed unanswered or theme conditions fixed by the researcher.

The instrument included the following guiding questions: How did you feel when you started the practical classes? Why? Describe issues related to medication administration addressed in practical classes that contributed positively to the construction of knowledge. Which should improve? What knowledge about medication administration in child have you considered relevant to their professional growth? The interviews were recorded on digital media and later transcribed maintaining the anonymity of the participants.

The study followed the principles of Resolution 196/96 of the National Health Council (CNS), which deals with the Guidelines and Standards Regulating Research Involving Human Beings, and the Code of Ethics for Professional Nursing, Resolution 311/2007. Thus, the interviews occurred only after signing the consent form for participants.

Note also, that this research is linked to the project << Administering medications in pediatrics: analysis of the actions of care and education in academia, in primary care and in hospital >>, which was approved by the Ethics Committee of the University Hospital Lauro Wanderley, Protocol 388/2011.

The analysis, organization and classification of information followed the thematic analysis technique. The identification of research participants undergraduates was performed by coding using the letter G, followed by the sequence number of the interview, being: 1 respondent (G1), respondent 2 (G2), and so on until the respondent 12 (G12).
The twelve participants in the study were between 20 and 28 years old, eleven females and only one male, all residents of the city of João Pessoa-Paraiba and attending the seventh period of the Undergraduate Nursing.

The data analysis followed the steps provided by the technique of thematic analysis as the pre-analysis, material exploration and processing of results, these necessary steps for greater reliability of the search results. Three themes were identified: Anxiety at the beginning of the discipline; Satisfaction with theoretical practical classes and Safety conquered in the practical scenario.

Theme 1: Anxiety at the beginning of the discipline

When asked about the main feeling experienced when starting the theoretical-practical classes respondents revealed different degrees of anxiety and fear related mainly to insecurity to perform procedures related to the administration of drugs that would be required along the course, according to the testimony following:

Being anxious for not feeling safe enough to perform the procedures. (G1)

Very anxious, because I had not much safety from the point of drug administration and I was afraid, afraid of what awaited me. (G10)

Anxious, because being a child and I have never had contact with it before. Then, as you play with healthy child is one thing, is not it? But, when she is hospitalized, it is a totally different context. This was my greatest aspiration in relation to discipline, how to deal with these kids during hospitalization. (G12)

Theme 2: Satisfaction with the theoretical and practical lessons

In this category, the undergraduates were virtually unanimous in stating that the lab class before the start of the stage was a prerequisite for the acquisition of security that was initially mentioned as an obstacle appearance.

The laboratory classes reminded us some points and more security for being an activity focused on children's health. (G1)

All the knowledge I have about medication administration I learned the discipline of Child Health II, mainly through classroom laboratory and then in practice, where we could apply what they had learned. (G3)

In laboratory classes, we had the opportunity to do training before making the child. And I found that very interesting, an activity that should be continued, because we cannot go straight in children. (G4)

Theme 3: Safety conquered in practical scenario

The acquisition security was considered by undergraduates as feeling indispensable to the construction of the necessary knowledge to administer medications in pediatrics. This theme was divided into two phases: the preparation of medication and medication administration.

Participants emphasized that discipline awakened them to a critical and thoughtful look at the time of preparation of medication.

Learn preparation of medication, dilution calculations drip, the formulas used for calculation of medication for children that facilitate the preparation and time of medication administration safer leaving us. (G1)

I learned that in situations that have many medications together in one time only, you should see the relevance of the medication, it can cause the child, side effects. (G2)

Besides all the knowledge at the time of preparation, some aspects were discussed with regard to the time of drug administration, such as the issue of a respectful approach when approaching and trust that the mother will deposit the professional.

At the time of administration is necessary to arrive nicely, the child needs to trust you because she can cry, and not wanting to take medication and you need to find a way. (G5)

In the approach to the patient is important to talk to the mother what you are doing, which is administering medication, and also talk to the child in her language. (G2)

Besides you work with the child, you have to also work with the child's mother. (G6)

[…] Because she [the mother] will ask what is the medication, which’re applying. (G8)

DISCUSSION

The preparation and administration of medication often generate emotional responses such as fear, insecurity, anxiety and distress in nursing students, even in simulated nursing laboratory situations. Therefore, due to the inexpertise of the student and the fear of making mistakes, whether in preparation on the way or even in the administration of the drug, and cause the patient pain and suffering, including getting him to death. The tension and fear of the students on the content and practice of medication administration are generators of anxiety, which is related to insecurity and lack of experience.
These feelings are the result of the immense responsibility that they take the time to develop the theoretical-practical activities therefore are dealing with lives that need or are under their care. Especially, when it comes to children/adolescents, which require a different approach to achieving the administration of medication.

The development of skills in clinical practice usually awakens in student stress states, which may be related to perceived lack of technical skills. Considering that the student has the perception that the professional nurse must possess the powers necessary for the administration of medication and management of this process, the perception that students have of themselves can trigger fears.

As became clear in the reports, the feelings of anxiety and fear prevail before the start of the practical classes, because students do not feel technically qualified for the administration of medicines in children, which can cause them discomfort and insecurity. Search developed in the southwestern United States with undergraduate students, assessing the level of anxiety showed that students subjected to simulated situations requiring nursing care showed reduced levels of anxiety. Authors suggest that this type of simulation alone or combined with other teaching strategies can promote the increased student self-confidence and consequently the reduction of errors in the preparation and administration of drugs and improve the quality of nursing care.

In this study, it has been found this assertion, considering that by means of simulations in nursing techniques laboratory, the students stated overcome anxiety and fear initially mentioned, acquiring the necessary security to the correct execution of medication administration. Thus, the activity of simulation in the laboratory which allows the student’s own work aspects such as motor skills, reasoning skills and seeking consolidate the knowledge acquired to develop professional values facilitating coping with feelings of insecurity, sadness and anxiety that influence when making particular technique. Furthermore, the development of activities that simulate situations of care reality can provide the student a moment to express their emotions, which can contribute to reducing this anxiety when facing situations of real life. The result of anxiety observed during these activities may allow the student better prepared to manage situations in the real clinical setting.

The simulated learning experience must submit a standard of quality that acts as a motivator for the student to actively participate in the process of learning, so, to also stimulate you in search for the deepening and improvement of their knowledge. The learning process is complex because it involves the sum of acquired knowledge with new elements that are added to this process, which does not occur in a linear fashion and structure-through connections with associations and reworkings for troubleshooting.

Graduate thereby professionals to reflect on their own practice. Another important issue raised in this research concerns the attention while preparing the medication aspect widely discussed by several authors. However, discussions woven here seek to go beyond the technical issues, we believe that beyond the technical capacity for the implementation of the procedure is necessary to stimulate the professional future interaction with patients because it mediates the process of health work.

The teaching-learning process in which this study is guided seeks to awaken in student responsibility for the actions of their care. In this sense, the starting point for education of nursing students in training practice is human freedom, making the student exiting a position of domination and control, for emancipation. Therefore, it must interpret the care reality that falls back to the creation of spaces counter-hegemonic and anti-establishment that enable critical with consequent intervention to reality where they realize their actions carefully.

The reports are significant in that they allow us to understand the feelings experienced by the students that pervade his insecurity generating anxieties that may reflect negatively on the profession. In this sense, the strategies used for teaching, simulation of assistance activities in laboratory and inserting in practical scenario, proved effective making them overcome the initial anxiety getting satisfaction and security.

We believe in daily contact with the nursing staff during the theoretical-practical activities, students realize what knowledge, skills and attitudes that enhance it lacks, to play its role more adequately and accurately. The introduction of students in care reality seeks to develop the same ability to overcome their anxieties, fears, acknowledge the problem and make it capable of intervening in reality.
FINAL CONSIDERATIONS

By knowing the feelings experienced by students with regard to the administration of medicines in children, it was possible to identify their weaknesses and know the strategies that the students themselves considered appropriate for overcoming them.

In the speech of students and living with them for the theoretical-practical activities of the discipline, we see changes that have materialized in thinking, feeling and acting of students, revealing that anxiety and fear initially experienced were overcome, giving way to satisfaction and safety. The situations encountered in practice have expanded the concept of caring and way of looking at the child and family, as well as the ability to solve the problems for the management of care in medication administration.

The activities of the discipline in the practice setting allowed the students time to think and reflect on the experiences in the context of meaningful experiences; a situation that contributed to the transformation process, providing more security and awakening them to professional liability. In this sense, highlights the need for frequent and ongoing activities that simulate real situations before putting students in health services in order to reduce anxiety resulting from the responsibility of holding the drug therapy and consequently the reduction of errors. In addition to growing and enhancing knowledge, skills and attitudes required throughout the care process to the child. For this, it is necessary for inclusive teaching that allows the student to feel the subject of your learning process and co-responsible for this assistance, the same being guided by the quality of his actions and experiences and their ability to self-reflection.

REFERENCES


Silva EC da, Damasceno SS, Albuquerque MB de et al. Administration of medicines in pediatrics...


19. Administration of medicines in pediatrics...