TRAINING FOR CHILD AND ADOLESCENT CARE IN GRADUATE NURSING: AN INTEGRATIVE REVIEW

RESUMO

Objetivo: apreender na literatura nacional como vem ocorrendo a formação do enfermeiro para o cuidado à criança e ao adolescente. Método: revisão integrativa com vistas a responder a questão << Como se apresenta, em produções científicas brasileiras, o ensino do cuidado de enfermagem à saúde da criança e do adolescente? >>. Foi realizada nas bases de dados LILACS, BDENF e ADOLEC, selecionando artigos produzidos a partir de 2001 que foram lidos e submetidos à análise sistematizando os recortes textuais relacionados à pergunta de pesquisa, os quais compuseram as unidades temáticas. Resultados: sistematizaram-se as temáticas: integralidade do cuidado à criança e ao adolescente e a formação do enfermeiro; a família no cuidado à criança e ao adolescente; processo ensino-aprendizagem e formação para o cuidado à criança e adolescente. Conclusão: busca-se a integralidade na formação considerando a família no processo de cuidar em diferentes espaços, pautando-se em diversos métodos. Descriptores: Educação Superior; Enfermagem; Sistema de Saúde; Saúde da Criança; Saúde do Adolescente.

Sumário

Objetivo: aprender na literatura nacional como vem ocorrendo a formação do enfermeiro para a atenção de crianças e adolescentes. Método: revisão integradora com o fim de responder à pergunta << Como se apresenta, em produções científicas brasileiras, a educação em enfermagem para a saúde dos meninos e adolescentes? >>. Se realizou nas bases de dados LILACS, BDENF e ADOLEC, selecionando os artigos produzidos a partir de 2001, que se leu e se somaram ao análise sistematizando e sistematizando os cortes textuais relacionados com a pergunta de investigação, que compõem as unidades temáticas. Resultados: foram sistematizadas as temáticas: a atenção integral aos meninos e adolescentes, a educação em enfermagem; a família na educação dos meninos, crianças e adolescentes; o processo de ensino-aprendizagem e a formação para a atenção de meninos e adolescentes. Conclusão: busca-se a integridade na formação considerando a família no processo de atenção em diferentes espaços, buscando-se em diversas formas.

ABSTRACT

Objective: learning in the national literature how it has occurred the training of nurses for the care of children and adolescents. Method: an integrative review with a view to answering the question « How is shown in the Brazilian scientific production, the teaching of nursing care to the health of children and adolescents? »>. It was performed in LILACS, BDENF and ADOLEC databases and selecting items produced from 2001 that were read and submitted to analysis systematizing up textual clippings related to the research question, which composed the thematic units. Results: there were systematized the thematic: completeness of the care to children and adolescents and nursing education; the family in the care of children and adolescents; teaching-learning and training for the care of children and adolescents. Conclusion: it seeks for the completeness in the formation considering the family in care in different spaces, basing themselves in diverse methods process. Descriptors: Higher Education; Nursing; Health System; Child Health; Adolescent Health.

RESUMEN

Objetivo: aprender en la literatura nacional como ha ocurrido la formación del enfermero para el cuidado de niños y adolescentes. Método: revisión integradora con el fin de responder a la pregunta << ¿Cómo se presenta, en publicaciones científicas brasileñas, la enseñanza de la atención de enfermagem a la salud de los niños y adolescentes? >>. Se realizó en las bases de datos LILACS, BDENF y ADOLEC, seleccionando los artículos producidos a partir de 2001 que fueron leídos y sometidos a análisis sistematizando los recortes textuales relacionados con la pregunta de investigación, que compusieron las unidades temáticas. Resultados: fueron sistematizadas las temáticas: la atención integral a los niños y adolescentes y la educación en enfermería; el familia en la educación de los niños, niñas y adolescentes; el proceso de enseñanza-aprendizaje y la formación para la atención de niños y adolescentes. Conclusión: busca se la integralidad en la formación teniendo en cuenta la familia en el proceso de la atención en diferentes espacios, basándose en diversos métodos. Descriptores: Educación Superior; Enfermería; Sistema de Salud; Salud del Niño; Salud del Adolescente.

ABSTRACT

Objective: learning in the national literature how it has occurred the training of nurses for the care of children and adolescents. Method: an integrative review with a view to answering the question « How is shown in the Brazilian scientific production, the teaching of nursing care to the health of children and adolescents? »>. It was performed in LILACS, BDENF and ADOLEC databases and selecting items produced from 2001 that were read and submitted to analysis systematizing up textual clippings related to the research question, which composed the thematic units. Results: there were systematized the thematic: completeness of the care to children and adolescents and nursing education; the family in the care of children and adolescents; teaching-learning and training for the care of children and adolescents. Conclusion: it seeks for the completeness in the formation considering the family in care in different spaces, basing themselves in diverse methods process. Descriptors: Higher Education; Nursing; Health System; Child Health; Adolescent Health.

J Nurs UFPE on line., Recife, 8(6):1764-73, June., 2014 1764
INTRODUCTION

The health of children and adolescents (SCA) consists in setting the training of health professionals, a set of knowledge and care practices that characterize it as essential in a project of general education. Reason that indicates the need for building consensus on what would be a joint project of training, the particulars of a nursing care directed to this specific group.

This field has undergone transformations in the way of how care has been organized, which accompanied changes of concepts related to the mode of production, meaning that society attaches to the child, to scientific and technological development and the stage reached by the health practices. Thinking about them and discussing them through the perspective of training for care requires the construction of new knowledge and practices.

It is understood the production of health or disease as a result of the conditions of reproduction of life, understanding that involves the engagement of social, economic and cultural dimensions for its resolution, whether through training or care for children and adolescents. Therefore, it is not enough to consider only the physical and pathological dimensions in the implementation of care and organization of the training processes. However, given the conditions in which they have organized health care and the care of her child, these dimensions still have been evidenced.

In the healthcare setting, in weighing the individual provisions to provide quality care, determinants outside the scope of individual response confer complexity to development assistance. However, do not lose awareness of the need for the training of nurses are attentive to their share of contribution to effective changes in the assistencial field. In this context, so that the field of SCA find in the network of health services, the possibility of a quality care is eminent that the principles of the Unified Health System (SUS) turn into actual practice, making it relevant to question the training that nurses receive during their graduate years and its contribution to the consolidation of SUS.

The formation of the professional nurse should be guided in the general design, preparing subjects to act at different stages of the life cycle. Among the stages of this cycle, the focus of this research are children and adolescents, a theme that was reconfigured from the enactment of the Statute of Children and Adolescents, in which its determinations are still challenges to its implementation and qualified production results.

It realizes that attentive form to the needs of nurses to child health is required since the 1990s, when the World Health Organization proposed a specific strategy to reach this population. It persists, however, in the difficulty to materialize it in all courses, content and taking care practices targeted at this age group. Along with the understanding that the demands of the society towards health and particularly with SCA have increased and gained greater complexity in contemporary times, the objective is:

- Aprehending, in the national literature, how it has happened in nursing education for the children’s and adolescents’ care.

METHOD

Article performed from the dissertation "Training for child and adolescent care in graduate nursing in western Paraná >> submitted to the Graduate Bioscience and Health Program, the Center for Biological and Health Sciences, State University of Western Paraná / Unioeste / Unioeste; Cascavel, Paraná, Brazil. 2013.

It is an integrative literature; totaling six stages: 1) identification of the central theme and research question; 2) establishment of criteria for inclusion / exclusion; 3) defining the information to be extracted; 4) Review of studies / articles / publications included in the review; 5) interpretation / discussion of results, and 6) present the results of the review.

The central theme that guided the search was "Training of nurses for the health care of children and adolescents in Brazil" and the guiding question: "How it has been presented in Brazilian scientific production, the teaching of nursing care to child health and adolescents?" It was adopted as inclusion criteria for these studies: scientific articles, served in full, for free, and electronic access, that addressed the issue of education of nursing care to SCA in Brazil, in Portuguese language from January 2002 to January, 2012’s National Curriculum Guidelines (DCNs) for nursing were approved in 2001 justifying the time frame of the study.

The descriptors selected for the investigation were: Curriculum, Guidance, Higher Education, Nursing, Nursing Education, Children's Health, Adolescent Health, Nursing, Care of the Child, Adolescent Care and Unified Health System To survey data the following databases were used: (Latin
American Literature in Health Sciences) LILACS; BDBENF (Specialized Bibliographic Data Base at Area Nursing Brazil); and ADOLEC (Virtual Health Library on Adolescence).

Selected that comprised the array of information analysis were: author; title; year; research question; goal; theoretical framework; methodological approach; location; subject; technique of data collection; method of analysis and results of studies. There were excluded, after review of abstracts, publications that did not meet the central and / or objectives of the review questions.

The articles selected in step four, numbering 43, were evaluated in full, identifying those that addressed training for care of children and adolescents. A systematic reading took place through thematic analysis, contemplating the following steps: pre-analysis; exploration of the material; synthesis of knowledge, presenting the main results of the analyzed articles.

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Figure 1. Studies identified on integrative review, Cascavel - Paraná, 2012. * Name used during data exposure over the systematized categories. Ex: A1, A2 … A9.

## RESULTS

Among the nine selected articles there was a lack of texts addressing, specifically, the theme “education of nurses to child health” highlighting the difficulties that permeated the preparation of the study. However, although the publications did not present clearly on your goal / theme / focus, the training of nurses for the care of ACS, brought subsidies for discussion of the theme and contained elements that would allow state guiding paths of nurse education.

It was found that the authors were, almost entirely, teachers graduate nursing undergraduate and / or and a text is not recorded to identify the occupation of the authors. All articles were produced by two or more authors, a trend of collective production.

The themes that stood out in the titles were those involving the training of nurses for the care of children and adolescents (n = 4); followed by use of resources in the teaching-learning for the training of nurses in the care of children and adolescents (n = 2); and, with
one article each, met the themes: classroom survival and violence against children and adolescents; evaluation and construction of pedagogical and political project; child care and the importance of family observing a possibility of thematic expression on SCA, approaching the attention of primary health approach.

It was identified in 2009 (n = 3), in 2003 (n = 2) and in 2002, 2006, 2007 and 2008 (n = 1) for each year, implying an average of 0.9 articles per year. The research question was identified in three studies, and in six it was not explicitly presented. All articles presented the general goals and specific objectives were described in four studies.

The theoretical framework was not indicated in 88.8% of studies. It was found in a study of Existential Phenomenology, translated by the thought of Maurice Merleau-Ponty. This may be related to the presentation of texts in the form of articles, which conditions a minor cut precluding exposure of reference theory. In the nine articles, the methodological approach was identified emphasizing, as most used, the reporting experience and qualitative approach (n = 3) for each type; followed by a quantitative approach (n = 2) and a study of theoretical reflection.

Five studies were published in the Southeast; two in the Midwest Region and the Northeast and South, one in each. In the northern region it is not located publications with study design proposed in this study.

The subjects were described in six studies, and this presents students, teachers of undergraduate nursing and nursing assistants who met teens in Basic Health Units

Regarding technical data collection, four studies did not offer or make clear their choice. The application use the interview as exclusive technique was found in three studies. The questionnaire and the search forms on file, completed by the parents or guardians of children in daycare appeared in one study each. In six studies, the method of analysis was described, the other showed no description.

Studying nursing education and care to SCA assumes consider them as comprehensive and complex fields. The themes emerged from the systematic treatment of the texts, which resulted in categories: Comprehensiveness of care to children and adolescents, and nursing education; The family in the care of SCA in nursing education; and Teaching-learning process and training of nurses for the care of SCA.

Comprehensiveness of the care to children and adolescents and the formation of nurses

The studies which have integrated this theme did not specifically address the concept / principle of completeness, but represented movements in the processes / training environments seeking to extrapolate the training focused on disease specific actions, recording possibilities experienced in training for SCA, consistent with completeness targeted movements.

One of the aspects portrayed accordingly referred to the introduction of the strategy the Integrated Management of Childhood Illness (IMCI) in the nursing curriculum at a university. This was an experienced graduation and allowed teachers to identify the improvement of student’s performance related to the organization of its reasoning steps in the evaluation and classification of the state of child health in a comprehensive way, with prioritization of problems and the incorporation of the strategy facilitated by the availability of training guided by the epidemiological profiles of the childhood population. The strategy would promote a larger child (A2) approach.

In the hospital context, the term completeness in child care and in nursing education was expressed through the discourse of nursing students, during participation in extension project, implementation ludictherapy during the child’s treatment in the hospital. From the viewpoint of nursing students do leisure practices with children during hospital stay implies reviewing academic training, in order to insert content that emphasize the current logic of health care guided by the humane and comprehensive care (A8).

Comprehensiveness in training nurses for the care of the adolescent is seen as primordial condition for care, both from the point of view of the organization of services at different levels of care (promotion, prevention, treatment and rehabilitation), as the understanding of the biological-psycho-social aspects issues that are part of the health needs of this specific group. With a view to the comprehensive care of adolescents, nursing graduate students as future health professionals with a generalist background should be prepared to work in diverse areas such as: preventive, curative and health education, with the principles and guidelines of the Federal Constitution, the Statute of Children and Adolescents and the Unified Health System (A6).

For complete care as adolescents become effective practice in the work process of the
nurse in health services should be considered, especially as related to better training during college, improvements in working conditions, provision of specific educational materials to be distributed to adolescents, adequate physical infrastructure and the creation of spaces for social participation to strengthen social policies in an integrated manner, in response to demands of teenagers in all aspects of their daily lives (A6).

Another space that comprehensiveness in nursing education studies has emerged in the context of caring for children in early childhood education centers, in which undergraduate nursing students conducted research on the health history of children enrolled in the center of education, with order to assess the social and health status of the child and his family (A9).

This research contributed to the understanding by nursing students on the principle of comprehensive care to children, because, apart from revealing the socioeconomic context in which they lived, with the consultation of the place of residence, it was possible to identify which Basic Unit health was responsible for the care of the family. Thus, one can establish a flow of information between the center and preschool unit, improving and optimizing the actions provided in both institutions (A9).

It was noticed a variety of strategies used in different situations and portrayed in the texts, in order to introduce a different type of care for the child and adolescent in search of comprehensive care by nurses in order.

- The family and the health care of children and adolescents in the training of nurses

The conception of the child and adolescent approach has increasing tendency for inclusion in the care of the family, in different fields of professional activity of future nursing process.

The family was seen as an integral care to children in outpatient unit, in one study, by implementing a Teacher Assistance Integration Project. The service, while contemplating the inclusion of family in child care, developed with the application of the nursing consultation. From this perspective, contents that include the promotion, protection and recovery of health, health education favored developed by students during the consultation and assisted the family in child care. This experience proved to be enriching for the students and teachers from design to redeem the importance of the act of caring for and educating children and their families, through a systematic nursing care (A1).
of violence to children and teenagers still generate concerns (A7).

As previously reported in the study developed in early childhood education center, this location is configured in another area of work of nurses, where actions of health education, taught by professors and students of nursing, with mothers, fathers, and guardians of children can contributing to the quality of family care for the child and also the orientation of designs of family life as a whole (A9).

Teaching-learning process and training of nurses to care for child and adolescent health

The teaching learning process can be categorized as an important element in the process of training for care when identifying publications exposing initiatives to introduce pedagogical innovations that contribute to the formation.

In the study on the experience of introducing the IMCI strategy, recognize teachers be based on proven technical and scientific knowledge to enrich the teaching-learning process of students strategy due to rationality both with regard to the identification of hazards to children's health, as the proposed interventions in pursuit of solving the health of this population (A2).

Another study treated on evaluation and construction of a teaching project for undergraduate nursing with content aimed at teaching about the care of ACS, becoming an "intentional act and guided by goals to be achieved, therefore, not a neutral act". Thus, the teaching-learning process is the assimilation of knowledge and experience of the economic social and political context, requiring a direction from the teacher, seeking the active involvement and review of content by students (A3).

The technology developed by groups of students from fortnightly meetings with parents, being evaluated at the end of each meeting by the participants and separately by the students was methodological strategy of teaching linked carefully to the family presented in another study. Teachers, in his observation considered that the use of group technology approach in family, work of the student during the practical classes at the hospital, brings learning opportunities both for families and for students and teachers. Following this assessment, teachers indicate that these meetings with parents are important for the performance of humanized care by students (A4).

In the speech of students, after completing the practical lessons of this course, the majority said they were satisfied with the training received, however, showed that although the theoretical hold its axis in the importance of caring people, considering the family and health professionals, teaching practice focuses primarily centered care child. From the perspective of the students observed the demonstration of clarity that, to make their differentiated professional practice should broaden the discussion and theoretical frameworks about the thematic group on, humanization and family (A4) activities.

It emerged in one of the articles the growing trend of dissemination of knowledge, as a strategy for teaching through electronic documents and Web sites, through digital tool known as hypertext. Hypertext is constituted by a set of nodes connected by links, which can be words, pages, pictures, graphics, sound sequences or complex documents. The themes of ACS available online through this feature facilitated access to content and update, functioning as dynamic and enriching strategy teaching-learning process enabling the reading selectively, to search for information, research, data comparison to be based on analysis, criticism and the organization of teaching and practice of care for ACS (A5).

This growing trend on the use of computer and audio-visual resources, dependent on it, attract the attention of many students who live daily with these technological resources, requiring the teacher to acquire specific knowledge for the use of computing resources, in order to generate new ways to optimize the teaching and learning (A5) process.

We used the strategy of class experience of care approach to victims of violence. Teachers concluded that collective and individual reflection, between teachers and students, made possible a fresh look at the phenomenon of violence against the child / adolescent. This participatory pedagogical relationship reflections and discussions about real problems experienced in an environment of articulating theory and practice were opportunized, awakenings commitment to scientific knowledge, respecting and valuing the human being, essential to the development of a teaching learning process with compromised aspects quality of care of children and adolescents (A7).

The use of ludictheraphy was a methodological resource for teaching the care of children in hospital Pediatric Unit. The authors pointed out that the inclusion of
The principle of completeness shall form themselves into a guideline for the teaching and practice of care in ACS in nursing education, both as regards the organization of health services at different levels of complexity for prevention, promotion, treatment and rehabilitation, and in the understanding of the biopsychosocial needs of this clientele.

For better understanding of the concept of completeness for the care of children and adolescents in educational projects and other documents used in the educational planning of undergraduate nursing should be considered, among others, the processes of social determination of health problems and profile epidemiology of population to be served.

Inserting content into undergraduate curricula of nursing that prioritize the design of comprehensive care in a systematic way, the child and adolescent favor the seizure and development of reasoning by the students with a view to solving the problems of health care for the users in this range age. In the context of health care, in general, it is evident that the experiences during training is valued by professionals, which “allow them to perform their duties with the highest quality and safety, providing opportunities completeness.”

The comprehensive care to children and adolescents is consensus, including among international organizations like the World Health Organization certified by encouraging the implementation, for example, the integral action of the care of childhood illness and promoting their inclusion in all undergraduate.

The family of children and adolescents should be considered within the teaching content and practice activities during the care of children and adolescents in different fields of learning in the undergraduate nursing, such as basic health units, family health units, clinics, schools, day care centers and hospital units. Consider the family as a participant of care contributes greatly to the realization of comprehensive care. Without the inclusion of the family in all health practices excludes the possibility of a holistic view. The process of becoming ill affects family relationships; their physical and mental health. Therefore, the family makes up the health care setting and should be addressed during the training for the care of SCA.

In the processes of teaching and learning there were considered different methodologies and teaching resources such as lesson survival; ludictherapy; Group technology; Hypertext available online technology; application exercises self-instructive modules; and lecture with visual aids (PowerPoint, video tapes, music, photos, newspaper clippings and debates on the topic of school among students). These strategies include training for SCA in environments / innovative ways in training processes, expanding educational opportunities for treatment of specific topics for that. A careful consideration and implementation of alternative education exposes itself as relevant particularly care of children and their families, in the complexity of health care scenarios.

In addition to the fundamental role of the teacher as a mediator of content transmitted also is indispensable constant pursuit and interest of the student during graduation for content that contribute to their training to care for SCA.

The participation of teachers of disciplines and areas of knowledge of different healthcare of children and adolescents, but within nursing itself, contribute to the enrichment of this particular area by promoting, among teachers and students, content and interaction techniques used. The dialogue between different areas in an
interdisciplinary perspective, it is essential to expand the possibilities of thought and care in special condition when it has the principle of completeness. 15

Practices during field activities, students beyond the planning of care that includes the child, the teenager and his family, will compose the program of activities, actions that involve interdisciplinary team belonging to the practice field, in order to increase their knowledge and exchange of experiences of actual experience of the health service.

The participation of undergraduate nursing students in research and extension projects, which include child care and teen activities, encourages the acquisition of knowledge indicating that these opportunities should be offered to all students, so that everyone develop the same skills of those who engage in research and extension activities. This fact, however suggests that the experience of health care of children and adolescents may be unenforceable experience to all students during training.

**CONCLUSION**

Brazilian nursing communes the consensus that health professionals should be trained to meet the demands of the public health system and, in this direction, concrete actions in the field of training should be implemented. In training for the health of children and adolescents this integrative review indicated elements that can target schools in the composition of their curriculum frameworks through the account of the family in the context of care, and the methodological innovations, particular emphasis can be attributed to the principle of integrity as the structuring of pedagogical compositions.

It is noteworthy that for consistent training are required, beyond changes in education, changes in working conditions; incentive policies for care of children and adolescents, specifically, according to age; adequate physical structure; and the creation of spaces for social participation to strengthen social policies in an integrated manner to meet the demands of children, adolescents and their families in all aspects of health.

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