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CASE REPORT ARTICLE

THE NURSING ACADEMIC IN THE CENTER OF MATERIAL AND STERILIZATION: EXPERIENCE REPORT

O ACADÊMICO DE ENFERMAGEM NO CENTRO DE MATERIAL E ESTERILIZAÇÃO: RELATO DE EXPERIÊNCIA

ACADÉMICO DE ENFERMERÍA EN EL CENTRO DE MATERIAL Y ESTERILIZACIÓN: INFORME DE LA EXPERIENCIA

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ABSTRACT

Objective: reporting the main aspects experienced by the nursing academic in the Center of Material and Sterilization. **Method:** a descriptive study, of reporting experience type of professionals working in the Material and Sterilization Center with extracurricular training bond. The empirical data were produced on December 12th, 2013, using observation and later note about the academic routine of nursing from the admission period to the present day. **Results:** the first contact with the mentioned sector had a negative impact. Over the days, the adaptation was becoming natural. Conflicts among team members appear throughout the work process, requiring the academic nursing fast coping and solutions by coordinating orientation of the Sterilization Supply Center. **Final considerations:** this is a place that aggregates a lot of knowledge to the students concerning the learning of the technical and managerial issues of this support service. **Descriptors:** Nursing Students; Sterilization; Nursing.

RESUMO

Objetivo: relatar os principais aspectos vivenciados pelo acadêmico de Enfermagem no Centro de Material e Esterilização. **Método:** estudo descritivo, tipo relato de experiência do profissional que atua no Centro de Material e Esterilização com vínculo de estágio extracurricular. Os dados empíricos foram produzidos no dia 12 de dezembro de 2013, utilizando a observação e posterior anotação sobre a rotina do acadêmico de Enfermagem do período da admissão ao dia atual. **Resultados:** o primeiro contato com o setor mencionado teve um impacto negativo. No decorrer dos dias a adaptação foi tornando-se natural. Conflitos entre membros da equipe aparecem no decorrer do processo de trabalho, exigindo do acadêmico de enfermagem rápido enfrentamento e soluções mediante orientação da coordenação do Centro de Material e Esterilização. **Considerações finais:** é um local que agrega muito conhecimento ao discente em relação ao aprendizado das questões técnicas e gerenciais deste serviço de apoio. **Descritores:** Estudantes de Enfermagem; Esterilização; Enfermagem.

RESUMEN

Objetivo: presentar los principales aspectos experimentados por el académico de Enfermería en el Centro de Material y Esterilización. **Método:** un estudio descriptivo, del tipo informes de experiencia de los profesionales que trabajan en el Centro de Material y Esterilización con enlace de formación extracurricular. Los datos empíricos fueron producidos en el 12 de diciembre de 2013, mediante la observación y posterior anotación a cerca de la rutina del académico de Enfermería del plazo de la admisión hasta nuestros días. **Resultados:** el primer contacto con el sector mencionado tuvo un impacto negativo. Durante los días la adaptación se estaba convirtiendo natural. Los conflictos entre los miembros del equipo aparecen en el curso del proceso de trabajo, exigiendo la confrontación rápida del académico de enfermería y soluciones mediante la orientación de la coordinación del Centro de Material y Esterilización. **Consideraciones finales:** este es un sitio que agrega una gran cantidad de conocimientos a los estudiantes en relación al aprendizaje de los aspectos técnicos y de gestión de este servicio de apoyo. **Descritores:** Estudiantes de Enfermería; Esterilización; Enfermería.

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INTRODUCTION

Training is essential to student's education and is understood as a specific moment of their learning, providing them reflection on professional action and critical view of the dynamics of relationships within the institutional field.¹ Nevertheless, the entry of the student in an institution of learning can be seen by the student himself as an unknown situation, and can be considered as a trigger tensions and anxieties.² Despite these feelings, the students should explore the site and seek to build their professional identity.

The training, whether curricular or extracurricular, turns to the development of an experienced, reflective and critical action.¹ In the case of nursing; there are several sites of action for their academics. Of these, we highlight the Material and Sterilization Center (MSC). It is the site responsible for the purge, preparation, sterilization and distribution of materials and equipment used in the other units of the hospital, for the development of activities those involve the actions of others, physicians and nurses, critical and semi-critical procedures with patients.³

The nursing academic works with the nurse responsible for the sector. The service is considered complex because it accumulates technical-assistance features such as the management of people and the physical area, the private sector activities, handling of new technologies and the ability to visualize the needs of other areas that rely on their work.⁴ Therefore, professionals should take complementary roles, responsibilities and sharing knowledge in problem solving and decision making.⁴

For the above, this study is justified for bringing to the students and docents of the health field, especially nursing, the practice of nursing students in Central Supply and Sterilization, creating ways to positively encourage professionals to act in this sector.

OBJECTIVE

- To report the main aspects experienced by the nursing academic in the Center of Material and Sterilization.

METHOD

This is a descriptive study of experience report type that describes the aspects experienced by nursing students those operate in the Central of Material and Sterilization with the link of extracurricular training.

Experience report is defined as a

descriptive research tool that reflects on an action or set of actions that address a situation experienced in the professional interest of the scientific community.⁵

The empirical data were produced on December 12th, 2013 using observation and later annotation about the routine of the nursing academic in the admission period to the present day.

To accomplish the aforementioned methodology was not needed an opinion by the Ethics in Research Committee.

EXPERIENCE REPORT

On the first day of admission, the contact with the mentioned sector had a negative impact. Meeting the team, start dealing with the routines of the sector, adapting to the flow and listening hitherto unknown names, generating fears related to the non-achievement of the necessary adaptation and fear of the knowledge acquired in the academic route adjustment being not enough to address situations of daily deals.

For some authors, these types of feelings can interfere negatively on learning.²

During the day, the adaptation was becoming natural curiosity and interest in learning predominated. The knowledge about the sector was becoming clearer and better understood when compared to the Resolution which subsidizes MSC, the RDC 15, of March 15th, 2012.⁶

Know the definition and the two classifications is the first step to understanding their peculiarities. According to the resolution mentioned, the difference between MSC class I to MSC class II is that, the second, respectively, performs processing products for the health of non-critical, semi-critical and critical of complex and non-complex conformation, capable of processing, however, at first performs processing only products of non-forming complex.⁶

Moreover, knowing the structure, process and outcome of the site along with the coordination of the sector, led to a satisfaction of the student in relation to the understanding of how the hospital accreditation that occurs annually in every institution, including the sector of activity performed.

The accreditation is based on the evaluation of desirable standards references, built by experts in the field and previously disclosed, and indicators or instruments that the appraiser uses to find the patterns that are being observed;⁷ also is important and valid read and understand management tools

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used, namely: process map, risk map, bookmarks, default operating procedures (POP), contingency plans, and others to understand how management and in parallel, the quality of the working process of this support service.

As reported by some authors in the working process is very systematic MSC, showing different stages of production and little possibility for variation. The object of fundamental work of this person is coordinating the processing of medical articles, in order to be used safely in caregivers acts.⁸

Concurrent with this process, conflicts between team members appear, demanding academic nursing coping and fast solutions for the short, medium and long-term guidance through the coordination of MSC.

We stress the importance of autonomy given by the nursing professional responsible for the academic sector to solving the daily demand, preparing them to face a challenging job market. So, acquiring this experience is a positive complement for the curriculum, which gathers knowledge and contributes in later professional life to the undergraduate student.

FINAL REMARKS

The MSC is a sector that the nursing academic operates in conjunction with the nurse in charge and their actions are subsidized by a current resolution, so their activities should follow what it recommends.

It is a place that brings a lot of knowledge to the students in relation to learning the technical and managerial issues of this support service. The feelings of fear and fear that arise early after admission are disappearing and later prevails will to learn, because the flow that follow the actionable items and the actions of the nursing professional to keep it with satisfaction and provides quality instigates continue in extracurricular stage.

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