TEACHING THE NURSING PROCESS IN THE ACADEMY: REPORT IN LIGHT OF MAGUEREZ

ENSINO DO PROCESSO DE ENFERMAGEM NA ACADEMIA: RELATO À LUZ DE MAGUEREZ ENSEÑANZA DEL PROCESO DE ENFERMERÍA EN LA ACADEMIA: RELATO A LA LUZ DE MAGUEREZ

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ABSTRACT

Objective: to describe the experience of students in the development of an activity in the discipline of Caring Process in Nursing Graduate Program. **Method:** qualitative, descriptive study, of the type of experience report. It was used the Arch of Magueréz, from the question: What weaknesses in the teaching of the process of Nursing in the Academy? **Results:** it was observed that Nursing evolves in search of several skills, knowledge and professional practices. Thus, the teaching of the Nursing process, for the most part, is still related to the transmission of conceptual bases, with fragmentation of the construction of knowledge, which has contributed to the lack of meaning. **Conclusion:** weaknesses in the teaching of the nursing process in the academy had resulted in difficulties of implementation and adherence in public and private services and there is a need to reflect on the fragmentation between theory and practice. **Descriptors:** Nursing; Teaching; Nursing Processes.

RESUMO

Objetivo: descrever a experiência de discentes no desenvolvimento de uma atividade na disciplina de Processo de Cuidar na Pós-Graduação em Enfermagem. **Método:** estudo qualitativo, descritivo, do tipo relato de experiência. Utilizou-se o Arco de Magueréz, a partir da questão: Quais as fragilidades no ensino do processo de Enfermagem na Academia? **Resultados:** observou-se que a Enfermagem evolui na busca de diversas habilidades, saberes e fazeres profissionais. Assim, o ensino do processo de Enfermagem, em sua maioria, ainda está relacionado à transmissão de bases conceituais, com fragmentação da construção do conhecimento, o que tem contribuído para a falta de significado. **Conclusão:** as fragilidades no ensino do processo de Enfermagem na academia tinham resultado em dificuldades de implantação e de adesão nos serviços públicos e privados e há a necessidade de refletir acerca da fragmentação entre teoria e prática. **Descritores:** Enfermagem; Ensino; Processos de Enfermagem.

RESUMEN

Objetivo: describir la experiencia de los estudiantes en el desarrollo de una actividad en la disciplina de Proceso de Cuidar en el Postgrado en Enfermería. **Método:** estudio cualitativo, descriptivo, del tipo relato de experiencia. Se utilizó el Arco de Magueréz, a partir de la cuestión: ¿Cuáles son las fragilidades en la enseñanza del proceso de Enfermería en la Academia? **Resultados:** se observó que la Enfermería evoluciona en la búsqueda de diversas habilidades, saberes y haceres profesionales. Así, la enseñanza del proceso de Enfermería, en su mayoría, todavía está relacionada a la transmisión de bases conceptuales, con fragmentación de la construcción del conocimiento, lo que ha contribuido a la falta de significado. **Conclusión:** las fragilidades en la enseñanza del proceso de Enfermería en la academia habían resultado en dificultades de implantación y de adhesión en los servicios públicos y privados y que hay la necesidad de reflexionar acerca de la fragmentación entre teoría y práctica. **Descriptores:** Enfermería; Enseñanza; Procesos de Enfermería.

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INTRODUCTION

The training of health professionals has been historically influenced by the use of reductionist and assistentialist methodologies, focusing on conservative and fragmented approaches, where there is the privilege of curativist knowledge in detriment of the proactive practices that should be directed towards the protection and promotion of health. In search of technical efficiency, the transmission of knowledge was centered on expository classes, in which, the student, was given little or no possibility of insertion and participation.¹

There is a constant search for improvement observed from the historical-pedagogical trajectory of teaching, which has contributed to important changes to accompany, in terms of currents of thought, the assumptions and conceptions that guide the formation of both the professional, and the teacher. In this perspective, the conservative and traditional teaching model has gradually been replaced by new pedagogical tendencies, which signals the need for the formation of a critical-reflexive professional, capable of transforming the social reality of their daily life, with a view to minimizing injustices and inequalities.²

The activities developed by Nursing professionals can be understood as a system of production of care, and the conception of this product involves interaction between human beings, dynamic, non-linear and emergent processes, as well as the capacity to self-organize and adapt to the needs of the patient/family, team and institution, characterizing itself as a complex adaptive system.³

Contemporary Nursing evolves in a frank process of hybridization, where the patient's general care, of a purely procedural nature, passes to a phase of intense search of interdisciplinarity that involves diverse discrete structures, skills, knowledge and professional practices, as it happens in professional training.⁴

The Nursing Process (NP), as a method of operationalizing Nursing Care Systematization (NCS), was introduced in Brazil in the mid-1970s by Wanda Horta. The theoretical foundation is based on the Theory of Basic Human Needs (BHN), worked by Maslow, in Theory of Human Motivation. The NP is presented as the foundation, the founding and structuring axis of the construction of knowledge, with this, of professional practice (teaching, assistance, research and

management / management), given that care is the object of study and work the Nursing.⁵

In the meantime, COFEN Resolution 358/2009, further describes that the NP is an instrument that both guides, and documents professional practice and that operationalization highlights the contribution of Nursing to the health care of the population, increasing visibility and professional recognition.⁶

However, many problems surround the deployment and implementation of NP in services. Aspects related to the execution, operationalization and periodic and direct follow-up of activities, as well as lack of leadership, absence of commitment, lack of time and lack of knowledge of the law of professional practice are factors that, certainly, compromise the quality of care and often lead to dismay and dissatisfaction with the NCS.⁷

With this, the active teaching methodologies have contributed with regard to the teaching of the NP, since they are based on a significant theoretical principle, that is the autonomy. Nevertheless, another teaching-learning strategy, is used, which is the problematization that aims to reach and motivate the student, because, in the face of the problem, he pauses, examines, reflects, relates his history and begins to re-signify his discoveries by experiencing the construction of a pedagogical practice that is based on principles of freedom, autonomy, equality, equity, fraternity and compassion that favor reflective thinking.⁸

From a retrospective study, with application of the Active Methodology, it was possible to infer that its use, in formal education, is something recent and that the problem is used in situations in which the themes are related to life in society, having, as reference, the Method of the Arch, of Charles Maguerez, presented, for the first time, by Bordenave and Pereira, in 1982.²

What has been expected in the dynamics of knowledge construction is not the accumulation of contents or ideas, nor correct and easy behaviors, but rather the increase of the capacity of the student - participant and agent of social transformation - to detect the real problems and seek, for them, original and creative solutions. For this reason, the capacity one wishes to develop is to question oneself in any situation, in order to, understand contexts and be able to solve situations properly.⁹

The Nursing Care Process discipline, of the Nursing Postgraduate Program, of the Federal University of Paraíba, has as a caregiving /

care context as a context for professional intervention, the systematization of Nursing care to individuals, families and groups, the development, application and testing of specific concepts of Nursing and, finally, the application of conceptual/ theoretical models and systems of Nursing to professional practice.

With this, this study had as guiding and initial question, for the accomplishment of the arch of Maguerez: Which the weaknesses in the teaching of the Process of Nursing in the Academy?

OBJECTIVE

- To describe the experience of students in the development of an activity in the discipline of Caring Process in Nursing Graduate Program.

METHOD

A qualitative, descriptive study of the experience report on the practice developed in the Nursing Care Process, inserted in the curricular matrix of the Postgraduate Nursing Course at the master's level of the Federal University of Paraíba, given in the city of João Pessoa, with a workload of 45 hours, held in the period from March to June 2016.

The purpose of the course is, to encourage students, to link nursing conceptual and theoretical models / systems to the care process with the purpose of discussing the basic instruments of the Nursing care process, distinguishing the essential aspects of each component of the process the development of classification systems and the stages of the NP and, finally, apply the knowledge gained about the NP and, the classification systems.

Based on a renewed, constructivist and liberating pedagogical approach, the discipline was operationalized by means of a dynamic that contemplated the collective construction of knowledge, by means of the problematization, seeking to articulate theory and practice, of the dialogued exposition, collective discussion of proposed materials, individual orientation and in group, presentation of seminars and production of a manuscript for publication. Thus, during the whole course of the discipline, the topic, Nursing Process, as well as the approach to the pedagogy of problematization in the various scenarios were mentioned, as teaching, research and assistance.

The problem-solving methodology, from the Charles Maguerez Arch, consists of five phases: observation of reality; definition of key points; theorization, solution hypothesis and application of reality. After the first

phase, the observed object undergoes a broad process of study and reflection, with the objective of returning to reality with some degree of intervention. It is important to emphasize the importance of the participation of the groups that are desired to be reached, whether in a teaching, research or assistance situation, and that this process can contribute through a transforming action of reality.¹⁰

♦ First step: observation of reality

Before beginning the first stage of the Arch of Charles Maguerez, an explanation was made, by the teachers, on the stages of the arch, as well as its applicability and importance for practice. From there, it was decided that the topic to be addressed would be the Nursing Care Systematization (NCS). The students were subdivided into five groups (three students per group), reserving the next class of the calendar to compose the other stages of the arc, since the first two should happen in the classroom to optimize the construction of knowledge and resolve possible doubts. The students were motivated to use their experiences, experiences discussed during the development of the discipline and affinities in the construction of the proposal.

This first stage, observation of reality, consists in the active participation of the subjects for a close look at reality, thus, affecting, a first reading in which the theme to be worked is inserted or happening in real life. It is the moment when the subjects involved can look closely at reality, choosing aspects that need to be developed, worked out, reviewed or improved.¹⁰

They were listed as problems at this stage: the involvement and commitment of the teaching staff in relation to the Nursing process; fragility in the context of teaching in the academy; difficulties in joining public and private institutions and the resistance in the implementation by some nurses.

♦ Second step: definition of key points

In this second stage, the graduate students made a list with the key points that emerged from what was raised and discussed on the subject. We proceeded with the analysis of what was significant for the group at the time, from the previous knowledge and what was built during the discipline. It is at this moment that there is the option for what will be studied about the problem, the aspects that need to be known and better understood, to seek an answer.

The key points were: traditional teaching methodologies; weaknesses or lack of knowledge of the Pedagogical Course Project (PCP); insipient scientific initiation projects

regarding the thematic Nursing Process; the lack of expansion of spaces for discussion and knowledge construction that pervades the walls of the academy. From this discussion, to guide the next step, was defined as a guiding question: What weaknesses in teaching the Nursing Process in the Academy?

◆ Third stage: theorizing

Theorizing is the moment in which the subjects begin to perceive the problem and ask why the observed events and corroborate it to the understanding of the problem, not only in its manifestations based on the experiences or situations, but through the theoretical principles that explain them. In this moment of theorization, the analytical mental operations, happen that favor the intellectual growth of the students.⁹

At that moment, the context and implications of the use of traditional teaching methodologies in the Nursing undergraduate process, the fragilities found or possible, were considered and discussed in the light of theoretical references printed and available in the virtual databases. in relation to the lack of adequacy of the PCP of the courses when it does not add to the theme of the NP, as well as insipient scientific initiation projects, especially when referring to the dissemination / socialization with consequent enlargement of the spaces of discussion and knowledge construction.

In the meantime, there was also, an embedded method of teaching, characterized by the repetitive aspect of learning, based on the transmission of historically accumulated knowledge, contents predetermined by the program, without questioning the nature or relevance to the actual learning and the applicability of the subject and teachers conditioned to exhaust content independent of the quality of the student's performance.

◆ Fourth stage: solution hypothesis

After the theorization, some hypotheses of solutions, were identified, such as the use of active teaching methodologies, emphasizing the learner and placing the learner as a subject that performs the necessary actions to achieve their learning. Passing the teacher to play the role of instructor/ facilitator, PCP built in collectivity that contemplate the subject of NP, being implemented and used, in all courses of the courses, projects of scientific initiation, dissemination of researches and events, in order to disseminate and expand knowledge beyond the walls of the academy.

The fourth phase of the Arch of Maguerez brings the elaboration of viable alternatives, with a view to solving the problems identified,

in a critical and creative way, from the confrontation between theory and reality.²

◆ Fifth step: application in reality

In the fifth phase of the Arch of Maguerez, application to reality, the involved subjects are led to the construction of new knowledge, to transform the reality observed, through previously planned hypotheses.⁷

As a proposal, the following points were included: the creation of extension workshops; the creation of extension projects; the holding of discussion forums on the PCP; the holding of forums, symposiums and exhibitions; the application of clinical cases and realistic simulations, stimulate the approach of NCS in scientific initiation and promote the dissemination of successful experiences.

RESULTS AND DISCUSSION

◆ Related Experience

The use of the Nursing Process by the nurse facilitates the development of an individualized care and with satisfactory interventions, which guarantees the continuity of the assistance to the client, in the health services.¹¹

It was possible to affirm that Nursing care can not be conceived as a reductionist and simplifying action, but as a singular construction, involving interactions, reflections and self-knowledge. Nursing constantly, seeks, to build an expanded care that takes place in a way that contemplates a constant action-reflection-action, a fundamental aspect in the different scenarios of attention to human health.

There are three current requirements for the institution of critical and participatory citizens: the demand for a corresponding curriculum in terms of content selection, time distribution and teaching / learning methods and teaching materials. In other words, the content must have consistency when related to the time required. It is observed that there is a gap and improvements regarding the curricular organization, since some contents require more attention on the part of the teacher, requiring greater time for them to be worked.¹²

Some studies demonstrate the occurrence of changes in academic structures and pedagogical practices, which favors student participation as an active subject of learning and the teacher as a mediator, more reflective and less authoritarian and transmitting knowledge. In this context, it is expected that the PCP construction, and evaluation process will be qualified and effective, highlighting the need for greater

involvement of teachers and students. Although they acknowledge that the PCP guides and qualifies the Nurse's training, they still demonstrate passivity and disinterest in participating.¹³

The teaching of the NP is related to the transmission of conceptual bases with fragmentation of the construction of the knowledge, since the teachings passed to the students do not offer motivation, for being limited to pass content with lack of meaning within a context. With this, it can be perceived that a highly theoretical approach becomes common in the routines of the universities, causing the difficulty of connection with the professional practice and making it difficult to apply this instrument of Nursing in the daily care of the human being.

Other difficulties of implementation are related to the limitations of the institution and the professionals themselves, regarding the lack of time, justified by the accumulation of attributions caused by the shortage in the number of professionals within the institution, the complexity of illness of the individuals, and the lack of computerization. In addition, the lack of experience in this field and the lack of theoretical knowledge about the Nursing Process, which may be associated with resistance and demotivation, are equally important factors to limit its implantation.¹⁴

Even beyond these difficulties, it is possible that some may be linked to the lack of adequate knowledge about the physical examination, the lack of training on the subject matter, the deficiency in the registration of Nursing care provided to the patient, the lack of credibility in the Nursing prescriptions, the lack of human resources, among others, which has led to the conclusion that there are limitations in the preparation of these professionals and that this has resulted in weaknesses in the academic formation that may be associated, among other aspects, with the lack of teacher qualification for the teaching of NCS.¹⁵

In relation to the teaching experience and the moment in which the theme in question is inserted in our reality, we realize that it is before the middle of the course and is consolidating as it reaches the final disciplines of the curriculum. However, some barriers are encountered in this process, such as physical examination difficulties, an effective pulmonary auscultation, the time and attention that are essential to apply the NP instrument, and the lack of standardization in teaching and patient care. For teachers, the difficulties in teaching NP are related to the

students' history of Nursing, since there is a certain limitation in the face of the interview and physical examination and the need for specific knowledge that has often not been satisfactorily understood.¹⁶

The NP ends up being a challenge for the practice of nurses, especially for those who have just graduated, since the students present difficulties to understand the importance of the elaboration of the Nursing Process for their professional performance, undervaluing the disciplines which address this theme, besides showing limitations in view of the need to mobilize the knowledge of the Nursing Process, related to the teaching of other subjects of the course. Thus, it is common for Nursing students not to be totally sure about the use of the Nursing Process in their daily life and can not articulate theory to practice.¹⁷

It was also noticed that the curricula of the Nursing course in Brazil, are mostly based on the general knowledge of the EP, however, nurses are limited to the reflections and criticisms about their professional practice, a context that could be better explored. Thus, molded in the medical-hospital practice, curativist and focused on hospital care, limiting the process of effective and humanized Nursing.

In this sense, it is suggested to implement new actions in the training of nurses, in order to reduce resistance and propose reflections on teaching strategies, rethinking actions such as authoritarianism, fragmentation of knowledge and the technicality of Nursing practice.

Regarding the supervision activities carried out by the nurse, the difficulty of the professional in the teaching and implementation of the NP is highlighted, due to the overload of work, the lack of time available to dedicate to the student, besides the lack of training and pedagogical training that are responsible for failures in supervision. With this, the nurse ends up having difficulties evaluating the student and creating a learning environment, interfering in the study plan of the students. In this way, the objective is to promote a specialized education, with specific training for the nurses who receive the students in the service, in addition to adjusting the workload and establishing guidelines that establish the functions of the nurse and the institution.¹⁸

Characterized as a light-hard technology in patient care, NP is essential for the effectiveness of professional nursing practice in health services, since structured knowledge along with dialogue and sensitive listening are

fundamental actions for work of the nurse. The teaching of the Nursing Process is based on the various theories of the profession and, for it to be effective, one must begin when the graduating one approaches the basic knowledge and specific of his profession.

Another relevant and reflective point is the Resolution COFEN 358/2009, that revoked the 272/2002, which, in its statement, deals with the "Systematization of Nursing Assistance and the implementation of the Nursing Process in public or private environments, in which professional Nursing care occurs", bringing the understanding that the NP is a means of systematizing nursing care.⁶

CONCLUSION

The traditional teaching methodologies and lack of alignment regarding the pedagogical design of the courses are important points in the teaching situation of the Nursing Process in the academy. In this way, the use of active teaching methodologies is important for improving students' learning, by placing the learner as the subject responsible for their learning.

Thus, the teacher should play the role of guiding-facilitator of this teaching, elaborating pedagogical projects that contemplate the subject in such a way that they are implemented in the disciplines of the Nursing course, improving the students' performance in their learning.

This new context corroborates the formation of active, critical, reflexive, and creative nurses, especially, with the certainty that learning is a dynamic and boundless state. It should be emphasized that educational institutions and teachers should reflect and, based on this reflection, build new possibilities of actions to modify or not their context of action, engaging in educational models that value the scientific, ethical, personal, aesthetic and political, necessary for the conduct of the teaching process in line with the new pedagogical paradigm of higher education.

Learning about NP contributes to the organization and strengthening of the profession, enabling improvements in the practice and quality of patient care. However, further studies and research are still needed to corroborate advances in this area.

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