REFLECTIONS BASED ON WANDA HORTA ON THE BASIC INSTRUMENTS OF NURSING

REFLEXÕES À LUZ DE WANDA HORTA SOBRE OS INSTRUMENTOS BÁSICOS DE ENFERMAGEM

REFLEXIONES BASADAS EM WANDA HORTA SOBRE LOS INSTRUMENTOS BÁSICOS DE ENFERMERÍA

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ABSTRACT

Objective: to analyze the contributions of basic nursing instruments to nursing teaching considering the reflections of Wanda Horta. **Method:** this is a study qualitative, descriptive, type reflexive analysis, based on the review of the narrative literature, with discussion based on the theoretical conceptions of the Nursing Process and the basic nursing instruments described by Wanda of Aguiar Horta. **Results:** the teaching of the basic nursing instruments described by Wanda Horta is fundamental to analyze the viability of the nursing process favoring teaching in care. **Conclusion:** the instruments favor decision-making for the development of a safe and effective care when associated with the scientific method, providing action-reflection-action to the development of care based on the real needs of the patient under Nursing care. **Descriptors:** Nursing; Nursing Care; Nursing Process; Process Assessment (Health Care); Education Nursing.

RESUMO

Objetivo: analisar as contribuições dos instrumentos básicos de enfermagem para o ensino de enfermagem, levando em consideração as reflexões de Wanda Horta. **Método:** estudo qualitativo, descritivo, tipo análise reflexiva, com base na revisão de literatura narrativa, com a discussão fundamentada nas concepções teóricas do Processo de Enfermagem e nos instrumentos básicos de enfermagem descritos por Wanda de Aguiar Horta. **Resultados:** o ensino dos instrumentos básicos de enfermagem descritos por Wanda Horta é fundamental para analisar a viabilidade do processo de enfermagem favorecendo o ensino no cuidado assistencial. **Conclusão:** os instrumentos favorecem as tomadas de decisões para o desenvolvimento de um cuidado seguro e efetivo quando associados ao método científico, proporcionando ação-reflexão-ação com vistas ao desenvolvimento de um cuidado pautado nas reais necessidades do paciente que está sob assistência de Enfermagem. **Descritores:** Enfermagem; Cuidados de Enfermagem; Processo de Enfermagem; Avaliação de Processos (Cuidados de Saúde); Educação em Enfermagem.

RESUMEN

Objetivo: analizar las contribuciones de los instrumentos básicos de enfermería para la enseñanza de enfermería, considerando las reflexiones de Wanda Horta. **Método:** estudio qualitativo, descriptivo, tipo análisis reflexiva, con base en la revisión de literatura narrativa, con la discusión fundamentada en las concepciones teóricas del Proceso de Enfermería y en los instrumentos básicos de enfermería descritos por Wanda de Aguiar Horta. **Resultados:** la enseñanza de los instrumentos básicos de enfermería descritos por Wanda Horta es fundamental para analizar la viabilidad del proceso de enfermería favoreciendo la enseñanza en el cuidado asistencial. **Conclusão:** los instrumentos favorecen las tomadas de decisiones para el desarrollo de un cuidado seguro y efectivo cuando asociados al método científico, proporcionando acción-reflexión-acción para el desarrollo de un cuidado pautado en las reales necesidades del paciente que está sobre asistencia de Enfermería. **Descriptor:** Enfermería; Atención de Enfermería; Proceso de Enfermería; Evaluación de Proceso Atención de Salud; Educación en Enfermería.

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INTRODUCTION

Nursing education in Brazil has its curricular guidelines established in Resolution CNE/CES number 3 of November 7, 2001.¹ In this resolution, the president of the higher education chamber of the national education council at the time instituted that the profile of the graduate egress/professional in nursing must present a generalist, humanistic, critical and reflexive trait; and that the professional presents his qualification for the professional exercise based on scientific rigor, intellectual and ethical principles. The guidelines also state that the training of nurses aims to provide the professional with the knowledge required to exercise the following general skills and abilities: healthcare, decision making, communication, leadership, administration/management and continuing education. It is evident that the above mentioned curricular guidelines aim at the formation of professionals of generalist, reflexive-critical characteristics who are able to act in the different health scenarios.²

In the meantime, the guidelines state that the professional training of nurses must be based on the teaching of knowledge required for the exercise of skills and abilities specific to the profession, such as the incorporation of the science/art of caring as an instrument of interpretation professional level.¹ Thus, it is evident that the professional in training, as well as the graduate nurse, must possess the indispensable skills, knowledge, and attitudes to the professional practice. In this way, the fact that the Nursing Process (NP described by Wanda de Aguiar Horta comes to the fore is based on basic instruments that are indispensable for its care delivery.

These instruments are sometimes forgotten in the teaching-learning process, and this fact may be associated with the historical process of formation influenced by the adoption of assistant methodologies of conservative, fragmented and reductionist characteristics that present the knowledge of a curativist approach to the detriment proactive teaching practices as a primordial characteristic.³

In this aspect, NP can be considered a methodological process that organizes the work of the nursing professional in relation to the method, providing a greater autonomy for the nurse and making visible the care provided to the patients. The NP has its importance, since it shows a global view of the patient's health situations, orienting, in a scientific way, the execution of the individualized care, that meets the needs

affected. Besides enriching care practice, the NP directs teaching.⁴

The search for technical efficiency and improvement of the teaching-learning process for the best practice of care led us to a deep dive under the knowledge of Wanda Horta in her book *Nursing Process* and faced with the knowledge learned we were disturbed by the following guiding question that the study in question: How do basic nursing instruments contribute to teaching?

OBJECTIVE

- To analyze the contributions of basic nursing instruments to nursing education considering the conceptions of Wanda Horta.

METHOD

This is a descriptive study for a reflexive approach based on the theoretical conceptions of the Nursing Process and the basic nursing instruments described by Wanda de Aguiar Horta. For the elaboration of the study, it was opted a previous narrative review of the literature, allowing an extended and contextualized approach.

Based on a review of the narrative literature, the text was organized in the following points of analysis: Wanda Horta and the Nursing Process and the teaching of basic nursing instruments as a strategy for the development of care.

The theoretical-methodological trajectory was structured through the epistemological and ethical approach to care for its complexity in Nursing and in health for teaching Nursing. It is considered the importance of Wanda Horta to the present day through teaching and nursing assistance showing the relevance of their conceptions through the basic instruments of nursing.

The elaboration of the reflexive analysis occurred through a literature search of the production on the theme based on the concepts mentioned in the Virtual Health Library (VHL), with support in the descriptors Nursing, Nursing Care, Nursing Process, Process Assessment (Healthcare), Nursing Education, selecting articles available in full and with content to support the initially proposed discussion. There was no intention of an integrative or systematic search of the literature, but only theoretical reinforcement for the proposed reflections.

This theme is the result of discussions and research carried out at the Center for Nursing Fundamentals (NEFE) belonging to the Academic Program in Health Care Sciences of the Aurora de Afonso Costa Nursing School of the Fluminense Federal University, as well as

in the subjects of the epistemology of care of nursing program.

The foundations of this subject consider nursing a professional behavior and science with a long way to go, particularly in the demand for research. When exercising the care of the human being in health institutions, in the formally established care models, in a context that encompasses different complexities and different levels of care, the nurse should make a critical reflection on the historical, theoretical bases, philosophical, spiritual and social aspects of the profession, reflected in their way of caring, in interpersonal relationships and in their work environment.⁵

RESULTS AND DISCUSSION

♦ Wanda Horta and the Nursing Process

Wanda de Aguiar Horta was born on August 11, 1926, in the city of Belém/Pará. She graduated as a nurse in 1948 from the School of Nursing at the University of São Paulo. In 1953, she received a Bachelor's Degree in Natural History from the Faculty of Philosophy, Science, and Arts, University of Paraná. She obtained the postgraduate certification in Pedagogy and Didactics Applied to Nursing by the School of Nursing of the University of São Paulo in 1962. In 1968, she received the title of Ph.D. in Nursing Fundamentals at the Anna Nery Nursing School of the Federal University of Rio de Janeiro - EEN/UFRJ.⁶

In 1979, Wanda de Aguiar Horta writes the book *Nursing Process* that presents relevance to the various fields of Nursing practice for providing a holistic view aimed at the patient. In this work, the author describes that, because it has a dynamic character, the nursing process presents its focus directed to the human being and its basic human needs, showing that the nursing work methodology must be developed according to the scientific method, making the nursing process not only an instrument responsible for the nursing care, but instead, characterized as a private activity of the nurse, expressed through Law 7.498 of 1986 presents a proposal based on Resolution 358 of 2009⁸ which provides for the Systematization of Nursing Care and the implementation of the Nursing Process in public or private environments in which professional Nursing care takes place and other measures.

Thus, the nursing process is evidenced as a methodological instrument that indicates a set of actions to be performed according to the needs of the person, family or human collectivity, at a certain moment in the health

and disease process, and that demand a professional care. Thus, the registration of this process enables cost-benefit analysis of nursing actions and interventions⁷ because it enables the individualized sequence of care to identify and solve the problem, and the stages of the process are data collection, diagnosis nursing, planning, implementation, and evaluation, which focus on the individuality of care through a scientific approach to problem identification and resolution.

However, it is evident the difficulty of nurses to put into practice the methodology of nursing care as a scientific work tool due to the lack of use of standards to describe the information of the various stages of the process. In this context, the systematization of nursing care envisages the need to stimulate and prepare nurses to act in a systematized way with the patient, detecting the priorities regarding each need of the assisted subject, providing assistance guidance for possible interventions.⁹

To support the development of skilled nursing practice, it is necessary to set up and develop a practical model to identify and plan appropriate support practices. This fact is not without challenges, especially since the role assigned to nursing professionals entails rethinking the nature of the professional role.¹⁰

In the meantime, the Nursing process is evidenced as an efficient vehicle of communication not only for the Nursing team, but also for other professionals in the health area, with the conceptual model of Wanda Horta responsible for offering guidelines for the training, practice and research to support nursing care and to explain the actions of nursing care to be performed.

Attention to the human being with a lack of healthcare and the planning of nursing interventions must pursue the integrality of care and avoid the reductionism that treats human beings only as sick beings, forgetting that they are endowed with feelings, desires, fears, anxieties, religious convictions and others present and often affected when a physical illness sets in. The conception of the integral human being is a guiding condition of the professionals and institutions that integrate the Unified Health System.¹¹

According to its characteristics of completeness, it serves as a reference point in nursing, making evident an inclusive nursing process in its practice. To do this, it is necessary to investigate empirical research formulations to include practices aimed at improving patient care.¹²

The focus of the study developed by Wanda Horta was based on meeting the patient's global needs, but because she presented the teaching character in her professional trajectory, the author develops her study based on concepts that aimed at the development of activities that promote the acquisition of knowledge and the development of skills necessary for professional practice¹³, because, according to it, the skills are basic tools indispensable to the professional development of the nursing student.

♦ The teaching of basic nursing instruments as a strategy for the development of care

According to Wanda de Aguiar Horta, we should focus on education and nursing as fundamental ideas that the student is an individual with the potential to be identified, oriented and developed to carry out care based on the basic instruments of nursing. Thus, the author brings another relevant aspect as a recommendation for the effectiveness of care and this concerns the need for nursing schools to encourage their teachers to include the basic instruments in their educational programs; that teachers adopt this teaching system in Nursing Fundamentals; that research is conducted to test the validity of the basic instruments and to identify the possibility of new instruments.¹⁴

In this perspective, it is important to understand that, in the intrinsic and dynamic relationship between knowledge and (re) elaboration of a new know-how, it is necessary to question what is done with the intention of apprehending the action of care, highlighting the current theoretical foundation and always seeking their improvement, considering current trends and challenges.⁵

In this context, being a nurse, in its true meaning, is closely related to the professional's accurate observation ability, a kind of care that extends beyond what is perceptible to the eyes; to understand not only what is explicitly said to him, that is, to decode; to perform care with love and attention, being able to identify in those who are cared not only physical, emotional changes but realignments, potentialities; in short, be ready to meet their needs, demands, aspirations in terms of wholeness of health, conveying them confidence and being someone with whom they can count.⁵

Thus, the basic nursing instruments help identify the care to be provided to a person, family or society through the nursing process that consists of the nursing history; nursing diagnosis; health care plan; prescription of

nursing care; evolution of nursing and nursing prognosis.

Wanda Horta highlights the basic instruments as concepts for nursing care, defining them as a set of knowledge and skills essential for the exercise of professional activities, such as communication, creativity, manual dexterity and psychomotor ability, the scientific method, observation, teamwork, planning, and evaluation. In this way, we reflect that it is of the utmost importance that their teaching is developed more effectively in higher education institutions.

According to the phases of its flow, the organization of work implies in defining the nature and type of work to be carried out, from the theoretical-philosophical basis, the type of professional required, techniques, procedures, methods, objectives and material resources to the production of care.¹⁵

It is noteworthy that there is the use of basic instruments by academic and nursing professionals, but they use these materials empirically, without obtaining the real dimension of their meaning and effectively glimpses the contributions they provide to the development of the nursing process.

Wanda Horta points out that the interaction between the nurse and patient is essentially communication, and this ability should be applied in the interviews with patients for the development of nursing history. The author also points out that besides to communication, there is creativity, which contributes to the application of scientific principles to nursing care.¹⁴

Also in her study on the basic nursing instruments that manual dexterity and psychomotor ability when associated with the scientific method present the objective of validating the observation made and, therefore, the referred instruments should be developed for nursing care as an instrument of work indispensable to the practice of care, but associated with scientific knowledge, aiming to provide nurses with the autonomy and capacity to judge the best planning of nursing care.¹⁴

The continuity of SAE teaching, in the subjects subsequent to its approach, also favors the teaching and learning process of the students, when realizing that SAE is a broad methodology that can be applied in all areas of nursing. As suggestions, possibilities to improve SAE teaching through the dialogue between teachers and students to raise difficulties, facilities and needs before the teaching and learning process; teaching strategies, such as more classes in laboratories, drama activities, more practical

classes and discussion of clinical cases, and integration among teachers of different semesters were described, so the SAE approach does not become punctual, exclusive in one only semester.¹⁶

In line with these contributions, the other basic instruments as concepts for care in nursing, there is the skill of observation developed by the nurse to solve problems found. The observation can be developed in two stages, the first stage being developed as the first step of the scientific process (what, how and why to observe, annotating and recording observations), while the second stage is developed through the use of the propaedeutic method through of the inspection, palpation, and auscultation in the systematized observation.¹⁴ In this way, the observation begins to permeate the work developed by the nursing team. Teamwork is pointed out by Horta as a fundamental activity of care, since, according to the author, the complexity and specialization of care do not allow the professional to exercise in isolation.

In this way, the teaching in the graduation brings advantages and benefits in the learning of the student promoting an improvement of the capacity of observation and communication; fitness for holistic care; quick identification of the customer's basic needs; development of critical reasoning; and a significant improvement in the interpersonal relationship with patients and nursing staff, which consequently interferes positively with the quality of care provided to patients.¹⁶

The instruments of planning and evaluation are cited by Horta⁹ as fundamental for the development of a coherent and continuous care, indicated as the written demonstration of the development of the nursing process, since it consists of recording the bases of the plan of care established from the type physical, psychic and affective problems that are presented to the patient due to his illness and the different limitations that it implies, as well as the nature of the care required and the balance of the data that allow to evaluate the care process.

This care must happen in a humanized and integral way. The individual must be seen as an individual being, a member of a family and a community, in a particular process with whom he interacts and undergoes determinant factors of the health-disease process. Thus, nursing is expected as a subject in the health area to be able to recognize not only the biological aspects related to the health-disease process of individuals, families, and communities in its care but also the

psychosocial and spiritual implications of this experience. It is then estimated that interpersonal relationships reflect caregiving attitudes to elicit a broader understanding of the impact of the environment on the health of individuals, collectivities, and populations. Thus, nursing care, teaching, and research will be marked by advances, based on the importance of the training of subjects in the recognition of an epistemology of nursing care.⁵

CONCLUSION

The reflections found in this study regarding the contributions of the basic nursing instruments to nursing teaching considering the thoughts of Wanda Horta demonstrate that the teaching of basic nursing instruments in academia should be used as a strategy for development care.

When associated with the nursing process, these instruments favor the decision-making process. Thus, the use of the basic nursing instruments described by Wanda Horta is fundamental to analyze the viability of the nursing process destined to a care, making care decisions safer and more effective.

When we show that the instruments favor decision-making for the development of a safe and effective care, we emphasize that the use of these instruments must be inserted in the academic curricula to test and validation of what is advocated by it for evidencing that the instruments when associated to the scientific method provide action-reflection-action aiming at the development of a care based on the real needs of the patient who is under care.

The reflections developed in this article bring contributions to teaching because they value the teaching of the instruments in the institute, in all the didactic and practical functions, favoring the assistance process, considering that the teaching of the basic instruments contribute to the elaboration and execution of the nursing process by the academic and professional in the activity. The study also provides contributions to research, given the limitations of national and international productions that discuss the proposed theme. Thus, the study has positive implications for the nursing knowledge area by bringing the contributions of basic nursing instruments to teaching.

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