INTEGRATION OF METHODOLOGICAL REFERENCES FOR THE PREPARATION OF CASE STUDIES

ABSTRACT
Objective: to select methodological references that guide the accomplishment of the case studies. Method: This is a qualitative, reflexive type study. It refers to the analysis of two methodological references that guide the performance of case studies: the Galdeano, Rossi and Zago Instructional Guide and the Nursing Process. It is noteworthy that the construction of this reflection was based on the search for a strategy that would lead the student to a critical-reflexive professional practice. Results: During the reflexive analysis, a dialogue was observed between the stages of development of both methods. As the methodological approaches discussed complement each other, it was recommended the integration of these methods for the foundation of case studies in the caring process. Conclusion: It is concluded that the use of such referential leads academics to be protagonists in their formation, with the production of knowledge and practices, promoting critical-reflexive posture essential to future nurses for integral care to the health of the individual, the family, and the community. Descriptors: Case Reports; Nursing Diagnosis; Nursing; Nursing Process; Teaching; Education Nursing.

RESUMO
Objetivo: selecionar referenciais metodológicos que guiam a realização dos estudos de caso. Método: trata-se de um estudo qualitativo, do tipo reflexivo. Refere-se sobre a análise de dois referenciais metodológicos que norteiam a realização de estudos de casos: o Roteiro Instrucional de Galdeano, Rossi e Zago e o Processo de Enfermagem. Destaca-se que a construção destas reflexões se deu a partir da busca de uma estratégia que conduzisse o aluno a uma prática profissional crítico-reflexiva. Resultados: notou-se, durante a análise reflexiva, uma interlocução entre as etapas de desenvolvimento de ambos os métodos e, como as abordagens metodológicas discutidas se complementam, recomendou-se a integração destes métodos para a fundamentação de estudos de casos no processo de cuidar. Conclusão: conclui-se que a utilização de tais referenciais oportuniza, ao acadêmico, ser protagonista na sua formação, com a produção de saberes e práticas, promovendo uma postura crítico-reflexiva essencial aos futuros enfermeiros para a atenção integral à saúde do indivíduo, da família e da comunidade. Descritores: Estudos deCasos; Diagnóstico de Enfermagem; Enfermagem; Processo de Enfermagem; Ensino; Educação em Enfermagem.

The study focused on the selected methodological references that guide the accomplishment of the case studies. The methodology used was a qualitative, reflexive type study. It referred to the analysis of two methodological references that guide the performance of case studies: the Galdeano, Rossi and Zago Instructional Guide and the Nursing Process. It was noteworthy that the construction of this reflection was based on the search for a strategy that would lead the student to a critical-reflexive professional practice. During the reflexive analysis, there was a dialogue observed between the stages of development of both methods. As the methodological approaches discussed complement each other, it was recommended the integration of these methods for the foundation of case studies in the caring process. It was concluded that the use of such referential leads academics to be protagonists in their formation, with the production of knowledge and practices, promoting critical-reflexive posture essential to future nurses for integral care to the health of the individual, the family, and the community. The descriptors used were: Case Reports; Nursing Diagnosis; Nursing; Nursing Process; Teaching; Education Nursing.
This study is the result of the search for methodological references that guide the substantiated performance of the case studies. The proposed reflection is justified by the need to consolidate the use of this pedagogical strategy in the training of the professional, to promote cohesion between the academia and services, and to integrate the knowledge produced during the practices and the curricular stages of the Undergraduate Program in Nursing.

It is known that case studies are applied in the practice of Nursing care to carry out an in-depth study of the problems and needs of the person, family and the community to provide support for nurses to study the best strategy to solve or revert identified problems.1

In this way, the case study method is used in the nursing training process during their undergraduate course. Through this practice, it is possible to contribute to the formation of professionals committed to health care and able to understand and recoup their determinants, to transform knowledge and practices directed at the population, to articulate professional knowledge with the common sense of the community about health, to the awareness of the complexity of their practices and to effectively develop ways of thinking and acting, reinventing ways of dealing with reality.2

It should be noted that in the appropriation of this strategy by actions of nursing, the social dimension and prioritizes the development of people and groups as a reflection of the credit given to the influence of social, economic and cultural conditions on the health/disease process.2

• To select methodological references that guide the accomplishment of the case studies.

This is a qualitative, reflexive study. It is the analysis of two methodological references that guide the performance of the case studies: the Galdeano, Rossi and Zago Instructional Guide and the Nursing Process (NP).1,3

It should be noted that the construction of this reflection was based on the search for a strategy that would lead the student to a critical-reflexive professional practice for the problems found in the different scenarios of nurses acting within the scope of the Brazilian Health System. It is assumed that the application of case studies in the daily routine of Nursing undergraduates in health services, duly substantiated, allows the translation of knowledge in Nursing with gains for the transformative praxis.

In the search for a methodological reference that guided the accomplishment of the case studies in Nursing, the Instructional Guide and the Nursing Process (NP) were faced.1,3 Through the Instructional Guide for the elaboration of a clinical case study, the aim was to guide the nursing professional, to encourage reflection on the results found and to provide a sequence for the presentation of the case study and for the preparation of the report. It consists of guiding questions, identification, a summary of problems or alterations identified, theoretical basis, alternatives or proposals, actions implemented or recommended and discussion.1 In turn, the NP provided for in Resolution COFEN No 358/2009,3 is a methodological instrument that guides the care and documentation of nursing professional practice. It consists of five interrelated, interdependent and recurrent stages: data collection, nursing diagnosis, planning, intervention and evaluation. The complementary steps described in figure 1 are presented in both references.

INTRODUCTION

RESULTS
In the case study, researchers get a wealth of descriptive information and can examine the relationships between dissimilar phenomena or trends over time. Data are often collected that relate not only the present state of the person but also past experiences and situational factors relevant to the problem being examined. The information obtained in these studies is used to develop hypotheses to be tested in later research, making the concepts clear or elucidating how to obtain them; however, as a limitation, there is the researcher’s familiarity with the case studied, which may make objectivity and the low potential for generalization more difficult.4

In the NP, the use of theories offers structure and organization to Nursing knowledge, it provides a systematic way of collecting data to describe, to explain and to predict practice, that is, theories determine how the nurse sees the other, with the theoretical basis, in the sense of implementing interventions. For example, Wanda de Aguiar Horta’s Theory of Basic Human Needs (BHN); Dorothea Orem’s Theory of Self-Care, and Imogene King’s Theory on the three interacting systems (personal, interpersonal, and social) to achieve goals.5

Standardized language systems are used in the NP to communicate decisions about individual, family or community nursing diagnoses and outcomes and interventions.5 The use of the NP in the elaboration of a case study for the improvement of Nursing care through its scientific dissemination, which increases the visibility of nurses’ work and allows the application of knowledge in

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**DISCUSSION**

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Standardized language systems are used in the NP to communicate decisions about individual, family or community nursing diagnoses and outcomes and interventions.5 The use of the NP in the elaboration of a case study for the improvement of Nursing care through its scientific dissemination, which increases the visibility of nurses’ work and allows the application of knowledge in
different parts of the world that use these taxonomies. The use of the NP becomes relevant since it legitimizes the profession of the nurse, when performed in an appropriate way to contribute to the strengthening of the profession as a science, since it moves from empirical care to evidence-based care.5

It is evident that the contribution of the Instructional Guide is inserted in the formation of critical-reflexive thinking.1 The application of the IG in seven stages is practically done, of which three of them stand out: in the first moment, the guiding questions of the initial item of the Instructional Guide stimulate the professional future in the extended understanding of the reality that involves the person, the family or the community, at the time of the Nursing consultation, which allows a greater knowledge about the health-disease situation independently of the environment in which if the service is performed. Then, the theoretical basis seeks biological knowledge, such as the deepening of the pathophysiology to obtain information that justifies the changes or problems identified.1 Lastly, the last moment corresponds to the discussion of the case study with other professionals with the purpose of meeting the need for collective sharing and knowledge building. It is intended, at that moment, to involve the professionals in the case studied, to encourage a process of thought/judgment and to raise discussions that will culminate in other exchanges of experiences and proposals. There is a gain in a participatory process of evaluation and decision-making.1 Also, the case study goes beyond a strategy to integrate previously acquired knowledge, since it also constitutes an opportunity to improve clinical reasoning, assisting in decision making in a more consistent and conscious way. It should be emphasized that clinical reasoning must occur in all Nursing Process stages.6

Given the reflection presented here, the integrated adoption of both strategies discussed has the potential to help the graduate student to perceive the complexity of nursing care and to use his knowledge to intervene according to the demands identified in the Nursing praxis.7

Finally, it is clear that the implementation of effective and efficient learning strategies is important to prepare Nursing undergraduate students for the clinical practice.9,9 For this, one of the key points to achieve results or competencies is to actively engage students in the learning process.10 In this sense, the implementation of the case study is a strategy to be considered because it fosters decision-making and clinical judgment.11

CONCLUSION

It is concluded that the stages of development of such methodological approaches are complemented by reflecting on the references “Instructional Guide for the elaboration of Case Studies” and “Nursing Process”.

It is understood that the production of a case study, based on the guiding principles presented, promotes the dialogic interaction during the experiences of the student in the area of practice through the teaching-service-community integration. As a pedagogical practice, it is emphasized that the use of such references enables the academic to be protagonists in their training, with the production of knowledge and practices to promote a critical-reflexive attitude essential to future nurses for attention to the health of the individual, the family, and the community.

Therefore, the integration of both methods to support case studies from the caring process is recommended. It is believed that the methodological interlocution studied has the potential to contribute to the development of the body of knowledge in Nursing and its application in the multifaceted of the health-disease process in the different life cycles.

REFERÊNCES


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