Nursing assistance to the emergency / urgency patient

ABSTRACT

Objective: to describe the teaching experience in Nursing undergraduate care practice with the use of an emergency protocol. Method: this is a descriptive study, a type of experience report on the curricular practice carried out in the emergency department of an emergency room, with the participation of 70 students, teachers and patients. A protocol was used to collect data in three stages, presenting the results in tabular form. Results: a new teaching-learning model was developed with the application of the emergency protocol, with the articulation of theoretical knowledge with practice, as well as providing the improvement and facilitating the use of emergency nursing diagnoses. Conclusion: it was concluded that the teaching-learning strategy used contributed to the professional training associated with evidence-based practice.

Descriptors: Emergency Nursing; Nursing Process; Education, Nursing; Nursing, Practical; Faculty, Nursing; Teaching Care Integration Services.

RESUMO

Objetivo: descrever a experiência de ensino na prática assistencial da graduação de Enfermagem com a utilização de um protocolo de emergência. Método: trata-se de um estudo descritivo, tipo relato de experiência sobre a prática curricular realizada na emergência cardiológica de um pronto-socorro, com a participação de 70 estudantes, professores e pacientes. Utilizou-se um protocolo para a coleta de dados em três etapas, apresentando-os resultados em forma de tabela. Resultados: possibilitou-se com a aplicação do protocolo de emergência um novo modelo de ensino-aprendizagem, com a articulação dos conhecimentos teóricos com a prática, além de proporcionar o aprimoramento e facilitar a utilização dos diagnósticos de Enfermagem em emergência. Conclusão: concluiu-se que a estratégia de ensino-aprendizagem utilizada contribuiu para a formação profissional associada à prática baseada em evidências. Descriptors: Enfermagem em Emergência; Processo de Enfermagem; Educação em Enfermagem; Enfermagem Prática; Docentes de Enfermagem; Serviços de Integração Docente-Assistencial.

RESUMEN

Objetivo: describir la experiencia de la enseñanza en la práctica asistencial de la graduación de Enfermería con la utilización de un protocolo de emergencia. Método: se trata de un estudio descritivo, tipo relato de experiencia sobre la práctica curricular realizada en la emergencia cardiológica de una unidad de socorro, con la participación de 70 estudiantes, profesores y pacientes. Se utilizó un protocolo para la recolección de datos en tres etapas, presentando los resultados en forma de tabla. Resultados: se ha posibilitado con la aplicación del protocolo de emergencia un nuevo modelo de enseñanza-aprendizaje, con la articulación de los conocimientos teóricos con la práctica, además de proporcionar el perfeccionamiento y facilitar la utilización de los diagnósticos de Enfermería en emergencia. Conclusión: se concluyó que la estrategia de enseñanza-aprendizaje utilizada contribuyó a la formación profesional asociada a la práctica basada en evidencias. Descriptores: Enfermería de Urgencia; Proceso de Enfermería; Educación en Enfermería; Enfermería Práctica; Docentes de Enfermería; Servicios de Integración Docente-Assistencial.
INTRODUCTION

It is known that Advanced Trauma Life Support (ATLS) is one of the most successful course formats for managing seriously injured patients. The mnemonic ABCDE is the backbone of the ATLS. It is reported that it is a system that portrays a didactic strategy in teaching, approaching the patient in traumatic emergencies\(^1\) to stabilize vital signs, and is based on the identification of signs/symptoms and on the treatment of problems that compromise the life of the individual.\(^2\) It is reported that it is represented by capital letters of the alphabet A (Airway), B (Breathing), C (Circulation), D (Disability), E (Exposure).\(^3\) This method is shown to significantly facilitate knowledge about management of multiple trauma patients, on clinical skills, organization and priority approaches.\(^4\)

Nurses are formed and updated in the emergency/emergency area based on the Nursing Process (NP) method, which uses Nursing diagnoses\(^5\) to systematize care in the individual/collective care, also using protocols based on the ABCDE method of trauma during their professional training. It is noticed that the classification of the patient according to this method allows the identification of Nursing needs for the purpose of a better allocation of resources.\(^6\)

It contributes, through teaching-learning theories, to the transformation of Nursing teaching. Therefore, they must be based on the problematization of the work process in order to redefine practices and consolidate professional knowledge.\(^7\) In addition, the articulation between theory and practice, through the process training, results in a mutual influence with repercussions on teaching and learning.\(^7\)

It turns out that creative thinking for the development of skills in solving problems depends on the full interaction between the individual, the training and the work context. Teaching with the use of clinical practice as an essential component of professional education is considered to prepare students for the application of previously acquired knowledge in the provision of care to patients and the acquisition of skills, attitudes and values necessary for the professional socialization.\(^8\)

It is warned that the training of competence in the teaching of nurses is not restricted to the school, but also to the workplace. It is emphasized that moments of practice inside the health units favor the learning of the student forming individuals capable of acting in a real situation.\(^9\)

It was thought to elaborate a protocol based on the diagnostics aligned to the ABCDE mnemonic of Advanced Trauma Life Support and to apply it to the patients of the sector before the importance of the practice of the students of graduation in Nursing in the emergency services and the observation of the difficulty of these students and professionals in the use of the systematization of nursing assistance in this sector.

OBJECTIVE

- To describe the teaching experience in Nursing undergraduate care practice with the use of an emergency protocol.

METHOD

This is a descriptive study, an experience report that describes the elaboration of a protocol with the Nursing diagnoses\(^5\) aligned to the ABCDE mnemonic of Advanced Trauma Life Support, \(^2\)\(^3\) in a cardiology emergency, by undergraduate Nursing students during the urgency and emergency curricular practices of the seventh module of the course.

The work team was constituted by a total of seventy students and seven teachers (total of three phases) of Nursing graduation from a public university in the State of Pernambuco. It is shown that all teachers had experience in the emergency area and in nursing diagnoses. The study was conducted in the red emergency room of the Pernambuco University Cardiology Emergency Room - Professor Luiz Tavares (PROCAPE). The four-bed red room is available for the care of serious patients. It should be noted that this hospital unit is a reference for the Unified Health System (UHS) in hospital and outpatient cardiology.

The research project was approved by the Ethics and Research Committee of the HUOC/PROCAPE hospital complex (CAEE n° 48399615.9.0000.5192). This experiment was developed in three phases. It is pointed out that the first phase occurred in two periods corresponding to the students’ practices: September to November 2014 and March to May 2015. It was observed that 42 students participated, accompanied by the teacher of the practice, with a total workload of thirty hours distributed in six meetings for each group of seven students. The aim of this study was to apply the Nursing process to the data collection through a structured interview with the patient and/or caregiver using the Nursing history.
standardized by PROCAPE, direct observation, physical examination and monitoring of the clinical picture of each patient.

The data on 56 patients were collected by grouping them and analyzing them to make a clinical judgment at that stage by the students.

Four teachers with expertise in the emergency area and in nursing diagnoses were chosen in the second phase, in June 2015. The objective of this phase was to analyze the grouping of the selected diagnoses and aligned with the ABCDE in order to refine the adequacy of the items and evaluate their conformity. It is shown that after the adjustments resulting from the judgment made by the teachers, the instrument acquired a new form (Figure 1) and was then applied to new patients in the third stage.

<table>
<thead>
<tr>
<th>Patient Identification</th>
<th>Nursing Diagnosis</th>
<th>Definition</th>
<th>Defining Characteristics</th>
<th>Related Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Opening of airways</td>
<td>Ineffective airway clearance</td>
<td>Risk of aspiration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B - Breathing and Ventilation</td>
<td>Impaired gas exchange</td>
<td>Impaired Spontaneous Ventilation</td>
<td>Ineffective respiratory pattern</td>
<td>Dysfunctional response to weaning</td>
</tr>
<tr>
<td></td>
<td>Decreased cardiac output</td>
<td>Intolerance to physical activity</td>
<td>Excessive fluid volume</td>
<td>Sharp pain</td>
</tr>
<tr>
<td></td>
<td>Ineffective peripheral tissue perfusion</td>
<td>Impaired urinary output</td>
<td>Risk of ineffective renal perfusion</td>
<td>Poor fluid volume</td>
</tr>
<tr>
<td></td>
<td>Risk of decreased cardiac tissue perfusion</td>
<td>Bleeding hazard</td>
<td>Shock hazard</td>
<td>Risk of electrolyte imbalance</td>
</tr>
<tr>
<td></td>
<td>Acute confusion</td>
<td>Risk of acute confusion</td>
<td>Risk of ineffective cerebral tissue perfusion</td>
<td>Risk of unstable glycemia</td>
</tr>
<tr>
<td></td>
<td>Impaired physical mobility</td>
<td>Ineffective protection</td>
<td>Hypothermia</td>
<td>Hyperthermia</td>
</tr>
<tr>
<td></td>
<td>Dysfunctional Gastrointestinal Mobility</td>
<td>Risk of unbalanced nutrition less than bodily needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Risk of infection</td>
<td>Risk of falls</td>
<td>Risk for impaired skin integrity</td>
<td>Risk for imbalance in body temperature</td>
</tr>
</tbody>
</table>

Figure 1. Protocol constructed and adjusted using the trauma mnemonic. Recife (PE), Brazil, 2014-2015.

The third phase took place in the period between September 15 and October 28, 2015 involving 28 students. It is observed that this phase had the objective of applying the instrument after the adjustment made by the expert teachers. It is shown that the adjusted instrument was applied to the 32 patients who were hospitalized in the red room at that time.

It should be noted that the nursing diagnoses found were in line with the ABCDE mnemonic of Advanced Trauma Life Support (Table 1).

It is known that, in this way, the diagnoses pertinent to the opening of airways were accommodated in letter A; those related to respiration and ventilation were in letter B; those referring to circulation were in the letter C; those related to neurological dysfunction and neurological status were in the letter D and those related to the exposure of internal and external environmental factors were aligned in letter E.
DISCUSSION

It is aimed, through clinical practice and supervision, to promote the development of professional skills of health students. It is shown that the activity of curricular practice, reported in this study, enabled the development of skills to identify the diagnosis of Nursing in emergency through the elaboration and application of a protocol based on the ABCDE mnemonic. It should be emphasized that the protocol provided the problematization of the practice and contributed to the students being able to establish a clinical reasoning with the immediate intervention in serious patients. It is noted that the strong student adherence can be explained by the familiarity they have with the didactic strategies of the medical protocols.

It was sought to understand, through curricular practice, the role of nurses in the care of patients with cardiovascular dysfunction, in all levels of care, in...
emergency and emergency situations, and critical patients using Nursing care systematization. It is reported that the classification of Nursing care, in association with the patients’ health needs, was an important tool to optimize care levels, quality of care, patient safety and adequate allocation of the Nursing team.11

The ABCDE method is used by nurses to classify patients in the ICU and in emergency sectors.12-13 It is worth mentioning that another significant contribution of this experience was the dissemination of the ABCDE method among students and hospital professionals. It is reported that a study that evaluated nurses’ knowledge, usefulness and perception about the ABCDE method showed that only 41.6% of the interviewees knew the method and most of them recognized their ability to improve patient follow-up.12

It is observed that the most important part of nursing education is the process of continuing education in clinical practice.14 It can be seen that in clinical education, it is possible to train based on social skills, attitude and professional ethics, as well as anamnesis of communication diagnostics-therapy. It is also perceived to increase awareness of patient safety, professional attitudes, respect for patient confidentiality and comfort, development of empathy, information about medical equipment, and the importance of a holistic approach to patient care.15

It is believed that the opportunity to obtain quality clinical experience within a learning environment is a central point in the teaching-learning process. It should be noted that clinical teaching represents the acquisition of practical knowledge and knowledge.14 In this sense, the field of clinical teaching constitutes a space of constant inquiry. It is known that the professional development of the students is not understood as the result of the application of the theory acquired to the practice. It is assumed that it is not possible to understand and manage professional situations only on the basis of predefined knowledge and formulas, and it is necessary to construct creative and adjusted solutions to these situations.16

It is evident from this perspective that the curricular practice associated with the elaboration of the protocol by students and teachers exposed in this experience report made it possible to review previous theoretical knowledge, to reflect on professional experience, and to develop skills and knowledge about diagnoses Nursing in emergency. It is shown that in a quantitative study conducted at a College of Health Sciences of Portugal identified that perceived quality and satisfaction are significantly different when students are exposed to different methods of learning and teaching.17

This study evaluated the effect of an active learning program on the competence of nursing students, showing that those who participated in the active learning group presented higher scores on general and special clinical performance skills, critical thinking and human comprehension, when compared to the traditional teaching group.18 It should be noted that the active learning strategy is conducive to the development of professional skills.18

In this teaching-learning experience, we sought to associate the theoretical knowledge with Nursing care practice in a meaningful way for each student and for professionals in the sector. It is understood that this type of experience enables the development of clinical reasoning, the improvement of Nursing diagnoses with safe and efficient interventions based on evidence, and contribute to the formation of a critical, reflexive and committed professional with the health needs of the population and the Unified Health System.

The present models of nursing education are based on the development of competencies. It is a student-centered approach whose curriculum design and teaching emphasizes what students should know, understand, demonstrate and how to adapt to life beyond formal education. It is shown that the results of this type of teaching have demonstrated improvements in clinical skills and basic nursing skills.19

It is revealed that, in the reported activity, the students demonstrated satisfaction with the clinical learning environment and the pedagogical approach adopted, which related the theoretical knowledge with the practice of care. It is emphasized that the clinical learning environment and supervision have a significant impact on the development of the clinical competence of future health professionals.10 It is added that, for the competent development of students within the clinical environment, the pedagogical aspect is considered fundamental.14

CONCLUSION

It is emphasized that this experience report brings contributions related to the new teaching-learning model that seeks to articulate theoretical knowledge with students’ curricular practice. It is stated that
the use of the emergency protocol, aligning Nursing diagnoses to the ABCDE method, contemplated a new teaching-learning model that seeks alternative ways of including diagnosis and effective Nursing intervention. It is concluded that, in addition, the protocol will be able to optimize the time of the professionals, with a higher quality in the assistance and minimizing possible errors, besides providing a better linking of the teaching with the health service.

REFERENCES

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