PERCEPIÇÕES DE CLIENTES ACERCA DA ASSISTÊNCIA PRESTADA POR ACADÊMICOS DE ENFERMAGEM

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ABSTRACT

Objective: to learn about the perceptions from hospitalized users at the Obstetric Unity receiving care from nursing students attending a school in the northwestern region of the state. Method: this was a qualitative, descriptive and exploratory research in which data were obtained through a semi-structured interview. The population in this study was comprised of 19 women under obstetric care, at labor and puerperium. The interviews were recorded and transcribed. The data analysis followed the principles of content analysis. This project was approved by the Ethics in Research Committee from the Northwestern Regional Rio Grande do Sul State University, based on the regulation number 190/2009.

Results: three categories emerged from the analysis: the patients' perspective about the assistance given by the students in the Obstetric Unity; positive aspects and repercussions of the treatment given to users; and educational actions in health and limitations in the care given by the nursing students including negative aspects. Conclusion: the results revealed that, in general, there is satisfaction and recognition of the assistance provided by the students to the mother and child; the relationship student-patient was influenced by it. Furthermore, the results were significant and presented positive and negative aspects that should be taken into consideration. Descriptors: patient assistance; labor; obstetric nursing; qualitative research.

RESUMEN

Objetivo: conocer la percepción de las clientas internadas de la Unidad Obstétrica acerca de la asistencia prestada por académicos de enfermería de una institución del noroeste del estado. Método: estudio cualitativo, de carácter descritivo y exploratorio, cuyos datos fueron obtenidos por medio de entrevista semiestructurada. La población del estudio fue constituida en 19 mujeres, que estaban en tratamiento obstétrico, trabajo de parto, parto y puerperio. Las entrevistas fueron grabadas y transcritas. El análisis de los datos siguió los preceptos del análisis del contenido. El proyecto tuvo aprobación del Comité de Ética en Pesquisa de la Universidad Regional del Noroeste del Estado del Rio Grande del Sul, sob o Parecer Consobsubstanciado N° 190/2009. Resultados: a partir de análisis de las entrevistas emergieron tres categorías: la asistencia prestada por el académico y la influencia de la relación académico-paciente; las acciones educativas en salud; limitaciones en el tratamiento prestado por estudiantes de enfermería: aspectos negativos. Conclusión: los resultados nos revelaron, de manera geral, satisfacción e reconocimiento de la asistencia prestada por el académico, asimismo como, la influencia de la relación académico-cliente. El estudio abarca resultados significativos, en relación a aspectos positivos y negativos, que pueden ser levados en consideración. Descriptores: asistencia al paciente; parto; enfermería obstétrica; pesquisa qualitativa.
INTRODUCTION

Caring is the essence of nursing science and humanistic art that promotes and maintains health actions with care, helping people to overcome the effects of the disease as a social, cultural and existential phenomenon. Caring is more than an act, is an attitude. Therefore, it covers more than a moment of attention, zeal and devotion.

It is also, a gift of human beings, an instinct manifested through our actions and attitudes, therefore caution is human nature and is present since our inception. An example of human instinct is the maternal instinct, significant care that is motherhood, "being a mother."

In the beginning, the birth represents an important transition in a woman's life and family, an unique and special moment, in which she needs support and understanding in order to cope, the most natural way possible, with labor and delivery.

This time of childbirth is a stage with many meanings to the mother, newborn and family, and provides nursing professionals the opportunity to put into practice skills to watch the birth with quality, since it is a process that may depend on hours of dedication, and causes profound physiological and psychological changes.

Quality assistance goes beyond technical-scientific procedures, and translates into a care that exceeds the physical and emotional aspects of reaching users, it is done by advising this woman in a complete and humanized way, and providing qualified assistance.

Professionals that work in the area of women's health need to address it in it’s entirety, considering her life story, feelings and family environment in order to establish a relationship between subjects, with an appreciation of the individuality of each case and each person allowing women to participate actively in this process of obtaining physical and psychological comfort.

In this perspective, one often fails to perceive that which differs from the routine and procedures involving technical assistance to human beings as emotional needs were not part of care planning and promotion of comfort to that individual.

Driven by these concerns to know the subject as an individual, with respect to the subjectivity of women in pregnancy and childbirth, we believe that the development of a research-focused nursing care provided by nursing students on labor, birth and puerperium, and the limited number of scientific research on this subject in the Brazilian literature on nursing, it would be relevant to institutions of higher education, especially those courses in the area of health, to analyze and evaluate how the service is provided by the students in it’s theoretical and practical components as developed in the hospital environment, from the perspective of the users assisted there.

In order to explore this theme, we want to know what the perception is of users admitted to the obstetric unit of a hospital in the State of Rio Grande do Sul (RS), about the care provided by nursing students from a private institution in the northwest of the State of Rio Grande do Sul.

METHOD

The present study was extracted from a Final Course Paper entitled “The perception of users about the nursing care provided by nursing students in an obstetrics unit of a general hospital”. This is a descriptive and exploratory study, with quantitative approach.

The study population consisted of 19 users, aged over 18 years, in the period September-October 2009, which were admitted to the Obstetric Unit for obstetric care, childbirth and postpartum, and were attended by nursing students from a private institution in the northwest of the state of RS. To meet the ethical perceptions, as to the anonymity of the respondents, code names of flowers were used.

As an instrument of data collection for this research, we used a semi structured interview using a script composed from data identification, specific questions and four guiding questions: "Tell me how it was cared for by nursing students in the Unit obstetrical?”, “Tell me about the positives of being cared for by nursing students?”, “Tell me about the negatives of being cared for by nursing students?”, “You feel the difference between the care provided by the student nursing and the nursing staff? Why?”. Data analysis was based on the proposed methodology of Minayo.

The research was conducted according to rules established in Resolution 196/96 Ministry of Health. The project was approved by the Ethics Committee in Research of the Northwest Regional University of Rio Grande do Sul (UNIJUÍ) under Consolidated Approval No 190/2009.

RESULTS AND DISCUSSION

After successive readings of the transcripts of interviews that were part of the research,
three themes of analysis submerged: Category I: Assistance in the perspective of women attended by academics in the Obstetric Unit: positive aspects; Category II: Limitations in the care provided by nursing students: negative aspects; and Category III: Impact of care provided to the client: educative actions on health.

- **Category I: Assistance in the perspective of women assisted by academics in the Obstetric Unit: Positive aspects**

Nursing is part of a team that seeks, while exercising their professionals, to produce and to apply the knowledge based on experience and theoretical and methodological assumptions in health, to better target and justifies their actions.⁹

Humanizing health care involves giving room to both the user's opinion as to that of health professionals, so they can be part of a network dialog to think about and promote actions, campaigns, programs and welfare policies from the ethical dignity of the word, respect, mutual recognition and solidarity.¹⁰

On provided assistance, in the view of users served by nursing students positive representations emerged about the care during the service. The professionals, while providing service offered emotional support, attention and warmth, with as a result a satisfactory care to the client, which can be confirmed in the statements below:

*It was good, they treated me well, very attentive, so the important thing is that people are cared for and treated well, that's the important thing! (PINK ACACIA).*

*[…] I was having terrible pains, and so they talked with me, and explained things. I was really scared, they talked to me. They were patient and stayed there around me talking (PANSY).*

It is important to provide to the mother an adequate emotional support, as often labor is accompanied by anxiety and fear.¹¹ Emotional support should be initiated on admission, and from that moment it is the duty of the team treating her with respect and affection, identifying their insecurities and fears.¹²

Furthermore, physical contact is an important comfort factor as it cuts through the barriers between professional and client, and establishes a relationship of trust and sharing.¹³ That way the academics provided continuous attention, support and encouragement to users to overcome their fears and anxiety. Somehow, this provided a warm and pleasant environment to them.

On the other hand, a study on the perception of women assisted in childbirth exposed the wishes of the patients to be welcomed, respected, and have space to express their pain. The study showed that there is a long way to go for the deployment of humanized childbirth, and also revealed aspects to be discussed in care, such as, individualized care, non-pharmacological interventions for pain relief, permission to the presence of a companion, to choose the type of delivery, among others.¹⁴

In relation to the professionalism and technical competence, the students were mentioned by users for its tranquility, confidence and security. The professionals were described as capable at the same level of trained professionals, as can be seen below:

*[…] I felt pretty confident, well looked after by scholars as if they were fully trained people, because who was already in this field of work, had the same formation of who's coming as well, which are the same steps, the same paths they'll have to follow (LILY).*

*[…] the students are being guided on what must be done, how they will act in the future and always help people extra, guide, to explain things to the person, for the patient that is in need of some extra guidance (BROMELIAD).*

Patients feel safe being cared for in a competent and friendly way, they relax and feel at ease by the mild environment and gentle treatment, through trust and care by skilled and experienced professionals.¹⁵ The users feel safe and calm from the moment they perceive competence and professionalism during the service.

The encouragement and confidence conveyed by the nursing staff can have a determining influence on the reduction of the emotional tension and the physical discomfort of labor, especially when the woman is offered opportunity to express her feelings, make inquiries and express their fears.¹⁶

The disposition, dedication and enthusiasm on the academics in being prepared in a responsible way during the attendance is manifested throughout the conversation:

*Some are already more helpful, like if they were nurse for some time […] (BEGONIA).*

*The students take care of us with more care, when needed we call, and the come without delay (RED CARNATION).*

*All the time I needed them, they were right here beside me, and even when I didn’t need them they were here always, looking at the baby’s heartbeat, my bloodpressure […] (LILY).*

A study showed that actions like constant presence, attention, help in difficult moments, dialogue and even small acts, like
holding a hand, make the experience of delivery and birth more comfortable and calm.\textsuperscript{13} Thus, the assistance lend to the users by academics of nursery is proven by the satisfaction on the care given, the qualification of these professionals as if they were fully trained, their presence and their accompanying throughout the delivery and birth, helpfulness and dedication in a responsible way throughout the assistance.

- Category II: Limitations in the care provided by nursing students: negative aspects:

According to the results, there were some negative aspects regarding assistance provided to the users, such as lack of experience, because they are not fully trained and insecurity transmitted by some academics. The above-mentioned aspects may be observed in interviews that follow:

Some are more timid and insecure than others, they lack a little bit more security, more contact” (BEGONIA).

I think it's because they are not fully trained yet, but take good care of us. Just because those that are already fully trained are more experienced than those who aren’t, they’re still studying” (RED CARNATION).

In the practical activities, especially in the first contact with the client, insecurity can occur, and this will be perceived by the patient. However, in no occasion, the users mentioned a lack of technique or mistakes made by academics. However, they need to apply and associate the scientific knowledge acquired through practice, and precisely through this practice, develop technical and scientific skills, consequently, they will become more confident in relation to the procedures.

When the student is placed in direct contact with reality, he is expected to demonstrate his practical skills associated with acquired theoretical knowledge. This moment tends to be felt by as a moment full of uncertainty and insecurity the student, in face of these experiences.\textsuperscript{9}

The experience gained in professional practice are important for the training of the academic, by offering an exchange of experiences, with the emerging of new ideas, new concepts and new directions, which contribute to the learned matter.\textsuperscript{17}

It was also noted that two of the respondents reported feeling uncomfortable during the service. “PINK AZALEA” underscored the fact of being professional scholars, and said they were “training on her”, and using her as a studyobject. “WHITE CAMELLIA” emphasized the excess vaginal touchings made by the team.

They touched me too often[…] seems like a joke! It was only some times! It has nothing negative” (WHITE CAMELIA).

It's different, they learn on us, matured in oneself[ the body of the people […], but in childbirth as they intern, has nothing to do with it (PINK AZALEA).

During the obstetric evaluation of the parturient, academics perform supervised nursing care, including the vaginal touching, but first, this test is performed by the supervising nurse and academic, and other professionals such as obstetricians and nursing staff. Consequently, this sequence of vaginal touching left her uneasy or uncomfortable, however, there was an understanding of the procedure and the need to teach the academics, where the internship is an opportunity for the student to improve his knowledge and acquire technical and scientific skills.

The number of vaginal touchings must be reduced to a minimum, but in practice it is difficult to lay down rules for all cases.\textsuperscript{14} The touchings must be carried out with the consent of the parturient and always under consideration of the clinical picture.

We also observed the importance of the presentation of the students, since some users do not distinguish the nurse, the specialist or the student. Which can be seen in the following:

[…] we hardly notice, because they come in examining or ask to examine and we do not realize when it is or isn’t an intern. I didn’t even know it was an intern, but was well attended, these brads are cool. It’s like I told you, the other nurse (internship supervisor) came here and started showing (explain) to them, I realized that there were trainees, I did not know they were from there (SUNFLOWER).

It is important to identify the students in the first contact with the customer, and inform them about the supervised curricular training and/or practical activities. According to the results, most users had knowledge and the identification of nursing students in the observed institution.

Also mentioned was the excess students at the moment of delivery, where women occasionally felt exposed and uncomfortable with these circumstances, which is reflected in the report:

[…] it’s that I felt ashamed, there were plenty of people there watching me” (VIOLET).

According to one study, any action deemed threatening becomes a source of insecurity, fear and unrest. Also according to the study,
caregivers cannot be only technical-scientific, nor kind and understanding, and yes, professional people, skilled, competent and sensitive. Childbirth is a time of expectation and anxiety, and therefore the presence of people beyond the team, can make the woman uncomfortable.

In general, despite some negative aspects highlighted in this study, we found that the users have an understanding of the training, and accept the care provided by nursing students, because, they refer to the fact that they are being supervised, and the importance of this internship to their learning and training as nurses. Which we can show in the following:

- **Negative aspects at no point, they need to learn, and we have to collaborate with their learning** (WHITE ROSE).
- None at all. And they are always accompanied and if they have any doubt they ask questions (from the training supervisor) (CALLA LILY).

The nursing student can collaborate, according to the level of education he/she has. This situation is ambivalent, determining benefit to both the patients cared for by for him/her as for him/herself, helping in their learning.19

According to the results of this study, through the people interviewed, we point out some issues that may be considered for qualification of care provided by nursing student, as the lack of professional experience and insecurity; presentation to the users and excess of academics at the moment of birth.

- **Category III: Impact of care provided to the client: educational health actions.**

Childbirth may awaken some doubts in women about the care process. And these questions are related, not only to the patients, but mainly to baby care. Given this fact it’s important for the professional to provide explanations and guidance to mothers and families. In this context, the users interviewed referred to the guidance and care provided by academics, citing, for example, breastfeeding, breast care, the importance of early desambulation, and, especially, baby care, with relation to hygiene, vaccines, newborn screening, among others. It was this attention to the woman that provided a comprehensive care to both mother and child, which we can tell from the reports of the interviewees:

> They helped a lot, things I had doubts about, mainly. Now, an academic came to solve questions on breastfeeding, care of the breast with the baby, the care that one must have. I think it is very important, you feel useful and usable as well, that's it (LILY).

> [...] we always learn something new with you. It was a new experience, and it was very productive, because through the knowledge that you pass on to us, we can take better care of our babies (DAISY).

At this moment of motherhood, women need information, and emotional and physical attention. Thus, to provide comprehensive health care for mother and newborn will result in better recovery and adaptation of both. This information competes to health professionals, which should help mothers and babies by providing accurate knowledge on various aspects.20 The team, besides being present in the physical environment and provide a correct clinical monitoring during labor, should also engage, inform and explain the doubts that may be occurring to the mother.12

In addition to guidance, it is essential to provide the reasons for such guidelines provided for women. Only by thorough knowledge, they can understand the whole process, and then follow the instructions given. But to advise users about something you need to establish a bond of trust with the same, based on a behavior.21

Also, we found most of the interviews, the perception of a special service conducted by the academic, when compared to that performed by the nursing staff of the Obstetric Unit, which we can observe in the following:

> Yeah, I feel a difference because the academics, they’re excited, then have a way to treat you differently, and perhaps the employees are accommodated like it’s a normal routine, and you always do better, are improving, seeking to better help the patient, mother and baby (DAISY).

> [...] they can give a little more attention to us, than the other nurses who already have other patients to take care of, they can give us a little more attention and learn (WHITE ROSE).

Human beings, as part of a society, expects and requires a health care from activities that not only consider or integrate aspects of traditional science, but allow full attention from the humanization of care in assistance.22 But the nurses that enter the labor market are faced with a reality very different from the academic one, and find themselves responsible for numerous activities that end up distancing them from direct assistance. To explain this gap, the arguments most frequently used claim lack of time.23

The nursing professional, up from the academic period, must be prepared to face the reality of the complex world of care, with
the existential values of sensitivity and concern in the construction of a practice-towards the being, from the being.1

In relation to education and training of this future professional, was observed the recognition and appreciation of the care provided by the nursing student, based on comprehensive health care to both mother and child, which we can observe in the following:

[…] it’s to give a new opportunity for those who are entering the job market, I think it’s a very important point, to provide an opportunity for having the confidence to care. It’s already a great opportunity for those who are starting a career (LILY).

[…] they are interested in their work, by the training that the students get, they are more interested and are valuing what they are doing. In this profession they chose, they have to be very caring, because it doesn’t help you if you want to be a nurse if you don’t value even the patient. I give a ten to them (CALLA LILY).

One way to this achievement is in academic training, which while presenting the fundamentals of human care to the student at graduation, contributes to a differentiated performance in the field of work.17 And learning the academic skills do not depend exclusively on them, because the importance of pursuit of knowledge is an interaction of the teaching-learning ratio the in teacher/student relation, and both teachers and students should, at any time of training theory and practice, be valuing the social and affective dimensions that integrate these individuals in their entirety, to occur in academic practice.9 Scientific knowledge is important for the advancement of the nursing profession, in which nurses have the responsibility to perform a qualified care to minimize the potential complications in view of the safety of the users.

We must rebuild the knowledge to achieve the human dimension through inter-and transdisciplinarity teams, improving health care. It is therefore essential that education is built on valuing the creative process and promoting the formation of a critic sensitive professional, focused and committed to the people’s needs.24

**CONCLUSION**

In order to know the perception of users admitted to the Unit Obstetrical a hospital in the state of RS about the care provided by nursing students, this study was characterized as a qualitative research, of descriptive and exploratory character.

**References**


