



NURSING RESIDENTS IN LEARNING AND TEACHING OF UNDERGRADUATED STUDENTS: AN EXPERIMENTAL REPORT

RESIDENTES DE ENFERMAGEM NO ENSINO APRENDIZAGEM DE GRADUANDOS: UM RELATO DE EXPERIÊNCIA

POST GRADUADOS E ESTUDIANTES DE ENFERMERÍA EN LA ENSEÑANZA Y APRENDIZAJE: UN INFORME DE EXPERIENCIA

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ABSTRACT

Objective: to report the experience of nursing residents attending the 1st year in graduate school at the Federal University of Rio de Janeiro in performing a learning-teaching activity developed for students attending the 5th period at the nursing undergraduate course at the same institution. This study took place in the practice ward for the nursing residents at a federal hospital in Rio de Janeiro which, was also used as the practice ward for nursing undergraduate students. The activity was supported by the Continuing Education Service of the Hospital and the professor in charge of the students. **Method:** a case study method was used and entitled Nursing Care in the Hydroelectrolytic Disorders; a subsequent study guide was used to stimulate the students in problems solving in the practice of nursing. These two learning tools were added to the ideas of Paulo Freire significantly contributing to the performance of the activity. **Results:** The activity was significant because it contributed to the teaching-learning process of both, residents and students, favoring greater acquisition and exchange of knowledge between resident nurses and nursing academics. **Conclusion:** the importance of practical theoretical joint spaces during the traineeship process of the student's formation was outstanding during this activity; in addition, the opportunity for critical thinking training toward daily situations in which nursing professionals will encounter in their professional life and the interaction with the nursing residents was demonstrated. **Descriptors:** nursing education; nursing students; specialization.

RESUMO

Objetivo: descrever o relato de experiência a respeito da participação de residentes de enfermagem do 1º ano de pós-graduação de uma Universidade Federal do Rio de Janeiro na realização de uma atividade de ensino-aprendizagem, desenvolvida para graduandos do 5º período da mesma instituição. O trabalho foi realizado no cenário de prática dos residentes, localizado em um hospital federal do Rio de Janeiro que também serviu de campo de prática aos graduandos. A atividade obteve apoio do Serviço de Educação Continuada daquele hospital e da docente responsável pelos alunos. **Método:** os métodos utilizados foram um estudo de caso intitulado Cuidados de Enfermagem nos Distúrbios Hidroeletrólitos e posterior aplicação de um estudo dirigido com o intuito de estimular os discentes na resolução de problemas da prática de enfermagem. Estas duas ferramentas de ensino foram somadas às ideias de Paulo Freire, contribuindo consideravelmente na condução da atividade. **Resultados:** a atividade foi significativa, pois contribuiu para o processo de ensino-aprendizagem tanto dos enfermeiros residentes como dos graduandos e favoreceu uma maior aquisição e troca de conhecimentos. **Conclusão:** nesta atividade destacou-se a importância de espaços de articulação teóricos prático durante o estágio prático do processo de formação do graduando, bem como a oportunidade de formação do senso crítico a respeito das diversas situações do cotidiano que enfrentarão em sua vida profissional perante a interação com residentes de enfermagem. **Descritores:** educação em enfermagem; estudantes de enfermagem; especialização.

RESUMEN

Objetivo: describir el relato de experiencia de estudiantes de enfermería del 1º año de post-grado de la Universidad Federal de Río de Janeiro en una actividad de enseñanza-aprendizaje diseñada para estudiantes de 5º semestre de pregrado de la misma institución. El estudio fue realizado en el Hospital Federal de Río de Janeiro donde practican los residentes y estudiantes de pregrado de enfermería. La actividad contó con el apoyo de la Oficina de Educación Continua de ese hospital y el profesor responsable de los estudiantes. **Método:** los métodos utilizados fueron un estudio de un caso titulado Cuidados de Enfermería en Transtornos Hidroelectrolíticos y la aplicación de un estudio dirigido con el fin de alentar a los estudiantes en la resolución de los problemas en la práctica de enfermería. Estas dos herramientas de enseñanza se han agregado a las ideas de Paulo Freire, contribuyendo significativamente en la realización de la actividad. **Resultados:** la actividad fue importante, contribuyó al proceso de enseñanza-aprendizaje de los residentes y estudiantes de pregrado, y favoreció una mayor adquisición e intercambio de conocimientos. **Conclusión:** en esta actividad, se destacó la importancia de los espacios de articulación teórico prácticos durante el período de prácticas en el proceso de formación del estudiante de pregrado, así como la oportunidad para la formación del sentido crítico con respecto a las diversas situaciones de la vida cotidiana que enfrentarán en su vida profesional antes de la interacción con los residentes de enfermería. **Descriptores:** educación en enfermería; estudiantes de enfermería; la especialización.

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INTRODUCTION

This study presents a report of experience which began as a university extension activity proposed. The presentation of an experience report of nursing home residents, entered into this didactic activity is to discuss the importance of thinking about educational practice more cognizant.

In order to socialize the experience of a didactic activity performed by nurses residing in the hospital environment, this article aims at reporting the experience of nursing home residents in the 1st year of postgraduate of Universidade Federal do Rio de Janeiro in achieving a teaching-learning activity, produced for undergraduates of the 5th degree of the same institution.

This didactic activity allowed integrating the activities of nurse's residents of postgraduate course, in the molds of residence, to undergraduates, both formed by the same federal educational institution of the state of Rio de Janeiro and that work in the same hospital.

The residents perform their training activities in service (work) in health units in Rio de Janeiro, accredited by the Brazilian Residency Program in Nursing and the undergraduates play activities linked to curricular traineeship regard to the curriculum of the undergraduate course.

In hospital settings, the nursing residents and undergraduates of nursing perform their activities and get into the nursing team established and thus stand under the supervision of a nurse responsible for the sector. For nursing residents, the nurses responsible for the sector are characterized as mentors, "who teaches performing technical procedures, moderating the discussion of cases and contributing to the moral education of the resident"

The undergraduate students, besides the supervision of professional nurse of the sector, also have the supervision of the teacher responsible for the discipline of course in the graduation who directs that curricular traineeship activity.

The preparation of professional nurses requires a quality teaching that confers competence to perform out activities of assistance, management, teaching and research; for it, the undergraduate courses in nursing, seek to develop theoretical and practical activities to performing traineeship in Health Units either in the hospital network or the basic network.

Also, the Postgraduate Course in Nursing Home molds allows the constant interaction of teaching and practice through in-service training. In this case, the nurse resident works more hours in training service in a healthcare institution and the teaching activities are carried out in educational institution that promotes and coordinates the course of nursing residence.

In this context, in order to integrate the knowledge and experiences of postgraduate students (*latu sensu*), in the molds of the nursing home to nursing undergraduate students and adopt a strategy to support the process of teaching-learning both to the resident and undergraduate students of nursing in the hospital environment, there was the development and implementation of this clinic case study.

This activity was proposed in order to identify and develop the technical or assistance skills and management of nurses in service and discuss ethical questions related to the work process of nurses.

On the other hand, extension activities are of paramount importance to professional preparation of nurses, and therefore they should be performed in more organized, systematic and effectively way that is possible, since they are parts of an educational process of professional preparation that attempts to create a link between the theoretical-scientific formation and the reality of the environment work, causing the student to establish correlations between the theoretical reference and everyday situations.

Considering the ideas advocated by Paulo Freire, which brought some significant concepts that are related to the actions of Nursing and the training process, the process of teaching-learning through the clinic case study in the hospital environment, performed by resident nurses, will be discussed in this experience report.

• Paulo Freire's ideas and the teaching-learning process in nursing

Paulo Freire explains that the theory is the reflection of practice, through experiences with the reality of man in which is inserted in order to develop a critical and reflexive character about it. This character comes from the personal and intimate experience that influences significantly on the ideas.

The human knowledge according to Freire is not a passive act of man against the world, but the awareness that involves the intercommunication, assuming a mediator education. Therefore, the praxis must link the

man in demand conscious act, being in the world in a dynamic process, changing it through practices based on theories.

Paulo Freire argues certain concepts used in the Education, such as freedom, humanization, awareness, dialogue, culture, critical reflection and “problematization”. These concepts will be the basis for the discussion of teaching-learning process and integration of the nurse resident to undergraduate students of nursing in the context of practice of the work process of hospital’s nurse.

Awareness must be based on an education that frees and that is humanistic, which develops critical thinking about reality that is presented. The student must not be manipulated as to its own concept, because this would take away the right to make changes in his/her social environment. The educator must not impose his thinking to students, but share and discuss about it.

When the learning process is guided in a context in transforming education with the exercise of dialogue and critical consciousness, all people involved experiment the critical-reflexive thinking, a self-assessment and so they feel included in that reality. Moreover, the individual ceases to follow rules and be influenced to be a participant and change agent in the context where it is enclosed.

The “problematization” is a tool of the educator to inspire students in the analysis and understanding of different situations and these new propositions serve as a lesson for the teachers themselves as they are new insights that will be different from yours.

It is possible discuss about everything, real and concrete situations, which revolve around concepts such as world, work, ideas, beliefs, aspirations, myths, art, science and history, even as the nurse could be inserted in each of these items, so enabling a critical evaluation of content.

At the end of “problematization”, the student acquires technical training, since it may have the autonomy to be the agent of the issue and propose solutions and thus achieve the goal of the teaching-learning process.

The dialogue is characterized by the exchange of knowledge and translates as communication. There is no overlap between the roles of speaker and the other one. According to the Paulo Freire’s ideas, this dialogue should not inhibit people, and not be imposed by ideas formed.

Each subject has its own role and peculiar characteristics that must be respected in

order to diversify and expand interpersonal relationships. Teamwork within the context of health should be guided in the communication, so that even with differences, the team as a whole must be aware of everything that occurs with the patient. Without this provision, the interpersonal wasting and possible communication failures are inevitable.

It is a great challenge to keep a dialogue based on the exchange, still prevailing authoritarianism, whether in educational institutions or education in the form of guidance that is offered to the patient. Efficient education is done when the teacher becomes available and open to rethink their teaching by engaging with students, as well as nurses when dealing with your customer.

The traditional model is still prevalent, but the changes can be observed in a few educators who decide to adopt the perspective of liberation and emancipation of Paulo Freire and, thereby, they reap as a result: motivation, change and growth of all participants of their practices.

The exercise of practice of the education must provide to the learner subject the autonomy and decision-making power within a democratic context. Culture is the knowledge in different areas that make the individual able to articulate and promote discussion; a cultured person is able to interact with others as it thinks it can gain more knowledge through the exchange of experiences.

One of the forms of communication and learning between teachers and students may be the cultural circles, where there is a collective construction that everyone can opine in a dynamic way. This rate positively the experience of those involved promoting development and professional skills.

From the speech on the reality, with the formation of an open space to exchange experiences with the desire for knowledge is possible to build a better learning. The concepts brought by Paulo Freire on critical reflection where each student brings their contribution and their concepts for their experience. It is the teaching which is based on the demands of students and that is used in the construction of such knowledge.

The critical thinking, basically, aims to promote questions and discussions about everyday life of the individual and reflection about the praxis. From this point, changes occur as they begin to emerge the proposals and arguments that will resolve the issues, so that all people have importance in this context of freedom and opinion and criticism.

Group discussions are a useful way to emphasize dialogue, to know the group, bringing together ideas that can be consonant and dissonant, to promote the growth of individuals and promote new teaching methods that encourage students to seek knowledge and share them. From the exchange of knowledge and experiences, it will be possible to analyze the daily life of each individual and reflect about the praxis of each one, making changes and improvements to the reality of the group.

In proposing the adult education as a practice of freedom, education cannot be a practice of filing of content based upon a conception of men as empty beings, but questioning the men in their relations with the world.

In the educational process, taking as its starting point the ideas of Freire, looking up a practice in which the freedom of being educated be assumed ethically, the respect of values and way of life, whose history and culture must be pondered and voice heard in a singular and unique way, also considering the social context as well as esthetically, creativity and sensitivity.

It is a progressive educational practice, based on a relative autonomy of those who are educated and who, from their naive curiosity, reaches the critical knowledge. Thus, it is liberating.

Thus, it is necessary that the student take the role of subject of the production of their intelligence in the world and not just the recipient of which is transferred by the teacher. The power and duty are, in the progressive perspective, the teaching of certain content, challenging the students to perceive themselves in and through their own practice, like subjects capable of producing knowing.

In Freire's theoretical universe, to humanize is to fight the oppression that does not allow a human being to think about himself, in his fellows and about the world which he is into, in a critical way.

For Freire's theory, when the human being can not reflect, also cannot act reflectively, creatively, just acting by the praxis, is to stop being human, is dehumanizing. Humanize is to turn like a human act a technical action, transforming a simple mechanical act in an thought act, providing for it a sense that can be to the service of mankind.

Thus, to humanize, according to Freire's theory, is to immerse itself in reality, it is being consciously present, and this implies a historical responsibility. Therefore, education

aimed at the humanization should enable the man's ability to discuss their problems bravely.

The possibility of the education interferes in the individual's reality is the point that make us different from animals, as they settle and adjust to the conditions imposed by the environment, acting just by instinct. But the human beings are able to integrate and try to overcome what causes them to be accommodated or adjusted.

Therefore, the education aimed to the humanization understands the human being as historical, social and complex, an approach that differs from traditional education.

• The contribution of the clinical case study and the study addressed to the teaching-learning process

The case study is a nice tool for the development of the systematization of nursing care. The Students are encouraged to develop the care plan and think about the nursing process. The case study is classified into 2 types: formal studies, used in the analysis, understanding and research, and the informal studies, used in clinical practice to identify problems and propose solutions, which was the case of the activities described in this article.

The clinical case studies are those that have clinical applicability in nursing care to society, which is necessary for nurses to understand the pathophysiology of diseases, socioeconomic factors, presenting signs and symptoms and nursing actions required. It provides to the patient an individualized care and nursing allows the grounds for their practices.

This method promotes to the professional nursing a holistic view of the patient, facilitating a decision taking. This tool should be used more as a teaching strategy for nursing students so that they feel stimulated and encouraged to put into practice the nursing process. It also encourages the learner to link the theory to practice.

The case study furthermore develops the student's autonomy, facilitating the decision taking that will contribute to your professional life. The case study is not only to describe the patient historical, diagnosis, signs and symptoms and treatment; it is search for data through interviews, physical examination and reading medical writing records of the patient. After this phase it is important to substantiate the findings, and then propose changes and perform actions. The aim then is to promote learning through the involvement

of nursing professionals with the patient's situation.

For compose this work, we used the methodological technique of case study, beyond the technique of direct study to explain to students some concepts of physiology, biochemistry and drug interactions. After this training, we can apply the case study with the proffer to resolution of problems due to this; there are two practical methods, and goals that encourage the professional development of the student.

The directed study provides independence to the student turning it a participant in the educational process with the teacher who helps him. It differs from the supervised study and free study, promoting freedom and autonomy to students.

The combination of the orientation of teachers with the running of pedagogical exercises promotes the development of creativity and independence of the student, consolidates the knowledge and skills acquired. The student can then apply learning in everyday situations that may arise.

The directed study led together with the case study is a great mechanism of teaching, because the student receives the teaching through the first item and after can be evaluated by using the second. The directed study is an important tool to increase student and teacher like social agents, which those may feel like subjects of the teaching-learning process, not just getting the knowledge, but interact throughout the process.

METHODOLOGY

This is report about experience of performance of nurses residents of the 1st year of Post-Graduate in the molds of Nursing Residency, in Surgical and Clinic areas. The activity was performed in a federal health institution located in the city of Rio de Janeiro, configured as local in-service training to nurses residents in September 2010.

We used the method of clinical case study and subsequent implementation of a directed study as a teaching-learning strategy before the students the 5th period of graduate in nursing which was exercising supervised probation activities in the same hospital.

This teaching strategy arises from the partnership of the *Serviço de Educação Continuada* of the Brazilian Federal Hospital of Rio de Janeiro (Continuing Education Service) and the *Programa de Residência em Enfermagem* (Residency Program in Nursing). The activating nurses residents at that

hospital institution were invited to perform this activity.

The nurse who coordinates the *Educação Continuada* service of that hospital environment was responsible for scheduling the date, time, location, and proposed that the theme had applicability and relevance to a clinical study in that hospital context and it was selected by the nursing home residents. It has been established that the activity of clinical studies should have the orientation of a pedagogical-didactic of a nursing teacher responsible for the residents, when it was necessary, during the performing of that activity.

Thus, to adapt the activity to the needs of undergraduates in nursing, we stand before the most frequent questions relate to nursing practice during the curricular traineeship, and it was selected, among the presented questions, the topic about *Cuidados de Enfermagem nos Distúrbios Hidroeletrólíticos* (Nursing Cares in Water-electrolyte Disturbances)

The main objective was to demonstrate the technical-assistance and management competencies of the nurses on duty, bring and discuss ethical values and, moreover, to enter the student group in the hospital environment context, with real-life situations experienced by nurses prior residents, suggesting changing strategies for get a better work performance and higher quality of services that can be offered. The expectation was to promote to students the opportunity to experience a problem situation where they could have autonomy to propose solutions.

To develop the clinical case study, it was elaborated a plan of action to direct the conduct of the activity. Thus, the work must have the following phases: diagnosis of reality, setting the theme and the preparation and evaluation.

For the planning of the activity, it was performed a diagnosis of the reality in which students promoted meetings to, then, know their needs and expectations, which was achieved by the questioning the students and the teacher responsible for these on the practice field.

After the first part of the planning, it was developed the directed study to define the theme and determining the goals of the work. The content was selected in order to contemplate the needs of students and have easy and accessible language. We used multimedia resources for the exhibition and presentation of the proposed thematic and all its development received pedagogical and

didactic support through interventions by the teacher responsible by of the student group, when it was necessary, during the activity.

The developed theme reinforced many important concepts in physiology, biochemistry and nursing actions used in the clinical management of individuals with water-electrolyte dysfunctions, such as: fluid compartments (intracellular and extracellular spaces) and hydrostatic pressures coloidosmotics; isotonic, hypotonic and hypertonic solutions; isosmotic, hyperosmotic and hiposmotics solutions; functions of electrolytes, serum and common disturbs; colloids and crystalloids solutions; hypovolemia and hypervolemia with their causes, risk factors and clinical manifestations.

During the activity, students should identify the mentioned disturb in the clinical case presented and provide from this clinical situation, diagnoses and prescriptions of nursing to each specific situation brought, posing as activating nurses.

The last phase of the study represents the evaluation of student performance in proposing resolutions to the problems presented in clinical cases. Thus, it was possible to evaluate our performance as expounders, making sure the content was displayed properly and if it has provided grants to students to propose solutions.

RESULTS AND DISCUSSION

Within the relational ambit there was a positive feedback since the high participation of undergraduate students with questions and reports of their experiences. The relationship between teachers and the students was favorable and they were free to ask and expose opinions, favoring the exchange of knowledge.

Paulo Freire emphasizes the importance of dialogue in the communication process, so that does not risk the occurrence of anti-dialogue that imposes the silence and passivity with no opening in the learning process. The dialogue consists of the communication and exchange of experiences, is installed at this point a sympathy relation that favors this process.

Each individual that was present in the communication process had different answers about the situations presented, but the information was complemented by itself. To the extent that errors were being perceived in the speech of these students, they (mistakes) were used as a teaching opportunity to

correct behaviors. Thus, all participants were involved in the teaching-learning process.

Freedom "is the matrix that assigns meaning to an educational practice that can only achieve effective as the free participation of learners and critical."

Students interacted during the activity as they felt free to express their opinions and resolve doubts.

The effect of the content on students was gratifying, therefore it was possible to observe during the performing of clinical case study, the commitment of students in try to propose answers and resolutions to the problems identified. The responses were consistent and correct and the errors were minimal, with the proper intervention of the teacher responsible by group, when it was necessary and requested.

To obtain knowledge it is necessary curiosity and desire to learn from the students. After these requirements, the student receives the information and reflects about this. The critical reflection on the various topics presented favored the acquisition and reinforcement of important concepts to students' clinical practice.

The technical training is more than just a simple training, because it is the search of knowledge, is the appropriation of procedures. There can never be reduced to the training, since the capacity occurs only in the area of the human. Human being, as we stated before, unlike the animal whose activity is itself, is capable of performing an act of reflection, not only about himself but about his activity that is separate from it, it is found as separate product of its activity.

The greatest difficulties were related to the physiological part of water-electrolyte disturbs; before understanding the function of each electrolyte, the clinical management of each one disturb in correct identification and the complexity of the displayed matter, at this time it was very important to respect the particularities of each learner and adapt the content exposed to different levels of understanding and thereby promote the participation of all students.

Freire emphasizes that education must be based on the humanization of the teaching process; this consists in equipping the student, giving him/her the reflection on what is being transmitted to him/her. The educator must be aware to the various degrees of understanding of reality that is presented to each one student. Humanization only becomes reality through the educational process which does distinct human beings from animals.

Because the human beings have critic sense and reflect about their attitudes.

The expectations of the process were reached, although the issue had been complex, so there was encouragement to the participation of undergraduate students and this, indeed, had been effective due to the observations, the questions that were raised and the proposals for resolutions of problems identified.

The problematizing education is characterized by inserting critical and reflective of the human being in the reality, having as its purpose the sharing of experiences, dialogue, questioning, social change, individualization and humanization, is also called consciousness education.

The problematization has favored the interaction, discussion of ideas and evaluate, on the students, their ability to solve problems in groups and individually.

To the extent that the human beings, joining at the conditions of their life context, reflects about them and takes answers to the challenges which arise, creates culture (...). In this sense, it is legitimate to say that human being cultivates itself and creates a culture in the act of establishing relationships in the act of responding to the challenges that the nature presents, also at the same time, to criticize and to incorporate its own being and see like a creative action the acquisition of human experience.

The consciousness process consists in the development of critical sense and, consequently, awareness taking.

The more awareness, more to "unveil" the reality, we penetrate still more in the phenomenal essence of the object to be studied, against which we are to analyze it. For this same reason, awareness is not to "be faced with the reality" falsely assuming an intellectual position. The awareness can not exist outside of "praxis," or rather, the act without action - reflection.

The concept of autonomy develops in students from the moment that they see themselves as participants of the educational action and not as a mere receiver and executor, one more individual who develops its own critical-reflective sense and actively participates in teaching-learning process. It is believed that the demands of the students during this activity were granted. The activity was significant because it contributed to the teaching-learning process either to nurses residents or undergraduates in nursing, and favored a greater acquisition and exchange of knowledge.

CONCLUSION

Finally, in view of the content that was observed, it is possible to see that it is necessary to provide to students learning opportunities that encourage them to articulate the theory and practice. So that they develop a critical sense in order to propose solutions in the various situations that may occur in a hospital setting and require a professional nurse qualified.

The activities turned for the development of practice are of paramount importance to training and, therefore, should be performed in the most organized, systematic and effective way that is possible, because they shall be incorporated into the professional formation of students placed in this context. Only in this way, students can develop their independence, technical-scientific skills applicable in their daily lives.

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