ANALYZING THE CONTEXT OF THE TEACHING-LEARNING PROCESS IN URINARY CATHETERIZATION: INTEGRATIVE REVIEW OF LITERATURE

LITERATURE INTEGRATIVE REVIEW ARTICLE

ANALIZANDO EL CONTEXTO DEL PROCESO ENSINANO-APRENDIZAJE EN CATETERISMO URINARIO: REVISIÓN INTEGRADORA DE LITERATURA

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ABSTRACT

Objective: to analyze from the Hinds, Chaves and Cypress (1992) proposal and Gestalt, the context in which happens the teaching and learning process of urinary catheterization (UC) in the nursing through an integrative review of literature. Method: integrative review of literature accomplished in January of 2011 in the Bireme (Medline), Scopus, ISI Web of Knowledge, High Wire (PubMed) and Scholar Google databases, using the descriptors DeCS / MeSH, "Cateterismo Urinario" ("Urinary Catheterization") and "Alunos de Enfermagem" ("Nursing Students") for respond to the question how happens the teaching-learning process of the urinary catheterization around the world?: Applied the inclusion criteria: full articles not available free and, editorials, letters, comments, informations or reports, in others languages except portuguese, english or spanish. And about the subject: and exclusion criteria: full articles not available free and, editorials, letters, comments, informations or reports, in others languages except portuguese, english or spanish. And after Reading and a contextual critical analysis, 12 articles were selected to fill the instrument that included the context: a) The learning process (results): a) Ambient where it happened the learning and process in which it happened; b) Teaching content is medical and video devices; b) Aspects directly relevant to education: teaching context is medical-centered, non-contextual and non-nursing; c) Recent past of the individuals involved in the situation: the focus is the clinical experience of the teachers rather than their teaching and learning techniques; d) The proceeding urinary catheterization and the nursing around the world (meta-context): the manipulation of the genitalia brings embarrassment, because it has the idea of invasiveness of privacy, something sexual and dirty. Conclusion: teaching techniques, the teachers' knowledge, conditions that the teaching institutions provide and cultural aspects influence the learning-teaching process of the UC.

RESUMO

Objetivo: analizar a luz da proposta de Hinds, Chaves e Cypress (1992) e da Gestalt, o contexto do processo ensino-aprendizagem da sondagem vesical de demora. Método: revisão integrativa de literatura, realizada durante janeiro de 2011 nas bases de dados Bireme (Medline), Scopus, ISI Web of Knowledge, High Wire (PubMed) e Google Acadêmico, usando os descritores DeCS/MeSH “Cateterismo Urinário” (“Urinary Catheterization”) e “Alunos de Enfermagem” (“Nursing Students”) para responder o questionamento: Como acontece o processo ensino-aprendizagem da sondagem vesical de demora no mundo?: Foram determinados os critérios de inclusão: artigos completos, gratuitos, online, publicados de 2005 até 2011, nos idiomas português, inglês ou espanhol; e de exclusão: não disponíveis, completos e gratuitos online, editoriais, cartas, comentários, informativos ou resenhas, em outros idiomas excepto português, inglês ou espanhol. Após leitura e análise crítica contextual, foram selecionados 12 artigos, sumariados em figura. Resultados: a) Ambiente em que se dá o ensino e a prática: utilização de manequins, simulações clínicas e dispositivos de vídeo; b) Aspectos imediatamente relevantes ao ensino: o conteúdo de ensino e médico-centrado, não-contextualizado e de não-enfermagem; c) Passado recente dos indivíduos envolvidos na situação: o foco se destina à experiência clínica dos professores em vez de suas técnicas de ensino-aprendizagem; d) O procedimento de sondagem vesical e a enfermagem no mundo (metacontexto): a manipulação da genitalia traz embaraço devido a ideia de invasão de privacidade, algo sexual e sujo. Conclusão: técnicas de ensino, conhecimentos dos professores, condições das instituições de ensino e aspectos culturais influenciam no processo de ensino-aprendizagem da VSD. Descriptores: enfermagem; cateterismo urinário; alunos de enfermagem; análise qualitativa.

RESEÑA

Objetivo: analizar a partir de la propuesta de Hinds, Chaves y Cypress (1992) y de la Gestalt, el contexto en que se realiza el proceso de enseñanza y aprendizaje de la cateterización urinaria (CU) en la enfermería a través de una revisión integradora de la literatura Método: revisión integradora de la literatura realizada en enero de 2011 en bases de datos Bireme (Medline), Scopus, ISI Web of Knowledge, High Wire (PubMed) y Scholar Google, utilizando el DeCS / MeSH “Cateterismo Urinario” (“Urinary Catheterization”) y “Estudiante de enfermería” (“Nursing Student”) para responder a la pregunta: ¿Cómo es el proceso de enseñanza-aprendizaje de la cateterización urinaria en todo el mundo?: Se aplicaron los criterios de inclusión: artículos completos, gratuitos, online, publicados entre 2005 y 2011, en Portugués, Ínglés y español; y sobre el tema; la exclusión: no disponible completa y libre, editoriales, cartas, comentarios, información o comentarios en otros idiomas, excepto Ingles, portugués o español y fuera de tema, y después de la lectura y una crítica analítica del contexto, se seleccionaron 12 artículos para llenar el instrumento que incluye capas de contexto. Resultados: a) el ambiente en que se da la enseñanza y práctica: el uso de maniquíes, simulaciones clínicas y dispositivos de video; b) Los aspectos directamente relacionados con la educación: la enseñanza es de contenido centrado en el médico, no contextualizado y no de enfermería; c) el pasado reciente de los individuos involucrados en la situación: el enfoque es la experiencia clínica de los profesores en lugar de las técnicas de enseñanza y aprendizaje; d) El procedimiento de cateterismo urinario y la enfermería en el mundo (meta-contexto): la manipulación de los genitales trae vergüenza, porque tiene la idea de la invasión de la privacidad, algo sexual y sucio. Conclusión: técnicas de enseñanza, el conocimiento de los profesores, las condiciones que ofrecen las instituciones educativas y aspectos culturales influyen en el proceso de enseñanza-aprendizaje de la CU. Descriptores: enfermería; cateterismo urinario; estudiantes de enfermería; análisis cualitativo.
INTRODUCTION

The insertion of an urethral catheter is one of the procedures most commonly performed in hospitals. In 2000, for example, the Center for disease control estimated that more than five million of urethral catheterization were performed in the United States.¹

It is known that the urinary catheterization (UC) brings the patient a series of physiological and psychological, iatrogenesis diseases, as well as to the health professional that performs and handles this procedure, bringing discomfort of various natures both, that should be dealt with in order to minimize them to patients and professionals since its formation through continuous improvement of teaching-learning process.

The UC is a complex procedure. For its implementation it is necessary the application of scientific knowledge base, requiring immediate decision-making by the nurse. The knowledge of the nursing staff becomes crucial because the UC is one of the main risk factors for infection in hospitalized patients.²

Nurses teachers are constantly challenged to explore new teaching methods in the face of increasing demand in training professionals increasingly qualified .³

The ability to assign meaning to the phenomenon and to understand it depends on knowledge that the researcher and clinician have about multiple contexts in which the phenomenon occurs.⁴

To do so, it must understand how the context of purposeful interaction, specification and systematic analytical professional in health they have with the situation or event, aiming to discover the meaning in its entirety and understand the whole of that situation or event, allowing the prediction, explanation and understanding of the phenomenon.⁴

The context regarded by Hinds, Chaves and Cypress⁵ has interactive layers that are distinguished among themselves by the extent to which the meaning is shared (which extends the meaning completely individualized to the almost universal meaning); by the time that focuses on (present or future); and for the speed with which the change in each layer can occur and be perceived. The focus of the analysis occurs in the way the phenomenon is embedded in the layers of the context.

For a competent use of particular judgment, the gestalt presents a theory about the phenomenon of perception, stating that it does not perceive the world as isolated parts, but mainly how relations are among the parties. Thus, our perception is the result of a global sensation, on which the parties are inseparable from the whole and are something other than themselves out of that whole.⁶

So, this article had as its aim to examine in the light of the proposal of Hinds, Chaves and Cypress⁵, the context in which the teaching and learning process of urinary catheterization in nursing through an integrative review of literature.

METHOD

Used for the preparation of the article the integrative review method, which is the most extensive methodological approach regarding revisions, allowing the inclusion of experimental and non-experimental studies for a full understanding of the phenomenon under examination.⁷ the purpose of this method is to gather and to synthesize the results of research on a particular topic or issue, in a systematic and orderly manner, contributing to the deepening of the knowledge of theme⁷, which provides a synthesis of knowledge and the incorporation of applicability of significant studies results in the clinic practice.⁸

In addition to this type of method, we used the contextual analysis proposed by Hinds, Chaves and Cypress⁸ and the idea of world perception of Gestalt⁴,⁵ during the reading of the selected articles to deepen and further understanding on the context in which the phenomenon and the individuals involved are inserted, in order to understand the various layers in the teaching-learning process of UC happens.

From the concepts of understanding the world, is questioned: How does the process of teaching and learning of UC procedure around the world? Do conditions and teaching methods, the preparation of teacher and student and the local culture, influence the teaching-learning process?

With these answers, the nurses, educators can minimize the problems involved in the process or maximize the tools that give grants for a better teaching and the learning procedure.

The bibliographical survey was accomplished according to the Bireme's databases (Medline), Scopus, ISI Web of Knowledge, High Wire (including PubMed) and Scholar Google, using DeCS/MeSH descriptors “Urinary Catheterization” and “Nursing Students” with the boolean “AND”. After further reading of selected articles from databases, in Scholar Google, five
articles were chosen by meeting the inclusion criteria, related to 49 results shown at the end of the search.

At Bireme were found three (3) articles indexed in Medline, which are selected according to the criteria of inclusion, exclusion and the critical analysis.

In Scopus, eleven (11) articles were submitted, of which five (5) were chosen, and three (3) of these presented themselves again in other databases.

The research carried out in the High Wire, with inclusion in the search of articles indexed in PubMed, six (6) articles were submitted, from them only one (1) met the criteria and this had already been selected from the Medline.

Only one (1) article was presented at Isi Web of Knowledge, being this one selected.

At the end of the bibliographical search and after a critical reading articles, were then selected twelve (12) articles.

The data collected from articles had been categorized in a data table in Microsoft Office Excel 2007 with the aim of extracting the key information of each selected item,\(^6\) this phase involved the development of a data collection instrument that contained the following variables: authors, local/periodical publication, year of publication, database, article title, main results and context, being this last variable subdivided into four parts, where each article should include at least one of the layers to the contextual analysis:

a) Environment in which the teaching and practice;

b) Aspects immediately relevant to teaching;

c) The recent past of the individuals involved in the situation;

d) The urinary catheterization procedure and nursing in the world (metacontext).

The inclusion criteria for selection were: full articles, free, online, with publications from 2005 until 2011, in the languages: Portuguese, English or Spanish and that favored the theme about the teaching and learning process of the urinary catheterization. Were deleted articles: not available in its entirety for free, editorials, letters, comments, information or reviews in languages other than Portuguese, English or Spanish and not cited the teaching of UC in their studies. This bibliographical survey was conducted during the entire month of January 2011.

Critical analysis was necessary when reading articles in relation to the criteria of authenticity, methodological quality, importance of information and representativeness,\(^6\) in order to complement the variety in the elaboration of the material, based on the analysis of the contexts proposed by Hinds, Chaves and Cypress\(^4\) and by Gestalt.\(^4\)^\(^5\)

**RESULTS**

In total, 12 scientific articles were analysed, described briefly for an overview of the findings in Figure 1.
Some great examples of intentional interactions with nurses and analytical context under study have resulted in positive changes for their clients, as shown in two surveys. To get the gestalt, nurses joined their knowledge about the environment in
which they gave the assistance, of the aspects that were immediately relevant to the clinical situation and the recent past of the individuals involved in the situation. In addition, Hinds, Chaves and Cypress suggest adding and analysis of a global context, called in the study of metacontext, which is a layer that is a socially constructed knowledge source that operates continuously and that results in a shared social perspective.

Based on these forms of assessments, these layers of context has been reviewed and distinguished during the reading of articles resulting from the integrative review of literature, dividing it into four parts all the teaching-learning process of the UC, as shown below.

- Environment in which teaching and practice occur.

  The environment that the student learns the procedure, conditions and the instrumentation used directly influence on the seizure of the knowledge and developing their skills. Thus, sought articles literature review to identify the places in which the phenomenon of teaching-learning procedure occurs.

  In most hospitals , the UC is performed without a training Protocol standardized by a variety of health professionals with varying degrees of experience. Research claim that the best way to learn the procedure is applying the theory in practice and vice versa.

  Studies confirm the value of the placement for the nursing graduation, highlighting the importance of the development of skills, such as the UC, as the basis for identifying the role of the Professional by graduating from the course, to win confidence in their technical skills clinics, integrating theory and practice and develop a professional identity as nurses.

  The use of mannequins and clinical simulations of varying degrees of fidelity to teach was one of the most cited among the items as a result of the revision, providing also an effective means for learning procedure on the part of the student.

  And yet, simple and cheap video devices can be used in the training for nursing students since stimulate the participation of the student in the teaching-learning process with the review and reflection of the procedure performed by themselves, which greatly improves their skills.

- Aspects immediately relevant to teaching

  In this section, were collected data that showed how the contents were administered, including practical-theoretical didactics used, the level of knowledge of the teacher and the feelings of the students during the teaching-learning process.

  In a survey, the data showed that the content nursing education was perceived as doctor-centered, non-contextual and non-nursing. Education must be context-specific, what facilitates greater understanding and improves the clinical application and performance. Learning is effective when the use of knowledge is contextualized and not abstract.

  When students can participate actively in their own learning process with the opportunity to review and reflect on their performance, their skills and general nursing skills can be improved.

  Most nursing students say they learn better the procedure the more they perform in practice. However, the stress level of students is greater when performing the procedure in practice because the comfort, the patient's life or health are at risk, preventing the development of knowledge. Thus, the practice in clinical simulations Lab gives students greater safety, better communication and less stress while developing the UC.

  Results showed that among seventeen skills studied in his research, the UC has not fulfilled the expectations of teachers and graduates students.

- Recent past of the individuals involved in the situation

  They were sought here, identifying the articles read, how the teacher, the student and the educational institutions are involved with the teaching-learning process of UC and involvement with the procedure on the part of teachers and students in other situation (technical course, family care, assistive experience etc).

  In a survey, it is considered the longest professional experience (above 25 years of work) are standard models in the provision of care in relation to the urethral catheter insertion forcing, which decreases the urethral injuries during the procedure, and possible established parameters of competence for health care professionals during training and/or training.

  For both newly hired teachers and experienced teachers, the focus holds the clinical experience of these rather than the focus on their teaching-learning techniques. Therefore, the colleges focus on teaching practical, but do not hold in the continuing
education of the teachers, leaving the evaluation of his teaching to the teachers and students. 17

Identify, from studies, four faculty development needs: Learn how to better leverage teachable moments, apply evidence-based practice in education, provide return to the students about their performance constructively and adapt the teaching to meet the learning needs of each student. 17

● The urinary catheterization procedure and nursing in the world (metacontext)

Throughout the world, the teaching process of this type of procedure is under cultural visions, often stigmatized by handling the sexual organs, which can harm in a way the apprehension of knowledge and skills during graduation, impacting during the clinical practice.

A survey claims that the culture women's nursing education, still very much alive, also influences on education, since teachers often claim that students already are familiar with the anatomy of women, where noted, for example, that during a lesson on UC the instructor approached the Genitourinary Anatomy and female perineal very briefly, stating that "you all know that", but then went into greater details about the male anatomy and on the technique of catheterization. 22

In the United Kingdom, for example, urinary catheterization was prohibited in male patients by female nurses, and after the authorization of catheterization, the female nurses began to refuse to perform the procedure. 23

Were identified some serious problems in nursing care, especially among men and female nurses, patients relating to hygiene, Stigmata, constraints and intimacy of the body exposed, by considering that the genitalia is, intuitively, something private, and the procedure, an "intrusion". This article also shows that most of the time, the nurses overestimate the privacy needs of the patients themselves. 23

The manipulation of the genitalia brings to female nurses, an embarrassment for the idea that it is an invasion of privacy, something intimate, sexual and dirty. When patients realize the nurses feelings (the shame), can intensify the negative perceptions and attitudes regarding their condition, often giving up seeking for the nurses help. 23

These negative perceptions can bring unexpected adverse effects on the personal life of both nurses and patients. 24

Analyzing the context of the teaching-learning...

In some cultures, as in most of China, a woman who exhibits or makes physical contact to a penis, other than her husband, is considered to be a sexually and socially inappropriate conduct, and considering her an unwanted woman, qualifying her not as "mother" and/or "wife", relating to them, often as a negative image of woman, for example, a prostitute, 25-26 what can influence in their relationship with boyfriend or husbands, as well as in their sex life. 24

Nursing educators, therefore, must identify this potential threat of attitudes and behaviors since graduating, in order to minimize possible effects of these problems on patients.

CONCLUSION

From the total articles read and selected, twelve (12) were considered contextually and based on Gestalt 4-5 six (6)Google Scholar, three (3) of Bireme (Medline), five (5) of the Scopus, three (3) of those already presented in other databases, a (1) of the High Wire, also already selected from the Medline, and another article from Isi Web of Knowledge.

From the analysis of the context of the teaching-learning process of urinary catheterization, were identified the positive and negative aspects that influence this phenomenon, giving the necessary subsidies to improve nurses increasingly his teaching, whether in the continuing education of assistance institutions, or in academic or in technical schools.

It has been seen that the teaching techniques, the knowledge of teachers, conditions that provide educational institutions and cultural aspects influence directly on the teaching-learning process of the UC.

It is up to the professionals involved in the whole context of teaching to influence in their Praxis, minimizing complications and difficulties, and maximizing the favorable conditions for each type of student, analyzing always the context in which it is inserted, so that from each day on building up of a professional nurse to become, increasingly better qualified what will directly reflect on the assistance to the population.

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