



EXPERIENCE OF NURSING STUDENTS IN INTENSIVE CARE UNIT: AN EXPERIENCE REPORT

VIVÊNCIA DE ACADÊMICOS DE ENFERMAGEM EM UNIDADE DE TERAPIA INTENSIVA: UM RELATO DE EXPERIÊNCIA

EXPERIENCIA DE ESTUDIANTES DE ENFERMERÍA EN LA UNIDAD DE CUIDADOS INTENSIVOS: UN RELATO DE EXPERIENCIA

Alessandra Gurgel Câmara¹, Alanny Kalinny Marques da Silva², Amanda Alves Miranda de Souza³, Kátia Regina Barros Ribeiro⁴

ABSTRACT

Objective: to share the experience of nursing students at the first training in an Intensive Treatment Unit (ITU) and understand the importance of this learning for the students in an ITU environment as well. **Methodology:** this is a descriptive, experience report study, performed based on the experience of NURSING students during the practice of the discipline Integrated Stage IV: Health Care in High Complexity. These practices happened on April 25, 27 and 28, 2011, in a hospital that is reference in urgency and emergency care in the state of Rio Grande do Norte, Brazil. **Results:** the training could strengthen a forgotten learning in the previous disciplines, the acquisition of new knowledge, the opportunity to deal with practical procedures already known and also with new ones such as the arterial gasometry. It has also provided a broader view about the concept of "being a nurse" that is not restricted only to care, it includes an even greater responsibility than what is thought. **Conclusion:** the experience of nursing students during the training in an adult ITU was presented as an extremely important step because it provides experience and learning to deal with the notoriously stressful and aggressive environment of an intensive treatment unit and its high technology as well. **Descriptors:** nursing students; nursing; intensive treatment units.

RESUMO

Objetivos: compartilhar a vivência de acadêmicos de enfermagem no primeiro estágio em Unidade de Terapia Intensiva e compreender a importância do estágio para os discentes. **Método:** estudo descritivo, do tipo relato de experiência, a partir da vivência de acadêmicas de ENFERMAGEM durante as práticas da disciplina Estágio Integrado IV: Atenção a saúde em Alta Complexidade. As práticas foram realizadas nos dias 25, 27 e 28 de abril de 2011, no hospital referência em urgência e emergência do estado do Rio Grande do Norte, Brasil. **Resultados:** o estágio proporcionou e fortaleceu o aprendizado esquecido nas disciplinas anteriores, a aquisição de novos conhecimentos, a realização de procedimentos práticos já conhecidos e a vivência de novos como a gasometria arterial, por exemplo. Foi também oportunizada uma visão mais ampla do conceito "ser enfermeiro" que não se restringe apenas no cuidar, engloba uma responsabilidade ainda maior do que se pensa. **Conclusão:** a vivência das acadêmicas de enfermagem durante os estágios em UTI adulto apresentou-se como uma etapa de extrema importância, pois proporciona vivência e aprendizado para lidar com a natureza reconhecidamente estressante e agressiva do ambiente de terapia intensiva e de sua alta tecnologia. **Descritores:** estudantes de enfermagem; enfermagem; unidades de terapia intensiva.

RESUMEN

Objetivo: compartir la experiencia de los estudiantes de enfermería en la primera etapa en la Unidad de Cuidados Intensivos (UCI) y entender la importancia de la etapa en la unidad de cuidados intensivos para los alumnos. **Metodología:** se realizó un estudio descriptivo, del tipo experiencia informe, logra a través de la experiencia de los estudiantes de enfermería durante la práctica de la disciplina integrada Etapa IV: Salud de Alta Complejidad. Prácticas se llevaron a cabo los días 25, 27 y 28 de abril de 2011, en el hospital de referencia de atención de emergencia en el estado de Rio Grande do Norte, Brasil. **Resultados:** la formación imparte el conocimiento y fortalece el aprendizaje olvidado de cursos anteriores, la adquisición de nuevos conocimientos, llevar a cabo los procedimientos prácticos ya conocidos y nuevas experiencias como la gasometría arterial, por ejemplo. También ha cultivado una visión más amplia del concepto de "ser enfermero" que no se limita sólo a la atención, abarca una responsabilidad aún mayor de lo que piensa. **Conclusión:** la experiencia de los estudiantes de enfermería durante las etapas en la UCI de adultos se presentó como un paso muy importante, ya que proporciona la experiencia y el aprendizaje para hacer frente a la naturaleza notoriamente estresante y agresiva del ambiente de cuidados intensivos y su alta tecnología. **Descritores:** los estudiantes de enfermería; enfermería; unidades de cuidados intensivos.

¹Nursing Student of the eighth period at Universidade Federal do Rio Grande do Norte/UFRN. Member of the Research Group Kaleidoscope of Nursing Education. Natal (RN), Brazil. E-mail: alessandrargurgel1990@hotmail.com; ²Nursing student of the eighth period at UFRN. Natal (RN), Brazil. E-mail: alannys@hotmail.com; ³Nursing student of the eighth period at UFRN. Natal (RN), Brasil. E-mail: amanda_alves88@hotmail.com; ⁴Nurse. Master degree by the Program of Graduate in Nursing at UFRN. Assistant Professor I at the Department of Nursing of UFRN. Natal (RN), Brazil. E-mail: katia_rbr@yahoo.com.br

INTRODUCTION

The nursing education requires quality education, which confers competence in carrying out welfare activities, managerial, teaching and research, for both the Undergraduate Courses in Nursing seek to develop theoretical and practical training in Health Units of hospital network, Basic Network and community.

In this context, the development of training activities, which was regulated in 1977, allows the student contact with the patient, giving them unique opportunity to apply their theoretical knowledge as well as contribute to the development of skill and dexterity in nursing actions.¹⁻²

Thus, it is believed that the training activities are very important to vocational training and therefore they should be performed in an organized, systematic and effective way, since the stage is a process of pedagogical training that attempts to create a link between the theoretical and scientific training and the reality of the environment, causing the student to establish correlations between the theoretical and everyday situations. It is time to link theory to practice, enabling the application of abstract concepts in concrete situations.¹

From this perspective, the Nursing Course at the Universidade Federal do Rio Grande do Norte (UFRN), affords students experiences in several areas of practice. In the seventh period, to take the course "High Complexity" the students learn about complex care activities, mainly within the Intensive Care Unit (ICU) and Emergency.

To determine the theoretical knowledge, the applicability of these in practice is necessary, and because of the need it was created the discipline Integrated Stage IV: health care for high complexity, which students experience placements in ICU, urgency and emergency and care.

The stages in the subject stand out from others because it allows a new experience and it is considered a "new universe" for nursing students, with complex procedures, greater autonomy and a routine that requires a better theoretical foundation and a better understanding of the theoretical and practical. With the aim of socializing experiences, we - students of the discipline - report our experience and perception during the supervised practice in the ICU of a public hospital, a reference in emergency care in the state of Rio Grande do Norte.

This case arose from the need to share the

experiences of nursing students as well as to understand the importance of compulsory training for students in the ICU.

METHODOLOGY

This study consists of an experience lived by students of the discipline Integrated Stage IV: Health Care in High Complexity of Undergraduate Nursing, at Universidade Federal do Rio Grande do Norte, Natal Campus, on April 25, 27 and 28, in 2011.

To perform the stage we needed "pocket material": pen, notepad, stethoscope, tensiometer, thermometer, and materials from the ICU of Hospital Estadual Monselhor Walfredo Gurgel such as: device monitoring, medications, medical records, records, besides the presence of the Master professor and nurse Katia Ribeiro.

The report is based on the experiences of nursing students and theoretical references, focusing on the nursing process in the ICU.

RESULTS

The discipline Integrated Stage IV presents general objective, create opportunities to develop skills in management techniques and procedures for promoting health and damage control and grievances with the patients in the perspective of the high complexity.

Within this perspective, it is foreseeable that this is a prime time for the students of the discipline, begin to build a relationship of accountability for the actions that will be implemented, since it will be in direct contact with the health needs of the patient placed in an environment that is not normal or ideal.

The training provided and strengthened the forgotten learning in previous courses, acquiring new knowledge, conducting practical procedures known and experiencing new and arterial blood gases, for example. It has also nurtured a broader concept of "being a nurse" that is not restricted in care, encompasses an even greater responsibility than what is thought.

The responsibility of assuming the leadership of a ICU, knowing each patient who is there and remains there indefinitely because they don't have prognosis, retain how much nursing should be united to promote quality care.

It is noticeable that perform procedures that fit a technical professional nursing is a way of contributing to learning as they can combine theory with practice and inspect the procedures that will be performed during a call, which favors a health care with fewer

crashes, fewer negative consequences and adverse effects.

Among these procedures, it was possible to review past practices of stages as the administration of medications, diet, bandage change with analysis and wound cleaning, water balance and bed bath, which helped at the time of nursing diagnoses inferred to have parameter as the general examination and inspection.

Since there are critically ill patients, the training becomes more detailed (accurate), since it seeks to provide care with more caution, not to further aggravate the patient's general condition. Thus, professionals who make up the ICU should value a multidisciplinary team, being extremely united and work together to seek the improvement of the customer.

Among the hospital spaces ICUs are sites that provide a more specialized care, providing high-tech and complex techniques to save the lives of many people. It is characterized by being in an environment that interferes welfare professionals, family and the subject itself, becoming tense and stressful.³

In the experience in ICU, we observed the development of a multi-professional work including: technical, nursing, nurses (responsible for the sector), doctor, physiotherapist, dietician and cleaning staff, which contributes to the development of a good quality service .

DISCUSSION

It can be observed during the training the importance of having appropriate knowledge with respect to the use of vasoactive medications, since such agents contribute to the maintenance of homeostasis and organic tissue during various clinical conditions the sick. This prevents patients evolve to a multiple organ dysfunction, which is the leading cause of mortality in intensive care patients and the biggest challenge for those who attend to critical patients.⁴

When administering vasoactive medications in a patient with tachycardia, it was evident the importance of vasodilator drugs, widely used in the intensive care environment, they have to stabilize them, because when a patient is in the ICU he necessarily needs to have one or more features for his detention: being with decreased level of consciousness, respiratory failure or hemodynamic instability.

It was possible to understand the functioning of high-tech equipment such as a

mechanical ventilator (MV) which is one of the main resources for the maintenance of life in the ICU, in patients suffering from severe respiratory failure. The role of the nurse, as seen in unit consists in the identification and recording the data presented by the apparatus as well as the continuous monitoring of its parameters, in order to allow selection of appropriate interventions.⁴

For nursing students, the importance of learning is in greater understanding of the situational context of the patient, the careful analysis of data collected and the ability to intervene immediately before emergency situations, acquired by the professional in contact with such situations.

There was also the realization of the importance of complete records, with respect to the development of the patient care process, enabling effective communication between members of the multidisciplinary team. Therefore, it becomes apparent how easily generated, for example, at the time of passage of a call, in order to favor the sequential continuity of care.

CONCLUSION

Considering that nurses must perform nursing care to patients with serious life-threatening, it was justified the importance of their presence, since academics in Intensive Care Units. Thus, more time should be invested in the training of nurses in the intensive care unit, to better enable them during their internships for the exercise of their activities restricted to handling more complex technical equipment and be able to make decisions immediate.

It was also observed, during the three-day period of probation, the ICU as the locus of multidisciplinary care when considering their patients with necessities of care that surpasses the various physical areas of their universe and reaches sometimes their feelings, or family members'. This requires special care, not always found in the care unit, the professionals should also be directed to the human patient about their care, in addition to diagnosis, therapy and specialist care.

It was noticed that there is still much to do to achieve excellence in the service of that ICU and this can not be seen by the use of nursing process which aims to print rationality to the care process by seeking subsidies for professional interventions.

It is suggested, therefore, the Systematization of Nursing for the implementation of the Nursing Process in the

day-to-day unit with a view to organizing, planning, implementation, execution and evaluation of patient care seriously ill.

Finally, the passage through the adult ICU of HMWG presented as stage of extreme importance to the academic discipline of high complexity by providing experience and learning as much as possible to deal with nature admittedly stressful and aggressive environment intensive care and high technology.

REFERENCES

1. Ferreira EM, Friedländer MR. Ensino de enfermagem em campo clínico: levantamento e análise bibliográfica. *Rev Técnico-científica de Enfermagem*. 2005;3(12):388-92.
2. Brasil. Lei n.7.498, de 25 de junho de 1986. Dispõe sobre a regulamentação do exercício profissional da enfermagem e dá outras providências. *Diário Oficial da União*. 1986 jun 1:9271-9275.
3. Adams F, Rodrigues FCP, Fontana RT. As tecnologias leves na assistência de enfermagem em uma unidade de terapia intensiva. *J Nurs UFPE on line [Internet]*. 2011 Mar/Apr [cited 2011 July 31];5(spe): 417-25. Available from: www.ufpe.br/revistaenfermagem/index.php/revista/article/view/1366/pdf_449
4. Cintra EA, Nishide VM, Nunes WA. *Assistência de enfermagem ao paciente gravemente enfermo*. 2. ed. Atheneu; 2001.
5. BRASIL. Lei n.6494 de 1977. Dispõe sobre a regulamentação de estágios curriculares. Ministério da Educação e Cultura; 1977.
6. França FCV, Kawaguchi IAL, Silva EP, Abrão GA, Uemura H, Alfonso LM, Carvalho EO. Implementação do diagnóstico de enfermagem na unidade de terapia intensiva e os dificultadores para enfermagem - relato de experiência. *Rev eletrônica Enferm [Internet]*. 2007 May-Aug [cited 2011 July 31];9(2):537-46. Available from: <http://www.revistas.ufg.br/index.php/fen/article/view/7214>

Sources of funding: No
Conflict of interest: No
Date of first submission: 2012/11/19
Last received: 2012/09/09
Accepted: 2012/09/10
Publishing: 2012/10/01

Corresponding Address

Alessandra Gurgel Câmara
Rua Quinho Chaves, 15 – Potilândia
CEP: 59076-670 – Natal (RN), Brazil