



ORGANIZATION OF LEARNING ENVIRONMENTS OF NURSING CARE TO PEOPLE WITH CUTANEOUS LESIONS

ORGANIZAÇÃO DOS AMBIENTES DE APRENDIZAGEM DE ENFERMAGEM NO CUIDADO A PESSOAS COM LESÕES CUTÂNEAS

ORGANIZACIÓN DE LOS AMBIENTES DE APRENDIZAJE DE ENFERMERÍA EN EL CUIDADO A PERSONAS CON LESIONES CUTÂNEAS

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ABSTRACT

Objective: to identify aspects related to the design of learning environments for teaching nursing care to people with cutaneous lesions. **Method:** descriptive research of quantitative approach and observational non-participant to be held in environments of teaching of Nursing Course from a public University of the State of Rio Grande do Norte/RN. During data collection, a script by structured observation will be used. The information obtained will be organized in spreadsheet, presented in tables and analyzed from the descriptive statistics, with subsidized discussion on the research theoretical referential. The research project has been approved by the Research Ethics Committee, CAAE n. 11090212.2.0000.5292. **Expected results:** to identify difficulties to be worked within the forming institution space and of health services, show the way for intervention of teachers/students and define fundamental suitability criteria for the improvement of teaching and nursing care to people with cutaneous lesions. **Descriptors:** Nursing Care; Wounds and Injuries; Education in Nursing.

RESUMO

Objetivo: identificar aspectos relacionados à estrutura dos ambientes de aprendizagem para o ensino do cuidado de enfermagem a pessoas com lesões cutâneas. **Método:** pesquisa descritiva, de abordagem quantitativa e observacional não participante a ser realizada nos ambientes de ensino do Curso de Enfermagem de uma universidade pública do Estado do Rio Grande do Norte/RN. Durante coleta de dados será utilizado um roteiro de observação estruturado. As informações obtidas serão organizadas em planilha eletrônica, apresentadas em tabelas e analisadas a partir da estatística descritiva, com discussão subsidiada no referencial teórico da pesquisa. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa, CAAE n. 11090212.2.0000.5292. **Resultados esperados:** identificar dificuldades a serem trabalhadas no espaço da instituição formadora e dos serviços de saúde, apontar caminhos para intervenção docente/discente e definir critérios de adequação fundamentais para a melhoria do ensino e da assistência de enfermagem a pessoas com lesões cutâneas. **Descritores:** Cuidados de Enfermagem; Feridas e Ferimentos; Educação em Enfermagem.

RESUMEN

Objetivo: identificar aspectos relacionados a la estructura de los ambientes de aprendizaje para la enseñanza del cuidado de enfermería a personas con lesiones cutâneas. **Método:** investigación descriptiva, de enfoque cuantitativo y observacional no participante a ser realizado en los ambientes de enseñanza del Curso de Enfermería de una universidad pública del Estado do Rio Grande do Norte/RN. Durante la recolección de datos será utilizada una guía de observación estructurada. Las informaciones obtenidas serán organizadas en planilla electrónica, presentadas en tablas y analizadas a partir de la estadística descriptiva, con discusión subsidiada en el referencial teórico de la investigación. El proyecto de investigación fue aprobado por el Comité de Ética en Investigación, CAAE n. 11090212.2.0000.5292. **Resultados esperados:** identificar dificultades a ser trabajadas en el espacio de la institución formadora y de los servicios de salud, apuntar caminos para intervención docente/discente y definir criterios de adecuación fundamentales para la mejora de la enseñanza y de la asistencia de enfermería a personas con lesiones cutâneas. **Descritores:** Cuidados de Enfermería; Heridas y Herimentos; Educación en Enfermería.

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INTRODUCTION

The undergraduate education in the area of health has been going through changes with the objective of guaranteeing the professional the acquisition of specific competencies, general skills and attitudes of each profession, to fully meet the needs of society's health.¹

The transformations imposed on training institutions are occurring from the adoption of didactic-pedagogical innovative strategies, as an attempt to reconfigure the conservative character that operates as part of the teaching-learning process, excelling student education committed to the current requirements of the health system. In this perspective, the curricular changes, among other approaches, have sought to maintain relationship with the movement of diversification of learning scenarios for the teaching of content necessary for the preparation of professionals with the skills required to work in the health sector.²

These scenarios can be characterized as spaces that are constituted in opportunities of knowledge construction for students and teachers and skills for the professional performance,³ where they develop the care and the teaching-learning process.

In nursing courses, the learning scenarios, generally, are the labs, classrooms, health services and the community. The community involved in the discussion of the relationship between education and work, are of great importance to the realization of practical activities (internships and practical lessons) of education in health, transformation and consolidation of the model of attention, where the conflicts are clarified, difficulties and strategies of the network of care experienced by professionals and teachers, and by the own student.²

The articulation between education and service seeks to connect the education spaces to the different production scenarios for health care, causing these to configure in environments generators of acting opportunities of students in programs, assistance activities and experiences of problems that enable the search for alternatives geared to greater articulation theory/practice. This strategy puts at the center of discussion the issues related to the structure of the learning spaces in terms of producing positive results in the process of formation of nurses and, by extension, in the quality of assistance to users, especially when teaching environments are health institutions. In this context is that it introduces the theme of care to people with skin lesions, a public

health problem, which can be present in any age group and offer many losses to individual and family involved, in addition to cause sensitive economic impact in the area of health.⁴

The assistance to patients with wounds is a challenge for the health service and the involvement of a multidisciplinary team, along with the articulation between levels of complexity of attention, the availability of various pharmacological products and material resources, are prerogatives for a quality care and risk-free.⁵⁻⁶ Similarly, the perception of several problems detected in the realization, by nursing professionals, of diagnostic related procedures and the treatment of wounds, cause serious concerns that matter the forming institutions, since this context can be associated with deficiencies in the own formative process,⁷ in which competences developed do not underlie effectively professional practice.

Results of research conducted in different states of the country show that nursing students identify their ignorance and difficulty related to insecurity in the clinical evaluation of the patient, to deficiency in knowledge of substances and products used for the treatment and the limitation in choosing the most suitable type of coverage to the wound.⁸⁻⁹ This gap in the acquisition of skills by the students during graduation is also evident in the clinical practice of nursing professionals, and may be related to the formative process which is influenced by several aspects, including the factors associated with the design of learning environments.

The presence of structural and organizational deficiencies in the spaces where is developed the teaching of care to people with skin lesions imposes limitations on the satisfactory development of vocational training. These are environments in which the students come in contact with the contents and techniques, simulated situations and nursing care directed to the bearer of wound, and, depending on this feature, it must be fitted with all structural, material and human resources in order to enable the realization of teaching-learning activities in their areas.

The existence of configuration drift between theory and practice studied in educational environments is a cause of dissatisfaction of undergraduates, which feature technical insecurity and lack of preparation for make the assistance activities carried out in health care units. Aware of the complexity of such discussions, our proposed work seeks to focus the organization of spaces used for the theoretical and practical

assistance to people injured in the nurse's education, from the formative process performed by the Graduation Course in Nursing from a public university of the State of Rio Grande do Norte. To this end, it is proposed, through this research, to get an answer to the following question: How are structured the learning environments for teaching nursing care to people with cutaneous lesion?

It is assumed that the spaces used by such course are organized and structured to meet the needs of patients, thereby interfering in the activities of teaching-learning of undergraduates of nursing in front of this audience. Aspects related to the structure of the environments where develops health care/nursing and the teaching-learning process refer to physical space and material resources, among other prerequisites to offering a quality service.

The elaborate view about the changes that are necessary in the process of forming makes it essential to the discussion about the learning scenarios. Therefore, to carry out research to evaluate the structure of these spaces is essential to identify problems to be worked on training institution and at health services, to show the way for intervention teachers/students and to define fundamental suitability criteria for the improvement of teaching and nursing care to people with cutaneous lesions.

OBJECTIVE

- To identify the learning environments used by the Nursing Course for care education to people with skin lesions.
- To characterize the structure of the learning environments used by the Nursing Course for care education to people with skin lesions.

METHOD

Research project PIBIC/UERN (period 2013-2014), linked to the Research Group "Nursing in the health-disease process individual/collective, on health education and assistance/health services management".

This is a study of descriptive nature, with a quantitative approach and non-participant observational. The quantitative approach works with numeric data that take multiple values, allowing the researcher to show the opinions and information pertaining to the object of study through numbers, and may be established correlations between variables.¹⁰

The non-participant observation refers to the procedure of systematic observation,

organized and with a specific purpose, in which the researcher establishes contact with the reality of the searched without participating in and engage the experienced situations, assuming the role of spectator.¹¹

The location of the research will be the Graduation Course in Nursing from a public university of the State of Rio Grande do Norte. For the collection of data a script by structured observation will be used permitting the identification of the learning environments used by the course and the characterization of its structure for the teaching of care to individuals with wounds.

This instrument has been evaluated by a set of 21 judges/specialists, nurses, teachers with experience in the care of skin lesions who enjoyed each item of the script, judging their respective degrees of importance (1-not important; 2-required; 3-important, but not necessary) in the learning environment. The relevance of the instrument was obtained by observers' concordance and responsiveness through the Kappa index (K) and Content Validity Index (CVI), with values greater than or equal to 0.80.

The research will be conducted after the consent and agreement of the directors or legal guardians by health and education institution that constitute learning scenarios of the students of the Graduation Course in Nursing, through which we will have access to the structure of the premises. The collection will be held in a single visit, by researchers, to the institution for observation of such factors.

The collected data will be organized in a spreadsheet of data and subsequently exported to statistical *software*.

In the evaluation of the variable structure of learning scenarios will be adopted the classification "APPROPRIATE" when they contemplate all the criteria of the structure considerate necessary to the development of education about the care people with cutaneous lesions; already the "INAPPROPRIATE" rating will be applied when any one of the indispensable requirements to teaching are not present.

Categorical variables of the instrument will be analyzed from the descriptive statistics, with distribution of relative and absolute frequency of the data, followed by the discussion, held on the basis of the theoretical framework of research.

This research project has as ethic referential the Resolution 466/2012 of the National Health Council,¹² having been subjected to the Research Ethics Committee

of the University Hospital Onofre Lopes (CEP/HUOL), being approved in December 22, 2012 and authorized by the CAAE nº 11090212.2.0000.5292.

To identify difficulties to be worked within the space of the education institution of health services, to show the way for intervention teachers/students and to define fundamental suitability criteria for the improvement of teaching and nursing care to people with cutaneous lesions.

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