

118 - PHYSICAL EXAMINATION IN PERCEPTION OF NURSING COURSE STUDENTS: FROM THEORY CARE PRACTICE

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doi:10.16887/86.a1.118

INTRODUCTION

The Nursing History seeks to elaborate a database of information consisting of the interview, physical examination and the patient's medical record data, emphasizing the needs identified in the patient, specifically the problems and their answers (Potter and Perry, 2005)

Therefore, it is in the stage of Nursing History that applies to medical history and physical examination. During this assessment the nurse will know the patient, identifying physical, psychological changes and others reported by the patient and identified by the nurse (SANTOS, VEIGA AND ANDRADE, 2011)

Physical examination is conceptualized as an organized systematically take the patient in order to seek physical changes and capacity or disability, thus distinguishing normal from abnormal signals (BARROS, et.al., 2010)

The same is an assessment tool of fundamental patient importance to nursing care, which allows the care is carried out scientifically based and applied to the patient individually, humanized and holistically (SANTOS, VEIGA AND ANDRADE, 2011)

Thus, noting the importance of nursing history, specifically the physical examination at graduation and during the Supervised Practice in hospital environments, it showed up reports of patients and family members about the performance and dedication of the students during physical examination of the hospitalized client, then emerging interest in deepening knowledge on the subject.

In this sense, the overall objective was to verify the perception of students of the nursing course forward the importance of the physical examination in care practice and specific objectives are to investigate the knowledge of nursing undergraduate students on the physical exam, check what skills necessary for the exam physicist at the nursing graduating vision, identify the difficulties and challenges faced by graduating during the physical examination in care practice, report the recommendations of nursing students to assist in the improvement of teaching and learning during the physical examination in care practice as well as reflect on the practice of physical examination in teaching and nursing care.

MATERIALS AND METHODS

To develop this study was used the field research, exploratory, descriptive qualitative approach.

For the data collect was used a structured interview containing five (05) questions, applied in June 2015, performed after approval by the Ethics Committee of the University Paranaense - UNIPAR under CAEE No 20264213.20000.0109. Furthermore, it was respected the Resolution 466/2012 laying down the guidelines and regulatory standards for research involving human beings, where participants were asked about their interest and availability to participate in this study, they were informed about the research objectives and their contributions for knowledge, as well as to the confidentiality of the information, preservation of their identity, and freedom to participate or not in the research. In sequence, the participants were oriented to sign the Instrument of Consent (IC) - confirming their participation in the survey (BRAZIL, 2012).

The criterion of inclusion for the participation of the research was the approval of the discipline "Supervised Practice in Semiology and Semiotics II". The sample was consisted of 34 students of 3rd, 4th and 5th Nursing Course series of an Educational Institution in the city of Cascavel / PR. After collection, the data were analyzed by means of qualitative research in view of the methodological framework proposed by Bardin.

The informations collected were analyzed qualitatively and according to content analysis, according to the methodological framework proposed by Bardin, being this a research methodology which seeks a method of inquiry in a systematic way. The information collected is organized by the content of messages, which are coded into categories or subcategories and analyzed through of analyzes of communications techniques (Bardin, 2009).

RESULTS AND DISCUSSIONS

After data collection and analysis the results were: the research was divided into 02 categories, described as follows: Category I: Building knowledge of the student's theoretical and practical nursing course on physical examination, consisting of three (03) subcategories : II The importance of the physical examination in the perception of the student, I.II Theoretical knowledge of the physical examination, I.III contribution to improving the teaching / learning of physical examination in practice and Category II: Look student front the complexity of the physical examination , made with two (02) subcategories: II.I Skills development in the academic front physical examination, II.II The related forward to the challenge and difficulties faced by students in the practice of examination.

The following results refer to category I: the construction of knowledge of the student's theoretical and practical nursing course on physical examination and I.II subcategory, about the theoretical knowledge of the physical examination. This category emerged 34 reports being "basic knowledge, which can be improved with practice, so as to meet the needs of the patient": D1, D2, D3, D4, D11, D14, D20, D21, D22, D23, D30. "is an important tool, helps the nurse directly to find out information about the current state in which your customer is using techniques that nursing develops aiming to diagnose possible problems, thus identifying the patient's needs in order to comply better them": D5, D7, D8, D10, D13, D16, D19, D24, D27, D28, D32, D33. "The physical examination is done cephalocaudal divided into four steps: inspection, auscultation, palpation and percussion": D6, D9, D12, D15, D17, D18, D25, D26, D29, D31, D34. The physical examination is the first contact made by nurses is intended to highlight important information, objectively, to the outline of nursing problems, and for scoring, direct assistance provided to the client (Silva et al 2014). To act correctly, you should be aware that it is very important for making decisions related to the patient (Silva et al, 2011). For sources, et al, (2010) points out that the concept of competence is understood as a set of knowledge, skills and attitudes required the training of human resources in health.

According to the category I: the construction of knowledge of the student's theoretical and practical nursing course of

the physical examination and the subcategory I.III, taking as its theme the contribution to the improvement of teaching / learning of the physical examination in practice was possible to identify the opinions testimonials that require more practice on the physical exam within the nursing program grid, and also the teaching of skills needs to teach the subject and the commitment from the student, coming against reports: "Employment more hours of practical classes ": D5, D6, D7, D8, D9, D10, D11, D12, D14, D15, D16, D20, D22, D23, D28, D29, D30, D31, D32, D33 and D34: "practical classes and training with fewer students": D12, D14, "professional with good theoretical knowledge, skills in teaching and patience is key": D4, D12, D20, D21, D24 and D28, "will, commitment, donation , responsibility, sensitivity, trust, clarity and humanism by the student "D20, D25, D27.

It is the nurse's duty to the development of technical-scientific and philosophical knowledge with quality containing the knowledge and knowledge technologies in their area of expertise. This knowledge is acquired at the University in seeking to provide a humanized and comprehensive care to customer service (Azevedo, et al, 2013).

It is necessary that teachers use a common language and convinced, has domain knowledge, use diverse learning resources, with lectures, discussion of clinical cases and computational resources. Since it is up to students to improve their knowledge, observing, analyzing and investigating in an attempt to learn more about the subjects covered (LOVER, et al, 2010).

This teaching / student learning and teaching are inseparable and interdependent influencing one another in action. Learning should be student-centered, seeking the association between theory and practice, conducting a formative evaluation respecting the individuality of the academic (SILVA; Garanhani; PERES, 2015).

Feelings of anxiety, tension and frustration experienced by trainees, are understandable because they were participating in an unfamiliar situation and may have a negative effect on learning, and commitment to customer care delivery, making it essential for training field tracking a conscious teaching that is collaborative and understanding with the trainees (Queiroz, et al, 2012).

The following results focus on category II: students look forward to the complexity of the physical examination and II.I subcategory, taking as its theme the development of skills in the academic front training on physical examination, were identified in the reports of the skills needed for correct application of the physical examination, with the questioning of students get the following statements: D1, D2, D3, D4, D5, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D22, D23, D24, D25, D26, D24, D28, D30: "To have theoretical knowledge, technical, scientific, physiological, pathological, anatomical"; D1, D8, D9, D20, D25, D29, D34: "Mastery of technical inspection, palpation, auscultation and percussion"; D4, D7, D8, D22, D32, D33, "Distinguish normal and abnormal parameters".

To conduct the physical examination there is a need of knowledge, practice, technique and accuracy, making it possible its development. Such elements are interconnected within a complex sphere. Knowledge based physical examination, which holds the technical, shaped by knowing and doing, which in turn reveals data that needs to be thought and rethought for a decision-making (Silva and Teixeira, 2011).

It is extremely important that there is the practice of art in care, not only governed techniques, but endowed with the aesthetic sensibility and ethics, considering the humanization and the complexity of health (Silva, Savoy and TEIXEIRA, 2009). This was evidenced by the following reports of students: D2, D5: "Sensitivity, patience, humanization, confidence and kindness"; D10, D11, D12, D15, D18, D24: "Clear communication and listen to the patient."

As well as advances and care becoming more complex there is the need for renewal of knowledge and development of skills. The search for hone these skills and knowledge has been constant (LOVER, 2010). As noted in the affidavit: D6: "One should be properly prepared."

According to category II: students look forward to the complexity of the physical examination and the subcategory II.II, with the theme related forward to the challenge and difficulties faced by students in the practice of examination, was identified in the testimonies that show that among the most frequently encountered difficulties are the acceptance by the patient, the lack of technical and scientific knowledge and the appropriate physical space, coming against reports: "Patients who do not accept the physical examination and performing the procedure with patients pain, bedridden, weak ": D1, D2, D3, D4, D21, D25, D26, D27" Lack of technical and scientific knowledge ": D6, D7, D8, D9," lack of experience ". D10, D11, D12, D28, D29, "inappropriate physical space" D13, D14, D15, D16, D17, D18, D19, D20, D5, D22, D23, D24, D28, D29, D30, D33.

During the Undergraduate Program in Nursing, the academic is trained to perform the techniques efficiently, assessed and charged in relation to this target. In addition, this process can cause a psychological block that prevents the academic exercise, as best technical-technology composition, leaving the teacher a helping relationship to build with the academic relevant knowledge on physical examination dynamically . To infer whether or not the school meets the needs of academics, frequent time points and listening should be incorporated. The articulation theory / practice and formative assessment that respects the individuality of the students are from reality challenges under study, and also other Brazilian nursing schools. The academic may find difficulty in learning before the following: execution of techniques; receptivity of the patient; teacher assessment; their feelings, such as fear, insecurity and shyness (SILVA; Savoy; TEIXEIRA, 2009).

The formation of the graduating is one of the ways, that to be inserted in the health services, through the academic practices (research, teaching and extension), influence the professional and boosts nursing towards a scientific act, by performing the practice of physical examination, aimed at improving and strengthening the exercise and professional recognition (Azevedo, et al, 2013).

CONCLUSION

Based on these results it is possible to reflect the lack of experience and skills are still barriers that must be overcome by students. It means the need for training to enter from the beginning, the academic service in fact, subsidizing the reflection on it and on the nursing work process.

After the analysis we can see the importance of the teaching profession and students during the teaching / learning, since the physical exam is a practice which is not only the pursuit of knowledge is needed in the classroom, but at other times with the order to seek further clarification on the part of the student. Thus strengthens the importance of the student to seek more and more knowledge and skills necessary to perform a physical examination with quality.

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PHYSICAL EXAMINATION ON STUDENTS ' PERCEPTION OF THE COURSE OF NURSING: FROM THEORY TO PRACTICE ASSISTANCE

ABSTRACT

INTRODUCTION: the physical examination is regarded as a systematically organized survey of the patient in order to get physical changes and capacity or incapacity, distinguishing this way normal signs of abnormal (BARROS, et.al. .2010). OBJECTIVES: check the students ' perception of the course of nursing forward the importance of physical examination in healthcare practice. MATERIALS AND METHODS: For the development of the research was used field research, descriptive, exploratory qualitative approach. For the collection of data was used a structured interview containing 05 (five) issues, applied in June 2015. 34 students attended the 3rd, 4th and 5th grade of nursing degree from an educational institution in the city of Cascavel/PR. After the collection, the information was analyzed through the perspective of qualitative research methodological reference proposed by Bardin. RESULTS AND DISCUSSIONS: the research was divided into categories 02, thus described: category I: construction of knowledge of students of the course of theoretical and practical Nursing on physical exam, consisting of 03 (three) subcategories: I. the importance of physical examination in student perception, I. (II) theoretical knowledge of the physical examination, I.III ensino/aprendizado improvement contribution about the physical in practice and Category II : Students look forward to complexity of the physical exam, composed with 02 (two) sub-categories: II. (I) developing skills in front's education physical examination, II II the expectation and challenge difficulties faced by students in practice. CONCLUSION: it is evident the importance of physical examination for the students, however, there are still difficulties to be overcome with regard to pursuit of knowledge not only in the classroom and the technical skills to perform the same.

KEYWORDS: physical examination, nursing, teaching

EXAMEN PHYSIQUE DANS LA PERCEPTION DES ÉTUDIANTS DU COURS DE SOINS INFIRMIERS: DE LA THÉORIE À LA PRATIQUE DE SOINS

RÉSUMÉ

INTRODUCTION: L'Examen physique est conceptualisé comme un examen organisé systématiquement afin de chercher des modifications physiques de la capacité ou de l'incapacité, en faisant distinction des signes normaux des anormaux (BARROS, et.al.,2010). OBJECTIFS: Vérifier la perception des étudiants du Cours de Soins Infirmiers face à l'importance de l'examen physique dans la pratique des soins. MATÉRIEL ET MÉTHODE: Pour le développement de la recherche a été utilisée la recherche sur le terrain, descriptive, exploratoire, avec l'approche quantitative. Pour la collecte des données a été utilisé une interview structurée contenant cinq (05) questions, appliquées en Juin 2015. De cette interview, 34 élèves de 3e, 4e et 5e année du cours de soins infirmiers d'une Institution d'Enseignement dans la ville de Cascavel / PR ont participé. Après la collecte, les données ont été analysées par la recherche qualitative en vue du cadre méthodologique proposé par Bardin. RÉSULTATS ET DISCUSSION: De cette façon, la recherche a été divisée en 02 catégories, décrite comme suit: Catégorie I: Renforcement des connaissances des étudiants du Cours de Soins Infirmiers théorique et pratique sur l'examen physique, composé de deux (02) sous-catégories: I.I Connaissances théoriques de l'examen physique, I.II La Contribution à l'amélioration de l'enseignement / apprentissage sur l'examen physique dans la pratique et Catégorie II: Regarde des étudiants face à la complexité de l'examen physique, composée par deux (02) sous-catégories: II.I le Développement des compétences dans la formation académique face à l'examen physique, II.II les Attentes liées aux difficultés et défi affrontés par les étudiants dans la pratique de l'examen. CONCLUSION: Il est évident que l'importance de l'examen physique pour les élèves, cependant, il y a encore des difficultés à surmonter ce qui concerne la poursuite de la connaissance non seulement dans la salle de classe et les compétences techniques pour réaliser la même

MOTS-CLÉS: Examen physique, Les Soins Infirmiers, l'Éducation

EXAMEN FÍSICO EN LA PERCEPCIÓN DE LOS DISCENTES DEL CURSO DE ENFERMERÍA: DE LA TEORÍA A LA PRÁCTICA ASISTENCIAL**RESUMEN**

INTRODUCCIÓN: El examen físico es conceptualizado como un examen organizado de manera sistemática del paciente con el objetivo de buscar alteraciones físicas de capacidad y o incapacidad, distinguiendo de esta manera señales normales de los anormales (BARROS, et.al.,2010). **OBJETIVOS:** verificar la percepción de los discentes del Curso de Enfermería frente a la importancia del examen físico en la práctica asistencial. **MATERIALES Y MÉTODOS:** Para el desarrollo de la investigación fue utilizada la investigación de campo, descriptiva, exploratoria con abordaje cualitativo. Para la colecta de datos fue utilizada una entrevista estructurada conteniendo 05 (cinco) cuestiones, aplicadas el mes de junio de 2015. Participaron 34 discentes del 3º, 4º y 5º año del Curso de Enfermería de una Institución de Enseñanza en la ciudad de Cascavel/PR. Tras la colecta, las informaciones fueron analizadas por medio de la investigación cualitativa en la perspectiva del referencial metodológico propuesto por Bardin. **RESULTADOS Y DISCUSIONES:** De esta manera la investigación fue dividida en 02 categorías, siendo así descritas: categoría I: La construcción del saber del discente del Curso de Enfermería teórico y práctico sobre examen físico, compuesta por 02 (dos) subcategorías: I.I Conocimiento teórico del examen físico, I.II Contribución para mejoría de la enseñanza/aprendizaje sobre el examen físico en la práctica y categoría II: Mirada del discente frente la complejidad del examen físico, compuesta con 02 (dos) subcategorías: II.I Desarrollo de habilidades en la formación académica frente el examen físico, II.II La expectativa relacionada a las dificultades y desafío enfrentados por los discentes en la práctica del examen. **CONCLUSIÓN:** Queda evidente la importancia del examen físico para los discentes, pero, aún existen dificultades a ser vencidas en lo que dice respecto a la busca del conocimiento no solamente en el aula y las habilidades técnicas para la realización del mismo.

PALABRAS CLAVE: Examen físico, Enfermería, Enseñanza

EXAME FÍSICO NA PERCEPÇÃO DOS DISCENTES DO CURSO DE ENFERMAGEM: DA TEORIA A PRÁTICA ASSISTENCIAL**RESUMO**

INTRODUÇÃO: O exame físico é conceituado como um exame organizado de forma sistemática do paciente com o intuito de buscar alterações físicas de capacidade e ou incapacidade, distinguindo desta forma sinais normais dos anormais (BARROS, et.al.,2010). **OBJETIVOS:** verificar a percepção dos discentes do Curso de Enfermagem frente a importância do exame físico na prática assistencial. **MATERIAIS E MÉTODOS:** Para o desenvolvimento da pesquisa foi utilizada a pesquisa de campo, descritiva, exploratória com abordagem qualitativa. Para a coleta de dados foi utilizado uma entrevista estruturada contendo 05 (cinco) questões, aplicadas no mês de junho de 2015. Participaram 34 discentes da 3º, 4º e 5º série do Curso de Enfermagem de uma Instituição de Ensino na cidade de Cascavel/PR. Após a coleta, as informações foram analisadas por meio da pesquisa qualitativa na perspectiva do referencial metodológico proposto por Bardin. **RESULTADOS E DISCUSSÕES:** Dessa forma a pesquisa foi dividida em 02 categorias, sendo assim descritas: categoria I: A construção do saber do discente do Curso de Enfermagem teórico e prático sobre exame físico, composta por 02 (duas) subcategorias: I.I Conhecimento teórico do exame físico, I.II Contribuição para melhoria do ensino/aprendizado sobre o exame físico na prática e Categoria II: Olhar do discente frente a complexidade do exame físico, composta com 02 (duas) subcategorias: II.I Desenvolvimento de habilidades na formação acadêmica frente exame físico, II.II A expectativa relacionada as dificuldades e desafio enfrentados pelos discente na prática do exame. **CONCLUSÃO:** Fica evidente a importância do exame físico para os discentes, porém, ainda existem dificuldades a serem vencidas no que diz respeito a busca do conhecimento não somente em sala de aula e as habilidades técnicas para a realização do mesmo.

PALAVRAS-CHAVE: Exame físico, Enfermagem, Ensino