47 - TEACHING-LEARNING IN MONITORING OF GROWTH AND DEVELOPMENT OF THE CHILD

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INTRODUCTION

The attention to child health in the national arena, is highlighted only in the 1970s, in the context of public policies directed to ease social tensions arising from the failure of the "economic miracle", through the expansion of state services. Since then, the attention directed at children suffered qualitative and quantitative changes, which culminated in the current method of monitoring the Growth and Development (CD) in children.

The growth in this regard, is characterized as a dynamic and continuous process, starting from design of a new being, having only end with his death; has principles as the phenomena of replacement and regeneration of tissues and organs. But the development is based on the differentiation of cells and tissues, the complexity and summative series of physical and functional capacities (WHALEY, WONG, 1999).

These processes - growth and development -, viewed from the above definition, wins air simpleton, when they add up the social-economic situations, political, cultural and legal, summary exemplified, in line with our reality, a low educational level of the population, the income concentration, poor health and housing, scarce financial resources by the State, among others (BOING, BOING, 2008; CAMPOS, 1994; VASCONCELOS, 2006).

From this perspective, it is a complex behavior in actions directed to the teaching-learning process in the accompanying children CD, who are currently guided by the paradigm of Health Promotion, which supports the personal and social development of individuals, families and communities, seeking to increase the options available so people can exercise greater control over their own health and the environment, and make choices that lead to a better quality of life (SILVA, SENA, 2006; SCHERER, SCHERER, CARVALHO, 2006).

The accompanying CD, when performed by nurses, is a nursing consultation - which includes the systematic development of clinical history, physical examination of, the diagnosis of nursing, of the prescription(s) of care and clinical evolution -, private activity to nurses, according to Law No. 7.498/86, which regulates the professional practice of nursing (BRASIL, 1986; COFEN, 2002).

Alfaro-Lefevre (2005), reporting on the implementation of the work of nursing, refers to consultation of nursing, which should be systematic, dynamic, humane and led to results, the essential factors of nursing interventions, and that drive the nurses to continually examine what they are doing, but also to consider how they could do it better.

Thus, the teaching-learning process of consultation with nursing the child becomes one of the key items to education of nurses. And for both, this process must be based on a problematizing methodology, with the characteristics: the contextualization of practices and knowledge in the *locus* of academic and professional performance of nursing, the recognition of people (users and students) as historical and social beings, and opposition to the technicality - based on how to do, characteristic of interventions deprived of self-reflection and criticality (FREIRE, 1987; DEMO, 1997; MORIN, 2004).

It is also the practical application of knowledge, specifically concerning the CD monitoring, also constitutes itself as a challenge to those who pursue this activity, since the demand for this service, in practical fields, is composed by a considerable amount of users, causing rapid consultations in order to meet all the demand, a situation that compromises the quality of accompaniments.

There was therefore necessary the analysis of the teaching-learning process of students in undergraduate nursing, because its improvement can contribute to the education of nursing student, and consequently, develop innovative, geared to monitor a CD of children, guided by the paradigm of the Health Promotion.

METHODOLOGY

This is an exploratory and descriptive study, with a qualitative approach, conducted with students who have completed the 8th semester of undergraduate nursing course at the Federal University of Rio Grande do Norte (UFRN) with a sample of 30 individuals, taking as a tool for data collection semi-structured questionnaires, which were previously tested, which addressed the perception of students on the teaching-learning process of consultation with nursing in the monitoring of growth and development of the child and on the applicability of theoretical and practical knowledge acquired in discipline.

The criterion for inclusion in this study was to generate the component curriculum in Nursing Health Care of the Child and Adolescent (ENF - 0301), offered in the 7th semester and have studied the 8th semester, because that is effective in the application practice the knowledge acquired in that; knowledge that are related to the query of nursing in the CD child accompanying.

This study followed the standards of Resolution 196/96, which is about the regulation of Research Involving Human Subjects, being approved in the Research Ethics Committee of UFRN under the Opinion No. 117/2008.

RESULTS

The students, when asked about the teaching-learning process of nursing consultation to the child, say, predominantly, that they have performed their duties well, achieving join the theories explained in the classroom to practical activities carried out in the field of probation, despite the fact that the 7 semester has been the first contact with the health care of the child, a fact that marks the students, often totally inexperienced in handling the relationship with the children. Given this situation, there were numerous assertions that the focused dedication of the students themselves, so as to deal with inexperience in health care practices with children.

The graduate students perceive that they have become able to perform a systematic monitoring the child, seeing that practically all say they are prepared for this procedure, coming to emphasize that this is due to the teaching-learning component of the curriculum, which is permeated both in theoretical aspects, as practical, the issue of systematization of the monitoring of nursing the child. But they also see the need to spend more on situations of the child consultation, which will give them sufficient experience to ensure that systematization.

However, students demonstrated tendency to view the method of monitoring the growth and development, through consultation on an individual nursing, as the reality of inadequate services and the demand for this procedure, with little time to

meet the considerable demand, the more reasons targeted for both.

It was suggested as a way to remedy this glaring scenario, the settlement of the monitoring of nursing the child in complaints brought by their parents, reducing thus the time for the consultation, aiming to meet all demand that this search service.

This would follow the model of health care from clinical imprint, individually and medically? Model that is being fought with the insertion of the paradigm values of Health Promotion, placed in focus in the teaching-learning process in question. The reference for students, on that question was disturbing, because it was viewed that they desired solving the problem of demand for the service through the service based on complaints.

This service framework would be in the way outlined by the medical practices, scientifically substantiated from the beginning of the eighteenth century, when it emphasized the pathological anatomy and physiology as ways to discover the causes of diseases and cure them. At that point, the medical practices based on the clinical, based the anatomy and physiology, which standardize what would be normal, and what would be pathological (CANGULHEM, 1995; FOUCAULT, 1996; FOUCAULT, 2006).

The clinical care had as heart complaints of sick individuals, who were assisted and medicalised, not getting information that they ensure an independent from the medical service, a fact marked by the expropriation of the health of individuals, now in need of medicines and treatments intangible to its jurisdiction, disqualified them thus to interventions such popular (ILLICH, 1975; FOUCAULT, 2006).

So, it has become a model for health care that sought tirelessly to cure diseases, relegating to the historical background, the subjectivity and social inclusion of individuals who needed assistance when ill. It is aimed to find out what would be normal and what is pathological, then started any treatment, with the introduction of drugs to remedy the ills (CAMPOS, 1994; CANGUILHEM, 1995; MERHY, ONOCKO, 2007).

In these practices, hegemonic until a few decades, came to oppose the paradigm of Health Promotion, seeking to give autonomy to individuals, making them subject rather than objects of their own health-disease process, end now to designate the momentum the ill and cure, united under one umbrella in an attempt to distance them from the prevailing dichotomy between both.

The Health Promotion aims to further the recovery of the values, customs and beliefs of the people, adapting the practices of health to these factors, and not adapting to the practice, ensuring that way, the field, autonomy and integration of individuals, families and communities in the health-disease, which marks, inexorably, the experience of each of the actors mentioned before (CAMPOS, 1994; VASCONCELOS, 2006; MERHY, ONOCKO, 2007).

However, it was seen in the analysis of information obtained in this study, which was among the students, playing the character of practice in supporting health, heteronomy, based on complaints, and therefore medical and curative, taking in subjects who sought the service, the objects of their work process, not the co-participate in this process.

This way of grasping the attention to health is tackled extensively, both within the Political and Educational Project, as along a component of the curriculum, theme for this discussion, both of which focus on the paradigm of Health Promotion, however, noted that this theme is not inculcated in the students' ideas. Why, then, students, subject of this research, and in almost its entirety, do not apply in practical fields the assumptions of the Health Promotion?

It would be the case modify the strategies used in curricular component, or rather revise occur as the dialogues, discussions and debates over the graduation on Health Promotion? The answers to these questions may be offered by more studies on this subject, since the above does not work aimed to close the approach of the theme treated, and only one of the many existing contributions.

CONCLUSION

The analysis of the information, obtained with this study, has glimpsed how much discussions have to be worked, as debates and dialogues with students - future professionals - in order to sensitize them about the importance of the paradigm of Health Promotion, which outlines a model of counter-hegemonic attention to the biological model, curative and medical, which is entrenched in the ideals of the students. For they, in general, they "visit with the nurse" following the principles and concepts underlying medical practice, it must be said, the medical consultation.

Facing this, which will be held a "consultation of nursing" to children, or a follow-up of growth and development of these; that follows will be the hegemonic model - clinical and medical - or follows the paradigm of Health Promotion? Therefore, it is necessary to reflect and discuss this issue in order to build the practice of nursing in actions that promote the health of individuals, families and communities, as the historicity and subjectivity of these.

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ABSTRACT: This study focuses on the approach to the teaching-learning process in relation to the monitoring of growth and development of the child, to examine the perceptions of students in the course of undergraduate nursing education in order that process, through a methodology descriptive and exploratory, to seal qualitative, to sum up, through this study that there is a need to focus strongly the paradigm of Health Promotion, partially seized by students along the teaching-learning process, because they tend to act in accordance with the model of health care imprint of biological, curative and medical.

KEY WORDS: Students, Health Occupations; Infant Care; Health Care (Public Health).

L'ENSEIGNEMENT-D'APPRENTISSAGE DANS LA SURVEILLANCE DE LA CROISSANCE ET DE L'ENFANT

RÉSUMÉ. Cette étude porte sur l'approche du processus d'enseignement-apprentissage en ce qui concerne la surveillance de la croissance et développement de l'enfant, visant à analyser la perception des étudiants de premier cycle infirmiers, en vue de ce processus, grâce à une méthodologie descriptif et exploratoire, qualitatifs. En conclusion, par des moyens de cette étude, il y a un besoin de se concentrer catégoriquement le paradigme de Promotion de la Santé, partiellement appréhendés par les étudiants en dépenser L'enseignement-processus d'apprentissage, car ils ont tendance à agir en conformité avec le modèle de soins de santé pour mourir connaissances, ont besoin et medicalizante.

MOTS CLÉS: Les Étudiants de Sciences de la Santé; Soins des Nourrissons; Soins de Santé.

ENSEÑANZA-APRENDIZAJE EN LA VIGILANCIA DEL CRECIMIENTO Y DESARROLLO DEL NIÑO

RESUMEN. Este estudio se centra en el enfoque del proceso de enseñanza-aprendizaje en cuanto a la vigilancia del crecimiento y desarrollo del niño, destinado a analizar la percepción de los estudiantes de pregrado enfermería, en vista de este proceso, mediante una metodología descriptivo y exploratorias, cualitativos. En conclusión, por medio de este estudio, existe una necesidad de centrarse enfáticamente el paradigma de Promoción de la salud, parcialmente aprehendidos por estudiantes en todo proceso de enseñanza-aprendizaje, ya que tienden a actuar en conformidad con el modelo de salud orientado a la atención individual enfocada a lo curativo y el tratamento de la enfermedad.

PALABRAS CLAVE: Estudiantes del Área de la Salud; Cuidado del Lactante; Atención a la Salud.

ENSINO-APRENDIZAGEM NO ACOMPANHAMENTO DO CRESCIMENTO E DESENVOLVIMENTO DA CRIANÇA

RESUMO. Este estudo concentra-se na abordagem do processo de ensino-aprendizagem no tocante ao acompanhamento do crescimento e desenvolvimento da criança, objetivando analisar a percepção de estudantes do curso de graduação em enfermagem, tendo em vista esse processo, através de uma metodologia descritiva e exploratória, de cunho qualitativo. Concluindo-se, por meio deste estudo, que há a necessidade de focalizar enfaticamente o paradigma de Promoção à Saúde, parcialmente apreendido pelos estudantes no transcorrer do processo ensino-aprendizagem, pois os mesmos tendem a atuarem em conformidade com o modelo de atenção à saúde de cunho biologicista, curativista e medicalizante.

PALAVRAS-CHAVE: Estudantes de Ciências da Saúde; Cuidado do Lactente; Atenção à Saúde.