145 - EDUCATIONAL NURSE PRACTICE IN A UNIVERSITY-HOSPITAL IN NATAL-RN: PLANNING AND DEVELOPMENT OF ACTION EDUCATIVA

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INTRODUCTION

In the current design, nursing is part of a team that quest, while exercising their professional, produce and apply knowledge empirical and theoretical assumptions methodology in health, to better target and base its action (SCHERER; SCHERER; CARVALHO, 2006).

The professionals in nursing have been hard for the practice of care in a holistic view, aiming the appreciation of the man and be total both in the field of health as when performing functions of teaching, research and extension, considering changes in the educational system (LOPES, 1998 ; MENDES, 1996).

The training of professional nurses has been a cause for concern throughout the history of nursing Brazil. The teaching of nursing has been characterized by constant implementation of changes in curriculum and graduate courses in educational discussions of proposals. The new curriculum guidelines for the course of nursing have adopted more humanistic perspective (Pereira, 2003; ROSENDO, 1999; LOPES, 1998; TIMOTEO, 1997; MENDES, 1996).

However, to exercise safely to educational practice, it is necessary to put a minimum of organization that allows us to define where we want to get there, how to get there and evaluate whether the chosen path is favoring the reach of our goal. Therefore, we feel that in any activity that it is intended to develop, particularly in education, the planning is the point of departure in any direction that we want to take.

To Sant'anna et al. (1998), the planning of education is a decision-making process aimed at streamlining the activities of the educator and educating, in the teaching-learning situation, enabling obtain the expected results. According to Lopes (1998), this aspect has been the subject of constant questions about its validity as effective instrument for improving the quality of work of the educator.

The construction of the planning of education, according Sant'anna et al. (1998), consists of three phases, which are: preparation, development and refinement.

Accordingly, the planning didactic, it is essential therefore avoids the improvisation and the repetition and routine allows the safety and efficiency of our work, making it more rich, comprehensive, continuous and integrated.

Based on our practice teaching-assistance, we have noticed that some nurses who serve as supervisors of internships had difficulties on the educational aspects.

Thus, began to observe the involvement of nurses in educational activities during the supervised training of the students of middle and higher levels of nursing, where we have noted that the pedagogical practice in the development of educational activities characterized by the lack of planning for activities isolated , discontinuous, with use of traditional approaches and behavioral and the absence of a specific plan of supervised practice, and raises questions about the preparation of nurses to serve as supervisors of training with regard to their educational performance.

These concerns and observing the performance of the nurses in the teaching-learning process has led us to reflect on the pedagogical practice of nurse during supervised internship at University Hospital Onofre Lopes (HUOL) in Natal.

In view of the above, motivated by the issues of education in nursing, as we identify the actions educational goals developed by nurses during her performance on stage supervised and identify how nurses plan and develop the educational activities during the placement supervised.

METHODOLOGY

This study was descriptive in nature as the central focus of pedagogical practice nurse during supervised internship at University Hospital Onofre Lopes (HUOL) in Natal, belonging to the Health Complex of the Federal University of Rio Grande do Norte (UFRN) and aimed to identify: if the nurses felt prepared, pedagogically, to serve as supervisor of training; the tendencies in teaching qualified its practice; the educational activities developed during the placement supervised and how planed and developed these actions.

The target population was composed of nurses, and selected a sample that intentional of 22 nurses working as supervisors with the training of graduate students and average level of nursing, which answered a questionnaire structured.

The collection of data occurred in the prior consent of the board and general nursing at the hospital, approval of the committee and ethics in research and signing of Term of Free and Informed Consent (TFIC), the searchable.

The data were organized in the database electronic, in Microsoft Excel spreadsheet application and presented in the form of tables and figures with their respective percentage distributions.

RESULTS

Most nurses are female (90.1%), with age between 41-50 years (45.4%), 50.5% of nurses working in the sectors of wards, 63.6% have post-graduate , highlighting itself to specialization in education in the area of nursing (59.1%), 45.4% have degree in nursing and 4.5% the master program.

According to that seen in Table 1, we can see that 72.7% of the educational activities occur in wards (medical clinics and surgical) and ICU (13.6%), where the number of beds and patients with different clinical situations and diverse , enables the development of procedures and technical assistance and educational practice. The other sites were mentioned Surgical Center (9.1%) Neurology, Renal Transplantation, Hemodynamic, the Center for Diagnostic Imaging (CDI) and the ambulatory with 4.5% each.

Table 1. Place of performance of the share educational seconds surveyed. HUOL, Natal, 2006.

PLACE OF ACTION AS SUPERVISOR OF TRAINING NURSES	NURSES (%)
Ward of Clinical Medical and Surgical	72,7
Intensive Care Unit (ICU)	13,6
Surgical Center	9,1
Neurology	4,5
Kidney Transplant	4,5
Hemodynamic	4,5
Center for Diagnostic Imaging (CDI)	4,5
Ambulatory	4,5

The educational activities were predominant actions related to the report of assistance (100.0%), notes, nursing (95.5%), individual guidance (90.9%), transition from nasogastric tube and bladder (90.9%), vein puncture (90.9%) and make curative (86.4%).

As for the planning of education, 88.9% of the surveyed, plan their supervision, 92.6% are assessment of the needs of pupils, 86,7% outline goals to be achieved, 81.5% make use of methods and techniques education, 42.9% use teaching resources and 97.6% evaluate the development of educating during the stage.

The predominant frequency of the shares was educational daily (59.5%), with students from the Technical Assistant and Nursing (66.7%), using individual method (52.8%), technical demonstration (35.5%), discussion (29.0%) and the expositive method (17.7%). Already the methods of problem (11.3%), reads the text (4.8%) were the least mentioned and 1.6% of the professionals do not use techniques for supervision of stage.

In Figure 1 below, we present the assessment of searchable on the method used to verify the effectiveness of the teaching-learning.

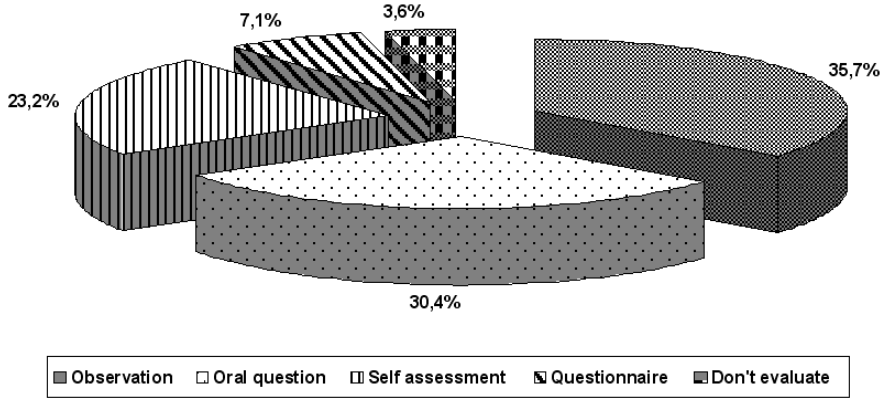


Figure1. Method of assessment of educational activity seconds surveyed. HUOL, Natal, 2006.

The search usually evaluate their students by observation (35.7%), followed by the method of oral question (30.4%) and self assessment (23.2%). The questionnaire (7.1%) is less used as a means of evaluating and 3.6% said that they do not evaluate.

DISCUSSION

To exercise safely to educational practice, it is necessary to put a minimum of organization that allows us to define where we want to get there, how to get there and evaluate whether the chosen path is favoring the reach of our goal. Therefore, we feel that in any activity that it is intended to develop, particularly in education, the planning is the point of departure in any direction that we want to take (L'ABBATE, 1999; SANT'ANNA et al., 1998)

For Ern and Backes (1999), the present moment, in education and in nursing education calls for changes, which in turn, require actions that are in support dynamic curriculum concepts, procedures, critical and creative able to problem and transform the reality training and the practice in professional nursing.

Already Gandin (1997), considers plan as the transformation of reality into a chosen direction, so organized, rational, with clarity and precision of the action itself, which through the explanation of the reasons for the action of the group, put into effect a set of techniques to rationalize the action, to bring a reality to an ideal.

The planning for Lopes (1998), is seen from a perspective critical of education, will extrapolate the simple task of drawing up a document containing all components technically recommended.

Therefore, the educational planning, has been the subject of constant questions in the current pedagogical practice. Such conflicts, in place before new concerns regarding the pedagogic of nurses for the year of educational activities, which could result in a practice more creative, reflexive and therefore, the possibility of a better quality in its role as educator.

CONCLUSION

The nurses have various educational activities, because mostly these activities are closely related to procedures / techniques inherent in the care process, which denotes the active participation of those in the process of assisting patients in sectors that are under their responsibility of oversight.

The searchable predominantly plan their actions, make assessment of the needs of pupils, outline goals, select techniques and methods of teaching and assessing. However, the selection of teaching resources is not widely used, which can be understood by the lack of availability of resources in the institution searched.

The searchable mostly had a good performance in educational planning and development of educational activities during supervised training in the institution.

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NURSE EDUCATIONAL PRACTICE IN A UNIVERSITY HOSPITAL IN NATAL -RN: PLANNING AND DEVELOPMENT OF EDUCATIONAL ACTION

ABSTRACT

Introduction: In the current design, nursing is part of a team that quest, while exercising their professionals, produce and apply empirical knowledge and theoretical methodology assumptions in health, to better target and base its action. Currently, the nursing professionals have been hard for the practice of care in a holistic view, aiming the appreciation of the man like total being both in the health field as when performing functions of teaching, research and extension, considering changes in the educational system. Driven by the educational issues in nursing, focusing on the educator agent, we has as goals identify the educational actions developed during the training supervised and how planned and developed these actions. Methodology: Study which was to central focused on the pedagogical(educational) practice of nurse during supervised training at University Hospital Onofre Lopes (HUOL) in Natal, conducted with a intentional sample of 22 nurses working as supervisors with the training of graduate students and average level of nursing, who answered a questionnaire structured. Results: Talking about on the local of the educational activities were predominant Wards (72.7%) and ICU (13.6%), with emphasis on the actions of report / notes (100.0%) of nursing notes (95.5%) , individual guidance (90.9%), transition from nasogastric tube and gall bladder (90.9%), vein puncture (90.9%) and make curative (86.4%). As for the planning of educational activities, 88.9% do planning the supervised, 92.6% makes assessment of the pupils' need of, 86,7% outlines goal, 81.5% selects techniques and teaching methods, 42.9% selects resources teaching and 97.6% makes evaluation. The predominant frequency of the shares was educational daily (59.5%), with students from Aux. / Téc. Nursing (66.7%), using individual method (52.8%), technical demonstration (35.5%) and discussion (29.0%) and evaluation through the observation (35.7%) and oral question (30.4%). Conclusion: The surveyed mostly had a good educational performance in planning and development of educational activities during supervised training in the institution.

KEYWORDS: Practice teaching, education on health, nurse.

PRATIQUE PEDAGOGIQUE DANS LE PAVILLON D'INFIRMERIE DANS L'HOPITAL UNIVERSITAIRE NATAL - RN: PLANIFICATION ET DEVELOPPEMENT DE L'ACTION EDUCATIVE.

RÉSUMÉ

Introduction: Dans la conception actuelle, les soins infirmiers font partie d'une équipe qui quête, dans l'exercice de sa profession, de produire et d'appliquer les connaissances théoriques, empiriques et les hypothèses méthodologie en matière de santé, afin de mieux cibler et de fonder son action. Actuellement, les soins infirmiers professionnels ont été difficiles dans la pratique en maniere générale, visant l'appréciation totale du patient, dans le domaine de la santé ainsi que dans d'enseignement, la recherche et la vulgarisation, en tenant compte des changements dans le système éducatif . Poussé par les questions de l'éducation dans la santé, et axé sur l'agent éducateur, nous identifions les objectifs des actions éducatives développées en place pour surveiller, commenter et développer ces actions. Méthodologie: l'étude était basée sur les pratiques pédagogiques principales des infirmiers pendant les stages supervisés à l'hôpital universitaire Onofre Lopes (HUOL) le Natal, réalisée avec un échantillon intentionnel de 22 infirmiers qui travaillent comme superviseurs de la formation des étudiants de troisième cycle et de niveau moyen , ces soins infirmiers, ont répondu à un questionnaire structuré. Résultats: Sur les activités éducatives des quartiers prédominants (72,7%) et l'UTI (13,6%), l'accent étant mis sur les actions du rapport et des notes (100,0%) les notes de soins infirmiers (95,5%) , Un encadrement individuel (90,9%), le passage de la sonde nasogastrique et de la vessie (90,9%), ponction veineuse (90,9%) et des curatifs (86,4%). Quant à la planification des activités d'enseignement, 88,9% , la planification, la supervision, 92,6% rend l'évaluation des besoins des élèves, 86,7% décrit objectif, 81,5% ont sélectionné les techniques et les méthodes d'enseignement, 42,9% ont sélectionné des ressources d'enseignement et 97,6% ont rendu l'évaluation. La fréquence prédominante des actions éducatives a été quotidiennement (59,5%), avec des étudiants d'Aux. / Téc. Soins infirmiers (66,7%), en utilisant la méthode individuel (52,8%), démonstration technique (35,5%) et discussion (29,0%), l'évaluation par l'observation (35,7%) , la question orale (30 .4%). Conclusion: la plupart des recherches avaient une bonne performance dans la planification de l'éducation et le développement des activités d'éducatives surveillées au cours de la formation dans l'institution.

MOTS CLES: Pratique enseignement, de l'éducation sur la santé, l'infirmière.

PEDAGÓGICA PRÁCTICA DE ENFERMERO EN UN HOSPITAL DE NAVIDAD UNIVERSITÁRIO EN NATAL- RN: LA PLANIFICACIÓN Y EL DESARROLLO DE LA ACCIÓN EDUCATIVA

RESUMEN

Introducción: En el actual diseño, la enfermería es parte de un equipo de búsqueda que, en el ejercicio de su profesión, producir y aplicar los conocimientos teóricos y empíricos hipótesis metodología en la salud, para mejorar la orientación y la base de su acción. Actualmente, los profesionales de enfermería han sido difíciles para la práctica de la atención en una visión integral, con el objetivo del reconocimiento del hombre y de ser total, tanto en el ámbito de la salud como en el desempeño de las funciones de docencia, investigación y extensión, teniendo en cuenta los cambios en el sistema educativo . Impulsada por las cuestiones de la educación en enfermería, centrada en el agente educador, como identificar los objetivos de las acciones educativas desarrolladas durante la colocación supervisados y cómo planejavam y desarrollado estas acciones. Metodología: estudio, que consistía en centrarse en la central de la práctica pedagógica de la enfermera durante estagio supervisado en el University Hospital Onofre Lopes (HUOL) en Natal, realizado con una muestra que intencional, de 22 de las enfermeras que trabajan como supervisores en la formación de estudiantes de posgrado y de nivel medio de Enfermería, que contestaron un cuestionario estructurado. Resultados: En el local de las actividades educativas de los distritos predominante (72,7%) y de IU (13,6%), con énfasis en las acciones de informe / notas (100,0%), de las notas de enfermería (95,5%) , De orientación individuales (90,9%), paso de la sonda nasogástrica y vesical (90,9%), punción venosa (90,9%) y curativa (86,4%). En cuanto a la planificación de las actividades educativas, el 88,9% es la planificación, la supervisión, el 92,6% hace una evaluación de las necesidades de los alumnos, el 86,7% se esbozan meta, 81,5% selecciona las técnicas y métodos de enseñanza, el 42,9% Selecciona recursos de enseñanza y 97.6% hace la evaluación. La frecuencia predominante de las acciones de educación al día (59,5%), con estudiantes de Aux. / Téc. Enfermería (66,7%), utilizando distintos métodos (52,8%), demostración técnica (35,5%) y de debate (29,0%) y la evaluación a través de la observación (35,7%) y pregunta oral (30 , 4%). Conclusión: La búsqueda, principalmente por su buen comportamiento en la planificación de la educación y el desarrollo de actividades educativas durante el entrenamiento supervisado en la institución.

PALABRAS CLAVE: Práctica de la enseñanza, la educación sobre la salud, la enfermera.

PRÁTICA PEDAGÓGICA DO ENFERMEIRO EM UM HOSPITAL UNIVERSITÁRIO EM NATAL-RN: PLANEJAMENTO E DESENVOLVIMENTO DA AÇÃO EDUCATIVA

RESUMO

Introdução: Na concepção atual, a enfermagem faz parte de uma equipe que busca, enquanto exercício dos seus profissionais, produzir e aplicar conhecimentos empíricos e pressupostos teórico metodológicos em saúde, para melhor direcionar e fundamentar a sua atuação. Atualmente, os profissionais de enfermagem têm se esforçado para a prática do cuidado numa visão holística, objetivando a valorização do homem como ser total tanto no campo da saúde como quando exercem funções de ensino, pesquisa e extensão, considerando as mudanças no sistema educacional. Motivados pelas questões do ensino na enfermagem, focalizando o agente educador, tivemos como objetivos identificar as ações educativas desenvolvidas durante o estágio supervisionado e como planejavam e desenvolviam essas ações. Metodologia: Estudo descritivo que teve como foco central à prática pedagógica do enfermeiro durante estagio supervisionado no Hospital Universitário Onofre Lopes (HUOL) em Natal, realizado com uma amostra intencional de 22 enfermeiros que atuavam como supervisores de estágio com alunos de graduação e nível médio de enfermagem, que responderam um questionário estruturado. Resultados: Quanto ao local das atividades educativas predominaram as enfermarias (72,7%) e UTI (13,6%), com destaque para as ações de relatório/anotações (100,0%) anotações de enfermagem (95,5%), orientação individual (90,9%), passagem de sonda nasogástrica e vesical (90,9%), punção venosa (90,9%) e fazer curativo (86,4%). Quanto ao planejamento das ações educativas, 88,9% faz planejamento da supervisão, 92,6% faz diagnóstico das necessidades dos alunos, 86,7% traça objetivo, 81,5% seleciona técnicas e métodos ensino, 42,9% seleciona recursos didáticos e 97,6% faz avaliação. A freqüência predominante das ações educativas era diariamente (59,5%), com alunos de Aux./Téc. Enfermagem (66,7%), utilizando método individual (52,8%), técnicas de demonstração (35,5%) e discussão (29,0%) e avaliação através da observação (35,7%) e pergunta oral (30,4%). Conclusão: Os pesquisados em sua maioria apresentaram um bom desempenho pedagógico no planejamento e desenvolvimento das ações educativas realizadas durante estágio supervisionado na referida instituição.

PALAVRAS CHAVES: Prática pedagógica, Educação em saúde, Enfermeiro.