

## SIGNIFICADOS DO LABORATÓRIO DE ENFERMAGEM PARA ESTUDANTES DE GRADUAÇÃO: REPENSANDO A UTILIZAÇÃO DESTE CENÁRIO

## MEANINGS OF THE NURSING LABORATORY FOR UNDERGRADUATE STUDENTS: RETHINKING THE USE OF THIS PLACE

## SIGNIFICADOS DEL LABORATORIO DE ENFERMERÍA PARA LOS ESTUDIANTES DE GRADUACIÓN: REPENSANDO LA UTILIZACIÓN DE ESTE SITIO

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### RESUMO

**Objetivo:** compreender as percepções sobre o Laboratório de Enfermagem como cenário didático para estudantes de graduação em Enfermagem. **Métodos:** trata-se de estudo exploratório qualitativo. Os dados foram coletados em universidade pública de Minas Gerais. A população foi constituída por estudantes de graduação em Enfermagem e que já cursaram as disciplinas Sistematização da Assistência de Enfermagem e Fundamentos do Cuidado de Enfermagem. A entrevista aberta foi utilizada para coleta de dados. O tamanho da amostra foi estabelecido pelo critério da saturação, alcançada na 12ª entrevista. Os dados foram tratados pela análise de conteúdo. **Resultados:** foram geradas duas categorias: Motivos que levam ao não uso do laboratório e Significados atribuídos ao laboratório pelos estudantes. **Conclusão:** os estudantes frequentam o Laboratório somente em vésperas de provas práticas. Dessa forma, reitera-se a ideia de que conteúdos didáticos, incluindo os práticos e teórico-práticos despertam maior atenção dos estudantes quando atrelados a situações de cobranças.

Descritores: **Estudantes de enfermagem; Laboratórios; Pesquisa qualitativa.**

### ABSTRACT

**Objective:** To know what perceptions of undergraduate nursing students in a public university about the Nursing Lab. **Methods:** a qualitative approach was used. Data was collected through open interviews and the sample size was determined by saturation. Data was then processed according to the criteria established in the thematic analysis. **Results:** the interviews generated two categories: Motives that lead to non-use of the laboratory and meanings assigned to the laboratory by students. **Conclusion:** students attend the Laboratory only on the eve of practical tests. Therefore, it reiterates the idea that educational contents, including practical and theoretical-practical arouse more attention from the students when linked to charges situations.

Descriptors: **Students, nursing; Laboratories; Qualitative research.**

### RESUMEN

**Objetivos:** conocer percepciones sobre el Laboratorio de Enfermería para estudiantes de graduación en enfermería de universidad pública. **Método:** enfoque cualitativo. La entrevista abierta fue el instrumento de colecta de datos y el tamaño de la muestra fue establecido por la saturación. Los datos fueron tratados como criterios de análisis temáticas. **Resultados:** Se generaron dos categorías: Motivos que llevan al no uso del laboratorio y Significados asignados al laboratorio por los estudiantes. **Conclusión:** Los estudiantes buscan al laboratorio solo en la víspera de las pruebas prácticas. Por lo tanto, se reitera la idea de que los contenidos educativos, incluyendo práctico y teórico-práctico despiertan más la atención de los estudiantes cuando están vinculadas a situaciones cobradas.

Descriptores: **Estudiantes de enfermería; Laboratorios; Investigación cualitativa.**

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## INTRODUCTION

Care is the essence of Nursing. The nurse acts in carrying out care in human and material resources management, leadership, planning assistance, training of nursing staff, in coordinating the production of care and evaluation of nursing actions<sup>(1)</sup>. Understanding the dimensions of care has been the target of researchers who bother to define their meanings, while benchmark of the profession. Qualitative research about concepts of care<sup>(2)</sup> had as one of the emerging categories "The meaning of care – the concrete and the subjective in relationship between human beings". To the authors, the meanings of care are presented in the expression of the meaning given by the one who care is offered up to taking care of. The meaning of nursing care is related to objective perception of the outcome of its action and involves relationship, interaction, know-how, contribution and transcendence in relationship.

The know-how implies knowledge and skills. Studying nursing know-how in the area of dialysis (highly specialized area), the authors have identified the category "Dominating the technological scenario" and concluded that the acquired knowledge, thorough and updated leads the nurse to act consciously, considering the complexity involved in the process of learning in practice<sup>(3)</sup>. By analogy, the nursing education includes practical procedures; these practices are based on theoretical references, scientific, philosophical and ethical principles.

The scenarios designed to simulate health practices can be termed as simulation stations. The simulation consists of a teaching strategy used in the disciplines of undergraduate Nursing course for the teaching of techniques and procedures necessary for the conduct of care<sup>(4)</sup>. This strategy demands a scenario, which is characterized as permanent learning space, i.e., a formal space for the teaching-learning process. It highlights that the laboratory activities facilitate the transition to the assistance reality<sup>(5)</sup>.

The Nursing Laboratory of a Public University Nursing School currently passes through a process of revision of its rules and routines, involving reflections on philosophical aspects, structural and cyclical of its operation. This is a space that allows various simulations of care practices, where the students perform on

mannequins and some, in their own colleagues, such as the physical examination.

This Lab has a team made up of teacher coordinator, a nurse and a nursing assistant. The team is advised by a monitor. Account with an arsenal of mannequins and permanent materials and consumables used in practical classes and monitoring activities. The teaching methodologies are drawn up every six months, according to scientific evidence, since such evidence is constantly reviewed by teachers. These evidences are produced through studies with high methodological rigor, which instrumentalizes teachers in the teaching-learning process. So, it is interesting that the students return to the laboratory, in order to remain up to date and, above all, able to do in nursing.

During the year of 2013, after the revision of the working routines of this Laboratory it was noticed that, despite the opportunity offered and the availability of support staff, the undergraduate student in nursing only frequented the Laboratory in practical classes and on the eve of the practical test of the subjects Foundations of Nursing Care under the supervision of the monitor. Thus, a place equipped and with available human resources has been underused by its target audience, the students. So, here's the problem: our students attend little Nursing laboratory for simulation procedures, i.e., do not return to this scenario besides the practical lessons, and, therefore, may be going to the fields of clinical education for the realization of care of people without the necessary skills.

After this finding wonders: Why students of undergraduate degree in nursing from this school seek little by the laboratory of nursing? To obtain this answer, it is necessary the knowledge of the meanings of the nursing student about the lab as a teaching space, scenery of practices that are based on scientific evidence. Understanding such meanings, we will become instrumentalized to review the process of using Nursing Simulation Lab related care procedures throughout the academic semester, encouraging the student to exercise their practices.

Thus, this study aimed to understand the perceptions about the Nursing Laboratory for undergraduate students of Nursing.

## METHODS

This study used the exploratory qualitative approach. The population was created by undergraduate students of a nursing a public Brazilian university, regularly enrolled, ranging between the sixth and the tenth semester, since they already have the Fundamentals of Nursing Care and Systematization of Nursing Care, being these the greater demand for use of the Lab.

For data collection, we used the open interview. The interviews were made up by the following statement: "Dear student, talk about your relationship with nursing lab, while didactic space".

The interviews were conducted in the laboratory of Nursing School during the second half of 2013. All the interviews were conducted and recorded by a researcher, Coordinator of the Nursing Laboratory and monitored and transcribed by the monitor. These lasted on average of thirty minutes each, suffering variations from 10 to 20 minutes, according to the lines of each interviewee. The definition of the sample followed saturation criterion, reached in the 12<sup>th</sup> interview. Saturation means the phenomenon that occurs when the interviewer begins to listen to new respondents talking about statements very similar to those you've heard previously, thus, it occurs a repetition of information.

The data were treated as content analysis criteria. The starting point of the analysis is the message content. This may be verbal, gestural, figurative, silent, documentary or directly caused. It expresses a meaning and a sense<sup>(6)</sup>. In this study, we sought to analyze the verbal message.

The content analysis comprises research techniques that allow the description of messages and attitudes linked to the context of the utterance, as well as the inferences about attained data<sup>(7)</sup>. This is method in which the data analysis process unfolds in three stages: pre-analysis; exploration of the material and processing of results and interpretation<sup>(6)</sup>. The first stage or pre-analysis can be identified as organizational stage. In this, the work is established, but in a flexible way. The first contact with the material obtained is called soft reading. The transcript of the interviews is in the formation of the corpus of research. Rules are established: completeness, where runs out all information; representativeness, because the sample must represent the universe studied; the homogeneity, since the data are related to the

same topic, collected by similar subjects and with the same collection techniques; the relevance, since the material must conform to the objectives of the survey and the uniqueness, because each element belongs to a single category<sup>(8)</sup>.

In this study, the pre-analysis was accomplished through the preparation (listening and transcription) of the material and hard reading. In this step it sought divergent and convergent aspects of set out to so trace previous thematic trees. These generated later search categories.

The second stage consists of the exploration of the material, with the definition categories and identification of registration units. It is essentially the encoding operation<sup>(8)</sup>. The study in question, the thematic trees were then again read and grouped by common characteristics, constituting two categories. Highlights that the researcher understand the statements, which can be grouped, allowing you to reduce the number of units with which it works.

The third stage refers to the processing of results and interpretation. Occur in this stage condensation and the highlight of the information for analysis. It culminates in inferential interpretations, i.e. the time of reflective and critical analysis<sup>(9)</sup>. In this study, the third stage involved extensive discussion of categories and subcategories by six authors. Such discussion was encouraged in nursing scientific articles that cover the topics: care; qualitative research; simulation; education in nursing; health education and higher education.

In the preparation of the manuscript, the names of the interviewees were replaced by numbers, these being encoded consecutively as E1 to the E12, the order of conducting the interviews.

The study complied with the formal requirements contained in the national and international regulatory standards for research involving human beings, being approved by the Ethics Committee of the institution in June the 5<sup>th</sup>, 2013; and registered under N 15901113.1.0000.5149-CAAE.

To keep the methodological rigor criteria there were used to Reporting Qualitative Research (COREQ) as a tool to support<sup>(10)</sup>. The COREQ presents methodological criteria for developing qualitative research. It is divided into three parts, called "domains", whose function is to guide the researchers in the various stages of

the work, these being Domain 1: characteristics of the research team; Domain 2: study design and Domain 3: findings and analysis.

The research team was composed of four nurses, teachers and doctors, and a nurse of the technical and administrative servers with title of specialist. Also with the support of an undergraduate student of nursing, undergraduate monitor, all linked to the nursing undergraduate program at the mentioned University. The first five authors were female, and the last, male.

## RESULTS AND DISCUSSION

The results of this study, there were 12 subjects, undergraduate students of nursing. The age ranged from 21 to 24 years old. Nine were female and three were male. The undergraduation semester underway was from the sixth to tenth semester. All respondents had already conducted simulation activities in the lab scenario. From the 12 students who composed the sample, 11 developed extracurricular activities, such as monitoring, scientific initiation, professional and internship experience.

The two categories generated by evidence: Reasons that lead to no use of the lab and Meanings assigned to the lab by students.

### Category 1: Reasons that lead to no use of the lab

The lack of interest of the student to attend the lab was applicant:

"I always think it is of interest of each person too. Comes who has an interest "(E6).

"Deep down, deep down, lack interest from us" (E1).

The lack of interest by the laboratory can be imbued in the student disinterest by the course. Quoted study on avoidance of nursing course in Brazil. This considered that the initial decision to study nursing often is fragile, without further reflection, resulting in false expectations for the course and, thus arousing feelings of discouragement and loss of enthusiasm for the study, among others<sup>(11)</sup>.

Notice that the search of the lab is tied to practical test of the subject Foundations of Nursing Care:

"We just come on the eve of practical test of Fundamentals [subject Fundamentals Nursing Care]. I, for one, was just a test of Foundations "(E7).

However, it is important to note that the practical test is not applied only with intent to

test the skills of the student. Evaluate is much more than apply a test or make a comment. It is understood that the evaluation in the teaching and learning process are useful and necessary educational resource to guide each teacher and each learner in the search and building themselves and their best way of being in life.<sup>(12)</sup>.

### Category 2: Meanings assigned to the lab by students

The Nursing lab was recognized in several ways. It is observed on the one hand, the perception of the laboratory and safety locus, in search of dexterity for the student feel safer to face the hospital demands, with real patients:

"And especially, so we don't get too raw in the [hospital], go to the field with more practice. More agility" (E5).

Case studies about simulation in nursing education have shown that the use of this strategy, in addition to improving the skills and technical skills of students, has important role with regard to the legal and ethical aspect of patient safety<sup>(13)</sup>. The simulation in the lab not only adds safety to students to develop the clinical education. Also the teacher of nursing instrumentalizes himself with the simulation feature, because the clinical simulation experiences offer a chance to assess a student's integration in the face of multiple professional skills<sup>(14)</sup>. However, it is necessary to remember that, for students to feel safe in clinical practice, the knowledge must be built seamlessly to contemporary pedagogical methods, which enable reflective observation and practice toward the clinical reality. The simulation as a teaching tool is a pedagogical strategy used to achieve practical skills and self-confidence by immersion in reality. The higher the self-confidence of the students, the greater the probabilities of the interventions carried out in the clinical education be successful<sup>(14)</sup>.

Interestingly, the Nursing lab seems to be being compared to a "sick bay": "Because management personnel [night course in Health Services Management], night ... but, after all, sometimes get sick... have people here at night, managers, who get sick and people are feeling the need to have a professional here right now" (E2).

This aspect is presented dichotomically. At the same time that signals an approximation of the laboratory to a real space, corresponding to one of the objectives of this structure, can also be

signaling to a distorted view of what a simulation lab is. The nursing lab should be made available to the student as a locus of transition between theory and practice<sup>(15)</sup> and not as a health care service.

Some respondents refer to the lab as a first contact with the nursing practice:

"I think that represents the first contact we have with direct care with someone. As much as we do not have a patient here, in Fundamentals it is the first contact we have with the assistance thus with practice "(E3).

This issue underscores the importance of the lab as a milestone in the practical nursing student performance or as a first contact with care. For the schools that care about the quality of education, it is necessary the investment in teaching practical simulated, ensuring the development of skills necessary for the minimization of the error, when in real context<sup>(16)</sup>. Qualitative work about nursing education through simulation and using the debriefing (reflection and review after-action) showed that students, study subjects could identify their difficulties in the process of conducting simulated procedures, providing opportunities for improvements that were needed<sup>(14)</sup>.

However, some points in the lab into practice as something "very different" from reality. "[...] because the practice that we do here in the lab is quite different from the reality, now, of the subjects that I attended. Very different "(E11).

This interviewee seems to disregard the simulation approaches him to practice, providing the act of doing next to dummy, but does not override the actual patient contact, that is, the human being. The literature confirms the idea that nursing education, technology is not a paradigm of care the human touch<sup>(16)</sup>. The simulation approaches the student to the human being, but never replaces him.

The clinical education, also known as internship or practical education emerged in this study. The practice in hospitals was related well to the human being: "... because you're dealing with people, human beings who are not there to be... used, as well as training" (E10).

Now a large laboratory: "The field of clinical education is a large lab ... this big lab, let's say. That is the beginning of that stage field. And outside we continue the sequel to deepen the knowledge here. In the clinical education are people" (E8).

The term lab is verbalized, linked to clinical education. It is considered worrying the comparison between the teaching school and a large lab. This fact is worthy of further studies, because a site which houses human beings in the process of care could ever be compared to a lab.

## CONCLUSION

To explain about their relationships with the Laboratory of Nursing, nursing students refer to aspects ranging from the procedures simulation until comparison of clinical education fields to large laboratories.

This study reiterated the idea of little demand from students for the lab. Notice that, in general, didactic contents arouse greater attention when students tied to evaluation activities. This task deserves greater reflection, for it does not designs that nowadays, when you search on university education and democratization; the active participation of the students in this scenario and the autonomy of these as social actors, the same study only when they are asked for. Not only the teaching by means of simulation must be rethought, but the whole process of nursing education, encouraging the student in search of content that make up the foundation of their future professional practice.

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