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RESEARCH

Saberes e práticas de docentes de enfermagem sobre o diagnóstico de respostas humanas

Knowledge and practices of nursing teachers about diagnosis of human responses

Conocimientos y prácticas de los docentes de enfermería acerca del diagnóstico de respuestas humanas

Jamelson dos Santos Pereira¹, Ana Luisa Brandão de Carvalho Lira², Ana Márcia de Oliveira³

ABSTRACT

Objective: the objective was to discussing the teachers' knowledge and practices of a Nursing graduate course about diagnosis of human responses. **Method:** a qualitative study, conducted during the years 2010 and 2012, with fourteen teachers of graduate nursing working in a College located in the city of Juazeiro- Ceara. Data were collected through an interview by the signing of the agreement by the participants. **Results:** the subjects conceive the diagnosis with the clinical judgment of nurses about basic human needs of the individual. Teachers enter the topic of diagnostic to their pedagogical activities, according to the peculiarities of each curriculum subject. **Conclusion:** it is suggested that teachers improve their knowledge on the diagnosis of human responses and introduce effectively the theme to their education practice. **Descriptors:** Nursing care, Nursing diagnosis, Education nursing.

RESUMO

Objetivo: Objetivou-se discutir os saberes e práticas dos docentes de um Curso de Graduação em Enfermagem sobre o diagnóstico de respostas humanas. **Método:** Estudo qualitativo, realizado durante os anos de 2010 e 2012, com catorze docentes da graduação em enfermagem, atuantes em uma Faculdade localizada na cidade de Juazeiro do Norte - CE. Os dados foram coletados através de uma entrevista, mediante a assinatura do termo de anuência pelos participantes. **Resultados:** Os sujeitos concebem o diagnóstico como o julgamento clínico do enfermeiro sobre as necessidades humanas básicas do indivíduo. Os docentes inserem o tema do diagnóstico as suas atividades pedagógicas, conforme as peculiaridades de cada disciplina curricular. **Conclusão:** Aventa-se que os docentes aprimorem os seus saberes sobre o diagnóstico de respostas humanas e introduzam, efetivamente, a temática ao seu fazer pedagógico. **Descritores:** Cuidados de enfermagem, Diagnóstico de enfermagem, Educação em enfermagem.

RESUMEN

Objetivo: objetivó se analizar los conocimientos y las prácticas de los profesores de un curso de pregrado en Enfermería acerca del diagnóstico de las respuestas humanas. **Método:** es un estudio cualitativo realizado durante los años 2010 y 2012 con catorce profesores de pregrado en enfermería que trabajan en un colegio ubicado en la ciudad de Juazeiro - Ceará. Los datos fueron recolectados a través de una entrevista, por la firma del acuerdo por parte de los participantes. **Resultados:** los sujetos conciben el diagnóstico como juicio clínico de las enfermeras acerca de las necesidades humanas básicas de la persona. Los profesores inserten el tema del diagnóstico a sus actividades pedagógicas, de acuerdo con las peculiaridades de cada materia del currículo. **Conclusión:** se sugiere que los profesores mejoren sus conocimientos en el diagnóstico de respuestas humanas e introduzcan efectivamente el tema a su práctica pedagógica. **Descriptor:** Atención de enfermería, Diagnóstico de enfermería, Educación en enfermería.

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INTRODUCTION

Brazil's current epidemiological situation has demanded that higher education in nursing has a deeply committed educational perspective to the training of professionals capable of developing a full and organized assistance aimed at expanding the quality of life of the population attended. The organization of care practice requires nurses to adopt the nursing diagnosis as a reference to establishing the nature and the ultimate goal of the assistance given to humans.¹

The nursing diagnosis (DE) corresponds to the clinical trial the nurse performs from the analysis about the responses of the individual, family and community in face of the actual/potential health problems and life processes. Research and understanding of health and care needs of the individual are configured as a foundation for professional drafting DE.²

The nurse should perform the DE from the collection and interpretation of clinical data regarding the health of the client attended. The correct understanding of this information allows the professional to establish a proper DE, establish goals and build a healthcare plan specific care that make nursing care can meet the health needs of the individual identified.³

The inclusion of DE in their everyday life enables nurses to develop their own clinical practice that promotes scientific and technological recognition by society of Nursing.⁴

To introduce effective, ED health care practice there needs to be a restructuring of the standards and nursing routines applied in Brazilian health institutions. These changes in the structure of nursing enable nurses to constantly develop their professional skills related to clinical reasoning and diagnostic judgment.⁵

Whereas the diagnostic activity facilitates communication between clinical nurses and enables them to use a standard language terms that describe the actions of care.⁶

The DE properly performed allows the nurse to understand and intervene on the health-disease process of the individual and develop a service establishing the interrelation between nursing problems identified and the actions selected by the professional care. The nurse must acquire its interpersonal, intellectual and cognitive skills involved in drawing up the DE and during its academic training.⁷

According to the current undergraduate curriculum guidelines in nursing higher education institutions should offer a training focused on pedagogical innovative perspective that provides students with the full development of their professional skills and understanding about the real need for incorporation of DE to assistance practice of nurses.⁸

However, it is observed that most undergraduate curricula in nursing has a pedagogical framework composed of curriculum subjects reflecting on teaching students the biomedical model of health care. It is necessary for graduate programs in nursing offer

courses aimed at learning about the practice of clinical reasoning and diagnostic trial of nurse.⁹

The nursing teachers must develop a teaching practice that enables students to acquire and hone the skills necessary to process clinical data and perform a diagnostic judgment that reflects the actual nursing problems presented by the client. The courses aimed at teaching DE need to present a content set that is not limited to mere transfer of knowledge between teacher and student.¹⁰

Thus, it is necessary that educators of nursing promote a process of teaching-learning aimed at training nurses with extensive technical and scientific expertise to perform diagnostic reasoning at all levels of complexity of care.

The relevance of this study focuses on the perspective of discussion about the pedagogical features of the current higher education nursing education and the nature of the DE developed during undergraduate nursing students. Explained before, the question is: What knowledge teachers of an undergraduate degree in nursing have about diagnosing human responses? Teachers seek to base their practice in teaching the diagnosis of human responses?

In this direction, it aimed to analyze the knowledge and practices of teachers from an Undergraduate Course on Nursing Diagnosis of human responses.

METHOD

This is a qualitative study, exploratory and descriptive. The qualitative research is characterized by analysis and interpretation of the issues involving the nature of social relations of human beings (aspirations, conflicts, fears, beliefs, values and attitudes), being thus a universe of meanings that cannot be handled through the operationalization of variables.¹¹

The survey was developed in a Higher Education Institution (HEI) located in the town of Juazeiro do Norte in the Northeast region of Brazil, south-central state of Ceara-Brazil. The study was carried out in October 2010 to March 2012.

There were selected as study subjects teachers that teach curriculum subjects in the degree course in nursing offered by the HEI, and therefore the participation in the search of 14 teachers.

The lines were collected through the application of an interview that followed a semi-structured roadmap. However, before the start of the field phase of the survey we conducted a pilot test to correct the inadequacies present in the structure of the data collection instrument selected.

During the data collection was observed to theoretical saturation exists between the lines obtained. The technique of content analysis was adopted as a reference for the

processing and analysis of information collected. Thus, the information collected during the field phase of the survey were compiled, encoded and understood the light of current scientific literature that deals with the DE and its teaching in nursing degree.

To provide a proper understanding on the results obtained were built the following thematic categories: a) Directions assigned to diagnosing human responses; b) perception on taxonomies peculiar diagnostic practice nursing of nurses; c) Knowledge regarding the regulatory law of the practice of diagnosing human responses; d) insertion of diagnostic teaching of human responses to make pedagogical developed by teachers; and didactic Strategies employed by teachers) for the teaching of diagnostics of human responses.

The mandatory requirement for participation in research was the signature of informed consent by participants. The study has the favorable opinion paragraph. 42,076/2010-11 by the Ethics on Research Committee of the Federal University of Ceara-UFC, as henceforth determines the resolution 466/2012 of CNS/SISNEP governing research with human beings in Brazil.

RESULTS AND DISCUSSION

It was observed that the participants belong mostly to the female. Since its genesis, the human resources of nursing correspond mostly to women.¹⁷

The largest portion of faculty investigated corresponds to Bachelors in nursing with maximum academic degree specialist. The continuing education process allows the nurse to improve their professional skills related to a particular aspect of assistance, administration, teaching and nursing research⁹.

Meanings assigned to diagnosing human responses

In this thematic category teachers characterized the DE as the diagnostic judgment of nurses from two different clinical perspectives: identification of basic human needs of the individual and recognition of diseases by a customer.

Having nursing diagnosis as clinical judgment about the basic human needs of the customer.

Subjects perceive the DE as a clinical trial conducted by nurses to identify basic human needs presented by the individual, family and community attended. The professional must act makes the diagnosis based on clinical data generated with the interview and physical examination.

The nursing diagnosis is the judgment made by the nurse to [...] raise human needs and you introduce the patient to know nursing care is what he needs. (D3)

In practice [...] the nurse makes nursing diagnosis through interviews with patients to meet their basic human needs changed. (D1)

I think [...] the nursing diagnosis is conduct done by nurses to identify the changed basic needs of the patient doing an interview and physical exam with him. (D4)

I believe that nursing diagnosis is a form of nurses identifying altered human needs of the individual, family and community that he cares. (D2).

DE as a clinical judgment about the disease presented by the client

According to the statements, DE corresponds to the clinical practice of nurses aimed to identify the current and previous diseases presented by the client. It is inferred from the testimony that the nurses employed in the practice of A nursing consultation in order to assist medical professionals in the diagnosis of diseases.

The nurse makes a nursing diagnosis in order to recognize what is the present illness the patient has and then forwards it to the medical evaluation. (D5)

When I do the nursing diagnosis is to try to recognize what the disease or condition that the patient is complaining during the consultation. (D6)

I always try to do the nursing diagnosis to better understand the disease that the patient has before forwarding it to the medical consultation. (D8)

When I have time, do the nursing diagnosis of the PSF to help the physician in diagnosing the patient's illness and be able to make a correct prescription for it. (D9)

Perception about nursing taxonomies of peculiar diagnostic practice of the nurse

The participants consider that the use of taxonomies nursing allows nurses to the correct understanding of the clinical symptoms presented by the client and, therefore, serves as a reference for the establishment of an appropriate diagnostic trial. However, subjects were not able to differentiate between specific taxonomies for diagnosis, intervention and outcomes of nursing.

In my classes I try to teach students that the nurse should use the NANDA taxonomy in order to make the nursing diagnosis. (D11)

To the nursing diagnosis with the patient, the nurse can use the NANDA [...] or NIC to close a correct diagnosis. (D7)

Both the [...] NANDA NOC as help the nurse as a guide for the interview, physical examination and the nursing diagnosis of the patient. (D5)

The nurse uses the NOC and NANDA to be able to understand the [...] complaints of the patient and lift the nursing diagnosis. (D9)

Knowledge about the exercise of regulatory legislation diagnosis of human responses

It was observed that the subjects are unaware of the rules of the current nursing that deals with the application of DE for the exercise of nursing care. This lack of knowledge of professional favors the development of an intuitive nursing care, disorganized, scattered and unable to meet the real health needs to be taken care of.

I'll be honest, [...] never heard of a law that treats on the use of nursing diagnosis in the PSF. (D2)

I know of no rule of COREN determines that nurses do nursing diagnosis in hospitals and PSF's. (D5)

I have studied the code of ethics nursing in college and never met a regulation that requires nurses to do nursing diagnosis in practice. (D4)

I do not know this law, [...] because where I work there is no specific rule that requires nurses to use nursing diagnoses. (D8)

Insertion of the teaching of diagnosis of human responses to make pedagogical practices developed by teachers

The teachers treat this thematic category, unlike the proposed inclusion of the teaching of DE to their pedagogical: part of the subject introduces the theme their teaching activities and not looking to add another installment of DE teaching their pedagogical actions.

DE as thematic planned in learning activities of the teachers

Teachers reported that they seek to enter the theme of their teaching DE activities, as the peculiarities and limitations presented by each curriculum subject taught. Making effective a teaching practice that nature favors the comprehensive development of student competencies related to diagnosis performance of nurses.

In my classes of Public Health I try to talk to students about the importance of using nursing diagnosis during consultation in nursing FHP. (D1)

I always try to encourage students in class so that they use the nursing diagnosis when they are nurses. (D4)

Sometimes I do an activity with the students so that they learn to do a [...] good nursing diagnosis. (D2)

Well, depending on the workload of the course, try to take a few clinical cases for students to solve in the classroom. (D5)

A pedagogical practice unrelated to teaching DE

The participants stated that the theme of DE does not qualify as a topic discussed during educational activities that develop. The teaching of DE pedagogical proposal of each curricular discipline of undergraduate students must be inserted as the specifics of the contents learned in the classroom and the academic training of teachers.

My course does not have enough power to work with my students to question the diagnosis of nursing workload. (D3)

[...] I have not the least knowledge to be able to work the theme of nursing diagnoses in the classroom because I'm not from this area of nursing diagnoses. (D6)

In my classes [...] never have time to discuss with students how to make a good nursing diagnosis in the FHP. (D7)

I do not see the relationship between the discipline I teach (Anatomy) the issue of nursing diagnosis, why not talk about them in class. (D13)

Didactic strategies employed by teachers for the teaching of diagnostics of human responses

The subjects reported that during their teaching practice apply several approaches to the teaching of DE teaching strategies stands out: a clinical case, directed study, seminar, discussion circle, learning exercise, clinical simulation. It is necessary that educational methodologies in the teaching of DE are not limited to a mere transfer of knowledge between teacher and student, but above all, enable the development of clinical skills of students.

During my classes do some [...] demonstrations to show students how nurses can make a good nursing diagnosis in the FHP. (D4)

Seeking work in the class room and clinical cases do activities with students on the nursing diagnoses to check their learning. (D2)

Good [...] I demand that students present clinical cases and classroom seminars on the topic of nursing diagnosis. (D5)

In my classes do some directed study that leads students to reflect and relate the content of Physiology given by [...] issue of nursing diagnosis. (D9)

The nurse should perform the DE in order to identify and understand human responses given by the individual, family and community during the nursing care provided to them. The DE allows the professional to plan and organize, appropriately, the set of actions to be performed carefully to correct and/or minimize the problems identified nursing.¹²

It is considered by human answers the set of physiological reactions, mental, psychological, social and spiritual order submitted by the individual in the face of diseases, their treatments and the life processes.¹²

The nature of clinical patient data collected from the history of nursing are key to the diagnostic accuracy trial conducted by the nurse factors. Considering that, an elaborate OF improperly undermines the perception of marketers and the health problem presented by the client and provides an inappropriate targeting nursing actions to be provided.⁴

The DE allows nurses to develop a practice of carefully articulated, innovative, reflective, based on moral and ethical principles of the profession, characteristics that contribute to the consolidation and the continued scientific development of Nursing. Therefore, it is paramount that the DE rules and routines of nursing Brazilian health institutions in harmony with the doctrinal principles of the Unified Health System is inserted.⁵

The current nursing taxonomies are characterized as scientific references that assist the professional nurse in the correct analysis of the clinical data of the patient and, therefore, allowing you arriving on an adequate diagnostic decision. The completion of the DE should be intimately connected with the adoption of a particular taxonomy of selected nursing from the theoretical model of care that professional staff to assist developing.¹³

The Brazilian legislation provides for the obligation of nursing practice in diverse environments OF the care nurse performance. According to the Federal Board of Nursing, the DE must be done continuously, with the remaining steps of the Nursing Process, deliberately and systematically, by nurses in all public and private environments, in which the assistance of professional care occurs.¹⁴

However, nurses experience a professional reality that presents numerous challenges and barriers against the realization of DE during their care practice. It is observed that most of the health institutions do not have rules and routines specific to the nursing diagnosis of exercise caution because, in the perception of managers, this activity requires a high amount of active nurses and hiring new staff.¹⁵

To introduce effectively the DE to nursing care practice are required profound changes in the structure of Brazilian nursing care occurring. This shift should be started from the reflection on the nature and the skill level of the current higher education nursing.¹⁵

It is observed that sometimes the nurse training is focused on mere learning of knowledge and skills related to carrying out technical procedures for treatment order. This educational aspect that contributes to the future professional life, students develop a nursing care intuitive, disorderly, and unable to produce significant changes in health practices of assisted population.¹

Higher education in nursing must excel in a process of innovative teaching and learning, able to build over the graduation of the students, their technical, sensory, interpersonal, cognitive, motor and critical thinking skills. This combination of professional expertise allows nurses to perform a qualitative clinical activity in various environments of care practice, as you achieve precisely the trial diagnosis of human responses evidenced by customer.¹⁶

In general, the characteristics of pedagogical developed by nursing faculty are configured as a factor impacting on the nature of the student's skills on the practice of DE, built in the course of their academic training. Scientific and technological developments of nursing itself has demanded that the teaching of DE is introduced effectively into curricula of graduate nurses, in view of the continued production of knowledge about professional care.¹⁶

It is observed that the largest portion of the undergraduate nursing curriculum does not have a structure composed of specific disciplines to the teaching of DE. From this perspective education is treated by IES OF as a secondary curricular element means little academic training of students.⁹

This follows on the opposite of the reality of the Undergraduate Nursing current National Curriculum Guidelines which require the teaching institutions a centralized curriculum in nursing education endowed with broad technical and scientific competence, able to identify and solve health problems through assistance to develop.⁸

Therefore, it is the role of nursing faculty that applies teaching strategies to promote a process of teaching and learning focused on the development of knowledge, skills and attitudes of students regarding clinical diagnostic reasoning and judgment in nursing. Considering that, a DE done correctly allows nurses to plan and execute a coherent assistance the actual care needs of the assisted individual.⁹

CONCLUSION

Participants feel that making the DE allows nurses to develop a nursing care aimed at identifying and meeting basic human needs highlighted by the individual, family and community.

Diagnostic practice is linked to the adoption of a particular taxonomy of nursing serving the professional scientific reference for the interpretation of clinical data of the patient and recognition of nursing problems presented. The subjects are unaware of the taxonomies own nursing diagnosis exercise nurses.

The teachers have a lack of knowledge about laws that nursing is about the insertion of the DE field of healthcare nurse performance. This lack of knowledge contributes to the development of nursing education somewhat linked to the teaching of DE

Teachers address the subject of DE during pedagogical practice that develops in undergraduate students. The quality of teaching of DE is directly conditioned to the specificities and limitations imposed by each curriculum subject taught by the teacher.

The education of the DE occurs through the application of teaching strategies that promote students learning about the limited knowledge and skills related to diagnosis nursing practice. This process of teaching and learning is barely able to develop holistically professional skills of the students.

In this context, it is essential that the HEI study reassess the pedagogical practices employed during the undergraduate students and nursing faculty to propose the implementation of innovative teaching strategies to raise the quality level of teaching DE.

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