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Elaboration of a pedagogical project for preceptor nurses in intensive cardiologic therapy

ABSTRACT | Objective: to report the development of a pedagogical project in preceptorship for nurses in cardiac intensive care. Method: a descriptive, exploratory study with a qualitative approach, of the experience report type, carried out in a Federal University Hospital. Report based on the experience of preceptor nurses in multidisciplinary residency in the area of concentration Nursing and working in cardiac intensive care during 2019. Results: the elaboration of a pedagogical planning for preceptorship of nurses in cardiac intensive care contributes to systematize the internship activities of the resident, improving the binomial theory and practice, thus favoring that nurses develop reflexive, critical, humanitarian and ethical attitudes in the exercise of their profession, with responsibility and competence to work in cardiac intensive therapy. Conclusion: through this pedagogical internship project we provide the improvement of education and training of residents in the scope of cardiac intensive care, as well as promoting permanent education and constant updating.

Keywords: Internship and Residence; Health education; Intervention modes.

RESUMEN | Objetivo: informar la elaboración de un proyecto pedagógico en preceptoría para enfermeras en cuidados intensivos cardíacos. Método: estudio exploratorio descriptivo con enfoque cualitativo, del tipo de informe de experiencia, realizado en un Hospital de la Universidad Federal. Informe basado en la experiencia de las enfermeras preceptoras en residencia multiprofesional en el área de concentración Enfermería y activa en cuidados intensivos cardíacos durante 2019. Resultados: la elaboración de una planificación pedagógica para la preceptación de enfermeras en cuidados intensivos cardíacos contribuye a sistematizar las actividades de pasantía del residente, mejorando la teoría y la práctica binomial, favoreciendo así que las enfermeras desarrollen actitudes reflexivas, críticas, humanitarias y éticas en el ejercicio de su profesión, con responsabilidad y competencia para trabajar en terapia intensiva cardíaca. Conclusión: a través de este proyecto de pasantía pedagógica, brindamos la mejora de la educación y la capacitación de los residentes en el ámbito de la atención intensiva cardíaca, así como promovemos la educación permanente y la actualización constante.

Palabras claves: Pasantía y residencia; Educación para la salud; Modos de intervención.

RESUMO | Objetivo: relatar a elaboração de um projeto pedagógico em preceptoría para enfermeiros em terapia intensiva cardiológica. Método: estudo descritivo, exploratório, com abordagem qualitativa, do tipo relato de experiência, realizado em um Hospital Universitário Federal. Relato baseado na experiência de enfermeiras preceptoras em residência multiprofesional na área de concentração Enfermagem e atuantes na terapia intensiva cardiológica durante o ano de 2019. Resultados: a elaboração de um planejamento pedagógico para preceptoría de enfermeiros em terapia intensiva cardiológica contribui para sistematizar as atividades de estágio do residente, aprimorando o binômio teoria e prática, favorecendo assim, que os enfermeiros desenvolvam no exercício de sua profissão, atitudes reflexivas, críticas, humanitárias e éticas, com responsabilidade e competência para atuar em terapia intensiva cardiológica. Conclusão: por meio desse projeto pedagógico de estágio proporcionamos a melhoria da educação e formação dos residentes no âmbito da terapia intensiva cardiológica, bem como fomentamos a educação permanente e constante atualização.

Palavras-chaves: Internato e Residência; Educação em saúde; Modos de Intervenção.

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INTRODUCTION

Multiprofessional residencies and in the professional health area, created from the enactment of Law No. 11,129 of 2005, are guided by the principles and guidelines of the Unified Health System (SUS), based on local and regional needs and realities, and encompass health professions. ⁽¹⁾

Regarding the nature of these programs, it is a teaching modality, with a Lato Sensu postgraduate character, aimed at non-medical professional areas, where students are inserted in performance scenarios that represent the country's health reality, for in-service education, aiming at the constitution of the

competences to be applied in SUS. ⁽²⁾

In addition to the in-service implementation of the practice inherent to each profession, with regard to the necessary technical skills, the resident also needs permanent education in service in order to subsidize his interventions in scientific evidence and quality theoretical knowledge. These actions are called health preceptorship. ⁽³⁾

The training of human resources for the health area is a relevant topic for the Unified Health System, which seeks the high qualification of professionals to serve the population. Health preceptorship appears in this context as an essential and differential activity for the training of health professionals. ⁽⁴⁾

The execution of preceptorship, wi-

thin the scope of residency programs, thus requires preceptors, in addition to having technical skills, competences and pedagogical skills in order to carry out the scope of in-service specialization programs, which is the mediation between theory and the practice. ⁽⁴⁾

The discussion on teaching methods and didactic strategies is an important theme in the training of human resources for the health area, taking into account the importance of training professionals to work in the Brazilian social reality. In this way, in view of the complexity of health problems in Brazil, the concern of the training institutions is essential to the construction of pedagogical models that instrumentalize teaching and specialization in health, taking beyond the technical knowledge of each area of activity, for the future professionals, skills that enable them to act in the face of the population's health needs in an interdisciplinary way, enabling comprehensive care. ⁽⁵⁾

Thus, the hypothesis was raised that a systematic planning for the execution of preceptorship would improve the theoretical-practical activities necessary for the training of residents, as well as contribute to the strengthening and motivation of preceptors. Both situations, if achieved, favor the success of multiprofessional residency programs.

Working with the multiprofessional means being prepared to act with diversity, seeking comprehensive assistance and excellence in the quality of care. The organized, active body of preceptorship, with clear educational goals and objectives, is essential for the current demand for health actions, contributing to the development of a professional profile, based on the technical domain of its specific competence, constantly updated scientific knowledge and able to understand and solve everyday problems in his work environment.

In this sense, this paper aims to report the experience of developing a pe-



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dagogical project in preceptorship for nurses in cardiac intensive care.

METHOD

This is a descriptive, exploratory study with a qualitative approach, an experience report type, carried out at a Federal University Hospital in the city of Belo Horizonte, Minas Gerais. The report was based on the experience of nurse preceptors in multiprofessional residency in the area of Nursing concentration and active in cardiac intensive care during 2019.

Theoretical basis of the literature was carried out because it is a theme that is rarely addressed in the literature. We chose to survey the state of the art in national and international databases for better understanding and reasoning on the topic.

The survey of articles was carried out in February 2020 at the Virtual Health Library (VHL) directing searches in the databases: Medical Literature Analysis and Retrieval System Online (MEDLINE), Latin American and Caribbean Literature in Health Sciences (LILACS), Nursing Database (BDENF) and Pubmed, having as inclusion criteria: complete articles, published in the last 5 years, available in Portuguese, English or Spanish. For this, the indexed descriptors were used: boarding school and residence; Health education and Intervention modes.

The information extracted from the articles was compiled in a data collection instrument built by the researchers themselves: content of the article, indexed database, author, country of origin, language, year of publication, place of research, methods, response the guiding question and main conclusions.

The experience was designed from the direct observation of the researchers in their work environment. As this is an experience report, there was no application of a free and informed consent term.

RESULTS: EXPERIENCE REPORT

The elaboration of a pedagogical planning for the preceptorship of nurses in cardiac intensive care aims to systematize the internship activities of the resident, improving the binomial theory and practice, thus favoring that nurses develop a highly qualified profile in the exercise of their profession, permeated by reflective attitudes, critical, humanitarian and ethical, with responsibility and competence to work in a multidisciplinary team in

cardiac intensive care in the Unified Health System.

The pedagogical planning took place from the elaboration of a development plan for skills and competences, which consisted of a systematization for a practical internship in cardiac intensive care.

The plan is made up of progressive Steps in which the resident progresses as he gains skills and competences of practical action in the daily life of his internship. The level of complexity of the activities and tasks to be learned

by the resident increases in complexity with each Step, which has a planned duration, but is also flexible, adapting to the individual capacity of each student to acquire the skills and competencies available there.

At the end of each Step, an evaluation is carried out between preceptors, service advisors and the resident, where the progress that the resident has acquired in that current stage, the activities he has managed to perform and his performance in the execution of these are evaluated. At this point, it is assessed whether the resident will be able to move on to the next step, whether more time is still needed on the step in question or whether the resident will be able to progress, albeit with reservations in some tasks that still need to be better developed technically.

Next, in Figure 1, the phases of the Plan for the development of skills and competences by Step's for internship in a cardiac intensive care unit are shown, which was prepared based on the routine of sectors for this purpose, their flows, standards; printed, also based on the skills and abilities that are required of nurses working in intensive cardiologic therapy.

By acquiring the skills and competencies set out in step 1, the resident progresses to the next levels, which will have new learning challenges, until the end of the internship period in step number 5.

It is important to point out that the establishment of duration for each step is just a virtual goal. The individual assessment of each resident is essential to determine the passage through the steps. In this way, each stage can have a longer or shorter duration depending on the evolution and individual achievements of each student.

DISCUSSION

The intervention project contributes to bring about changes in the



training processes, understanding that educational proposals can no longer be built in isolation or from top to bottom, that is, be decided by the central levels, without taking into account the local realities of each practice scenario during residency programs. Therefore, greater institutional engagement is required for the development of preceptorship activities.

Corroborating what has been exposed in the literature, we observe that the present pedagogical project finds support in the needs exposed in the educational guidelines of nursing professionals, who deliberate as to the investment in the construction of quality, innovative political-pedagogical projects that articulate teaching, research and assistance. In the meantime, it is suggested to build didactic strategies that develop reflective critical reasoning in problem solving within the care practice environment; from the problematization of everyday work situations in nursing.⁽⁶⁾

Such systematization enables and enriches not only the preceptors, but also the residents themselves, who may feel more motivated to go beyond the technical knowledge of in-service training, such as developing research, publishing

scientific work, enhancing the development of skills that are essential to the process of knowledge formation.⁽⁷⁾

Junqueira and Oliver (2020) they emphasize that it is necessary to adapt the training so that the professionals attend the interests of the whole society. The authors point out that the educators' unpreparedness to conduct the education process in practice, weakens the educational process and they state that, so that learning can be shared, possible actions, such as: permanent education; continued training and planning of teaching strategies.⁽⁸⁾

In the meantime, with a view to reflecting on the health care model and the care practices developed, through the use of active methodologies, we seek through health education to promote the continuity of the teaching-learning process of residents, promoting and inspiring to reflect on the care practices developed at the hospital. The present pedagogical planning for the internship of nurses residing in intensive care cardiology, also contributes to strengthening the links between theoretical content and in-service practice.

This need has already been highlighted in other studies, corroborating what was endured from the experien-

ce that emerged from the construction of this internship plan, demonstrating the need for a close link between theory and practice to guide assistance, in order to guarantee the construction of knowledge that promotes changes that effectively positively influence the future professional's posture, understanding that when nurses perform their activities with scientific basis, this improves your professional practice.⁽⁹⁾

Thus, it is understood that through this pedagogical internship project we provide the improvement of education and training of residents in the scope of intensive cardiological therapy, as well as promoting permanent education and constant updating.

CONCLUSION

The present work aimed to manage improvements for the training of residents and for the activities of preceptorship, and, consequently, to provide the development of health professionals, strengthening the Unified Health System. Understanding that we will only be able to really change the way of caring, to treat and monitor the health of Brazilians, if we can also change the way of teaching and learning. 🐦

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