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REALISTIC SIMULATION AS A TEACHING STRATEGY LEARNING IN BASIC HEALTH CARE

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ABSTRACT

Objective: To evaluate the use of realistic simulation as a strategy of the learning teaching process with students of the nursing course in the scenarios of basic health care. **Method:** Descriptive, exploratory, quantitative study developed in a private Higher Education Institution in Belem / PA, in August, 2018. The sample consisted of 47 students from the Nursing course, 5th year, enrolled in the discipline in Basic Attention in health. Two scenarios of realistic simulation were elaborated: nursing consultation to the patient suspected of leprosy and nursing consultation to the confirmed patient of pulmonary tuberculosis, and their respective check list. A questionnaire with questions using the likert and itemized scale was used as an instrument for data collection. **Results:** 93.6% fully agreed that the simulation facilitates the learning teaching process, 87.2% the method develops skills and abilities, 95.7% contributed to the theory and practice relationship, 77% safety in nursing care in the scenarios performed. **Conclusion:** the realistic simulation awakens a new form of methodology contributing to the individualized learning of each student, meaningful experience taking into account their professional development.

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INTRODUCTION

The process of training health professionals, since the elaboration and implementation of the National Curricular Guidelines (DCN- Diretrizes Curriculares Nacionais), has

undergone several changes, both conceptual and methodological, that stimulate the active participation of the student in the teaching-learning process (MORAES et al., 2016). Nursing education seeks the development of critical thinking that qualifies the professional future for the decision-making process in complex and integrated settings, where it is required to be able to reason critically, make decisions and use

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technical, relational and ethical skills (Martins *et al.*, 2014). The active methodologies of teaching and learning are a possibility to change the protagonism of the educator to the student, assuming a dynamic of open, collective, integrative and facilitating learning work (OLIVEIRA *et al.*, 2014). The simulation can be used in different stages of student training and with different purposes in the teaching-learning process. In nursing education, the simulation makes it possible to evaluate and measure the different skills required of a professional, such as assessment to identify deficiencies and skills training (TEIXEIRA *et al.*, 2014). Realistic simulation methodology can be considered a new possibility of teaching learning that encompasses strategies of communication and human relations, privileging the work of team interaction and providing the development of technical skills and competences (FERREIRA *et al.*, 2015). The simulation is an important tool in the context of teaching-learning in nursing, and knowledge about its formats and purposes contributes to the visualization of different ways of teaching and learning, contributing to enhance the formative context (COSTA *et al.*, 2016). In practical training, realistic simulation should be thought of as a real need, since professional practice is more integral and complex, requiring students to be more and more proactive (COSTA, 2014).

The use of simulation promotes benefits in the teaching-learning process, since it offers possibilities for the training of several skills seeking an evolution of skills and competences in the most varied professional practices (SCALABRINI NETO *et al.*, 2017). Simulation is a teaching strategy that allows people to experience the representation of a real event for the purpose of practicing, learning, evaluating or understanding these situations (QUILICI *et al.*, 2012). Clinical simulation technologies are strategies capable of articulating teaching and research practices, necessary for the qualification of health professionals, at the different levels of health care of the population (QUIROS; VARGAS, 2014). The use of realistic simulation methodology emerges as an important factor for this improvement in reducing errors and improving the performance associated to the practical assimilation of the proposed contents (FERREIRA *et al.*, 2015). Elaborating a practice based on scientific evidence on the simulation allows an improvement in teaching / learning to undergraduate students in nursing, providing an improvement in the quality of care to patients, once they begin to develop their ability to decide, dexterity, knowledge, leadership and attitude toward nursing and being a nurse (BAPTISTA *et al.*, 2014).

Such findings have fostered the following questions: Does realistic simulation in basic health care reflect nursing student learning teaching?

The objective of this study was to evaluate the use of realistic simulation as a strategy of the learning teaching process with undergraduate nursing students in the scenarios of basic health care.

MATERIALS AND METHODS

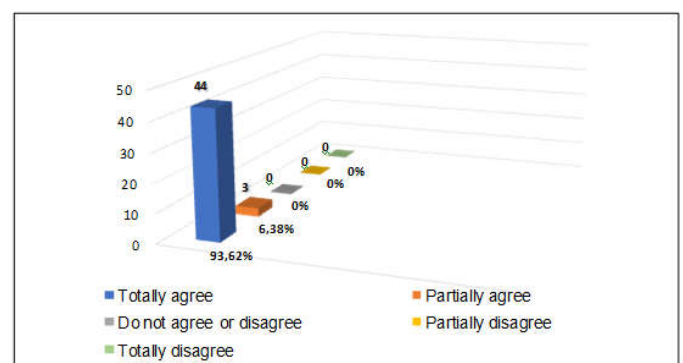
This is an exploratory descriptive study with a quantitative approach, whose research focus was the realistic simulation in the learning teaching process in undergraduate nursing. The research was carried out in a Private Higher Education Institution (IES-Instituição de Ensino Superior), located in the city of Belem-PA. It occurred in August 2018. Students

enrolled in this study participated in the 5th year of the Bachelor of Nursing Course, of both genders, in the morning, afternoon and evening shifts, and were entering the discipline Supervised in Primary Care. For this study we worked with a sample of 47 participants, 19 participants for the morning shift and 28 participants for the afternoon shift. A questionnaire with closed questions was used as instrument for collecting data, with questions about positions related to the methodology of realistic simulation, and using the Likert Scale and the Scale Itemized for the answers.

The data collection was developed in stages of work: a study was carried out on the objectives, skills and abilities with the purpose of establishing priorities in the construction of the scenarios of simulations and the check list on leprosy and tuberculosis. The development of the scenarios and simulations was planned respecting the available environment and the objectives proposed for the nursing consultation to the patient suspected of leprosy and for nursing consultation to the confirmed patient of pulmonary tuberculosis. Made the invitation to the participants and signed the Term of Free and Informed Consent. Previously to the simulation stages, a theoretical review on the leprosy and tuberculosis issues was given. Then the briefing and presentation of the realistic simulation took place. Each scenario was conducted by a moderator, preceptor nurse, and shortly after the closure debriefing was conducted. All students participated in the proposed scenarios. This study is part of the dissertation "Realistic Simulation as a Strategy for Teaching Learning in Basic Health Care", linked to the Stricto Sensu Postgraduate Program in Professional Master's in Health Education in the Amazon (ESA), State University of Pará (UEPA). The project was submitted to the Research Ethics Committee (CEP) of the University Metropolitan University of Amazonia (UNIFAMAZ), CAAE: 91644218.0.0000.5701 with approved opinion, number 2,735,856 and carried out following the norms that regulate research involving human beings contained in the resolution No. 466/12 CNS / CONEP.

RESULTS

Students were asked if scenarios and simulations facilitated the process of teaching learning, according to figure 1, 93.62% (n = 44) agreed totally, while 6.38% (n = 3) partially agreed. Therefore, most students believe that the strategy facilitated the process.

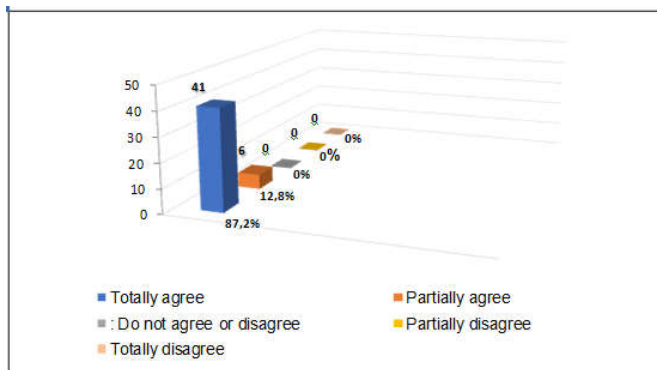


Source: Data collection, 2018.

Graph 1. Have the scenarios and simulations carried out facilitated the learning teaching process? Belem, Para, 2018

When asked if the use of simulations favored the development of skills and abilities in the scenarios performed, 87.2% (n =

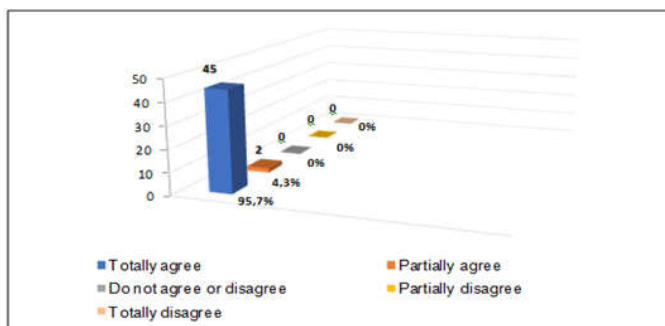
41) answered that they fully agreed, while 12.8% (n = 6) of the students agreed partially, as explained in Figure 2.



Source: Data collection, 2018.

Graph 2. Did the use of simulations favor the development of skills and abilities in the scenarios performed? Belem, Para, 2018

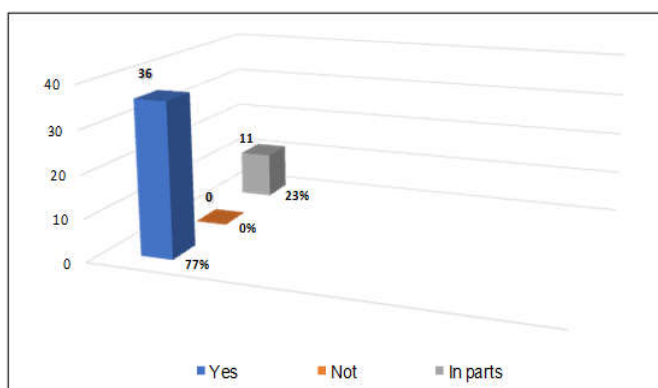
The numerical representation regarding the contribution of the use of the simulation to the relation of theory to practice was very significant as shown in Graph 3, where 95.7% (n = 45) agreed totally and only 4.3% (n = 2) partially agreed. The data demonstrate that the realistic simulation allows the interaction between the theoretical content and the execution of the practice.



Source: Data collection, 2018.

Graph 3. Has the use of realistic simulation contributed to the relationship between theory and practice? Belem, Para, 2018

In the safety criterion to perform nursing care, the majority of students answered that YES (77%) (n = 36) who were safely to perform nursing care in clinical situations and goals established after scenarios of leprosy and tuberculosis in the case of a real similar situation, as shown in figure 5. And 23% (n = 11) of the students informed the security in PARTS after the execution of the scenarios.



Source: Data collection, 2018.

Graph 4. Safety to perform Nursing care. Belem, Para, 2018

DISCUSSION

The realistic simulation is a learning teaching strategy that allows the student to live in the different contexts of the nursing area, allowing the training process to be carried out in an active way by the student. Thus, it is important to emphasize that scenarios and simulations need to be planned, organized so that the objectives are achieved and that learning teaching is especially effective. The realistic simulation that has been better understood, required and stimulated in the undergraduate as a methodology of teaching learning capable of interfering positively, mobilizing accumulated contents, through the problematization when the student is exposed to the problem and the resolution of the same (FERREIRA et al., 2015). The study allows to understand that the majority of the students (87.2%) emphasize that the development of skills and competences are acquired in the execution of the simulation scenarios that were proposed by the research. Nursing competences are developed from opportunities that allow students to continuously take a reflexive and critical attitude towards their performance and adopt new postures that favor the attainment of the intended learning objectives (BERRAGAN, 2015). Therefore, it is important that nursing students have opportunities for continuous skills training so that they take on the role of protagonists in order for their learning to be achieved. The research data show that 95.7% of the students totally agreed that realistic simulation approximates the theory of practice. In order for the learner to participate in a realistic simulation, it is necessary for him / her to have the knowledge and ability to experience the simulation, so that he can achieve his / her goals, it is essential that the integration between theory and practice occurs (FERREIRA et al., 2018). According Costa et al. (2016), the simulation can be pointed out as a pedagogical tool of great potential to overcome the dichotomy between theory and clinical practice, once both are completed. The simulation cannot happen in isolation, since it requires prior knowledge. In order for the objectives of a simulation to occur, integration between theory and practice is inevitable. Its practice appears as a reinforcement of the content learned in the classroom, but it is nevertheless considered less important because it is at that moment that the student will have the opportunity to integrate all the knowledge in a clinical situation and assume a nursing professional position (WATERKEMPER et al., 2011).

The safety in the execution of nursing care after the simulation of the executed scenarios of leprosy and tuberculosis was evidenced by 77% of the students, while 23% informed security IN PART. It is important to emphasize that the more the student performs the skills, the more insurance will be in the provision of nursing care and the safety of the patient. The quality of care combined with patient safety has gained notoriety and is being demanded by citizens, requiring professionals to be more qualified, safe and competent to promote the well-being desired by the population (VALADARES, MAGRO, 2014). It is expected that, when participating in a simulation session, errors in the management of procedures in clinical situations are minimized due to a process of action and reflection in nursing care (TEIXEIRA; FÉLIX, 2011).

Conclusion

The undergraduate teaching-learning process must evolve along with social needs, and the development of skills and

abilities needs to be stimulated so that nursing students can understand and be prepared to work on resolving problems in basic care in health. The objective of this study was reached and this categorizes that the realistic simulation for nursing graduation, in the scenarios of basic health care, contributes to the individualized learning of each student and allows to facilitate learning, relates theory to practice, develops skills from the competencies and significant experience taking into account their professional development. Realistic simulation in basic health care is still considered a very important area, since it is a methodology being used in few academic spaces in Brazil and there is still a vast field to be researched, since the research is scarce, making it difficult to compare.

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