de Felício Bortucan Lenza, Nariman; Megumi Sonobe, Helena; Scatralhe Bueto, Luciana; Gimenes dos Santos, Marco; Silva de Lima, Mariza

O ensino do autocuidado aos pacientes estomizados e seus familiares: uma revisão integrativa

Revista Brasileira em Promoção da Saúde, vol. 26, núm. 1, enero-marzo, 2013, pp. 139-145

Universidade de Fortaleza
Fortaleza-Ceará, Brasil

Available in: http://www.redalyc.org/articulo.oa?id=40827988019
THE TEACHING OF SELF-CARE TO OSTOMY PATIENTS AND THEIR FAMILIES: AN INTEGRATIVE REVIEW

O ensino do autocuidado aos pacientes estomizados e seus familiares: uma revisão integrativa

La enseñanza de auto cuidado para los pacientes ostomizados y sus familias: una revisión integradora

ABSTRACT

Objectives: To characterize the national and international literature on the teaching of self-care to bowel ostomates and their relatives. Methods: It is an integrative review, in LILACS and MEDLINE electronic databases, in the period from 1996 to 2006, with the keywords ‘teaching’, ‘ostomates’ and ‘nursing’. Results: The sample was composed of eight articles, which reported the importance of teaching strategies applied with patients and their families regarding self-care and management of the stoma and collectors, however, no study has brought specific and systematized teaching strategies. Conclusion: The analyzed literature has demonstrated the importance of teaching strategies addressing the issue of self-care for the ostomates, but expressed the lack of researches and publications on the implementation of contextualized actions and with appropriate language for these patients and their families.

Descriptors: Teaching; Surgical Stomas; Nursing.

RESUMO

Objetivos: Caracterizar a literatura nacional e internacional sobre o ensino do autocuidado a pacientes estomizados intestinais e seus familiares. Métodos: Trata-se de uma revisão integrativa nas bases de dados eletrônicas LILACS e MEDLINE, no período de 1996 a 2006, com as palavras-chave “ensino”, “ostomizados” e “enfermagem”. Resultados: A amostra foi composta por oito artigos, os quais relataram a importância de estratégias de ensino aos pacientes e familiares sobre o autocuidado com o estoma e equipamentos coletores, porém, nenhum estudo trouxe estratégias de ensino específicas e sistematizadas. Conclusão: A literatura analisada demonstrou a importância das estratégias de ensino sobre o autocuidado do paciente estomizado, entretanto, expressou a escassez de pesquisas e publicações sobre a implementação de ações contextualizadas e com linguagem adequada aos pacientes e seus familiares.

Descritores: Ensino; Estomas Cirúrgicos; Enfermagem.
**RESUMEN**

**Objetivos:** Caracterizar la literatura nacional e internacional sobre la enseñanza de autocuidado para pacientes ostomizados intestinales y a sus familias. **Métodos:** Se trata de una revisión integradora en las bases de datos electrónicas MEDLINE y LILACS en el periodo 1996-2006, utilizando las palabras clave “escuela”, “ostomizados” y “enfermería”. **Resultados:** La muestra estuvo compuesta por ocho artículos, los cuales mostraron la importancia de las estrategias de enseñanza a los pacientes y familiares sobre el autocuidado con el orificio y el equipo de recolección, sin embargo, ningún estudio ha mostrado estrategias de enseñanza específicas y sistematizadas. **Conclusión:** La revisión de la literatura demostró la importancia de la enseñanza de estrategias de autocuidado en los pacientes ostomizados, sin embargo, mostró la falta de investigaciones y publicaciones sobre la implementación de acciones en el contexto y con un lenguaje apropiado para los pacientes y sus familias.

**Descriptores:** Enseñanza; Estomas Quirúrgicos; Enfermería.

**INTRODUCTION**

Among the malignancies, colorectal cancer is the second most prevalent type of cancer in Brazil, with approximately 30,000 new cases for the 2012 year. People diagnosed with cancer need treatments such as cancer chemotherapy, radiotherapy and surgery. It is the second leading cause of death by cancer in developed countries and the fifth in Brazil. It mainly affects people over 50 years of age(1).

The social and economic changes brought about by rapid urbanization, new patterns of consumption, globalization of knowledge, scientific and technological advances have promoted a large health impact nationally, with declining birth rates and increasing population life expectancy, which led to the increase in chronic diseases, especially cancer(2). Once the Brazilians’ life expectancy increases, it also grows the importance of neoplasms in the morbidity profile of the population, among them, colon and rectum cancer, which may indicate the need for the creation of an intestinal stoma as part of its treatments(3,4).

Each year approximately 1 million and 400 thousand surgical procedures of stoma are performed, which corresponds to a transfer of R$ 153 million. From January to August 2009, there was an investment of about R$ 18 million in purchase of collectors equipment, both safety and security, such as collection bags, protective barriers of synthetic skin and urinary collectors(5).

There are physiological and psychosocial consequences associated to surgical treatment that can influence the quality of life of these people and their family. The intestinal ostomy has been identified as the main of these changes, because it jeopardizes interpersonal, social, labor, sex and leisure aspects(6-7).

The condition of ostomy implies changes in lifestyle not only of the person with a stoma, but of his family. It is evident that the rehabilitation process should be implemented with the patient and his family already in the diagnostic phase, aiming to allow him the activities of social life and improve his quality of life before the impact of the acquisition of the stoma(8). The family of ostomy patients knows their habits and preferences, that is, it has important information that can be useful in planning the rehabilitation(9). The caregiver, in most cases, is a close relative, a friend or someone special whom the ostomate feels safe to express their concerns to and ask for help.

Therefore, the nursing care provided to patients with intestinal ostomy should consider the gastrointestinal physiological changes caused by treatment, as well as their body image and decreased self-esteem, resulting from the surgical mutilation(10). This professional responsibility is reinforced by the participation of nurses at all stages of the care process, but begins in the preoperative phase, when he uses the teaching-learning process. At that moment, there is a need to establish linkages with the patient and their family/caregiver, in order to promote understanding about the real situation and the search for situational adjustments. In the post-operative period, the worries and cares are directed to the stoma, peristomal skin, the exchange of devices, hygiene and food adequacy to reduce gas formation. After discharge, the learning continues at home with the applicability of the strategies, private adaptations and participation in support groups, where the exchange of experiences of living with intestinal stoma take place(9).

Health promotion is the process of enabling people to work in education/health education aiming the improvement in health and quality of life. Its main activities include teaching strategies such as lectures, classes, distribution of educational material, behavioral activities (self-help groups, counseling), health assessments and facilitating access to treatment of existing pathologies(10). To educate on health, it is necessary to understand the worldview, life history, functions or roles in the daily lives and ideas of the learner, since it is needed to understand how their learning is performed, to promote conditions suitable for teaching. In use of written materials, there is a need to verify the compatibility of the information with the culture of the individual, his level of education and any special educational needs(11).

Thus, teaching strategies used by nurses working in this area were searched in literature, in order to: achieve success in teaching; optimize the time spent in each counseling, diminish complications regarding the stomata, reduce
Competence in choosing the appropriate strategy for the education of patients, with a view to the expected results.

Aiming to contribute to this issue and support the multidisciplinary care to people with intestinal stomas and their families, the objective of this study is to characterize the national and international literature on teaching the intestinal ostomate patients and their families.

METHODS

For this study, it was used the integrative review, for being a broad method, which seeks to obtain a deep understanding of a particular subject, aiming to encourage improvements in the assistance provided to patients, based in evidences and supported by previous studies. Consultations were performed in electronic databases MEDLINE and LILACS, with international indexing (Bireme - the Latin American and Caribbean Center on Health Sciences Information) in the period from 1990 to 2006, using the keywords ‘education’, ‘ostomates’ and ‘nursing’. Inclusion criteria were the Portuguese-Brazilian, English and Spanish idioms and addressing the subject of the study. The search yielded 10 articles, 02 of which were excluded and 08 constituted the study sample.

For the selection of these articles, three stages were adopted: exploratory reading; selective reading and analytical reading. Later, a summary of the data was performed according to the objectives of the study and the interpretation of these led to the construction of two main themes for discussion: ‘Learning self-care’ and ‘Preparing to perform self-care at home’. Next, there was the formulation of conclusions and the establishment of implications for nursing.

RESULTS

The analysis of the eight articles of the sample revealed that their publication occurred mainly within the period from 1996 to 2006, being four (50%) from the LILACS database and the other four (50%) from the MEDLINE database. Of these, two (25%) are national literature and six (75%) are international papers; four (50%) publications were authored by nurses and four (50%), by stomatherapy nurse specialists. The articles have are academic, laboratory and hospital origins.

After analytical reading of the articles that fulfilled the search requirements, it was found that all of them emphasized the importance of teaching the ostomy patient by the nurse. However, two (25%) of them did not bring a systematic and specific teaching technique employed for this type of patient, despite describing pedagogic resources used for teaching, and six (75%) presented a teaching
strategy, although none has been systematically explained and only some steps were cited by the authors.

**DISCUSSION**

All the selected articles\(^{12,15-21}\) emphasized the importance of orientation for the ostomy patient and his family/caregiver, to perform self-care safely at their homes.

Teaching self-care should be started soon after the decision on the therapeutic procedure to be performed. In the preoperative period, immediately upon admission to hospital, the patient should receive the main guidance about his future living conditions and the precautions that, henceforth, will be needed. In the immediate post-operative period (in hospital) and in the later, the patient should have his doubts clarified, demonstrate his skills and show himself capable of performing home care; if a caregiver is needed, he will be the one to make the demonstration. Right upon discharge, the patient will be referred to the Ostomate Program, receiving specialized care and provision of the necessary equipment to his new condition\(^{12,16,18,20}\).

The discussion is initiated by the theme: ‘Learning self-care’\(^ {12,16,18-20}\). Some authors\(^ {12,16,18,20}\) highlighted the importance of preoperative teaching, since, at that time, the patient absorbs information better and this may contribute to his physical and psychological adjustment after surgery. Teaching self-care safely at their homes. This kind of teaching requires a professional with enough time available to educate, aiming to reduce the risk of peristomal lesions in the patient, rendering him confident to change the appliance and thus making him quickly adapted to his new condition, at a lower cost to the local health system\(^ {15}\).

During the teaching process, an evaluation of the peristomal area must be performed, with observation of the presence or absence of lesions in order to decide which bag design is most suitable to that patient, according to his daily activities. This kind of teaching requires a professional with enough time available to educate, aiming to reduce the risk of peristomal lesions in the patient, rendering him confident to change the appliance and thus making him quickly adapted to his new condition, at a lower cost to the local health system\(^ {15}\).

The teaching strategy with step-by-step guidance and supervision by the nurse is the most cited in the literature analyzed\(^ {15,17}\). Among the most widely used teaching resources, stood out delivering leaflets and the use of manuals and guides\(^ {17,18}\).
Prior knowledge on the part of nurses about health education and the teaching-learning process is important to identify the difficulties in learning among the ostomy patients and select proper methods, techniques and strategies in order to facilitate the development of self-care, since nurses in charge of training the staff to care for these patients. It is emphasized that the education of the ostomy patient and his family/caregiver should be gradual, so that they can assimilate the data and information received, meet expectations, solve doubts and decrease the individual’s anxiety regarding the surgery(12).

It is also worth noting that the preparation of children and adolescents to deal with intestinal stoma and the relative problems can be accomplished through resources and strategies specific to age, such as flyers, brochures, toys, dolls, demonstrative games (groups) and games with appliances. As an example, the child is encouraged to use an ostomy bag attached to the abdomen, filled with solid material simulating the ‘full bag’ feeling, thus allowing the feeling of having an ostomy bag for a period. This strategy is used so that the patient knows and feels how it is to have a stoma and decreases his anxiety, giving him more confidence to face surgery. The strategy of demonstration with photographs album is also used, showing how is a child who has undergone the procedure(18).

A study(21) that explored the literature production on patient education in the care of the stoma, in order to understand the true meaning/value of education to patients performing practices and skills in the care of stoma, demonstrated that learning involves skills (psychomotor), knowledge (cognitive) and attitude (affective). It stressed the importance of nurses in teaching the practices of care for patients with stomas, since nursing interventions facilitate the patient’s adaptation and implementation of practical skills, but there is no citation of specific teaching strategies for the teaching of ostomy patients.

Another study(20) demonstrated the need for ostomy patient’s evaluation by the nurse and described how a suitable environment should be at the time of evaluation, how to perform the orientation, the importance of recognizing the needs of each patient, and contributed with a descriptive model of the guidelines on how the patient should remove and place an ostomy bag.

The patient education should begin preoperatively, on admission, since in that period, he absorbs information better and this may contribute to his physical and psychological adjustment; guidelines should be provided gradually to avoid saturation. It is suggested the use of an ostomy bag in the abdomen, filled with liquid, so that he becomes familiar with the discomfort. Then follows the directions in the post-operative period, so he can perform safely at home the self-care with the stoma. The exchange of information is very important and contributes to the education for self-care and rehabilitation(20).

The occluder system technique is also addressed(15) as a means of teaching the ostomy patient. It describes how the verbal explanations should be performed, the steps to be followed in the use of the occluder system, and then the patient must be evaluated and corrected when performing the technique, with further guidance and supervision. The study brings the sequential phases that nurses must follow, but does not detail any of them, that is, it exposes a teaching strategy but without systematization(15).

Teaching patients with an ostomy is a complex process, which requires prior assessment, planning and training of caregivers, therefore, learning depends on three domains: cognitive, affective and psychomotor(17). The challenges to effective instruction are: need for limited time for teaching, and reducing costs and the need to teach populations that are increasingly diverse and aging. Nevertheless, the application of well-known teaching and learning principles can make the process efficient, effective and satisfactory to the patient and the nurse(15).

Another study addressed the life with a stoma(19) - the strategy of using a guide for professionals to orientate their patients, family members and others about the intestinal stoma. Teaching is done through a booklet, where patient fills information throughout his learning. The booklet brings as much information as possible to the patient’s daily self-care, guidance on skin care, precautions on the change of the collecting system and other relevant information. Through this brochure, the professional checks the peculiarities of each patient, promoting the teaching according to the correct sequence for the collector and skin care, bathing, physical exercises, sexual activity etc. At the end, it demonstrates how to empty the bag and wash it. Brochures are used by nurses as a support strategy in the teaching of care to be performed by patients and family members/caregivers.

Another study sought(18) to become familiar with the difficulties/facilities that intestinal ostomy patients feel when reading the educational material produced as a teaching strategy(16). For this, we used a readability formula (Printed education materials - PEM) to determine the readability of printed materials with instruction to ostomy patients, used by nurses to inform their patients.

The nurses assessed the readability of the material and, indirectly, the patients’ instruction, so that they could combine teaching with the ability and needs of each patient. There is no explicit teaching strategy, but it can be seen that, in the service evaluated, nurses used as a teaching resource for guidance a printed text, which has been used by many health services, regardless the cognitive or psychomotor abilities of each patient, impairing learning.
In recent decades, self-care has been the focus of several discussions in nursing, since, through it, the patient acquires more autonomy, greater capacity to perform activities necessary for health and seeks to maintain, promote, restore and/or live with the effects and limitations of such changes in health, contributing to its integrity, operation and development\(^{(23)}\). Analysis of articles revealed: scarcity of research and publications about teaching ostomy patients; range of teaching strategies, due to the fact that there are several contexts for their accomplishment; cultural diversity and patient characteristics, and lack of specialized training for nurses working in this area.

Nurses seek to propose better tools/strategies to suit the profile of each patient and thus, be able to guide him according to his habits, culture and previous knowledge, always focusing on their physical, cognitive and psychological features to facilitate the learning of care, with the expectation that patients put their knowledge into practice and exercise self-care safely. However, there is not a systematized proposal regarding such strategies and there is also a lack of specialized training for the nurses on the teaching to this type of patient.

CONCLUSION

The literature analyzed demonstrated the importance of the teaching strategies regarding the self-care of the ostomates; however, it pointed out the scarcity of researches and publications about the implementation of contextualized practices with proper communication for the patients and their families.

Article extracted from the Final paper for the Post-graduate Program in Qualification of Professors for the Professional Teaching in Nursing, Faculdade de Educação de São Luís de Jaboticabal (SP), namely: ‘The teaching of self-care to ostomates and their families: an integrative review’, 33 pages, presented in November 2010.

REFERENCES


Mailing address
Nariman de Felicio Bortucan Lenza
Rua Cardeal Leme, 315/02 - Bloco C-19
Bairro: Vila Virginia
CEP: 14030-270 - Ribeirão Preto - SP - Brasil
E-mail: nariman@usp.br