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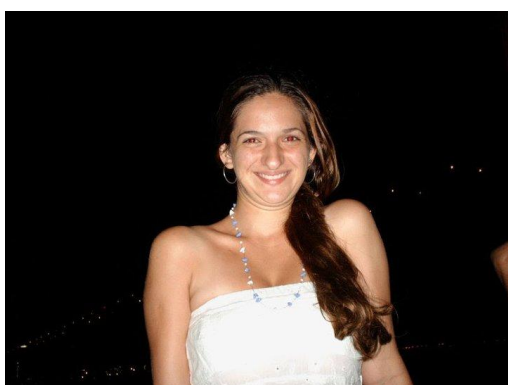
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Preview Notes



Continuous education in health and the implementation of nursing diagnoses: a descriptive study

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ABSTRACT

This is a dissertation project for the Professional Masters in Health Education from Fluminense Federal University. In this we aim to describe the nursing process in a public hospital specializing in hematology; to analyze the problems and challenges identified by the multidisciplinary team in terms of nursing diagnoses; to discuss the contribution of continuing education with regard to using nursing diagnoses; to propose a facilitating pedagogical strategy for the use of nursing diagnoses as the basis for the implementation of care and evaluation of results based in the National Policy on Permanent Health Education. This is a descriptive exploratory field study in which we have adopted a qualitative approach. The research will be undertaken in a public hospital located in the city of Rio de Janeiro. The subjects are professionals of all categories who are part of a pilot unit in which the research will be held. The ethical aspects will be respected according to Resolution 196/96.

Keywords: Nursing Diagnosis; Hematology; Health Education.

PROBLEM SITUATION AND ITS SIGNIFICANCE

Hematology is the study of the blood and tissues that form blood cells, the functions of blood in the body, and the primary diseases of the blood and hematopoietic tissues. The care of patients with hematological disorders is very challenging for healthcare teams, as these present very significant blood disorders and require meticulous care to avoid possible complications⁽¹⁾. The Nursing Process (NP) is an instrument or methodological model advocated for the implementation of care systematization. It is a method guided by critical thinking that organizes work and ensures qualified nursing care. The NP consists of the following steps: data collection comprising the anamnesis and physical examination, nursing diagnosis, intervention planning or nursing prescription; implementation or execution of intervention and the evaluation of results or developments in nursing. The nursing diagnosis is the most frequently cited NP stage as the one in which nurses have greatest difficulty when it comes to implementation⁽²⁾. The discussion and construction of knowledge derived from practice favor the maintenance of a nursing staff that is constantly updated and focused on the quality of care. Therefore, it is necessary that the education of these professionals becomes a permanent feature in order to assist decision-making, to improve care and the enhancement of assistance provided to the population⁽³⁾. Permanent Education, when promoting collective discussion concerning working processes, identifying difficulties and critical nodes, and the common search for ways of overcoming them, may be a strategy for facilitating the use of nursing diagnoses. Thus, believing in the importance of nursing diagnoses, on the need for using a universal language, developing an awareness of the complexity of hematologic patients who demand skilled nursing care, and on the continuing health education as a possibility for the transformation of practices, we have proposed this research.

GUIDING QUESTIONS

To guide this study the following questions were posed:

Gonçalves LC, Cortez EA, Cavalcanti ACD. Continuous education in health and the implementation of nursing diagnoses: a descriptive study. . Online braz j nurs [periodic online]. 2012 Oct [cited year month day]; 11 Suppl 1: 550-4. Available from: <http://www.objnursing.uff.br/index.php/nursing/article/view/3994>

How is the process of nursing carried out in this hospital? What are the difficulties/challenges identified by the multidisciplinary team for the use of nursing diagnoses in this scenario? How is it possible for continuing education to contribute to the use of nursing diagnoses as the basis for the implementation of care and for the evaluation of its results?

OBJECTIVES

To describe the nursing process in this institution; to analyze difficulties and challenges identified by the multidisciplinary team in terms of the use of nursing diagnoses; to discuss the contribution of continuing education to the use of nursing diagnoses; to propose a facilitating pedagogical strategy for the use of nursing diagnoses as the basis for the implementation of care and for the evaluation of its results based on the National Policy on Continuing Education.

ASSUMPTION

This study assumes that continuing education in health is a facilitating pedagogical strategy for the use of nursing diagnoses that contributes to the implementation of the nursing process aimed at promoting and supporting continuous systematization and the classification of assistance.

METHOD

This is an exploratory descriptive field research, in which we have adopted a qualitative approach. Its setting is a public state hospital specializing in hematology located in the city of Rio de Janeiro. The subjects are the members of a multidisciplinary team making up a pilot unit belonging to this institution. As an instrument of data collection we shall use focus groups within workshops. All meetings will be recorded. At the time of the

meetings, a questionnaire to characterize the subjects will also be made use of. Data will be analyzed using content analysis. Content analysis is organized in three stages: pre-analysis, material exploration (which includes the choices of the registration units - cropping, selection of counting rules - enumeration, choice of categories - sorting and aggregation) and results treatment. This research project was submitted to the Ethics Committee in Research to fulfill the precepts of Resolution No. 196/96.

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Project Data

Dissertation project of the Professional Master's Program in Health Education at FFU. Submitted to the Ethics Committee in Research of FFU and HEMORIO, awaiting approval.

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