



Revista de Pesquisa Cuidado é
Fundamental Online

E-ISSN: 2175-5361

rev.fundamental@gmail.com

Universidade Federal do Estado do Rio
de Janeiro
Brasil

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EDUCATION AND AUTONOMY OF NURSES IN THE PREVENTION AND TREATMENT
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Revista de Pesquisa Cuidado é Fundamental Online, vol. 5, núm. 4, outubro-diciembre,
2013, pp. 706-715

Universidade Federal do Estado do Rio de Janeiro
Rio de Janeiro, Brasil

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RESEARCH

EDUCATION AND AUTONOMY OF NURSES IN THE PREVENTION AND TREATMENT OF WOUNDS

O ENSINO E A AUTONOMIA DO ENFERMEIRO NA PREVENÇÃO E NO TRATAMENTO DE FERIDAS

LA EDUCACIÓN Y LA AUTONOMÍA DE ENFERMEROS EN LA PREVENCIÓN Y TRATAMIENTO DE LAS HERIDAS

Cristiane Zamprogno Vieira¹, Beatriz Guiton Renauld Batista Oliveira², Geilsa Soraia Cavalcanti Valente³

ABSTRACT

Objectives: To identify the topics worked by nursing teachers on the prevention and treatment of wounds and analyze them from the perspective of ethics and professional autonomy. **Method:** This descriptive and qualitative research approved by the Committee for Ethics in Research under No. 138/09. Instruments used: semi - structured interviews and participant observation. Subjects: five teachers who teach content related to the prevention and treatment of wounds. Scenarios: School of Nursing, Fluminense Federal University and the Federal University of Rio de Janeiro. **Results:** Most teachers say they do not directly address issues related to autonomy of nurses in relation to the subject at the undergraduate level. Demonstrate that during his training this issue was not clearly given and this fact influences the way they teach. **Conclusion:** The analysis reveals the importance of implementing the payment of skills in undergraduate education, so that students can acquire their autonomy and develop it. **Descriptors:** Nursing autonomy, Wound healing, Education.

RESUMO

Objetivos: Identificar os tópicos trabalhados pelos professores de enfermagem sobre prevenção e tratamento de feridas e analisá-los sob a perspectiva ética e de autonomia profissional. **Método:** pesquisa descritiva qualitativa. Aprovado no Comitê de ética em pesquisa sob nº 138/09. Instrumentos utilizados: entrevista semi-estruturada e observação participante. Sujeitos: cinco docentes que lecionam o conteúdo relacionado à prevenção e tratamento de feridas. Cenários: Escola de Enfermagem da Universidade Federal Fluminense e da Universidade Federal do Rio de Janeiro. **Resultados:** A maioria dos professores, afirmam não abordar de forma direta as questões relacionadas à autonomia do enfermeiro em relação ao tema no curso de graduação. Demonstram que durante sua formação esta questão também não foi ministrada claramente e que este fato influencia na forma que lecionam. **Conclusão:** Evidenciou-se a importância de implementar a integralização de competências no ensino de graduação, para que os acadêmicos adquiram sua autonomia e possam desenvolvê-la. **Descritores:** Enfermagem, Autonomia, Cicatrização de feridas, Educação.

RESUMEN

Objetivos: Identificar los temas de trabajo de los profesores de enfermería en la prevención y el tratamiento de las heridas y analizarlos desde la perspectiva de la ética y la autonomía profesional. **Método:** investigación descriptiva y cualitativa. Aprobada por el Comité de Ética en Investigación con el N ° 138/09. Instrumentos utilizados: entrevistas semi - estructuradas y observación participante. Sujetos: cinco profesores que enseñan contenidos relacionados con la prevención y el tratamiento de las heridas. Escenarios: Escuela de Enfermería de la Universidad Federal Fluminense y la Universidad Federal de Río de Janeiro. **Resultados:** La mayoría de los profesores dicen que no abordan directamente los problemas relacionados con la autonomía de las enfermeras en relación con el tema a nivel de pregrado. Demostrar que durante su entrenamiento este tema no se le dio claridad y este hecho influye en la forma de enseñar. **Conclusión:** El análisis pone de manifiesto la importancia de aplicar el pago de las competencias en la educación universitaria, para que los estudiantes puedan adquirir su autonomía y su desarrollo. **Descriptor:** Autonomía de enfermería, La cicatrización de heridas, La educación.

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INTRODUCTION

Nursing has clearly demonstrated growth in the professional and therefore has deepened their reflections and questions about their everyday practice. This is in an attempt to meet the challenges as well as questions about the practice that appear during the work.¹ The search for solutions to many of these dilemmas in health, requires a collective effort of the professionals that are part of this process, as in the case, the entire nursing staff. This fact is even more important if you have the idea that the nurse is a professional who stays longer with the client.²

With the evolution of nursing, it also needed to deepen the issues related to their autonomy. This topic is important to understanding the profession over time, both in setting your goals and challenges, as in how nurses interact and present themselves to the health team and to society.² In accordance with Art. 1 of Chapter 1 of Resolution COFEN. 240/2000, "Nursing is a profession committed to human health and the community. Acts in the promotion, protection, restoration of health and rehabilitation of people, respecting the ethical and legal. "The art of the same law states that "The professional nursing profession carries with autonomy within the legal requirements of nursing".¹

Although there are resolutions that address the autonomy of nurses related to wound care, many nurses are unaware of the laws of his own advice. There are frequent questions about appointments, prescriptions, ordering tests, choice of drugs, etc.² Those questions about the autonomy generate insecurity by the professional and consequently the client being treated does not receive the proper care and complete it should.²

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In this context, the role of the undergraduate nursing plays an important role in developing awareness of the professional autonomy. Largely, it is through education that the nurse develops concern about their autonomy. Therefore, it is extremely important that the undergraduate correctly implement the rules and laws that support the autonomy of the professional.³

Object of study: nurse training in the teaching of prevention and treatment of wounds. **Objectives:** To identify the topics worked by nursing teachers on the prevention and treatment of wounds, in theoretical and practical classes during undergraduate degree in nursing; analyze the content taught about prevention and treatment of wounds in ethical perspective and professional autonomy.

Courses and conferences that emphasize the theme on wounds and dressings, just discuss autonomy of nurses, although the highlight show that nurses have been in care related to wounds. Another major factor is that from the knowledge about the autonomy of nurses, this can make more effective care, full and correct. Both the patient and the nurse are benefited with this issue.²

When we think of wounds, we must bear in mind the importance of professional nursing, as this has great autonomy in the prevention and treatment of injuries. Just only have professional knowledge of this autonomy and how to apply it correctly, with scientific basement.³ But for the professional develop this awareness, the undergraduate program should target effectively and consistently this autonomy, clearly demonstrating that nurses should or should not do.⁴

The Teaching Unit should promote subsidies for teaching this happen. Not just only the intentions of teachers and academics in the context outpatient or hospital that autonomy is

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not due to lack of facilities and proper equipment. This issue demonstrates the dependence of public spending, pointing to a problem of greater complexity.⁵

METHODOLOGY

The research is descriptive qualitative. In descriptive research seeks to describe, classify and interpret phenomena focused on the analysis of the work in order to identify gaps, develop training programs, distribute tasks and determine standards.⁶ The institutions that participated in the survey were two schools of nursing: Nursing School Aurora Afonso Costa (Fluminense Federal University) and School of Nursing Anna Nery (Federal University of Rio de Janeiro).

The study was approved by the Ethics in Research, Faculty of Medicine-UFF and the School of Nursing Anna Nery-UFRJ, being approved under No. 138/09. Data were collected through two instruments: a semi-structured interview and observation. The field observation was used as complementary data in research for monitoring classroom instruction and / or practice, given to graduate and to treat the subject under study, prevention and treatment of wounds. A record was made immediately after and even during observations in a field journal.

The study subjects were nurses working teachers in the teaching of undergraduate students in nursing, the content related to the topic of prevention and treatment of wounds, and working in educational institutions surveyed. Five teachers were interviewed two nurses Higher Education Institutions (HEIs) working with content related to the prevention and treatment of wounds. Identified thematic units that emerged from reports of subjects. Next, these units were grouped by nearest meanings, classified and J. res.: fundam. care. online 2013. out./dez. 5(4):706-15

aggregated into categories that determined the specification of subjects.⁷

RESULTS AND DISCUSSION

The training of nurses for the treatment of wounds

When asked about the contents that have studied wounds, in their own training, gave the following answer:

"Well, so long. It's been almost 30 years. This is very vague in my memory over wounds. The dressings that I remember at that time, was very ... more so, povidone ... hydrogen peroxide and povidone, you know? And today is very different. (Prof 1)

One of the teachers said that the content of prevention and treatment of wounds was treated only with emphasis on the technical side of the dressing.

"The theoretical content was merely the technique of dressing forceps, glove, gauze products actually nowadays no more. The training field has been integrated with patient care on the ward. (Prof 4)

According to the witness, the concern was related to exercise the technique of handling the material for making the bandage correctly. A comprehensive view of the patient was not present. Fortunately, in the last 20 years, nursing, both as a science and as a profession, has been modified in different levels that drive to an increasing appreciation of educational, professional and social. This profession is increasingly adapting to the changes contained in the socio-political conjunctures and the health needs of society.⁸

Another interviewee says that at the time of his graduation was explained to the students about the limits of the nurse's role in the technique of debridement:

"The theoretical content is what we nowadays even addresses, types of wounds, the size, the measurement, the type of coverage that we use, what comes to be a wound infected or not infected,

which are their characteristics, types of edges, which types of debridement, to what extent we can invade nurses in this field compared to debridement ... "(Prof. 2)

Thus, it becomes important to recognize that, at present, a new training project in nursing is challenged initial break in both the higher and on a technical level, the tradition technicalities of teaching, by virtue of their medical model characteristic of Brazil, marked by the curative aspect of care.³

Corroborating this perspective analysis, one of the teachers during their training, participated in the monitoring program offered by your university at the time of graduation. The discipline in which the teacher participated was that addressed the content of dressings. The stages were performed in an outpatient wound repair of the university hospital.

"I've been monitoring this discipline, I worked in this field during the monitoring stage at graduation in the discipline of Semiotics and I, both in the theoretical and in practice ..." (Prof. 3)

The monitoring program used in graduate whose main objective is the initiation to teaching, ie a pre-teaching training. Monitoring is similar to internship teaching according to the content of programs. In the monitoring program, many students feel gratified by the gradual transition of responsibility when the tutor asks the intervention of the teaching process. This fact promotes higher learning by the student-monitor.⁹

According to the historical treatment of wounds, observe a dawn of nursing participating in a direct and active, both in processes and in the prevention of wound. Nurses are becoming increasingly important in clinical research and alternative nursing intervention customer or carrier at risk for injury. Another field of direct action of the nurse is to assess the conduct of wound by the interdisciplinary team. The nurse

performs the bandage daily, with careful evaluation of the wound and to develop it, it is necessary scientific and technical knowledge.¹

Therefore, to demonstrate the relationship of the courses taken by teachers after graduation, based on the theme of prevention and treatment of wounds, such as post-graduate, masters, doctorate, refresher courses, etc. Two teachers (P3 and P4) said they conducted several training courses and updates in the field of dermatology nursing. These always look for this type of course in Congress. A teacher (p1) depicts that did not do any of the types of specific training in relation to the prevention and treatment of wounds. His experience was that the wounds appeared occasionally in the pediatric ICU where he worked. Another teacher (p2) states that its approach to the subject is given during the practice, since we do not have specific training in wounds.

It can be observed in the following scenes complementarity of daily practice. Teachers who possessed some contact with the more specific topic of prevention and treatment of wounds during or after graduation, showed greater interest in the integrated health care system of the patient.

In this scene, we see the emphasis on prevention of ulcers from the intrinsic factors of the patient and the importance of a multidisciplinary team.

The teacher always reaffirmed the prevention, highlighting the role of the nurse. It also affirms the need for teamwork (doctor, nurse, physiotherapist, and dietician) as it provides an understanding of the patient paid. Addresses on the treatment of pressure ulcers and reaffirms the holistic assessment of the patient, related emotional, social and economic, and finally lesion itself. (Note lecture - Prof 5 - 05/11/10)

The wound should not be treated or prevented as a pathological fact of being isolated from the context. Rather, they reflect itself other problems that are not necessarily strictly organic, inflammatory or tissue. So we have to look beyond the wound, taking us from the client as a whole, in a holistic manner.¹⁰

During the observation, it was noticed that another teacher expressed concern to learn that academics have gaps in content related pathologies base of outpatients, the last day of training, as follows:

The teacher, to conclude that students still had doubts about the theoretical content, conducted a small retrospective with students, relating the basic pathologies studied for each patient of the clinic that day. Reaffirmed that students should not go to the stage without mastering basics. (Note lecture - Prof 4 - 28/09/10)

Another teacher was concerned with the examination of the client, demonstrating the importance of the holistic vision for making the bandage. During his class, did not show much importance to issues related to prevention of ulcers and basic pathologies. Spoke about the correct technique of healing. During the observation:

The teacher sought to oversee more than assist students in making the bandage and the guidelines that will be made to patients, provided the instructions and talked about the need for aesthetics in bandage. (Note classroom - Professor 2 - 21/09/10)

Based on the above, it appears that health professionals should be prepared scientifically, assuming the paradigm that determines the overall systematization of knowledge humanized by viewing the customer as unique in all your needs. Must have sensitivity to care beyond what the eyes see, enabling it to act correctly on the J. res.: fundam. care. online 2013. out./dez. 5(4):706-15

factors influencing the prevention and progression of a wound.

The continuing education of nurses in the prevention and treatment of wounds

This category is related to the professional experience of teacher nurses who participated in the survey, on the topic of prevention and treatment of wounds. Such experience may have developed while working as a nurse and also during the teaching as well as through postgraduate and specialization.

One teacher, after the graduation, he headed a unit of dermatology and then was invited to join a committee dressings of a University Hospital. This committee, with the exchange of knowledge among professionals, developed the publication of a manual execution of dressing.

"I was invited to be participating in the commission of a curative University Hospital. So I was chief of dermatology and made part of this committee since the implementation of which was in 1997. Then one participated in this committee, which was very interesting because they were several nurses, nurses had plastic surgery, vascular surgery, and there was an exchange of knowledge between us too great, had the medical clinic, and it was from hence arose the protocols of the Hospital, we even published it is that manual execution of dressing ... "(Prof. 5)

Two teachers (P3 and P4) acted as nurses after graduation in hospitals in which they had direct contact with the execution of dressing. Acted with an emphasis on prevention and treatment of wounds in hospitals and clinics. Two of the teachers said they had no direct contact with the theme of healing during his professional experience as nurses. But that depict their experiences in hospitals for nursing care, assisted in understanding the performance of dressings.

"Not that I do not have experience in healing, I have no experience in this specific type of wounds or ulcers in surgical wounds I have enough experience. The leg ulcers, I have that is on the older people with diabetic issues." (Prof 1)

"As I work in the service I work with it every day. We do the dressing changes at the institution and who makes the dressing change in this institution are nurses. Mainly from pressure ulcers, treats us very burned, then that part helps us burn with the doctor ... "(Prof. 2)

The questions teaching of respondents regarding the theoretical - practical regarding prevention and treatment of wounds, it emphasizes learning activities developed by teachers in the field of stage and main topics covered in the classroom, ie, the theoretical.

Firstly, in relation to the theoretical, teachers were asked which topics they discuss in class on the topic of prevention and treatment of wounds. The teachers said they rely on the pathophysiology of ulcer, in respect of the injury, stages of ulcers, and the types of debridement in coverage.

"We talk about the current coverage of curative aspects of injury, whether it is stage I, stage II, III ... We addresses to them types of debridement of the wound itself in all its aspects." (Prof. 2)

"We started with the types of wound healing. After entering the physiology of skin, the epidermis, dermis, all this ripple effect. After we spent healing for wounds and toppings. Types of wounds, sores ratings and such. "(Prof. 1)

Regarding the practical classes in laboratories, all teachers mentioned developing them with academics before they go for the practical teaching of fact. But one of the teachers said they found problems to teach the class in the lab since there was curative package. Thus, said the students felt disadvantaged because of poor teaching conditions with respect to infrastructure.

"Unfortunately the class was well he had not harmed by curative package. I tried to play a movie on dressing materials and also the layout did not work. So teaching conditions so I can report, is very difficult. "(Prof. 1)

All teachers ensured that seek to associate the practice theory classes conducted in the

laboratory, performing simulations curative procedure for ulcers. Two of the teachers said they seek to adapt the difficulties of making dressing in public health institutions. Therefore demonstrate various ways to make the bandages from improvisation due to lack of material.

"The hospital has not always curative package. So well, I try to make the dressing address only the glove without using tweezers or the packet of dressing. "(Prof. 5)

"We always try to bring to practice what we saw in theory, fitting the conditions are." (Prof 2)

Only one of the teachers claimed to teach a class in the lab and in the field. This portrayed that guides students in carrying out the daily inspection of the skin, bony prominences, while the intrinsic and extrinsic factors and application of rating scales from simulations of clinical cases.

"There's another lesson in the laboratory and in the field. Then in the lab I approach the issue of daily inspection of bony prominences, which a nurse has to be evaluated daily, the question of intrinsic factor behind the patient. Sometimes we do some simulation cases, behind a case and then asks them to apply a scale in practice, to assess the risk that patient to develop ulcers. "(Prof. 5)

Regarding the criteria used to select the program content of the discipline related to the topic of prevention and treatment of wounds, all teachers said they are based on the syllabus of the course. A teacher said that besides the menu, which seeks to teach your students will apply in practice. This teaching gives priority to the training of a nurse who can work correctly and efficiently in any institution, regardless of the difficulties encountered.

Skills and ethical autonomy of nurses in treatment of wounds

Teachers were asked if they address issues related to autonomy and professional ethics during the theoretical and practical teaching. Two teachers said yes. One of them referred the issue

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of prevention, stating that one should think more safe than the types of debridement. Preferably given to the use of a chemical debridement instead of performing the mechanic. This teacher also said that one should engage in student autonomy gradually, demonstrating that it is able to perform the work and is an issue that depends on the interest of the academic as well as the following statement:

"I speak thus: Celebrities, cooler than debride know is how to prevent. Debride nice to know, I think it is part, but before attempting to debride we try to prevent? So I try to put them before thinking of doing a surgical debridement, I might be making use of some products that facilitate autolytic or enzymatic." (Prof. 5)

The other teacher said that addressing the issues of autonomy and professional ethics constantly says that demonstrates what students will experience in practice. A teacher said that such issues are addressed indirectly in theoretical and practical teaching, but the students realize this autonomy. Reports that notices when students enjoy the trust placed in them for the curative and sees autonomy when students return in the holidays as volunteers for the clinic.

Two faculty associate content autonomy legislation. One of them says that teaching is little, but believes it is important. But sometimes, the nurse faculty has necessary knowledge about the law or neglects to address it during teaching.

"Very little, because I understand that content is a crucial but often even unaware of the legislation, which is a part that we often do not have domain, we forget to talk." (Prof. 3)

"Last semester students reported in the evaluation (of course) this autonomy. They felt here the autonomy of nurses to be able to evaluate, and we decided to give the direction and patients believe what we say." (Prof. 1)

Three teachers reported that the student arrives at the training field very anxious and gives

greater attention to correct technique of healing, the handling of waste material, so forget about the integral vision of the patient, to relate the wound etiology.

"It is difficult for the student of 4th period which is entering the hospital for the first time feel with this autonomy. By the student in the 4th period is still very anxious. I think this is a process. We have to be trying to develop this autonomy in the student. Showing him that he is able to have such autonomy. I think this will also depend on it." (Prof. 5)

As to the question of how the nursing professional in question assesses the autonomy that has as a teacher and nurse, upon graduation, we obtained results that there are institutions in which the doctor wants to perform the first dressing change and that this fact leads to lack of competence of the nurse to do so. However, it appears that the autonomy of nurses is on the type of institution. A witness account of an experience in the professional field to express this.

"The first dressing is the surgeon's or nurse? How does this idea of autonomy if I think of dressings that are within the hospital, the surgical dressings. There are places that the doctor will not let you do. The first dressing is it, is not that true? So our autonomy is a bit concerning about it." (Prof. 1)

As the vision of professional interviewed about autonomy during their undergraduate degree in nursing, one of the teachers said that the issues of autonomy have always been addressed during graduation, since at the time the stage had the same problems that are present in public institutions such as shortage of equipment and staff.

"Well, the institution where I graduated this approach always gave to us. So why we were doing internship in a public hospital, in which we encounter the same situation today. The shortage of staff, materials. However, we had a lot of autonomy, teachers gave this freedom to the people, to make the dressing, to discuss what the best dressing change, what is the best technique." (Prof. 2)

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A teacher refers the matter to the legislation. In this case, he said that there was no focus on this topic and that academics sought on their own when were interested in such a subject or when they saw their teachers autonomy.

"Focus on specific legislation had not. During the course of the discipline of Semiotics Semiotics and I had just this issue being addressed, even by that when we arrive at the outpatient wound repair we see that the teachers there has a very large autonomy and this is a difference, then the We end up getting interested and questioning some things and learns. Only what people search on their own." (Prof. 3)

Teachers interviewed, three said conducting postgraduate or refresher courses in the field of dermatology. These teachers were very interested in the subject during and after graduation.

"I think the suggestion is to study. We continue studying, deepening knowledge, like that area, not just anyone who likes. And so, to be involved." (Prof. 5)

Teachers who have not developed a training on the subject of wounds after graduation, demonstrated greater emphasis on healing technique and was not noticeable while performing field diary attention to the comprehensive care of the patient. Such teachers are teaching about the content of dressings due to the need of the university in which they work, since they have expertise in other areas that do not address the issue of prevention and treatment of wounds directly.

The refresher courses are needed at all levels of health care, especially for nursing professionals, due to changes that occur from the globalization and the constant need for training of professionals in the face of increasing demands of customers in the care provided by professionals.¹²

It is important to note that continuing education should be made based on problems observed during nursing care, without forgetting that people already have prior knowledge and J. res.: fundam. care. online 2013. out./dez. 5(4):706-15

experience. Thus, when defining the training of nursing staff, it is feasible to consider addition of new technical information, the personal and emotional development of the individual professional.¹⁰

When asked about the content taught in lectures, two teachers stated address on the pathophysiology of ulcer, the appearance of the lesion, stages, types of debridement and toppings. We can perceive the focus on technique and dressings that comprehensive care of the patient was secondary during the interview. Two other teachers said that address issues related to intrinsic and extrinsic factors of the patient and emphasize the issue of injury prevention.

Currently with the knowledge and autonomy of nursing, there must be an incorporation of the entire methodology of assistance, such as the evaluation of the patient, physical exam, nursing record, developing a plan of care and prognosis.¹²

The development of teaching and learning depends on the teacher use teaching resources with students in order to assist in the communication and transmission of its contents and ideas to students. Teachers need to know what, how and when to use the most appropriate resource in your teaching job to offer quality education.¹³

In undergraduate degree in nursing, such resources are important for personal growth and enhancements of future professionals in the market or even as teachers. You need the proper use of these resources in the pedagogical work with students, enhancing their reflection and thought on daily work and their future activities and awaken them to their self-learning.¹⁴

Skills and ethical autonomy of nurses in wound treatment

Most teachers said that address the issues of autonomy and professional ethics indirectly, in

the prevention and treatment of wounds. Only one teacher reported directly address such issues and constant, however, this was the only case in which no noticeable development of such issues while conducting field diary.

One of the teachers said the need of the academic interest is an important point in the development of autonomy. Have the right to select a bandage or cover would be seen as an aspect of autonomy, or freedom of action by the professional nurse. However, one cannot forget that autonomy is not total freedom, but freedom to act within the limits of competence, which, in turn, are confined by the boundaries of knowledge. Thus, nurses should not seek such autonomy, unless they have sufficient knowledge and competence for the activity in question.¹⁴ Autonomy extends or limits on variable length according to the professional competence and that this only has autonomy when it has the power to control their own work and result of this control is that it can be responsible for the actions that triggers.¹³

It appears that the laws are paramount and essential tools for the nurse to implement their autonomy and seek grants to support their practice with all ethical legal providing customer carrier wounds quality and safety. It is up to senior class legislate on topics relevant to professional practice occurring daily activities of professionals. In this respect there is a need for specific legislation that addresses the autonomy of nurses in wound care at the national level, because only then will effectively support an activity that is inherent in the profession since the early days.¹³

Treat wounds became more than a nursing procedure, now is a specialty that requires updating every day and study by professionals. It is customary to receive numerous requests for

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clarification about the role of nurses in diagnosis, intervention and treatment of wounds, since this is an area that has attracted the interest of professionals from different areas of health.¹

CONCLUSION

Realized with this study, that the autonomy of nursing is progressing over time when we relate the time of formation of the teachers interviewed. Highlighted the importance of conducting postgraduate and refresher courses for the development of autonomy in nursing and most teachers showed interest to achieve these.

The issue of autonomy was related to scientific and technical knowledge and competence of nurses. According to teachers, the autonomy of the nurse still happens on a personal level, ie, the professional who demonstrates knowledge of professional practice has recognition and autonomy in their working environment. However, this achievement has yet to be collective recognition.

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Received on: 18/10/2012

Reviews required: no

Approved on: 21/05/2013

Published on: 01/10/2013