El enseñar/ aprender de la Enfermería Comunitaria en la licenciatura

The teaching / learning of community nursing in undergraduates

Ensino / aprendizagem de grau Enfermagem Comunitária

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Resumen

La presente investigación es un estudio cualitativo descriptivo. Objetivos: 1. Describir y analizar el enseñar/aprender de la Enfermería Comunitaria, en estudiantes de Licenciatura en Enfermería de la Escuela Superior de Enfermería en Culiacán, Sinaloa, México. 2. Analizar el enseñar/aprender en el proceso pedagógico. El abordaje teórico se basó en Pedro Demo, Díaz Barriga, Vera Waldow y Vilma de Carvalho. Se aplicó entrevista semi-estructurada a docentes y estudiantes. Se respetaron los principios éticos y criterios de rigor científico. Se utilizó el análisis de contenido temático, surgiendo tres categorías Temáticas: 1. El enseñar/aprender individual de la Enfermería Comunitaria. 2. El enseñar/aprender colectivo/grupal de la Enfermería Comunitaria. 3. Complementado en la práctica el enseñar/aprender individual con el colectivo/grupal, de la Enfermería Comunitaria.

Conclusiones: Dadas las condiciones actuales caracterizadas por los cambios científicos y tecnológicos, el enseñar/aprender individual es importante más no suficiente, principalmente en el ámbito comunitario que es un espacio de socialización y de trabajo interdisciplinario. Es necesaria la interacción con los "otros", el profesor y los estudiantes entre sí, que facilita el aprendizaje tanto en lo individual como en lo colectivo; además de tomar la práctica en escenarios reales como espacios para la reflexión- acción, para el desarrollo de procesos de cuidar.

Palabras clave: enseñanza, aprendizaje y praxis de Enfermería.

Abstract

The present investigation is a qualitative descriptive study, objectives: 1. Describe and analyze the teaching / learning of community nursing in nursing undergraduate students of the School of Nursing in Culiacan, Sinaloa, Mexico. 2. Analyze the teaching/learning in the educational process. The theoretical approach was based on Pedro Demo, Diaz Barriga, Vera Waldow y Vilma de Carvalho. Teacher and students responded a semi-structured interview. The Ethics principles and scientific criteria were respected. The thematic content analysis was used, emerging three thematic categories: 1. The individual's teaching / learning of community nursing. 2. The collective / group teaching / learning of community nursing. 3. Supplemented in practice the individual teaching / learning with the collective/group of community nursing.

Conclusions: In the current conditions characterized by technological and scientific changes, the individual teaching / learning is important but not sufficient mainly at the community level since it is a space for socialization and interdisciplinary work. Interaction with the "others", teacher and students together, which facilitates learning both individually and collectively, in addition to taking, practice in real scenarios as spaces for reflection-action, for the development of caring processes.

Key words: teaching, learning and nursing praxis.

Resumo

Esta investigação é um estudo descritivo qualitativo. Objetivos: 1. Descrever e analisar o ensino / aprendizagem de Enfermagem Comunitária em estudantes de Enfermagem da Escola de Enfermagem em Culiacan, Sinaloa, México. 2. Analisar o ensino / aprendizagem no processo educacional. A abordagem teórica foi baseada em Pedro Demo, Diaz Barriga, Waldow Vera e Vilma de Carvalho. professores entrevista semi-estruturada e estudantes aplicado. princípios e critérios de rigor científico éticos é respeitada. a análise de conteúdo temática foi utilizada, surgindo três categorias temáticas: 1. O ensino / aprendizagem de Enfermagem Comunitária individualmente. 2. O ensino / aprendizagem coletiva / grupo de enfermagem comunitária. 3. Complementado na prática, o ensino / aprendizagem individualmente com o / grupo coletivo de enfermagem comunitária.

Conclusões: dadas as atuais condições caracterizadas pela mudança científica e tecnológica, ensino / aprendizagem individualmente importante, mas insuficiente, especialmente ao nível da comunidade é um espaço de socialização e trabalho interdisciplinar. interação com "outros", o professor e os alunos juntos, o que facilita a aprendizagem tanto individual como coletivamente é necessário; Além de tomar prática em cenários reais como espaços de processo de desenvolvimento de reflexão-ação de cuidados.

Palavras-chave: ensino, aprendizagem e prática de enfermagem.

Introduction

The Institutions of Higher Education and Nursing in particular, in the last decade have been concerned with the quality and the permanent updating of the curricula, so that the training of the professionals is pertinent to the demands of a world in constant change.

In this sense, the Autonomous University of Sinaloa in correspondence the School of Nursing have adopted the curriculum model for Integrated Professional Competencies,

which privileges learning and the active role of the student. At the center of the educational process is the student, who must develop skills that facilitate learning. The teacher ceases to be the center, to become a mediator between the student and the knowledge.

According to the above, teaching is conceived as a dynamic, participative and interactive process between educator and educator, in which the tasks of the teacher are focused on directing the autonomous and conscious process of the student in the construction of their knowledge, skills And values; Teaching not only involves providing information, but helping to learn and develop as people. The goal of the teacher's activity is to increase the competence, understanding and autonomous action of its students (Díaz Barriga, 2010: 5).

It is important to leave teaching models with an emphasis on the content and development of certain skills and behaviors (which can be measured) that consequently inhibit the student's creativity and independent and critical thinking (Waldow, 2008: 178-179).

Regarding Nursing training, Carvalho (2009) mentions that the teaching model must form a critical awareness, a new professional mentality in line with the meanings of the art of Nursing and health care, in the context of New vision about seeing sick or healthy people with care needs, supportive measures, and instructions for specially trained nurses, to assist individuals, families, and communities in health recovery and life support (eg, 6).

Community Nursing is thus a fundamental element of the university's programs of the profession. Nurses who are graduates should be prepared to provide nursing care to healthy or sick people in different settings and be prepared to act in rapidly changing political and economic-social settings that influence the delivery of services and Healthcare.

Congruent with the above in undergraduate nursing curriculum of this Academic Unit, theoretical and practical subjects focused on the first, second and third levels of care are included, including: Community Nursing, Epidemiology, Public Health, Preventive Medicine , As well as the Community Practice from the second semester of the race. However, it is frequently observed that students do not show great interest in community care, they focus mainly on curative aspects, with little focus on health promotion and disease prevention.

Based on this problem, this research involves the reflection on the components involved in the teaching and learning process, which includes the cognoscent subject, the teacher and the program content. The objective of this study is to: describe and analyze the teaching / learning of Community Nursing, in undergraduate students of Culiacán High School of Nursing, Sinaloa, Mexico.

Material and method

The present research work is a qualitative descriptive study, whose objective was to describe and analyze the teaching / learning of Community Nursing, in undergraduate students of Culiacán High School of Nursing, Sinaloa, Mexico. Qualitative research responds to very particular questions, it is concerned, like the Social Sciences, with educational phenomena, as a reality that can not be quantified. It seeks to describe, understand and interpret phenomena, through the perceptions and meanings produced by the experiences of the participants (Hernández, 2014: 11).

The subjects of investigation were 11 teachers and 11 students of the Culiacán High School of Nursing. Teachers who taught Community Nursing, morning and afternoon shift, and Community Clinic instructors from the Culiacán High School of Nursing were selected. Students were selected from the 3rd to the 8th semester of the race, both shifts (morning and evening). This is due to the fact that they are students who have already completed Community Nursing, Epidemiology, Public Health, and have had experience of hospital and community practices in these areas.

To obtain the information, a semi-structured interview was applied to the selected teachers and another to the participating students. Using the criterion of data saturation, that is, until no new information is obtained and it becomes redundant.

In the interview with the teacher, the data were included in the first place, which allows for their characterization as: age, sex, level of education, experience in the area of care and in the teaching area, and in the second part, specific data corresponding to the Methodology of teaching and learning. To protect the confidentiality of informants, pseudonyms were used, accompanied by some acronyms assigned to the pseudonyms; The letter E = (Student), EP = (Student of Practice), D (Teacher), DP (Teacher of Practice).

Subsequent to the collection of information, the content and thematic analyzes of the data obtained in the interviews were carried out. The content analysis consisted of a set of interpretive procedures of communicative products (messages, texts or speeches) that come from singular processes of communication previously registered. In order to demonstrate the rigor of the investigation, audibility, confirmability and triangulation of the data were used.

Results and Discussion

From the speeches of teachers and students interviewed, three Thematic Categories emerged: 1. The individual teaching / learning of Community Nursing. 2. Teaching / learning, collective / community Nursing group. 3. Complementado in practice the teaching of individual learning with the collective / group of Community Nursing.

I. The individual teaching / learning of Community Nursing.

There are several teaching strategies that can be used in a reflexive way to facilitate the meaningful learning of the students in the different moments of the teaching and learning process; The individual work methodologies offer the student the opportunity to develop and develop his personal potential. In the individual tasks and tasks the student makes use of his thinking skills such as: observation, comparison, analysis, synthesis and reasoning.

In Community Nursing, individual methodologies for learning are used. This is evident in the speeches of the students interviewed:

> *[…] "For my learning in the field of Community Nursing, I rely more on reading ... I read the subject before reading, I think, it has always worked for me. " […] (E1-Jom)*

> *[…] "The strategies used by the teacher for our learning are ... summaries, readings and debates". […] "(E2-John)*

> *[…] "For the learning in the field of Community Nursing we carry out individual works such as readings, topic summaries, concept maps, idea rain" […] (E3- Gemela)*

In this sense, Waldow points out that the process of learning is an individual activity that develops in a social and cultural context. It is the result of individual cognitive processes (facts, concepts, procedures, values) with which new mental representations (knowledge) are constructed, which can later be applied in situations different from the contexts in which they learned (Waldow, 2008: 184).

Teachers studied in the classroom, as well as in the practice of Community Nursing, also state that they use individual teaching methodologies, which privilege student participation in their learning process. This is shown in the following teachers' speeches.

> *[…] "In the field of Community Nursing, the students make previous readings of their anthology, summaries, research on the topic and individual participation "[...] (D1-Elena)*

> *[...] (D2-Lucy) "The methods and didactic strategies that I use for the teaching of the subject of Community Nursing are: brainstorming, participation and summaries"*

> *[...] "In the class session we use brainstorming, commented reading, and I ask for summaries, so that the student will feed back what was seen in the class". [...] (D5- José)*

> *[...] "The assessment guide applies it individually ... take vital signs ... make a narrative about their experience". […] (DP5-María)*

The use of an individual work methodology is important in the process of learning, since facing a situation that demands the resolution of a certain task, can cause the student to motivate and use all their abilities for the resolution of And thus contribute to their learning. However, on many occasions to achieve learning, it requires the accompaniment or help of another person, as it may be, a more competent partner.

II. Teaching / learning, collective / community Nursing group.

Group or team strategies are fundamental, especially when the student fails to perform a task on his own. The collective-group work promotes not only the construction of knowledge, but the development of values such as cooperation, communication and responsibility of the work team.

Cooperation in group activity consists of working together to achieve common goals. In a cooperative situation, individuals seek to obtain results that are beneficial to themselves and to all the remaining members of the group. Cooperative learning is the teaching of small groups in which students work together to maximize their own learning and that of others (Johnson, in Diaz Barriga and Hernández, 2010: 90).

The teachers interviewed use group methodologies in the teaching-learning process, both in the classroom and in practice. This is explained in the following speeches.

> *[…] "In the field of Community Nursing, students work in teams and make group comments and expositions using Power Point. "[...] (D1-Elena)*

> *[...] (D2-Lucy) "The methods and didactic strategies that I use for the teaching of the subject of Community Nursing are: teamwork, group expositions using Power Point and posters.*

> *[...] "In the field of Community Nursing work as a team, with the active participation of each of the students, cause them much to express themselves verbally, to learn to communicate with others, also handle reading and analysis a lot."[…] (D3- Lupita)*

Teachers of community practices in their speeches also state that they use group methodologies for teaching / learning.

> *[…] "In practice, the student is distributed by teams of five members ... make the home visit, the population census of the age group with which to study is lifted. "[...] (DP1- Ring)*

*[...] "The boys work as a team ... as a team, they apply the pediatric guide and the family guide, based on these guides we are scheduling the activities".
[...] (DP2- Ana)*

The students converge with what is indicated by the teachers, as they manifest it:

"The methods and strategies used by the teacher for teaching are: reading, reflection and expositions, teacher and student using projector. [...] (E1-Jom)

[...] "The strategies used by the teacher for our learning are: expositions of both the teacher and teams, encourages the participation of the whole group."[...] (E2-Juan)

In this sense, Demo (2009) points out that it is essential to learn to work together, which implies that each member of the group must submit an elaborated individual contribution. In collective work each member of the group must function correctly to combine individuality with the requirement of collective cooperation. The collective project must be the combination of individual contributions, not of individual gaps (p.4).

Teamwork is fundamental in the learning process. In group work there is an interaction between the members where the responsibility of the task is shared, and with the input of all the knowledge is solved and constructed. This allows students to develop personal and social skills.

For group work, the individual psychological processes of each of the members of the group, such as attention, memory perception and reasoning, are indispensable for the development of complex tasks.

III. Complemented in practice the individual teaching / learning with the collective / community Nursing group.

Individual and collective work can be complemented in practice, which constitutes a space for contextual learning, based on reality; The teacher puts the student in contact with situations of professional reality, which must solve by integrating their knowledge, by providing care to the individual, family and community in different contexts.

In situated teaching, emphasis is placed on learning based on experience in real contexts, where students perform authentic, meaningful activities, in which they seek to develop knowledge and skills of the profession, as well as participation in the solution of Problems (Diaz Barriga 2010: 38 and 39).

The teachers interviewed stated that they use teaching methodologies aimed at complementing individual and collective work in practice, but others mention that they do not have the time to do so. This is evident in the following speeches:

[…] "The didactic strategies I use are: enrich knowledge with practice, take them to the laboratory, a real scenario, visit the community, take a tour, conduct matrices and surveys. […] (D4- Rosy)

[…] "Another strategy that I use is to attend the laboratory where the boys integrate the theoretical to the practice, carrying out the immunization program, in a personalized way the students explain what the vaccine is for, dosages, indications, contraindications. […] (D1- Elena)

[…] "The learning unit of Community Nursing contemplates theoretical hours and practical hours in these last ones are realized simulacra, socio dramas and we go to the community to elaborate the sketch. I hold workshops on vaccines, priority programs and health diagnosis ... in which they participate individually and as a team ". […] (D3-Lupita)

[…] "Some topics are very extensive, such as the topic of vaccines, take them only one day to the laboratory to be taught to apply vaccines, intradermal and subcutaneous application techniques and saw it in the first semester ... In the classroom Nothing else is given the theory we do not practice ... in the community will be taught ... Not enough time, we see the subjects very quickly. " […] (D2-Lucy)

[…] "The teaching of the Community Nursing learning unit is only carried out in the classroom space ... Ideally, as teachers we would take the students

to a community before they go to practice, so that they see Really its features". [...] (D5- José)

Carvalho (2009) Mentions that in the area of Nursing, students need to learn through their own experiences. The search for a coherent response to reality requires the personal commitment and commitment of inherent knowledge of the subject. They can assimilate the why and how to deal with their object of study or work, which are Nursing care. Only in the dimensions of a living practice will nursing students learn intervention strategies and relevance of the decision for Nursing, for this they have to face the problem situations face to face (p.6).

Decision-making implies choosing an option from among those available, to solve a real or potential problem, this requires the person to use his reasoning and a reflexive critical thinking to choose the best solution to the problems that arise in the professionally.

Practice offers the student the possibility of meeting and acting in reality, taking theory and practice as two consecutive, complementary moments that can not be separated in didactic action, theory can be strengthened from practice and practice Is supported in theory, and vice versa, not as a linear process, but circular; As a back and forth between theory and practice. It is about the student to find meanings that strengthen their learning process. In Nursing learning is important the development of theory and practice in a simultaneous and systematized, as a fundamental axis for the development of skills and professional skills.

The students agree on what is mentioned by teachers: teaching methodologies are aimed at complementing in practice individual and collective work; So they say:

> *[...] "In the area of Community Nursing we also attend the school laboratory, we go to the community to practice according to what we have seen in the classroom ... we make the choice of a topic and expose it on a flipchart, in a triptych and we give it to the community On the subject that touched us ". [...] (E2- Juan)*

[…] "We go to the colony to apply what is seen in theory ... what we have to do in the community ... in teams or in pairs we make the sketch, the observation guide, interview ... we apply the instruments that have to be applied in Community practice." […] (E3- Gemela)

The practice is a formative space, of reflection, during its learning process, values and attitudes represent the basic foundations for its formation. The teacher not only teaches, he becomes a model for the student, who learns from him the attitudes and values that he manifests in his action. Especially when professionals are formed that will develop their activities directly related to the needs of the people in their context. This is how knowing caring is related to the ways of learning.

In the speeches of community teachers it is also evident that teaching / learning is aimed at complementing individual-collective learning in practice.

[…] "In practice, we do activities together ... I use personalized experiential teaching ... to teach in living in the house or in the community or in the block, to be with them ". […] (DP1- Ring)

[…] "In community practice, the boys apply the guidelines ... to teach them to apply them, we get together as a group, we read and explain where they have doubts and the terms they do not know ... when I apply the guide I am with them and If they arise doubts are clarified immediately ... although we can not be with them always ... they have to do things for themselves so that they can learn ... at the meeting point are reviewed and clarify doubts. […] (DP2- Ana)

[…] "In the practices, there are talks and a fair of health ... I teach the boys to apply the guides as they taught us in school to apply them systematically ... first we see the guides read them and explain ... I do The first interview for the boys to realize how it is done". […] (DP3- Esaú)

Training in reflexive practice, postulates the experience of learning by doing through a good tutorial action; Students learn professional art forms through the practice of reflectively doing or performing what they seek to become experts, which are essential to their academic, personal or professional competence. They are helped to carry them out thanks to the mediation exercised over them by "more experienced" ones that are usually teachers or trainers (Díaz Barriga 2010: 12).

Teaching through reflection in action, is an effective method particularly in Nursing. A basic condition in the practical learning is the dialogue between teacher and student, since the teacher transmits a message to his apprentices both verbally and in the form of execution; The student reflects on what he hears or sees the teacher, he executes the teacher's prescriptions through the reflexive imitation, derived from the teacher's modeling. The quality of learning depends to a large extent on the teacher's ability to adapt his demonstration and description to the student's changing needs (Schón in Diaz Barriga, 2010: 13).

In a teaching centered on care; Both the class, the laboratory, and the clinical field become places of encounter. It is necessary to sensitize and make students aware that learning is an endless process; Must be trained to search for means to keep up to date, improving their knowledge. This is equivalent to empowering the learner to learn. In addition, critical thinking is a valuable tool that teachers must develop in their students (Waldow, 2009: 9).

The students in their speeches differ in some points, with what the community teachers say:

> *[…] "In practice we apply the guides, listings of houses, we make diagnoses, to learn we read the program, the teacher explains the activities to be carried out and after the explanation we go to the houses to realize them ... the teacher stays in the meeting point ... Does not accompany us ". [...] (EP1-Maria)*

> *[...] In practice we apply the observation guide, housing list, assessment guide, we take vital signs ... we are asked for care plans, talk plans and leaflets and flipcharts ... At the meeting point the teacher explains how to fill*

them, we Review, sometimes going to check that we apply the guidelines. "
[...] (EP3- Sofia)

[...] "In practice ... at school the classroom teacher teaches us the guides and
the practice teacher before going to apply them to families, at the meeting
point, explain and clarify doubts ... come on, we apply ... they wait for us at
the meeting point and sometimes if we have doubts, we tell them the location
of where we are and go and help us."[…] (EP5- Brianda)

In a teaching centered on care, the guidance and support of the teacher are transcendental. The teacher allows the students to find their own means to pursue their projects, but helping whenever necessary. This help is practiced in the sense of orienting, illuminating, motivating, sensitizing, and encouraging search, imagination, creativity. It also helps students by providing materials and resources in ways that are exposed to stimulating and meaningful experiences (Waldow, 2009: 6).

The learning of practical contents occurs in stages, first: the appropriation of data relevant to the task. This stage focuses on providing the learner with information or factual knowledge related to the procedure and tasks to be developed. And then the performance or execution of the procedure, where at first the apprentice proceeds by trial and error, while the teacher corrects it through practice episodes with feedback. In this phase, it is possible to manage a double declaratory and procedural code that must culminate with the procedure fixing. A deeply rooted misconception is that it is possible to execute a procedure by giving the student the theoretical information or the rules of how to do it, without offering feedback (Diaz Barriga, 2010: 44).

For the above, the accompaniment of the teacher in the process of knowledge construction, mainly speaking in the practice of Nursing is fundamental; The situations of care, the experiences and the activities that are selected should contribute to provoke in the students the reflection, and the transformation in their capacities, knowledge and competences. It is important for the teacher to stop considering himself or herself as a supervisor who inspects the student's work, so that he or she becomes a facilitator that involves making the execution

of care easy and possible, through guiding, sharing experiences, providing Their support, collaboration and feedback.

Conclusions

From the discourses of students and teachers, it can be affirmed that Community Nursing teachers have begun to give the student a participative role, active in their learning process, however, given the current conditions characterized by scientific and technological changes , It is necessary to develop diverse ways of teaching and learning, according to the current reality. Individual teaching / learning is not enough, especially at the community level, which is an area of socialization and interdisciplinary work. It is necessary to interact with the "others", the teacher and the students, which facilitates learning both individually and collectively, as well as taking practice in real scenarios as spaces for reflection-action. It is necessary to admit that the main objective of the teacher should be to teach to learn.

Learning in practice, especially in community practice, is carried out in a different context to the academic context and in very particular conditions; The student faces a reality where the theoretical knowledge acquired in the classroom is the frame of reference that bases his actions. The challenge is that this certain "rejection" that the students show for the theoretical, considering it unnecessary in practice or away from reality, it also has real meaning and meaning, and that the student is sensitized to the development of caring processes as A reflexive activity, taking into account that the health-disease process does not only correspond to the biological field, but is influenced by social, economic and political factors, therefore, assume that professional responsibility is not only in the clinical field, but also In the community. Go beyond conceiving the care of the person in the stage of illness, also for the promotion of health, disease prevention and maintenance of life.

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