



REVISTA PREVENÇÃO DE INFECÇÃO E SAÚDE (REPIS)

Educational game as a teaching-learning strategy in the clinical nursing judgment: experience report

El juego educativo como estrategia de enseñanza-aprendizaje en el juicio de enfermería clínica: informe de experiencia

O jogo educativo como estratégia de ensino-aprendizagem no julgamento clínico de enfermagem: relato de experiência

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ABSTRACT

Aim: describe an experience in practical training of nursing discipline in the Care Process applied to Infectious Diseases. **Methods:** This is an experience report of the use of an Educational Game in the Nursing discipline: the Care Process applied to Infectious Diseases. **Results:** The educational game was composed of 16 items of hospital material used in the daily routine of nursing with critical and semi-critical patients. **Conclusion:** When implementing this method of teaching and learning can be seen that facilitate learning, as well as being a creative and dynamic way of assessing the knowledge of the student. **Descriptors:** Teaching; Methodology; Nursing; Educational Technologies.

RESUMO

Objetivo: descrever uma experiência em treinamento prático da disciplina de Enfermagem no Processo de Cuidados aplicado às Doenças Infecciosas. **Métodos:** Este é um relato de experiência sobre o uso de um Jogo Educacional na disciplina de Enfermagem: o Processo de Cuidados Aplicado às Doenças Infecciosas. **Resultados:** O jogo educacional foi composto por 16 itens de material hospitalar utilizados na rotina diária de enfermagem com pacientes críticos e semi-críticos. **Conclusão:** ao implementar este método de ensino e aprendizagem pode-se ver que facilita a aprendizagem, além de ser uma maneira criativa e dinâmica de avaliar o conhecimento do aluno. **Descritores:** Ensino; Metodologia; Enfermagem; Tecnologia Educacional.

RESUMÉN

Objetivo: describir una experiencia en la formación práctica de la disciplina de enfermería en el proceso de atención aplicado a las enfermedades infecciosas. **Métodos:** Este es un informe de experiencia del uso de un juego educativo en la disciplina de enfermería: el proceso de atención aplicado a las enfermedades infecciosas. **Resultados:** el juego educativo estuvo compuesto por 16 ítems de material hospitalario utilizados en la rutina diaria de enfermería con pacientes críticos y semicríticos. **Conclusión:** al implementar este método de enseñanza y aprendizaje se puede ver que facilitan el aprendizaje, además de ser una forma creativa y dinámica de evaluar el conocimiento del alumno. **Descriptor:** Enseñanza; Metodología; Enfermería; Tecnología Educacional.

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INTRODUCTION

Active Methodologies (AM) stimulate critical-reflexive teaching-learning processes, in which the student participates actively and becomes responsible for their learning¹.

According to the National Curricular Guidelines Law of the Undergraduate Nursing Course [2], the new teaching technologies must be applied in Nursing Undergraduate Courses, that aims to provide the professional with the skills and abilities to properly use new information and communication technologies².

The challenge is to develop an individual autonomy in close relation with the collective, so education must be able to trigger a vision of the whole, interdependence and transdisciplinarity.

One of its merits lies in the growing tendency to search for innovative teaching approaches that admit an ethical, critical, reflexive and transformative pedagogical practice, going beyond the limits of purely technical training³.

The AM study has been strengthened by the emergence of new strategies that can favor the student's autonomy, from the simplest ones to those that need a physical and/or technological adaptation of higher education institutions (HEI)⁴.

Morán⁵ carried out a research about the changes that the active methodologies have brought to the education and emphasizes that certain components are fundamental for the success of the learning, among them the creation of games. The author emphasizes that the methodologies need to follow the objectives that are to be achieved and, if we want students who are creative and dynamic, they need to enjoy several new possibilities to show their proactivity and competence.

The study pointed out that projects for the elaboration of educational products are too beneficial and timely for structuring the knowledge of academics. Thus, the use of educational games in learning scenarios awakens the student's

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motivation, curiosity and interest in learning. The teacher should also use these strategies to allow the student to develop their knowledge with autonomy and learn with enthusiasm⁶.

In this context, the Educational Game becomes useful in the teaching-learning process, because through its application the student can work their skills, put into practice the theoretical knowledge, in addition to delve into the topic and clear the existing doubts. Becoming a tool that allows the teaching of a specific theme and often difficult to learn.

In view of the above, the objective was to describe the experience lived in the field of practice in the discipline: Nursing in the Care Process applied to Infectious Diseases.

METHODS

This is an experience report about the use of Educational Game in the practice field of nursing graduation. The Nursing in Infectology discipline has a theoretical load of 40 theoretical hours and 20 hours of practical classes and is offered in the 8th semester of the graduation.

The teaching plan addresses the study of emerging and re-emergent infectious diseases in Ceará and Brazil and their interfaces with epidemiological and clinical aspects; Development of cognitive, affective and psychomotor skills and abilities for the performance of nursing care in the prevention of these diseases, promotion and recovery of health; to enable learning experiences in SUS health care services. It also aims at the promotion of critical-reflexive thinking in contexts involving the nurse's work with a focus on health education, humanization of care and practices based on scientific evidence.

The programmatic content begins with the competencies for the nursing process; Basic concepts in infectology and epidemiological situation. Then we enter infectious diseases, such as: Tuberculosis, AIDS, Hepatitis, Dengue,

Meningitis, Meningococcal Disease and Leishmaniasis. We also address the Arboviroses Dengue, Zika and Chikungunya; Investigation of diseases of compulsory notification and outbreaks in SINAN and Update of the vaccination calendar (2016). At the end of the theoretical classes, we conclude the objectives of the course in theoretical-practical classes, where students can provide nursing care to patients admitted to a referral hospital in infectology.

Among the methodologies used are: Group activity with prior knowledge survey; Analysis of competencies and construction of the nursing process from case studies; Lectures on dialogues; Discussions of epidemiological bulletins and fact sheets; Group dynamics; Exercises; Integrated panel; Practical activities in nursing and infectology and Educational games.

Students are assessed through individual written test, APS report and also through different classroom activities, such as discussion of case studies, for example.

DISCUSSION

As a preceptor in an HEI of the undergraduate nursing course, accompanying the students in the practical activities carried out in a hospital environment, it was observed that the students presented difficulties in associating the use and separation of certain materials necessary for the development of basic and complex procedures for the needs of the patients, among them: Nasogastric and nasoenteric tube passage; Bladder catheterization of delay; Installation of equipment for measuring PVC; Choice and use of masks (venturi and with reservoir) and O₂ support catheter; Management, use and fixation of orotracheal tube; Aspiration of airways and peripheral venous puncture.

Faced with this problem instigated the construction of an Educational Game.

The practical classes took place in a unit of

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medium and high complexity, in which students had the opportunity to observe and perform numerous nursing procedures.

For the student to participate in the Educational Game were followed the phases below:

1st Phase

The materials were divided into separate containers, listed and placed inside a box. The material relation consisted of: Orotraqueal tube, O₂ catheter, guedel cannula, tracheostome, venturi mask, mask with reservoir, tracheal aspirator tube, suction probe, PVC installation material, photoprotective equipment, nasogastric tube, nasoenteric tube and Folley tube.

2nd Phase

A student is chosen to start the game by choosing a random number from 1 to 16. When choosing the number, the student picks up the material and identifies it.

In a dynamic way, the students respond to the questions asked by the teacher, debating with their colleagues and questioning not only the material chosen, but also the topic of hospital care in critical patients. If the student does not know the name of the material and its function, another person from the same team can voluntarily answer the questions and be evaluated.

3rd Phase

The teacher evaluates the student about the knowledge of the materials that are used more routinely in nursing care, the handling ability, when is indicated, as well as the aseptic technique and biosafety standards.

At the end of this phase, the teacher must complete a theoretical and practical activity evaluation form with a score of 0.5 to 10. The instrument used is divided into three areas: Cognitive (4.0 points), psychomotor (3.0 points) and affective (3.0 points). The two items in which the development of the student in the game were punctuated are: "Relates theoretical knowledge in Infectology (including prevention and control measures) in the practical foundation" (cognitive)

and "Performs nursing care related to client needs" (Psychomotor), each with a score of 1.0 points.

The use of educational games in teaching-learning stimulates the student's motivation, curiosity and interest in learning and allows the teacher to observe knowledge gaps. Projects and researches for the elaboration of educational tools are very pertinent for the construction of the knowledge of undergraduate students⁶.

CONCLUSÃO

When implementing this teaching method, it was verified through the students' reports that the use of educational games provides a new way of

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COLLABORATIONS

Bastos TGO, Amorim TS and Castro KS contributed in the collection and interpretation of the obtained results and also in the elaboration and organization of the ideas and the successive revisions until a final purpose.

INTEREST CONFLICTS

There are no conflicts of interest to report

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learning, since it uses educational strategies that facilitate and stimulate learning, giving it is a more interactive, playful and at the same time autonomous way. The game also enabled a better fixation of information as the students had the opportunity to observe in practice the need for patient care and what procedures should be performed to provide effective care.

This teaching-learning strategy stimulated students' motivation and interest in learning, enabling an integral and dynamic development in the cognitive, affective, social and motor areas, as well as contributing to the construction of a creative, critical and responsible being the construction of their knowledge.

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