

**PRODUCTION OF DIDACTIC MATERIAL BY MONITORS OF THE DISCIPLINE
NURSING IN GYNECOLOGY AND OBSTETRICS****CONFEÇÃO DE MATERIAL DIDÁTICO PELOS MONITORES DA DISCIPLINA
DE ENFERMAGEM EM GINECOLOGIA E OBSTETRÍCIA****CONFECCIÓN DE MATERIAL DIDÁTICO POR LOS MONITORES DE
LA DISCIPLINA DE ENFERMARÍA EM GINECOLOGÍA Y OBSTETRICIA**

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ABSTRACT

Objective: to report the experience of the preparation of a manual on nursing care with medications most used in Gynecology and Obstetrics. **Method:** descriptive study of the type of experience report about the experience of monitors, carried out April and July, 2017. The preparation of the material included: management, action, indications and nursing care, among others, based on literature revision. **Results:** The manual was composed of nursing care with 36 medicines and distributed to 30 students who attended the course. They felt more prepared and safe and classified the material as very good (8%) and great (92%), the monitors reported that the activity allowed to deepen knowledge. **Conclusions:** the construction of didactic material brought benefits in the teaching-learning process for all involved and in addition, the didactic material was important for the improvement and fixation of the treated content.

Descriptors: Nursing; Obstetric Nursing; Mentors; Drug therapy; Students, Nursing.

RESUMO

Objetivo: relatar a experiência da confecção de um manual sobre os cuidados de enfermagem com medicamentos mais utilizados em Ginecologia e Obstetrícia. **Método:** estudo descritivo do tipo relato de experiência, acerca da vivência de monitores, realizado entre abril e julho de 2017. A confecção do material englobou: vias de administração, ação, indicações e cuidados de enfermagem, entre outros, baseados em revisão da literatura. **Resultados:** O manual foi composto por cuidados de enfermagem com 36 medicamentos, distribuído para 30 acadêmicos que cursaram a disciplina. Estes se sentiram mais preparados e seguros e classificaram o material como muito bom (8%) e ótimo (92%), os monitores relataram que a atividade permitiu aprofundar conhecimentos. **Conclusões:** a construção do material didático trouxe benefícios no processo de ensino-aprendizagem para todos os envolvidos e, além disso, o material didático foi importante para aprimoramento e fixação do conteúdo tratado.

Descritores: Enfermagem; Enfermagem Obstétrica; Mentores; Tratamento farmacológico; Estudantes de enfermagem.

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RESUMEN

Objetivo: relatar la experiencia de la confección de un manual sobre los cuidados de enfermería con medicamentos más utilizados en Ginecología y Obstetricia. **Método:** estudio descriptivo del tipo relato de experiencia, acerca de la vivencia de monitores, realizado entre abril y julio de 2017. La confección del material englobó: vías de administración, acción, indicaciones y cuidados de enfermería, entre otros, basados en la revisión de la literatura. **Resultados:** El manual fue compuesto por cuidados de enfermería con 36 medicamentos y distribuido a 30 académicos que cursaron la disciplina. Estos se sintieron más preparados y seguros y clasificaron el material como muy bueno (8%) y óptimo (92%), los monitores relataron que la actividad permitió profundizar en los conocimientos. **Conclusiones:** la construcción del material didáctico traía beneficios en el proceso de enseñanza-aprendizaje para todos los involucrados y, además, el material didáctico fue importante para perfeccionamiento y fijación del contenido tratado.

Descriptor: Enfermería; Enfermería Obstétrica; Mentores; Tratamiento farmacológico; Estudiantes de Enfermería.

INTRODUCTION

Since 2004, patient safety has been widely discussed by the World Health Organization (WHO), with the two initial challenges being hand hygiene and safety in surgical procedures, with positive results from the establishment of protocols and knowledge dissemination.¹

In 2013, the Ministry of Health created the National Patient Safety Program, which defined six protocols to be developed by health institutions and among them is the safety in medication prescription, use and administration.²

Errors related to medication cause at least one death per day in the United States and the cost of serious damage exceeds \$ 42 billion annually. In order to reduce the errors and severe damage related to drugs to 50% in five years, in March 2017 WHO

launched the third global challenge to promote safe medication. The publication "Medication without harm", points out that medication errors put at risk the safety of patients and that they are more frequent during administration. It is highlighted as objectives to improve the indices, the development of guides, materials, technology and tools for safe medication and harm reduction.¹

It is known that the work process involving the act of preparing and administering medicines is complex, and is divided into several stages. Moreover, it includes the participation of different health professionals, especially nurses, who have great responsibility leading this action.³ One of the most complex sectors involved in this preparation, since the choice up to its administration, is Obstetrics and Gynecology⁴, mainly due to

the specific use during pregnancy (teratogenicity) and the breastfeeding period.⁵

To put this into context, even today, the hierarchical and usual teaching model, based only on lectures remains predominant.⁶ Therefore, there is the need to create scientific tools and resources to assist nursing students in clinical practice, with a view to patient safety, quality of care, avoiding complications and errors in drugs preparation and administration.⁷

Identified the importance of academics regarding drugs administration and considering that Safe Medication is the third global challenge to the patient security¹, there was the need to create a manual about nursing care on medicines for Nursing undergraduate students. The experience of building it as a teaching tool, as well as the perception for teachers, monitors and ongoing students of the discipline justifies this report.

Thus, this study aimed at describing the production of a manual on nursing care concerning medication with the most widely used drugs in Gynecology and Obstetrics.

METHOD

This is a descriptive study, experience report type. This report was built from the academic experience of the student monitors, provided by the

monitoring program of the Federal University of Triângulo Mineiro (UFTM) in the discipline Nursing in Gynecology and Obstetrics of the Nursing undergraduate course, whose activities were guided by the teacher responsible for the discipline, from April to July 2017.

The monitors were selected from a selecting process that consisted of the following phases: written test; interview; average grade obtained in the discipline Nursing in Obstetrics and Gynecology and average performance in the Nursing undergraduate course. The ones with the highest grade were selected, and the first place was awarded an institutional scholarship, with the second participating voluntarily.

Three activities were proposed: in-person and online monitoring; survey of the last three years of literature in Nursing in Gynecology and Obstetrics, in journals classified as Qualis A1 and A2 to the area, creating a reference database and the preparation of the manual.

First of all, the main drugs used in the Gynecology and Obstetrics sector of the Clinical Hospital of UFTM were identified, and then the topics that would be addressed in the manual were delimited. For a month, the monitors selected the

necessary references and conducted the writing of the manual. For its preparation references as the Ministry of Health manual on drug administration in pregnancy and lactation⁵ and specialized and renowned books focused on the administration of drugs in nursing.

For each drug, the following topics were covered: routes of administration (oral, intramuscular, intravenous, among others.); drug action; main directions, as well as the specific ones in the case of Gynecology and Obstetrics; and nursing care (dilution, preparation, solution stability, drug interactions, side effects, care before, during and after administration).

The manual evaluation was carried out informally, being requested on the last day of the discipline, in writing and with no identification of academics. They classified the material as great, very good, good, bad or very bad and could add their personal impressions and/or suggestions. Responses were analyzed by percentage frequency and the evaluation of the monitoring activity was carried out at a meeting among monitors and teachers.

RESULTS

The manual was composed of nursing care with 36 medicines, highlighting as an example, Oxytocin, used before and after delivery for different purposes (conduction of labor and prevention of postpartum hemorrhage); Terbutaline, Betamethasone, Methyldopa, Simethicone, Ferrous Sulfate, Tramadol, Dipyron, Cefazolin, Ketoprofen and Potassium Permanganate, among other drugs, which have widespread use in the clinic of Gynecology and Obstetrics, as illustration in the table of contents, shown in Figure 1. Altogether, the material produced had 44 pages.

After the description of nursing care with medicines, it was emphasized the formulas for the dripping calculation and conversion of solutions into droplets and microdroplets (ml/h) giving examples for each of the formulas.

It was also reported care with the handling of medicines, presenting the ways and the main vehicles used for dilution and administration, aseptic technique in manipulation and injection aspiration technique and vial. In the end, the manual had illustrations of the "13 rights" for safe medication; routes of administration; needle gauges, size of syringes and description of the drug preparation

techniques illustrated with display images showing the performance of the procedure.

The manual produced was distributed to the students who were attending the discipline before starting clinical teaching, for two semesters sequentially, being delivered to 30 students in all.

In manual assessment it could be possible to identify that academics were satisfied, highlighting it as the best activity performed by the monitors. It was reported that they felt more secure and prepared before the knowledge required and, in general, classified the material as very good (8%) or excellent (92%).

As for the monitors who actively participated in the production of the material, according to the reports, the activity enabled them to deepen their knowledge about drugs, nursing care and also about the specificities of the clinic, considering the experience valid and important for professional training.

DISCUSSION

The preparation of guidance documents and manuals is an important practice in nursing area and is under investigation in other studies already published in the

literature. In a similar study of the production of a care guide with medications for a specific sector, the first step was the survey of the drugs most used in this sector, being carried out through consultations to prescriptions and questionnaires applied to professional of the sector.⁸ The second step occurred through meetings, where there were group interviews with these professionals in order to discuss from the problematization to the production of the guide.⁸ In general, the first step is similar to the manual preparation in question, particularly in relation to the survey of the most widely used drugs; however, it differs in how it was done, since, in order to identify the main drugs, it was held a meeting with the supervisor and responsible for the discipline working with clinical teaching in the sector.

In another research conducted in São Paulo, in which a guide to the administration of drugs was built, the basis for the production of the material was the identification of the drugs involved in errors on dilution.⁹ There was also observed the contribution of professionals of this service in the development of these resource materials^{8,9,10}, unlike what occurred in the production of the material

in this study, which was carried out only by academics monitors and the supervisor. In this context, we emphasize the need to discuss this subject and provide this material to professionals of Gynecology and Obstetrics sector. The presentation and discussion is expected to occur in future activities, as part of the actions of the monitoring activities of the discipline.

The topics of each drug addressed in the manual corroborate the results of other studies, such as administration routes, drug effect, stability, speed and time of infusion, adverse reactions, such as drug dilution^{8,9}; in addition to the care with respect to maintenance of intravenous devices, which was specific focus of the production of a guide in another study.¹⁰ It is noteworthy that all these components mentioned above are part of the process of preparation and administration of medicines and are extremely important for the knowledge of professionals and nursing students, since they are inserted in practice and that the occurrence of failure in one of these processes may result in damage to the patient, compromising his/her safety.

For the guides production, a chart/sheet was used as a form for collecting the material, as it is easily handled in clinical practice^{8,9}, what differed from the manual produced, where it was determined the topics to be

addressed, with them being widely researched, since the aim was to use the manual as reading materials/academic study.

It can be observed, in these studies, that the construction of a reference material for the administration of drugs is directed to the professionals of the sector, in order to standardize the procedures and reduce the occurrence of errors related to the drugs preparation and administration.^{8,9}

In general, guides and manuals are facilitating instruments of the nurses working process, nursing technicians and also nursing students, promoting the quality of care and, above all, patient safety.

The manual production provided a relevant discussion of the importance of these materials in the teaching-learning process. However, the present study had as limitations the scarcity of publications about the production of materials facing nursing care with medicines in specific sectors, complicating the discussion regarding the models and instruments used, as well as similarities and differences. Thus, it is suggested conducting and publishing studies focused on the production of manuals and guides on

medicines, as the value they have in care and academic practice.

CONCLUSION

The production of teaching materials as an activity of the monitoring program has brought benefits in the teaching-learning process for everyone involved: students attending the discipline, the teacher in the development of the discipline and the improvement of technical and scientific knowledge of student monitors on nursing care with medicines. It is worth highlighting that, improving and content fixation on medicines is of utmost importance for the nursing practice.

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