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REVISTA IBERO-AMERICANA DE SAÚDE E ENVELHECIMENTO
REVISTA IBERO-AMERICANA DE SALUD Y ENVEJECIMIENTO

THE ELDERLY IN THE CARE SPACES: TREATING THE FORMATION OF UNIVERSITY NURSING

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ABSTRACT

Objectives: Identify care spaces for the elderly in nursing university students.

Methodology: This is a theoretical essay guided by the report of experiences on the creation of care spaces, induced by the game like act in the classroom with 22 nursing students, from a public university located in Boa Vista - Roraima.

Results: Four care spaces were created for the elderly, entitled: Basic Health Unit "X", Espaço GERO, Instituto Viver Mais and Unidadd Day Third Age.

Conclusion: The game elicited reflections on systematized nursing consultations for the elderly, interdisciplinary care with the whole health team, intersectorial dialogues between health and education.

Keywords: Health services for the aged; health of the elderly; nursing care.

INTRODUCTION

Every day teachers and students are invited to think about nursing care in the multivariate health services, university spaces and life. One of the tensions present in the pedagogical practice inherent to the teaching exercise lies in the appropriation of rigid, inflexible and plastered models that consider the student a receptacle of contents or mere consumer of scientific articles.

In addition, we must consider in the teaching, the strong predilection on the part of the students of nursing for the information technologies, represented here by smartphones and tablets, that increasingly occupy the spaces of teaching. Usually these university students reach the advanced periods of higher education, resistant to pedagogical strategies understood as capable of inducing the creation and provoke in their bodies feelings of care, emotions, feelings and attitudes before the profession.

Based on these meanings, it is necessary to treat creation in the training of nurses, to problematize the spaces of care and to stimulate within the pedagogical meetings the questioning of the phenomena of life as a way of resisting the fragmentation of knowledge to minimize the inheritance of the valorization of rationality sciences so present in the curricula of nursing courses⁽¹⁾.

When considering the arguments that position creativity as a basic caring instrument, this pedagogical teaching experimentation originates in higher education of Nursing, contextualized in the territory of a public university located in the city of Boa Vista, when ministering the Geriatric and Gerontological Nursing discipline.

At teaching level, it was conceived to create spaces to care for the elderly where nursing students could mobilize a set of knowledge without the obligation to learn by learning, which only takes into account units of content about the process of aging, of doing professional which transcends the geriatric syndromes, idealization of services and evaluations to the elderly that considers the regional characteristics present in the state of Roraima.

With the certainty that an escape line⁽²⁾ has been accessed, within a curriculum, this investigative essay opens up for unpredictability. A peculiar way of accessing the spaces of life where the elderly walk in Boa Vista - Roraima, connected to the multivariate knowledge present in the training of nurses in training. When escaping, the comfort of the datashow or the chalkboard is abandoned to locate in the experiences of the life of each student and embark on their knowledge to investigate the triad: body, space and nursing care⁽³⁾.

Thus, using creativity, university students experience in a playful way what the elderly can feel when their body accesses the health services, revealing the nursing care provided, before even starting the practical teaching in health services. Creating is the watchword of the now. Teaching to imagine and create things will realize that what is wanted in this 21st century when the discourse and practice about technological innovation is strong⁽⁴⁾.

In this intimate relation of escape and creation or to escape to create, the following guiding question of this essay is formulated: what are the places of caring for the elderly created by university students of Boa Vista - Roraima? In view of the above, the following objective was formulated: to identify spaces of caring for the elderly in nursing university students.

METHODOLOGY

It is a theoretical essay⁽⁵⁾ that doubles up for the production of reflections that are based on the report of experiences with nursing students in the classroom, when they are induced by the dramatic game⁽⁶⁾ to create spaces of care for the elderly population.

All reflexive nature of this study was produced in the classroom located in a public university located in the state of Roraima. A place considered as a living laboratory for data production, since students, besides learning the Geriatric and Gerontological Nursing contents, were invited to produce care spaces for the elderly, in order to objectify what is and what is not inherent in their sphere⁽⁴⁾.

Twenty-two students regularly enrolled in the second semester of 2018 participated in this meeting, specifically in the seventh period of the Bachelor's Degree in Nursing. All participants involved in the teaching scene were previously informed about activity and its scientific purposes.

In the classroom: after obtaining free and informed consent were divided into four groups sized as follows: two groups with six and two containing five students, respectively. At the first moment of this pedagogical experimentation, the participants, divided into groups, were instructed to freely and creatively express the space of care for the elderly person's body.

This moment lasted an hour and forty minutes and counted on the help of cardboards, styrofoam boards for models, modeling masses, scissors, pens, brushes, gouache, rulers, artificial dolls, glue, plants collected in the university garden, among others. In the second moment, the classroom was remodeled to a large circle and the groups invited to collectivize the spaces produced which lasted approximately two hours.

To guarantee the quality of the arguments presented in this essay, two participants were voluntarily selected to record in writing the main characteristics of spaces created by students for the elderly, as well as the impressions about body and care in the field of geriatric nursing.

RESULTS

It is appropriate to highlight as a result of this pedagogical experimentation the production of four care spaces for the elderly, distributed in a physical plant drawn on sheet of paper and three models. All descriptions that identify these spaces can be contemplated as follows:

Space I created by group A: Basic Health Unit "X"

The first group produced a model representing the Basic Health Unit (UBS) and emphasized the importance of using underutilized land in the physical spaces of these services. It was described as characteristic the extent in square meters of the primary units of the territory of Boa Vista and created in those places micro-spaces of care for the elderly, of which they stand out: open space containing table of games, room for production of vegetables, a room for development of physical activities, dance, gym and film.

It is worth mentioning the students' concern to guarantee an accessible space for the elderly population that presents some limitation, represented by the modeling of accessibility ramps for wheelchair users and the presence of handrails in spaces. In this territory, there is a screening room carried out by the nurse's body, which after conducting the nursing consultation, directs the elderly to the microspace of the activity that will contain a specific health professional who was thought, however not modeled.

In the interior of the creation the body of the elderly was structured as one that moves in a diversity of strategies of caring, such as: play, dance, work out and plant, all inductive of leisure.

The space created was guided by the principles of accessibility, health promoter and autonomy stimulator in activities of daily living. Elderly care was described as the one that observes being aged in its totality, objectified by nursing consultations with the purpose of fundamentally preventing cardiovascular diseases and mellitus diabetes.

Space II created by group B: Space GERO

The second group produced in a physical plant called Space Gero, as a way of referring to the term Gerontology. The guiding principle of this creation was the centrality in the attention to the person considered elderly referenced by some UBS located in the city of Boa Vista.

It was created in this space microcenarios of the care, of which they stand out: reception room, interactive hall with television, room for realization of wheels of conversations with the elderly, room of workshops for the development of cultural activities, modeling of articles of straw, cut and sewing. Board room for maintenance of cognitive activity of the elderly, swimming pool for water aerobics, place for dance therapy and music therapy, computer room, two outdoor spaces: community garden and tapiri (open room covered with a hut to shelter the elderly). Bathrooms adapted to the reality of the elderly.

The outpatient area has a square in the center, consisting of nursing, medical, nutrition, physiotherapy and psychology offices, as well as the administration of the unit. In general, the logic of operation of the service requires the elderly to be present every day of the week. The unit's nursing care schedule includes physical activities, checking blood pressure and capillary glycemia, providing coffee, conducting a conversation with the elderly, and having leisure activities of the day.

In addition, students were concerned to include popular health education with the following topics contextualized to the elderly: sexuality in the elderly, sexually transmitted infections, body hygiene and polypharmacy. The nurse presents a managerial character, being the director of the unit, and another dimension of care, which works within a multiprofessional team, controlling meals, administering medication, taking care of the integrity of the skin, such as baths and exchange of frauds. The word of order expressed to adjectivate care for the elderly in this creation was: integral.

The body of the elderly was thought to be one that presents quality of life, however, did not appear represented in any microenvironment of the physical plant. Finally, the space created was meant as welcoming with a logic of work in continuity for the basic needs of the elderly in Roraima.

Space III created by group C: Viver Mais Institute

The third group produced a model depicting an institute to care for the elderly. In this place, the following microspecies of care were evident: music room, theater, dance, art therapy and an open place for performing aerobic physical activities. As in the first group, the creation portrays the importance of the elderly screening performed by the nurse, who after conducting a systematized nursing consultation directs the client to the professionals psychologist, nutritionist, physiotherapist and teachers of physical education, music and theater.

It is evident in this space of care the intersectoral articulation between health and education. The key words captured by nursing students in this creation were: interdisciplinary work based on the exchange of knowledge on a permanent basis between teachers and health professionals that compose the staff of this space of care.

Aesthetically the institute must be handsome, clear, airy and work the physical and mental health of the elderly together. The body of the elderly was modeled within this space considering health and its deviations. The client presents minimized attention needs by insertion into a group where they produce something and consequently feel socially useful.

Nursing care dialogues with the other health professions were conceived from the talk of the elderly to stimulate the exchange of experiences and experiences among the peers. In this place, nurses consider the elderly in their singularity and operationalize the Systematization of Nursing Care considering the desires and their clinical conditions. Productions resulting from collective actions within the institute directly included the family.

Space IV created by group D: Unit Day Third Age

The fourth group created a model with well-defined microspaces. In Unit Day, were identified swimming pool, gym, library, cafeteria, office and external area that contains a garden. The space integrated the teaching together with the work in a continuous movement, being considered a place of reference for conducting researches and producing scientific studies aimed at the elderly population.

This service includes the following professionals: nurse, psychologist, physical educator and nutritionist. In addition to these professionals, the presence of professors and academics from the multivariate professions present in the service were included. The space privileges the intimate contact of the elderly with nature, seeks to prevent immobility and physical limitations, stimulate the intellectual activity of the elderly and consider it active with society.

In this unit the body of the elderly passes the time of day on multiprofessional care whose main focus is the prevention of diseases from integrated actions articulated among all the professionals that make up the microenvironments of care. The client has not been reduced to a health problem or illness, being observed inside the nursing consultations and caring actions as a holistic being that needs to keep their daily life activities preserved.

DISCUSSION

The experiences reported in the classroom make it possible to affirm that it is possible to teach and learn the practice of caring in geriatric nursing by projecting the body of the elderly in the care space. The room becomes a living laboratory of creation and nursing students are affected by the lightness of pedagogical experimentation to seriously think about the spaces occupied and vacated by nurses when they care for healthy and sick elderly people⁽⁷⁾.

The discussion is: dramatic play has brought to the students' bodies the freedom to think, dialogue and learn nursing. This is because this strategy reassembled the classroom, leading the future nurses to occupy the space with various body postures, namely: standing, barefoot, sitting on the chair and lying on the floor.

However, by choosing to undertake a discipline to think the profession through dramatic play, without having practical lessons or "how-to" recipes, the students revealed, at first, body expressions of detachment, silence and why not uncertainties and doubts in which the process could come because they are accustomed to classrooms where they receive content without reflection with traditional teaching methodologies⁽⁸⁾.

At first, it was observed a discomfort in the students to create, represented by internet searches with the help of mobile devices for drawings or spaces that provide nursing care to the elderly population considering the services available in the Unified Health System. In a second moment, at the collective level the leaderships within each group emerged, giving life to the creative process from the idealization of space on paper, and later, to execute the modeling.

The third moment of the dramatic game was characterized by the creation of the space of caring for the elderly. The importance of knowing how to live was clear, especially when nursing students found themselves in need of movement among groups to borrow materials.

It is essential for the agenda: at this stage the territories of Roraima began to be dialogued with the needs of the elderly population. Nursing students' life experiences and connections with the elderly have gained shape when they discuss home, public or even health services, with emphasis on basic health units, institutes and day care units for the elderly. One notices a flurry of ideas in their bodies and a clear concern to integrate the professional knowledge already acquired in previous periods of formation in what is being conceived as creation.

In this sense, the following thematic axes were captured as content units present in the curriculum in which they are inserted: health and illness process contextualized with the elderly population, reference and contra-reference of the elderly in the care network of the municipality of Boa Vista, health situational diagnoses, nursing semiology aimed at the elderly, and last, but not least, the work of the nurse within a multiprofessional team on the interdisciplinary logic⁽⁹⁾.

The Systematization of Nursing Assistance and Nursing Consultation for the elderly was a fundamental point in the creations. The slogans call for dialogue within the consultations on basic human needs, holistic and integral care for the elderly that uses the health services present in the care network in the municipality of Boa Vista.

The most common within the creations was attribution of the figure of the teacher who performs activity with the elderly in parallel work with health professionals.

A work logic that interlinks health and education in an intersectoral way as a way to enhance the quality of life, the useful feeling for society and the recognition of the autonomy of the elderly within the family. In order not to finish, it was considered as limitation of this essay the teacher's action in recording the pedagogical experience as a possible inducer of neutralization of the creative potential of the students.

CONCLUSIONS

Given the above, it is possible to signal some reflections identified from the creation of spaces for the elderly by the students that portrays the professional practice of Nursing. Nursing care expressed in forms, colors, lines, lines and molds can be expanded unrestrictedly to other sub-areas of Nursing, directed to the sick or healthy people, crossed by interior impulses, of the bodies that take care when taking into account crazy-regional, unique and peculiar to being cared for.

The body of the aged, thought and modeled, considered the freedom of being that ages, autonomy, independence, social utility, ability to produce, sexually and cognitively active that experiences physical changes in a healthy or sick. Finally, the spaces created indirectly recalled the meanings listed in Florence Nigthingale, when it was considered in the environments, the best condition for health maintenance or restoration of a disease process installed in the elderly.

With the certainty of the unfinished it is hoped that this theoretical and reflexive essay will be an escape line to think of the operant modes of training nurses. It is considered the importance of exploring the creative potential that circulates in the bodies of nursing students when in a single movement they self-observe as nurses in formation in the care spaces.

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