

## NURSE TRAINING STRENGTHENED BY THE DYNAMISM OF REALISTIC SIMULATIONS IN WOMEN'S HEALTH CARE

---

### *Endria Mendes Fabrizzio*

“Universidade Comunitária” (“Community University”) in Chapecó Region –  
Unochapecó - Chapecó - Santa Catarina  
<https://orcid.org/0000-0002-6788-1573>

### *Ana Paula Ferreira*

“Universidade Comunitária” (“Community University”) in Chapecó Region –  
Unochapecó - Chapecó - Santa Catarina  
<https://orcid.org/0009-0002-8398-3438>

### *Josieli Agostini*

“Universidade Comunitária” (“Community University”) in Chapecó Region –  
Unochapecó - Chapecó - Santa Catarina  
<https://orcid.org/0000-0002-2605-4109>

### *Jucimar Frigo*

“Universidade Comunitária” (“Community University”) in Chapecó Region –  
Unochapecó - Chapecó - Santa Catarina  
<https://orcid.org/0000-0003-0572-1352>

### *Naiara Geraldo*

“Universidade Comunitária” (“Community University”) in Chapecó Region –  
Unochapecó - Chapecó - Santa Catarina  
<https://orcid.org/0009-0002-0798-4017>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



**Abstract:** This article aims to describe the experience of realistic simulations as a teaching-service method aimed at developing knowledge of practical, theoretical and attitudinal skills in teaching nursing in the field of applied health in the discipline Nursing in Primary Care III: Women's Health, of the Undergraduate Nursing course from the "Universidade Comunitária" ("Community University") in Chapecó Region - Unochapecó, in the municipality of Chapecó, Santa Catarina. In this, a support strategy was developed for the practice of realistic simulation in the teaching-learning of graduation in Nursing from the diagnostic analysis of the application and its development. This is an experience report in practical classes through realistic simulation in the Skills laboratory in the period from October to November 2021. The motivation for writing the manuscript was due to the need to express the reflection that the experienced process produced in this specific practice of academic training. The realistic simulation allowed the academics to interact, in a scenario that approximates reality, with a series of elements that allowed them to solve a scene or clinical case. It was evident that intraining in nursing realistic simulation is a positive and efficient method for academics, in development of skills for the exercise of professional practice, in addition to providing students with a moment to exchange information, contributing to the strengthening of the teaching-learning process.

**Keywords:** Knowledge, attitudes and practice in health; Nursing; Women's health.

## INTRODUCTION

The historical context, from the idealization to the consolidation of the National Policy for Integral Attention to Women's Health (PNAISM), presents numerous adversities related to the moment and the sociopolitical

characteristics of the period, in addition to being initially directed at women as reproductive and caregiver individuals, excluding demands outside this scope in their health, thus, the policy was based on the 1983 Program for Integral Attention to Women's Health (PAISM) (SOUTO; MOREIRA, 2021). Corroborating, in 2004, the National Policy for Integral Attention to Women's Health (PNAISM), considering the epidemiological situation in women's health in Brazil, which must include women of reproductive age, therefore, including ages between 10 and 49 years,

In the current situation, the Brazilian Institute of Geography and Statistics (IBGE), the female population represents 89,800,471 (50.77%) of the Brazilian population, in the division women of reproductive age are 73,837,876 (65%) (BRASIL, 2021). The epidemiological bulletin of the Health Surveillance Secretariat (SVS) and Ministry of Health (MS), referring to the years 2010 and 2019, showed in the category of underlying causes of death in women aged 10 or more, in the year 2019, neoplasms and tumors with a significant and potential number, subdividing this data, stand out: between 30 and 39 years, the genitals (25.8%) and breast (25.5%); 40 to 49 years old, breast (26.9%) and genitals (21.9%); finally, 50 to 59 years, digestive organs (26.9%), breast (21.8%) and genitals (15.7%) (BRASIL, 2021).

Cervical cancer (CC) has a high incidence in Brazil, it often develops over a long period of time, and can be identified in its various stages of evolution by exfoliating the cells of the vaginal epithelium and the uterine cervix on a slide for microscopic visualization, a procedure also known as the Pap smear or colposcycytological examination, which is highly indicated by the World Health Organization (WHO), in addition to being a simple and low-cost method (RODRIGUES;

MORAES, 2020). Another pathology that receives high incidence is breast cancer, thus, the identification of risk factors as primary prevention is emphasized, and as secondary prevention, screening and early diagnosis, strongly associated with the reduction of cases (CONCEIÇÃO et al., 2022).

Prenatal care is another important tool in women's health care, which seeks to promote health and early identify possible changes that cause health damage. qualified (BONEENSA CÁ et al., 2022). Jointly in obstetric care is the performance in labor and birth, which includes care for the woman and the baby in a humanized way, in addition to being based on scientific evidence, thus, the importance of qualified and safe practices is cited (DULFE et al., 2022).

In view of the above, nursing is perceived as a major player in the field of women's health, with regard to the gestational period and the puerperium, it also counts on the promotion of humanization, integrality and qualification (FERREIRA et al., 2021). One can also mention the nurse with an active role in the prevention of CC and other types of cancer, therefore, health promotion, educational activities and gynecological exams, including the performance of the Papanicolaou (MACIEL et al., 2021).

Since nursing training, students have theoretical and practical experiences on women's health, despite this, some students are insecure about performing some procedures, such as collecting the Papanicolaou test (MEDEIROS et al., 2019). It is also known about the different situations that the student may encounter in their training trajectory, among them the supervised curricular internship, a study exposed about the perception of students in internship in the maternity sector, thus, the importance of teaching associated with practice and contextualized with the various scenarios in the field of women's

health (PROGIANTI et al., 2019).

In the area of teaching, several methodologies are seen in the teaching-learning tangent in nursing, including the performance of realistic simulations, which enables clinical and critical-reflective development in a safe environment, thus enhancing learning (CAMPANATI et al., 2021). Realistic simulation in health education has recently been applied in Brazil, this practice leverages students' confidence and safety, a feeling that is transferred to the patient during procedures (FERREIRA et al., 2018).

Thus, this study aims to report the experience of realistic simulations as a teaching-service method aimed at developing theoretical knowledge, practical and attitudinal skills in teaching nursing in the context of women's health.

## METHODOLOGY

Descriptive study being an experience report on educational activity developed by undergraduate students in Nursing at the "Universidade Comunitária" ("Community University") in Chapecó Region (Unochapecó), during theoretical and practical teaching in the subject Nursing in Primary Care III: Women's Health. The experienced report was developed from a realistic simulation in the Skills Laboratory (LH), from October to November 2021. The LH was previously organized with anatomical dolls, gynecological stretcher and material for the cytopathological examination of the cervix and other technological inputs, configuring excellent tools in the process of realistic simulation to illustrate situations and bring academics closer to clinical reality, thus stimulating their development.

Realistic simulation is a methodology that offers students the possibility to carry out in a safe and controlled way, a practice similar to what they will carry out in professional

practice. Through realistic simulation, the academic interacts, in a scenario that simulates reality, with a series of elements that will allow him to solve a situation or clinical case (EPPICH et al, 2011). It is also defined as a pedagogy that uses one or more strategies to promote, improve or validate the participants' knowledge through experience-based learning (SASSO et al., 2015).

To complement the theoretical-practical teaching of the discipline, realistic simulations were used. These aim to develop the potential of academics so that they can assume leading roles in the training process, in addition to encouraging frequent participation in the dynamic process of knowledge construction, problem solving and evaluation (HERMIDA; BARBOSA; HEIDEMANN, 2015).

This type of strategy has been increasingly used in nursing education, which has aroused interest in its applicability not only as a teaching methodology, but, above all, in its effectiveness in the results, since it promotes the effective learning of the participants. However, in order to achieve meaningful learning, it is necessary to comply with steps and criteria of good practice in simulation (COREN, 2020).

## **RESULTS AND DISCUSSION**

Realistic simulations of women's health were performed at the LH, organized in advance with technological inputs, such as anatomical mannequins, material for the collection of cytopathological examination of the cervix, among others. The realistic simulations were designed aiming at an effective teaching-learning dynamic, allowing to identify the individual strengths and weaknesses of the students in relation to assistance in women's health care.

Initially, the contents related to the gynecological and obstetrical consultations carried out by the nursing staff were shared, a

practice called Briefing or Pre-Briefing, which consists of a pre-exposure of the expectations and resources that can be used during the simulation, and can also be used to remember procedures (KANEKO; LOPES, 2019).

After that, the academics divided into groups started practices in the LH to address the studied techniques, the professor in charge performs and describes the procedures based on pre-prepared scripts, then each student practices individually under supervision until they acquire confidence and dexterity in execution.

The following are components of the activities carried out: prevention practices, promotion and control of cervical and breast cancer, collection of cytopathological examination, prenatal care, delivery assistance, among others, in addition to the discussion of clinical cases, as well as characterized the first contact of academics with the theme. Like the performance of the obstetrician nurse, fundamental in improving the quality and humanization of maternal and neonatal health processes, in addition to bringing evident benefits to the patients assisted (SILVA; AOYAMA, 2020).

During the performance, especially in the first contact, there is confusion about the conduct, a situation that eases with repetitions, feedback on their performance in the case and the student's own exposure about their perception of their actions. This act is known as debriefing or feedback, a stage of discussion between those involved in the scene, including the actors, and also the spectators, in order to identify and discuss positive points and points for improvement. a favorable methodology that guarantees safe assistance (KANEKO; LOPES, 2019).

The use of simulated practices helped the academics' imagination in solving clinical cases, because when representing the role of a professional nurse, they must observe all the

clinical situations of a given case, thus planning the necessary assistance to solve the problems described. This way, this strategy facilitated clinical reasoning and critical thinking, enabling a safe practice, minimizing risks and improving the academic's performance in relation to the patient, family members and health team.

Due to its reasonable cost and great possibility of application, the use of simulated practices with dramatization resources proved to be an excellent ally for the improvement of professionals with critical and reflective thinking, capable of carrying out clinical judgment and decision-making. Dramatization can be defined as a theatrical representation determined from a focus or theme. It is a resource that enables the learner to integrate theory and practice, is flexible and adjustable to different contexts, allows experiences from different perspectives and points of view, as well as offering the learner the opportunity to explore their individual vulnerability in a safe environment (NEGRI et al., 2017).

It must be noted that learning based on simulation enriches the teaching-learning process, being a relevant teaching strategy due to its potential to expand the student's skills and abilities (SEHNEM et al., 2021). In addition, it enables students to get closer to each other, increasing their resourcefulness and confidence during practical classes. Providing decision-making and the exercise of leadership by nurses. Such attributes are essential skills for this professional to act in the face of clinical situations common to the daily practice of nurses in women's health care.

Observing the importance of this type of activity for the training of nurses, LH provided a room exclusively for women's health care activities, making this contact closer to the reality of care. This type of investment

facilitates the student's approximation with the real scenario in which he will act in the future, thus also the awareness about the preparation of the actors (COGO et al., 2019).

The reorganization of one of the LH rooms has new materials acquired and through donations, including a gynecological stretcher, Ling ladder, Swiss ball and stool for vertical delivery, among others, as shown in figures 1 to 5, which encourages interests, knowledge and skills of students.



Figure 1: Gynecological stretcher.

Source: Skills Laboratory of the "Universidade Comunitária" ("Community University") in Chapecó Region -Unochapecó, 2022.





Figure 2: Breast and cervix prototypes.

Source: Skills Laboratory of the “Universidade Comunitária” (“Community University”) in Chapecó Region -Unochapecó, 2022.



Figure 4: Uterine dilatation ruler and anatomical model of the pelvis.

Source: Skills Laboratory of the “Universidade Comunitária” (“Community University”) in Chapecó Region -Unochapecó, 2022.



Figure 3: Prototypes physical examination of the breasts.

Source: Skills Laboratory of the “Universidade Comunitária” (“Community University”) in Chapecó Region -Unochapecó, 2022.



Figure 5: Ladder of Ling, stool for vertical birth and Swiss ball.

Source: Skills Laboratory of the “Universidade Comunitária” (“Community University”) in Chapecó Region -Unochapecó, 2022.

This reorganization allowed students to approach and gain practical knowledge about non-pharmacological methods in stimulating

and humanizing the normal delivery. With regard to the methods that can be used to stimulate labor and the humanization of care, we can mention the Swiss ball, a non-invasive intervention related to good practices for the evolution of normal and physiological delivery (BRITO et al. al., 2022). In another study, the importance of management with non-pharmacological interventions during childbirth was identified, also bringing the use of the Swiss ball, in addition to the stimulus in vertical positions (OLIVEIRA et al., 2022).

Furthermore, in the prevention of breast and cervical cancer, in addition to anatomical mannequins, clinical breast examinations and collection of Papanicolaou exams among simulation actors are also available (SANTOS, 2020).

The teaching modalities that use realistic simulation added to the use of materials and high fidelity simulators, brought as gains acquired by the academics the improvement of self-confidence, decision-making, the increase of critical thinking, speed of reaction to critical situations and the independence and autonomy of academics. A certain study demonstrates that the use of equipment and teaching materials as a modality that stimulates self-confidence, reduces the level of anxiety, patient and student safety, increases technical skills, reflections on skills and abilities necessary for care and increases perception of the academic as a “nurse” (SANTOS, 2020).

Finally, the experience experienced was of paramount importance, in addition to the visible enhancement of assistance and care since the training process. Changes made to LH stimulate students’ interests, knowledge and skills.

## CONCLUSION

At various times, the application of realistic simulations was understood as an innovative teaching for learning in women’s health

care, during the gynecological and obstetric nursing consultation, providing interactivity among the participants, thus experiencing the real practice of the nurse’s daily life. Therefore, it was identified that the realization of realistic simulations in nursing education is a positive and efficient method for academics, developing theoretical-practical growth for better professional performance.

This experience report reinforces the theory-practice and teaching-service relationship. In order to make professional academics with critical-reflective thinking about the quality of their professional practice with users.

## REFERENCES

BRASIL, Instituto Brasileiro de Geografia e Estatística. Estatísticas de Gênero - Indicadores sociais das mulheres no Brasil. **Estudos e Pesquisas - Informação Demográfica e Socioeconômica**, n. 38, v. 2, 2021. Disponível em: [https://biblioteca.ibge.gov.br/visualizacao/livros/liv101784\\_informativo.pdf](https://biblioteca.ibge.gov.br/visualizacao/livros/liv101784_informativo.pdf). Acesso em: 8 mar. 2023.

BRASIL, Secretaria de Vigilância em Saúde - Ministério da Saúde. Mortalidade proporcional por grupos de causas em mulheres no Brasil em 2010 e 2019. **Boletim Epidemiológico Secretaria de Vigilância em Saúde - Ministério da Saúde**, v. 52, n. 29, 2022. Disponível em: [https://www.gov.br/saude/pt-br/centrais-de-conteudo/publicacoes/boletins/epidemiologicos/edicoes/2021/boletim\\_epidemiologico\\_svs\\_29.pdf/view](https://www.gov.br/saude/pt-br/centrais-de-conteudo/publicacoes/boletins/epidemiologicos/edicoes/2021/boletim_epidemiologico_svs_29.pdf/view). Acesso em: 8 mar. 2023.

BRITO, R. S. *et al.* Desafios encontrados na realização da humanização no trabalho de parto. **Nursing (São Paulo)**, v. 25, n. 292, p. 8510-8517, 2022. Disponível em: <https://www.revistanursing.com.br/index.php/revistanursing/article/view/2723>. Acesso em: 9 mar. 2023.

CÁ, A. B. *et al.* Lacunas da assistência pré-natal que influenciam na mortalidade materna: uma revisão integrativa. **Revista Enfermagem Atual In Derme**, v. 96, n. 38, p. 1-16, 2022. Disponível em: <https://revistaenfermagematual.com/index.php/revista/article/view/1372>. Acesso em: 02 mar. 2023.

COGO, A. L. P. *et al.* Construção e desenvolvimento de cenários de simulação realística sobre a administração segura de medicamentos. **Revista Gaúcha de Enfermagem**, 2019; v. 40, e: 20180175. Disponível em: <https://doi.org/10.1590/1983-1447.2019.20180175>. Acesso em: 8 mar. 2023.

CONCEIÇÃO, M. S. *et al.* Perfil dos casos de câncer de mama entre acometidos no Acre período de 2015 a 2019 um estudo transversal. **Arquivos de Ciências da Saúde UNIPAR**, v. 26, n. 3, p. 212-225, 2022. Disponível em: <https://revistas.unipar.br/index.php/saude/article/view/8368/4272>. Acesso em: 01 mar. 2023.

COREN. **Manual de simulação clínica para profissionais de enfermagem**. Conselho Regional de Enfermagem de São Paulo. São Paulo, 2020. Disponível em: <http://biblioteca.cofen.gov.br/manual-simulacao-clinica-profissionais-enfermagem/>. Acesso em: 9 mar. 2023.

DULFE, P. A. M. *et al.* Desafios de enfermeiras obstétricas na assistência ao parto e nascimento: estudo descritivo e exploratório. **Online Brazilian Journal Nursing**, v. 21, e: 20226582, 2022. Disponível em: <https://doi.org/10.17665/1676-4285.20226582>. Acesso em: 02 mar. 2023.

CAMPANATI, F. L. S. *et al.* O uso de metodologias ativas no ensino da enfermagem no contexto brasileiro: uma revisão integrativa. **Brazilian Journal of Development**, v. 7, n. 8, p. 80094-80110, 2021. Disponível em: <https://ojs.brazilianjournals.com.br/ojs/index.php/BRJD/article/view/34351>. Acesso em: 7 mar. 2023.

EPPICH, W. *et al.* Simulation-based team training in healthcare. **Simulation in Healthcare**, v. 6, n. 7, p. 14-19, 2011. Disponível em: <https://doi.org/10.1097/SIH.0b013e318229f550>. Acesso em: 8 mar. 2023.

FERREIRA, B.A. *et al.* Integralidade do cuidado de enfermagem do pré-natal ao puerpério. **Journal of Health & Biological Sciences**, v. 9, n. 1, 2021. Disponível em: <https://periodicos.unichristus.edu.br/jhbs/article/view/3995/1481>. Acesso em: 7 mar. 2023.

PROGIANTIL, J. M. *et al.* Vivências de sofrimento e prazer das acadêmicas de enfermagem nas maternidades. **Revista Enfermagem UERJ**, v. 27, e: 39620, 2019. Disponível em: <https://www.e-publicacoes.uerj.br/index.php/enfermagemuerj/article/view/39620>. Acesso em: 8 mar. 2023.

SANTOS, J. V. **Simulação realística no ensino de urgência/emergência em enfermagem: revisão de escopo**. Trabalho de Conclusão de Curso (Bacharelado em Enfermagem) - Universidade Federal de Santa Catarina, Florianópolis, 2020. Disponível em: <https://repositorio.ufsc.br/handle/123456789/218609>. Acesso em: 9 mar. 2023.

SASSO, G. M. D., *et al.* **Guia Metodológico para Simulação em Enfermagem - CEPETEC**. Universidade Federal de Santa Catarina, Florianópolis, 2015. Disponível em: <https://nfr.paginas.ufsc.br/files/2015/11/GUIA-METODOL%C3%93GICO-PARA-SIMULA%C3%87%C3%83O-EM-ENFERMAGEM-CEPETEC.pdf>. Acesso em: 9 mar. 2023.

SILVA, J. A.; AOYAMA, E. A. A importância da enfermagem obstétrica na saúde da mulher Brasileira. **Revista Brasileira Interdisciplinar de Saúde**, v. 2, n. 2, 2020. Disponível em: <https://revistarebis.rebis.com.br/index.php/rebis/article/view/80>. Acesso em: 8 mar. 2023.



KANEKO, R. M. U.; LOPES, M. H. B. M. Realistic health care simulation scenario: what is relevant for its design?. **Revista da Escola de Enfermagem da USP**, v. 53, e: 03453, 2019. Disponível em: <https://doi.org/10.1590/S1980-220X2018015703453>. Acesso em: 8 mar. 2023.

MEDEIROS, F. K. F. *et al.* A Percepção dos Estudantes de Enfermagem Sobre o Exame Papanicolau para Diagnóstico das Doenças Ginecológicas. **Revista de Pesquisa Cuidado é Fundamental**, v. 11, n. 5, p. 1167-1172, 2019. Disponível em: <http://seer.unirio.br/cuidadofundamental/article/view/6994>. Acesso em: 7 mar. 2023.

MACIEL, N. S. *et al.* Busca ativa para aumento da adesão ao exame papanicolau. **Revista de Enfermagem UFPE on line**, v. 15, n. 1, 2021. Disponível em: <https://periodicos.ufpe.br/revistas/revistaenfermagem/article/view/245678/37927>. Acesso em: 8 mar. 2023.

NEGRI, E. C. *et al.* Simulação clínica com dramatização: ganhos percebidos por estudantes e profissionais de saúde. **Revista Latino-Americana de Enfermagem**, v. 25, 2017. Disponível em: <https://doi.org/10.1590/1518-8345.1807.2916>. Acesso em: 9 mar. 2023.

OLIVEIRA, M. C. *et al.* Experiências de discentes na assistência ao parto: projeto de extensão. **Enfermagem em Foco**, v. 13, e: 202226ESP1. Disponível em: <https://enfermfoco.org/article/experiencias-de-discentes-na-assistencia-ao-parto-projeto-de-extensao/>. Acesso em: 8 mar. 2023.

HERMIDA, P. M. V.; BARBOSA, S. S.; HEIDEMANN, I. T. P. M. V. Metodologia ativa de ensino na formação do Enfermeiro: Inovação na atenção básica. **Revista de Enfermagem da UFSM**, v. 5, n. 4, p. 683-691, 2015. <https://periodicos.ufsm.br/reufsm/article/view/16920>. Acesso em: 8 mar. 2023.

RODRIGUES, M.; MORAES, M. Exame citopatológico do colo uterino: descrição dos principais indicadores em um município nordestino. **Revista Ciência Plural**, v. 6, n. 3. p. 108-122, 2020. Disponível em: <https://periodicos.ufrn.br/rcp/article/view/20698/13268>. Acesso em: 7 mar. 2023.

BRASIL. Ministério da Saúde. **Política Nacional de Atenção Integral à Saúde da Mulher Princípios de Diretrizes**. Brasília, 2004. Disponível em: [https://conselho.saude.gov.br/ultimas\\_noticias/2007/politica\\_mulher.pdf](https://conselho.saude.gov.br/ultimas_noticias/2007/politica_mulher.pdf). Acesso em: 1 mar. 2023.

SEHNEM, G. D. *et al.* Laboratory of studies and practices in women's health: experience report. **Research, Society and Development**, v. 10, n. 1, p. e: 52810111914, 2021. Disponível em: <https://rsdjournal.org/index.php/rsd/article/view/11914>. Acesso em: 8 mar. 2023.

SOUTO, K.; MOREIRA, M. R. Política Nacional de Atenção Integral à Saúde da Mulher: protagonismo do movimento de mulheres. **Saúde Debate**, v. 45, n. 130. p. 832-846, 2021. Disponível em: <https://doi.org/10.1590/0103-1104202113020>. Acesso em: 1 mar. 2023.