

Professional Performance of Nursing from Care Skills in the Surgical Field of Children's at William Soler Hospital

Niurka Milán Dobson*

Facultad de Enfermería Lidia Doce, Universidad de Ciencias Médicas de la Habana, La Habana, Cuba

***Corresponding Author:** Niurka Milán Dobson, Facultad de Enfermería Lidia Doce, Universidad de Ciencias Médicas de la Habana, La Habana, Cuba.

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Abstract

Introduction: The professional profile describes the contextualized image of the profession and the modes of action of that professional to solve their problems, these must have their concretion in the professional performance through the activity, however, in the performance process, and deficiencies are identified.

Objective: Design a Nursing Intervention Strategy for the improvement of professional performance from the development of assistance skills during the care of pediatric patients.

Methods: Theoretical: systematization, functional structural systemic approach, documentary analysis, logical historical and modeling. From the empirical level: consult experts and specialists for the validation of the strategy and the skills system.

Results: The design of the strategy responds to the development of care skills during patient care in the Pediatric Surgical Area. It is based on sociological, psychological, epistemological, investigative and Nursing references; organized in stages that correspond to those of the scientific method of action. In addition, it guarantees the instructive impact for postgraduate education, and leads to the development of specific values and skills to practice the profession.

Conclusions: The foundation of the Nursing Intervention Strategy for the improvement of professional performance from the development of care skills during the care of pediatric patients, allows establishing essential relationships that contribute to the theory in this area of knowledge. The structure of the proposed strategy is in correspondence with the assumed foundations and contributes to the improvement of the nursing professional performance in the Pediatric Surgical Area.

Keywords: *Profession; Surgical Field, Performance; Strategies*

Introduction

The professional model comprises the contextualized image of the profession at a time and place, guides the determination of curricular objectives and serves as a reference for assessing quality in training. It takes as a point of reference the object of the profession, the problems it addresses and the modes of action that the professional must acquire in order to respond to their social order. Modes of action that must be specified in professional performance through the activity.

It proposes as a general exit objective that the professional must be able to creatively and independently apply the Nursing Care Process (PAE) as a scientific method of action, with a clinical, epidemiological and social approach in times of peace, war or natural disasters.

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Also required are job qualifiers, job titles, functions and technical skills. Investigations related to the profile and functions allowed to validate Resolution 396/2007 [1] that regulates professional practice in Cuba. In it, the Bachelor of Nursing is recognized as a professional with high scientific technical skills to care for and help healthy or sick people, with authority to make decisions, and deep professional knowledge in different areas, as well as with theoretical practical skills in specific techniques and of high complexity of the professional practice.

Based on these requirements, the training process takes into account the need to offer through disciplines and subjects, with Nursing as the leader, a system of knowledge, skills and values that prepare the future professional to perform the aforementioned functions. The subject Clinical Surgical Nursing (ECQ), for example, is part of the third and fourth Discipline of Nursing of the Study Plan of the Bachelor's degree, therefore it constitutes the guiding principle of the same.

It is divided into two programs (ECQ I-II) and designed in coordination with the rest of the subjects in such a way as to achieve inter-disciplinarity. Located in the 3rd semester of the degree (2nd year), it is developed in 18 weeks, different forms of teaching organization are used and linked to education at work they acquire a special relevance to develop skills from the framework of the modes of performance of the future nurse.

Nursing care in the perioperative period is the last topic on the ECQ II program. In the methodological guidelines it is stated that it is the most integrative of the subject and recommends within its knowledge system the development of skills in all stages of the surgical process at different levels of care, so that at the end of both programs the student can execute procedures and provide comprehensive nursing care to people with health problems that require surgical interventions in real situations or modeled through the logic of the PAE. However, the detailed analysis of each program from the particularities of each one allowed the author to identify that general skills for work are declared during the perioperative period, without taking into account the specific skills to be developed in the services of the surgical area according to as stated in the professional's model.

Limitations that have not been resolved since continuous and permanent preparation through postgraduate improvement courses is scarce, as an essential element to avoid that the level of development of university graduates stops, taking into account that today knowledge is become obsolete very quickly due to scientific-technological development [2]. However, professional improvement in nursing focuses on updating knowledge, development of professional skills and the formation of values, in correspondence with performance for professional and human improvement [3].

Research on the professional performance of nursing staff in surgical areas from the international context, the objective of which was to design strategies for improvement in surgical processes for nursing professionals working in operating rooms, concluded that 97% of the selected sample, in relation to postgraduate improvement had not received any advanced course in this area [4-7]. On the other hand, studies were identified that respectively intended to identify the quality of nursing care in the stages of the perioperative period and the causes of occurrence of adverse events related to the care of patients. Nursing [8,9].

From the national context, the references on the subject in pediatric areas are scarce, those found correspond to the adult surgical area [10-12]. Systematization that allowed to identify as regularity the contradiction that manifests between the performance that society demands current Cuban situation and the insufficient development of professional skills in the surgical areas of nurses working in the second and third level of health care.

In Cuba, the social project establishes the training of flexible, responsible and participatory human resources, with a humanistic approach, that from their professional performance provide solutions to the problems of practice with quality, equity and social commitment [13]. What has led to the system of health to carry out transformations based on the quality of care provided to the population where

nursing professionals must respond to these demands [14]. However, despite the efforts sustained by the Ministry of Public Health, at present there are still shortcomings that limit the proper functioning of the health services.

In the William Soler Pediatric Hospital where the research was carried out during an exploratory study carried out by the author in the surgical area, deficiencies were found during professional performance from the development of care skills by the Nursing Graduates who in it work, among which are respectively: inadequacies in patient care and preparation in the preoperative and immediate postoperative periods, both in the Surgery service, in the operating room, and in the outpatient clinic.

The elements previously exposed and considering that the skills constitute the essence of the performance and the starting point of the professional model, the author made an assessment about their training and development. For this, he systematized the work of authors who have studied them [15]. From the context of the Nursing profession, the works of: Torres JM, Urbina O from 2006 [16,17] Martínez JA from the year 2011 [18], Medina I from 2012 [19], were analyzed. Sixto A from the year 2014 [20], Espinosa A from the year 2016 [21], Puerto SA from the year 2016 [22] and Elejalde M from the year 2018 [23], which made it possible to obtain the derivation of the system of said skills and their operationalizations.

Reasons that allow us to assume Patricia Benner's situational model as theoretical references for research, which bases her approach on the importance of knowledge acquired in practice and on its relevance as a learning process, which allows linking it with the alternatives offered by the Theory of Advanced Education, whose final objective is the process of professional and human improvement, as well as behaviors [24].

The work of authors who from Nursing Science have taken Patricia Benner as a reference in their research was also systematized [22,23,25,26] and to determine the theoretical assumptions in relation to professional performance, those contributed by authors who have approached from the area of Pedagogical Sciences [27-33].

The exposed elements, the systematization carried out and the experiences accumulated by the author, allowed to identify the following problematic situations: insufficient professional performance of the Nursing Graduate who works in the Pediatric Surgical Area of the William Soler Hospital, insufficient recognition of the care skills to perform during patient care in this area, as well as inadequacies in the continuous and permanent preparation of the Nursing Graduate who works in the Pediatric Surgical Area for their professional improvement.

Problematic situations that allow recognizing as a contradiction the one that manifests between the professional performance of the Nursing Degree in the Pediatric Surgical Area of the William Soler Hospital and the non-correspondence with the requirements of the National Health System that demands a professional prepared to provide care of quality of services.

From what has been stated above, the following scientific problem is declared: How to contribute to the improvement of the professional performance of the Nursing Graduate for the development of care skills during patient care in the Pediatric Surgical Area of the William Soler Hospital?

It is determined as the object of the research: the process of improving professional performance and as a field of action: the improvement of the professional performance of the Nursing Graduate from the development of care skills during patient care in the Pediatric Surgical Area of the William Soler Hospital.

To solve the scientific problem mentioned above, the commitment of the researcher is expressed in the objective of Designing a Nursing Intervention Strategy for the improvement of professional performance from the development of care skills during patient care in the Pediatric Surgical Area of the Hospital William Soler.

Methods

An intervention and development study was carried out, with a pre-experimental design. To validate the implementation of the Nursing Intervention Strategy (EIE), the following working hypothesis was considered: If the actions of the EIE are executed, then the improvement of the professional performance of the Nursing Graduate is achieved from the development of care skills during care to patients in the pediatric surgical area. It was identified as an independent variable (VI): they execute the actions of the EIE and as a dependent variable (VD): improvement of the professional performance of the Nursing graduate from the development of care skills during care to patients in the pediatric surgical area.

The selected scenario was the William Soler Pediatric Hospital, supported by the number of beds (30 or more), total surgeries performed per year and conditions with more surgical demands in pediatric age, in the period from February 2017 to February 2019 the population was made up of the 30 Nursing professionals who work in the Surgical Area services of the aforementioned center (hospitalization room, operating room and outpatient clinic).

The object of study was parameterized and the following variable was established: professional performance of the Nursing Graduate from the development of care skills during patient care in the Pediatric Surgical Area [34] which after the systematization process allowed an operational definition. From the variable, 3 cognitive nuclei were identified that became dimensions with their respective sub-dimensions, which were operationally defined as: "modes of action", "preparation" and "organization". 33 indicators were defined which express the details of the care, administrative, teaching and research functions declared in the programs of the Nursing career study plan and in Resolution 396/2007 [35], which were contextualized and expanded in correspondence with the functions that these professionals must perform.

To achieve the objective outlined, the general procedure of the investigation was protected under the dialectical materialist conception. The logical operations of thought (analysis, synthesis, induction and deduction) were used. For the foundation and design of the strategy, the following theoretical methods were used:

- Logical history: To study the historical evolution of the theoretical foundations linked to the professional performance of Nursing Graduates.
- Systematization: To elucidate common and general features of different strategy approaches, used as theoretical references in the foundation and design.
- Functional structural systemic approach: Made it possible to establish the structural and functional relationship between the theoretical basis of the strategy and the improvement actions to improve professional performance in the care of patients in the pediatric surgical area.
- Documentary analysis: To obtain the theoretical foundation on which the proposal is based.
- Modeling: To design the EIE and from the elements, components and their dialectical relationships, to achieve the levels of abstraction and graphic representation, from assuming the character of the system as one of the principles of modeling.

From the empirical level: consult experts [36] and specialists for the validation of the strategy and the skills system, respectively.

Results and Discussion

Nursing intervention strategy

The term "strategy" appears frequently in most of the studies associated with Medical Education as an alternative proposed by various authors, whose valuable contributions allow us to work on its design to respond to the problems that arise in professional practice in different contexts [20-22,26,37-40]. Similarly, when considering intervention, authors such as Espinosa A21 and Silas SA in 2016 [37] agreed

that this term refers to the implementation of actions that They target an individual, a group or a community, from a system of knowledge and skills in order to contribute to promoting, maintaining and restoring health.

For the theoretical foundation of the strategy, based on the systematization made to the work of various authors [41-43] various points of coincidences were found that served as references for the design of the same, as well as the use of methods and procedures that made possible the transformation of the behavior of the subjects, seen in the performance of those who participated and that led them to professional and human improvement.

The aforementioned authors proposed solutions to the problems that arose in professional practice in an integrated way: scientific character, systemic approach, planned in phases, stages or moments to favor the development of actions; that its structures facilitate the development of functions such as: planning, organization, execution, evaluation and control; In addition, they will provide interaction in multidisciplinary teams with a humanistic sense, professional ethics and values, in order to improve the quality of life of patients and their families [44].

Characteristics of the nursing intervention strategy

In its implementation, the EIE shows its systemic-contextualized, flexible, objective, problematizing, updated, formative nature and incorporates practice as a source and criterion of veracity. From scientific logic, it is based on sociological references (Advanced Education Theory), psychological, epistemological, investigative, and from Nursing.

Sociological: by incorporating within its livelihoods, the Advanced Education Theory, whose final objective is to achieve improvement together with professional and human behavior, with a view to obtaining a man who contributes and socially transforms with more efficiency and quality, so that in what individual is fully satisfied with his emotional, moral and spiritual state.

One of the principles of the Advanced Education Theory is the relationship between social relevance, objectives and personal motivation, which is adequate to explain this foundation, considering the former as the regulatory element of the same, since with little personal motivation it is difficult to combine personal, work and social interests. Analysis that also allows assessing the influence of macro-social, institutional, group and individual dynamics in the performance process, due to the transitional character that current Cuban society has had³², linked to the social context with its implications (link between cognitive, affective and volitional), and the estimation of the professional as an educable and transformable social subject that directs attention to sustainable development (Agenda 2030. SDG 3 and 4) [45].

The psychological foundation constitutes the basis for offering the nursing professional the necessary elements to take on the challenge involved in performing procedures in pediatric patients, since their performance is difficult as these are smaller. The news to the relatives of a surgical intervention for the child is a stressful experience, therefore, identifying their needs during hospitalization can provide enough information to modify those aspects that lead to ineffective coping on the part of the parents. This implies adapting the care to each patient based on age, condition, severity and psychological state. The informed consent of the persons responsible for the child must be an element of extreme priority.

Epistemological: The actions proposed in the EIE prove the viability of the theory in the contextual setting, by using Patricia Benner's situational model as references [46]. Model that bases its approach on the importance of a solid training base for the development of labor competencies, given that the essence of nursing is to ensure the health and well-being of patients, which is synthesized in a primary action: look after.

Investigative: For the possibility of "doing science" from the different contexts of the profession.

From Nursing: From assuming Benner's model as a theoretical reference and the transit through the levels that she proposes, from the documentary analysis of Resolution 396/2007 and considering that the functions described from the care point of view are not sufficient for its expression in the care performance of the Bachelor of Nursing in the Pediatric Surgical Area, as well as the identification of professional problems. The skills system to be developed by the Nursing Graduate during the execution of their care functions in the aforementioned area was designed, which makes it possible to assess the changes that take place in the transition of these through these levels.

Structure and relationship between the components of the nursing intervention strategy

Starting from the essential contradiction to solve the discrepancy between the current and the desired state, the EIE was structured. The author supported by the foundations of Nursing Science, supported by the philosophy of Patricia Benner and other related sciences, as well as the characterization of the population under study, from the mission of preparing the nursing staff for care the pediatric patient who is going to undergo surgery during the performance of their care functions, and with the vision that this preparation can serve them to move through the different contexts of the surgical area, pursues the objective of providing a methodological basis for the improvement of the modes of action of the Bachelor of Nursing that contributes to the improvement of professional performance.

As one of the principles of modeling is the system character of the structured strategy as a model, it establishes relationships between the elements that compose it: first relationship: Dialectical type: Which is established between the contradiction that generated the problem researched scientist and the solution that was found through the EIE (cause-effect), the second relationship that is established is one of coordination, which moves on the theoretical and methodological foundations (between strategy, objectives, mission, vision, the features and foundations that characterize it), third relationship: It is systematic and hierarchical: It occurs between the four stages of the strategy, which allow the implementation of this in practice and establish a correspondence relationship with the stages of the Patricia Benner and the last relationship presented is causal: between the scope of the strategy in the improvement of professional performance and the feedback processes in the fulfillment of the objective of satisfying the requirements of the SNS.

The strategy was structured in five stages that allow its articulation with those of the PAE, (assessment, diagnosis, intervention, execution, evaluation). The specific objectives and the actions to be carried out in each of them were well defined. The assessment and first stage of the PAE, in which the collection of subjective and objective patient data is carried out in a critical, organized and systematic way (through different sources), for in the second phase (diagnosis), interpreting of Critically, the data collected during the assessment of human responses and identifying nursing diagnoses are related to the first two stages of the strategy: diagnosis and planning, since the characterization of the current state of the population undergoing research, a diagnosis of the problems is carried out (level of development of care skills) and the instruments are elaborated that will allow the assessment of said problems to find a solution.

The third and fourth stages of the PAE: planning and execution, in which strategies are designed to reinforce the patient's healthy responses or correct unhealthy ones, priorities are established between nursing diagnoses, objectives are determined, and nursing interventions are planned. Nursing to implement the care plan, are linked to the third stage of the strategy (execution), where group activities are planned through the alternatives offered by the Advanced Education Theory to find a solution to the identified problems.

The last stage of the PAE responds to the evaluation, a continuous process that is executed to judge each phase of the PAE. It consists of the planned comparison between the health status of the subject of care and the expected results, so it is related to the last phase of the strategy, which bears the same name (evaluation) that allows the assessment of the overcoming process to the subjects involved in the research process.

From the methodological structure described and the foundations that support the strategy, a modeling was carried out to achieve the levels of abstraction and the graphic representation as shown in the figure (See annex).

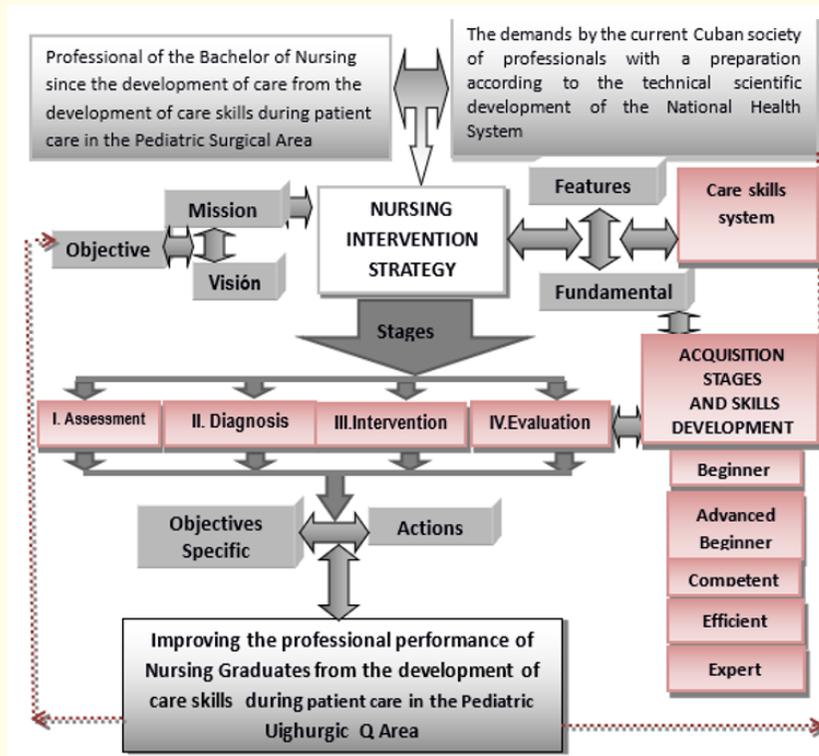


Figure : Modulation of the EIE for the improvement of professional performance from the development of care skills during patient care in the Pediatric Surgical Area.

Conclusion

The foundation of the EIE for the improvement of professional performance from the development of care skills during the care of pediatric patients, allows to establish essential relationships that contribute to the theory in this area of knowledge. The structure of the proposed strategy is in correspondence with the assumed foundations and contributes to the improvement of the nursing professional performance in the Pediatric Surgical Area.

Conflict of Interests

The author declares that there is no conflict of interest.

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