


**TEACHING AND LEARNING EXPERIENCES IN NURSING DISCIPLINES IN WOMEN'S HEALTH CARE** <https://doi.org/10.56238/sevened2024.033-006>

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**ABSTRACT**

**Introduction-** Women's health care is broad and has required investments and actions from managers and society for the implementation of efficient care. Since the creation of the Unified Health System and the Comprehensive Women's Health Care Policy, in the 80s, several advances have been implemented with the objective of improving and qualifying the promotion of women's health. **Objective-** To report the experiences of developing activities in the disciplines of Nursing in Women's Health Care I and II, emphasizing the teaching strategies, and reflections on the teaching-learning process. **Method-** Qualitative study of the experience report type, which describes the experiences of nursing students, in the development of activities of the disciplines of Nursing in Women's Health Care I and II, at the Federal University of Paraíba, of the fifth and sixth period of the Undergraduate Nursing Course, from December 2023 to November 2024. **Results and Discussion-** The disciplines of Nursing in Women's Health Care I and II used several teaching-learning strategies such as: reception, commented newspaper, realistic simulations, technical visits, organization of events, use of film and creation of podcast, gamification, expanded summaries, supervised practices in health units. The disciplines provided a space for growth and deep reflections on the demands of nursing in women's health, providing quality training. **Conclusions-** The disciplines contributed with an enriching experience for nursing students, preparing them to face specific challenges of professional practice in women's health care. The combination

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of theory and practice experienced with a playful and dynamic approach proved to be effective for the training of professionals who are more aware, critical and able to deal with the needs of the female population.

**Keywords:** Nursing. Higher education. Students. Methodology.



## INTRODUCTION

Women's health care is broad and has required managers and society to invest and take actions to implement efficient care. Since the creation of the Unified Health System and the Comprehensive Women's Health Care Policy, in the 80s, several advances have been implemented with the aim of improving and qualifying the promotion of women's health in their various needs and life cycles (Sehnem et. al, 2021).

In view of this, it is important to qualify the academic training of health professionals to develop quality and safe care. Knowing, investing and innovating the teaching-learning process in the training of competent nurses trained to provide quality care to women is fundamental. The Pedagogical Project of the Nursing Course should dialogue with the principles of the Unified Health System (SUS) and guidelines of the National Policy for Comprehensive Women's Health Care (PNAISM) to train professionals trained in the implementation of actions that reduce morbidity and mortality and adopt good practices and actions based on scientific evidence (Brasil, 2016; Possamai *et al.*, 2021).

In this context, the Federal University of Paraíba (UFPB) has been committed to the excellent training of nurses, implementing various teaching-learning methodologies that enable the development of skills and competencies.

In order to comply with the syllabus and provide quality, efficient, innovative, creative and critical teaching-learning, in times of advances in educational technologies, teachers have been committed to implementing attractive and stimulating teaching modalities and strategies, considering that students are from another generation, deeply inserted in technological processes and with other needs and characteristics.

Thus, this study aims to report the experiences of developing the activities developed in the disciplines of Nursing in Women's Health Care I and II, emphasizing the teaching strategies and the reflections on the teaching-learning process.

## METHODOLOGY

This is a qualitative study of the experience report type, which describes the experiences in the development of activities in the disciplines of Nursing in Women's Health Care I and II, at UFPB, of the fifth and sixth period of the Undergraduate Nursing Course, from December 2023 to November 2024. It aims to report the experiences of developing the activities developed in the disciplines Nursing in Women's Health Care I and II, highlighting the teaching strategies, and the reflections on the teaching-learning process.



## STRUCTURE OF THE DISCIPLINES

The disciplines were conducted by three professors and three monitors. The Federal University of Paraíba (UFPB), within the scope of the Department of Collective Health Nursing, offers the disciplines "Nursing in Women's Health Care I", with 30 theoretical hours and 30 practical hours, and "Nursing in Women's Health Care II", with 60 theoretical hours and 60 practical hours, (Pedagogical course project, 2007). Chart 1 presents the characteristics of the disciplines as well as their syllabus.

Table 1. Characteristics of the disciplines and syllabus, João Pessoa, 2024

DISCIPLINE	CREDITS	TOTAL WORKLOAD	SYLLABUS
NURSING IN WOMEN'S HEALTH CARE I	4 credits	30 theoretical 30 practices  Total = 60 hours	Study of current public policies for women's health and gender issues in the political, socioeconomic and cultural context, focusing on the systematization of the nursing care process in primary health care
NURSING IN WOMEN'S HEALTH CARE II	08 credits	60 theoretical 60 practices  Total=120 hours	Study of current public policies for women's health in the pregnancy-puerperal cycle, focusing on the systematization of the nursing care process at the various levels of health care, particularizing institutionalized care in prenatal care, childbirth and puerperium. It studies the anatomical-pathophysiological and psychological aspects of women during pregnancy, labor, delivery and puerperium, focusing on the foundation and implementation of basic women's health actions during prenatal care, labor, delivery and puerperium and the participation of nursing from the perspective of humanization of the care process

Source: Pedagogical Project of the Nursing Course at UFPB

## CHRONOGRAMS

The schedule is divided into modules that address central themes of women's health, with a combination of theoretical meetings, practical activities, evaluations and technical visits. The first meeting aims to welcome students and present the discipline, the syllabus, the methodology and the evaluation criteria, in addition to the formation of groups for theoretical-practical activities.

## RESULTS AND DISCUSSION

The disciplines, mentioned above, were divided into modules. Below we will present the pedagogical proposals and strategies used in the various contents worked on in the two curricular components:



## RECEPTION

At the beginning of the period, in the first meeting, the reception took place. Coming from the word welcome, it has several meanings such as: to shelter, to shelter, to safeguard, to protect, to support, to support and is understood by the professors as a moment to favor empathy and friendship between students and professors, in addition to contributing to the promotion of health and physical and mental well-being, favoring participation, co-responsibility and motivation to participate and collaborate (Ramos *et. al*, 2021).

At this first moment, the students were respectfully received with a welcome and a welcoming smile from the team of teachers and monitors, in an environment prepared in advance. The classroom is transformed with the ambience provided by the spraying of aromas and the distribution of chairs in a circle, where everyone including teachers is seated, with the possibility of viewing each face, in a space for exchanges and sharing of experiences. On each chair, a sticker post was placed with a message of encouragement through a poem, welcome and a chocolate.

The reception was carried out and divided into stages, inspired by the systematization of Professor Adalberto Barreto (Barreto, 2008):

First stage: Celebration - time to share joys, achievements and victories, as well as special situations or dates, and rejoice in achievements and important moments.

Second stage: Group dynamics - serve to break the ice, relax and create a friendlier, more loving and friendly environment. Conducive to trust and exchanges.

Third stage: Speaking space - Speaking moments were provided with personal presentations, expectations and contributions of each one to the success of the course.

## COMMENTED NEWSPAPER

Public Policies in Women's Health Care were addressed, bringing a history of policy development and results achieved. To work on this theme, the strategy of the Commented Newspaper was used, where students are previously instrumentalized with theoretical material such as articles and manuals. In the classroom, they freely prepare a newspaper that will bring the theme in a creative way, as if they were presenting the news (theme) to the community. The use of activities such as the "Commented Journal" allowed a critical analysis of public policies and their repercussions on nursing practice.



## REALISTIC SIMULATIONS - LABORATORY OF STUDIES AND PRACTICES IN WOMEN'S HEALTH

The groups of students participated in supervised practices in Realistic Simulations in an organized environment (laboratory of studies and practices in women's health) to simulate real care, in order to develop specific skills in the control of breast and cervical cancer, prenatal, prepartum, childbirth, care for the newborn, puerperium and breastfeeding with a focus on care in consultations, physical examinations and in the interpretation of exams, as well as in the various nursing records. This practical experience was essential to consolidate theoretical knowledge and promote skills. The students performed realistic simulations based on clinical cases related to women's health. Scripts were constructed to guide nursing consultations. This experience allows students to develop skills, leadership, and greater confidence in carrying out procedures and managing care (Sehnm, 2021)

## TECHNICAL VISITS

Technical visits were carried out in places of care for women, where the student was able to experience the various managerial approaches, procedures and competencies necessary for the performance. This contact with the specialized care environment contributed to a broader understanding of the challenges faced in women's health (Da Penha and Nazário, 2020).

## EVENT ORGANIZATION

The Sexual and Reproductive Health Exhibition was held. Event organized in a Basic Health Unit, with the aim of developing students' skills in organizing events and developing activities with the community. Initially, a previous study of the theme was carried out with the presentation to the teachers of its themes in a conversation circle so that everyone had the opportunity to learn and the teachers contributed with knowledge, integrating theoretical and practical learning. This strategy establishes proximity and exchanges between the university, health services and the community, also favoring the training of service professionals, promoting quality care (Cardoso *et. al.*, 2021).

## USE OF FILM AND PODCAST CREATION AS A TEACHING-LEARNING STRATEGY

The use of films and Podcasts combine the emotional, the cultural, and the entertainment to promote teaching and learning. It is a strategy considered pleasurable and that promotes reflection, contextualization, and learning by providing time for discussion



and reflection on important topics in a playful and interactive way (Eckert, Baumgratz, and Hermel, 2022).

In the disciplines, Podcasts were prepared with themes such as Hypertension in pregnancy, Diabetes Mellitus, and the film/documentary City of Joy - where hope lives, which deals with gender and violence against women, was used. The students received a script to fill out and later a conversation circle was held for reflection and considerations. The use of films and Podcasts promote awareness about the health problem, leading to the constitution of a critical and thinking citizen; it allows associating knowledge, previously constituted, with the contents presented on screen, allowing analogies and knowledge formation (Eckert, Baumgratz and Hermel, 2022)

## GAMIFICATION

According to Haruna *et al.* (2019), using gamification in health increases involvement, makes the learning environment more interactive, offers practical skills and its repetitive nature favors learning. In the disciplines, didactic materials and games were built for use in the classroom and with the community. Some of the topics addressed were the non-pharmacological strategies for pain relief in labor and the contraceptive method of the Table. According to Pourabbasi *et al.*, (2020), the use of games to work on the theme in teaching brings more benefits to learning than traditional methods, improves social skills, learning retention and creativity in users.

## EXPANDED ABSTRACTS - RESEARCH DEVELOPMENT

The disciplines stimulate critical thinking and the preparation of material for publication. All students participated in the elaboration of Expanded Abstracts on the themes: Experience of Sexuality by Elderly Women, Mourning of Elderly Women, Nursing Care for Women in the Climacteric, Violence Against Elderly Women.

## SUPERVISED PRACTICES IN HEALTH UNITS

The disciplines allowed students to experience the direct management of women and their newborns and the community in the various hospital contexts and in basic health units. The students provided assistance in the risk classification sector, prepartum, delivery and postpartum, breastfeeding management, immediate and mediate care for the newborn, vaccination room, rooming-in, prenatal care, gynecological assistance to women and oncotic Pap smear collection. The disciplines provided a space for growth and deep



reflections on the demands of nursing in women's health. The process of Systematization of Nursing Care was also used.

Challenges included the need to adapt to the extensive content and its practical application, as well as the constant evaluation of learning in the various learning processes used. The students experienced real experiences of care in real time and at the end they demonstrated satisfaction with the teaching-learning process experienced. According to Justino *et al.* (2024) Supervised internships contribute to quality training, provide important knowledge and provide conditions for the development of skills and abilities.

## CONCLUSION

The report of the activities developed in the disciplines Nursing in Women's Health Care I and II highlights the relevance of innovative and integrative methodologies in nursing education. By adopting strategies such as welcoming, commented newspaper, realistic simulations, technical visits, community events, and practical classes in hospital units and basic health units, it was possible to create a dynamic teaching-learning experience centered on the practical reality of women's health care. These strategies allowed students to develop technical skills, in addition to a critical and humanized view, fundamental for professional practice.

Furthermore, the methodological approach also provided a favorable environment for the development of specific competencies in the care of women in different life cycles, in line with the guidelines of the National Policy for Comprehensive Attention to Women's Health and the principles of the Unified Health System.

In addition, activities such as the creation of podcasts, movie reviews, and gamification have proven effective for learning engagement and retention, meeting the needs and interests of the current generation of students.

Thus, it is concluded that the pedagogical strategies applied at UFPB have contributed significantly to the training of nurses able to work with excellence in women's health care. These experiences demonstrated that a solid academic education integrated with care practice is essential to train professionals capable of offering safe, empathetic, humane care based on scientific evidence.





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