

Compreensão dos acadêmicos de enfermagem sobre trabalho colaborativo

Understanding of nursing students about collaborative work

La comprensión de los estudiantes de enfermería en el trabajo colaborativo

Cristiano Caveião¹, Aida Maris Peres², Angelita Visentin³, Christiane Brey⁴, Ana Paula Silvério Xavier⁵ e Juliana Becker de Oliveira⁶.

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ABSTRACT

Objective: to identify the understanding of nursing students in relation to collaborative work. **Methods:** a descriptive exploratory study with a qualitative approach, semi-structured interview, held in a Faculty of Curitiba-PR. It included 30 nursing students. **Results:** through Bardin Content analysis we identified the following categories: collaborative work seen as teamwork; collaborative work between the nursing staff: areas of use; decision-making; understanding the academic students; shared decision: understanding the academic students. **Conclusion:** collaboration opens an increasing space and positive valuation for individuals, as well as to get different results when it's compared with those obtained by individual effort, the relationship between the members of the group operates on a constructive dependence in terms of valuing the other.

Descriptors: working environment; nursing; education nursing.

¹ Nurse. Master of Biotechnology at Faculdades Pequeno Príncipe (FPP). PhD in Nursing from the Federal University of Paraná (UFPR). Research Professor at Centro Universitário Autônomo do Brasil (UniBrasil).

² Nurse. Master in Administration from Universidade Federal de Santa Catarina (UFSC). PhD in Nursing from the University of São Paulo (USP). Adjunct professor of Universidade Federal do Paraná (UFPR).

³ Nurse. Master degree from Universidade Federal do Paraná (UFPR). Doctor in Nursing from UFPR. Research professor from Centro Universitário Autônomo do Brasil (UniBrasil).

⁴ Nurse. Specialist in Public Health and Educational Training in Health Area. Master of Nursing from Universidade Federal do Paraná (UFPR). Professor at Centro Universitário Autônomo do Brasil (UniBrasil).

⁵ Nurse. Graduate of Centro Universitário Autônomo do Brasil (UniBrasil).

⁶ Nurse. Graduate of Centro Universitário Autônomo do Brasil (UniBrasil).

RESUMO

Objetivo: identificar a compreensão dos acadêmicos de enfermagem no que tange ao trabalho colaborativo. **Métodos:** estudo exploratório descritivo, com abordagem qualitativa, com entrevista semiestruturada, realizado em uma Faculdade de Curitiba –PR. Participaram 30 acadêmicos de enfermagem. **Resultados:** através da análise de Conteúdo de Bardin foi possível identificar as seguintes categorias: trabalho colaborativo visto como trabalho em equipe; trabalho colaborativo entre a equipe de enfermagem: as áreas de utilização; tomada de decisões: compreensão dos acadêmicos; decisão compartilhada: compreensão dos acadêmicos.

Conclusão: a colaboração abre um espaço de crescimento e valorização positiva para os indivíduos, pois além de obter resultados diferenciados em relação com aqueles obtidos mediante esforço individual, a relação entre os membros do grupo opera sobre uma dependência construtiva em termos de valorização do outro.

Descritores: ambiente de trabalho; enfermagem; educação em enfermagem.

RESUMEN

Objetivos: identificar la comprensión de los estudiantes de enfermería en relación con el trabajo colaborativo. **Métodos:** estudio descriptivo exploratorio con abordaje cualitativo, entrevista semiestructurada, realizada en una Facultad de Curitiba-PR. Incluido 30 estudiantes de enfermería. **Resultados:** por medio de del análisis de contenido de Bardin identificaron las siguientes categorías: el trabajo colaborativo visto como el trabajo en equipo; trabajo de colaboración entre las áreas del personal de enfermería de uso; la toma de decisiones: la comprensión de la académica; decisión compartida: la comprensión de los estudiosos. **Conclusión:** la colaboración se abre un espacio creciente y la valoración positiva de los individuos, así como obtener resultados diferentes comparados con los obtenidos por el esfuerzo individual, la relación entre los miembros del grupo opera en una dependencia constructiva en cuanto a la valoración de la otra.

Descriptorios: ambiente de trabajo; enfermería; educación enfermería; trabajo colaborativo.

INTRODUCTION

A collaborative work is defined and structured as a method of working through an articulated process and thought together to better achieve the desired results, based on the enrichment brought by the dynamic interplay of several specific knowledge and various cognitive processes in collaboration.¹ For collaborative work to take place in an appropriate manner without existing inequality, it is necessary communication between the team members, this is the basis of cooperative work.

In the case of cooperation there is mutual help in performing tasks, although their purposes are generally not a result of group negotiation, there may be unequal and hierarchical relationships among its members. In collaboration, on the other hand, by working together, the members of a group support each other, aimed at achieving common goals negotiated by the collective, establishing relationships that tend not to be hierarchical, shared

leadership, mutual trust and shared responsibility for the conduct of actions.² For nurses and staff, cooperation is very important for the performance of daily activities related to care, because it is linked to the work processes, decision-making that can be performed in groups, since the decision-making process starts with a problem for it to be solved through teamwork execution.

Decision making is a responsibility and a formal competence for the manager, in addition to information obtained from the evaluation process it uses the personal knowledge (technical references, institutional policies, social, cultural and others) or the perception of the problem forming a conviction and providing the decision, mobilizing necessary resources.³ In some health institutions, decision-making is shared.

Shared decision is a decision-making carried out through a systemic and collaborative process that takes place between several participants, where it ends in a decision accepted by everyone without constraints. With this, the shared decision making and collaborative work go together because professionals need each other in order to achieve certain objective.⁴

The job of management is characterized by decision-making process. For this process to be carried out with quality, it is ideal to follow certain steps such as raising the data, generating information to list proposals for a decision, the decision to choose deployment strategies and to assess whether the decision was capable of meeting the demands of problem.⁵ During training, nursing students can experience managerial situations, which serve as the basis for their future professional activity, such as an inter-professional education that is based on working together.

The inter-professional education (IPE) in health is conceptualized as proposed where two or more professions learn together about working together and on the specifics of each one, providing improved patient care. It is considered a style of education that emphasizes teamwork, integration and flexibility of the workforce that must be achieved with a broad recognition and respect for the specificities of each professional area.⁶

The World Health Organization (WHO) has guided the country to invest in inter-professional education, by building skills needed for collaborative work in order to produce better impacts on the professional work of reality and consequently in improving the quality of care. Health and education are shown as areas that complement each other in the implementation of important strategies in improving the individuals in training.

For nurses, collaborative work helps interaction and unity among the staff for the work functions are performed together, helping and respecting each other can result in the improvement of the care provided. Therefore the study is justified by the need to identify the understanding of nursing students across the collaborative work.

From the context the following objectives are proposed: identifying the understanding of nursing students on collaborative work; listing in which fields of professional practice collaborative work can be applied in the future nursing career; identifying the understanding of nursing students about decision-making; identifying the understanding of nursing students on shared decision. To meet the objectives outlined is the guiding question: what is the understanding of nursing students on collaborative work?

METHODS

This is a descriptive study with qualitative approach, since it enabled a closer relationship with the daily life and the experiences of the subjects in the research.⁸

The study was conducted in the undergraduate course in Nursing from a private college in the city of Curitiba - PR. We invited 60 students from the first year of the course and 28 from the last year. The sample occurred by theoretical saturation, which settled the final size, i.e., the sample closure when the obtained data began to show redundancy or repetition.⁹

The sample consisted of 30 students, being interviewed an academic of the first year alongside one of the last years, bringing the total to 30 scholars. They followed the inclusion criteria: students enrolled in the first and last year of the nursing program, both sexes and at any age. And as exclusion criteria: academics from other periods of the nursing course, which are absent in the data collection period and those who did not wish to participate.

To collect the information, we used semi-structured interview technique, recorded, with six open questions. The interview duration was approximately 20 minutes for each participant, the time and place were designated by it. The collection took place in August, 2014.

For the analysis of the information the steps of the Bardin Content Analysis Technique were followed, which includes: pre-analysis, material exploration and treatment of results, inference and interpretation.¹⁰

The ethical aspects were respected at all stages of the study, according to the Resolution 46612 which addresses the recommendations of research with human beings.⁷ The study was approved by the Ethics Committee of Faculdades Integradas do Brazil, under the CAEE n° 28774814.1.0000.0095. To preserve the anonymity of the participants, in view of the ethical aspects of research with human beings that must be taken into consideration, it was decided to identify participants with the following encodings, academics of the first year (A1, A2, A3 ...) and last year (E1, E2, E3 ...).

RESULTS

According to the profile of nursing students interviewed, the prevalence is female 90% (27). The age range is between 18 to 45 years-old, with a mean age of 24.3 years-old.

Table 01 shows the frequency distribution of statements related to the topic searched.

Table 1: frequency distribution of statements, Curitiba, Brazil, 2014.

Statements	Academic students of first year															total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Collaborative work		X	X	X	X			X	X			X			X		8
Area of use	X	X	X		X	X	X	X	X			X	X	X		X	12
Decision Making	X	X	X	X	X	X			X	X	X	X					10
Shared decision	X	X	X		X	X	X	X				X	X			X	10

Statements	Academic students of last year															total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Collaborative work			X	X	X	X						X	X	X		X	8
Area of use	X	X	X	X	X	X	X	X		X	X	X			X	X	13
Decision Making	X	X	X	X	X	X	X		X			X		X	X		11
Shared decision		X			X	X	X	X	X	X	X	X	X		X		11

Source: Data of research.

After the content analysis, allows us to apprehend four categories: collaborative work is seen as teamwork; Areas of use of collaborative work in nursing; the focus of decision-making for the use of collaborative work; Shared decision in collaborative work.

Collaborative work as teamwork

Collaborative work is considered by nursing students a team work, which is the interaction between team members, that is, when everyone works towards a single goal, as stated in the speeches below:

This is where you can coordinate the people working in the same role, the same industry, same goal, so that the work can be produced individually and in groups to optimize what you have to do. (A2)

It is when all people are engaged towards a common good, one helping the other, we will build something no matter what it is. (A5)

That's when everyone does a job that has a goal of something, helping one to another, then nobody has the goal of making alone, it has to do in the community, help those who cannot do it, to have a more just work. (A8)

Collaborative work is the teamwork which has team interaction, an interpersonal relationship with both the nurse and with the technicians. (E3)

It is teamwork, addressing the entire multidisciplinary team, not only nursing but also the doctor, the physio-therapist, with everyone who is in health unit or in the hospital. (E5)

It is a team work in the hospital and in the academic field as well as in their daily life. (E12)

Areas of use of collaborative work in nursing

It was evident in the speeches of nursing students that collaborative work is used in professional nursing practice in various areas, such as continuing education, in the emergency room or emergency care, intensive care, in academia, among others, as described the excerpts below:

Nowadays there is a great difficulty, closed sectors work, indoors, you can get that teams are more collaborative. In open sectors as clinics, nursing station, you will have more difficulties because they suffer some lack of recognition for productivity. (A2)

In all areas you may be integrating it, for example: from the reception of the patient, such as nursing behaviors, improving both the work environment, as well as in society itself. (A5)

It occurs when you work at the hospital, you see that the person or his colleague needs help, you collaborate as much as you can. (A7)

It happens all the time, there are not specifically technics or collaboration specifics. (E3)

Continuing education in order to better guide your team. (E4)

In the sectors, in particular the general ICU where there is the need for teamwork, we aimed at improving the bedridden patient in all their care. (E8)

The focus of decision-making for the use of collaborative work

The interviewees access on the decision-making and leadership skills, problem identification, autonomy in certain situations, or to make an immediate decision regarding patient care or conflict between the staff at the working level division, among others, as shown in the discourse below:

It is the ability of leadership, to identify the problem, the employee, or patient staff, administration, finally, to create a beneficial, fair solution. (TO 1)

You decide what is best for the patient, for the employee or for the sector; it depends on your individual capacity assessment of each situation in order to coordinate, for you to produce decisions that create less injustice feelings of neglect. (A2)

In case of emergency nurses must be imposed, take the right decision about which procedures to do. (A12)

Decision making is when there is a time situation and you have to define, or perform a certain situation, bring a solution. (E1)

When you have a conflict or some obstacle the nurse calls the team to talk and has taken the correct decision for the situation. (E4)

When the nurse has to make a decision immediately, such as a patient in the ICU has a cardiac arrest, the professional has to make a single decision for the care of that patient. (E15)

Shared decision in collaborative work

Shared decision in understanding the academic students is related to the sharing of decisions with the team and with other professionals. It can occur through a conversation circle where people put the problems that can be solved or at a meeting according to the excerpts below:

They are decisions that don not depend on your knowledge or your authority; it depends of a third-party opinion, the third-party authorization and the help of others. (A2)

I think it involves all staff, including anyone who is in nursing, as part of the school, in every kind of situation; you do not make that decision just by yourself, you have to know the opinion of others. (A5)

If you have any idea or a project, you share this idea with your coworkers and make the decision together. (A7)

The decision of a team, the nurse will not make a decision alone, he will talk about this issue with the team, had taken into account their opinion, and through this team he will make the decision. (E5)

As professionals - not only in the health field, as other areas - used in order to solve the problem, then they talk about the issue, make meetings, to take a single decision for the problem. (E6)

In a conversation, people expose a problem, and through that conversation they have a shared decision in common. (E7)

DISCUSSION

Collaborative work is considered when in group all members are focused on the same goal, that is, they never work alone, and there must have recognition that one needs the other.

It is defined and structured as a method of working through an articulated process and thought together to allow achieving the desired results, based on the enrichment

brought by the dynamic interaction of several specific knowledge and various cognitive processes in collaboration.¹

It assists the nurse in the interaction between the team as it provides for nursing professionals in performing their tasks together; through this process, there is the sharing of actions with one another, promoting better security and care, providing a more assertive decision-making, facilitating constant reformulation of professional practices, resulting in better patient care.

Collaboration in Nursing requires that they become potentially competitive situations into opportunities to work collectively that could lead to mutual benefits, i.e., collaboration decreases the feeling of helplessness of professionals and increases self individual and collective effectiveness.¹¹

Respondents have access on the areas of use of collaborative work such as continuing education, critical sectors and in academia.

In that case continuing education in nursing profession contributes to the improvement of workforce, patient safety and professional recognition. During graduation, academics, in training, have the opportunity to conduct continuing education for staff with the professor; therefore they need the cooperation of everybody in the implementation of training.

Continuing education is considered as an essential tool for healthcare professionals and for technicians and nursing assistants and even the nurse so that they can be updated in the content. It aims to improve the professional performance, if conducted as an ongoing process, also enables the development of professional competence for the acquisition of knowledge, skills and attitudes, to interact and intervene in reality as well as helping to minimize the problems arising from the delay in formation.¹²

The emergency care sector stands out that there is always the need for collaboration of colleagues, so they can realize immediate procedures on patients. And during the training, the academics also perform the procedures, and always help each other, putting into practice collaborative work, because the emergency care sector has a high demand for services, and users need care in various complexities. Health work requires a good interaction between team members and cannot be dissociated from an inevitable social interaction, i.e. the team must always be united in order to develop a good work for the patient.¹³

The ICU (Intensive Care Unit) is a sector where patients are under monitoring to be more critical and require more intensive care. Care require the collaboration of colleagues, they are usually patients who are under the use of drugs and mechanical ventilation. The systematization and organization of nursing work and, consequently, the nursing staff are essential to qualify the assistance, when one considers the complexity of care in ICU.¹⁴

The academic environment provides the development of collaborative work, as students exchange knowledge and experiences during the activities performed both in lectures

and in the practical classes, i.e., everyone helps to work in group and also in training that most often have to work in teams. They are considered those collaborative groups in which all components share the decisions and are responsible for the quality of what is produced together, according to their possibilities and interests.^{15,16}

The support tool for decision making has predominantly a collaborative approach as they allow it to occur in groups. Decision making is a responsible way in order to set about some immediate situation, which uses the knowledge of the professional as their technical references. Therefore, it is necessary that the professional can relate their knowledge so they can make the right decision to use the resources that are necessary.⁶

There are several types of decisions, such as: the decision by confederate vote or not, spontaneous decision and decision for authority. Decision-making can be accomplished by means of a specific group, which requires the participation of distinct people,⁵ what was denoted in the speech of respondents because they have mentioned the shared decision in their speeches can be solved by the staff and other professionals.

Shared decision depends mostly on the quality, reliability and ability to interpret the information and sources used by nurses. And the non-rational aspects of decision tend to be explained by the experience, talent and intuition of those who usually decide.⁵

Shared decision means a form of democratic assembly where all team members participate in the decision. This is where employees share the information with their manager and vice versa, this can happen through a simple conversation wheel that is a more informal chat or in meetings.^{16,17}

In interviews it denotes that shared decision is a decision which does not depend on their own knowledge and that also depends on third-party opinions to reach an object and in favor of the patient or their own team in any of the situations of everyday life.

CONCLUSION

Collaborative work for nursing students aims the collaboration with others in the developed activities and should be discussed together so that everyone can achieve the same goals. It is inserted in continuing education, critical sectors and in academia, and it is a means by which nurses can join the team, so they can develop the tasks together, with emphasis on teamwork.

And with the collaborative work there is decision making, when academics report that it is a way of ensuring good care for the patient and conflict resolution. The decision-making aids in teamwork, improvement of communication and agility with the different situations.

To conclude, the collaboration opens an area of growth and positive value to individuals, because beyond getting different results in relation to those obtained by

individual effort, the relationship between members of the group operates on a constructive dependence in terms of appreciation other. It is suggested further research forward the theme, as the literature on the subject is scarce.

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Autor correspondente:

Cristiano Caveião

Rua Konrad Adenauer, 442

Bairro: Tarumã Curitiba – PR

ZIP code: 82821-020