



REALISTIC SIMULATED SCENARIOS AS A PROBLEMATIZATION STRATEGY IN WOMEN'S HEALTH

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1 Introduction: Realistic simulations provide participants with the opportunity to play out professional roles, helping them understand and improve their competences in a given area. In the nursing program of the School of Health Sciences in the Federal District, Brazil, it is an innovative methodology in the teaching and learning process, helping students develop the necessary competences, attitudes, and skills for nursing education. In a study conducted with nursing students, realistic simulations proved effective to humanize student practices, and help them acquire and hone knowledge, in addition to developing critical thinking when dealing routine clinical situations that occur in nursing care practice and overcoming difficulties (Aebersold, & Tschannen, 2013). Simulations can be performed with computerized mannequins, creatively simulating real-life activities by adapting them to the target scenario (Valadares, & Magro, 2014).

2 Objective: To share the experience of applying a realistic simulated scenario as part of the women's health module of the undergraduate nursing program of the School of Health Sciences, in April 2017, Federal District, Brazil.

3 Method: This was a case study of a realistic simulation conducted with eight students and two tutors. The simulated problem scenario was an emergency consultation with a low-risk pregnant woman in advanced labor, which culminated in the delivery and birth of the child. The scenario was presented to the students a week before so that they could study the theoretical content. On the day of the realistic simulation, the group was split up, with three students playing out the problem situation and the other five quietly taking notes about the key points to be discussed soon after. The scenario was prepared in one of the institution's laboratories with a computerized obstetric mannequin placed on a stretcher to be used as the problematization instrument by the students. After the problem scenario was played out, the tutors instructed the group to discuss the conducts carried out, and from this discussion two

themes emerged: the humanization of labor and delivery and the embracement and obstetric care provided to women in labor.

4 Result: The students reached the objective as a group, solving the problem scenario effectively. The prepared environment and the use of the obstetric mannequin enriched the experience, allowing students to develop their technical skills related to obstetric examinations and nursing care during low-risk labor. Furthermore, the interaction between theory and practice allowed students to hone their conduct based on the observations of the students who pointed out important issues that had not been addressed, thus filling in gaps in knowledge through feedback immediately following the simulation. The experience also allowed the students to gain confidence to carry out their activities in future real-life experiences in health services.

5 Conclusion: The realistic simulated scenario is an innovative technique in higher education and a tool of active methodology. It provides an imaginary and creative environment that reproduces real-life experiences, favoring and promoting meaningful learning.

Descriptors: Higher education; Obstetric nursing; Nursing education

References

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