

**School nurse: teachers' perception of the activities developed***Enfermera escolar: percepción de los docentes sobre las actividades desarrolladas**Enfermeiro escolar: a percepção dos professores sobre as atividades desenvolvidas***Bruno Placencio Gomes da  
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**Abstract**

The aim was to understand the perception of elementary and high school teachers from public and private networks about the presence and actions of school nurses. This is a descriptive, cross-sectional field research of a quantitative nature, where an interview was carried out with teachers who work in elementary and secondary education at different public and private educational institutions about the perception of teachers regarding the role of school nurses. As a result, the survey showed that 100% of teachers believe the presence of a nurse in the school is important, even though many did not have the opportunity to work with him. It is concluded that this study points to the importance of school nurses, as through them we manage to have a longitudinality in care, seeking to bring knowledge to students at this stage of life, so that they can reduce illnesses and injuries in adulthood. A negative point is the lack of schools that have the program.

**Descriptors:** School Nursing; Child; Nursing; School Teachers; Growth.**Resumen**

El objetivo fue comprender la percepción de los docentes de primaria y secundaria de las redes públicas y privadas sobre la presencia y acciones de las enfermeras escolares. Se trata de una investigación de campo descriptiva, transversal, de carácter cuantitativo, donde se realizó una entrevista a docentes que laboran en la educación básica y media en diferentes instituciones educativas públicas y privadas sobre la percepción de los docentes sobre el rol de las enfermeras escolares. Como resultado, la encuesta mostró que el 100% de los docentes cree que la presencia de una enfermera en la escuela es importante, aunque muchos no tuvieron la oportunidad de trabajar con él. Se concluye que este estudio apunta a la importancia de las enfermeras escolares, ya que a través de ellas logramos tener una longitudinalidad en la atención, buscando acercar conocimientos a los estudiantes en esta etapa de la vida, para que puedan reducir enfermedades y lesiones en la edad adulta. Un punto negativo es la falta de escuelas que tengan el programa.

**Descriptores:** Servicios de Enfermería Escolar; Niño; Enfermería; Maestros; Crecimiento.**Resumo**

Objetivou-se conhecer a percepção de professores de ensino fundamental e médio de redes públicas e privadas sobre a presença e as ações do enfermeiro escolar. Trata-se de pesquisa de campo, descritiva, transversal de natureza quantitativa, onde foi realizada uma entrevista com professores que atuam no ensino fundamental e médio de instituições de ensino públicas e privadas diversas sobre a percepção dos professores frente o papel do enfermeiro escolar. Resulta-se que a pesquisa mostrou que 100% dos professores acreditam ser importante a presença de um enfermeiro na escola, mesmo que muitos não tiveram a oportunidade de trabalhar com ele. Conclui-se que esse estudo aponta para a importância do enfermeiro escolar, pois através dele conseguimos ter uma longitudinalidade no cuidado, buscando trazer conhecimentos aos estudantes nessa fase da vida, para que reduza as doenças e agravos na vida adulta. Um ponto negativo é a carência de escola que possuem o programa.

**Descriptores:** Serviços de Enfermagem Escolar; Criança; Enfermagem; Professores Escolares; Crescimento.

## Introduction

Childhood is the period of human development that goes from birth to adolescence, and according to Wong, this phase has age periods of development, where they are divided into Prenatal period, which corresponds from conception to birth, the lactation period, that it is birth to twelve months of age, early childhood, which goes from the first year to six years of age, mid-childhood, which goes from six to eleven years of age, and the end of childhood, eleven to nineteen years old<sup>1</sup>.

In 1990, Law No. 8,069 was enacted, creating the Statute of the Child and Adolescent (ECA), which is the normative instrument in Brazil, a document that guarantees full protection to the rights of children and adolescents, and placing it at safe from any negligence, discrimination, and violence. According to art.53 of the ECA, it is the right of children and adolescents to have access to education, preparing them for the exercise of citizenship and qualifications for work<sup>2</sup>.

A large part of these children's lives is spent at school, a place with the aim of providing the transmission of general information and knowledge organized in a disciplinary manner, in addition to being a space for socialization, exchange of information and dissemination of ideas of good health<sup>3</sup>.

The school is a favorable space for health education, as it can work on various issues related to health promotion, as there can be identified problems, disease prevention and encourage healthier habits from school initiation<sup>4</sup>.

In 2007 the Health at School Program (PSE) was instituted by presidential decree n°6,286, which emerged as an intersectoral policy between the Ministries of Health and Education, with the objective of providing comprehensive health care to children, adolescents, and young people in the basic public education<sup>5</sup>.

In this context, nurses can develop educational health actions to promote health by identifying health problems, working to prevent diseases, encouraging healthy behaviors, and preventing diseases and injuries. It can also develop care actions such as evaluating growth and development, paying attention to signs of obesity or malnutrition, vaccination coverage, carrying out nursing consultations and in outpatient care<sup>6,7</sup>.

As this is a school environment, nurses must work with these children in a dynamic way to win and maintain the interest of the public, always using simple and clear language. The actions must be in a way that arouses the interest of children and creates a bond with them<sup>8</sup>.

The Nursing Process (NP) is an instrument that organizes the Nursing Care Systematization (SAE). According to COFEN resolution No. 358/2009, in all institutions where a nurse is present, it is necessary to have the SAE and the EP. The NP is divided into 5 stages, data collection (history and physical examination), nursing diagnosis, planning, implementation, and evaluation. Through the NP, the nurse can assess the child as a whole and through the general assessment of the child, prevent injuries and help improve the quality of life, among other benefits<sup>9</sup>.

Thus, this study aims to understand the perception of elementary and high school teachers from public and private networks about the presence and actions of school nurses, with the guiding question: What is the perception of teachers about the presence and school nurse actions?

## Methodology

This is a descriptive, cross-sectional field research of a quantitative nature. Field research is a deepening of proposed questions, which, being descriptive, aims to describe the characteristics of a given population. As a cross-sectional study, it will analyze data collected over a period, and as it is qualitative, it will generate numerical data that can be transformed into statistics<sup>10</sup>.

At this stage, we conducted an interview in August 2020, with teachers who work in primary and secondary education from different private and public educational institutions, on the perception of teachers regarding the role of school nurses. The survey was conducted via snowball, where the link was made available through social media, especially Facebook®. A questionnaire was prepared using Google Forms® application software, and it was sent and made available to the population that participated in the research.

Teachers with complete training in pedagogy, working in the period of data collection, over 18 years old, who accepted to participate in the research and signed the Informed Consent Term (TCLE) were included in the research. Teachers who do not have full training or do not have training in pedagogy, under 18 years old, who are on leave for some reason at the time of the research, who were not interested in participating in the research and do not sign the consent form were excluded.

Data were stored in graphs generated by Google Docs and analyzed descriptively, calculating absolute and relative frequencies for all variables and with measures of central tendency for quantitative variables. Quantitative data were presented in the form of graphs and tables. All ethical precepts of the Resolution of the National Health Council No. 466/2012, and of the Ethics in Research Committee were observed, through approval by the UNIP, under the protocol No. 4,372,827.

## Results and Discussion

The survey was sent to people and contacts who might have knowledge of individuals who would meet the inclusion criteria for this survey, in addition to being disclosed on the Facebook® platform. 61 people answered the questionnaire, however, after reading the answers, following the inclusion and exclusion criteria, only 44 people were eligible to participate in the research and 17 people were excluded. The excluded participants did not have complete training in pedagogy, only in teaching, which does not meet the inclusion criteria for this research. For this survey, a link was made available that was available for responses for 30 calendar days. Below we demonstrate the sociodemographic characteristics of the research participants (Chart 1).



Chart 1. Sociodemographic data. São Paulo, SP, Brazil, 2020

	Number of responses	Percentage
<b>Total Participants</b>	61	100%
<b>Excluded by Exclusion Criteria</b>	17	28%
<b>Participants remaining in the survey</b>	44	72%
<b>Age group</b>		
18 to 28	4	9%
29 to 39	13	30%
<b>40 to 50</b>	<b>20</b>	<b>45%</b>
51 to 60	7	16%
<b>Pedagogy training time</b>		
< 5 years	10	23%
6 to 10 years	7	16%
<b>11 or more</b>	<b>27</b>	<b>61%</b>
<b>Time working in schools as a teacher</b>		
< 5 years	7	16%
6 to 10 years	6	14%
<b>11 or more</b>	<b>31</b>	<b>70%</b>
<b>School where teaches</b>		
<b>Public</b>	<b>37</b>	<b>84%</b>
Particular	7	16%
<b>Classes that teach classes</b>		
<b>Elementary School</b>	<b>30</b>	<b>68%</b>
High school	5	11%
Elementary School and High School	9	21%
<b>Weekly working hours</b>		
Up to 6 hours	2	5%
Between 7 and 20 hours	4	9%
<b>Between 21 and 40 hours</b>	<b>33</b>	<b>75%</b>
41 hours or more	5	11%
<b>Number of employment relationships</b>		
<b>1</b>	<b>33</b>	<b>75%</b>
2	11	25%

From the analysis performed, it was identified that most participants are aged between 40 and 50 years (45%); have graduated for 11 years or more (61%); they have been working for 11 years or more as elementary and/or high school teachers (70%). When asked about the type of school where they teach, 84% teach in public schools; Most of the

population surveyed teaches classes in elementary school (68%); 75% of teachers work from 21 to 40 hours a week; and 75% have only 1 employment relationship.

Chart 2 shows the results of the research related to the work practice of the researched regarding the presence or absence of the school nurse and their attributions.

Chart 2. Search results. São Paulo, SP, Brazil, 2020

Have you ever worked in schools that had school nurses?	N	%
No	36	82%
Yes	8	18%
<b>Of those who said yes</b>		
First aid	7	64%
Nurse performed medication	3	27%
Health education	1	9%
<b>On what activities the school nurse should perform in the school environment in the teachers' perception</b>		
Assistance Activities	27	39%
First aid	18	26%
Health education	14	20%
Observation	5	7%
They couldn't answer	3	4%
look after the well-being	2	3%
<b>On the teachers' perception of the importance of the presence of a nurse at school</b>		
Important	19	51%
fundamental	2	5%
Positive	2	5%
Required	1	3%
Mandatory	1	3%
Did not respond according to the question	12	32%

Given the results of the survey on the perception of teachers in relation to school nurses, 82% of teachers never worked in schools where there were school nurses. Of those who had already worked where there was a school nurse (18%), 70% described that the nurse's role was to provide first aid.

When asked about what activities the school nurse should perform in the school environment, 39% answered assistance activities, such as dressings, consultations, vital signs, medications. Other activities frequently mentioned by professionals were first aid (26%) and health education (20%).

Finally, when asked about the importance of the presence of a nurse at school, 100% of the participants positively elected the presence of a school nurse in educational institutions. We had no negative response to this question.

Analyzing the results, we saw that most teachers who worked in schools that had school nurses, the activities were limited to first aid care, which is one of the school nurses' duties, however, there are other skills that can be developed, such as education in health, health promotion, promoting lectures and campaigns on issues related to health, actions that allow the early identification of risk factors/diseases in order to avoid risks in adult life, carry out nursing consultations paying attention to growth and development, healthy eating, nutritional status, evaluating the vaccination status, among other many functions of the school nurse<sup>6,11</sup>.

To avoid irreversible damage, Law No. 13,722 was created in 2018, called Lei Lucas, which says that teachers and employees of kindergarten and basic schools must learn

the basics of first aid, thus contributing to the safety of students and staff<sup>12</sup>.

In relation to health education, which consists of training patients, caregivers, or professionals, to encourage them to act consciously in relation to their health, it is another competence of the school nurse, which becomes of great importance at this stage when they are at school, because that's where they will develop their knowledge and from there, share it with the community. Nurses can give various lectures on hygiene, sexuality, healthy lifestyle habits, drug use, as well as giving first aid workshops, among many other things. Health education has the role of enhancing the quality of life<sup>13</sup>.

Regarding care activities, the school nurse is responsible for procedures such as anthropometric assessment, updating the vaccination card, early detection of diseases and injuries, ophthalmological and auditory nutritional assessment, and others, observing and caring for the student's well-being, and if something goes wrong, the nurse has the autonomy to refer to the health center<sup>13</sup>.

Some teachers were unable to answer what the school nurses' attributions were, perhaps because many of them never had the privilege of working in institutions that had the same. We currently have the health at school program, which seeks to provide comprehensive health care for children and young people enrolled in schools. If all municipalities had this program, we would be able to have a longitudinally in care, thus avoiding diseases and injuries in adulthood<sup>14</sup>.

When asked about the importance of the school nurse, 100% of the answers were positive, demonstrating that there is a real need to have a nurse at school, working both in care practices and in health education.



## Conclusion

The survey was answered by 61 people, however, after reading the responses, following the inclusion and exclusion criteria, only 44 people were eligible to participate in the survey and 17 people were excluded. The excluded participants did not have complete training in pedagogy, only in teaching, which does not meet the inclusion criteria for this research.

After analyzing the data obtained from this research, we concluded that 45% of respondents were aged between 40 and 50 years, 61% having graduated for 11 years or more, with 70% working as teachers for 11 years or more, 84 % teaching in public schools and 68% in elementary school, 75% have a workload between 21 and 40 hours a week, and 75% have only one employment relationship.

It can be noted that 100% of respondents thought that nurses are important in the school environment, even if 82% of them did not have the opportunity to work in a school where they had one. Regarding the 18% who had, 64% reported that the nurse performed activities such as first aid,

It is important to highlight that the nurse at school performs several functions, from care such as dressings, medication, first aid, consultations to assess the nutritional status of students, whether vaccination is up to date, among many others, as well as performing several health education activities, such as for healthier lifestyle habits, on hygiene, disease prevention, drug abuse prevention, among other various activities that school nurses can perform.

Finally, this study points to the importance of school nurses, as through them we manage to have a longitudinally in care, seeking to bring knowledge to students at this stage of life, so that they can reduce illnesses and injuries in adulthood. A negative point is the lack of schools that have the program.

We leave here our perception of the need for publications by school nurses that report the activities they carry out in this area and the instruments they use for the practice of caring for school-age children.

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