

**Motivating case as a teaching strategy in Undergraduate Nursing: students' perception***El caso motivador como estrategia de enseñanza en el Grado en Enfermería: percepción de los estudiantes**Caso motivador como estratégia de ensino na Graduação em Enfermagem: percepção de estudantes***Camila Rezende de Castilho Pereira<sup>1</sup>**

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**Abstract**

The aim of the present study is to analyze the perception of undergraduate Nursing students regarding the use of the motivating case as a teaching strategy. This is a descriptive, exploratory, qualitative study, carried out from March to November 2021, with 32 students. Initially, an instructional script was used to prepare the motivating case entitled "Systematization of Nursing Care for the patient with kidney disorders". After it was presented, the students evaluated the relevance, understanding and quality of the strategy, in addition to pointing out their main perceptions. It was found that 97% of the students considered the motivating case as extremely relevant to their training, in addition to being highly understandable. The majority (94%) still rated the strategy as very high quality. However, some students' perceptions exemplify a certain lack of knowledge about the methodology. It is believed that the acceptability of nursing students in the face of the teaching strategy can stimulate its use in the Course and instigate the curiosity and critical sense of nurses in training, given the interdisciplinary approach to content based on social and media materials. In order to certify its impact on the teaching-learning process, it is suggested to carry out studies aimed at evaluating the effects of the motivating case in the acquisition of knowledge in Nursing.

**Descriptors:** Teaching; Problem-Based Learning; Educational Measurement; Education, Nursing; Health Sciences.

**Resumén**

El presente estudio tiene como objetivo analizar la percepción de los estudiantes de graduación en Enfermería sobre el uso del caso motivador como estrategia de enseñanza. Se trata de un estudio descriptivo, exploratorio, cualitativo, realizado de marzo a noviembre de 2021, con 32 estudiantes. Inicialmente, se utilizó un guión instructivo para la elaboración del caso motivador titulado "Sistematización de la Atención de Enfermería al paciente con trastornos renales". Luego de presentada, los estudiantes evaluaron la pertinencia, comprensión y calidad de la estrategia, además de señalar sus principales percepciones. Se encontró que el 97% de los estudiantes consideró el caso motivador como sumamente relevante para su formación, además de ser altamente comprensible. La mayoría (94%) todavía calificó la estrategia como de muy alta calidad. Sin embargo, las percepciones de algunos estudiantes ejemplifican un cierto desconocimiento de la metodología. Se cree que la aceptabilidad de los estudiantes de enfermería frente a la estrategia de enseñanza puede estimular su uso en el Curso e instigar la curiosidad y el sentido crítico de los enfermeros en formación, dado el abordaje interdisciplinario de los contenidos a partir de materiales sociales y mediáticos. Para certificar su impacto en el proceso de enseñanza-aprendizaje, se sugiere realizar estudios encaminados a evaluar los efectos del caso motivador en la adquisición de conocimientos en Enfermería.

**Descriptores:** Enseñanza; Aprendizaje Basado en Problemas; Evaluación Educacional; Educación en Enfermería; Ciencias de la Salud.

**Resumo**

O objetivo do presente estudo é analisar a percepção de estudantes da Graduação em Enfermagem frente a utilização do caso motivador como estratégia de ensino. Trata-se de um estudo descritivo, exploratório, qualitativo, realizado de março a novembro de 2021, junto a 32 estudantes. Inicialmente, utilizou-se um roteiro instrucional para elaboração do caso motivador intitulado "Sistematização da Assistência de Enfermagem ao paciente com alterações renais". Após apresentado, os estudantes avaliaram a relevância, a compreensão e a qualidade da estratégia, além de apontarem suas principais percepções. Verificou-se que 97% dos estudantes consideraram o caso motivador como de extrema relevância para sua formação, além de altamente compreensível. A maioria (94%) ainda classificou a estratégia como de muitíssima qualidade. No entanto, algumas percepções dos estudantes exemplificam certo desconhecimento sobre a metodologia. Acredita-se que a aceitabilidade dos estudantes de enfermagem diante da estratégia de ensino pode estimular sua utilização no Curso e instigar a curiosidade e o senso crítico de enfermeiros em formação, dada a abordagem interdisciplinar de conteúdo a partir de materiais sociais e midiáticos. A fim de certificar seu impacto no processo de ensino-aprendizagem, sugere-se a realização de estudos voltados para avaliação dos efeitos do caso motivador na aquisição de conhecimentos na Enfermagem.

**Descriptores:** Ensino; Aprendizagem Baseada em Problemas; Avaliação Educacional; Educação em Enfermagem; Ciências da Saúde.



## Introduction

The Curriculum Guidelines for the Undergraduate Nursing Course advocate the development of skills and abilities that support the student's education, based on the articulation of theoretical-practical approaches<sup>1</sup>. In this way, different teaching strategies can be adopted<sup>2</sup>.

Traditional methods have been considered less attractive, causing teachers to launch themselves in the search for not-so-usual strategies, which detach the student from a plastered methodology that limits him only to what is transmitted to him<sup>3,4</sup>. Thus, these may not be as appropriate to the current demands of creative and dynamic teaching, which may compromise the results of the teaching-learning process<sup>5</sup>.

In this context, active methodologies emerge that stand out for going beyond the transmission of knowledge. They stimulate the student's curiosity and critical sense, who acquire an active and protagonist posture in this process<sup>6</sup>.

Among these methodologies, those focused on problematization are highlighted in the training of health professionals, such as nursing, since by stimulating the resolution of a problem situation, they arouse students' interest in acquiring knowledge on the topic addressed<sup>7,8</sup>. In addition, there is a stimulus for the development of personal skills related to leadership, communication and decision-making, essential for the judgment and clinical reasoning of nurses in training<sup>9</sup>.

Considered the basis for the problematization method, the Arch of Maguerez, proposed by Charles Maguerez, is divided into five stages: observation of reality to recognize the problem; analysis of the key points that lead to the problem; theorizing the points for understanding the problem; construction of hypotheses for its solution; and, application of these to reality<sup>10,11</sup>.

Thus, in the methodology of problematization, a problem is introduced, inducing students to seek answers to solve it. Its objective is to stimulate and stimulate the raising of hypotheses in order to explain the problem or its resolution. This approach is capable of promoting interdisciplinary knowledge in a pleasant way<sup>12</sup>.

In the meantime, it is worth highlighting the motivating case as a problematizing strategy in the teaching-learning process. Its methodology allows analyzing the students' prior knowledge of a situation presented, thus preceding the approach of the content itself. Its main feature is through the presentation of social and media material, real or fictional - movies, series, soap operas, reports, poetry, cartoons, songs, among others - that relate to the content to be addressed and, at the same time, , bring students closer to the reality experienced. As a conciliatory element, one or more questions are carried out, which instigate the search for its resolution, arousing curiosity about the theme and, consequently, the motivation to deepen the theme<sup>13</sup>.

Thus, in order to analyze the applicability of the strategy in Undergraduate Nursing, this study sought to analyze the perception of nursing students regarding the use of the motivating case as a teaching strategy.

## Methodology

This is a descriptive, exploratory, qualitative study, carried out from March to November 2021, in a Public Institution of Higher Education in Rio de Janeiro, RJ, Brazil.

The target audience comprised undergraduate Nursing students enrolled in a discipline focused on the health of adults and the elderly. The following inclusion criteria were considered: being 18 years of age or older, being regularly enrolled in the subject in question and having participated in the activity related to the presentation of the motivating case. As an exclusion criterion, it was considered: failing to answer at least one item of the electronic evaluation form of the motivating case.

The electronic form was developed on the Google® Platform. This comprised items related to the characterization of the student (gender, age and period of the course in which he was enrolled) and questions related to the analysis of the motivating case (relevance, understanding, quality, aid of the strategy in the acquisition of knowledge in the area and its main perceptions about the strategy).

This proposal is part of the research "Intervention strategies in nursing education and care: randomized clinical trials", linked to the Federal University of the State of Rio de Janeiro, registered in Plataforma Brasil under CAAE 25629819.5.0000.5285 (approval opinion no. 3,764,010). It is important to highlight that this research respected all ethical aspects regarding Resolution No. 466/12 of the National Health Council.

## Motivating case

In order to achieve the objectives outlined, based on an instructional script, elaborated and validated with specialists in a previous study, the motivating case "Systematization of Nursing Care for patients with kidney disorders" was developed.

Prior to approaching the content by the teacher in charge, the problem situation was presented by the auxiliary researcher as a clipping of an episode of an American series, lasting one minute and 51 seconds, which showed the conduct of the team of health professionals in the face of a patient with findings suggesting acute renal failure.

As conciliatory elements, two questions were asked, namely: "What led the team to suspect that the patient had renal failure?" and "What would be the nursing conducts?". And, as a way to support the reflections, a scientific article on the subject was made available to students after the video was shown.

Thus, after debate, the auxiliary researcher proceeded to the outcome, clarifying doubts and summarizing the conclusions. The presentation, followed by the discussion and outcome of the motivating case lasted one hour. After completing the activity, 82 students who attended the course and participated in the motivating case activity were invited to participate in the research. However, only 32 accepted.

It is important to highlight that the researcher in charge, who is also a professor at the Educational Institution where the study took place, did not participate in the



exposition of the motivating case and in the invitation to carry out the research, which took place at a different time and before the one destined for the academic activities related to the syllabus of the discipline.

### Results and Discussion

Of the 32 nursing students who evaluated the strategy, most were female (72%), were aged between 21 and 25 years (78%) and were in the fifth period of the course (59%).

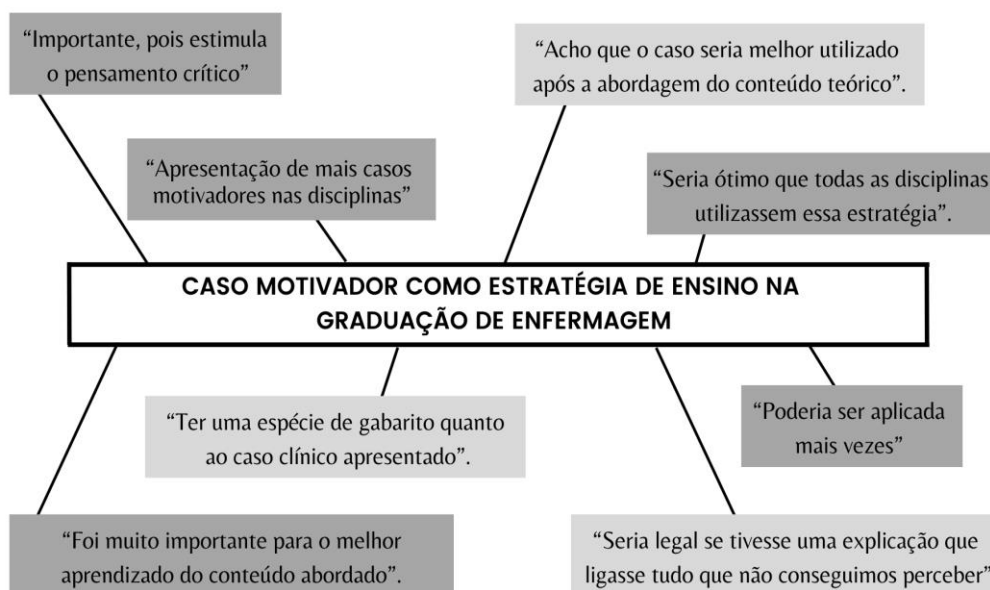
As for the perceptions about the motivating case, all students characterized the strategy as relevant, understandable and of good quality. In this sense, 97% considered the motivating case as extremely relevant for

their formation and considered the strategy as highly understandable; and 94% rated it as very high quality.

It is noteworthy that the use of active teaching methodologies is considered by students as a positive stimulus for the search for knowledge, as well as a facilitator for interpersonal relationships and approximation of theory to practice<sup>9</sup>.

It should be noted, however, that some students' perceptions about the motivating case exemplify a certain lack of knowledge of the methodology, such as suggestions related to the approach to strategy after the theoretical content, in addition to the proposal to present a template and also the idea of equivalence of the terms "motivating case" and "clinical case" (Diagram 1).

Diagram 1. Perceptions of nursing students about the motivating case, Rio de Janeiro, RJ, Brazil, 2021



It is important to point out that the motivating case, unlike a clinical case, is presented before the theoretical content of the discipline, focusing on the identification of prior knowledge and students' approach to the situation presented<sup>13</sup>. The aim is to instigate participation, as well as arouse curiosity about the subject to be addressed.

It follows, therefore, that the motivating case does not aim to establish a template or make use of the activity in an evaluative way, the purpose is to develop clinical reasoning in a transdisciplinary way, with an approximation to reality<sup>13</sup>. It is also worth noting that 91% of nursing students revealed that the teaching strategy contributed to the acquisition of knowledge in the area, pointing out that the methodology "stimulated critical thinking" and "was very important for better learning of the content addressed", demonstrating a positive perception regarding the use of the methodology by the students.

In this sense, the use of materials that approach the reality experienced during nursing training, such as those used in motivating cases, can favor the development of clinical reasoning and skills training<sup>14</sup>.

In a study carried out in Minas Gerais, it was identified that most students classify the level of learning

with the traditional methodology as ineffective compared to other methodologies, they claim to have a better learning in classes that use active methodologies as strategies of teaching. However, it was listed as a negative point of the strategy, the pressure on the participation of students who are more shy or have difficulty in communicating<sup>15</sup>.

Given this, it is necessary to highlight the importance of developing communicative skills during the Nursing Graduation, since this is essential for strengthening the relationship between professional and user during the line of care<sup>16</sup>. Thus, although not everyone adapts to the new ways of teaching, the study shows that most students report feeling more motivated to have their opinions considered during classes<sup>15</sup>.

Reports that the strategy "could be applied more often", that "it would be great if all disciplines used this strategy" and requests for "presentation of more motivating cases in the disciplines", reinforce that active methodologies, in addition to bringing the student closer to the teacher and the practice of theory, motivate the search for knowledge<sup>9,17</sup>.

With the pandemic caused by COVID-19 and consequent academic restructuring, new teaching strategies

have been used to overcome challenges, especially with regard to the online modality. In a study carried out in 2021, it was found that 75% of students believe that the use of active teaching methodologies favors learning in the context of emergency remote teaching and the promotion of a bond between teacher and student<sup>18</sup>.

Similarly, a study carried out in the United States, which focused on distance learning, concluded that most students showed more interest in asynchronous teaching methodologies, which were anchored in the presentation of videos and case studies<sup>17</sup>.

The following limitations of the present investigation were considered data collection from students of the same discipline, given that they probably had a similar level of knowledge, making broad generalizations impossible; and, scarcity of studies, available in the scientific literature, aimed at using the motivating case as a teaching strategy.

## Conclusion

Nursing students considered the motivating case to be relevant, understandable and of good quality, with implications for the acquisition of knowledge in the area.

It is believed that evaluating students' perceptions about active methodologies, as in the motivating case, reinforce the importance of student protagonism in the teaching-learning process. Furthermore, the acceptability of students in the face of such a strategy can stimulate its use in the Course and instigate the curiosity and critical sense of nurses in training, given the interdisciplinary approach to content based on social and media materials.

In order to certify its impact on the teaching-learning process, it is suggested to carry out studies aimed at evaluating the effects of the motivating case in the acquisition of knowledge in nursing. In this way, it will be possible to highlight its implications and ensure its use as an effective teaching strategy.

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