

SYSTEMATIC REVIEW ARTICLE

Pedagogical methodologies in family health nursing: Scoping review

Metodologias pedagógicas em enfermagem de saúde familiar: Scoping review
Metodologías pedagógicas en enfermería de salud familiar: Scoping review

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Abstract

Background: Pedagogical methodologies are a critical factor in nursing students' acquisition and development of skills. Nevertheless, the pedagogical methodologies used in family health nursing education are scattered in the literature.

Objective: To map the pedagogical methodologies used in family health nursing education.

Review method: Scoping review based on the principles advocated by the Joanna Briggs Institute. Two independent reviewers appraised the articles and extracted and synthesized data.

Presentation and interpretation of results: Two studies were included in this review. Structured debriefing and dialogical narrative were used as pedagogical strategies. Both studies were implemented on undergraduate nursing students. One of the studies was conducted in a laboratory setting and the other in a laboratory setting and a real-life environment.

Conclusion: Pedagogical methodologies and implementation contexts differ across studies. Further studies should be conducted on the pedagogical strategies used in family health nursing.

Keywords: family nursing; nursing; students, nursing; review

Resumo

Contexto: As metodologias pedagógicas adotadas são um fator importante na aquisição e desenvolvimento de competências dos estudantes de enfermagem. Não obstante, as metodologias pedagógicas utilizadas no ensino de enfermagem de saúde familiar encontram-se dispersas na literatura.

Objetivo: Mapear as metodologias pedagógicas utilizadas no ensino de enfermagem de saúde familiar.

Método de revisão sistemática: *Scoping review* com base nos princípios preconizados pelo *Joanna Briggs Institute*. Dois revisores independentes realizaram a análise de relevância dos artigos, a extração e síntese dos dados.

Apresentação e interpretação dos resultados: Dois estudos foram incluídos na revisão. Foram utilizadas como metodologias pedagógicas o *debriefing* estruturado e a narração dialógica. Ambos os estudos foram implementados em estudantes da graduação de enfermagem. Um dos estudos foi realizado unicamente em contexto de laboratório e outro, adicionalmente, em contexto real.

Conclusão: As metodologias pedagógicas e os contextos de implementação diferem entre os estudos. Mais estudos devem ser realizados no âmbito das metodologias pedagógicas em enfermagem de saúde familiar.

Palavras-chave: enfermagem familiar; enfermagem; estudantes de enfermagem; revisão

Resumen

Contexto: Las metodologías pedagógicas adoptadas son un factor importante en la adquisición y el desarrollo de las competencias de los estudiantes de enfermería. Sin embargo, las metodologías pedagógicas utilizadas en la enseñanza de enfermería de salud familiar están dispersas en la literatura.

Objetivo: Mapear las metodologías pedagógicas utilizadas en la enseñanza de enfermería de salud familiar.

Método de revisión sistemática: Revisión de alcance (*scoping review*) basada en los principios recomendados por el Joanna Briggs Institute. Dos revisores independientes realizaron el análisis de la relevancia de los artículos, la extracción de datos y la síntesis.

Presentación e interpretación de los resultados: Se incluyeron dos estudios en la revisión. Se utilizaron como metodologías pedagógicas el *debriefing* estructurado y la narración dialógica. Ambos estudios se llevaron a cabo en estudiantes de enfermería de primer ciclo. Uno de los estudios se realizó únicamente en un entorno de laboratorio y el otro, además, en un contexto real.

Conclusión: Las metodologías pedagógicas y los contextos de aplicación diferencian entre los estudios. Deberían realizarse más estudios en el ámbito de las metodologías pedagógicas en enfermería de salud familiar.

Palabras clave: enfermería de la familia; enfermería; estudiantes de enfermería; revisión



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Introduction

Family health nursing has been an area of development in nursing as a field of action and specific knowledge. Today, in primary health care, the responsibility required of nurses to monitor families throughout the life cycle is evident (Machado et al., 2021; Silva, 2016; Silva et al., 2020).

Health policies, namely the Munich Declaration (World Health Organization [WHO], 2000) and the Health for All policy framework for the European Region (Organização Mundial da Saúde [OMS], 2003) have reinforced the need to establish family-centered community nursing programs and services. The family health nurse plays a crucial role in health teams, providing a wide range of services to a limited number of families, namely lifestyle counseling and family support.

In addition, although the theoretical development in the area of family health nursing has also been remarkable, the same is not true for the development of the interventions with families, particularly in primary health care (Figueiredo, 2009; Shajani & Snell, 2019; Silva, 2016). This fact raises questions related to training/education. In Portugal, there is significant heterogeneity of family health-related contents (Figueiredo, 2009) in the syllabus of undergraduate nursing degrees. On the other hand, the lack of information on the pedagogical models in this area may facilitate or hinder students' acquisition and development of skills, requiring careful attention (Silva, 2016; Silva et al., 2020).

Pedagogical methodologies are a critical factor in the acquisition and development of skills by nursing students, with a view to realigning nursing education so that nurses move from an individual-centered paradigm in which the family is seen as the context of care to a paradigm centered on the family as the focus and unit of care (Figueiredo, 2009, 2013; Silva, 2016; Silva et al., 2020).

Therefore, a scoping review was conducted based on a review model to map the existing evidence underlying this research area, identify gaps in the existing evidence, and provide a preliminary exercise to support and inform the possible development of a systematic review. Thus, these steps will allow identifying key characteristics or factors related to the concept under study (Peters et al., 2020). A preliminary search conducted in March 2021 in MEDLINE (via PubMed), Cochrane Database of Systematic Reviews, JBI Evidence Synthesis, PROSPERO, and

Open Science Framework revealed no literature reviews (published or in progress) on this topic.

Therefore, this scoping review was conducted to map the pedagogical methodologies used in family health nursing education. More specifically, this review aims to answer the following questions: Which pedagogical methodologies are used in family health nursing education?; At what level of education are these pedagogical methodologies used?; In what context are these pedagogical methodologies used?

Review method

Different review objectives and questions lead to different approaches designed to synthesize the evidence more effectively and rigorously. Scoping reviews are one of these approaches (Peters et al., 2020).

Using the PCC (Participants, Concept, and Context) framework, this scoping review included studies that: a) regarding the participants, focused on nursing students of any education level; b) regarding the concept, addressed pedagogical methodologies/strategies; c) regarding the context, were conducted within the scope of family health nursing; d) regarding study design, included qualitative or quantitative studies, literature reviews, or gray literature. The protocol for this review was registered in the Open Science Framework (<https://osf.io/ehvct/>) and has already been published (Silva et al., 2022).

Search strategy

The three-step search strategy included published and unpublished studies: 1) Limited initial search in MEDLINE (via PubMed) and CINAHL (via EBSCO) databases, followed by an analysis of text words in titles and abstracts and of index terms used to describe the article; 2) Additional search using all identified keywords and index terms in MEDLINE (via PubMed), CINAHL Complete (via EBSCOhost), Cochrane Central Register of Controlled Trials, Cochrane Database of Systematic Reviews, SciELO, Scopus, and MedicLatina databases. Gray literature was searched in OpenGrey; 3) The reference lists of all identified articles and sources suggested by experts in this field were analyzed to identify further potentially relevant studies. Studies written in English, Spanish, French, and Portuguese were considered for inclusion in this review, regardless of the year of publication.

Table 1*Search strategy and limiters applied to MEDLINE and search records*

| |
|---|
| <p>Database: MEDLINE (via PubMed)</p> <p>Records: 27</p> <p>Search strategy (17 March 2021):</p> <p>(((((nursing students[Title/Abstract]) OR (nursing student[Title/Abstract]) OR (nurse students[Title/Abstract])) OR (nurse student[Title/Abstract]) OR (Students, Nursing[MeSH Terms])) AND (((((((((((((((pedagogical methodology[Title/Abstract]) OR (pedagogical methodologies[Title/Abstract]) OR (pedagogical approaches[Title/Abstract]) OR (teaching methodologies[Title/Abstract]) OR (pedagogical techniques[Title/Abstract]) OR (pedagogical approach[Title/Abstract]) OR (teaching methodology[Title/Abstract]) OR (pedagogical technique[Title/Abstract]) OR (pedagogical scenario[Title/Abstract]) OR (pedagogic strategy[Title/Abstract]) OR (pedagogic strategies[Title/Abstract]) OR (pedagogical scenarios[Title/Abstract]) OR (teaching strategies[Title/Abstract]) OR (teaching strategy[Title/Abstract]) OR (teaching techniques[Title/Abstract]) OR (teaching technique[Title/Abstract]) OR (pedagogic method[Title/Abstract]) OR (pedagogic methods[Title/Abstract])) AND (((((((((((community health nursing-[MeSH Terms]) OR (Nurses, Community Health[MeSH Terms])) OR (community health nurse[Title/Abstract]) OR (community health nursing[Title/Abstract]) OR (community health nurses[Title/Abstract]) OR (community nursing[Title/Abstract]) OR (community nurses[Title/Abstract]) OR (community nurse[Title/Abstract]) OR (primary health care nurse[Title/Abstract]) OR (primary health care nurses[Title/Abstract]) OR (primary health care nursing[Title/Abstract]) OR (((((((family health nursing[Title/Abstract]) OR (Family nursing[Title/Abstract]) OR (family health nurses[Title/Abstract]) OR (family health nurse[Title/Abstract]) OR (family nurses[Title/Abstract]) OR (family nurse[Title/Abstract]) OR (family health care nursing[Title/Abstract]) OR (family nursing[MeSH Terms]))))))) Filters: English, Portuguese, Spanish, French, MEDLINE</p> |
|---|

Data synthesis and extraction

The relevance of the articles to this scoping review was assessed based on title and abstract screening. The full text of studies that met the inclusion criteria was analyzed. Whenever the reviewers had doubts about the relevance of a study based on its title and abstract, the full text was analyzed.

Both phases of analysis were performed independently by two reviewers.

Any disagreements between the reviewers were resolved through discussion or with a third reviewer. Studies identified from reference lists were screened for relevance based on their title and abstract.

Two independent reviewers extracted the data using an

instrument developed by them and aligned with the review objective and questions.

Any disagreements between the reviewers were resolved through discussion or with a third reviewer.

Presentation of results

Figure 1 shows that 69 potentially relevant studies were identified. Of these, 10 were excluded for being duplicates. Of the remaining 59 studies, 56 were excluded after title and abstract screening; one of the remaining three articles was excluded for not meeting all inclusion criteria after full-text analysis. Finally, two studies were included in this review.

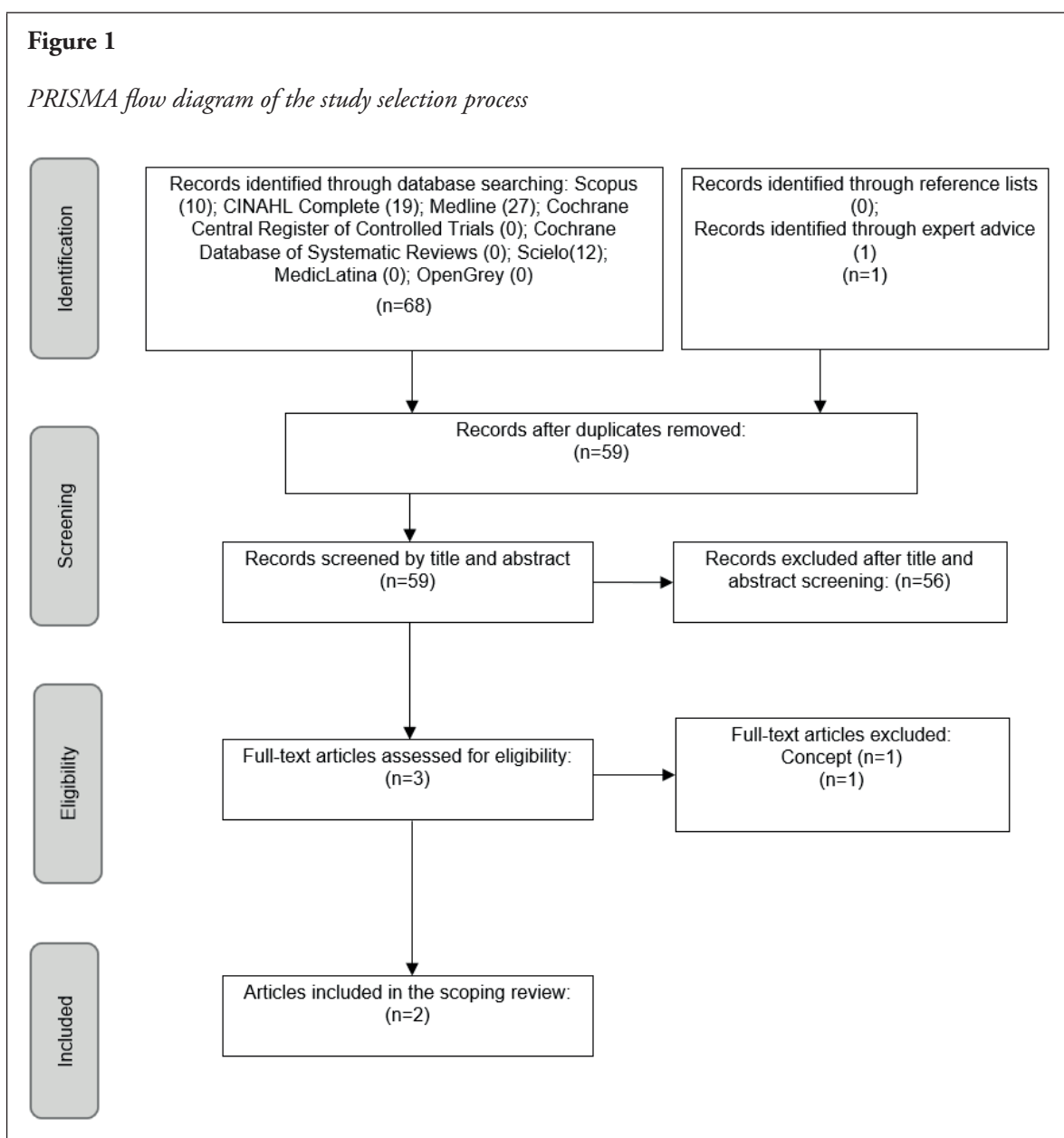


Table 2

Answers to the review questions per study

| Study | Pedagogical methodologies | Education level | Context |
|----------------------|---|------------------------------|----------------------------------|
| (Charron, 2007) | Dialogical narrative Methodology implemented in three steps: 1) Simulation of an interview conducted in a laboratory setting; 2) Interview in a real-life consultation setting; 3) Reflective analysis on how the interview went, the results of the interview, and how the student felt. | Nursing undergraduate degree | Laboratory and Clinical Teaching |
| (Silva et al., 2020) | Structured debriefing Four-step methodology used after each simulation scenario: 1) Asking the participants in the scenario about how they felt and what they witnessed, if they identified the scenario's objective; 2) Asking the observers about the positive aspects of the intervention in the participants; 3) Reflection with the participants to help them identify what they could have done better; 4) Synthesis of the main aspects that answer the scenario's objective to systematize what is important to translate from theory into practice. | Nursing undergraduate degree | Laboratory |

Interpretation of results

This scoping review was conducted to map the pedagogical methodologies used in family health nursing education. Two studies were included: one was conducted in Portugal by Silva et al. (2020) and the other in Canada by Charron (2007).

Although the search was conducted without any time restrictions, only studies from 2007 onwards were included, possibly due to WHO guidelines that foresee the inclusion of family health contents in the syllabus of undergraduate nursing degrees (WHO, 2003; WHO, 2000). Several authors identified nurses' difficulty in developing clinical practices focused on the family as a unit of care (Figueiredo, 2013; Santos, 2012; Silva, 2016; Silva, 2013). However, this difficulty is not always attributed to the pedagogical methodologies used in training (Silva, 2016; Silva et al., 2020).

In this context, research on the adequacy of the pedagogical methodologies used in teaching-learning processes may facilitate knowledge transfer into practice.

Charron (2007) conducted a qualitative study identified as a single-case study by the authors of this review. Silva et al. (2020) conducted a quantitative, descriptive, and cross-sectional study.

With regard to the pedagogical methodologies used in family health nursing education, Charron (2007) used the dialogical narrative and Silva et al. (2020) combined structured debriefing and simulation.

Charron (2007) implemented the dialogical narrative in three stages: a simulation conducted in a laboratory setting, a consultation in a real-life context, and a final reflection describing how the consultation went, its results, and how the student felt during the reflection process. In this study, the author aimed to determine the impact of applying the principles of therapeutic communication from a systemic approach on student support.

In the study by Silva et al. (2020), the structured debriefing after simulation was used in a practical laboratory class with a group of 15 students: three students participated in a simulation scenario similar to the reality of a family health care unit and 12 students observed the simulated practice in a mirrored room. After the simulation, the three students were asked how they felt, what they witnessed, and the purpose of the simulation. Then, the observers (12 students) were only asked about the positive aspects of the intervention performed by their colleagues. In the third stage, the students who participated in the simulation were asked to reflect critically on what they could have done better. Finally, in the fourth stage, the teacher, together with the students, synthesized the key aspects to systematize the necessary content to be transferred to clinical practice and reinforce the positive aspects of students' performance.

Both pedagogical methods (dialogical narrative and structured debriefing after the simulation) used joint discussion with the students to develop clinical reasoning skills through critical and reflective learning and positive reinforcement to increase students' confidence. Students were asked to reflect in and on the action, before, during, and after their performance, consolidating their knowle-

dge and its use in clinical practice by reflecting on what they did, when they did it, how they did it, why they did it, and how they could improve. Both studies valued the affective component through the teacher's compliment and the cognitive (what they learned) and behavioral (what they did and what could be improved) components. The learning objectives were also similar. The teachers were concerned with the development of students' systemic thinking, as well as the change from an individual-centered paradigm in which the family is a context to a paradigm centered on the family as the focus and unit of care (Charron, 2007; Silva et al., 2020).

This study highlights the importance of constructivism-based curricula as a way to represent reality through dialectical transactions that lead to a change of meanings. From this perspective, students play an active role in their own learning and teachers act as facilitators of the development of students' cognitive, affective, and behavioral skills, establishing a relationship of proximity and reciprocity. The main contributions of experiential learning are critical thinking, autonomy, creativity, and adaptive capacity.

Both studies implemented the pedagogical practices in different contexts. Silva et al. (2020) implemented the simulation and the structured debriefing in practical laboratory classes of a simulation center of a nursing school, focusing on the cognitive, affective, and psychosocial components. Charron (2007) used simulation in a laboratory setting and then the students, in a clinical teaching venue, implemented the simulated practices in a real-life context (with direct contact with families through interviews) and again in a school setting. Here, they met with the teachers to build consultation guides and reflect on learning (cognitive), implementation (behavioral), and reinforcement (affective).

Another difference was that the study of Charron (2007) had only one participant and the pedagogical practice was implemented between the teacher and one student, while Silva et al. (2020) implemented the pedagogical practice between the teacher and groups of 15 students. Both studies were conducted with undergraduate nursing students.

The results of this scoping review reveal the lack of studies in this area. Therefore, further studies should be conducted on the pedagogical methodologies used in nursing education, considering that, in primary health care, the family emerges as a unit of care and that it is imperative to develop family assessment and intervention skills. The pedagogical methodologies should be based on systemic thinking, allowing an understanding of all factors that make up the family system. This foundation will be important not only in undergraduate and postgraduate family health nursing education, but also at a professional level, given that the individual paths, the training processes, and the articulation of training with specific work situations will be implemented in the future by and with the agents of change (Silva, 2016). Thus, the educational processes should promote experiences leading to the development of knowledge, skills, and attitudes for a competent professional performance

through a self-constructed learning pedagogy based on students' needs.

Although we did not appraise the methodological quality of the included studies due to its lack of relevance for a scoping review, some limitations should be mentioned to inform future studies, whether primary studies or systematic reviews. These limitations are related to the lack of a control group and the use of a non-probability sample (Silva et al., 2020).

Given that scientific evidence informs clinical practice, these limitations should be considered in future studies because they make it difficult to rigorously assess the impact of these methodologies on the development of nursing students' skills.

Another limitation of this scoping review was that only articles published in English, Spanish, French, and Portuguese were included. Articles published in other languages could also have been relevant to this review. In addition, given that a scoping review does not aim to appraise the methodological quality of the included studies, recommendations for practice are not mentioned. The specificity of the search strategy may have limited the number of included studies. However, an attempt was made to address the key criteria of the review question. Finally, searching more databases and gray literature could have identified more potentially relevant studies.

Conclusion

This scoping review aimed to map the pedagogical methodologies used in family health nursing education and the level of education and the context in which they are used. Two studies were identified with different methodological strategies (dialogical narrative and structured debriefing) and contexts (one of the studies was conducted in a laboratory setting and the other in a laboratory and a real-life setting). Both studies were implemented on undergraduate nursing students.

This mapping identified gaps that should be addressed in future primary studies.

With regard to the implications for research, given the widely described importance of these pedagogical methodologies in the acquisition and development of nursing students' skills and the scarce evidence in this area, more qualitative and quantitative studies need to be conducted on the pedagogical methodologies used in family health nursing education.

Future studies should identify the methodology and limitations of the studies and invest in the implementation of pedagogical methodologies in postgraduate family health nursing education.

Author contributions

Formal analysis: Silva, M. M., Figueiredo, M. H.

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Writing – review and editing: Silva, M. M., Figueiredo, M. H., Coutinho, V., Coelho, A. R.

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