



Federal Fluminense University

AURORA DE AFONSO COSTA
NURSING SCHOOL



Preview Notes



Education nucleus in urgency in the logic of continuing education: an action research

Daniel Laprovita¹, Marcos Paulo Fonseca Corvino¹, Elaine Antunes Cortez¹

¹ Fluminense Federal University

ABSTRACT

The Ministry of Health points fragmentation in the training of professionals who work in the Urgency and Emergency Care network, particularly in the mobile pre-hospital component, proposing the implementation of Education Nucleus in Urgency. **Objective:** to identify the educational activities developed by the core; describe how the professionals assess educational activities designed to upgrade; use permanent education in the process of updating the professionals in the urgency mobile call service. **Method:** a descriptive, exploratory study with a qualitative approach, like action research. Data collection takes place through semi-structured questionnaires and workshops with active methodologies. The information will be handled by a Bardin content analysis, and the concepts of the National Policy of Permanent Education interrelated to the theoretical Emerson Mehry. **Results:** the found facts will enable reflection on the importance of permanent education and its contribution to the process of updating the pre-hospital practices.

Descriptors: Emergency Medical Services; Education, Continuing; Inservice Training.

SITUATION PROBLEM AND SIGNIFICANCE

The act itself is formative, leading to production of new knowledge or updating knowledge in the act of caring. In this territory, the applied knowledge comes from the collective, the life experiences, the senses, and the intercessors' meetings. One has to think that this formation territory does not equate to the continuing education - this is marked by the exhibition of a prior knowledge to prepare for action⁽¹⁾. Continuing education is proposing to seek solutions from the problems faced in daily work, considering the experiences and the perceptions of each individual and thereby promote changes in professional practice, in the very organization of work and in the teaching practices themselves^(2,3). The Education Center for Urgency (NEU), of the municipality of Duque de Caxias/RJ, needs to take ownership of the National Policy of Permanent Education (PNEP) established by the Ministry of Health as the possibility of new teaching practices in the service, especially with regard to the mobile pre-hospital component. This is because the issues have been vertically transmitted through theoretical and practical training, with no intercession with daily life, the actual practice of workers.

ASSUMPTIONS

The educational activities of NEU are developed in the training model based on a theoretical and practical approach. The professionals of the Mobile Emergency Service (SAMU) do not identify the proposal of permanent education in the theoretical and practical meetings developed by NEU. A continuing education constitutes a potential tool to transform everyday situations into learning, adding value to the process of work and the worker.

OBJECTIVES

This study's objective is to identify the educational activities developed by the core, to describe how the professionals assess educational activities designed to upgrade, and to use continuing education in the retraining process in SAMU.

METHOD

The method is action research, with steps of a descriptive and exploratory nature, to be developed in the scenario of decentralized basis of SAMU in the Emergency Hospital Dr. Moacyr Rodrigues do Carmo. The sample will be taken from the staff working in the SAMU, composed of physicians (n = 14), nurses (n = 17), nursing technicians (n = 28), vehicle drivers (n = 32), and administrative assistant (n = 4). Eligibility will be made by inclusion/exclusion that defines the participant sample. The sample included professionals that have worked for at least one year at Advanced Life Support (ALS) and Basic Life Support (BLS) units, which were present in at least one of the six theoretical and practical meetings by NEU during the period from 2014 to 2015, which addressed topics geared towards the training of pre-hospital activities. Excluded are professionals from the administrative area and those unable to participate due to vacation and sick-leave at some step of data collection. In the first stage, it seeks to describe the educational activities that have been performed by the core through the theoretical and practical meetings in the period. The researcher will be using statistical references produced by SAMU General Coordination regarding the care provided by teams in 2014 to raise the profile of the events, showing the suitability, or not, of the topics covered in the period in meetings held

at NEU. In the second stage, data collection is scheduled for December 2015, when the semi-structured questionnaire will be applied. The results will be analyzed from the perspective of content analysis proposed by Bardin and used as reflection during the workshops with the usage of methodology of problematization, based on the Arch of Magueréz. Five meetings will be held, lasting about fifty minutes each, scheduled for the months of March and May 2016. The workshops will be recorded through notes, photographs and filming. The discussion, interpretation and analysis of workshops data takes place through PNEP and from the concepts interrelated with the theoretical framework of Emerson Mehry. It is expected that this study will readjust the guidelines and methodological approaches that have been used in the workshops to upgrade the professional mobile pre-hospital care, based on the logic of PNEP.

This study was approved by the Ethics Committee in Research of Fluminense Federal University Medical School, under number 1,339,343 of November 26th, 2015.

REFERENCES

1. Merhy EE. Educação permanente em movimento - uma política de reconhecimento e cooperação, ativando os encontros do cotidiano no mundo do trabalho em saúde, questões para os gestores, trabalhadores e quem mais quiser se ver nisso. Artigo de opinião. Saúde em redes [internet]. 2015 [cited Oct 2015]; 1 (1): 07-14. Available from: <http://revista.redeunida.org.br/ojs/index.php/rede-unida/article/download/309/15>
2. Ministério da Saúde (BR), Secretaria de Gestão do Trabalho e da Educação na Saúde, Departamento

de Gestão da Educação na Saúde. Política de educação e desenvolvimento para o SUS: caminhos para a educação permanente em saúde: polos de educação permanente em saúde. Brasília: Ministério da Saúde; 2004. [cited Oct 2015]. Available from: http://bvsmms.saude.gov.br/bvs/publicacoes/politica2_vpdf.pdf.

3. Costa TD, Cortez EA. Continuous education in the context of psychosocial care: search convergent-care. Online braz j nurs [Internet]. 2013 Apr [Cited 2015 Oct 15]; 12 (1): 194-7. Available from: <http://www.objnursing.uff.br/index.php/nursing/article/view/4007/html>

All authors participated in the phases of this publication in one or more of the following steps, in According to the recommendations of the International Committee of Medical Journal Editors (ICMJE, 2013): (a) substantial involvement in the planning or preparation of the manuscript or in the collection, analysis or interpretation of data; (b) preparation of the manuscript or conducting critical revision of intellectual content; (c) approval of the versión submitted of this manuscript. All authors declare for the appropriate purposes that the responsibilities related to all aspects of the manuscript submitted to OBJN are yours. They ensure that issues related to the accuracy or integrity of any part of the article were properly investigated and resolved. Therefore, they exempt the OBJN of any participation whatsoever in any imbroglios concerning the content under consideration. All authors declare that they have no conflict of interest of financial or personal nature concerning this manuscript which may influence the writing and/or interpretation of the findings. This statement has been digitally signed by all authors as recommended by the ICMJE, whose model is available in http://www.objnursing.uff.br/normas/DUDE_eng_13-06-2013.pdf

Received: 03/03/2016
Revised: 05/24/2016
Approved: 05/24/2016