

EDUCAÇÃO CONTINUADA EM UM HOSPITAL MUNICIPAL: RELATO DE EXPERIÊNCIA

CONTINUING EDUCATION IN A MUNICIPAL HOSPITAL: EXPERIMENT REPORTS

EDUCACIÓN CONTINUA EN UN HOSPITAL MUNICIPAL: RELATO DE LA EXPERIENCIA

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RESUMO

Objetivo: Relatar a vivência discente no desenvolvimento de um Programa de Educação Continuada para profissionais da equipe de enfermagem de um hospital municipal. **Método:** Relato de experiência, realizado em um hospital da rede pública com 51 profissionais, dentre eles enfermeiros, técnicos de enfermagem e auxiliares de enfermagem participaram da educação continuada desenvolvida por discentes de um projeto de extensão. A implementação da educação continuada foi dividida em quatro etapas: diagnóstico, intervenção, avaliação e entrega de certificados aos participantes. **Resultados:** Dos 51 profissionais, a maioria era do sexo feminino e técnico de enfermagem, em relação ao grau de satisfação e organização o programa foi avaliado como ótimo, e a principal dificuldade encontrada foi a sobrecarga de trabalho. **Conclusão:** A experiência possibilitou constatar que a elaboração e desenvolvimento de um Programa de Educação Continuada é desafiadora, entretanto, impulsiona a transformação da assistência de enfermagem e possibilita a aproximação dos discentes com o campo de prática.

Descritores: Educação continuada; Capacitação profissional; Enfermagem; Período pós-operatório.

ABSTRACT

Objective: to report the experience of students in the development of a Continuing Education Program for professionals of a nursing team from a municipal hospital. **Method:** experience report produced in a public hospital with 51 professionals, including nurses, nursing technicians and nursing auxiliaries who participated in the continuing education developed by students as a part of an extension project. The implementation of continuing education was divided into four stages: diagnostic, intervention, evaluation and delivery of certificates to participants. **Results:** most of the 51 professionals were women and nursing technicians. Regarding the degree of satisfaction and organization, the program was evaluated as great, and the main found difficulty was the work overload. **Conclusion:** the experience made it possible to realize that the elaboration and development of a Continuing Education Program is challenging. However, it drives the transformation of nursing care and allows the students to approximate to the field of practice.

Descriptors: Continuing Education; Professional training; Nursing; Postoperative Care.

RESUMEN

Objetivo: relatar la experiencia discente en el desarrollo de un Programa de la Educación Continua para profesionales del equipo de enfermería de un hospital municipal. **Método:** relato de la experiencia, consumado entre noviembre de 2015 a mayo de 2016, en un hospital público del ayuntamiento de Imperatriz/MA. 51 profesionales, entre otros, enfermeros, técnicos de enfermería y auxiliares de enfermería participaron en la educación continua desarrollada por discentes de un proyecto de extensión. La implementación de la educación continua fue dividida en cuatro etapas: diagnóstico, intervención, evaluación y entrega de certificados para los participantes. **Resultados:** de los 51 profesionales la mayoría eran mujeres y técnicos de enfermería, en relación al grado de satisfacción y organización el programa fue valorado como óptimo, y la principal dificultad encontrada fue la sobrecarga de trabajo. **Conclusión:** la experiencia permitió verificar que la elaboración y el desarrollo de un programa de educación continua es desafiador, sin embargo estimula la transformación de la asistencia de la enfermería y hace posible la aproximación de los discentes al campo de la práctica.

Descriptores: Educación Continua; Capacitación Profesional; Enfermería; Periodo Posoperatorio.

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INTRODUCTION

Throughout the country's socioeconomic and political development, the importance of education for health professionals was observed, as they constantly need improvement, during the formation of professional life. Continuing education for these professionals aims to qualify, improve professional practice with greater security and productivity, through the acquisition of new concepts and the reformulation of existing practices⁽¹⁾.

The terminology related to continuing education and permanent education needs to be clarified to better understand the choice of method. Continuing education is part of an educational process and works with the purpose of offering professionals a reflection on their professional performance and adjusting it to the needs of health services⁽²⁾, while permanent education works from the perspective of transformation, participates in the development of in-service teaching actions, considers the singularities, training and development needs for health work, strengthening comprehensive health care⁽³⁾.

The culmination point of continuing education is to make health professionals opinion makers, in order to build critical knowledge and increasingly qualify care. For this, it is necessary to understand and welcome the entire educational process, which provides the professional with instruments of change and innovation, through the acquired knowledge. All this recycling encouraged by continuing education has the purpose of generating a transformation in the individual and in the work environment⁽⁴⁾.

In hospital institutions, nursing professionals carry out numerous tasks with a high degree of demands and responsibilities, in addition to management activities, making it essential to adhere to educational practices in response to the continuous construction of knowledge and service demands, in order to improve professional performance⁽⁵⁾.

Therefore, believing that the acquisition of more information can improve the competence of nursing professionals to develop their responsibilities and increase motivation to work, continuing education programs can thus contribute to the systematization of the work process⁽⁶⁾. In contrast, there is a reluctance to adhere to the educational process, since the practice of dissociation between care

professionals and educators is very strong and imperative, revealing a gap in the search for updating knowledge. Based on this problematization, in the present article, the objective was to report the student experience, in the development of a Continuing Education Program for professionals of the nursing team of a municipal hospital.

METHOD

This is a descriptive study, of the experience report type, carried out between the months of November 2015 to May 2016, in a public hospital in the city of Imperatriz, Maranhão, Brazil. The actions of this experience report are part of the extension project entitled: *Capacitação sobre Assistência de Enfermagem no Pós-operatório de Cirurgia Torácica e Abdominal Alta* (Training on Nursing Assistance in the Post-Operative Period of Upper Thoracic and Abdominal Surgery), linked to the Dean of Extension - PROEX/UFMA, notice No. 16/2015, and to the Municipal Hospital of Imperatriz.

The objective of the project was to provide health care, through educational activities, promotion of respiratory care to patients in the postoperative period of thoracoabdominal surgery, assisted at the Municipal Hospital of Imperatriz. It is developed with interdisciplinary participation, being composed of four professors and 19 students of the Nursing and Medicine course at the *Universidade Federal do Maranhão* (Federal University of Maranhão), in addition to the support of coordinators and professionals from the different areas of the hospital. In view of this inter-institutionalization, the teaching-research-extension triad acts in an integrative way, bringing the student closer to the experience of professional practice, by encouraging the application of knowledge acquired in the classroom. In addition, it arouses interest in scientific production and a constant need for updating.

Continuing education was implemented in the hospital, directed to the nursing team that works in the surgical clinic, with the objective of assisting in patient safety, improving the care provided to patients in the postoperative period, reducing the number of respiratory complications. and length of stay.

Its composition took place in four stages. The first step, the diagnosis, consisted of analyzing the local need and reports from the team. The wards of the surgical clinic perform, on average,

4.1 daily surgical procedures. The sector consists of 26 beds, distributed in 07 wards. The health team is composed of 07 doctors (05 general surgeons and 02 plastic surgeons), 06 nurses, 21 nursing technicians, 25 nursing assistants, 01 physiotherapist and 01 nutritionist.

The second stage consisted of the intervention, from the preparation and holding of lectures, as it is an efficient resource and easy to apply. These were carried out once a month, in the morning, in the meeting room of the surgical clinic post, with an average of 50 minutes in duration. The selection of the topics covered was discussed with the participation of hospital managers and health professionals, together with the project's teaching staff and students. The topics covered during the period of execution were: Vital Signs, Cardiorespiratory Semiology, Oxygen Therapy, Pain and Positioning Guidelines in the Postoperative Period, Self-Care After Discharge and Cardiorespiratory Resuscitation. The nurses, technicians and nursing assistants of the hospital's surgical clinic who work in the general surgery postoperative period participated in the project.

The third stage guided the evaluation of the project with the interaction of the participants, held at the end of each lecture. An instrument was built with open and closed questions to assess the effectiveness of the topics addressed for nursing care, the perspective of health professionals about the project and the influence of training on the reality experienced by professionals, in the field of practice; data on the degree of satisfaction of the training graduated in excellent, excellent, good,

bad and very bad; questions about the difficulties faced to participate in the training; proposals to increase the adhesion of the multiprofessional team and suggestions of themes. The instrument also consisted of sociodemographic data, academic training and professional experience.

The fourth and last stage, considered the delivery of certificates with a workload of 30 hours, for the participating professionals who reached, at least, four attendances during the project. The training consisted of six modules, in which attendance control was carried out, using frequencies duly signed by the listeners.

The research is part of an umbrella project, approved by the *Comitê de Ética em Pesquisa da Universidade Federal do Maranhão* (CEPUFMA, Research Ethics Committee of the Federal University of Maranhão), under the number 629.315.

RESULTS AND DISCUSSIONS

The experience in the Continuing Education Program contributed significantly to academic training, being possible to analyze the results and understand the errors and successes found throughout the program.

Of the 51 participating professionals, 88.23% were female, 86.28% were nursing technicians, 80.40% were middle-aged adults ⁽⁷⁾ (23 to 56 years old), with an average age of 38.80 years. The most recurrent professional practice time was 6 to 11 years, representing 54.90% (Table 1).

Table 1 – Sociodemographic profile of participants in the Programa de Educação Continuada (Continuing Education Program). Imperatriz, Maranhão, Brazil, 2016

Variable	N	%
Sex		
Male	06	11,77
Female	45	88,23
Age		
Young Adult	10	19,60
Middle-aged Adult	41	80,40
Profession		
Nursing Technicians	44	86,28
Nurses	05	9,80
Nursing Assistants	02	3,92
Professional practice		
1 – 5 years	11	21,57
6 – 11 years	28	54,90
12 – 17 years	04	7,84
18 – 23 years	08	15,69

Source: research data.

It was found that most of the participants were female, supporting the expressive

feminization among health professionals. This predominance is due to cultural heritage, where,

at the end of the 19th century, female professionalization developed linked to the image of women in caring, serving, educating and, in this context, nursing became the first female university profession in Brazil⁽⁸⁾, along with other level of training as a nursing technician⁽⁹⁾.

Of the professionals on the nursing team, the technicians showed great interest in the participation of the program, with the majority of the target audience being different from the nurses who had little adherence to the training. These findings corroborate a study carried out with nursing professionals at a hospital in Maringá, Paraná, Brazil, in which it was found that only a small part of the sample frequently participated in an Education Program⁽¹⁰⁾.

Analyzing the time of professional practice, half of the participants have between 6-11 years of experience, requiring constant contact with the

evolution of knowledge in health. It is worth remembering that the subjects addressed in the Continuing Education Program were directed to the reality experienced by nursing professionals, seeking a better integration with theory and practice. Research carried out in Porto Alegre, Rio Grande do Sul, Brazil, with the objective of understanding how nurses applied the knowledge acquired in their academic experience, demonstrated flaws in the integration between theory and practice influenced by the time of training and the reality of the workplace⁽¹¹⁾.

Regarding the degree of satisfaction and organization of the Continuing Education Program, 41.18% rated the quality of the training as excellent, the same was considered by 47.06% of the participants about the organizational configuration (Table 2).

Table 2 – Degree of satisfaction and organization of the Programa de Educação Continuada (Continuing Education Program). Imperatriz, Maranhão, Brazil, 2016

Variable	N	%
Quality of the training		
Excellent	17	33,33
Great	21	41,18
Good	13	25,50
Bad	00	00,00
Terrible	00	00,00
Organizational configuration		
Excellent	10	19,60
Great	24	47,06
Good	16	31,38
Bad	00	00,00
Terrible	01	01,96

Source: research data.

The program was rated as excellent, as the subjects taught were focused on patient care and safety, being of great relevance for clinical care practice, this confirms the interest and acceptance of professionals in participating in continuing education. Studies address that this interest can contribute to the development of professionals' skills as an alternative to propose changes and transformations, within the work space and within the organization itself, recreating a new way of assisting clients and providing the transition from technicality to the development of critical capacity and active participation in service quality for the benefit of users^(6,12).

During the first stage, the students aimed to establish a bond with the team to be worked with,

both with health professionals and with professionals in the administrative sector, because in addition to gaining the reliability of the staff, they had to study the reality and local need, through observations of the hospital routine and collection of team reports. When faced with the difference between the theoretical view and the existing hospital reality, this process was seen as a challenge on the part of the students, which generated anxiety and high expectations.

As a result of the initial process, teachers and students proposed to the health team to elucidate the most common difficulties in the routine, resulting in some points to be addressed. In view of this, the students were able to rethink the pedagogical form that the themes would be

taught, abandoning a hierarchical and traditional pedagogy, centered on the figure of the teacher, to adhere to a reflexive, critical and dynamic way, where the dialogue between the speaker and the students was induced participants, favoring the construction of knowledge in both ways.

Through the evaluation of the lectures, which was possible with the application of the instrument, there was space for the externalization of the individual, professional and personal experience of each colleague, thus valuing the reciprocal knowledge. At that moment, the professionals would evaluate the work developed so far. This step was extremely important for the students, as they were able to measure the level of acceptability and satisfaction of the program, favoring the acquisition of mastery in the planning, organization and administration of important topics for the team, aiming at the formation of critical and active nurses in the process to take care of.

The experience among students, teachers and hospital professionals was important for the progress of the integration between university

and service, besides promoting this approach with the professional field, it stimulates the critical sense of both students and professionals, for the construction of knowledge, enabling professional improvement. In line with this experience, a study carried out with teachers and students, in the scope of teaching and learning, highlighted that practices, in this context, promote in students a transition from naive awareness to critical awareness, guiding the construction of the health professional profile and professional training⁽¹³⁾.

The main challenges encountered by the executing team were the absence of a well-structured physical space, difficulty in adapting the hours of professionals for the participation of continuing education, given the impossibility of not being able to leave their job to participate in the meetings.

The difficulties most reported by professionals were work overload and inefficient disclosure of activity schedules, with 62.75% and 23.53% respectively (Table 3).

Table 3 - Main difficulties reported for participation in the Programa de Educação Continuada (Continuing Education Program). Imperatriz, Maranhão, Brazil, 2016

Variable	N	%
Main difficulties		
Work overload	32	65,75%
Inefficient disclosure of activity schedules	12	23,53%
Inefficient dissemination of the purposes and importance of continuing education activities	03	3,90%
Not released when activities are performed	03	3,90%
Ignorance of activities	01	1,90%

Fonte: dados da pesquisa.

It was found that work overload was the greatest difficulty encountered by the participants, a fact that may be associated with a failure in the management and management process and/or a deficiency in the number of human resources in the hospital. With this, it is important that there is modernization and innovation in the administrative process, promoting hierarchical decentralization, encouraging greater autonomy in the work process, reducing bureaucracy and, consequently, reducing work overload, so that it does not compromise safety and well-being of the patient⁽¹⁴⁻¹⁵⁾.

Long working hours directly affect the quality of care, being a major factor in the work overload associated with the accumulation of activity, reduced number of professionals and overload of functions. This context produces negative effects not only for patients, but also for professionals, generating occupational diseases, including stress, due to the cumulative effect of activities in the work environment⁽¹⁵⁾.

Inefficient disclosure was reported by professionals as a negative point of the organization team, being a crucial factor in decreasing the participation of these professionals. However, throughout the development of the Continuing Education

Program, the dissemination work was carried out jointly with the most diverse sectors of the hospital, being carried out, mainly, through the distribution of pamphlets and posters and through social networks, in order to reach the vast majority of professionals.

Despite the difficulties encountered by nursing teams in participating in training, this experience in the workplace is significant as a space for creating and maintaining knowledge, providing collective learning and, consequently, trained professionals. Referring to this, the literature points out that, despite the difficulties, professionals need to understand the real importance of continuing education, as it is an opportunity for training, in addition to providing improvement in the quality of care and patient safety, since it also mobilizes other members of the multidisciplinary team and not only nursing⁽¹⁶⁾.

As an alternative to experiencing the needs of professionals in the face of assistance, the participants, when answering the questionnaire, suggested themes to be developed by the project in further training, these were divided into the following thematic axes and contemplated: chronic diseases, wounds and dressings, health of the worker, infectious diseases, urgency and emergency and nursing care.

As continuing education is a process that aims to integrate the individual into society, it is emphasized that the way the work process is problematized can provide positive changes in the organization of work, as well as in professional practices, favoring the multidisciplinary team to create profiles directed to the needs of the population, according to each regional reality and level of complexity.

The study reinforces the need for constant renewal and adherence to the continuing education process, for the improvement of properly qualified professionals. This reflects, in academic practice, as a crucial point in building knowledge and forming opinions, contributing to the development of nursing as a science.

CONCLUSION

The experience lived in this report was enriching and of fundamental importance for the construction of knowledge, both for health professionals and for academic life. It was possible to realize that the implementation of a Continuing Education Program is challenging, however, a necessary action, since the adhesion of this

educational process drives the transformation of nursing care, through the improvement and updating of technical and scientific knowledge.

As this is an experience report study, validated instruments were not used, which may constitute a limitation of this study. It is believed that, due to the importance of the topic, systematic investigations should be carried out, to add more knowledge of the subject.

The team participating in the study significantly contributed to the academic experience, directing the study to the deficiencies, needs and difficulties found within the workplace, thus strengthening the link and the inter-institutionalization between university-hospital. Therefore, the importance of student involvement in continuing education processes stands out, as it allows students to get closer to the field of practice to act in the future, allowing them to cultivate this new view in nursing care.

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Nota: Research originated from the Extension Project entitled Training on nursing care in the postoperative period of thoracic and abdominal surgeries.

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