



EXPERIENCE REPORT ABOUT EDUCATIONAL AWARENESS STRATEGY TO MINIMIZE DAMAGE

RELATO DE EXPERIÊNCIA SOBRE UMA ESTRATÉGIA PEDAGÓGICA DE SENSIBILIZAÇÃO PARA MINIMIZAR DANOS

INFORME DE EXPERIENCIA SOBRE UNA ESTRATEGIA EDUCATIVA PARA MINIMIZAR EL DAÑO

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ABSTRACT

Objective: to promote through an organizational intervention Project Extension SAMU in Schools with the implementation in public and private schools of the city of Maceió-AL. **Method:** experience report whose methodology used was action research with the implementation of the project SAMU in Schools in Maceió-AL. **Results:** shows that continuing education at school interferes positively in view of the intellectual, social and citizenship of students, regarding their stance as an individual. **Conclusion:** this project in the medium and long term can contribute as a key factor in the reduction of hazing for the SAMU and increase the knowledge of children and teens about first aid. **Descriptors:** Accident Prevention; First Aid; Education.

RESUMO

Objetivo: promover por meio de uma intervenção organizacional o Projeto de Extensão SAMU nas Escolas com a implementação em escolas públicas e privadas da cidade de Maceió-AL. **Método:** relato de experiência cuja metodologia utilizada foi do tipo pesquisa-ação com a implementação do projeto SAMU nas Escolas na cidade de Maceió-AL. **Resultados:** evidencia que a educação continuada no espaço escolar interfere positivamente na perspectiva de formação intelectual, social e cidadã dos estudantes, no que se refere a sua postura como indivíduo. **Conclusão:** esse projeto em médio e longo prazo poderá contribuir como fator primordial na diminuição de trotes para o SAMU e aumento do conhecimento das crianças e adolescentes acerca de primeiros-socorros. **Descritores:** Prevenção de Acidente; Primeiros Socorros; Educação.

RESUMEN

Objetivo: promover a través de un proyecto de intervención organizacional Extensión SAMU en las escuelas con la implementación en las escuelas públicas y privadas de la ciudad de Maceió-AL. **Método:** relato de experiencia cuya metodología utilizada fue la investigación-acción con la implementación del proyecto SAMU en las escuelas en Maceió-AL. Los resultados muestran que la continuación de la educación en la escuela interfiere positivamente en vista de lo intelectual, social y ciudadana de los estudiantes, en cuanto a su posición como individuo. **Conclusión:** este proyecto en el mediano y largo plazo puede contribuir como un factor clave en la reducción de los ritos de iniciación para el SAMU y aumentar el conocimiento de los niños y adolescentes acerca de los primeros auxilios. **Descriptores:** Prevención de Accidents; Primeros Auxilios; Educación.

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INTRODUCTION

In 2003, the Ministry of Health established the National Policy of attention to ER (PNAU) in order to structure and organize the network of emergency care in the country, as well as reduce the morbidity and mortality of Brazilian context relating to all emergencies, including related to trauma and violence, included in the Annex to the MH / GM nº 737, of May 16, 2001 - National Policy for Reduction of Morbidity and Mortality from Accidents and Violence,¹ created as part of this policy, the Service Mobile to ER (SAMU/192).

In the organization of emergency care, the Unified Health System (SUS) is directed by the National Emergency Care emanating Brazilian government. This policy has as its starting point and main component implementation services mobile service emergency, the SAMUs and its regulation centers (192). Decree nº 2048/GM of November 5, 2002, regulates the Service Prehospital Mobile. It establishes rules ranging from the expertise of the medical team to the characteristics of the vehicles and equipment to be used in ambulances.²

The Service Mobile Emergency is a program that aims to provide relief to the people in case of emergency and urgency. He works 24 hours a day with professional teams coming and not coming healthcare, in which the former are represented by doctors, nurses, technicians and nursing assistants and the second by radio-operators, telephone-auxiliary regulation, vehicle drivers emergency and professionals responsible for security. They are responsible for meeting together to emergencies and traumatic in nature, clinical, pediatric, surgical, gynecological and mental health population.³ This service performs the service and emergency anywhere: homes, workplaces and public roads.

The service is subject to hazing and the increasing number of calls made in jest, or criminal intent, the SAMU using the number 192 has caused several damages to the people and activities of service to those who really need them. These damages are damages ranging from materials costs - due to displacement of ambulances and professionals - even the most serious consequences, because when a unit support basic or advanced moves to a false instance, a patient might be really in need of an ambulance but it is not the base SAMU.

According to the Secretary of Health of the State of Alagoas (2011) SAMU from Maceió receives about 60,000 phone calls per month,

an average of two thousand per day, of which approximately 85% are hoaxes and improper connections. This information provides evidence that the population does not know how the system works.⁴

This reality is not restricted to the state of Alagoas. Petrolina, city of the state of Pernambuco, the industry statistics SAMU reports that in 2010 were counted a total of 28,953 false calls. In 2011, between January, February and March 8312 were recorded prank calls. When making a comparison with the same period last year, there was an increase of 6.56%.⁵

The Ministry of Health realize that children are the most responsible for trotes⁶, but teens also contribute to the increase in statistics. One of the most common strategies, used by them to circumvent the identification of fake called, is calling from a pay phone (pay phone).

In Brazil, the trot is considered a crime and the offender can be framed in Article 266 of the Penal Code: "Interrupting or disturbing telegraph service, radiotelegraph or telephone, prevent or hinder his recovery), with one to three years in prison and a fine".⁷

Given the large amount of improper connections and the consequences that may result, the Legislature of the State of Alagoas, enacted on July 26, 2012 Law nº 7389. This law obliges the unwarranted activation of telephone services emergency response involving removal or rescues, firefighting or police reports to reimburse the public coffers by charges on the invoice line telephone service used for the call, any expenses related the service.

Another difficulty that faces the SAMU is related to lack of knowledge of the population about first aid. These consist in the first emergency procedures aimed at maintaining vital functions and prevent the worsening of conditions of accident victims, injured, unconscious or in danger, until they receive qualified assistance. Because education is a process of construction that requires time, dedication and continuity, it is necessary to start early on the first notions of accident prevention and first aid, so they must be inserted in its infancy.⁹

Despite the seriousness of the facts, so far reported, the company is not sufficiently committed to the elimination / reduction of accidents, especially of childhood accidents. The first step in solving this kind of problem, you may search the commitment of the population through awareness and awareness of it. This task can be accomplished by the

engagement of universities with their researchers and students.

If the engagement of the population is an important factor in the reduction of accidents, it can be considered that children's participation in this task is of the utmost importance, since they are the most affected. We must educate preventionist citizens who know both their rights, as their duties with regard to safety. In this sense the participation of the school is essential. It is necessary that the same pass to address this through the curriculum content. It will be possible to the extent that teachers develop a preventionist awareness about childhood accidents and raise awareness to the importance of forming a preventionist awareness among children from the early grades. The dissemination of statistics as well as the real causes of child accidents, you can contribute to this awareness among teachers.

Considering this necessity the Service Mobile Emergency of Maceió adopted SAMU the School Project in 2005 with the goal of working in accident prevention and first aid, as well as presenting the work done by yourself and get the awareness of children and adolescents regarding damage caused by prank phone calls.

The pioneering SAMU in schools in Brazil, was the capital of the state of Bahia, Salvador, and the design was inspired by a similar one conducted in Denmark. In Salvador, instructors Basic Life Support (were not employees of the SAMU), trained young people and adults in the approach to a victim of cardiopulmonary arrest and had a quick turnaround and positive.¹⁰

To develop the project SAMU 192 schools in Salvador was needed a team of 33 instructors at the Center for Continuing Education SAMU 192 and the participation of students of medicine LAEME (Academic League of Trauma and Emergency Medicine of the Federal University of Bahia) and LT (League of Trauma Bahia School of Medicine and Public Health).¹⁰

The university participation in this process is important and meets one of its basic functions, the extension. The university has three basic functions: teaching, research and extension, which must be equal and deserve equal treatment.

University extension reveals itself as a constitutional requirement contained in Article 207 of the Brazilian Constitution. Here, it is established that "universities enjoy autonomy didactic, scientific, administrative and financial management and asset and obey

the principle of indivisibility of teaching, research and extension".¹¹

The University Extension is the educational process that articulates teaching and research inseparably and enables the transforming relationship between university and society. The extension is a two-way street with traffic ensured the academic community, that you will find in society the opportunity of drafting the practice of a scholarship. In return the university teachers and students will have a learning that underwent theoretical reflection, knowledge would be added to that. This flow establishing systematized knowledge exchange / academic and popular, will result in change of academic knowledge and effective community participation in the care of the university.¹¹

The performance of the project SAMU in Schools was a response to the increase of prank phone calls to the number 192 in the city of Maceió, these hoaxes causing several damages as for service to society, and little knowledge about accident prevention and first aid, considering that the increase of this knowledge can contribute to the reduction of sequelae or even death of the victim.

Knowing that university academics are committed to bringing knowledge and / or assistance to the community through outreach projects, aimed to the realization of a partnership with the Federal University of Alagoas for the feasibility of an intervention aimed at implementing a project extension to contribute to expand the operation of the project SAMU in Schools in the city of Maceió.

OBJECTIVE

- Promoting through an organizational intervention project extension SAMU in Schools with its implementation in public and private schools of the city of Maceió-Alagoas.

METHOD

The methodology used was action research with the implementation of the project SAMU in Schools in Maceió-AL.

The early organizational intervention occurred in the proposed institution with a request to the overall coordination of the SAMU to approve the actions to be undertaken. After obtaining authorization was forwarded a copy of the project and proposed intervention for the coordination of the Nursing and Medicine, Federal University of Alagoas (UFAL) along with the request for students who had already taken the course for first aid could participate in the project as an extension activity.

Then the project was sent SAMU in Schools for the Dean of Extension (PROEX) UFAL and after its approval were initiated intervention actions.

The first step was to publicize, through pamphlets and posters, design courses in medical and nursing UFAL. The leaflets and posters containing information about the project, the target audience, the date of selection and contact the SAMU Maceio to perform the registration. The selection was carried out through interviews to collect data from students such as: time available, ability to express yourself in public, relationship with children and adolescents, among other requirements. In the event of ties among the candidates the tie was performed by analytical note history of each student. As a result we selected four students (three nurses and one medical).

Then selected students received training on the operation of the SAMU, Statistical hazing and first aid (theory and practice) held at the Center for Study on Urgency - NEU by the resident nurse responsible for the extension project.

Conducted the training, the students went through an evaluation theory and practice in order to verify whether they were qualified to perform the proposed activities of the project. So set up a class in PowerPoint with matters of first aid, using a language aimed at the target audience (children and adolescents). This lecture was presented to the project coordinator for evaluation. Furthermore in order to let the lesson less tiring and more creative dynamic recreational been developed.

The playfulness is a need of human being, at any age, and can not be seen just as fun. The use of recreational activities in the formation of children and adolescents provides suitable conditions for their physical, motor, emotional, cognitive, and social. The individual expresses himself, assimilates knowledge and build your reality as you are practicing a ludic activity.¹²

Then there was the scheduling of visits schools that would participate in the project. In fact there was a standby database containing the names of schools that had requested the project SAMU in Schools.

Respecting the request chronological schools was sent a craft for them to inform the most appropriate dates for the completion of the lecture, the time it requested the provision of a room for the event. After confirming the date, place and time of the event involved students and other members of

the project SAMU in Schools received a report via email and / or phone.

The lectures in schools were divided by age groups: one 8-12 years and another group 13-16. This separation has become necessary due to language and dynamic differentiated for each group. The lectures were offered on the following topics: the importance of not passing hazing, first aid and accident prevention (burns, animal bites, drowning, fainting; injuries, seizures, shock, foreign bodies and exogenous intoxication).

The samples were prepared and presented by three scholars (1 of 3 Medicine and Nursing), Federal University of Alagoas (UFAL), participants of the extension project SAMU in Schools. The talks lasted about 60 minutes. The contents were taught through practical classes, and simulations of accidents and care among children and adolescents.

At the end of the lecture was given an assessment to identify and assimilate the contents. The evaluation was applied in the form of questions and answers, such as "quiz".

DISCUSSION

During the four months of the extension project were realized 25 lectures in public and private schools. As a result it was observed that the activity was beneficial for the students, school pupils, SAMU, as well as for the people who need the services of the institution SAMU.

For the academic experience was considered important because it provided the acquisition of knowledge about emergency care, the understanding of the structure and functioning of the SAMU and the establishment of a multidisciplinary work together social workers, nurses and doctors.

Furthermore, the extension project has contributed to the academic gain knowledge about the reality of the community in which the university is located; provide services and assistance to the community and receive subsidies for their improvement curriculum. The project also contributed by providing subsidies for the improvement of the structure and guidelines of the university in pursuit of quality to facilitate the integration of teaching and research-extension and enable the integration of the university with the community. As known university extension enables the university community awareness of the issues and act in the national search for plausible solutions, among others.¹³

Children and adolescents who attended and participated in the talks, had the opportunity to understand how the SAMU, were reminded

of the importance of not performing prank calls to the same; had teachings about the care to be taken to prevent accidents and what to do in cases of accidents at home, at school or on the street, in cases of injury from animal bites, burns, seizures, choking, fainting, exogenous poisoning, drowning, electric shock, and foreign bodies, for example.

It is expected that students benefit from knowledge passed on to change their behavior as individuals, once they were alerted about the themes, for which showed great interest, participating in lectures, and assimilating the issues addressed, which has been shown to respond inquiries made during the dynamics.

This interaction of academics with students from public and private schools has demonstrated that the university, by extension, also can influence and be influenced by the community, ie, it is possible to place an exchange of values between the university and the environment in which it is embedded. University extension may function therefore as a two-way street, in which the university takes knowledge and / or assistance to the community and also learn to know these communities.¹³

SAMU was also one of the beneficiaries, because like most hazing is performed by children and adolescents lectures in schools provided the awareness of students which may reflect the reduction of hazing. This will help in reducing the damage, because damage ranging from materials to spending more serious consequences when a unit support basic or advanced moves to a false occurrence. Undoubtedly the decrease of hazing contribute to the quality of services provided to the population.

For the statistics of hazing will need to reduce the project SAMU in Schools is more publicized, conducted continuously and implemented through the extension of the multidisciplinary team to meet the demand of schools applicants. Thus the activities immediately and in the medium term will contribute to the achievement all project objectives.

CONCLUSION

The performance of the project SAMU in Schools is of fundamental importance, due to the increase of prank phone calls to the number 192 in Maceio, which leads to multiple losses, either to society or to the service. Likewise little knowledge about accident prevention and first aid can cause sequelae or even death of the victims.

The performance of the project in the school, entering information about the SAMU and first aid is extremely important for the modification of the current social scenario, since it is the school that builds part of the identity of being and belonging to the world and gains the ethical and moral principles that permeate society.

The awareness is present in daily life and nothing more appropriate than encapsulate it in education from the early grades. In case the project SAMU in Schools, children and adolescents may perpetuate the knowledge acquired. May also as a result, reach older people, like your family.

Sensitization as a pedagogical strategy to minimize damage to the SAMU emerged as a decisive factor in changing the way of thinking of children and adolescents on the importance of this service. Also, given that accidents are commonplace and all the time we are exposed to numerous situations of risk, further damage can be avoided if, at the time of the accident, the first person to have contact with the victim knows proceed correctly in the application of first aid. It should be stressed that the relief provided in most cases is decisive for the future and the survival of the victim.

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