ORIGINAL ARTICLE

NURSE ACTIVITY ON EDUCATIONAL PRACTICES IN THE FAMILY HEALTH STRATEGY

ATUAÇÃO DO ENFERMEIRO ACERCA DAS PRÁTICAS EDUCATIVAS NA ESTRATÉGIA DE SAÚDE DA FAMÍLIA

PAPEL DE LAS ENFERMERAS SOBRE LAS PRÁCTICAS EN LA EDUCACIÓN

LA FAMILIA DE LA ESTRATEGIA DE SALUD

Eliane dos Santos Bomfim\(^1\), Igor Brasil de Araújo\(^2\), Adriana Gay Barbosa Santos\(^3\), Adson Pereira Silva\(^4\), Alba Benemérita Alves Vilela\(^5\), Sérgio Donha Yarid\(^6\)

ABSTRACT

Objective: to discuss the nurse activity on educational practices in the Family Health Strategy. Method: descriptive study under the qualitative approach. Data collection was performed through semi-structured interviews. For interviews analysis, the content analysis technique in the thematic analysis mode was used. Results: two categories came out from the content analysis of the interviews: 1. Health Education concept, under the nurse’s point of view, and 2. Educational practices performed by the nurses in the primary care. Conclusions: health education is a tool used by nurses to help prevent diseases, based on transferring of knowledge, in order to convey behavioral changes on the individual and/or on the population. Descriptors: Health Education; Nurse; Family Health Strategy.

RESUMO


RESUMEN


Nurse, Masters in progress, Post-Graduate Program in Nursing and Health, State University of the Southeast of Bahia/UESB. Jequié (BA), Brazil. E-mail: elianebomfim17@gmail.com; Nurse, Master, Professor at the Under-Graduate Nursing Course, University of the State of Bahia/UNEB, Senhor do Bonfim (BA), Brazil. E-mail: brasildopues@gmail.com; Physical Education Professional, Masters in progress, Post-Graduate Program in Nursing and Health, State University of the Southeast of Bahia/UESB. Jequié (BA), Brazil. E-mail: adrianaglay@hotmail.com; Physical Education Professional, Masters in progress, Post-Graduate Program in Nursing and Health, State University of the Southeast of Bahia/UESB. Jequié (BA), Brazil. E-mail: adson_41@hotmail.com; Nurse, Professor Doctor, Under-Graduate Program/Post-Graduate Program in Nursing and Health, State University of the Southeast of Bahia/PPGES/UESB. Jequié (BA), Brazil. E-mail: ibrasilsoueu@gmail.com; Professor Doctor, Under-Graduate Program/Post-Graduate Program in Nursing and Health, State University of the Southeast of Bahia/PPGES/UESB. Jequié (BA), Brazil. E-mail: yarid@hotmail.com.
**INTRODUCTION**

In its general principles, Primary Health Care (PHC) consists of a set of primary health activities by the means of providing activities on health promotion and protection, grievance prevention, diagnosis, rehabilitation, and health maintenance. ¹

Family Health Program (FHP) started in 1991, through the Community Health Agents Program (CHAP). The FHP is a strategy proposed by the Ministry of Health, named Family Health Strategy (FHS) in the present days, and it is presented as a restructuring of the primary care, which is focused on the family in its physical and social environment. ²

The FHS prioritizes prevention, promotion and people’s health recovery activities full time. These activities are composed of a small team, with a doctor, a nurse, a nursering auxiliary or technician, and some Community Health Agents. ³ In this way, the FHS has been regarded as a team strategy, which has a key role for all health professionals who are in search of the same goals, seeking for a good quality health assistance.

In this perspective, health education is one of the main tools to provide health promotion in primary care in Brazil. It is an important tool for both the individual, and the collective awareness-raising process in responsibility and rights to health. Such a process consists of promoting stimulus for the individual and the community self-care, aiming to provide self-awareness which might convey changes in people’s attitudes and practices. ⁴ ⁵ ⁶

In this context, nurse works towards health care, managing and education, in different scenarios of his/her professional practice. Thus, out of a varied ways of a nurse’s professional performance, educational activities take part of a nurse’s complementary practices in any environment. Such practices make some aspects possible, such as: construction of knowledge, interpersonal relations, dialogue, humanization, respect, which aims to meet the mentioned population needs. ⁷

This present study aims to discuss the nurse activity on educational practices in the Family Health Strategy.

**METHOD**

Descriptive study, under a qualitative approach, ⁸ settled in the town of Senhor do Bonfim, in the state of Bahia (BA), Brazil. This research was composed of eight nurses who work for the Family Health Strategy. The number of participants was established by the saturation sampling, which is regarded as knowledge kept by the researcher in the filed, whenever the interviews contents become repetitive, and have already responded to the research objective. Some criteria were followed to select the participants, such as: a) Professionals over 18 years old; b) FHS workers over one-year experience; c) FHS professionals, from both the urban, and the rural areas who worked for less than one year at the same FHS. All the professionals who were not up to all the criteria mentioned before were excluded.

Data production were performed between April and June of 2014, through semi-structured interviews, after the participants consent by signing the Informed Consent Term. The interviews were recorded in a digital device (digital voice recorder), and were fully transcribed. Interviews followed a semi-structures guideline consisting of two parts: the first one presented objective test questions, in order to raise information related to the participants’ sociodemographic profile; and the second one presented subjective test questions related to the concept of health education and related to the health education practice for the population. What is more, the interviews were previously booked, according to the availability of each professional.

To analyze the interviews the content analysis technique in the thematic analysis mode was used. ⁹ Participants were identified through codes, in order to keep their privacy. In doing so, the professional involved were identified by the letter E, followed by arabic numerals, according to the interview order (E1, E2, […] E8), which are presented in the results of this research.

This study obeyed the criteria and procedures for the data collection involving humans, according to Resolution 466/2012 of National Health Council, which considers ethical and legal aspects of research. This study started after being approved by the Ethics Committee of the University of the State of Bahia (Universidade do Estado da Bahia - UNEB), under the Opinion 35299.

**RESULTS AND DISCUSSION**

♦ Characterization of participants

Firstly, the following sociodemographic profile was designed, in order to know the participants: the age group of the eight nurses involved varied from 26 to 44 years old; professionals acting in the Primary Care varied from 4 to 14 in-service years; all the participants attended a lato sensu post-
Nurse activity on educational practices... executed the role of educators, which consisted of providing proper information to prevent and/or reduce risks for people's health.

♦ Educational practices performed by nurses in the Primary Care

This category is driven by the way the educational practices are implemented by nurses in the primary care. During the interview, when the participants were asked on how the activities for users were performed, they came up with the following answers:

The educational health activities are performed for users, according to the timetable, for example, today is the day of the health activity, and it is performed a health activity, it also happens when it is the mother’s day, so we do these activities on celebrating dates […] (E1)

The educational activities with users are performed with lectures, basically that is it: lectures and waiting room. (E2)

The educational activities for users […] through lectures, through meetings with the community, in schools, in the FHS office at the waiting room, that is what we have in the FHS office. (E4)

[…] through lectures in the community, sometimes we invite that community and perform an activity on a determined theme or issue which are in evidence at that specific community. (E7)

Através de salas de espera, na comunidade ou aqui no posto. E palestras nas escolas, nas associações. (E8)

Based on the participants’ reports, it is possible to verify that the educational activities developed by FHS professionals are performed, at large, through “lectures”. Such lectures are directed to a specific audience (groups of diabetics, hypertensive, pregnant, children, among others), and present themes related to the community’s needs and/or issues arisen by the users of primary care.

Thus, it is perceived that the way how the educational activities are performed is unilateral, in a verticalized health, in which traditional methodologies are used, based on the hegemonic model, in which the nursing professional takes the leading role, as the master of knowledge.13-14

The educator task is not only reduced to the teaching of contents, but teach how one think straight, which is the idea of deepening the knowledge of the practice, besides searching for encountering and understanding what there is behind things, it might make it possible for the learner to overcome the common sense.15 That being so, the great challenge for the FHS workers, especially the nurse, is the need to revise the practices faced to the new paradigms. It is indispensable rethink the work processes, as well
as adopt methodologies, tools, and knowledge differently from the ones already taken. It is perceived from the nurses’ reports that the educational activities are performed and are connected to meet a determined need of the individual and/or the population. Concomitantly, Roecker3 affirmed that the health education is present in all activity for health promotion and disease prevention, which promotes the incorporation of ideas and correct practices that may be part of the people daily lives, in a way that might suit their real needs.

In this perspective, according to the participants’ reports, the traditional and hegemonic model to perform health educational activities is in need to be discussed, in other words, it is necessary a new model to value a health educational approach, in which the social emancipation occurs close to the process of improvement in life quality, through individual and collective health. Such a new approach might be grounded on the individual inserted in his/her social context, and not based on the disease, prioritizing not only the compensation of the disease symptoms, but, mainly, on the health promotion, besides other aspects of life.17

CONCLUSION

The results of this study showed that the nurses of primary care act developing activities lead by the assistance model of providing health care to family and community, guiding their activities to promote health and prevent diseases, through guidance related to behavioral changes of the population. That being so, the individual and/or population are receptors of knowledge and information transfered by the health professionals.

It is important to mention that the concept and educational practices of the professionals in this study are based on the transfer of knowledge model, related to the curative model in health assistance. Therefore, the nurse, as professional in charge of the team, must act in a multidimensional perspective, in other words, recognize in the educational processes the uncountable tangles and balance the amount of content, in knowledge acquisition, the environment and the people involved in the work process of these social actors who are related to the health care activity.

Thus, it is fundamental that the nurses promote health educational activities, according to their beliefs, culture, representations, environment in which they are in, in order to the eindividual and/or the population become active participants in this educational process to make the issues for discussion possible, besides triggering their cirtical sense face to changes in their practices.

REFERENCES

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Corresponding Address
Eliane dos Santos Bomfim
Universidade Estadual do Sudoeste da Bahia
Programa de Pós-Graduação em Enfermagem e Saúde
Av. José Moreira Sobrinho, s/n
Bairro Jequiezinho
CEP: 45206-190 – Jequié (BA), Brazil