

ORIGINAL ARTICLE

INSERTION OF SAFETY EDUCATION IN THE ACADEMIC TRAINING OF NURSES INSERÇÃO DO ENSINO DA SEGURANÇA NA FORMAÇÃO ACADÊMICA DO ENFERMEIRO INSERCIÓN DE LA ENSEÑANZA DE LA SEGURIDAD EN LA FORMACIÓN ACADÉMICA DEL ENFERMERO

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Objective: to investigate the insertion of the teaching of patient safety into the nurse's academic education and to verify how it is developed in the teaching-learning process, together with the teachers and academics of Nursing Courses at Higher Education Institutions (HEI). Method: this is a descriptive and exploratory study, with a qualitative approach, carried out in the southern region of Rio Grande do Sul / Brazil. The data was collected through semistructured, written/digital and assisted/dialog interviews, with twenty participants, two teachers and two academics from each of the five institutions selected. Data were analyzed using Content Analysis, in the Thematic Analysis modality. Results: it was evidenced that the topic is approached, during the course of Nursing, in several disciplines, but there is no specific offer. It should be noted that some data indicate that patient safety is treated as a crosscutting theme. Conclusion: it is concluded that the offer of the subjects of teaching of patient safety and its development do not contemplate the contents in a structured, objective, comprehensive and standardized way, in accordance with the public policies advocated by the National Program of Patient Safety. Descriptors: Teaching; Nursing Education; Patient safety; Bachelor of Nursing; Pedagogical Project.

RESUMO

Objetivo: averiguar, junto aos docentes e acadêmicos dos cursos de Enfermagem de Instituições de Ensino Superior (IES), a inserção do ensino da segurança do paciente na formação acadêmica do enfermeiro e verificar como este é desenvolvido no processo de ensino-aprendizagem. Método: trata-se de estudo descritivo e exploratório, com abordagem qualitativa, realizado na região sul do Rio Grande do Sul/Brasil. Coletaram-se os dados por meio de entrevistas semiestruturada, escrita/digital e assistida/dialogada, com vinte participantes, sendo dois docentes e dois acadêmicos de cada uma das cinco instituições selecionadas. Analisaram-se os dados utilizando-se a Análise de Conteúdo, na modalidade Análise Temática. Resultados: evidenciou-se que o tema é abordado, no decorrer do curso de Enfermagem, em diversas disciplinas, mas não existe a oferta de alguma específica. Ressalta-se que alguns dados sinalizam que a segurança do paciente é tratada como tema transversal. Conclusão: conclui-se que a oferta das disciplinas do ensino da segurança do paciente e seu desenvolvimento não contemplam os conteúdos de forma estruturada, objetiva, abrangente e normatizada, em conformidade com as políticas públicas preconizadas pelo Programa Nacional de Segurança do Paciente. Descritores: Ensino; Educação em Enfermagem; Segurança do Paciente; Bacharelado em Enfermagem; Projeto Pedagógico.

Objetivo: averiguar, junto a los docentes y académicos de los cursos de Enfermería de Instituciones de Enseñanza Superior, la inserción de la enseñanza de la seguridad del paciente en la formación académica del enfermero y, verificar cómo este desarrolla en el proceso de enseñanza-aprendizaje. Método: se trata de un estudio descriptivo y exploratorio con abordaje cualitativo, realizado en la región sur de Rio Grande do Sul/Brasil. Se recolectaron los datos, por medio de entrevistas semiestructuradas, escrita/digital y asistida/dialogada, con veinte participantes, siendo dos docentes y dos académicos de cada una de las cinco instituciones seleccionadas. Se analizaron los datos utilizando el Análisis de Contenido, en la modalidad Análisis Temático. Resultados: se evidenció que el tema es abordado, en el curso del curso de Enfermería, en diversas asignaturas, pero no existe la oferta de alguna específica. Se resalta que algunos datos señalan que la seguridad del paciente es tratada como tema transversal. Conclusión: se concluye que la oferta de las asignaturas de la enseñanza de la seguridad del paciente y su desarrollo no contemplan los contenidos de forma estructurada, objetiva, integral y normalizada, de conformidad con las Políticas Públicas, preconizadas por el Programa Nacional de Seguridad del Paciente. Descriptores: Enseñanza; Educación en Enfermería; Seguridad del paciente; Licenciatura en Enfermería; Proyecto Pedagógico.

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INTRODUCTION

It is known that, in nurses' academic training, according to the National Curricular Guidelines (NCG),¹ nurses must implement action strategies that can guarantee the quality of Nursing care and health care, as well as evaluate the impact of their results. In view of the complexity of care, the insertion and attempts to integrate patient safety content are a recent proposition in the training of health professionals in Brazil. The insertion of patient safety into the curriculum of all courses in the health area is recommended by the World Health Organization (WHO).² It is understood that there is a need for a revision of the curricula in order to contemplate a coherent and objective theoretical and methodological approach on the subject.

It is identified that, according to WHO, ² patient safety should be seen as a set of strategies / interventions capable of preventing and reducing the risk of harm to patients arising from health care. It is considered that actions to promote patient safety and improve quality in health services are of growing interest in national and international research.³⁻⁸ It is inferred that strategies, increasingly disseminated in health organizations as a world priority, offer a coherent and evidence-based approach to reduce avoidable harm.

It should be noted that, in agreement with WHO, ² the Ministry of Health established the National Patient Safety Program (NPSP), ⁹⁻¹⁰ with the objective of contributing to the qualification of care. In the scope of strategies, it is important to monitor and prevent incidents that may result in incidents in the health care user assistance, in order to make health care harm-free.

It is understood that one of the strategies of implementation of the NPSP, ¹⁰ with emphasis on safe systems, learning and engagement of the professionals in the care, is to promote the inclusion of the subject of patient safety in technical education, undergraduate and postgraduate in the health area. It is perceived that, in order to produce, systematize and disseminate knowledge about patient safety, it is imperative that the training institutions include content on the subject in their curricula.

It should be noted that, as a relatively new topic for most educators, in several areas of knowledge, the World Health Organization (WHO) ¹¹ has developed the WHO Patient Safety Curriculum Guide: Multiprofessional Edition, in order to provide approaches educational, and a variety of concepts, teaching methods, and assessment of patient safety.

It is understood that, In identifying the risks that affect patient safety, there is a need to systematically analyze them and thus implement Insertion of teaching of safety in the academic...

strategies that can prevent damage related to care.⁴⁻⁷ Thus, it is essential to include this theme in Nursing undergraduate academic curricula that enable theoretical and practical activities that develop competencies for the professionals to act in situations in health care.

It should be noted that the Canadian Patient Safety Institute (CPSI), ¹² defines six competency domains: contributing to a patient safety culture; working in teams; communicating effectively; managing security risks; optimize human factors and the environment; recognize, respond to and disclose adverse events. It is evident that teachers need to make possible the creation of new propositions, based on experiences that enable academics to use scientific evidence, describe the components of care centered on the specificities of patients, and implement actions that can identify possible deviations and corrections in theoretical-practical field.^{1,4-7,11}

It is inferred that there are studies that identify that the Nursing body is the category most susceptible to commit adverse events, since it performs several invasive interventions in the actions of the care with the patient. It can be seen that, in a systemic and interrelated way, it is possible to assume that there are technical, environmental, structural and process failures that together can contribute to the decrease of patient safety. 1,5-7,13

OBJECTIVE

• To ascertain, together with the teachers and academics of Nursing Courses of Higher Education Institutions (HEI), the insertion of teaching of patient safety in the Nursing education of the nurse and verify how this is developed in the teaching-learning process.

METHOD

It is a descriptive and exploratory field research, with a qualitative approach. It is noteworthy that the six higher education institutions (HEI) that offered the Nursing course in the southern region of the RS were invited to participate in the study, of which five expressed a desire to participate, while one expressed that, administrative reasons, it would participate in the study. It is reported that the study participants were two students from the last semester of the undergraduate Nursing course of each participating institution, randomly selected by lot, and two teaching staff nurses from each Nursing course, one being the current coordinator of the course and the other indicated by the coordinator, who participated in the elaboration of the current PP of the course, totaling 20 interviewees.

The choice of these institutions is justified, as research scenarios, based on the following

questions: insertion of some of the researchers in this region; to contemplate a significant number of undergraduate Nursing courses; the offer of the courses have a public and private / personal character. It is observed that these characteristics were considered able to present similar and even divergent aspects between the several PPs and, thus, to offer subsidies at the moment of the analysis and interpretation.

The inclusion criteria for the study were: to be a nurse teacher; current coordinator of the Nursing course and / or have participated in the elaboration of the current PP of the Nursing course; have an effective employment relationship for more than three years with the institution and be linked to a course of study. In relation to academics, the criteria for inclusion are: to be a student who is regularly enrolled in the institution and to be attending the last semester of the Nursing course.

The semi-structured, written/digital and assisted/dialogue interview was selected as an instrument for data collection. A written/digital interview means the records of the script questions, from the participants to the interviewer, through the answers digitized in a notebook computer provided by the interviewer. It is explained that, in the assisted/dialogued interview, the researcher stays with the participant, during the interview period, in order to clarify possible doubts and ensure the responses are issued by the participant.

Data was collected from April to May 2014. It should be noted that the interviews were conducted individually, with a pre-established date and time, according to previous contact with the institutions and the participants of the research. It was concluded that in order to integrate the study, the participants authorized the dissemination of data analyzed in scientific circles.

It is specified that the five HEIs and, respectively, the lecturers and academics who participated in the study provided the data previously stipulated in the interview script guided by the following questions: "Are there subjects or subjects / contents about patient safety in PP of the Nursing course of which you are part? "; "How are they developed during the academic training course?".

It should be emphasized that the data generated by the study were work by the Content Analysis, in the Thematic Analysis modality.¹⁴

One sought to ensure the anonymity of the five participating HEIs, being identified with the letter I followed by an Arabic number according to the sequence of interviews. It is shown that the teachers were identified with the letter D and the academics with the letter A. It is revealed that the

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participants were thus identified: I1D1, I1D2, I1A1, I1A2 and, subsequently, the others.

It was followed by the ethical principles governing human research, established by Resolution 466/12 of the National Health Council of the Ministry of Health, ¹⁵ with approval by the Research Ethics Committee of the Federal University of Rio Grande - CEPAS / FURG, protocol n. 166/2013.

RESULTS

The categories of thematic analysis were generated by the analysis of the emerging data. << Disciplines that address the teaching of patient safety in the academic training of nurses >> and << Development of disciplines, under the focus of patient safety, in nurse training >>.

DISCUSSION

It is observed that the analysis of the participants' statements resulted in the structuring of two themes: disciplines that address the teaching of patient safety in the academic training of nurses and the development of disciplines with a focus on patient safety, in the training of nurses, presented and discussed next.

♦ Disciplines that address the teaching of patient safety in the Nursing education

It is evidenced that Administrative Rule N. 525, of April 1, 2013, which establishes the NPSP,⁹ in recommending the insertion of disciplines on the teaching of patient safety in health training courses, among which the nurse automatically modifications in HEI PPs. It should be emphasized that the contents of the disciplines taught make it possible to contribute to a more solid academic formation in situations and / or events that affect safety, human health, professional integrity, the environment and the institutional image.¹⁰

Participating teachers and academics were questioned in order to know the offer of subjects that approach the teaching of safety in the HEI under study during the nurses training process, and the following reports were obtained.

A specific discipline we do not have, but this subject permeates several of them (I4D2).

There is no isolated discipline, but in each subject the subject is referenced, and discussions are then opened in the classroom with teachers and students (I5D2).

[...] are worked in the various specific disciplines, which are distributed throughout the course, and are included in their program content (I4D1).

In each discipline, teachers always develop issues related to patient safety and also our safety in providing care, helping to learn from the beginning the correct and safe way to develop the practice (I5D1).

It was indicated by two professors and, coincidentally, two students, respectively, that the theme is worked on in some disciplines.

[...]care security is developed in the initial disciplines of the course, such as semiology and semiotechnology and more worked in the discipline of Nursing administration (I1D1).

They are worked in the disciplines of Semiology and Semi-technical and, later, in the discipline of Perioperative Nursing. Other disciplines also work on the theme, but more generally (I3D2).

[...] these topics are developed prior to the insertion in practical field in the disciplines of semiology and in the course of the course in the disciplines of adult and administration in Nursing. Through theoretical and practical activities (I1A1).

[...] in semiology this is discussed, and it is very important, because at the beginning of the course the discipline is already given [...] is our first contact with the practice (I3A2).

It is noted that although the participants name disciplines that approach patient safety, there is no specific one that can be seen on this subject in HEI. It is understood, from this observation, that teaching about patient safety has been worked in the disciplines in a fragmented way, little valued in its specific aspects. It identifies, therefore, possible deficiencies in the theoretical basis of contents of the disciplines, that can contemplate the concepts, principles, philosophy and patient safety in the academic formation.

It can be noticed that the findings obtained are close to the results of research, ⁷ which aimed to analyze the PPs of undergraduate courses in Nursing, Pharmacy, Physiotherapy and Medicine of the Federal University of São Paulo, to verify what is taught about safety of the patient. It should be noted that the data also showed that there is no discipline called "Patient Safety". It is imperative to analyze the PPs, periodically, since in addition to its principles and guiding axes, the theoretical, philosophical and methodological contribution must be anchored in the legal determinations and, thus, to foment the development of competences and abilities to the formation of the academics in the diverse practice environments.

Some fragments of the statements of the academics are pointed out, in relation to the existence of disciplines on the teaching of patient safety.

There are themes that are transversal throughout the training, I see this as being one of them, worked over the ten semesters in practice and theory always contextualized with the case or experience in question [...] (I2A2).

- [...] the subject of patient safety was not addressed (I3A1).
- [...] several disciplines address patient safety, being developed along the course (I4A1).
- [...] it is not only one or two disciplines that provide these guidelines, but all (I4A2).

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In each discipline, teachers always develop issues related to patient safety and also our safety in providing care [...] (I5A1).

[...] in every semester we deal with patient safety, we can not learn a process without prioritizing patient and professional safety (15A2).

It is evidenced that the thematic is not being worked on its specific contents and also does not indicate the aspects covered in either discipline. It is signaled that this condition shows important gaps to consider it in the transversal dimension. It is also verified that the results do not reveal the configuration of the didactic-pedagogical organization, nor does it address the dialogicity as an element of interdisciplinary link between contents and thematic axes.

It is identified, in the view of most academics, guidelines on patient safety during the course, and the subject is treated contextually in the practice environment and, even without a specific discipline, provides theoretical inputs for field insertion practical. It is pointed out that only one participant affirms that this subject is not treated and / or it was not approached in the course of the disciplines.

Comparing the data, based on the academic considerations, it is possible to deduce that the teaching of patient safety, in the way it is being approached, does not meet the NPSP objectives, 9 because the theme needs to be articulated to the theoretical and methodological approach that can guide teaching-learning actions in practice scenarios. It is understood that, to this end, the patient's safety needs to be deepened and its own conceptual, methodological and philosophical breadth.

It is recognized that in the training process, the NPSP9 guidelines guide the production, systematization and diffusion of knowledge about patient safety. It is identified in the study⁶ that, although the NPSP insists the inclusion of this theme in the courses, no guidance is given and not even how to refer to this discussion.

It should be emphasized that in the present research, the lack of a specific discipline, since the courses are organized in disciplines, lacks objectives and goals that make it possible to direct towards the fulfillment of certain theoretical and practical aspects, to be developed on teaching of patient safety. It is observed that this lack can lead to distortions in the way of introducing and developing the theme in the various care situations. It is understood, therefore, the need to update teachers - in knowledge, skills, attitudes and behavior changes, in relation to patient safety, because if teachingis not anchored in conceptual. philosophical and methodological aspects, it is not enough These questions are likely to be addressed

in an effective and meaningful way to the academic.

It is elucidated that the epistemological, conceptual, ontological and methodological aspects of teaching patient safety, with emphasis on the training of academics, requires specific learning, according to the pertinent legislation, which can not always be achieved through of other disciplines taught. On the other hand, the lack of a specific discipline in the nurses' training curriculum can weaken the deepening and breadth of discussions on patient safety in the different health care settings.

Concerns in the health-disease-care process with patient quality and safety are identified in the studies¹⁶⁻¹⁸, indicating possible changes in the educational preparation of health professionals seeking to emphasize critical thinking and scientific perspectives. Discussions are expanding as a result of the differences between available knowledge and current practice in health, in order to improve the education of health professionals through the introduction of essential skills, ^{1,19-20} able to ensure the production in health in a more secure, innovative, autonomous and participative way.

It is understood that change only happens when ideas are put into practice, from discourse to action, and this means evaluating, planning, reformulating, implementing, and sharing knowledge about patient safety teaching in its theoretical / practical, philosophical bases and methodological.

♦ Development of the disciplines, under the focus of patient safety, on nurse training

It is important to analyze the development of the disciplines that approach patient safety, since these are part of the possibility of training health professionals, among them, nurses, who are better able to produce better results in care.

It is sought to know how the disciplines that approach patient safety are developed and, when considering its function in the PP, in the training process, information is sought with the teachers and academics of the five HEIs under study, obtaining the following data.

They are developed in general (I3D2).

In its programmatic contents (I4D1).

Development of the theme under various approaches (I4D2).

Questions open to discussion in the classroom with teachers and students (I5D2).

In the theoretical-practical development of the disciplines, the correlation between the two is clearly evident, and the teaching plan is coherent with the activities developed (I1A1).

They are developed through lectures, visits to the hospital, reading the ANVISA manuals (11A2). Insertion of teaching of safety in the academic...

Developed throughout the course, in the form of a theoretical class, exchange of experiences and practical classes (I4A1).

[...] happens in a very broad way with all the objectives achieved (I4A2).

Multiple issues related to patient safety (I5A1).

There are some weaknesses in the development of the subject in the reports of both teachers and academics, since they do not address basic information about their development, both in a theoretical context and in the development of practical activities. It is suggested, therefore, that the teaching of this subject needs to be reinforced in the curriculum, in the articulation between theory and practice, providing the discussion and the contribution of basic knowledge that base the safe professional practice.

It is observed , in studies, ^{4-5,7,13,21} the importance of emphasizing subjects relevant to patient safety, such as the occurrence of errors, measures to prevent damages, risks of errors in procedures, risks in administering medications and management of these risks for the improvement of work processes, the quality of patient care and safety.

It is verified that the theme in one of the HEI does not correlate the patient's safety, the theoretical, philosophical and organizational contributions according to NPSP.

I do not know the compliance with the Resolution that deals with the teaching of patient safety (I2D2)

[...] the faculty has not yet discussed this issue (I2A1).

Similar data are correlated in studies⁶⁻⁷ carried out in health graduation, which showed that they do not have a strategy regarding the teaching of patient safety. It is evident that, despite the highly visible efforts to include safety content in Nursing curricula, there is evidence that safety education remains inconsistent.²²

The study²¹ points out the importance of evaluating students' perception and knowledge of undergraduate courses in Nursing and medicine in the area of patient safety, since often during their training, the subject is not developed in the practice scenarios. On the other hand, another study⁷ points out the need to challenge HEIs in discussing and expanding this theme, in order to seek new learning technologies that enable innovations and contributions to professional practice. For that, the curriculum needs to contemplate disciplines and program content, to enable future professionals to build knowledge, skills and abilities that favor the safe care of the patient and at the same time ensure protection to the professional caregiver.

It should be emphasized that the topic of patient safety education should provide content that includes risk specificities and preventive

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measures of harm in the various healthcare settings. It becomes relevant teaching-learning actions in which the academic and the teacher can improve the practices of the care for a safe action throughout the professional formation. ²³

It is understood that the methodologies adopted for the teaching and learning of patient safety should be based on approaches that involve critical and reflexive thinking for the development of competencies for the benefit of safe care. Attending to teachers, constantly assess their teaching practices and evaluate learning, especially in the fields of practice involving patient safety and health professional.^{6-7, 23-24}

Possibilities of introducing patient safety in the PP as a discipline in the curricular matrix are proposed, through the recommendations of the WHO¹¹, which presents examples of the competency-based curriculum represented by Canada and Australia, in order to describe the goals / results of expected curriculum, to identify what the curriculum already addresses regarding patient safety teaching and to propose changes based on what is already being considered, but still does not reach the objectives outlined.

Other important aspects of the document are emphasized¹¹ which highlight the major health risks, the ways in which they are managed, and how to analyze, recognize and report on risks and adverse reactions. Teaching about teamwork and the importance of clear communication at all levels of health care are encouraged; while emphasizing the importance of caring for patients and caregivers to develop and sustain a patient safety culture. It highlights the study⁷ that launches the challenge of starting to form a body of knowledge on teaching the safety of the patient and, thus, to foment the development of diverse competences and abilities in the students and teachers of the health area.

It is described that, in relation to the training of nurses^{3-4,6-7,21,25} the PPs of Nursing courses require a review of their respective disciplinary plans. Aiming at these recommendations, ^{6-13,19,21} means to enable future professional nurses to practice safer work environments and to enable them to offer greater safety to themselves and the patient. Therefore, in the context of patient safety teaching, in order to give consistency to the teaching-learning process and to meet the demands of the policies and the NPSP, it is important for HEIs to innovate their PPs in order to guarantee to the academic Nursing, the skills to practice safe health care.

CONCLUSION

Considering the results obtained on the teaching of patient safety, in the HEIs under study, weaknesses in their curriculum bases are evident, which may interfere with and

compromise the training of future nurse practitioners in their practices for safe health care. It should be emphasized that the data demonstrate that there is no specific discipline to contemplate the contents in a structured, objective, comprehensive and standardized way, in accordance with the Public Policies, recommended by the NPSP.

It is understood the need to reassess the PPs and include in the curricula, organized by disciplines, one on the subject of patient safety with objectives, contents, proactive methodologies and goals to be achieved involving the academics in a participatory way in the different spaces / work environments.

It is concluded that this can be an important strategy to deepen the knowledge on the subject of patient safety, to meet the requirements of the NPSP and, thus, to allow the necessary adaptations in curricula that are deficient in relation to the teaching of patient safety, in the HEI study, and to provide a safer training in the practice of Nursing / health care.

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Insertion of teaching of safety in the academic...



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