





CASE REPORT ARTICLE

ASSISTED PRACTICES ON IMMUNIZATION IN PRIMARY CARE PRÁTICAS ASSISTIDAS SOBRE IMUNIZAÇÃO NA ATENÇÃO PRIMÁRIA PRÁCTICAS ASISTIDAS DE INMUNIZACIÓN EN ATENCIÓN PRIMARIA

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ABSTRACT








Objective: to report the experiences lived by nursing students and teachers linked to an extension project on assisted practices and health education actions related to immunization. **Method:** this is a descriptive study, type of experience report. **Results:** it is reported that the students participated in a theoretical-practical training on vaccination room norms and routines, updating of the national immunization calendar 2018. For the development of students' immunization skills and competences, the following were highlighted: practical experience never previously experienced during the academic education in Nursing, and also the promotion of knowledge exchange experienced among students, teachers and professionals from the respective fields of the project, from the theoretical-practical proximity to the work routine in vaccine rooms. **Conclusion:** the project provided invaluable learning moments that will be valid not only at the academy, but throughout the professional journey of each student, making them not only technically more qualified nurses, but also aware of their potential that each one has to face the obstacles still experienced by nurses in their work process with immunization. **Descriptors:** Nursing; Immunization; Primary Health Care; Health Personnel; Vaccination; Primary Prevention.

RESUMO

Objetivo: relatar as experiências vivenciadas por discentes e docentes de Enfermagem vinculados a um projeto de extensão sobre práticas assistidas e ações de educação em saúde relacionadas à imunização. **Método:** trata-se de estudo de natureza descritiva, tipo relato de experiência. **Resultados:** informa-se que os discentes participaram de uma capacitação teórico-prática sobre normas e rotinas da sala de vacinação, atualização do calendário nacional de imunização 2018. Destacaram-se, para o desenvolvimento das habilidades e competências dos discentes sobre imunização, a obtenção da experiência prática jamais vivenciada anteriormente durante a formação acadêmica em Enfermagem e, ainda, a promoção de troca de saberes experimentada entre discentes, docentes e profissionais dos respectivos campos de atuação do projeto, a partir da proximidade teórico-prática com a rotina de trabalho nas salas de vacina. **Conclusão:** proporcionaram-se, pelo projeto, momentos de aprendizado inestimáveis que serão válidos não apenas na academia, mas ao longo de toda a jornada profissional de cada um dos discentes, tornando-os não apenas enfermeiros tecnicamente mais qualificados, mas também cientes do potencial de que cada um possui diante dos obstáculos ainda vivenciados por enfermeiros no seu processo de trabalho com a imunização. **Descritores:** Enfermagem; Imunização; Atenção Primária à Saúde; Pessoal de Saúde; Vacinação; Prevenção Primária.

RESUMEN

Objetivo: informar las experiencias vividas por estudiantes y profesores de Enfermería vinculados a un proyecto de extensión sobre prácticas asistidas y acciones de educación en salud relacionadas con la inmunización. **Método:** este es un estudio descriptivo, tipo de informe de experiencia. **Resultados:** se informa que los estudiantes participaron en una capacitación teórico-práctica sobre normas y rutinas de la sala de vacunación, actualización del calendario nacional de inmunización 2018. Para el desarrollo de las habilidades y competencias de inmunización de los estudiantes, obtención de experiencia práctica nunca antes experimentada durante la formación académica en Enfermería, y también la promoción del intercambio de conocimiento experimentado entre estudiantes, docentes y profesionales de los respectivos campos del proyecto, desde la proximidad teórico-práctica a la rutina laboral en salas de vacunas. **Conclusión:** el proyecto proporcionó momentos de aprendizaje invaluable que serán válidos no solo en la academia, sino a lo largo del viaje profesional de cada estudiante, haciéndolos no solo enfermeros técnicamente más calificados, sino también conscientes de su potencial que cada uno debe enfrentar los obstáculos que aún enfrentan las enfermeras en su proceso de trabajo con la inmunización. **Descritores:** Enfermería; Inmunización; Atención Primaria de Salud; Personal; Vacunación; Prevención Primaria.

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How to cite this article

Araujo BGS, Nunes MAG, Viana MML, Avelar AEA, Silva ES, Oliveira AEC, Oliveira RCC. Assisted practices on immunization in primary care: experience report. J Nurs UFPE on line. 2019;13:e241656 DOI: <https://doi.org/10.5205/1981-8963.2019.241656>

INTRODUCTION

Immunization has been highlighted in recent decades as one of the greatest advances in healthcare worldwide, leading to an accelerated decline in diseases preventable by immunobiologicals, as well as deaths caused by these diseases. In Brazil, the National Immunization Program (NIP) was created by the Ministry of Health (MH) in 1973, with the purpose of planning and coordinating health actions aimed at immunizing the population, to eradicate diseases such as smallpox, polio, diphtheria, pertussis, tetanus, yellow fever, among others.¹ The NIP, as a public policy, aims to make health services more efficient, with the provision of more resolute and qualified care, aiming at solving the prevalent health problems of the individual, family and community.²

According to the Ministry of Health, all activities related to immunization should be performed by nursing professionals, who should be trained for the handling, conservation and administration of immunobiologicals, and the nurse is the technical and administrative responsible for the health unit and supervision of all actions relevant to the vaccine room and continuing education of professionals.³ For such supervision, nurses are required to have Technical Responsibility (TR) for the service established in Resolution No. 302 of 2005 of the Federal Nursing Council.⁴

Among the responsibilities of nurses, the activities related to: service organization; adoption of strategies for intensification, blockade and vaccination campaigns; coordination of the actions employed in vaccination coverage and dropout rate. In this context, it is noteworthy that, besides these activities, the nurse, as one of the members of the multidisciplinary team in the Primary Health Care (PHC) service, also plays a relevant role in the communication, orientation and welcoming of users through educational actions in these services.³

However, in practice, it is observed that nurses face difficulties in meeting the objectives proposed by the NIP in PHC, such as: handling, conservation and storage of immunologicals. To overcome these difficulties, the nurse needs to be at the head of the vaccine room, making use of his / her skills and abilities as unit manager to empower the knowledge team and immunization updates. It is emphasized that the workload of nurses has increased over the years, especially in the administrative management part, causing them to have a range of demands to perform within the basic health unit, thus compromising their performance with the nursing technician in the vaccine room.

The multidisciplinary and the attributions of nurses can be a hindrance, favoring the existence of some gaps and thus leaving the responsibility to be, in most cases, entirely the nursing technicians.⁵

It is inferred that activities concerning the training and upgrades of PHC professionals can sometimes be restricted to central agencies at a given time. However, the nurse, as the technician responsible for immunization, should promote debates and moments where an update of his team regarding the vaccine room is made. It is explained that it is within their competence that these actions take place safely in daily life so that there is no greater damage to the assisted population.⁶

Continuing education becomes a strategy that nurses must adopt to spread knowledge about a theme, promoting the empowerment of the entire team through knowledge. The practice of care in the vaccine room is permeated by a series of activities present in the praxis of nursing and, for this reason, the nurse should raise in the team, the interest and motivation for continuous knowledge.⁶

Therefore, it is necessary to develop extension projects aimed at developing the skills and abilities of nursing students for future action in this field of practice related to immunization in PHC.

OBJECTIVE

- To report the experiences lived by nursing students and teachers linked to an extension project on assisted practices and health education actions related to immunization.

METHOD

This is a qualitative, descriptive study, type experience report, elaborated from the experience of Nursing students and teachers of the University Center of João Pessoa-UNIPÊ, members of an extension project entitled: Assisted practices and actions of education in -related health: strengthening student competencies and skills in primary health care.

The project activities were carried out from February to December 2018, at the Municipal Immunization Center (MIC), in public schools and Family Health Units (FHU) in the city of João Pessoa / PB, under the supervision of the coordinator and other faculty members.

RESULTS

When initiating the activities of the extension project in question, the Health Education Management (HEM) of the Municipal Secretary of Health of João Pessoa was given a copy of the project to obtain the Consent Term for the authorization to execute this project.

It is explained that, once the project development was authorized, the students participated in theoretical-practical training in order to level the knowledge about: the National Immunization Policy (NIP); vaccination room standards and routines; update of the national immunization calendar 2018 and the themes and methods of approach that would be used in health education actions for students, teachers, users of the health unit. This training also included the participation of the technical nurse, responsible for the immunization program in the city of João Pessoa-PB.

Shortly after such introductory activities, technical visits were scheduled and carried out in one of the Health Districts of João Pessoa, responsible for the management of Primary Care of the Municipality, in order to know the working process of the technicians responsible for the immunization program, understanding how the management of the vaccine rooms under their responsibility happens.

In the following stage, the following strategies were adopted for the accomplishment of didactic-pedagogical and scientific activities: monthly technical meetings for the preparation and elaboration of educational material for use in health education actions; presentation of seminars on topics relevant to immunization and vaccine room; elaboration of forms for attendance control and registration of the activities developed between the groups of students in schools and FHU.

Concerning the assisted practices at the MIC with the students, the following actions were carried out under teacher supervision: vaccine administration; reception of users at the reception of the sector; registration on vaccination cards and the NIP Information System (SiPNI) and observation of the attendance to users in the traveler's room for the administration of the yellow fever vaccine. The audience is attended by students by pregnant women, newborns, children, adolescents, adults and the elderly.

With regard to health education actions in schools and FHU, a prior appointment / contact with these institutions was made by letter and / or email requesting authorization to perform the same.

Among the practical strategies adopted for educational activities, the conversation wheels with users / parents in schools and FHU were used so that they could express and share their knowledge, experiences, doubts and wishes about the theme addressed by the students. The topics addressed during the meetings were organized in a way that complemented each other, presenting the contents in a didactic and cohesive manner, observing if the content had been understood by the participants of the meeting.

For the execution of such activities, posters and information leaflets were produced, with varied contents, involving vaccination by groups of users (children, adults, the elderly, pregnant women, workers / health professionals) and for the presentation of the prepared materials. , multimedia features were used, such as data show, notebook, speakers, among other features that made the moment even more dynamic and interactive.

DISCUSSION

By university extension as academic practice, the university and its teaching and research activities are interconnected with the demands of the population, enabling the formation of the professional citizen and increasingly accrediting the university as a privileged space for production with significant knowledge to overcome existing social inequalities.⁷

It is important to consolidate the practice of extension, enabling the constant search for balance between socially demanded demands and innovations that arise from academic work. It is understood that one of the objectives of the extension project is to enable the provision of services as a product of academic, scientific, technological and artistic interest in teaching, research and extension.⁷

In addition, during the project's completion, approximately 180 people benefited from health education actions in schools and health units in the city of João Pessoa, among them schoolchildren, parents and users of the unit, favoring the education process and sensitization of the participants, who experienced the health education actions, thus enabling the adoption of conscious practices regarding the care related to immunization not only of children, but also of adolescents and adults.

In relation to the activities developed in the project for the development of students' skills and competences on immunization, the achievement of practical experience never previously experienced during the academic formation in Nursing and, Also, the promotion of knowledge exchange experienced among students, teachers and health professionals in the respective fields of the project, from the theoretical-practical proximity to the routine of work in the vaccine rooms, positively contributing to the assistance provided to users of MIC and health facilities.

The nurse plays a crucial role in immunization, because it is responsible for the administrative and technical aspects of the vaccine room. In addition, the Nursing team faces difficulties in the areas of indication and clinical contraindication, along with the management of side effects and adverse reactions to immunobiologicals. Therefore, it is pointed out that exercising the

technical responsibility of the vaccination room requires daily nurse performance, continuous supervision and training of the Nursing team.⁸

Thus, it is evident that the success of the NIP depends on the correct performance of the staff of each vaccination room, being the nurse the fundamental professional, since it develops continuing education for vaccinators, organizes the processes, manages resources and establishes conducts in accordance with with patients' needs.⁹ Furthermore, it should be understood that its performance should be understood as part of the process that goes beyond the supervision of records, maps and cleaning of the refrigerator. It also includes the follow-up of the Nursing technical team in the vaccine room, when supervision takes place and, consequently, also the educational process of all involved with immunization.⁸

However, due to the scientific evidence available, besides the lack of training, flaws such as the use of a household type refrigerator and incorrect disposal of dyed water bottles, lack of reusable coils, improper disposal of immunobiologicals in refrigerators, ineffective defrost equipment, non-exclusive use of refrigerators for conservation of immunobiologicals, lack of equipment maintenance planning and inadequate monitoring of storage temperature.⁹

In view of this, the activities developed during the execution of the project of great value extension were shown, after all, it is essential that the nurse in formation has a greater theoretical and practical proximity to the NIP and the routine of the vaccine rooms, comprising and practicing not only their technical skills but awakening to their unique role within that context. Thus, it becomes possible to train nursing professionals more sensitive to the needs present in the work process with vaccination, acting as a reality-transforming agent, minimizing or even eliminating gaps and, consequently, offering even more qualified care to all users.

CONCLUSION

It was concluded that, through the implementation of the pertinent activities to the extension project entitled: Assisted Practices and Health Education Actions related to Immunization: Strengthening Competences and Skills of Students in Primary Health Care, students and teachers had the opportunity to experience the most varied and unique experiences in the scope of nursing practice in the vaccine room, as well as in the development of educational actions.

The performance with health education was constituted in a peculiar and unique experience in which students were able to experience how educational moments are conducted, creatively

improving the dynamics used throughout the project activities and still realizing, in practice, the how much health education is needed with the population regarding immunization.

It is generally believed that the extension project was a unique tool in improving the academic education of future nurses and provided invaluable learning moments that will be valid not only at the academy, but throughout their professional journey. not only technically more qualified nurses, but also sensitized and aware of the potential of transformation that each one has in face of the obstacles still experienced by nurses in their work process with immunization.

It became the extension project, besides providing a background of theoretical and practical knowledge, more useful and rewarding when each teacher and student realized that their actions were significantly influencing the life of each user and encouraging healthy practices that promote health and prevent disease.

ACKNOWLEDGEMENTS

The staff of the Municipal Immunization Center (MIC), Municipal Health Secretariat of João Pessoa-PB and the students of the project are thanked: users of the unit, students, parents and teachers of public schools in the city of João Pessoa-PB, Brazil.

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Submission: 2019/06/24

Accepted: 2019/09/11

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