

CASE REPORT ARTICLE

PERMANENT HEALTH EDUCATION WITH SAMU PROFESSIONALS EDUCAÇÃO PERMANENTE EM SAÚDE COM PROFISSIONAIS DO SAMU EDUCACIÓN DE SALUD PERMANENTE CON PROFESIONALES DEL SAMU

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ABSTRACT

Objective: to describe the experience of teachers and students in carrying out an extension project in Permanent Health Education with professionals from the Mobile Emergency Care Service. **Method:** it is a qualitative, descriptive study, type of experience report, lived during seven theoretical and practical meetings, totaling 56 classroom hours. Teachers from three higher education institutions addressed topics related to the main care for people in urgent and emergency situations. **Results:** nine teachers, two students and 19 professionals from the Mobile Emergency Care Service participated in the project, totaling 30 professionals. **Conclusion:** it is concluded that the experience was perceived as positive for teachers and students. The importance of extension actions in the academic scope was emphasized, with a view to integrating and strengthening the relationship between Higher Education Institutions and health services; in addition to aggregating, transforming and (re) organizing health practice, affecting the qualification of those involved. **Descriptors:** Emergency Health Services; Continuing Education; Nursing; Human Resources Training; Community-Institution Relations.

RESUMO

Objetivo: descrever a experiência de docentes e discentes na realização de um projeto de extensão em Educação Permanente em Saúde com profissionais do Serviço de Atendimento Móvel de Urgência. **Método:** trata-se de um estudo qualitativo, descritivo, tipo relato de experiência, vivenciada durante sete encontros teóricos e práticos, totalizando 56 horas presenciais. Professores de três Instituições de Ensino Superior abordaram temas relacionados aos principais cuidados com as pessoas em situações de urgência e emergência. **Resultados:** participaram do projeto nove docentes, duas discentes e 19 profissionais do Serviço de Atendimento Móvel de Urgência, totalizando 30 profissionais. **Conclusão:** conclui-se que a experiência foi percebida como positiva para os docentes e discentes. Enfatizou-se a importância de ações extensionistas no âmbito acadêmico, com vistas a integrar e fortalecer a relação entre as Instituições de Ensino Superior e os serviços de saúde; além de agregar, transformar e (re)organizar a prática em saúde, repercutindo na qualificação dos envolvidos. **Descritores:** Serviços de saúde de Emergência; Educação Continuada; Enfermagem; Formação de Recursos Humanos; Relações Comunidade-Instituição.

RESUMEN

Objetivo: describir la experiencia de docentes y estudiantes en la realización de un proyecto de extensión en Educación Permanente en Salud con profesionales del Servicio de Atendimento Móvil de Urgencia. **Método:** es un estudio cualitativo, descriptivo, tipo de informe de experiencia, durante siete reuniones teóricas y prácticas, totalizando 56 horas presenciales. Los maestros de tres Instituciones de Educación Superior abordaron temas relacionados con la atención principal de las personas en situaciones de urgencia y emergencia. **Resultados:** nueve profesores, dos estudiantes y 19 profesionales del Servicio de Atendimento Móvil de Urgencia participaron en el proyecto, con un total de 30 profesionales. **Conclusión:** se concluye que la experiencia fue percibida como positiva para los docentes y estudiantes. Se enfatizó la importancia de las acciones de extensión en el ámbito académico buscando integrar y fortalecer la relación entre las Instituciones de Educación Superior y los servicios de salud, además de agregar, transformar y (re) organizar las prácticas de salud; con repercusiones en la calificación de los involucrados. **Descritores:** Servicios de la Salud de Emergencia. Educación Continua. Enfermería Formación de Recursos Humanos. Relaciones Comunidad-Institución.

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How to cite this article

Schmalfluss JM, Hanauer MC, Celich KLS, Souza SS de, Silva OM da, Zilio IC. Permanent health education with SAMU professionals. J Nurs UFPE on line. 2020;14:e244073 DOI: <https://doi.org/10.5205/1981-8963.2020.244073>

INTRODUCTION

The National Permanent Health Education Policy (NPHEP) is an ethical-political-pedagogical proposal that aims to transform and qualify health care, training processes, health education practices, in addition to encouraging the organization of actions and services, in an intersectoral perspective. Therefore, it is noted that the Higher Education Institutions (HEIs) intend to provide tools that allow the empowerment of professionals, for the development of critical-reflective thinking in work processes. It is noteworthy, in view of this prerogative that actions that result in the development of teaching-learning are incorporated into the professional routine.¹

In the sense of opening up to the social world, it is stated that the valorization of extension as a communicative action is a premise, in order to promote an environment that meets the needs of the external community in search of elaborating dialogues with new partners. In this context, the extension is configured in an educational, cultural and scientific resource that articulates the university with the demands of the majority segments of the population.²

It should be noted, in view of the above, that university extension emerges as a possibility for the development of competencies and skills necessary to promote learning capable of overcoming imposed limits, in order to assist professionals in the management of care, in addition to providing a qualified performance with the interdisciplinary team. It is understood that such initiatives seek to integrate HEIs and health services.³

Through the demand pointed out by the servers and managers of a Mobile Emergency Care Service (SAMU), the needs for professional qualification are identified, and an extension project based on the assumptions of the NPHEP was implemented, and, as foreseen the extensionist principles.

OBJECTIVE

- To describe the experience of teachers and students in carrying out an extension project in Permanent Health Education with professionals from the Mobile Emergency Care Service.

METHOD

This is a qualitative, descriptive, report-type experience experienced during the actions carried out by the extension project entitled "Permanent Health Education for SAMU Professionals", registered at a Public University, in partnership with the Health Secretariat of a municipality of Western Santa Catarina, with a State University and a Community University.

The demand for the creation of the project

arose from meetings held for the construction of Organizational Contracts for Public Action Teaching Health (COAPES), when the Department of Health presented the need to qualify professionals working in the SAMU. In view of this situation, it is shown that the representatives of the HEIs met with the coordinator of the high complexity service, which consequently identified the issues to be addressed. At the meeting, the methodology and schedule that would be followed by the project were also defined.

It is noteworthy that this study followed the guidelines and Regulatory Norms for Research Involving Human Beings, established by Resolution No. 466/2012 of the National Health Council (NHC).

RESULTS

It is reported that seven theoretical and practical meetings were held between October 2016 and June 2017, which totaled 56 on-site hours and addressed topics related to the main care in urgent and emergency situations, being them:

- 1st Health in Brazil: historical milestones and National Policy for urgent care, structure and organization of urgent and emergency services;
- 2nd urgency and emergency network in Western Santa Catarina;
- 3rd and 4th performance of the mobile care team in Cardiopulmonary Arrest (CPA) and in the transport and removal of patients in urgency and emergency;
- 5th Taking care of the customer with cardiovascular problems in urgency and emergency;
- 6th Taking care of the client with neurological disorders in urgency and emergency and,
- 7th Taking care of the client in urgent situations and obstetric emergencies.

In the theoretical classes material resources were used, such as whiteboards, data projector and exhibition of films, which were developed in classrooms. The practical classes took place with the use of realistic simulations, in the skills and semiology laboratories of the HEIs involved, aiming to enable the association of theory with practice. It is noted that the discussions about the subjects covered were based on the experiences of the participating professionals, through active learning methodologies.

Nine teachers, two students and 19 professionals from the SAMU mobile units of basic and advanced support participated in the project, totaling 30 involved. It is shown that, in relation to the professionals working at SAMU, they were represented by a nurse, four nursing technicians,

four nursing assistants, nine drivers and an external service assistant, as shown in figure 1.

	SAMU professionals	Faculty	Students
Sex			
Female	8	8	2
Male	11	1	-
Profession			
Nurse	1		
Nurse technician	4		
Nursing assistant	4		
Driver	9		
External service assistant	1		
Total of participants	19	9	2

Figure 1. Characterization of the project participants. Chapecó (SC), Brazil, 2017.

This report was divided into two experiences: the teacher and the student, which will be presented below.

DISCUSSION

◆ Faculty experience

It is reported that Interministerial Ordinance number 1,127 / MEC / MS, established the guidelines for the celebration of COAPES, with a view to strengthening the integration between education, services and the community within the scope of the Unified Health System (UHS), and with that, the need arose to link HEIs to health services. It is understood that COAPES intends to guarantee the access of higher education to health establishments, as a practice scenario to direct efforts, so that the training programs contemplate higher education commitments, with the improvement of health indicators and the development of workers territory health.⁴⁻⁵

In order to implement the Ordinance, a working group was created consisting of professors from the HEIs and the health secretariat. During the group meetings, the representatives of the secretariat, they talked about some gaps and / or distances perceived in their daily work and that, with the approximation between teaching and service, could be filled and / or minimized.

It is noted that the education actions developed between teaching and service can show alternatives that result in the transformation of health practices, from the collective problematization.⁶ It is shown that the educational process in practice has multiple facets, being dynamic and complex, as it develops based on exchanges between the actors involved. It is stated that, when it comes to qualifying people who bring professional experiences to the learning context, the challenge is to value their knowledge and the experiences of their daily lives.⁷

Meetings were built and conducted by professors considered to be experts in each listed theme, enhancing the theoretical framework and supporting the practical activities developed. With that, the critical-reflexive process was stimulated, and the initial interpellation of the meetings took place from the problematization of a situation

experienced in the professionals' practice. This approach, in addition to bringing teachers closer to the participating public, stimulates reflection about a reality, a fact that has occurred, in addition to contributing to the construction of critical professionals.⁸ An atmosphere of knowledge exchange was created, which enabled professionals to present experiences of their daily work, allowing them to illustrate aspects related to different situations and contexts of practice.

The aim was to achieve the objectives proposed for each meeting, in addition to the resources considered essential for the development of a theoretical class. The screening of films was also configured as an effective teaching strategy. It is emphasized that, when choosing a film to boost the knowledge of professionals with the proposed activities, it is necessary to consider the adequacy of the content and the approach through prior reflection on the objectives⁸⁻⁹, with a view to not stray from the subject that it intends to get deeper into.

Realistic simulation was used that complemented the theory, enabling the strengthening of the developed content, allowing its fixation, as well as the relaxation of the group. It was configured as a teaching strategy still growing in Brazil,¹⁰ it is believed that its application in the reported experience was effective in achieving success in what was initially proposed.

At the end of the meetings, evaluative dynamics were carried out with the professionals, with a view to abstracting from them if the objectives proposed by the activity had been achieved. It should be noted that the evaluation purpose is intended to support and guide the pedagogical intervention carried out. It is indicated that the evaluation should be a facilitating instrument for the individual's continuous growth, motivating and incorporating specific values and skills.¹¹ Questions regarding the topics covered were randomly distributed so that those involved, together with their peers, could answer considering the learning.

During the meetings, it was observed that the professionals participated in an attentive,

committed, motivated and dialogical manner, with a positive impact on the involvement and satisfaction of teachers.

◆ Student experience

The university extension is configured in an important space of social practice and learning in the academic scope, complementing the training tripod, together with teaching and research. The insertion in a reality that goes beyond the university space is allowed, complementing the knowledge in order to make the relationship between HEI and society viable.

It is stated that, when inserted in this scenario, the student has the opportunity to critically reflect on their contribution to the promotion of the population's health, being the biggest beneficiary, since it adds to their academic formation personal enrichment and professional growth.

It is reported that participating in this extension project made it possible to interact with SAMU professionals, as well as to know the reality of their daily lives. It is noted that, the reports of the experiences allowed to enter in an area little explored in the graduation, regarding the performance in urgencies and pre-hospital emergencies.

It is determined that when witnessing how PHE can be operationalized, students acquired subsidies for future implementations as professionals. It is shown that, by engaging socially in movements to improve the reality of the subjects and the community, it is possible to develop or modify the social and health context, regarding professionals, managers, services and the community. It is understood that, in addition to the possible transformations, it is expected that there will be the formulation of pacts and policies that allow all those involved to form, in fact, social networks.¹²

It is detailed that the movement of articulation carried out between teachers from different HEIs and SAMU professionals unveiled the applicability of extension projects in contexts where PHE is paramount, also allowing students to experience new knowledge and skills.

CONCLUSION

It is concluded that the experience of extension described, added to the experiences in teaching and research, and aroused a feeling of satisfaction in the teachers and students involved. It was observed empirically that the professionals expressed motivation to implement the learning of the meetings in practice, perfecting and reflecting their know-how.

The integration between the three HEIs and the service and the participation of professionals in all meetings are punctuated as challenges, mainly due to the uninterrupted work schedules. It is recommended that other extension projects be

carried out due to the potential to aggregate, transform and (re) organize health practice, with repercussions on the qualification of those involved.

CONTRIBUTIONS

It is informed that all authors contributed equally in the design of the research project, collection, analysis and discussion of data, as well as in the writing and critical review of the content with intellectual contribution, and in the approval of the final version of the study.

CONFLICT OF INTERESTS

Nothing to declare.

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Submission: 2020/01/24

Accepted: 2020/06/05

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