

COMPETENCIES FOR HEALTH PROMOTION IN NURSING TRAINING

COMPETÊNCIAS PARA PROMOÇÃO DA SAÚDE NA FORMAÇÃO DO ENFERMEIRO

COMPETENCIAS PARA LA PROMOCIÓN DE LA SALUD EN LA FORMACIÓN DE ENFERMERÍA

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ABSTRACT

Objective: To identify scientific publications about competencies for health promotion in the process of training nurses. **Method:** This is an integrative literature review, carried out in April 2020, using paired search in LILACS, MEDLINE and BDENF databases. After applying the filters and refinements, 14 articles comprised the corpus of analysis of this research. **Results:** The studies show that the development of health promotion skills get close gradually to that recommended by the Unified Health System and the World Health Organization, being essential to the complete transformation of traditional educational models, and to the development of student leadership, stimulated during undergraduation through theoretical-practical approaches of health promotion. **Conclusion:** The results showed that the development of skills permeates scientific production and discussions about the training process in nursing, in which Health Promotion is conceived as a guiding element.

Descriptors: Health Promotion; Competency-Based Education; Training of Nurses; Nursing; Teaching; Health.

RESUMO

Objetivo: Identificar as produções científicas acerca das competências para promoção da saúde no processo de formação do enfermeiro. **Método:** Trata-se de uma revisão integrativa da literatura, realizada em abril de 2020, a partir da busca pareada nas bases de dados LILACS, MEDLINE e BDENF. Após a aplicação dos filtros e refinamentos dos achados, 14 artigos compuseram o corpus de análise desta pesquisa. **Resultados:** Os estudos mostram que o desenvolvimento de competências em promoção da saúde aproxima-se gradativamente do preconizado pelo Sistema Único de Saúde e pela Organização Mundial de

Saúde, sendo essencial à transformação completa dos modelos educativos tradicionais, e ao desenvolvimento do protagonismo estudantil, estimulado durante a graduação através da aplicação teórico-prática da promoção da saúde. **Conclusão:** Os resultados evidenciaram que o desenvolvimento de competências permeia a produção científica e as discussões acerca do processo formativo em enfermagem, no qual a Promoção da Saúde é concebida como elemento norteador. **Descritores:** Promoção da Saúde; Educação Baseada em Competências; Formação de Enfermeiros; Enfermagem; Ensino; Saúde.

RESUMEN

Objetivo: Identificar publicaciones científicas sobre competencias para la promoción de la salud en el proceso de formación de enfermeras. **Método:** Se trata de una revisión integradora de la literatura, realizada en abril de 2020, mediante búsqueda pareada en las bases de datos LILACS, MEDLINE y BDEF. Luego de aplicar los filtros y refinamientos, 14 artículos conformaron el corpus de análisis de esta investigación. **Resultados:** Los estudios muestran que el desarrollo de habilidades de promoción de la salud se acerca paulatinamente a lo recomendado por el Sistema Único de Salud y la Organización Mundial de la Salud, siendo fundamental para la transformación completa de los modelos educativos tradicionales, y para el desarrollo del liderazgo estudiantil, estimulado durante la graduación a través de enfoques teórico-prácticos de promoción de la salud. **Conclusión:** Los resultados mostraron que el desarrollo de habilidades permea la producción científica y las discusiones sobre el proceso de formación en enfermería, en el que la promoción de la salud se concibe como un elemento rector.

Descriptores: Promoción de la Salud; Educación basada em competencias; Entrenamiento de enfermeiras; Enfermería; Enseñanza; Salud.

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INTRODUCTION

Health promotion gained significant prominence in public health in the 1980s¹ and consolidated itself as a structuring axis of the Organic Health Law No. 8,080/90, which governs the Unified Health System (SUS) and is characterized by its universal, transversal, integrated and intersectoral aspects.²

Health promotion is defined as the process of empowering individuals to take responsibility for their health, giving them autonomy to fight the factors that influence illness processes.³⁻⁴ However, for the good performance and development of health promotion, it is essential that health professionals incorporate specific skills that guide their practices.

Therefore, it is necessary that the training of health professionals is adequate to the current demands of the population and new public health policies. This training must be based on the professional competencies necessary for the development of health-promoting actions in the work process.⁴

Current national education and health policies have encouraged and supported initiatives to standardize the competencies needed for professional training, basing their actions on the equity, integrality and humanization of care. In this sense, the Law of Directives and Bases of Education (LDB in Portuguese) established, among other measures, the National Curriculum Guidelines (DCN in Portuguese) for undergraduate health courses, with a view to adapting professional training to the SUS demands.⁵⁻⁶

In the field of Nursing, the DCN established in 2001 guides the construction of the educational projects by institutions and describes the main competencies so that the health professional can act as an agent of change, transforming the precarious health conditions of the population from actions of prevention, promotion, protection, and rehabilitation in health.⁷

Nursing DCNs present characteristics that move towards the progress of new attributes, with a focus on generalist, humanistic, critical and reflective training, and that elucidate that the curricular contents must involve the study of biological and health sciences, human and social sciences, and the proper sciences of Nursing, understanding its foundations, administration, teaching, research and nursing assistance.⁸

Aware of the responsibilities of nursing professionals in healthcare in the individual and collective context and the attributes required for its execution, the relevance of scientific productions focused on nursing competencies for health promotion is therefore evident and

justified. In this context, reflections on nursing care practice are instigated in health promotion, aiming to improve the performance of nurses.

OBJECTIVE

To identify scientific publications about competencies for health promotion in the process of training nurses.

METHOD

This is an integrative literature review, a method that aims to gather results from existing research on a given topic, enabling the construction of an analysis of a given content studied.⁹

The study was guided by the following guiding question: How is the development of skills for health promotion in the training of nurses contemplated in the scientific literature?

Initially, a query was made at the Health Sciences Descriptors (DeCS), to select the terms that would form the search equation, in which "Health Promotion" and "Competence-Based Education" were selected, as controlled descriptors, with the addition of the search terms "Training of Nurses", mediated by the Boolean operator AND.

The search was carried out in April 2020, by two independent reviewers, in the following databases: Latin American and Caribbean Health Sciences Literature (LILACS), Medical Literature Analysis and Retrieval System Online (MEDLINE), and The Nursing Database (BDENF), through the Virtual Health Library (VHL) portal. These bases were chosen for the search given their scope and relevance in nursing research.

The inclusion criterion for this study was articles dealing with the development of skills in nursing education, the object of this study. Exclusion criteria were theses, dissertations, integrative or systematic reviews, and studies that were not in full format and available for download.

In order to cover the largest number of articles on the subject, four search strategies were used based on intercrossing by peers, namely "health promotion AND competency-based education"; "health promotion AND training of nurses"; "competency-based education AND nurse training"; and "health promotion AND competency-based education AND nurse training". The sum of the articles was 1,393 publications. Of these, 280 were found in LILACS, 933 in MEDLINE, and 180 in BDENF.

The following filters were applied to direct the results better: articles, written in English, Portuguese and Spanish, in full-text format, free and available online, and published between the years 2007 to 2020. The delimitation regarding the time frame is justified as it was in 2007 that the Federal Council of Nursing (COFEN), through Resolution no. 311 of February 9, 2007,¹⁰ designated

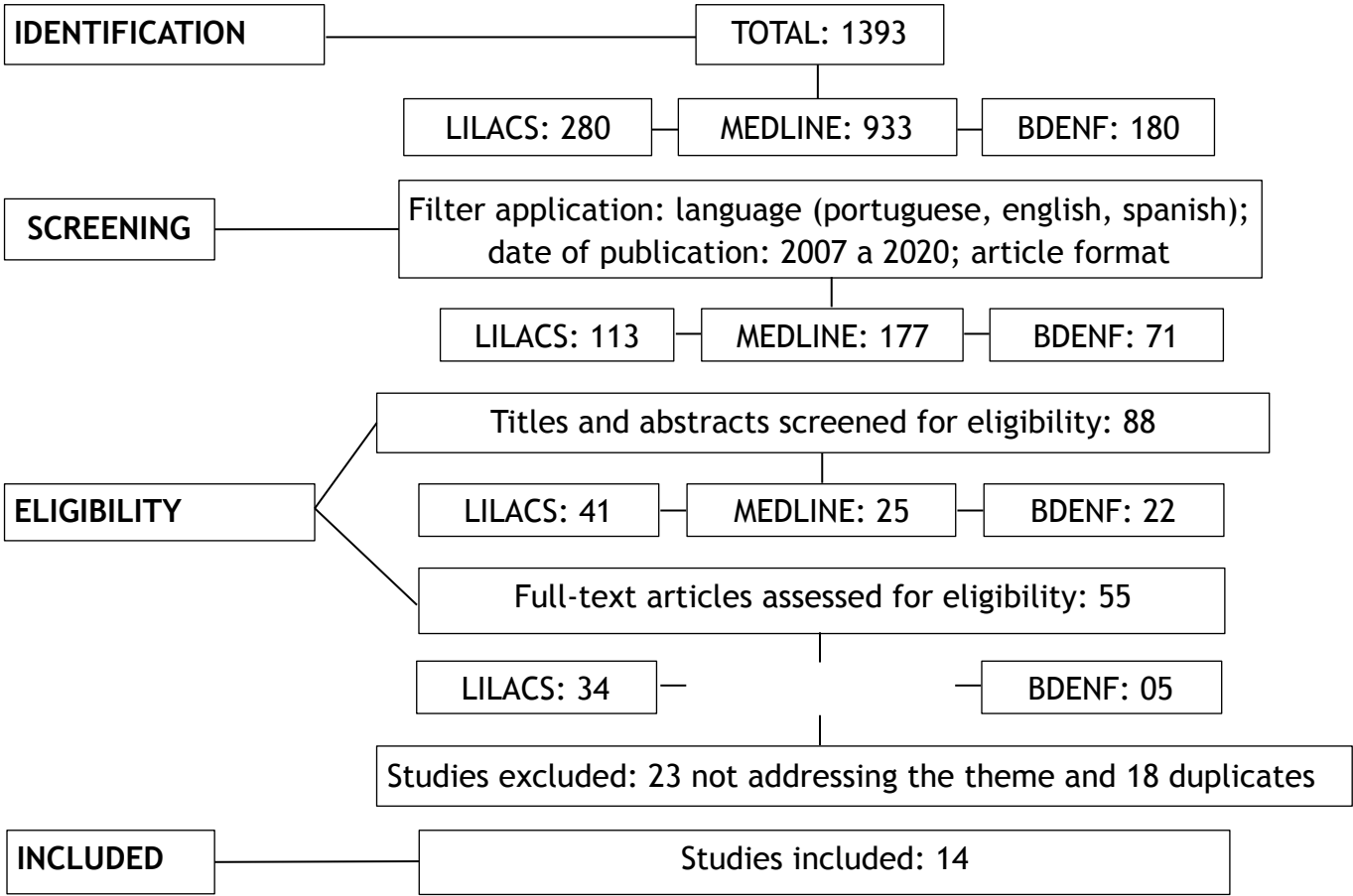
that the nursing professionals must perform their activities with competencies for the promotion of the health of the human being in its integrity, and considering that working with competence is one of their responsibilities, duties, and rights. After applying the filters, 361 articles were obtained: 113 at LILACS, 177 at MEDLINE, and 71 at BDENF.

The first phase of the refinement of the findings was carried out by reading the titles of all works, excluding those that were explicitly not suitable for this study. In LILACS, 41 studies were selected, in MEDLINE 25, and in BDENF 22, resulting in 88 articles.

The second refinement process took place by reading the abstracts to identify the articles potentially eligible to compose this study. This process resulted in 34 articles from LILACS, 16 from BDENF and five from MEDLINE, with a total of 55 articles.

The 55 selected works were downloaded and then read in full. At this time, 18 articles were discarded due to duplication and 23 were excluded for not fitting the scope of this study. Thus, 14 articles made up the corpus of analysis of this study.

The process of identification, screening, eligibility, and selection of articles is shown schematically in Figure 1, according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyzes (PRISMA).¹¹



Source: The authors (2020).

Figure 1 - PRISMA flow diagram for study identification, screening, eligibility, and inclusion.
Crato, CE, 2020.

After the selection, the evaluation step was performed based on the evidence pyramid¹² and allowed to identify that all the articles included are at level six (6) of the pyramid. Therefore, its methodological designs are descriptive.

For data extraction, a specific form was elaborated that included the following variables: authors, year of publication, location where the study was developed, journal, research subjects, scenarios, and research contexts, as well as the adoption of theoretical/methodological framework that subsidized the construction of the referred research.

In the organization process, the data were categorized considering their similarities and divergences, which, from a systematic and thorough reading, allowed to perform the interpretative analysis in the light of the relevant literature.

RESULTS

Chart 1 presents authors, year of publication, journal, location, type of study, and level of evidence regarding the characterization of the included studies.

AUTHORS	YEAR	JOURNAL	LOCATION	TYPE OF STUDY
CHIESA et al. ¹³	2007	Cogitare Enfermagem	Brazil	Reflective
SILVA et al. ¹⁴	2007	Revista da Escola de Enfermagem USP	Brazil	Qualitative
SILVA et al. ¹⁵	2009	Revista Brasileira de Enfermagem	Brazil	Qualitative
SILVA et al. ¹⁶	2010	Escola Anna Nery Revista de Enfermagem	Brazil	Qualitative
BENITO et al. ¹⁷	2012	Revista Brasileira de Enfermagem	Brazil	Reflective
PARANHOS et al. ¹⁸	2015	Revista da Escola de Enfermagem da USP	Brazil	Mixed-methods
NETTO; SILVA; RUA. ¹⁹	2016	Texto Contexto Enfermagem	Brazil	Qualitative
TAVARES et al. ²⁰	2016	Ciência & Saúde Coletiva	Brazil	Reflective
DIAS et al. ²¹	2018	Cogitare Enfermagem	Brazil	Qualitative
SILVA et al. ²²	2018	Revista Gaúcha de Enfermagem	Brazil	Qualitative
MACHADO et al. ²³	2018	Revista Brasileira em Promoção da Saúde	Brazil	Qualitative
NETTO et al. ²⁴	2018	Revista de Enfermagem do Centro Oeste Mineiro	Brazil	Qualitative
NETTO; SILVA ²⁵	2018	Revista da Escola de Enfermagem da USP	Brazil	Qualitative

MAGNAGO et al. ²⁶	2020	Ciência & Saúde Coletiva	Brazil	Quantitative
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Chart 1 - Data from the studies included in the integrative review, including authors, year, publication period, and study location. Crato, Ceará, 2020.

The results indicate that two studies were carried out with students^{18,22}, five with teachers^{19,21,24-26}, two with health workers^{21,23}, and three with the three actors in this process simultaneously: students, teachers, and workers.¹⁴⁻¹⁶

Concerning the level of education, four *stricto sensu* postgraduate studies^{19,21,25-26}, three *lato sensu* postgraduate articles from residency programs^{19, 23,25}, two undergraduate articles^{22,24}, and one article of technical level¹⁸ were found.

As for the study development scenarios, ten were immersed in the academic environment^{13-15,17-20,21-22, 24,26}, and three in health services.^{16,21,23}

The results show that the studies brought some references as beacons of analysis, among them: Karl Max's Theory of Dialectics²⁵, the National Curricular Guidelines (DCN)^{21,26}, and the Core Competencies Framework for Health Promotion.^{21,23}

The results of the articles point to health promotion as a recurring and essential issue in discussions about the training of nurses. As for pedagogical practices, the articles remove the traditional educational models based on the subject's passivity and the biologist model, making the student an active subject, the protagonist of the learning process.

The teaching-service-community and teacher-student relationships are highlighted as devices for students' critical-reflective, creative and innovative development, methods that take them away from conventionalism.^{14,16,25}

Regarding the development of competencies for Health Promotion, it is pointed out that during the training process, students should understand that Health Promotion is a new and under construction concept, but that it is not interconnected only with disease prevention¹⁶ beyond specific or limited health practices.

The contextualization of this theme within the teaching strategies used introduces students to the complexity of the social reality and promotes reflection on the social determinants in health, where the student must develop skills to meet the demands of the population¹⁵.

Nevertheless, it is still essential to encourage the development of health promotion practices and learn about theoretical aspects. Studies indicate that students know how to develop practices, but there is little or no understanding when it comes to the design or a framework that underlies health promotion practices.

The performance of nursing professionals in Health Promotion reflects their academic life and the skills developed in the teaching process.

In addition to the internships experienced during the technical course or undergraduation, multi-professional residency programs are identified as important allies in developing competencies for health promotion, as they work in partnership with other health areas and teamwork ensures mutual knowledge and enhances promotion. In addition to the partnership of health professionals, relations between other sectors of society help disseminate knowledge.

This new health training scenario requires trained teachers to transmit and stimulate practical and theoretical knowledge to develop such skills.

DISCUSSION

The changes that occurred in the scope of public health in Brazil resulted in the weakening of the biomedical model, culminating in the formation of a new concept of health, which consists of the biopsychosocial model that involves the physical, psychological and social dimensions, providing a comprehensive understanding of the individual and his needs. The reorientation of care models influenced the emergence of a new paradigm called health promotion.^{16,18}

Health promotion can be understood as a paradigm when conceiving health from an assertive and developed view, understood as a way of life and not as a goal to be achieved, which contributes to changes in the model of technical assistance. As a policy, it causes a close articulation between State and society to construct actions that allow individuals and groups to identify aspirations, satisfy needs and favorably modify the environment.²⁵

In this sense, for the effective execution of health promotion practices, it is necessary that competent, properly qualified, critical, and capable professionals adapt to different realities.^{21,26}

Competence is formed by a set of social experiences strengthened by educational training and professional experience, not referring to the statics of a specific knowledge.²¹ It reflects the profile of an articulating subject, which integrates and transfers knowledge, resources, and skills according to their professional context.

Competence is defined as a set of diverse knowledge and skills acquired through skills and attitudes that are constituted through training and professional experience, transforming an individual into a professional able to develop his work.¹³ The practice of using cognitive, affective, and psychomotor resources to solve different situations is also part of the concept of competence, still under construction. In the health area, there are specific competencies necessary for the realization of adequate health promotion practices.¹⁸⁻¹⁹

In this sense, the Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe (CompHP) project was developed internationally in 2009, establishing essential competencies for health promotion and creating methods to implement standards in health promotion. This project became a theoretical-practical model for professional health training.^{8,15,18,21}

The CompHP lists 47 competencies and 9 domains necessary for the development of health promotion actions. The domains are promoting change, advocacy, partnership, communication, leadership, diagnosis, planning, implementation, evaluation, and research, which serve as a guide for developing skills and competencies in health promotion. In this context, the competencies and domains available in CompHP encompass several values such as equity, social justice, ethics, and autonomy, in addition to general skills and knowledge, essential for health-promoting professionals.^{8,21,23}

The application of skills in the nurse's training process allows students to learn extremely relevant competencies to act efficiently in their professional careers, meeting social health demands, and ensuring the implementation of adequate health promotion practices.^{8,19,23,25}

Academic training in nursing is the framework for constructing new health practices, training professionals capable of offering holistic care to the entire population at the individual and collective level, and developing actions for prevention, promotion, protection, and health rehabilitation.²⁷

In addition to the context of undergraduation, multi-professional residency is also presented as a strategy for the development of skills, in addition to agreeing with health promotion, as it promotes discussions that go beyond healthcare and has an effect on health, such as citizenship, equity, solidarity, and social justice.²³

One of the potentialities of residency training is valuing and encouraging teamwork, which is transversal to all domains of competence in health promotion.²³

Regardless of the educational level, the use of skills for health promotion during the nurse's training process is extremely relevant, as it promotes spaces for reflection on the challenges faced by health professionals and provides workers with the possibility to act directly in the knowledge construction process, and the reorientation of their health promotion actions.^{21,25}

The nurse's work process must be centered on reorienting care to the real needs of the population¹³ through the planning, organization, coordination, and control of actions. In this sense, to perform a qualified work, students must develop adequate health practices that ensure the integration and continuity of assistance in health systems during academic training.¹⁷

Academic training in nursing requires an adequate curricular standard, teaching strategies aimed at the complexity of working in the healthcare sector, and an educational process driven by the development of students' competencies, knowledge, and skills. In this perception, a restructuring in nursing training is essential, aiming at greater humanization in providing healthcare services.^{20,27}

CONCLUSION

It was identified that the development of competencies permeates the discussions about the training processes in the nursing field considering Health Promotion as the public health paradigm. Therefore, this should be the guiding component in the training of these professionals.

The years 2007 and 2018 had the largest number of publications on this topic. The studies turned to discuss the development of competencies, contemplating the National Curriculum Guidelines as the official document that guides the management of the nursing profession. Some studies have also pointed out the CompHP Project as a guide for the training of nurses with a focus on the development of competencies and skills for health promotion.

In the researchers' perception, according to the analysis of the studies, publications that discuss competencies for health promotion in the training of nurses are still incipient. In this sense, it is suggested that new studies must be developed serving as a basis for the reorientation of training processes, enabling a new outline of the training of nurses to adapt to the Unified Health System, and focusing on health promotion and quality of life of the population.

CONTRIBUTIONS

All authors contributed equally to the design of the research project, collection, analysis, discussion of the data, writing and critical review of the content with intellectual contribution, and approval of the final version of the study.

CONFLICT OF INTERESTS

None to declare.

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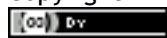
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