

Contributions of health education for an updated nursing in the change of line of care*Aportes de la educación en salud para una enfermería actualizada en el cambio de línea de cuidado**Contribuições da educação em saúde para uma enfermagem atualizada na mudança de linha de cuidado***Thaynara Maria Santos Martins¹**

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Submission: 07-19-2022**Approval:** 08-23-2022**Abstract**

This report clarifies the contributions of educational resources and methodologies, referring to the secondary and higher level nursing team in the context of an immediate pandemic transition in a medium-sized hospital of a multinational located in São Paulo during the COVID-19 pandemic, from October 2021 to January 2022, focusing on about 40 nursing employees involved in the change from maternal and child care to surgical adult care. Whose particularity would be the fundamental role of continuing and permanent education in providing quality and risk-free care to patients based on good health practices. Which makes us reflect on how much Information and Communication Technologies have a great impact on corporate learning, as well as reinforcing the competence of a strengthened, dynamic, creative institution, equipped with multidisciplinary knowledge in the required context, and making a difference in the summation of timely results. Concluding that a well-structured training program, aligned with the leadership and other structural areas of the hospital, in addition to working on behavioral and psychological issues, show the power in transforming care in the face of contexts and historical-cultural process.

Descriptors: Health Education; Technology; COVID-19; Nursing; Innovation.**Resumén**

Este informe aclara las contribuciones de los recursos y metodologías educativas, referentes al equipo de enfermería de nivel medio y superior en el contexto de una transición pandémica inmediata en un hospital de tamaño mediano de una multinacional ubicada en São Paulo durante la pandemia de COVID-19, de octubre 2021 a enero de 2022, centrándose en cerca de 40 empleados de enfermería involucrados en el cambio de la atención materno-infantil a la atención quirúrgica de adultos. Cuya particularidad sería el papel fundamental de la educación continua y permanente en la prestación de una atención de calidad y sin riesgos a los pacientes basada en buenas prácticas de salud. Lo que nos hace reflexionar sobre cuánto las Tecnologías de la Información y la Comunicación tienen un gran impacto en el aprendizaje empresarial, así como el reforzamiento de la competencia de una institución fortalecida, dinámica, creativa, dotada de conocimientos multidisciplinarios en el contexto requerido, y de marcar la diferencia en la suma de resultados oportunos. Concluyendo que un programa de formación bien estructurado, alineado con la dirección y otras áreas estructurales del hospital, además de trabajar cuestiones conductuales y psicológicas, muestran el poder en la transformación del cuidado frente a los contextos y procesos histórico-culturales.

Descriptores: Educación en Salud; Tecnología; COVID-19; Enfermería; Innovación.**Resumo**

Este relato esclarece as contribuições de recursos e metodologias educacionais, referente à equipe de enfermagem de nível médio e superior no contexto de transição de maneira pandêmica imediatista em um hospital de médio porte de uma multinacional situado em São Paulo durante a pandemia da COVID-19, no período de outubro de 2021 a janeiro de 2022, com foco em cerca de 40 colaboradores da enfermagem inseridos na mudança da linha de cuidado materno infantil para adulto cirúrgico. Cujas particularidades seria o papel fundamental da educação continuada e permanente em prestar uma assistência com qualidade e livre de riscos aos pacientes fundamentados nas boas práticas da saúde. O que nos faz refletir o quanto as Tecnologias da Informação e da Comunicação possuem grande impacto no aprendizado corporativo, bem como o reforço da competência de uma instituição fortalecida, dinâmica, criativa e munida de saberes multidisciplinar no contexto exigido, e do fazer a diferença no somatório de resultados oportunos. Concluindo que um programa de capacitação bem estruturado, alinhado a lideranças e a demais áreas estruturais do hospital, além de serem trabalhadas as questões comportamentais e psicológicas, evidenciam a potência na transformação do cuidar diante os contextos e processo histórico-cultural.

Descritores: Educação em Saúde; Tecnologia; COVID-19; Enfermagem; Inovação.

Introduction

The transpandemic period of COVID-19, caused by the SARS-CoV-2 virus, provided numerous reflections and structural changes in society, especially in the health area. Several sectors were closed for others to adapt to economic strategies and new business visions. However, how much were health professionals, and specifically nursing, able to readjust in such a short time, and under the pressure and psychological stress that sociocultural conditions were demanding? Potentializing the experience in which we will explain in this report, about in times of a pandemic, more than ever, education is called upon to singularize itself, to reinvent itself, seeking other possibilities through the use of digital technologies and housing in virtual learning environments.^{1,2}

And we also include different approaches to educational methodologies and tools as well as digital resources.

This report clarifies the contributions of resources and educational methodologies, referring to the mid-level and higher-level nursing team in the context of an immediate pandemic transition in chaotic scenarios that the world was facing, from a medium-sized hospital located in the city of São Paulo, that has common goals in a multinational company.

In this scenario, employees who had scientific technical knowledge in the maternal and child sector had to be transferred to units for clinical and surgical adult patients, accepting this new challenge whose particularity would be the fundamental role of continuous and permanent education in providing quality and free assistance. of risks to patients based on good health practices.

The training started before the employees took over the unit, according to the plans validated in a Local Training Committee and according to the structures and educational objectives determined in the training plan.

It was necessary to strengthen among the care and administrative teams of the support sectors the fundamental characteristics for teamwork: interaction and communication between team members; presence of common goals; shared responsibility and promoting innovation at work in search of new ways to meet patient needs.³

The highlights of the educational resources as intervention strategies in situations of professional practices related to teaching and assistance in which we used were: the making of a printed and digital guide, an e-book; in addition to the creation of the Learning Session Project, practical validations, simulations and other activities based on the principles of andragogy. Knowles defines andragogy as "the art and science of helping adults learn", reinforcing how much corporate education has to add to the performance of continuing and permanent education of health professionals.^{4,5}

As objectives, it presents the challenges and possibilities of training a nursing team in a pandemic period due to the change in the line of care that makes us reflect on how Information and Communication Technologies (ICT) have a great impact on corporate learning, as well how

reinforcing the competence of a strengthened, dynamic, creative institution, equipped with multidisciplinary knowledge in the required context, makes a difference in the sum of timely results.

Methodology

This is an experience report having as a study scenario a medium-sized hospital of a multinational located in São Paulo during the COVID-19 pandemic, from October 2021 to January 2022, focusing on about 40 mid-level and higher-level nursing staff inserted in the change from maternal-infant care to surgical adult care.

The following were used as the basis for the study: minutes of meetings, forms for requesting and planning training, participation reports, analyzes of the effectiveness of training, complementary material of their own authorship coordinated by the Corporate Education sector and with the assistance of the Care Practices area.

Experience Report

A training needs survey (LNT) was carried out with supervision, nursing management, the quality sector, education and human capital, directing the necessary skills according to the team's profile and the main themes that involve the line of adult care surgical clinician; based on the difficulties and insecurity presented by the collaborators, observed in the work field, by the direct leadership and the corporate education nurse. After a diagnostic assessment of the employees' intentions as well as their expectations and priority topics, consultative base documents were created and updated in the plan storage system, manuals, protocols and Standard Operating Procedures (SOPs).

The Local Training Committee (CLT) was held monthly, which is composed of leaders and the executive board, as well as the support sectors of the institution's multidisciplinary teams. The priority themes to be worked on were discussed and the themes outlined between the nursing supervision and the education specialist were defined, later gathered in other weekly meetings.

In order to customize the scenario and preserve the employee's biopsychosocial integrity, Bloom's Taxonomy was used in the design of the learning objectives, serving as a basis for the design of the training.

The classification levels used in Bloom's Taxonomy are increasing, from the simplest to the most complex, among the affective, cognitive and psychomotor domains. This analysis methodology is based on the principle that the processes characterized by the taxonomy must represent learning outcomes, that is, each taxonomic category represents what the individual learns in the conceptual field, and not what he already knows, assimilated from his family context. or cultural.^{6,7}

We previously carried out a study of the profile of generations in the sector to contribute to the definition of methodologies and approach in which to work.

The training planning followed the following modules:

- Sepsis and pain active bingo methodology.



- Bronchoaspiration with board game and the making of an e-book.
- Clinical simulations of patient deterioration, code yellow and blue cardiac arrest care based on the latest worldwide guidelines.
- Pressure injury prevention and management.
- Health-related infection prevention bundles as recommended by the Ministry of Health.
- Training related to clinical engineering with demonstration and practice of the main critical equipment in changing the line of care.
- Workplace safety fire abandonment plan mock-up.

In addition to training, conversations were held between employees and human capital, supervision and the nursing manager, in order to welcome employees and support them during the adaptation period.

The need for several meetings to monitor the adaptation, challenges and possibilities of the team's work was evident, as well as the need to create educational resources that complement the training, with an e-book being made and the printed version available in the education sector. A summarized guide of the main SOPs and protocols relevant to the sector's profile, the guide was named: "Make a difference! Guide to determined nursing".

The making of this guide was a strategy for the team to feel more secure and that they were complementary to specific training actions, with the idea of developing the consultative base in a more playful and visual way of the document manager, in which we had excellent verbal feedback. By leaving the printed version in the sector and offering the digital version to employees, the guide has summaries, infographics, cards on: drains, dressings, clinical deterioration, main ways of activating the blue and yellow codes, among other care themes validated by the leaders nursing staff and physiotherapy, speech therapy and medical staff. And along with the board banner on bronchoaspiration, a digital book on Bronchoaspiration was also created, describing the concepts of dysphagia, aspiration, bronchoaspiration, the main risk factors, signs and symptoms of aspiration and dysphagia, preparation and use of thickeners, roles and responsibilities of the multidisciplinary team and the main indicators managed.

The Learning Session project was another resource in which we had to innovate and use ICTs, carried out monthly via online in the format of a clinical meeting on relevant subjects to improve processes and quality of service provided. The project started in January/2022. During this period, there were few participations by the unit's employees. In February, there was an increase in the participation of the team, with room for doubts, suggestions and collaborative exchange. The project has been growing and the collaborators themselves have been suggesting themes to the hospital's education sector and to the leaderships, currently this project has acquired greater extensions being disclosed to the public of several hospitals of the multinational, due to the quality in the learning and exchange of diverse knowledge. One of the points to enhance the participation was the production of certificates

to the participants, thus being able to add to their professional career.

The training process provided the expansion and new knowledge of the nursing team related to the adult clinical surgical line, providing greater confidence to act in customer service and in the provision of care for assistance focused on quality processes. It was possible to monitor the development of employees who had no contact with the adult profile, many of whom were from the neonatal ICU. In direct observations and in conversation circles, it is noticeable the awakening and approximation of interest in the adult profile, as well as in adding value and professional performance.

During the training sessions, it was possible to notice an increase in the forgetting curve, as described by the German psychologist Hermann Ebbinghaus, in some topics and especially in the initial period from October to December 2020, the performance of the questions, and the concerns. As they felt more welcomed, improving their knowledge, the other training took place in a more participatory way, suggestive of themes and they began to feel that they belonged to the sector, generating new ideas and focusing on process improvements. The training had different formats, being face-to-face, together with other sectors, and others that are on the institution's virtual learning platform, in which we had to quickly produce large-scale content using podcasts, videos, infographics, among other tools.

It was noticeable that some employees adapted more to the neonatal maternal line, in view of this perspective, reassignments were carried out to other units of the network in which they had the neonatal maternal line, and a few opted for the dismissal process.

One of the main points to be thought about and worked on are the improvements in the indicators that we have achieved since the inauguration of the surgical adult line sector at the end of 2020 so far we have not had any cardiorespiratory arrest, bronchoaspiration, pressure injury and primary bloodstream infection, urinary tract and surgical site, we discuss points of action every month in quality and patient safety meetings and weekly best practices among leaders.

The main difficulty is the need to reinforce permanent education for employees, where they can see them as protagonists of their knowledge, seeking to improve themselves beyond the contents offered by corporate education and leadership, and feel greater empowerment, and this difficulty may be associated with the profile of the generations and also the adaptation period of employees with years of service with an average of 5 years in this transition of the line of care.

The search for the educator nurse to solve some doubts, suggest some topics, and thank for the contributions in the development of some skills brings us to the reflection of the importance of the educational process in the periods of flexibility, resilience that COVID-19 brought to several segments and the impacts that we can generate in the career of health professionals. Another aspect is to always



strengthen the open channel of suggestions and continuous improvements between employees and education.

However, one of the following challenges is to remain in monitoring the effectiveness of the capabilities within the improvement process as a whole, as a summation.

The didactic materials and the opening of clinical meetings for different audiences undoubtedly contribute to the dissemination of knowledge, providing and corroborating as a space for reflections, discussions, exchanges and improvements.

Personalized, multidisciplinary and well-planned training with leaders strengthens specialized education, adding to more effective participation by employees with management support.

All these aspects make us one of the points of excellence in providing the best care to patients based on good practices and quality.

Final Considerations

A well-structured training program, aligned with the leadership and other structural areas of the hospital, in addition to working on behavioral and psychological issues, demonstrate the power of transforming care in the context of the historical-cultural process. Knowledge actually transforms care, generating positive impacts when the employee is in biopsychosocial balance, being able to show

how much their professional practice provides diverse contributions in assistance, feeling themselves to be an integral part of the sector and the line of care. It is evident how much the working conditions directly influence the health of the worker, within the demands and tasks required in everyday life, which often generates physical and mental exhaustion and fatigue even in the transpandemic scenario.^{8,9}

We emphasize the importance of training courses being tailored to the unit's profiles and in the intra- and extra-hospital context. The analysis of training is of great importance, sometimes, if one sees the need to use, create and adapt complementary educational resources such as videos, infographics, handouts, webinars and other asynchronous or synchronous methods, in recurring or punctual ways, aiming at contributing to the critical, educational and professional career training of health workers in the face of unstable and dynamic routine scenarios in hospitals.

The suggestion to monitor educational indicators and the organizational climate in the adaptive processes under analysis with the absenteeism rate, man-hour training, percentage of participation, training effectiveness, can guide the next steps in the cyclical conduction of continuous improvement.

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