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# The importance of permanent health education in the framework of primary care: integrative review

La importancia de la educación en salud permanente en el marco de la atención primaria: revisión integrativa

A importância da educação permanente em saúde no âmbito da atenção primária: revisão integrativa

## ABSTRACT

Objective: to analyze the relevance of permanent education in the healthcare field. Method: integrative review of literature carried LILACS, BDNF and MEDLINE with the following inclusion criteria: to be related with the objective; year of publication from 2008 to 2016; address the theme of permanent education in primary care; to be fully available online; Portuguese, English or Spanish. Follow the PRISMA recommendation. A search was carried out by two independent investigators. Results: Apos to search, analyzed and categorized: "At importance two EPS years profissionais"; "Implications of permanent education for collective health" and "Permanent education for sickness". Conclusion: Evidence demonstrated that permanent education in the healthcare field encourages the construction of new knowledge by joining specific knowledge to popular wisdom.

**ESCRITORES:** Health Education; Primary Care; Continuing Education.

## RESUMEN

Objetivo: analizar la importancia de la educación permanente en salud. Método: revisión integrativa realizada en las bases de datos LILACS, BDNF Y MEDLINE con los siguientes criterios de inclusión: poseer relación del objetivo propuesto; año de publicación de 2008 a 2016; abordar la temática de educación permanente en la atención primaria; tener el texto en su totalidad disponible en línea; Idioma Portugués, inglés o español. Siga la recomendación de PRISMA. Dos investigadores independientes realizaron una búsqueda. Resultados: Para la búsqueda, foram analizó y categorizó: "En importancia dos años EPS profissionais"; "Implicaciones de la educación permanente para la salud colectiva" y "Educación permanente para la enfermedad". Conclusión: Las evidencias mostraron que la educación permanente en salud proporciona la construcción de nuevos saberes mediante la unión de conocimientos específicos y de saberes populares.

**DESCRITORES:** Educación en Salud; Atención Primaria; Educación Continua.

## RESUMO

Objetivo: analisar a importância da educação permanente em saúde. Método: revisão integrativa realizada na LILACS, BDNF E MEDLINE, com os seguintes critérios de inclusão: possuir relação do objetivo proposto; ano de publicação de 2008 a 2016; abordar a temática de educação permanente na atenção primária; possuir o texto na íntegra disponível online; idioma português, inglês ou espanhol. Seguiu-se a recomendação PRISMA. A busca foi realizada por dois pesquisadores independentes. Resultados: Após a busca, foram analisados e categorizados: "A importância dos EPS aos profissionais"; "Implicações da educação permanente para a saúde coletiva" e "Educação permanente na enfermagem". Conclusão: As evidências mostraram que a educação permanente em saúde proporciona a construção de novos saberes mediante a junção de conhecimentos específicos e de saberes populares.

**DESCRITORES:** Educação em Saúde; Atenção Primária; Educação Continuada.

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**INTRODUCTION**

**E**ducation and health are two distinct fields that need to go hand in hand, as both are complete and one would not survive without the other. Despite evidencing the changes in access and health care since the creation of the Unified Health System (SUS) in our country, we perceive the insufficiency of the system and, mainly, of the health practices offered to the population by professionals in this area.<sup>1</sup>

In the meantime, there is a need for more effective training for health professionals, which includes educational processes, which take place in a decentralized, upward and transdisciplinary way capable of transforming the professional practice of public health service teams, especially in regarding primary care in the area. Launched by the Pan American Health Organization in the early 1980s, the policy of Permanent Health Education aims to re-conceptualize and reorient the processes of training and qualifying health service workers.<sup>1</sup>

Since 2004, the Ministry of Health has regulated the National Policy for Permanent Education, which provides strategies for the training and development of professionals working in SUS. Permanent health education as education at work, through work, for work in different services whose purpose is to improve the health of the population.<sup>2,3</sup>

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Because it is an educational process, Permanent Education in Health (Educação Permanente em Saúde - EPS) places the daily work in health, the acts produced daily as the object of reflection and evaluation.<sup>2,3,4</sup>

When considering these definitions of permanent education, it is evident that they flow in a single direction, namely related to the permanent updating of workers in the area. Updating requires the development of technological resources, learning to learn and to look, as well as qualified listening, active appropriation of knowledge, teamwork, dialogue with current practices and concepts, pacts of coexistence and concrete problematization of the team's daily life.<sup>5</sup> Thus, the following research question was formed: what is the importance of permanent health education in the scope of primary care? And it aims to analyze the importance of permanent health education in the context of primary care.

**METHOD**

It is an integrative literature review, built from data bases - Latin American Caribbean Literature (LILACS), Medical Literature (MEDLINE) and BDE-NF. To guide the integrative review, the following question was asked: What is the importance of permanent health education as an educational process in the context of primary care? The integrative review study is characterized

by the investigation of existing studies, with a view to reaching conclusions regarding a particular topic <sup>6</sup>, being built in six stages. <sup>7</sup>

The legitimacy criteria were articles published in Portuguese, English and Spanish in the period from 2008 to 2016, which responded to the objective of the study. Studies that were not related to the concepts, methods and purposes of this study were excluded. The refinement of the research was based on the descriptors (DECS): health education, permanent education, SUS policies in permanent health and primary health, as well as their keywords and their separate entry terms with Boolean operators OR to distinguish them and AND to associate them, in order to integrate and direct the maximum number of studies on the theme. 09 articles were selected. A search for two independent researchers was carried out to ensure methodological rigor.

The results, screening and selection process, were presented by means of a flow chart in accordance with the recommendations of the Preferred Re-

porting Items for Systematic reviews and Meta-Analyses (PRISMA). The present study had three categories: The importance of EPS to professionals; implications of permanent education for collective health and permanent education in nursing.

## RESULTS

### Characterization of the studies

Twenty articles were found, of which nine were included in the present study and 11 were excluded according to the appropriate exclusion criteria. It was found that six studies, resulting in 66,67%, are in the LILACS database, while two studies, resulting in 22,22% BDNF and one study resulting in 11,11%, are in the database MEDLINE, resulting in 100% of the sample. The year with the highest prevalence of publications of articles related to the theme was 2014, with 77,78% of the sample, followed by 2013, with 11,11%, and, finally, 2015, with 11,11 % Sample. Regarding the research method, it was identified that five used the qualitative

approach (90%) and four articles used the quantitative approach (10%).

The results of article 01 showed that the members of the multiprofessional residency perceive that permanent education permeates the training, enabling reflection on their practices and the multiprofessional action as a producer of health actions. Study 02 is a cross-sectional and descriptive study with methods of collecting and analyzing quantitative and qualitative data and was carried out with a sample of 166 professionals from the Family Health Team of Contagem (MG-Brazil), with questionnaires on health education practices. 47% of the interviewees used Paulo Freire's pedagogy.

Study 03 concluded that the challenges and actions by the multidisciplinary team today are related to the lack of incentive for continuing education actions. Article 04 concluded that there are still important gaps in the implementation of this policy, mainly with the use of different methodologies aiming at integrality and with respect to the needs of workers and users, allowing

Chart 1 - List of articles that make up the research. Recife, PE, Brazil – 2018.

TÍTULO E Nº	ANO	OBJETIVO
Educação permanente em saúde a partir de profissionais de uma residência multidisciplinar - 01	2014	Identificar a percepção dos profissionais integrantes sobre a educação permanente em saúde
Como os profissionais da atenção primária percebem e desenvolvem a Educação Popular em Saúde? - 02	2015	Analisar percepções e experiências em educação em saúde.
Educação continuada/permanente como estratégia no gerenciamento de enfermagem no sistema único de saúde - 03	2013	Analizou as publicações que enfocam o processo de educação continuada.
Implicações da educação permanente no processo de trabalho em saúde - 04	2014	Investigar entre as atividades dos trabalhadores da saúde relacionadas à PNEPS
Educação permanente em saúde: construções de enfermeiros da estratégia saúde da família - 05	2014	Analizou a participação dos enfermeiros das UBS.
Educação em saúde e cidadania: revisão integrativa - 06	2014	Analisar evidências disponíveis na literatura sobre educação em saúde e cidadania
Educação em saúde e educação na saúde: conceitos e implicações para a saúde coletiva - 07	2014	Analisaram os conceitos-chaves relativos à educação em saúde e educação na saúde.
Experiência da educação permanente como estratégia de gestão com os auxiliares de enfermagem - 08	2014	Relatar a experiência da EP realizada com os auxiliares de enfermagem.
Educação permanente na enfermagem: uma revisão integrativa - 09	2014	discutir a produção científica desenvolvida pela enfermagem brasileira sobre EPS

Source: the authors, 2018.

it autonomy and resoluteness regarding its actions.

The results of article 05 indicate an education focused on the needs of the population and not on the universe of the health work process. It is noticed that there is no local policy to encourage the performance of EPS actions, as well as incentives for the qualification and updating of primary care professionals. The purpose of the study 06 was to analyze the evidence available in the literature on health education and citizenship. It used 10 publications, subdivided into categories (health education-historicity and conceptual bases; and popular education as a generator of citizenship).

In article 07, it is considered important to distinguish and characterize the key concepts of health education and health education, since they are fundamental practices in this field. Article 08 supported the discussion of the results. It was concluded that experiences like this demonstrate that permanent education in health services is a powerful strategy for promoting changes in work processes, in the sense that the worker who has the opportunity to be in a EP group sees himself and positions in a more active and participatory way.

Article 09 concluded that the nursing professional, through EPS, develops critical and reflective thinking, making decisions based on scientific knowledge and exchange of experiences, improving individual, group, family and community care.

## DISCUSSION

### The importance of EPS to professionals

It is known that EPS is an essential activity for the promotion of the health of populations, committed to the implementation and evaluation of educational processes aimed at promoting autonomy, participation and the ethical, co-responsible and secure posture of individuals and communities in the face of health and environmental issues.<sup>3</sup> It is

suggested that permanent health education professionals should be guided by problematizing their work process.

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It is believed that a possible way to enhance collective EPS practices in primary health care would be to privilege longitudinal actions. This area represents an important space for political articulation to exchange experiences and formulate theories and alternative proposals for the functioning of health services. Its purpose in the health area is to promote higher levels of co-responsibility autonomy through critical reflection, for the subjects to identify and intervene on health issues.<sup>8</sup> The EPS therefore requires actions aimed at developing politicized attitudes of these professionals and also of the target population for educational.<sup>3</sup>

### Implications of continuing education for public health

EPS activities enable changes in the technical and social practices of those involved in health care. There is concern about the problems encountered in the daily actions of the services, aiming at a transformation in the work and raising the commitment of all those involved in the process for the development of the health team and the individual.

Permanent education aims to expand the professional's competence so that he can autonomously solve certain situations found in his daily life. It is understood that, in order to achieve these implications of permanent education in the objective health work process, the work must be permanent together with the professional, enabling his reflection on his performance and encouraging the management of his actions with an ethical and political stance, through the construction of their knowledge.<sup>9</sup>

It is known that the PNEPS emphasizes the need for the worker to participate in training, be it in the form of lectures, courses or other events of this nature, which aim to deepen the knowledge of the worker, as well as instrumentalize him to face problems of your daily work. However, it is essential to understand that not all qualifications have characteristics of permanent edu-

cation, because, even if they have nuances in improving worker development, they may not expose a substantial part of an institutional change strategy.<sup>10,11</sup>

### Permanent education in nursing

Continuing education has been receiving increasing attention in many health institutions. It is characterized as the set of experiences subsequent to the initial training, which allow the worker to maintain or improve their competence, so that it is compatible with the development of their responsibilities, thus characterizing competence as an individual attribute.<sup>12</sup> Nursing is a profession and to act in this way, care must be managed consciously and based on their knowledge.<sup>13</sup>

Therefore, a profession requires extensive education from those who practice it and it is important and fundamental to have a theoretical body of knowledge

**Nursing is a profession and to act in this way, care must be managed consciously and based on their knowledge.**

that generates defined skills and standards. In addition, nurses are potential educators and multipliers of knowledge, which further increases the need for the training of these professionals, as in all their actions elements are inserted that will be perpetuated through a patient.<sup>14</sup>

### CONCLUSION

The study provides subsidies so that all health professionals, especially nursing, understand better and, mainly, improve their knowledge on the subject. Thus, the process of continuing education in the various professions, including nursing, is of great importance, as there will be the possibility of improving, updating and improving their knowledge based on more knowledge that will later be put into practice, causing greater competence to perform a given occupation. ■

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