15 - CONTINUING EDUCATION IN NURSING: THE CASE OF A SCHOOL-HOSPITAL IN MACEIÓ - ALAGOAS, BRAZIL

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INTRODUCTION

The personnel development comprehend a nursing practice area that helps to plan the profession future as the relatives services. In this way, Abruzzese(1992), emphasizes that personnel development is the key for the quality of these services, and this has been a constant concern to nursing leaders since that this profession received Nightingale's influence of the organized nursing.

Nevertheless, the development search inside the profession, if in one hand is shown as necessary, in the other is shown very disturbing, specially because it is known that the workers wages in the different categories haven't been very attractive, if compared to other professions BAKES et al., 2002 and MARIN; LUCON, 2001;). So, to take a post-graduation, as an example, a specialization, an actualization or improving classes during work hours, becomes exhausting.

This fact makes the learning not enough productive in these courses and in the work, and it must be remembered of the many privation situations that those individuals that want to mobilize the profession must take, as a lack of time to: a) enjoying or studying; b) for the family; c) for sleep or rest after work hours, only to mention some negative conditions.

Before so many discouragement situations for personnel development in the nursing field, and knowing the work market needs, the Continuing Education Service must then, to find motivating strategies for the group to search professional ascension in their work environment through permanent education.

Costa (2002), in his study about workers students shows a perception about the pointed situation, more about the work together with the development aspiration and expectative of those persons, having influence in their self-image. It shows that school and work expose important contradictions among them, because in most cases, it is impossible to maintain both situations. But, knowing those difficulties, that are contradictions initially related to non motivating facts, at the aspirations level of the involved parts, can be outstripped by intern motivation factors that will act over the self-image, as a compensation of individual effort.

Thus, it is necessary to know what contributes for this surpass and impels the person-workers efficacy, turning them more humanized, more useful and productive in the society. We agree in the comprehension that only stable fact, actually, in health assistance, is the change conviction (MATOS et al., 2001). In this way, if the work power wants to be ready for change, the education also must change (DRUCKER, 1995). The education and information are, then, the great competitive advantages for countries, organization or persons.

On the educational approach, the main characteristic must be aimed to humanized motivated attitudes as a way conceiving and supplying information, and also attend the classes trajectory evolution, in the teaching-learning process for the personnel development. This is the process through which the institution management stimulates the workers, here, in special, the nursing workers, so they can act in a prolific way, knowing that in nursing, the scientific knowledge actualization influences directly in the nursing care process.

On the same thought line, Oguisso (2000), affirms that the continuing education becomes an essential component of the formation and development programs and that this human capital, being the most important element of any organization performance, big or small organization, public or private, must be objective of permanent analysis and function ad equation to increase work performance, professional competence and the personnel satisfaction level.

The responsibility of personnel development include orientation, development and competence measurement, allocation for educational needs, planning, discussion, documentation and educational programs evaluation (SWANSBURG; SWANSBURG, 1999).

Matos et al. (2001), remember that continuing education at work is presented as a development way to the health workers, specially the nursing workers, that represent 60% of the health workers and that accomplish 80% of all the work in the health institutions. Even with all the effort for personnel development, Gillies and Petergill (1993) conclude that, without a strong and continuous employer's support, even the most motivated nursing workers involved for professional development don't achieve a more extensive continuing education program. It is believed that a survey of the continuing Education Service with support suggestions can give a start this Service development. In this context, Drucker (1995) presents that, since the beginning of the XX century, the hand labor bounded to knowledge has a continuous growth and the need for qualified workers increases in all work areas.

OBJECTIVES

The present work has as general objective to know the support offered by the Nursing Continuing Education Service in public school-hospital at Maceió City. Its specific objectives were: a) to list suggestions for service implementation; b) to offer information to make possible to vindicate more support of human, physics, material and financial resources to adopt now methods to be used in continuous education, for the service improvement.

METHODOLOGY

The adopted methodology was descriptive, using as strategy the case study research (TRIVIÑOS, 1992). The study canary was the Nursing Continuing Education Service in teaching hospital that is practice field for undergraduate students of health and human sciences at the Federal University of Alagoas (UFAL). It is an institution that has a great demand from the only health system (SUS) that attends different specializations and that has a finality to give assistance, teaching, extension and research.

It was used as a research instrument a 16 question form, with close and open questions applied to the Continuing Education Nurse. It was visited the service physic area, its installations and human, material and financial resources. Also it was looked for information about nurse's background in education and the kind of programs offered by the service. Those informations were grouped according to the following standards: a) personal and professional characteristics; b) performance activities; c) professional image; d) physic and financial resources.

RESULTS AND DISCUSSION

The results obtained about the **personal and professional characteristics**, it was registered that the service owns two workers: one nurse and one secretary. The nurse has more than five years since graduation. She works 36 hours a week and she has education background for High School level. The secretary finished High School and took an administrative technical course. She works 40 hours a week.

As can be viewed, this Service has one person with training to take over the Continuing Education Service. According to Rowland and Rowland (1995), this kind of Service needs professional with basic knowledge of educational methodology and teaching technique. This person can help the floor head nurses to identify adverse situations for teaching-learning, and also they can help on the development of teaching strategies. The referred teaching-learning situations, that are a day-by-day in the hospitals, many times aren't perceived by the floor nurses as workers development opportunities. So, it's the Continuing Education Service Nurse responsibility to find those opportunities that according to Silva and Lúcio (1989), are the following: a) personnel selection and movement; b) personnel training; c) personnel improving; d) performance evaluation.

In relation to **performed activities**, the Continuing Education Service researched is trying to improve the quality of the admission training program to new workers and makes a periodic revision of nursing manuals. Also, it is starting to recognize the needs of nursing staff through floor meetings. On those meetings, the staff explains difficulties and facilities on their day-by-day nursing case, and then, the Continuing Education Service Nurse can plan different training and recognize in the groups the more evident potentialities.

When an analysis of the performed activities of the Continuing Education Service is made, by the angle of the theoretic reference studied, the authors Rowland and Rowland (1995) and Swansburg and Swansburg (1999), affirm that this kind of service must have actions in order to encircle three big areas: 1) personnel recruitment and selection, with selection and movement inside the institution; 2) improving, that involves actualization programs, as the personnel and institutional needs are detected, with programs application according to the needs and according to technological development, with a follow up with technique visits and apprenticeship; and 3) performance evaluation that takes care of individual workers appraised, during a previously established period or when is asked by a floor head nurse. Thus, it is seen that a Nursing Continuing Education Service involves a great work volume, which is difficult to be done by only one nurse and one secretary, as it's the case of the researched institution.

Yet looking by this hand, a participative Service can't be restricted only to some aspects, as the ones shown by the collected data, but, in another hand, the activities must go further then the ones mentioned and to work to create a work administration with different professionals building an interdisciplinary inside the nursing staff (in ICU), maternity, etc.) in a flexible way and that can offer conditions for (re)definitions of the day-by-day work practices. This emphasizes the engagement development, the nurse's involvement and competency in continuing education, and finally the workers qualification bring a better care (COSTA, 2002; SILVA; LÚCIO, 1989; BLAYNEY, 1992).

In relation to the **professional image**, the most frequent answers referred to recycling programs that didn't start yet. It is used also the service education strategy in attention to the Brazilian Nursing Week Commemorations and an interchange with other local institutions, through participation in scientific events.

Also, it was identified that there isn't defined a specific external training and capacitating politic, through some nurses had opportunity of special training hospital sponsored. As it can be seen, the continuing education becomes an essential part of the formation and development programs, that put its reflexes at the professional image and in the service performance development (COSTA, 2002; RODRIGUEZ et al., 1996). This image must be permanent analyzed and also suffer functions to adequate to improve the work effectiveness, the professional competency and personal satisfaction level (DRUCKER, 1995; COSTA, 2002) .

The **physic and financial materials**, it was observed that the Service has one room with two desks, one meeting table, computer, telephone, file and a bookcase with some publications (books, journals, magazines and so on). By the other hand, it doesn't have a classroom or nursing laboratory for teaching. It's known that it is possible to borrow some audio-visuals equipment, but that is not the usual way in the Service. Other positive factor is that, even not having financial resources, there is always the possibility of a grant of air tickets and hotel payment for the invited experts for courses or conferences. For what it has been explained up to now, it is seen a great lack between the regular activities of a continuing education service and what is possible to accomplish according to the conditions offered by the institution.

A view to the strategic option for continuing education planning increases the development of actions that could move the institution. So, it is understood that the Nursing Continuing Education Service of this hospital has a long way to go to function completely. This delay is prejudice to the institution because, as it is said by Swansburg and Swansburg (1999), the organizational development works with changes in the work's environment, to conduct the work to satisfaction and productivity, what it's not happening first, for the lack of human resources and second, for the difficulty of having material, physic and financial resources.

CONCLUSION

Starting with the practice in the Continuing Education Service in a school-hospital in Maceió City, Alagoas, it was confronted the experience, conflicts, anxieties and needs of the nurse who is the head of this Service with theoretic background of this study. It was noted that there is a need of a bilateral compromise - nurse and institution, having both the compromise of developing, applying and publishing the Service actions. With the objective of knowing the support given by the Continuing Education Service mentioned, the formulation of four evaluation analysis standards of results made possible to list suggestions to develop the Service and yet to offer information for the improvement vindication in the Continuing Education Service. So it was possible to conclude that:

a) In accordance to personnel and professional characteristics, no matter how many people work at the service, it is competence of the nurse who heads the service to have a compromise to improve the quality of the service to the institution at the time that hers work to make a critical reflection of the Nursing Work Process at its internal environment;

b) In relation to the develop activities, on the nurse's service expectations are grouped the activities from admission training programs, nursing manual revision and the follow up of nursing teams, but it is accentuated the importance of the comprehension to stimulate her intellectual production in quantity and quality, to accomplish the aim for education and transformation of the situation(s).

c) In the professional image area, the view must be directed for the decentralization of the actions with the establishment of partnership. There a strategic need, for interchange and integration with other nurses and Services, what will stimulate the divulgation of scientific activities made together with the improvement of the quality of the Continuing Education Service given to the institution. This will be better for the development and will reflect the Service performance.

d) Finally, in the area of physic and financial standards analysis, it is shown that those are important aspects to complete the objectives of the Continuing Education Service, since it is the share the great work to become able to (re)formation of heath workers. In this way, its contribution for Nursing Work will be effective and efficient having quality in the intended actions.

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CONTINUING EDUCATION IN NURSING: THE CASE OF A SCHOOL-HOSPITAL IN MACEIÓ - ALAGOAS, BRAZIL

ABSTRACT

This study presents a reflexive point of view about a Continuing Education Service in a School-hospital in Maceió City, Alagoas State, Brazil, and the performance of its charge nurse. It emphasizes how it is important to respect the service's aims and the need of the institution involvement, as a way of work interchange among them to build a quality service. Looking to the aim of knowing the support given by this Continuing Education Service, the descriptive methodological approach, adopted as a case study, allowed to go further, starting from well defined standards that had influence in the comprehension of the relation among the service nurse and institution, showing the real attribution of the nurse inside the environment where she or he is inserted.

KEY WORDS: continuing education, nursing, school-hospital

SERVICE D'ÉDUCATION CONTINUÉE EN INFIRMERIE: LE CAS D'UN HÔPITAL ÉCOLE DE MACEIÓ

RÉSUMÉ

L'étude présent un regard réflexif sur le Service d'Éducation continuée d'un Hôpital-école de Maceió et l'actuation de l'Infirmier que l'assume. Accentue l'importance du respect aux finalités de ce Service et la nécessité de l'intégration de l'institution, entendue comme mode d'échange du travail conjoint pour la construction d'un Service avec qualité. En contemplant l'objectif de connaître l'appui offert pour le Service d'Éducation Continuée ici observé, l'abordage méthodologique de nature descriptive, adoptée dans le cadre d'un étude de cas, a permit d'aller plus loin, a partir de critères stratégiquement définis qu'ont influencé dans la compréhension de la relation entre l'infirmier du service versus institution, en soulignant les réels attributions de cet acteur dans l'environnement interne dans lequel il est inséré. MOTS-CLES: éducation continuée, infirmier, hôpital-école.

EL SERVICIO DE LA EDUCACION CONTINUADA EN ENFERMERIA: EL CASO DEL HOSPITAL-ESCUELA DE MACEIÓ

RESUMEN

El estudio presenta una mirada reflexiva sobre el Servicio de la Educación Continuada del Hospital-Escuela de Maceió y de la acción realizada por la enfermera de servicio. Acentúa la importancia del respeto a los propósitos de este servicio y a la necesidad de la integración de la institución, entendida como una manera de intercambio del trabajo en conjunto para la construcción de un servicio con mejor calidad. Contemplando el objetivo de conocer la ayuda ofrecida por el Servicio de la Educación Continuada en el epígrafe, el abordaje metodológico de naturaleza descriptiva, adoptado en los moldes sobre el estudio del caso, permitió ir más adelante, a partir de los critérios estrategicamiente definidos que influenciaron en la comprensión de la relación entre la enfermera de servicio con la institución, evidenciando las verdaderas atribuciones Del personal de enfermería dentro del ambiente interno en el cual están insertados.

PALABRAS CLAVES: educación continuada, enfermería, hospital-escuela.

SERVIÇO DE EDUCAÇÃO CONTINUADA EM ENFERMAGEM: O CASO DE UM HOSPITAL ESCOLA DE MACEIÓ

RESUMO

O estudo apresenta um olhar reflexivo sobre o Serviço de Educação Continuada de um Hospital-escola de Maceió e a atuação do enfermeiro que o assume. Enfatiza a importância do respeito às finalidades deste Serviço e a necessidade da integração da instituição, compreendida como modo de intercâmbio do trabalho em conjunto para a construção de um Serviço com qualidade. Contemplando o objetivo de conhecer o apoio oferecido pelo Serviço de Educação Continuada em tela, a abordagem metodológica de natureza descritiva, adotada nos moldes de um estudo de caso, permitiu ir mais adiante, a partir de critérios estratégicamente definidos que influenciaram na compreensão da relação entre enfermeiro do serviço versus instituição, evidenciando as reais atribuições desse ator dentro do ambiente interno no qual está inserido.