

Abstract

Research on Patient safety has been focused on hospital-related issues because of the greater complexity of hospital settings and higher risks to patients. However, most health care is provided by primary health care (PHC), which can also lead to safety incidents if it's not guided by minimum quality and safety criteria.

This study analyzed the knowledge of primary health care professionals on conceptual aspects of patient safety before and after an educational intervention using tele-education. The results evidenced the influence of the educational program on increasing the knowledge of health professionals.

Introduction

Primary health care is the gateway to the Brazilian health system and aims to solve the main population's health issues. Therefore, Brazilian health care professionals must have an assertive performance.

Estimates of patient safety in primary health care setting in Brazil indicate that 1.11% of patients experienced safety incidents. Communication failures were the most common contributing factor to incidents in PHC (53%).¹

This reality reflects the importance of offering effective learning support to promote knowledge and skills for the professionals so that they may attend the patients' real needs and thus improve the clinical quality and the outcomes of the care.²

The aim of this study was to analyze the knowledge of Brazilian primary health care professionals on conceptual aspects of patient safety before and after an educational intervention using tele-education.

Methods and Materials

A before and after study was conducted with 86 primary health care professionals from the city of Goiânia, in the state of Goiás, Brazil. The intervention consisted of an interactive educational program, developed in three modules, using a tele-education platform (Figure 1, 2 and 3), with a total course load of 120 minutes (Table 1). A validated instrument was applied before and after the intervention to analyze the knowledge increase.

Module	Objectives
Module I - Overview of Patient Safety in the world, Brazil and Goiás. Course load: 40 minutes	To present to health professionals the patient safety subject, pointing out scientific evidence, epidemiology and national and international initiatives to control incidents, emphasizing the importance of safe and quality care.
Module II - International Classification for Patient Safety. Course load: 40 minutes	To enable health professionals to identify and classify the incident types, according to the World Health Organization: no harm incident, adverse event, near miss and reportable circumstance. ³
Module III - Safety Culture and Strategies for Incident Prevention. Course load: 40 minutes	To encourage professionals to develop a safety culture in the work environment. Presenting strategies to incident prevention and stimulating the development of good practices such as effective communication, team work, permanent education in health, incidents notification, patient identification, and hand hygiene.

Table 1. Modules of the Interactive Educational Program on Patient Safety in PHC.

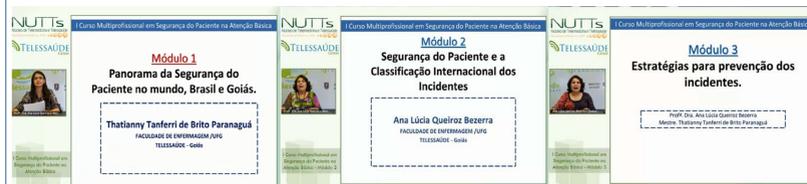


Figure 1. Module I - Overview of Patient Safety in the world, Brazil and Goiás.

Figure 2. Module II - International Classification for Patient Safety.

Figure 3. Module III - Safety Culture and Strategies for Incident Prevention.

Results

The results evidenced the influence of the educational program on increasing the knowledge of health professionals, identifying a median of 64.7% of correct answers before the intervention and 82.4% after the intervention. Chart 1 presents the evaluation of the concepts of incident types.

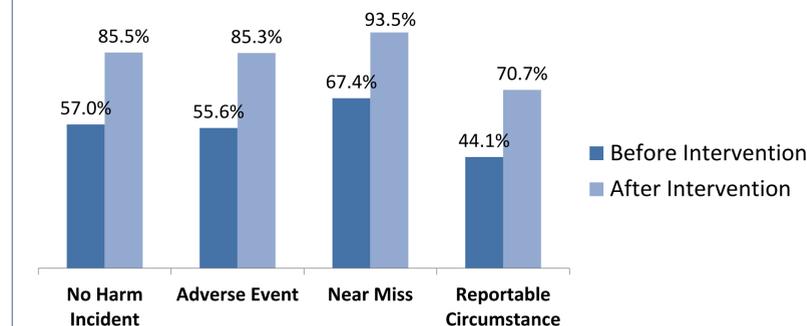


Chart 1. Evaluation of the concepts of incident types according to the International Classification for Patient Safety by PHC professionals from Goiânia, Brazil.

The correct judgment of the cases representing the incident types obtained better yield after the intervention (Chart 2).

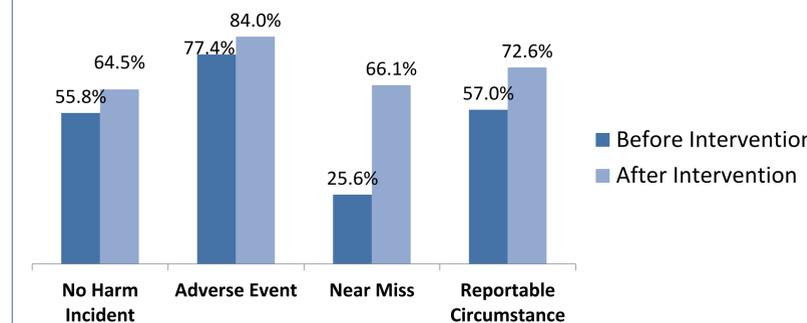


Chart 2. Evaluation of judgment of the cases of incident types according to the International Classification for Patient Safety by PHC professionals from Goiânia, Brazil.

Discussion

A study by the Institute of Medicine reflects the growing evidence linking nurse education and better patient outcomes.⁴ Thus, investing in organizational support for learning is a significant strategy for achieving the quality of clinical practice and improving patient safety.⁵

More learning strategies in patient safety are needed, there are similar to those developed by the Quality and Safety Education for Nurses Institute (QSEN Institute), which has worked on the inclusion of patient safety into nursing education, an important action to ensure that nurses have the necessary skills to improve safety in the healthcare services where they work.

The results of this study point to the need to deepen primary health care professionals knowledge about patient safety, aiming to improve their qualifications and minimize incidents.

The tele-education program used has increased the knowledge of PHC professionals about the conceptual aspects of patient safety and can be replicated to other themes and other health settings.

Conclusions

The strengths of this study are related to the access of information that healthcare professionals can have by tele-education. Tele-education is an accessible, flexible and low cost learning method can overcome geographical barriers to promote training, develop new knowledge and skills, including the use of information and communication technologies, resulting in quality and safety in PHC professionals practice.

This study was supported mainly by funds from the Brazil's Centre for Improvement of Higher Education Personnel (CAPES).

Contact

Juliana Santana de Freitas
Exchange visitor at Frances Payne Bolton School of Nursing
Case Western Reserve University
Email: jsd116@case.edu
Phone: +1 (216) 502-9588

References

- Marchon SG, Mendes Junior WV, Pavão ALB. Characteristics of adverse events in primary health care in Brazil. *Cad. Saúde Pública*. 2015;31(11):1-16.
- Clark E, Draper J, Rogers J. Illuminating the process: enhancing the impact of continuing professional education on practice. *Nurse Educ Today*. 2015;35(2):388-94.
- World Health Organization. Conceptual Framework for the International Classification for Patient Safety. Final Technical Report. Geneva, 2009.
- Institute of Medicine. *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: The National Academies Press; 2010.
- Paranaguá TTB, Bezerra ALQ, Tobias GC, Ciosak SI. Support for learning in the perspective of patient safety in primary health care. *Rev. Latino-Am. Enfermagem*. 2016;24:e2771.