Primary health care is the gateway to the Brazilian health system and aims to solve the main population’s health issues. 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. 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 improve the clinical quality and the outcomes of the care. 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. The results evidenced the influence of the educational program on increasing the knowledge of health professionals.

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.

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.

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).