

METHODS OF CONTINUING EDUCATION IN HEALTH FOR THE QUALIFICATION OF PRENATAL CARE IN PRIMARY CARE: AN INTEGRATIVE LITERATURE REVIEW



<https://doi.org/10.56238/arev6n3-223>

Submitted on: 10/18/2024

Publication date: 11/18/2024

**Lordânia Moura Corrêa Ferreira¹, Antônio Matheus Santos Medrado², Samilly Thielle
Lima Machado³, Claudia Aparecida Godoy Rocha⁴, Luiz Sinésio Silva Neto⁵ and
Renata Junqueira Pereira⁶**

ABSTRACT

Objective: To identify the methods of continuing education in health used with primary care professionals to qualify prenatal care. Method: this is an integrative review, being developed systematically through six phases: elaboration of the guiding question; search or sampling in the literature; data collection; critical analysis of the included studies; discussion of the results and presentation. Results: A total of 377 studies were found through database searches. After removing duplications, 351 publications remained, and the titles and abstracts were read in full, in an optimized way, using the online application Rayyan. A total of 21 of the studies were selected for the writing of the study, of which 6 were excluded because they did not meet the inclusion criteria. Thus, in the eligibility stage, of the 15 articles that were read completely, 9 were excluded because they did not meet the objective

¹Master's student in Science and Health Teaching
Federal University of Tocantins
Email: lordaniacorreia@mail.uft.edu.br/
ORCID: <https://orcid.org/0009-0006-2180-1415/>
LATTES: <https://lattes.cnpq.br/4991236691208574>

²Master of Science and Health Education
Federal University of Tocantins
E-mail: matheus.medrado@mail.uft.edu.br
ORCID: <https://orcid.org/0000-0002-3175-1961>
LATTES: <http://lattes.cnpq.br/6703272038748151>

³Undergraduate student in Nutrition
Federal University of Tocantins
Email: thielle.lima@uft.edu.br
ORCID: <https://orcid.org/0009-0007-8707-8394/>
LATTES: <http://lattes.cnpq.br/7224634780576911>

⁴Master's student in Science and Health Teaching
Federal University of Tocantins
E-mail: claudia.godoy@mail.uft.edu.br/
ORCID: <https://orcid.org/0000-0001-6069-4831>
LATTES: <http://lattes.cnpq.br/5168963699491604>

⁵Dr. in Education
Federal University of Tocantins
E-mail: luizneto@mail.uft.edu.br/
ORCID: <https://orcid.org/0000-0002-3182-7727>
LATTES: <http://lattes.cnpq.br/0239885769879636>

⁶Dr. in Food Sciences
Federal University of Tocantins
Email: renatajunqueira@mail.uft.edu.br/
ORCID: <https://orcid.org/0000-0001-9487-4013>
LATTES: <https://lattes.cnpq.br/4991236691208574>

of the research and 6 remained included in the review. The sample composed of 6 articles comprised 3 in Portuguese, 2 in English and 1 in Spanish, and the approach was predominantly quantitative in 4 of these articles. The following methods of continuing education were identified: working groups; discussion of cases; Workshops; Courses; education packages (including training for providers; supervision of support and provision of modules; pamphlets and employment aids) Ammuntuli Bija intervention model. Conclusion: in view of the analysis of the articles included in this study, it was found that the various methods of continuing education applied to primary health care professionals are drivers of positive results for the qualification of prenatal care, by allowing them to be protagonists in their teaching-learning process and transformers of their practices.

Keywords: Permanent Education. Primary Health Care. Prenatal. Professional Qualification in Health.

INTRODUCTION

Permanent Education in Health contemplates in its definition learning at work, considering the constant transformation of health practices (BRASIL, 2018). In this context, the training and development of workers in the Unified Health System is based on meaningful learning, with active participants in teaching, involving reflection and problematization of the work process, at the individual, collective and institutional levels (BRASIL, 2018).

Contrasting these precepts of meaningful learning there is the traditional teaching model, also used in professional qualification in health, which includes expository classes, based on memorization and focusing on technical and scientific knowledge, in which the participant is passive in learning (JACOBOSKI; FERRO, 2021). Understanding these divergences between meaningful learning and the traditional teaching model is important to elucidate the methods contemplated in continuing education, here understood as the strategies used to carry out educational activities, which address the needs of professional training, in a contextualized way with the reality of work.

Historically, professional education has undergone several advances. Thus, it is worth noting that Article 200 of the Federal Constitution establishes that the Unified Health System (SUS) is responsible for ordering the training of human resources in the health area (Brasil, 1988). In 2002, with the creation of the Secretariat for the Management of Work and Education in Health, a proposal was developed for the Training and Development Policy for the SUS, focused on Permanent Education in Health, which was submitted to the National Health Council (CNS) (BRASIL, 2004).

After approval by the CNS, in 2000, it was followed by presentation and agreement in the Tripartite Interagency Commission (CIT); the approval of CNS Resolution No. 335, of November 27, 2003, which culminated in the institution of the National Policy for Permanent Education in Health (PNEPS), through Ordinance No. 198/GM, on February 13, 2004 (BRASIL, 2004).

The PNEPS elucidates the importance of continuing education in health, which converges in the contribution to quality care. Thus, in the context of primary care, the applicability of educational processes that address maternal and child care is relevant, with a view to improving morbidity and mortality indicators. In view of the above, the objective of this research was to identify the methods of continuing education in health, used with primary care professionals, to qualify prenatal care.

REVISTA ARACÊ, São José dos Pinhais, v.6, n.3, p.8081-8093, 2024

	Programas de Salud")) AND (("Prenatal Care" OR "Antenatal Care" OR "Prenatal Care" OR "Prenatal Care" OR "Prenatal Care" OR "Pregnant" OR "Pregnancy" OR "Pregnancy" OR "Embarazo" OR "Pregnant" OR "Pregnant" OR "Pregnant" OR "Pregnant Women" OR "Pregnant Women" OR "Pregnant Women" OR "Mujeres embarazadas" OR "Prenatal Education" OR "Antenatal Education" OR "Prenatal Education" OR "Prenatal Education"))	
PUBMED	((("Primary Health Care"[MeSH Terms] OR "primary health care"[Title/Abstract] OR "Primary Care Nursing"[MeSH Terms] OR "primary care nursing"[Title/Abstract]) AND ("Education"[MeSH Terms] OR "education"[Title/Abstract] OR "Education, Nursing"[MeSH Terms] OR "education, nursing"[Title/Abstract] OR "Education, Continuing"[MeSH Terms] OR "education, continuing"[Title/Abstract] OR "Mentoring"[MeSH Terms] OR "mentoring"[Title/Abstract] OR "Mentors"[MeSH Terms] OR "mentors"[Title/Abstract] OR "Congresses as topic"[MeSH Terms] OR "congresses as topic"[Title/Abstract]) AND ("Prenatal Care"[MeSH Terms] OR "prenatal care"[Title/Abstract] OR "Pregnancy"[MeSH Terms] OR "pregnancy"[Title/Abstract] OR "Pregnant Women"[MeSH Terms] OR "pregnant women"[Title/Abstract] OR "Prenatal Education"[MeSH Terms] OR "prenatal education"[Title/Abstract]))	202

Source: Survey Data (2024)

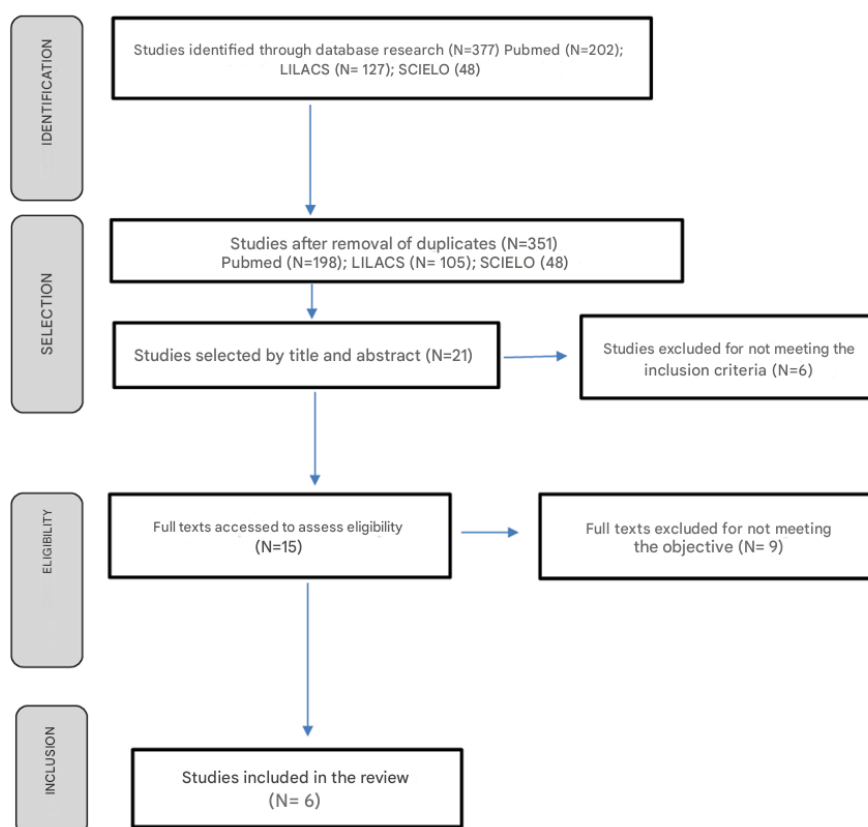
Regarding the inclusion criteria, the review included articles with primary data, published in full, between the years 2019 and 2024, in Portuguese, English, and Spanish. Duplicate publications were excluded, as well as those that did not have content relevant to the objective of the research. The stages of article selection included identification, selection, eligibility and inclusion. Thus, initially the "n" of publications found in the databases was obtained, without criteria, and later the inclusion criteria were applied. In the selection, the publications were evaluated by title and abstract; in eligibility, publications were excluded by the exclusion criteria, with the "n" of publications to be read in full being defined and, finally, in inclusion, the "n" of publications to be included in the review was defined (Dantas et al., 2022). After the final selection of the review articles, the following data were extracted: journals, authors, years of publication, database, titles, objectives, results and/or conclusion, and continuing education methods in health.

RESULTS

A total of 377 studies were found, through database searches, without criteria. From Pubmed, 202 publications emerged, from LILACS, 127 and from Scielo, 48. After removing duplications, 351 publications remained, and the titles and abstracts were read in full, in an optimized way, using the *online* application Rayyan. Of these, 21 studies were selected, of which 6 were excluded because they did not meet the inclusion criteria. Thus, in the

eligibility stage, of the 15 articles read completely, 9 were still excluded because they did not meet the objective of the research and 6 remained included in the review. Figure 1 shows the selection flowchart.

Figure 1. Flowchart for the selection of publications for integrative review, based on the PRISMA model.



Source: Survey Data.

Of the sample, consisting of 6 articles, 3 were in Portuguese, 2 in English and 1 in Spanish, and 4 articles used a predominantly quantitative approach. Table 1 presents detailed information on the publications, thus facilitating the visualization of the results found.

Table 1 - Classification of the articles in the sample according to journals in which they are published, authors, year, database of origin, titles, objectives, results and/or conclusion, and continuing education methods employed.

PERIODIC	AUTHORS (YEAR)	DATABASE	TITLE	GOALS	RESULTS AND/OR CONCLUSION	EPS METHODS
Journal of Public Health	Champion; Silva; Range (2021)	Scielo	Improvement of the quality of care for gestational syphilis in the city of Rio de Janeiro	OBJECTIVE: To analyze the effect of a multifaceted intervention on the care of pregnant women with syphilis in primary health care	Identification of priorities and orientation of interventions to improve the quality of syphilis care, although there is still ample room for progress. The problems identified, as well as the contextual modulators of the effect, should be considered in future interventions	"Working Groups" with monthly meetings to discuss the strategies adopted to improve the treatment of syphilis during pregnancy and share successful experiences; Discussion of syphilis cases in pregnant women, in the technical meetings of the units; workshops aimed at the proper recording of syphilis treatment in the electronic medical record
Science & Public Health	Veiga et al. (2023)	Scielo	Interprofessional qualification of prenatal care in the context of primary health care	Describe and analyze interprofessional educational intervention for the qualification of prenatal care in the context of primary health care	It demonstrated that constructivist, participatory and interprofessional paths are relevant and pertinent to broaden theoretical perceptions and resignify the work process, at the various points of the health network	Systematized course in synchronous and asynchronous activities, aimed at professionals who work in Basic Health Units
Text & Context Nursing	Pereira et al. (2023)	Scielo	Prenatal qualification course: interprofessional constructions and reconstructions	To know the perception of health professionals about the implementation of a prenatal qualification course, from an interprofessional perspective	The implementation of the course enabled the expansion of knowledge and the (re)construction of interprofessional practices, capable of inferring in the maternal and child health care network	Prenatal qualification course, systematized in 40 hours/class, in the face-to-face and asynchronous virtual modalities
Sanitary Aceta	Amiruddin et al. (2021)	PUBMED	Increased obstetric capacity in the maternal	To verify differences in knowledge, attitudes,	The models and modules made available were able to increase the	Ammuntuli Bija intervention model

			health service	motivation and skills of midwives in relation to maternal health care after the intervention	knowledge, motivation and skill of midwives in maternal health care. Comprehensive efforts, cross-sectoral support and supportive regulation are needed	
Health Policy and Planning	Omer et al. (2020)	PUBMED	Effectiveness of a training package in nutrition education and counseling on antenatal care: a randomized controlled trial in Addis Ababa	To assess the effectiveness of an in-service nutrition education and counselling package on the counselling skills of professionals during antenatal care visits	The education and counselling package improved the way antenatal care providers engaged with pregnant women in delivering nutrition messages during antenatal care consultations	Nutrition education package and in-service counseling on the counseling skills of professionals during antenatal care visits; including training for providers, support supervision and provision of modules, pamphlets and work aids.
Edumecentro	González et al. (2020)	Scielo	Maternal and child health promoters to develop the Participatory Program for Prenatal and Postnatal Childcare	To determine the effectiveness of a training course for the training of maternal and child health promoters, with a view to the development of the Participatory Program of Prenatal and Postnatal Childcare, in the municipality of Ranchuelo, Vila Clara.	The insufficient results obtained in the diagnostic test proved that those involved in the process of caring for pregnant women were not prepared to develop health promotion and education actions. At the end of the training, most of them reached the third level of assimilation, based on methods that enhanced active pedagogy, which generated significant learning to modify risk behaviors in pregnant women. The effectiveness of the training is evidenced in the level of assimilation achieved by the participants, which accredits them as promoters of maternal and child	Training course for the training of maternal and child health promoters, active in the development of the Participatory Program of Prenatal and Postnatal Childcare, in the municipality of Ranchuelo, Vila Clara

					health, to develop the Participatory Program of Prenatal and Postnatal Childcare	
--	--	--	--	--	--	--

Source: Survey Data (2024)

DISCUSSION

The qualification of prenatal care is strictly related to professional improvement. Therefore, educational processes are essential to stimulate appropriation, engagement, and integration in relation to maternal and child care lines, in order to provide improvements in prenatal indicators (PEREIRA et al., 2023).

In this context, a study carried out in the city of Rio de Janeiro, in 26 basic health units, identified priorities for the forms of participation of the various actors (technical team of the social organization, managers, managers of the Basic Health Units and professionals of the family health teams) and guided interventions to improve the quality of care for gestational syphilis, contemplating actions that permeated permanent education; registration and information systems; audit and *feedback*; patient education; organizational changes and work processes (CERQUEIRA; SILVA; GAMA, 2021).

In the aforementioned study, with regard to continuing education, the intervention methods applied were: "Working Groups" with monthly meetings; discussion of cases in technical meetings at the unit and workshops (CERQUEIRA; SILVA; GAMA, 2021). It was found that, among the effective actions, continuing education, as well as the topic "registration and information systems" were the most satisfactory and were associated with an improvement in the level of quality of care for gestational syphilis (CERQUEIRA; SILVA; GAMA, 2021).

With also favorable results, the action research entitled "Knowing the perception of health professionals about the implementation of a prenatal qualification course, from an interprofessional perspective", with a qualitative approach, carried out in 33 municipalities that are part of a Regional Health Coordination in the South of Brazil, showed, based on the participants' statements, that the professional training process is relevant, with repercussions on the work process and encouragement of updates (PEREIRA et al., 2023).

In this research, the prenatal qualification course had been offered *a priori*, in a face-to-face and asynchronous virtual way, mediated by specialists in the maternal-child area (PEREIRA et al., 2023). It is noteworthy that the themes addressed were suggested by the participants, thus meeting one of the essential requirements in continuing education, which is to contemplate the demands present in the professional's work scenario, with consequences in the territorial reality.

With some characteristics similar to the study by Pereira et al. (2023), and developed in the synchronous and asynchronous modalities, the educational intervention (course), carried out by Veiga et al. (2023), took place weekly with the use of active methodologies, which evidenced the importance of collaborative spaces for the construction of knowledge and practices, aligned with the real needs of health work, which enabled the expansion of knowledge and, consequently, provided a reduction in maternal and neonatal morbidity and mortality (VEIGA et al., 2023).

In order to determine the effectiveness of a course for the training of maternal and child health promoters to work in the Prenatal and Postnatal Child Care Program in the municipality of Ranchuelo, Villa Clara, the study by González et al. (2020) carried out a prospective investigation of the six cycles of the course. They showed that, at the end of the training, the participants raised the level of assimilation, with significant learning, which contributed to the modification of risk behaviors in pregnant women, being considered an effective method. Distributed in three phases, the research comprised, in phase I, the diagnosis of the learning needs of the participants, with regard to the promotion and education for women's health during maternity, thus allowing the link between the theoretical knowledge necessary for applicability in practice (GONZÁLEZ et al., 2020).

In the Jeneponto Regency, a region with a high maternal mortality rate, a study was carried out in six basic health units, with 66 midwives, which were divided into two groups (control and treatment), and differences were evidenced in relation to knowledge, motivation, attitude and ability in relation to the health care of pregnant women, before and after the execution of the Ammuntuli Bija intervention models. This model, pointed out as a reference and satisfactory in the study, aimed to improve maternal health services, offered by midwives, addressing local sentences, training, home visiting programs, as well as community involvement (AMIRUDDIN et al., 2021).

The research carried out in Addis Ababa, Ethiopia, comprised a package of in-service nutrition education and counseling, offered to primary care health centers, including

training for antenatal care providers, supportive supervision, and provision of modules, pamphlets, and work aids (OMER et al., 2020). The results presented showed that the package of actions offered improved the involvement of professionals with pregnant women and the provision of nutritional information during prenatal care.

Finally, it should be noted that the methods of continuing education in health, used with primary care professionals to qualify prenatal care, were considered satisfactory in all the studies that make up this review, and three studies used course-based continuing education methods, in addition to other strategies being reported, such as working groups, case discussions, workshops, Ammuntuli Bija intervention model, nutrition education package and counseling.

CONCLUSION

The results presented demonstrate the contribution of the teaching-learning strategies employed in the studies to professional qualification, with direct implications for maternal and child health, since they are drivers and transformers of prenatal care practices.

REFERENCES

1. Amiruddin, R., et al. (2021). Increasing midwifery capability on maternal health service. *Gaceta Sanitaria*, 35(Suppl. 2), S519–S523. <https://doi.org/10.1016/j.gaceta.2021.10.077>
2. Botelho, L. L. R., Cunha, C. C. A., & Macedo, M. (2011). O método da revisão integrativa nos estudos organizacionais. *Gestão e Sociedade*, 5(11), 121–136. <https://doi.org/10.21171/ges.v5i11.1403>
3. Brasil. (1988). Constituição da República Federativa do Brasil de 05 de outubro de 1988. Senado Federal, Centro Gráfico.
4. Brasil. Ministério da Saúde. (2004). Portaria nº 198/GM-MS, de 13 de fevereiro de 2004. Institui a Política Nacional de Educação Permanente em Saúde como estratégia do Sistema Único de Saúde para a formação e o desenvolvimento de trabalhadores para o setor e dá outras providências. http://bvsms.saude.gov.br/bvs/saudelegis/gm/2004/prt0198_13_02_2004.html
5. Brasil. Ministério da Saúde. (2018). Política Nacional de Educação Permanente em Saúde: O que se tem produzido para o seu fortalecimento? Ministério da Saúde. http://bvsms.saude.gov.br/bvs/publicacoes/politica_nacional_educacao_permanente_saude.pdf
6. Cerqueira, B. G. T., Silva, E. P., & Gama, Z. A. S. (2021). Melhoria da qualidade do cuidado à sífilis gestacional no município do Rio de Janeiro. *Revista de Saúde Pública*, 55, 34. <https://doi.org/10.11606/s1518-8787.2021055002975>
7. Costa, P. P. (2006). Dos projetos à política pública, reconstruindo a história da educação permanente em saúde [Dissertação de mestrado, Escola Nacional de Saúde Pública Sergio Arouca, Fundação Oswaldo Cruz]. Repositório Fiocruz. [URL não fornecida]
8. Dantas, B. L. L., et al. (2022). Uso de metodologias ativas no ensino teórico/prático da enfermagem: Revisão integrativa. *Caderno de Graduação - Ciências Biológicas e da Saúde - UNIT Sergipe*, 7(3), 68. [URL não fornecida]
9. González, B. M. B., et al. (2020). Promotores en salud materno-infantil para desarrollar el Programa de Puericultura Prenatal y Posnatal Participativa. *Edumecentro*, 12(2), 128–145. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2077-28742020000200128
10. Jacobovski, R., & Ferro, L. F. (2021). Educação permanente em saúde e metodologias ativas de ensino: Uma revisão sistemática integrativa. *Research, Society and Development*, 10(3), e39910313391. <https://doi.org/10.33448/rsd-v10i3.13391>
11. Omer, A. M., et al. (2020). Effectiveness of a nutrition education and counselling training package on antenatal care: A cluster randomized controlled trial in Addis Ababa. *Health Policy and Planning*, 35(Suppl. 1), i65–i75. <https://doi.org/10.1093/heapol/czaa087>

12. Pereira, C. C., et al. (2023). Curso de qualificação pré-natal: Construções e reconstruções interprofissionais. *Texto & Contexto - Enfermagem*, 32, e20230061. <https://doi.org/10.1590/1980-265X-TCE-2023-0061>
13. Veiga, A. C., et al. (2023). Qualificação interprofissional da atenção pré-natal no contexto da atenção primária à saúde. *Ciência & Saúde Coletiva*, 28(4), 993–1002. <https://doi.org/10.1590/1413-81232023284.12482022>