

**PERCEPTION OF PROFESSORS REGARDING THE TEACHING OF PATIENT
SAFETY IN NURSING GRADUATION****PERCEPÇÃO DE DOCENTES QUANTO AO ENSINO DA SEGURANÇA DO
PACIENTE NA GRADUAÇÃO EM ENFERMAGEM****PERCEPCIÓN DE DOCENTES EN LA ENSEÑANZA DE LA SEGURIDAD DEL
PACIENTE EN LA GRADUACIÓN EN ENFERMERÍA**

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ABSTRACT

OBJECTIVE: to know the perception of professors regarding the teaching of patient safety in undergraduate nursing. **METHOD:** descriptive-exploratory study, with a qualitative approach, carried out with 20 professors of the undergraduate nursing course. A semi-structured form was used. The data were processed by the IRAMUTEQ® software and analyzed according to the content analysis, the resulting information was presented in a descriptive way, interpreted by the researchers and discussed according to the literature relevant to the theme. **RESULTS:** the content obtained through the form was methodized in four thematic axes: knowledge of professors about patient safety; patient safety approaches at graduation; importance of teaching patient safety; and teaching process for patient safety. **CONCLUSION:** professors demonstrated adequate knowledge regarding patient safety, however, there is evidence of fragmentation and punctuality in approaching the theme. **Descriptors:** Patient safety; Education, nursing, diploma programs; faculty; Teaching.

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RESUMO

OBJETIVO: conhecer a percepção dos docentes quanto ao ensino da segurança do paciente na graduação em enfermagem. **MÉTODO:** estudo descritivo, exploratório, com abordagem qualitativa, realizado com 20 docentes do curso de graduação em enfermagem. Utilizou-se um formulário semiestruturado. Os dados foram processados pelo *software* IRAMUTEQ® e analisados segundo a análise de conteúdo. As informações oriundas foram apresentadas de forma descritiva, interpretadas pelos pesquisadores e discutidas conforme a literatura pertinente à temática. **RESULTADOS:** o conteúdo obtido mediante o formulário foi metodizado em quatro eixos temáticos: conhecimento dos docentes sobre segurança do paciente; abordagens da segurança do paciente na graduação; importância do ensino da segurança do paciente; e processo de ensino para segurança do paciente. **CONCLUSÃO:** os docentes demonstraram conhecimento adequado quanto à temática segurança do paciente, no entanto, evidencia-se fragmentação e pontualidade na abordagem ao tema.

Descritores: Segurança do paciente; Programas de graduação em enfermagem; Docentes; Ensino.

RESUMEN

OBJETIVO: conocer la percepción de los profesores sobre la enseñanza de la seguridad del paciente en la graduación de enfermería. **METODO:** estudio descriptivo-exploratorio, con abordaje cualitativo, realizado con 20 profesores del curso de graduación en enfermería. Se utilizó un formulario semiestructurado. Los datos fueron procesados por el software IRAMUTEQ® y analizados según el análisis de contenido, la información resultante fue presentada de forma descriptiva, interpretada por los investigadores y discutida según la literatura relevante al tema. **RESULTADOS:** el contenido obtenido a través del formulario fue metodizado en cuatro ejes temáticos: conocimiento de los profesores sobre seguridad del paciente; enfoques de seguridad del paciente en la graduación; importancia de la enseñanza de la seguridad del paciente; y proceso de enseñanza para la seguridad del paciente. **CONCLUSIÓN:** professors demonstrated adequate knowledge regarding patient safety, however, there is evidence of fragmentation and punctuality in approaching the theme.

Descriptorios: seguridad del paciente; programas de grado en enfermería; maestros; Enseñanza.

INTRODUCTION

Patient safety is a fundamental element to guarantee the quality of care in health services, preventing or mitigating damages associated with health care.

In Brazil, about 10% of the patients attended suffered some type of adverse event during their treatment, of which half could have been avoided.¹ It also points out adverse events in 7% of the 445,671 patients receiving hospital based on the II yearbook of hospital care safety.^{two} Therefore, it is necessary to discuss strategies that promote the improvement of assistance in health institutions.

Ordinance No. 529 of 2013, which established the National Patient Safety Program (PNSP), highlights the inclusion of the topic in teaching and its increase in research.³

In this context, the training process of professionals is highlighted, since changes in the teaching-learning process in patient safety can lead to significant improvements in clinical practices, bringing benefits to patients and the community.⁴

On the world stage, the teaching of patient safety is evidenced in the actions of the World Health Organization (WHO), through the program The multi-professional patient safety curriculum guide, a guide for introducing the subject in health curricula, subject to adaptation to different cultures.⁵

However, patient safety is still a subject little covered by the curriculum of nursing courses, approached in a generalized and fragmented way, culminating in inadequacies in practical teaching.⁴

Thus, insufficient knowledge and conceptual errors related to the theme have been observed, as well as the need for involvement with patient safety by professors.^{6,7}

The approach to patient safety in undergraduate nursing plays an important role in promoting concepts and skills to develop a culture of safety in health services, issues to be worked on by qualified professors, who understand the importance of the theme, favoring the recognition of the relevance of this content by students, promoting a positive impact on qualified health care.^{7,8}

In view of the above, the following question arises: what is the perception of professors regarding the teaching of patient safety in nursing graduation at a public university in northeastern Brazil?

Therefore, the objective is to know the perception of professors regarding the teaching of patient safety in undergraduate nursing.

METHOD

Descriptive, exploratory study, with a qualitative approach, carried out in the

undergraduate nursing course at the Regional University of Cariri, in the Center-South region of Ceará.

The study participants were the professors of that course, included according to the criteria: having a degree in nursing and acting as a professor for at least six months at the institution. The exclusion criterion adopted was: professors who were away from the institution during the collection period due to leave, vacation or other reasons for absence.

Therefore, of the 39 professors of the institution's undergraduate nursing course, two professors were involved in conducting the research, eight professors did not fit the inclusion criteria and nine professors did not return the collection instrument to the researcher, making a total of 20 participants .

Data were collected in November 2018, through a semi-structured form created in Google forms®, which included the social and professional characterization of the participants and the guiding question “how is your teaching process on patient safety to students of degree in nursing?”.

The contact with the professors was via email, maintaining their secrecy through the option “do not collect email address”, ensuring that the names of the interviewees were not linked to their answers. The information provided by the participant was analyzed only by the researchers and, to

preserve their identity, they were identified by a code defined by the expression “professor”, followed by the Arabic numeral in ascending order. The professors agreed to participate in the research through the Free and Informed Consent Term that was sent online.

The answers were typed into a document in Microsoft Word version 2010, by two researchers, processed by the IRAMUTEQ® software (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires) version 0.7, and analyzed using the content analysis technique.

Thus, the processes of Descending Hierarchical Classification were selected in IRAMUTEQ®, which allowed the division of the corpus into fundamental word classes in the formulation of thematic categories; Similitude Analysis, which identified the relationship between the most significant connectors; and Cloud of Words, bringing to light a wide visual information of the answers of the participants.

From the organization and transcription of the data, the information coming from the software was presented in a descriptive way, interpreted by the researchers and discussed according to the literature relevant to the theme.

The research complied with the ethical aspects of Resolution n°. 466 of December

12, 2012, of the National Research Council and received approval from the Research Ethics Committee according to opinion nº 3.139.531.9

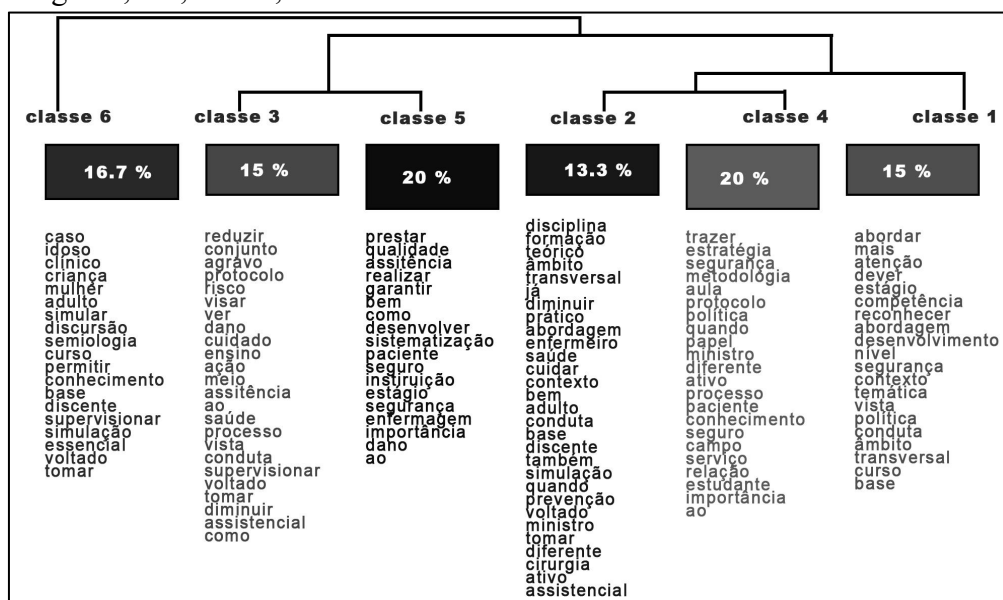
RESULTS

Among the 20 study participants, there was a prevalence of females (75%), age range between 27 and 34 years (85%), training time between 6 and 15 years (70%),

teaching time between 5 and 12 years (60%) and master's degree as the highest degree (75%). In addition, 60% did not perform a care function and 85% had already participated in patient safety training.

Figure 1 shows the processing of Descending Hierarchical Classification, where the program created the image of the dendrogram subdividing the thematic classes of the textual corpus.

Figure 1 -Descending Hierarchical Classification Dendrogram generated by the IRAMUTEQ software. Iguatu, CE, Brazil, 2021.



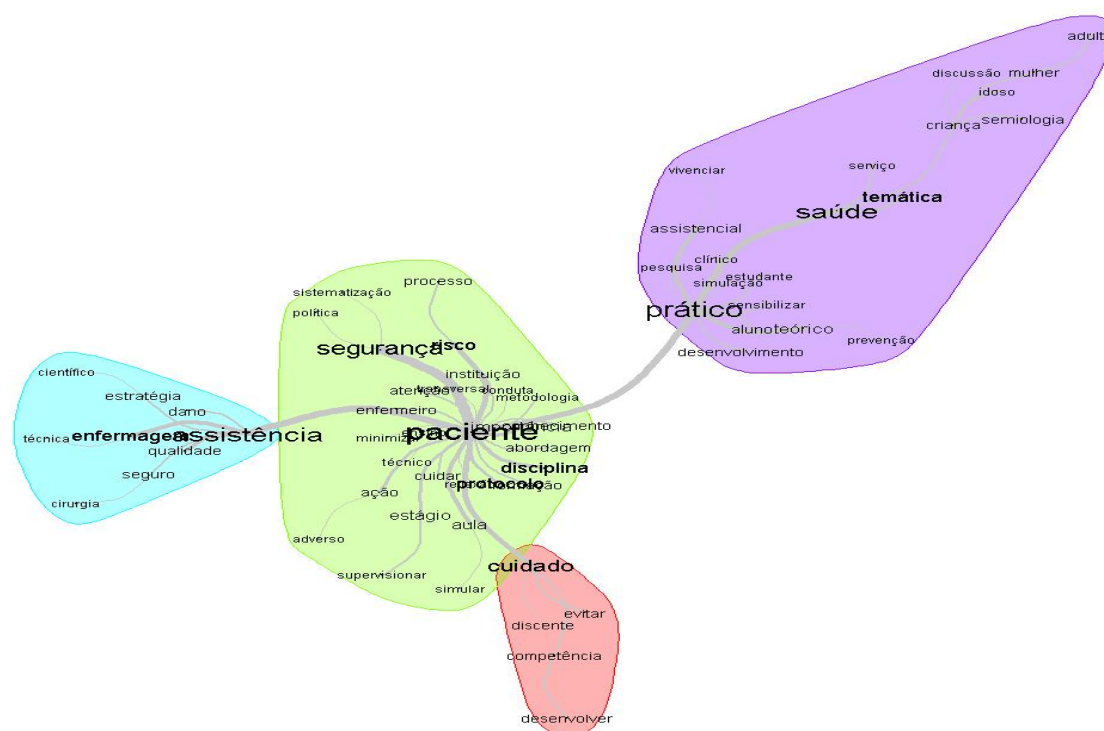
Source: survey data.

Classes 3 and 5 represent the thematic category “Knowledge of professors about patient safety”, class 6 presents the characteristics of the category “Approaches to patient safety in graduation”, classes 2 and 4 configure the category “Importance of teaching Patient safety”; and class 1

mentions the aspects of the category “Teaching process for patient safety”.

Figure 2 shows the similarity tree that reinforces the content referring to the category “Knowledge of professors about patient safety” and presents the range of connections between the words “patient”, “safety”, “nursing”, “assistance”, “care”, “health” and “practical”.

Figure 2 -Similitude analysis generated by the IRAMUTEQ software. Iguatu, CE, Brazil, 2021.



Source: survey data.

The following statements show the professors' knowledge about patient safety: The entire systematization process carried out with the aim of providing quality care, with a focus on risk prevention (DOC 1). Use of techniques that allow for safe care without care errors (DOC 2). These are behaviors and actions aimed at protecting the patient, such as reducing the risk of infections (DOC 4). Set of protocols and/or assistance, management and teaching measures aimed at promoting patient care with a view to preventing, reducing and or minimizing harm to their health during the assistance offered at different levels of health care (DOC 7).

The most frequent sets of words: "adult", "child", "woman", "elderly" and "semiology" translate the disciplines that professors claim to address the theme, through clinical case studies, simulation and group discussion, and represent the thematic category "Approaches to patient safety in graduation" as expressed in the following statements: Semiology, adult health, child health, elderly health, oncology, women's health, nursing management, practical internships, Finally, we have a range of opportunities to *working on the context of patient safety*(DOC 3). I believe that all of them, with emphasis on Semiology and Semiotics, Adult Health, Child Health, Women's Health, Elderly

Health, among others (DOC 5). All theoretical disciplines related to nursing (caring for adults, children, women's health, etc.) as well as practical ones (DOC 11).

The category "Importance of teaching Patient Safety" is pointed out in the speeches below and it was possible to understand that the professors consider important the teaching of patient safety in the nurse's training scope, as a result of the engagement of nursing in patient safety, emphasizing that the teaching of good practices produces quality care, humanized and, above all, free of harm to the patient. It allows students to understand the importance of scientific knowledge and humanized practice in providing quality care (DOC 2). It is essential to discuss this topic in our daily lives, given that students need to be aware of their role when entering the internship and providing direct assistance to the patient, as well as to protect themselves. Nursing acts in the supervision of technicians and nursing assistants, who also need to be made aware of these innovations in the field of patient care, with an emphasis on good practices brought about by Patient Safety protocols (DOC 5). Assure the student knowledge and reflections for quality care and, above all, safe care according to ministerial strategies (DOC 15).

Finally, the category "Teaching process for patient safety" refers to the

approach to content that deals with patient safety in the classroom and/or during practical internships. The professors use theoretical-practical activities that approach the theme, as expressed in the statements below: In the classroom, with case analysis with risk assessment, knowledge building workshops, deepening of the theme through knowledge of the protocols of patient safety and its applicability in the care process. And in the practice of internships, relating care to its specific risks and identifying how nurses can act to minimize patient harm (DOC 3). Simulation; Dramatization; Health

Education with the community and service professionals, among others (DOC 5). Use of active methodologies in classes, analysis of cases that bring situations where patient safety is at risk. Finally, strategies that make the student reflect on the importance of the theme for harm-free care (DOC 11).

Figure 3 presents the word cloud that lists the final grouping of the thematic categories and points to the term “patient” as a highlight evoked by the professors, corroborating with the results already explained.

Figure 3-Word cloud generated by IRAMUTEQ software. Iguatu, CE, Brazil, 2018.



DISCUSSION

The analysis showed that professors define patient safety as a set of techniques, behaviors, actions and protocols used in the process of systematizing care with a focus on reducing and preventing risks associated with health care.

The WHO Patient Safety Curriculum Guide recommends approaching this concept early in training, as its principles are necessary for clinical practice. the nurse will acquire skills to implement safe practices and, above all, incorporate elements of the patient safety culture into their professional routine.¹¹

Professors relate patient safety, primarily, to the mitigation of harm. This understanding is a reflection of the WHO concept that defines patient safety as the reduction, to an acceptable minimum, of unnecessary risks associated with patient care.³ Recognizing this concept enables professors to incorporate important foundations into the teaching-learning process, fostering the foundations of a culture of safety in academic nursing education.

As for the approach, the professors listed the disciplines that address the theme, highlighting theoretical-practical disciplines and disciplines on supervision of internships in the hospital network and primary care, a reality also found in a study that analyzed

discourses of professors and students when considering the disciplines of Semiology and Semiotics with a greater approach to the theme, followed by the disciplines of adult health and health of the elderly.⁷

This scenario goes against the grain of other research, where students have access to content throughout their training and at the beginning of the course. The literature reveals the importance of preparing competent nurses in Patient Safety, emphasizing the need to involve students from the beginning of the training process and on an ongoing basis. the provision of safe care, when Nursing students are engaged with Patient Safety from the beginning of the course.^{11,13}

The problem is common to other undergraduate nursing courses, which in their pedagogical projects for the course do not include the teaching of patient safety and, when it is done, the inclusion in a single discipline is observed, demonstrating a fragmented teaching and limiting the possibilities of learning.¹⁴

Therefore, it is evident that the theme of patient safety should not be punctual, but should permeate all disciplines during undergraduate nursing courses, respecting their due transversality. In addition, this approach must be carried out by trained professionals, aiming at the quality of care

for the population served by these future professionals.^{15,16}

It is the teacher's responsibility to instruct and lead students to carry out safe practices. In view of this, the professors themselves must always seek innovation, updating and constant learning in relation to the subject.⁷

Nursing has been acquiring the role of precursor in discussions about patient safety. According to the objectives of the WHO, the Brazilian Network of Nursing and Patient Safety was created, linked to the Pan-American Health Organization, whose role is to disseminate and foster a culture of patient safety, contributing to the role of Nursing in the construction of care quality and safe.^{17,18}

The teaching strategies reported by nursing professors corroborate the proposals by the WHO Guide and concern simulation practices, analysis of clinical cases with risk assessment, clinical practice, workshops, in short, strategies that actively involve students, aiming to provide meaningful learning, making such safe behaviors become habitual in their professional day to day.¹⁹

In this way, the challenge of guiding students to aspects involving patient safety is proposed, understanding that the educational process needs to include approaches to perennial clinical aspects

during the training of students in the most diverse practice scenarios.²⁰

It is visible that the participating professors suggest using recommended teaching-learning strategies to address patient safety in the academic context, seeking to develop in students a critical reflection on the subject, but in a fragmented and punctual way.

The study is relevant for the academic environment as it generates reflection in graduation programs, contributing to the construction of future health professionals in the search for safe and quality assistance and subsidizing future studies; for society, since the training of professionals based on patient safety brings improvements in clinical practices and benefits to patients and the community.

CONCLUSION

The professors' speeches demonstrate partially adequate knowledge regarding the Patient Safety theme, since the fragmentation and punctuality with which the theme is approached is evidenced.

The research presents as a limitation the participation of professors from only one higher education institution (HEI), and the idea of carrying out similar studies in other teaching centers is valid.

Furthermore, it is suggested that the curricular matrix of the nursing course be

aligned with the gaps demonstrated, especially with regard to the absence of a cross-sectional approach to patient safety in nursing education.

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