

EDITORIAL

Simulation as a methodology for teaching health

It is a responsibility of Institutions to transform the outlook of professionals towards life, as well as facilitate their full integration into the society they live in. Health and well-being are important investments for the population's expectations for a better life, and thus should be addressed through care, teaching, research and extension.

One of the challenges in the health field is the search for new paths in which health can be rethought in an expanded, safe and quality way. In this perspective, interdisciplinarity and transdisciplinarity appear as coping strategies for holistic care. It is necessary to propose management models that articulate technical and scientific knowledge and mobilize institutional, community, public and private resources towards care focused on universal responsibility for the best possible assistance to client, family and community.

Experience has shown that, not only a specific technical-scientific preparation is necessary, but also that it is based on a conception of health that guide the way of assisting in the face of issues involving health as a whole and that allow thoughts of more solid bases, with a view to investing in construction, knowledge and information, as well as an ethical, responsible, competent and integralizing educational training.

In a constantly changing world, seeking space for professional improvement is a challenge, mainly because it is observed that, with globalization and new technologies, the limits of specialties gain new shape based on initiative, creativity, competitiveness and permanent search for best quality, enabling a profile in eternal construction and transformation.

Qualifying care presupposes adding new strategies of action to already established treatment. The care provided should focus on the person, their family group, their life context as elements for the construction of a physical, mental and behavioral structure capable of enabling the health professional to provide comprehensive, safe and quality care.

Health *simulation* has been shown as a possibility for changing the attitude of professionals, in order to generate a better future for themselves and their peers. *Simulation* is based on an innovative character, able to contribute with dynamics of training and transformation, capable of improving professionals who privilege health, quality of life, the well-being of people, groups and communities recognized in their integrality, as well as an intervention sustained in evidence in the scope of preventive and curative practice, through the construction of clinical scenarios (with technical or behavioral approach) of daily practice.

In this aspect, *simulation* enables technical and behavioral learning focused on client and family, ensuring a better interpersonal relationship, problem solving and analysis and synthesis of information, even without the use of real customers.

Simulation as a methodological resource for formal education and professional improvement process has proven to be a great ally for patient safety and quality of provided care.

Simulation is a resource that aims to expand real experiences through guided experiences that evoke or replicate aspects of the real world in an interactive way, so it is not conceived as a technology. This concept considers and emphasizes that simulation does not depend on complex technological resources, but emphasizes a strategy as a way to provide experiences to learners, close to reality, as a means of learning¹.

Its specificity is related to respect for people, recognized in their intra and interpersonal dimension, capable of constructing significant experiences, thought action schemes, capable of generating functional behaviors in the health disease process.

Simulation main goal is the construction of knowledge and care practices in tune with social needs, considering the hierarchization of health actions, organized to build a differentiated professionalization dynamics.

In this context, *simulation* allows health professionals, both in care and administrative, to participate in training of skills in technical and behavioral scenarios. The proposal of these simulated trainings is to provide moments of reflection that enable the construction of analytical, propositional and relational competencies, based on underlying values, assuming a professional insertion based on practical reason, political and ethical responsibility, in tune with innovation and evolution of concepts and practices as requirements to face the increasing complexity of the care dynamics.

Scenarios should preferably be developed in an environment similar to that of the participant's professional practice, aiming to facilitate association between the content addressed and the reality of work².

In this process, simulation seeks to give its own meaning, in the face of experiences, enabling professionals to construct a logic capable of intervening and leading people to an active change in their way of seeing and acting in a world of possibilities.

I invite everyone, at this moment of the COVID-19 pandemic, to seek the best ways to assist others, not forgetting self-care. May the training be constant in the life of each of us, seeking commitment and professional competence.

REFERENCES

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Good Reading!

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