Development of an e-learning for Primary Health Care Professionals to coping child domestic violence from the perspective of the professional competencies model
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Child domestic violence

Identify

Notify

Forward

Prevent

Health care services

(Martins, Ferriani, 2008)
Maltreatment;
Neglect;
Abuse and sexual exploitation;
Child labor

(Apostolico, Nóbrega, Guedes, Fonseca Egry, 2012)
FOR CHILDREN, VIOLENCE IS JUSTIFIED FOR

FOR ADULTS, VIOLENCE AGAINST CHILDREN IS A RESULT OF

absence of protection and prevention resources

parental authority and way of education

cultural reasons

unequal power and gender relationship

(Francischini, Souza Neto, 2007)
It must be considered that children occupy an important position in society due to their particular developmental stage and vulnerability. This specific characteristic should mobilize the State to intervene and to invest in protection programs for childhood and professional training to prevent, recognize, detect and answer the cases of violence against children and adolescents.

(Francischini, Souza Neto, 2007)
Technical training

Proposals to approach the health practices and social practices

Permanent Education actions in Primary Care Health

(Montanha, Peduzzi, 2010)
In Brazil, this occurred particularly after the consolidation of the Unified National Health System and the Family Health Strategy with the change of focusing from the person to the family, and the gateway of health attention to be made by Basic Unit of Health.

This way, the Brazilian Unified National Health System has reoriented the care strategies and has required competent professionals to expand their senses with knowledge, skills and attitudes.

These professionals break up with patterned and repetitive behaviors and support their practice with knowledge, creating unreleased, creative and practical solutions.

(Ribeiro, Rezende, Santos, Costa, 2008)
Goal

Describe the steps to develop an e-learning for Primary Health Care professionals to coping child domestic violence from the perspective of the professional competency model and using Critical-emancipative workshops.
Method

Social Research

Action research

Applied research

Information and Communication Technologies

Pedagogy of autonomy

Professional competences model

Workshops

as from the critical-emancipatory perspective
Action research

is a kind of Social Research with empiric basis that links participations to action, such as to solve a collective problem.

It is a kind of participative method.

The action has to be problematic and worthy of research to be conducted and solved.

The research has to organize around the particular action.

It requires cooperation and participation of researchers from the representative group related to the problem.

(Thiolent, 1985; Fonseca, Amaral, 2012)
Critical-emancipative workshops... → used to qualify health workers;
→ is a space of collective building;
→ require gentle ambience;
→ the participants can take over the products:
  o positioning,
  o representations
  o new knowledge introduced
→ the work is the empowerment in a dialectic approach and shared responsibility

(Fonseca, Amaral, 2012)
• 5 steps (alternated between workshops and researchers particular work);
• researchers and experts in domestic violence, gender, needs in health, Professional competences and Primary Health Care;
• We attended all ethical aspects according to Brazilian law about researches with people
Brainstorm

Critical-emancipative Workshops to build the interpretative categories for e-learning

Improving data

Workshop to validate content and strategies to e-learning

Implementation of pedagogical proposal in a virtual environment

Results

5 steps
Brainstorm

Previous studies, literature reviews and discussions between the researchers

list of practical skills needed to coping child domestic violence

The professionals have a few tools to recognize and intervene in domestic child violence cases and the literature has a few publications about coping.
Critical-emancipative Workshops to build the interpretative categories for e-learning

14 experts met for three days in Curitiba City (Paraná, Brazil)

They listened expert presentations

Read some articles and discussions activities

The group considered that the ethical political competence is the principal to be developed however there are some other in the technical and knowledge dimensions; this step resulted in the validation of the proposed knowledge in the first stage.
Improving data

The validated knowledge were reorganized and refined by the researcher

The table of contents of the course with educational objectives and skills in the three dimensions of competences: knowledge, technical skills and attitudes

The educational objectives directed the building of e-learning contents; We created some groups of contents about domestic violence and other theoretical aspects.
Workshop to validate content and strategies to e-learning

14 experts met again for one day in São Paulo, Brazil, analyzed and debated the proposed summary;

The group built the route and pedagogical strategies to developing the ethical political competence
Implementation of pedagogical proposal in a virtual environment

Choice of Moodle Platform object construction of teaching aids

Evaluation of usability, accessibility, contents and strategies for students and professionals in Primary Health Care

The course structure is the ethical-political competence;
The activities are participative, interactive and dynamic;
Professionals and students evaluated the proposal and considered that it is imperative to training and empowerment of the Primary Health Care professionals.
Discussion

- Domestic violence against children is a relevant topic and must be incorporated in the training process, since the undergraduate and to continue along the professional trajectory;
- Only in this way, the professionals and their team can work, cope and change the reality.

(Apostolico, Hino, Egry, 2013)
• In the strategies and didactic resources we proposed the use of the pedagogy of autonomy, critical and practice analysis, curiosity and non-ingenuity.

• The educator educates himself in practice but he does not exempt from the responsibility of the learning coordinator.

(Freire, 2011; Gadotti, 2005)
• The tacit skills or informal, from the perspective of competences, becomes imperative when it connects with knowledge acquired in school.

• This position removes any possibility of competences restricted due to technical-instrumental knowledge.

• Note that professional competence is built throughout the history workers' life, individually and in his relationship with the collective, conditional on determinants such as economic, social and political context.

(Deluiz, 2001)
Conclusion

• The modality of action research implies cooperation and participation of representative researchers on the research topic.

• The development of the professional skills can be improved by the pedagogy of autonomy, supported by critical thinking and knowledge relating to professional and social practice. This choice was critical to the process of building the course and as a basis for pedagogical proposal.
References


References


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