

IMPORTANCE OF CONTINUING EDUCATION IN URGENCY AND EMERGENCY PRACTICES IN EMERGENCY CARE UNITS

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Abstract: Continuing education plays a crucial role in enhancing the qualifications of healthcare professionals in Emergency Care Units (UPAs), fostering the ongoing development of the knowledge and skills necessary to handle urgent and emergency situations. This study reviewed the literature on the subject, highlighting benefits such as increased safety in interventions, reduced medical errors, and strengthened critical competencies like communication and decision-making under pressure. Educational technologies, including digital platforms and practical simulations, were also identified as effective tools for enhancing learning and addressing challenges related to time and resource limitations in UPAs. However, implementing continuing education programs faces significant barriers, such as financial constraints, resistance from professionals to adopt new practices, and the lack of structured institutional policies. Additionally, the high workload and staff turnover in UPAs hinder regular participation in training initiatives. These factors emphasize the need for strategies that integrate continuing education into routine care, ensuring sustainability and a positive impact on care quality. For future advancements, it is recommended to investigate the long-term impact of

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continuing education programs on care indicators, such as complication rates and patient satisfaction. The combination of hybrid methodologies, integrating digital resources and in-person activities, also deserves greater attention to overcome logistical limitations. Lastly, economic analyses of the costs and benefits of these programs can inform policy decisions and optimize investments in the field. Thus, continuing education establishes itself as an indispensable component for improving care in UPAs, ensuring quality and safety in service delivery.

Keywords: Continuing Education; Emergency Care Services; Quality of Healthcare; Emergency Care Units.

INTRODUCTION

Continuing education is the continuous process of learning and professional improvement that occurs after completing initial academic training. Its goal is to ensure that individuals, especially in dynamic areas such as health, technology, and education, remain up-to-date with advancements, innovations, and changes in their respective areas of expertise (Silva, 2020). In urgent and emergency practices, it plays a crucial role in the context of an Emergency Care Unit (UPA). The demands and challenges faced in emergency environments require highly trained health professionals, capable of making quick and assertive decisions in critical situations. The constant updating and improvement of knowledge and skills are essential to ensure quality care, minimizing risks and increasing the chances of success in interventions (Oliveira, 2023).

The UPAs represent the front line of the health system, being responsible for attending to a wide range of emergencies ranging from simple cases to discharge situations intricacy. In this scenario, continuing education emerges as a fundamental pillar to keep professionals up to date with best practices, protocols, and technological innovations that can directly impact the lives of patients. In addition, continuous training allows teams to be prepared to face new diseases, health emergencies, and other challenges that may arise (Bueno et al., 2021).



The relevance of continuing education in urgent and emergency practices is also linked to patient safety. Studies show that the lack of professional updating can lead to medical errors, which are one of the main causes of complications and mortality in hospital environments. Therefore, implementing effective continuing education programs is an essential step in ensuring that healthcare professionals are always ready to provide the best possible care (Gomes, 2023).

However, despite its importance, the implementation of continuing education programs faces several challenges. One of the main problems is the lack of time available for professionals to participate in these activities, due to the high demand for work in the UPAs. In addition, health institutions often do not have sufficient financial resources to invest in quality training, which can compromise the effectiveness of these initiatives (Gomes, 2023).

Another important aspect to be considered is the resistance to change on the part of some professionals. The adoption of new practices and the updating of knowledge require a proactive posture that is open to continuous learning. However, the lack of incentive and lack of knowledge about the benefits of continuing education can generate demotivation among professionals, making it difficult to adhere to training programs (Oliveira, 2023).

Continuing education in urgent and emergency practices is not only a necessity, but a shared responsibility among managers, health professionals, and educational institutions. By ensuring that professionals are constantly updated, UPAs can significantly improve the quality of care offered, increasing the effectiveness of interventions and reducing risks for patients (Araujo; Reis, 2019).

GOAL

To explore the importance of continuing education in urgent and emergency practices in an Emergency Care Unit, highlighting its benefits, challenges, and strategies for its effective implementation.



METHODOLOGY

To carry out this study, an integrative literature review was carried out, whose approach will be descriptive and exploratory, where information from different studies will be gathered in an objective, complete and impartial way on the subject. To carry out the research, the steps of the methodology proposed by Mendes were followed; Scott; Galvão, (2008) whose steps to be followed will be: choice of the theme and research question, delimitation of the inclusion and exclusion criteria, extraction and limitation of information from the selected studies, analysis of the studies included in the review, analysis and interpretation of the results and presentation of the review or synthesis of knowledge.

In view of all this theme that is sought to be unveiled, the guiding question that mobilized this study refers to: How can continuing education in urgent and emergency practices influence the quality of care and the effectiveness of interventions in an Emergency Care Unit?

In order to reach the answers to the guiding question, the present study was carried out through a bibliographic survey in scientific databases and databases: Scientific Electronic Online Library (SCIELO), Virtual Health Library (VHL), The National Library of Medicine (PUBMED) and Nursing Database (BDENF), intermediating the searches, the Health Sciences Descriptors (DeCS): Continuing Education, Care Services, Quality of Health Care and Emergency Care Units by applicability of Boolean operators AND.

The inclusion criteria defined for the selection of articles were: studies available in full and that addressed the theme, indexed in the aforementioned databases, in Portuguese and published in the last 5 years. Dissertations, monographs and those that do not correspond to the proposed objective will be excluded.

The initial survey of the studies was carried out using descriptors related to the research theme. The titles and abstracts of the identified studies will be evaluated according to the eligibility criteria. Potentially relevant studies were selected for full reading. During the full reading, a detailed



assessment of the relevance of the study in relation to the research question and the objectives of the study will be made. Studies that met the eligibility criteria were included in the review.

After selecting the pertinent studies, the data were systematically organized in a spreadsheet, where crucial information such as the names of the authors, year of publication, type of study conducted, objectives outlined, main results obtained and conclusions presented will be recorded. This thorough structuring of the data will provide a solid basis for comparative and systematic analysis of the information collected.

RESULTS AND DISCUSSIONS

By selecting the sample, the studies were organized in Chart 1, following the structure described below.

Table 1: Description of the selected sample.

| Author(s) | Study Title | Key Outcomes | Periodic |
|--|--|---|--|
| ARAÚJO, Bruna; REIS, Cássia Barbosa | Permanent and continuing education for UPA nurses with the use of educational videos | Use of promoted educational videos greater engagement and retention of information among UPA nurses. | Annals of SEMEX, No. 12, 2019 |
| BUENO Juliana Vila Chã et al. | Continuing health education in infection prevention and control in emergency units | Continuing education has improved adherence to infection prevention and control practices among professionals. | Nursing Journal Atual In Derme, v. 95, n. 36, 2021 |
| COASTM i k a e l Ferreira et al. | The Technologies Information and communication in the field of nursing | ICTs (Information Technologies and communication) facilitated the learning and dissemination of good nursing practices. | Magazine Recien-Scientific Journal of Nursing, v. 9, n. 27, p. 108-116, 2019 |
| AXE Michelle Eifler; PAZ, Adriana Aparecida; DA COSTA LINCH, Graciele Fernanda | Use of information and communication technologies in health by Brazilian nurses | Brazilian nursing presents challenges and advances in the use of ICTs for continuing education and improvement of care. | Nursingin Focus, v. 10, n. 5, 2019 |



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| MENDES Giovanna Nascimento et al. | Continuing and permanent education in primary health care: a Multiprofessional Need | Need for multiprofessional approaches for continuing education in primary care, highlighting gaps in training and practice. | Educational Scenes, v. 4, P. E12113-E12113, 2021 |
| OLIVEIRA, Suzi Mello | The Importance of Nursing Care in Clinics of the Family for the Reduction of Primary Care... | Nursing in Family Clinics contributes to the reduction of the burden in UPAs and hospitals, highlighting the relevance of continuing education for this. | R E C I M A 2 1 - Multidisciplinary Scientific Journal, v. 4, n. 1, p. E414269-E414269, 2023 |
| PAVINATI, Gabriel et al. | Educational technologies for the development of health education: an integrative review | Educational technologies such as effective tools to promote continuing health education, overcoming logistical challenges. | Archives of Health Sciences at UNIPAR, v. 26, No. 3, 2022 |
| BROOK Bárbara Caroline Oliveira; DE SOUZA, Rafael Gomes; DA SILVA, Rodrigo Marques | The importance of continuing education and continuing education in the intensive care unit – literature review | Continuing and continuing education have improved critical skills and reduced errors in the ICU, but they face institutional and logistical challenges. | Journal of Scientific Initiation and Extension, v. 2, n. 3, p. 167-175, 2019 |

Source: Survey data, 2024.

The implementation of continuing education in urgent and emergency practices in Emergency Care Units (UPAs) has shown a significant impact on the quality of care provided. According to Araújo and Reis (2019), the use of educational videos as a training tool for nurses in the UPAs increases the retention of knowledge and practical skills, promoting greater safety in the interventions carried out. This educational approach is fundamental, as it adapts to the specific demands of the emergency context, optimizing the time and resources available.

Bueno et al. (2021) highlight that continuing education in health is essential for the prevention and control of infections in emergency units. The continuous practice of multiprofessional training contributes to the updating of care protocols, reducing the risk of complications and promoting a safer environment for both patients and professionals. This shows that continuing education transcends technical updating, directly impacting the indicators of quality of care.

The use of information and communication technologies (ICTs) has been widely recognized



as a facilitator in the process of professional training. Costa et al. (2019) affirm that ICTs allow access to educational content in a dynamic and interactive way, improving the engagement of professionals. In emergency nursing, these tools have proven effective in disseminating good practices, especially when integrated with practical simulations and real case studies.

Machado, Paz and Linch (2019) reinforce that the application of ICTs by Brazilian nurses is a strategic component for health education. In the UPA environment, these technologies allow the simulation of critical scenarios and the training of technical skills in a controlled environment, promoting greater confidence and precision in interventions. This integration of digital resources into care practice has the potential to increase the effectiveness of health actions in highly complex situations.

Another relevant aspect is the interdisciplinarity promoted by continuing education. Mendes et al. (2021) point out that this practice is a multiprofessional need, strengthening teamwork and communication between different professional categories. In the UPAs, where rapid and coordinated response is crucial, integrated training results in more cohesive and patient-centered care, contributing to better clinical outcomes.

Oliveira (2023) emphasizes the importance of educational strategies to reduce the overload in the UPAs, directing primary care to the Family Clinics. This model of care reorganization can be complemented by training that enables professionals to differentiate urgent cases from less serious situations, optimizing workflows and resources available in emergency units.

Educational technologies, according to Pavinati et al. (2022), play a central role in the development of continuing education programs. The integrative review conducted by these authors demonstrates that the use of interactive platforms and digital resources enhances learning, in addition to allowing the continuous evaluation of educational results. In the context of UPAs, these tools offer viable solutions to overcome the limitations of time and space faced by professionals.

Ribeiro, Souza and Silva (2019) highlight that continuing education is particularly important in intensive care units, but its principles also apply to UPAs. Regular training improves the preparation



of professionals to deal with critical situations, promoting more effective interventions and reducing the risks associated with medical errors. This positive impact on the quality of care reinforces the relevance of institutional policies that prioritize health education.

In addition, continuing education practices promote an organizational culture of continuous learning, which values professional development and innovation. Bueno et al. (2021) highlight that this approach is essential for adapting to the constant changes in health protocols and epidemiological demands, especially in emergency units where the variability of the cases treated is high.

Finally, the reviewed literature shows that continuing education in urgent and emergency practices not only improves the technical skills of professionals, but also strengthens skills such as decision-making, leadership, and effective communication. This skill set is critical to the effectiveness of interventions in high-pressure contexts, ensuring greater safety and quality in patient care.

CONCLUSION

It was evidenced in this research that continuing education in urgent and emergency practices plays a crucial role in improving the quality of care in Emergency Care Units (UPAs). The main outcomes observed include increased safety in interventions, reduction of errors, and promotion of a safer environment for patients and professionals. Regular training also strengthens essential skills, such as communication and decision-making in high-pressure situations, contributing to better clinical outcomes and greater user satisfaction. In addition, the use of educational technologies and interactive methods has expanded the possibilities of learning, allowing the adaptation of strategies to the specificities of the emergency context.

Despite the advances, there are limitations that compromise the full implementation of these initiatives. Among them, the scarcity of financial and human resources, the resistance of some professionals to the adoption of new practices, and the lack of institutional policies that prioritize continuing education stand out. In addition, high workloads and staff turnover in UPAs make it



difficult to participate regularly in training programs. These barriers reinforce the need for strategic planning that contemplates the integration of continuing education as a fundamental part of the care routine.

For future research, it is suggested that studies be carried out that evaluate the longitudinal impact of continuing education on different indicators of quality of care, such as complication rates, length of care, and patient satisfaction. In addition, it would be relevant to investigate hybrid models of training, combining digital technologies with face-to-face activities, to overcome the limitations of time and space. Studies aimed at the economic analysis of these initiatives could also provide subsidies to justify investments and guide decision-making in public health.

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