

Quality of nursing care through continuing education

Calidad de la atención de enfermería a través de la educación continua

Qualidade da assistência de enfermagem através da educação permanente

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Abstract

The aim was to identify how continuing education, conducted by nurses, can contribute to the quality of nursing care. An integrative literature review was carried out, using the following databases: Latin American Literature in Health Sciences, Scientific Electronic Library Online, and Nursing Database. Eighteen articles were selected from the period of 2018 to 2023. The research revealed that continuous development and learning bring diverse benefits to care, such as cost reduction, optimization of results, efficiency in service delivery, and employee development. It was evidenced that continuing education through educational technologies, such as active methodologies, promotes effective learning and prepares the employee to be the protagonist of their own development, considering their limitations and potential.

Descriptors: Nursing; Health Education; Continuing Education; Permanent Education; Professional Training.

Resumén

El objetivo fue identificar cómo la educación continua, impartida por enfermeras, puede contribuir a la calidad de la atención de enfermería. Se realizó una revisión bibliográfica integradora, utilizando las siguientes bases de datos: Literatura Latinoamericana en Ciencias de la Salud, Biblioteca Electrónica Científica en Línea y Base de Datos de Enfermería. Se seleccionaron dieciocho artículos del período 2018-2023. La investigación reveló que el desarrollo y el aprendizaje continuos aportan diversos beneficios a la atención, como la reducción de costos, la optimización de resultados, la eficiencia en la prestación de servicios y el desarrollo del personal. Se evidenció que la educación continua mediante tecnologías educativas, como las metodologías activas, promueve el aprendizaje efectivo y prepara al empleado para ser protagonista de su propio desarrollo, considerando sus limitaciones y potencial.

Descriptoros: Enfermería; Educación para la Salud; Educación Continua; Aprendizaje Permanente; Desarrollo Profesional.

Resumo

Objetivou-se identificar como a educação permanente, realizada pelo enfermeiro, pode contribuir para a qualidade da assistência de enfermagem. Foi realizada uma revisão integrativa da literatura, utilizando como fontes as bases: Literatura Latino-Americana em Ciências da Saúde, Scientific Electronic Library Online e Base de Dados de Enfermagem. Foram selecionados 18 artigos no período de 2018 a 2023. Através da pesquisa foi possível verificar que o desenvolvimento e aprendizado contínuo trazem benefícios diversos na assistência como redução de custos, otimização de resultados, eficiência no serviço prestado e desenvolvimento de pessoas. Foi evidenciado que a educação permanente através das tecnologias de educação como as metodologias ativas promove um aprendizado efetivo e prepara o colaborador para ser o protagonista do seu desenvolvimento considerando suas limitações e suas potencialidades.

Descritores: Enfermagem; Educação em Saúde; Educação Continuada; Educação Permanente; Capacitação Profissional.



Introduction

In hospital settings, nurses play a crucial role in organizing and preparing the infrastructure so that nursing care can be delivered safely and effectively. Through continuing education programs, these professionals are responsible for promoting not only care-related actions but also guidance, preventative education, protocols, work processes, and evaluation of the care provided. Continuing education programs rely on the active participation of nurses, given that they maintain direct and constant contact with the nursing team, patients, administrative areas, and physicians, giving them the opportunity to assess the situation and suggest changes, as well as training and preparation for the teams¹.

It is important to emphasize that a teaching proposal, when designed for ongoing training, needs to consider employees as members of a social and knowledge-building process, with autonomy in learning and contributions to knowledge construction. Therefore, the content covered must be contextualized with the reality of the healthcare institution, considering the characteristics of each sector and the needs of the professional. This is important because pedagogical proposals dissociated from reality tend to be demotivating and unproductive¹.

However, the need for an educational activity should be determined based on the feedback and requests of employees, considering the professional challenges faced in providing care. The content should consider the daily work routine, the institution, and technological advancements, as well as development and growth needs. Learning should focus on addressing topics that foster skills and attitudes, and professionals should be encouraged to discuss aspects related to communication, decision-making, and teamwork, as well as the role of the healthcare system to which they belong².

In Brazil, the experience with continuing education in Health within the SUS (Unified Health System) reveals a wealth of work being carried out along a teaching-service-community axis. Most of the experiences were conducted by institutions in the Southeast (32.3%) and Northeast (25.9%) regions, followed by the South (20.7%), Central-West (12.4%), and North (8.4%) regions. The municipalities that submitted the most experiences were: Arapiraca (AL), Rio de Janeiro (RJ), São Paulo (SP), Palmas (TO), Belo Horizonte (MG), and Salvador (BA), with 15, 13, 10, 10, 9, and 8 experiences, respectively³.

Continuing education has evolved over time, and even the concepts encompassing this activity have changed in the context of health systems and the performance of professionals. Therefore, it is demonstrated that the continuous learning and training process, previously called continuing education, is currently classified as a permanent process that promotes the integral development of professionals. This raises the question: "How can continuing education contribute to quality nursing care?"

In this practice, continuing education utilizes work events, the normal environment of health activities, and

studies of real problems and situations experienced daily that can be discussed and analyzed for a meaningful learning approach.

Therefore, this study is justified because Continuing Education in Health is an innovative work strategy focused on the formative process and development of educational practices, implemented as an innovative training modality for work management, where its distinguishing feature is the use of learning discussion strategies and the construction of teaching based on the concrete practice of teams and situations experienced daily.

The objective of this study was to identify in the literature how continuing education provided by nurses can contribute to the quality of nursing care, as well as to highlight how continuing education can be implemented in hospital units, demonstrate the importance of continuing education in nursing care, and discuss the role of nurses in continuing education initiatives.

Methodology

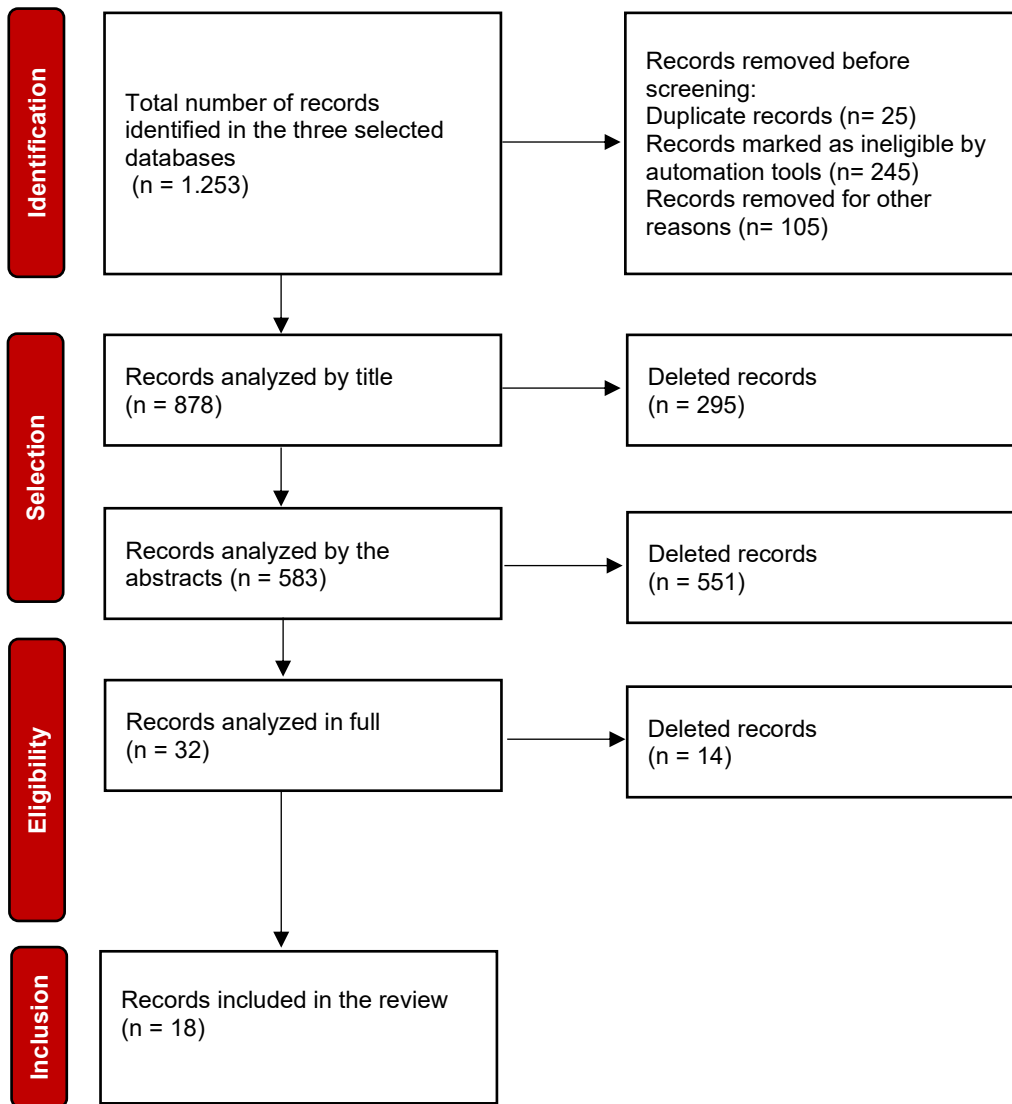
An integrative literature review, qualitative in nature and approach, was conducted. Data collection was carried out using the following electronic databases: Latin American Literature in Health Sciences (LILACS), Scientific Electronic Library Online (SciELO), and Nursing Database (BDENF), with the following descriptors: "Nursing", "Health Education", "Continuing Education", and "Permanent Education".

The search for articles was conducted between February and May 2023. Inclusion criteria were publications in national journals from 2018 to 2023 that were available in full text; exclusion criteria were abstracts, books, and manuals not relevant to the topic. The publications were read and then listed according to the research objectives. After sorting, the results and discussion were presented. The article selection is shown in Figure 1.

After selecting and analyzing the articles included in the study, a content analysis was performed, which, according to Bardin⁴, content analysis is a set of methodological tools in constant improvement, applicable to extremely diverse discourses (content and context). The analysis is carried out in three distinct stages: the pre-analysis stage, where a preliminary reading of the material is performed, followed by the selection of documents to constitute the corpus based on exhaustiveness, representativeness, homogeneity, and relevance; the second stage involves exploring the material with data coding and categorization. In the coding stage, the units of registration and context were identified. The units of registration can be the word, the theme, the object or referent, the character, the event, or the document. Relevance was considered when selecting the units of context. The third and final stage involves interpreting the results obtained, which can be achieved through inference, a type of controlled interpretation.



Figure 1. Flowchart for article selection. Tatuí, SP, Brazil, 2018-2023



Results

In this study, 18 publications that met the inclusion and exclusion criteria for the research were considered, as

presented in Chart 1. The articles were retrieved from the databases searched and tabulated, as shown in Chart 2.

Chart 1. Distribution of articles located, according to the database, and inclusion and exclusion criteria. Tatuí, SP, Brazil, 2018-2023

Database	Search strategy	Articles found	Excluded articles	Selected articles
SciELO	"Continuing Education and Nursing"	33	30	3
LILACS		27	25	2
BDENF		103	101	2
SciELO	"Continuing Education AND Nursing AND Health Education"	199	197	2
LILACS		23	21	2
BDENF		105	103	2
SciELO	"Permanent Education and Continuing Education"	88	86	2
LILACS		3	2	1
BDENF		77	75	2
TOTAL		658	640	18

Chart 2. Tabulation of selected articles. Tatuí, SP, Brazil, 2018-2023

Article Title	Year	Objective	Method	Results	Category
Simulação in situ com a equipe de enfermagem de terapia intensiva: relato de experiência	2023	Report on the implementation of in situ simulations in the continuing education of nursing	Qualitative	In situ simulation in intensive care has proven to be an effective and innovative practice for continuing education with the nursing team.	Educational technology in permanent education



		professionals in an intensive care unit.			
Metodologia ativa na educação permanente para abordar ética e bioética	2022	Analyze distance education as an active methodology in the continuing education of a nursing team at a university hospital in Minas Gerais.	Qualitative	Distance learning can be considered an active teaching methodology that allows for interventions in the workplace, provided there is the necessary infrastructure for the development of the work process and the implementation of training in the work environment. In conclusion, it is important to emphasize the role of nursing professionals as active participants in their teaching-learning process, utilizing continuing health education to provide comprehensive, ethical, and safe care to users of the Unified Health System (SUS).	Educational technology in permanent education
Educação permanente na pandemia de COVID-19: técnicos de enfermagem estatutários como educadores	2022	Analyze the practice of the nursing technician as an educator in a technical-operational dimension of continuing education focused on the disease caused by coronavirus type 2 (COVID-19).	Qualitative	The study showed that learning encourages professionals to rethink and reflect on their continuing education practices, strengthening their understanding of continuing education as a key tool for quality care.	The importance of permanent education in healthcare services
Tecnologias educacionais para o desenvolvimento de educação na saúde: uma revisão integrativa	2022	Identify in the literature the educational technologies used in health education.	Qualitative	Health education encompasses a set of strategies that enable the personal, professional, cultural, and social development of health workers. A variety of technologies used as health education strategies were observed, with most being either soft-hard or hard. Among these, information and communication technologies stand out due to their broad reach and wide implementation in diverse contexts.	Educational technology in permanent education
Gestão da educação de enfermeiros da Estratégia Saúde da Família	2022	Identify the characteristics of professional development, the needs for continuing education, and the most important qualifications experienced by nurses.	Quantitative	Professional development and continuing education are two important and necessary personal and educational management tools for nurses to stay up-to-date and qualified to meet the range of demands and practices of the health territory where they work.	The importance of permanent education in healthcare services
Metodologias pedagógicas em enfermagem de saúde familiar: protocolo de scoping review	2022	Map the pedagogical methodologies used in family health nursing education.	Qualitative	Pedagogical methodologies are an important factor in the acquisition and development of professionals in continuing education.	Educational technology in permanent education
A importância da educação continuada e educação permanente em unidade de terapia intensiva: revisão de literatura	2019	Analyze the importance of ongoing and permanent education for the team within the Intensive Care Unit.	Qualitative	Continuing and permanent education in health has been considered a tool for improving the care provided by those who do so, relating to training, updates, and refresher courses on knowledge, involving methodology and techniques, and experiencing the professional's daily life in the health institution.	Continuing and permanent education in professional development
Contribuições da educação permanente para qualificação da assistência de enfermagem em um hospital público	2018	Analyze the conceptions of nursing professionals regarding continuing education and the extent to which this sector has contributed to the improvement of their actions.	Qualitative-quantitative	Continuing education has contributed to the professional development and training of staff, assisting in activities that promote learning, the exchange of experiences and knowledge, and reflection on work processes. It was also found that the nursing team recognizes the importance of continuing education for improving the quality of their work.	Continuing and permanent education in professional development
Avaliação dos efeitos da educação permanente para enfermagem em uma organização hospitalar	2020	Evaluate the effects of a continuing education program in nursing at a hospital organization.	Qualitative	There was a positive effect, indicating that the knowledge and skills acquired in the educational activities proposed by the continuing education program were transferred to the work context.	The importance of permanent education in healthcare services
Demandas de educação permanente de enfermagem em hospital de ensino	2019	Analyze the continuing education needs of the nursing staff at a public	Quantitative-qualitative	The analysis of the continuing education needs of the nursing team supports and sustains, along with institutional needs, the improvement of the aforementioned	The importance of permanent education in healthcare services



		teaching hospital in southern Brazil.		program; however, it is essential to understand them not only as an individual attribute for the acquisition and construction of knowledge by nursing professionals, but also based on the contextualization of the demands of real-life situations in work practice and the organization.	
Cuidado à pessoa com ferida oncológica: educação permanente em enfermagem mediada por tecnologias educacionais	2019	Recognize the educational technologies used in the professional development process for nurses in the care of individuals with oncological head and neck wounds.	Qualitative	It is suggested that the use of technology be integrated with continuing education to achieve the various benefits recognized in professional practice.	Educational technology in permanent education
Educação em saúde e educação permanente: Ações que integram o processo educativo da enfermagem	2018	Analyze the actions that comprise the educational process of nurse facilitators in a Continuing Health Education Center linked to a teaching hospital.	Qualitative	The educational process for nurses involves actions linked to health education, such as user and family groups, bedside listening, nursing consultations, as well as continuing education actions, which are linked to meetings with professionals, training sessions, and group meetings.	The importance of permanent education in healthcare services
Educação permanente na prática da enfermagem: integração entre ensino e serviço	2021	Report on the experience of Continuing Education in Health in the training of nursing students, integrating teaching with nursing service.	Qualitative	The implementation of continuing education in healthcare has been fundamental to improving the quality of services; however, difficulties in its execution have been observed, especially due to the way hospital work is organized.	The importance of permanent education in healthcare services
Concepções e práticas dos enfermeiros sobre educação permanente no ambiente hospitalar	2018	Understand nurses' conceptions and practices regarding continuing education in the hospital setting.	Qualitative	It became evident that continuing education is conceived as formal training, predominantly based on the methodology of knowledge transmission. Disinterest and lack of time were hindering factors, while the availability of practical training during working hours and in the work environment, as well as professional autonomy, were facilitating factors. Its implementation is permeated by barriers such as inadequate staffing levels and the achievement of goals established by quality management. However, despite the existing difficulties, continuing education brings numerous contributions to the service, such as cost reduction, providing opportunities to interact with and get to know the healthcare team, and transforming the work process. Continuing education still needs to be broken with the practice based on the traditional model, the fragmented approach, and the focus on meeting targets.	The importance of permanent education in healthcare services
(Des) construções de conhecimentos na saúde mental por meio da educação permanente em enfermagem	2020	Report on the continuing education activities carried out by the Extension Project "Continuing Education in Mental Health Nursing" at the Federal University of Health Sciences of Porto Alegre.	Qualitative	Continuing education encompasses professional experiences and the specificities of the work environment, stimulating the professional's critical thinking.	The importance of permanent education in healthcare services
Impactos das tecnologias de informação e comunicação como estratégia de educação permanente em saúde para os profissionais de enfermagem	2022	Identify in the literature the impacts of Information and Communication Technologies on continuing health education for nursing professionals.	Qualitative	The positive performance of using Information and Communication Technologies as a tool used by nurses in continuing education is identified, highlighting their practicality and greater accessibility to the wide variety of topics covered in these learning processes.	Educational technology in permanent education
A eficácia da educação permanente na percepção da equipe de enfermagem de um hospital filantrópico do Paraná	2018	Analyze the nursing team's understanding of the effectiveness of continuing education.	Qualitative	Nursing professionals understand the effectiveness of continuing education, recognize its benefits, and identify the difficulties in participating in the activities offered by the continuing education program.	The importance of permanent education in healthcare services
Os desafios da educação permanente na enfermagem hospitalar	2023	Learn through an active methodology, using the Maguerez Arc, and reflecting	Qualitative	In continuing education, nurses are seen as creators and developers of strategies, using creativity and innovation to promote	The importance of permanent education in healthcare services



		on the obstacles to continuing education in nursing.		actions related to the topic being developed, often with limited financial resources available for these purposes from healthcare institutions.	
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The bibliographic material found presented publications from different years, with the highest frequency in 2022 (6 selected articles), followed by 2023, 2021, 2020, 2019, and 2018. Considering the type of research used by the authors, qualitative research prevailed, with a total of 15 articles following this line of research, followed by 2 articles with a mixed-methods approach (qualitative and quantitative), and only one quantitative study. The categories that emerged most frequently were the importance of continuing education in health services, followed by educational technology in continuing education and continuing and permanent education in professional development. Therefore, the discussion was constructed through the analysis of the thematic categories and the authors' perception of the topic.

Discussion

The data were interpreted, leading to a discussion of the main research results. This was based on the critical evaluation of the included studies, and a comparison was made with theoretical knowledge to identify conclusions. Thus, the study resulted in three categories: The importance of continuing education in health services, Educational technology in permanent education, and Continuing and permanent education in professional development.

The importance of permanent education in healthcare services

Scientific knowledge is being produced rapidly and exponentially in the field of health. Much of this knowledge is transformed into resources and techniques, made available to professionals for practical application. Working in healthcare demands competencies for professional practice, placing professionals on a daily and ongoing quest for continuous professional development⁵.

When discussing health education, this topic appears in the literature under three different names: in-service education (ES), continuing education (EC), and permanent health education (EPS). The term in-service education was the first concept used as a form of training for professionals linked to health services⁶.

Continuing education is the follow-up or extension of the school and academic model, based on technical and scientific knowledge, with a focus on courses and training. Many studies highlight its importance; however, it is a weakened form of education in the work context, mainly based on the transmission of knowledge without the necessary connection to the reality of services. Its central idea is to demand commitment from nursing professionals and responsibility in their multiple competencies to reduce gaps in professional training and propose a transformation of the individual, a subject-world interaction, providing the health professional with a more critical future thinking, with intellectual, physical, and moral mastery⁷.

Nursing represents more than 50% of the workforce in a hospital institution, and within this profession, some factors can interfere with the quality of work, such as a heavy emotional and physical workload, long working hours, reduced staffing levels, lack of autonomy and motivation, as well as the constant obsolescence of work processes².

Continuing education is the instrument through which the educational process at work can be achieved. It is a strategy established by the Ministry of Health, through Ordinance No. 1,996, of August 20, 2007, which provides guidelines for the implementation of the National Policy on Continuing Education in health institutions. According to this ordinance, continuing education can be understood as learning at work, where learning and teaching are incorporated into the daily routine of organizations⁸.

Ongoing training should occur in all locations, encompassing various areas of knowledge and promoting questioning regarding methods of action, teamwork, and the quality of individual and collective care. The expected result is the systematization of work environments, the technical and scientific improvement of all those involved, the search for creative solutions to problems encountered, and the humanization of healthcare. It simultaneously enables the development of professionals and institutions, thus addressing the needs of the population, workers, and health services⁹.

For study¹⁰, learning through continuing education encourages professionals to rethink and reflect on their practices, strengthening their understanding as a key tool for quality care. Therefore, implementing continuing education programs in healthcare institutions promotes both institutional and professional growth.

Authors corroborate this idea¹¹ when they state that professional development and continuing education are two important and necessary personal and educational management tools for nurses to stay up-to-date and qualified to meet the numerous demands and practices of the areas in which they work.

According to researchers¹², in their study, they highlighted the effects of a continuing education program in nursing at a hospital organization, which had a positive outcome, indicating that the knowledge and skills acquired in the educational activities proposed by the continuing education program were transferred to the work context.

It is also reported that continuing education encompasses professional experiences and the specificities of the work environment, stimulating the professional's critical thinking¹³. For another study¹⁴, nursing professionals understand and perceive the effectiveness of continuing education, recognize its benefits, and identify the difficulties in participating in the activities offered by the continuing education program, perceiving it as a strategy for improving the quality of care provided.

The educational process for nurses involves actions linked to health education, such as user and family groups,



bedside listening, nursing consultations, as well as continuing education actions, which are linked to meetings with professionals, training sessions, and group meetings. This type of learning and development scenario assists in the personal growth of nurses and their team, strengthening educational leadership¹⁵.

Authors¹⁶ portray the difficulties in implementing continuing education actions, since it is known that this type of strategy in health has been fundamental for the qualification of services; however, there are difficulties in execution, especially due to the way hospital work is organized, regarding adherence to training, availability of schedules, and the involvement of managers.

Although the study¹⁷ recognizes the importance of continuing education, the authors highlighted that continuing education is conceived as formal training, predominantly based on the methodology of knowledge transmission. Disinterest and lack of time were hindering factors, while the implementation of practical training during working hours and in the work environment, as well as professional autonomy, were facilitating factors. Its implementation faces several barriers, such as inadequate planning to achieve goals established by quality management. It is further stated that, despite the existing difficulties, continuing education offers numerous contributions to the service, such as cost reduction, the opportunity to interact with and get to know the healthcare team, and the transformation of the work process.

In continuing education, nurses are seen as creators and developers of strategies, using creativity and innovation to promote actions related to the topic being developed, often with limited financial resources available for these purposes from healthcare institutions¹⁸. It is stated that "nurses understand educational practice as guiding the health-disease process, considering it of fundamental importance for disease prevention and health promotion"¹⁹. Thus, in their professional practice, nurses are the facilitators of continuing education initiatives, and it is their responsibility, within their duties, to establish an educational leadership role aimed at the professional development of nurses.

Educational technology in permanent education

The training of professionals for work has been the subject of several debates in the health field, and thus, new formats and modalities of educational activities have been discussed, with an emphasis on motivating professionals for individual training and the initiatives offered by services. One way in which these training programs can be implemented in continuing education to carry out actions that can effectively reach professionals today is by using active learning methodologies.

The pedagogy guided by Paulo Freire is based on principles such as the centrality of the student in the learning process and the facilitating role of the teacher; the autonomy of the subject; the problematization and reflection on reality; and collective work. Active methodologies are educational technologies for learning that contrast with the traditional teaching method,

proposing to understand students as historical subjects. Instead of passive individuals who only receive theories, they need to be valued as a starting point for the construction of knowledge, since they have their experiences, knowledge, and opinions.

Thus, authors²⁰ conducted a continuing education activity focused on realistic simulation in the form of in situ simulation in intensive care and demonstrated it to be an effective and innovative practice for continuing education with the nursing team, as it brought knowledge and learning closer to daily work practice, leading to reflection and restructuring of the activities performed.

Distance learning can be considered an active teaching methodology that allows for interventions in the workplace, provided there is the necessary infrastructure for the development of the work process and the implementation of training in the work environment. The authors also emphasize the importance of nursing professionals being active participants in their teaching-learning process, using continuing health education to provide comprehensive, ethical, and safe care to users of the Unified Health System (SUS)²¹.

Health education encompasses a set of strategies that enable the personal, professional, cultural, and social development of healthcare workers. A variety of technologies used as health education strategies were observed, with the majority being of the soft, semi-hard, or hard type. Among these, information and communication technologies stand out due to their broad reach and diverse implementation. The use of educational technologies combined with the knowledge professionals already possess proves to be a good tool for training and consequently improving the quality of service provided²².

Educational technologies in healthcare have the potential to be used as strategies that provide learners with greater engagement with the subject matter and active participation, leading to genuine knowledge assimilation. Therefore, pedagogical methodologies, considered educational technologies, constitute an important factor in the acquisition and development of professionals as part of continuing education. This values the prior knowledge of each employee and their daily work as a continuous construction of knowledge²³.

Along these lines, it is suggested that the use of technology be integrated with continuing education to achieve the various benefits recognized in professional practice²⁴. However, it is necessary to analyze the impacts of information and communication technologies as a strategy for continuing health education for nursing professionals. The positive performance of using Information and Communication Technologies as a tool employed by nurses in continuing education is identified, as it generates great practicality and greater accessibility to the most varied topics addressed in these learning processes²⁵.

Continuing and permanent education in professional development

Continuing Education in Nursing is a term known and used worldwide, primarily in the United States of



America (USA) and Canada. In Brazil, it results from an evolutionary process of activities involving the training and qualification of nursing professionals in reviewing the procedures and techniques they have developed to avoid mismatches between the care provided and new ways of providing healthcare. It is, therefore, a tool of paramount importance to ensure safe care, as it contributes to the qualification of nursing professionals and to the care provided²⁶.

In these countries, one point that differs from Brazil and should be highlighted is the link between Continuing Education and the regulation of the profession. This is because nursing regulatory bodies in many countries recognize their responsibility to ensure the updating not only of licenses but also of professionals, maintaining the necessary knowledge to practice the profession safely. Furthermore, they emphasize the importance of Continuing Education and professional development for reshaping attitudes and understanding other roles of healthcare professionals, within an interprofessional vision, understood as one focused on shared care that provides a multidimensional approach characterizing healthcare as collaborative. Many states require continuing education credits for maintaining the healthcare professional's license¹.

The work environments of healthcare professionals are highly diverse, driven by the rapid and constant development of new technologies. Beyond the daily demands of emotional intelligence and interpersonal skills, there is a need for something beyond undergraduate studies that ensures professionals are always capable of providing comprehensive care, their own safety as workers and the safety of patients, and the effectiveness of the healthcare system. To this end, there are two modalities of on-the-job training in healthcare: continuing education and lifelong learning. Continuing education involves teaching activities after graduation, has a defined duration, and uses traditional

methodologies, such as postgraduate programs, while lifelong learning is structured around two elements: the needs of the work process and the critical process as inclusive of the work²⁷.

In this context, it is stated that continuing and permanent education in health has been considered a tool for improving the care provided by those who do so, relating to training, updates, and retraining of knowledge, involving methodology and techniques, and experiencing the professional's daily life in the health institution. The authors consider them part of a process of growth and learning for the professional in their work².

Furthermore, it is emphasized that continuing education has contributed to the updating and training processes of professionals, assisting in activities that promote learning, exchange of experiences and knowledge, and reflection on work processes. It was also found that the nursing team recognizes the importance of continuing education for the qualification of their actions. Continuing education is viewed by the authors as an important strategy in the initial training of professionals seeking growth immediately after graduation⁶.

Final Considerations

The objective of this study was achieved, as it identified in the literature how continuing education undertaken by nurses can contribute to the quality of nursing care. The research made it possible to verify that continuous development and learning bring diverse benefits to care, such as cost reduction, optimization of results, efficiency in the service provided, and the development of personnel. It was evidenced that continuing education through educational technologies, such as active methodologies, promotes effective learning and prepares the employee to be the protagonist of their own development, considering their limitations and potential.

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