

# PARTICIPATION IN CONTINUING EDUCATION ACTIVITIES AND CHANGES IN NURSING CARE PRACTICES

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## PARTICIPAÇÃO EM ATIVIDADES DE EDUCAÇÃO PERMANENTE E MUDANÇAS NAS PRÁTICAS ASSISTENCIAIS DE ENFERMAGEM

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## PARTICIPACIÓN EN ACTIVIDADES DE EDUCACIÓN CONTINUA Y CAMBIOS EN LAS PRÁCTICAS ASISTENCIALES DE ENFERMERÍA

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**Objective:** to identify factors associated with the motivation and changes in care practices among nursing professionals participating in continuing education activities. **Method:** quantitative study carried out with 283 nursing professionals. Descriptive and inferential analysis of the data was carried out with the use of the STATA 13 software. **Results:** 90.46% of the participants felt motivated to participate in continuing education activities; for 90.81% of the participants, there were changes in care practice. Motivation to participate in the activities was positively associated with the female gender, belonging to some religion, length of time working at the studied institution for up to eight years, and being subject to the Consolidation of Labor Laws. Regarding repercussions on professional practice, they were statistically associated with being nursing technicians/aides, having graduated up to ten years ago, and working for up to eight years at the studied institution. **Conclusion:** motivation to participate in continuing education activities among nursing professionals was characterized as a driving force for changes in nursing care practices.

**Descriptors:** Continuing Education. Inservice Training. Nursing Team.

*Objetivo:* identificar fatores associados à motivação e às mudanças nas práticas assistenciais entre profissionais de enfermagem participantes de atividades de educação permanente. *Metodologia:* pesquisa quantitativa, com 283 profissionais de enfermagem. Os dados foram analisados no programa STATA versão 13. Realizou-se análise descritiva e inferencial. *Resultados:* 90,46% dos participantes sentem-se motivados a participar das atividades de educação permanente; para 90,81% dos participantes, houve mudança na prática assistencial. A motivação em participar das atividades foi associada positivamente ao sexo feminino, preferir religião, trabalhar no campo da

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*pesquisa por até oito anos e pertencer ao vínculo empregatício celetista. Já as repercussões na prática profissional foram associadas estatisticamente a ser técnico/auxiliar de enfermagem, ser formado há até dez anos e trabalhar no campo da pesquisa por até oito anos. Conclusão: a motivação para participar das atividades de educação permanente entre profissionais de enfermagem caracterizou-se como propulsora de mudanças nas práticas assistenciais da enfermagem.*

*Descritores: Educação Permanente. Capacitação em Serviço. Equipe de Enfermagem.*

*Objetivo: identificar factores asociados a motivación y cambios en las prácticas asistenciales entre profesionales de enfermería participantes de actividades de educación continua. Metodología: investigación cuantitativa, con 283 profesionales de enfermería. Datos analizados en el programa STATA versión 13. Se realizó análisis descriptivo e inferencial. Resultados: 90,46% de los participantes se sienten motivados a participar de las actividades de educación continua; para 90,81%, hubo cambio en la práctica asistencial. Motivación en participar de las actividades asociada positivamente al sexo femenino, proferir religión, trabajar en campo de investigación por hasta ocho años y pertenecer al vínculo laboral contractado. Repercusiones en la práctica profesional se asociaron estadísticamente a ser técnico/auxiliar de enfermería, formado hace hasta diez años y trabajar en campo de investigación por hasta ocho años. Conclusión: la motivación para participar de las actividades de educación continua entre profesionales de enfermería fue propulsora de cambios en las prácticas de atención de enfermería.*

*Descriptorios: Educación Continua. Capacitación en Servicio. Grupo de Enfermería.*

## Introduction

Investment in training of healthcare professionals is historic, by means of models guided by the positivist science, with the use of conservative methodologies whose main focus is the search for technical efficiency. These methodologies reduce knowledge through fragmentation<sup>(1-2)</sup>. However, it is worth reminding that the Brazilian Unified Health System (SUS, as per its acronym in Portuguese) values the training of professionals through a humanistic perspective, endowed with ethical, political, and technical skills, critical ability, and sensitivity to think about questions related to their work<sup>(2)</sup>.

In 2004, the Brazilian National Permanent Health Education Policy (PNEPS, as per its acronym in Portuguese) was established, being later updated in 2007. The aim of the PNEPS is to encourage and provide an improvement in the training of healthcare professionals, as well as encourage the continuity of the learning process during the whole professional career<sup>(3)</sup>. Since then, significant changes were proposed in the continuous and permanent training and development of professionals, representing a differential landmark in the healthcare work process<sup>(4)</sup>.

The World Health Organization (WHO), in a document published in 2013, emphasized the importance of continuing education for healthcare professionals. According to these recommendations, education must be planned in line with the reality and services' needs, in addition to promoting the training of educators and use of effective teaching-learning methodologies<sup>(1-5)</sup>.

Continuing health education proposes changes in educational actions (still focused on the school model), work processes, healthcare organizations, and especially the development of strategies that may lead to care qualification<sup>(4-6)</sup>. Within the hospital care environment, continuing education provides continuous professional training. According to this concept, workers are of utmost importance for services, and contextualized education is an essential tool for the construction and transformation of reality, because it favors problem solving in the work process<sup>(7)</sup>.

The positive impacts of continuing education range from the improvement of care provided and quality indicators up to patient safety, because they provide the identification of problems and adoption of preventive measures<sup>(1-7)</sup>.

The starting point of the present study was the need to know the repercussions for nursing care practices and continuing education activities that are being implemented in a teaching hospital since 2015. Therefore, the objective of the present study was to identify factors associated with the motivation and changes in care practices among nursing professionals participating in continuing education activities.

## Method

This was a quantitative study, part of a project entitled: "*Repercussões de Capacitações da Enfermagem nas Práticas Assistenciais de um Hospital Universitário*" (Repercussions of Nursing Training on the Care Practices of a Teaching Hospital), funded by the *Programa Permanecer* of the Federal University of Bahia, edict 02/2017. The study was carried out in a large-sized teaching hospital located in the city of Salvador, Bahia, Brazil. The purpose of the abovementioned institution is to provide health care to the population; train human resources focused on teaching practices, research, and care; and produce knowledge for the benefit of communities within excellence and quality ethical standards. The teaching hospital is a reference in medium-high complexity, and provides care to the adult population in 27 specialties and infant population in 12 specialties.

The participants in the study were 283 nursing professionals of the teaching hospital who met the following inclusion criteria: having participated in at least two training activities promoted by the Nursing Continuing Education Committee (CEPE, as per its acronym in Portuguese) from August 2015 to March 2017; and having worked for at least six complete months at the teaching hospital. Professionals who were on medical or maternity leave, who were retired or no longer worked for the institution, and those who were members or instructors of the CEPE were excluded. After application of the inclusion and exclusion criteria, 286 professionals were eligible to participate in the study and three did not agree to doing so.

The CEPE releases a table with the planned continuing education activities twice a year. The following main themes discussed during the development of this study focused on care activities and patient safety: chemotherapy administration, parenteral and enteral nutrition, safe medication administration, dressings, safe surgery, drain and tube care, electrocardiogram, patient identification, hand hygiene, prevention of infections, brain death and organ donation, venipuncture, prevention of falls, blood, and blood derivate. In order to participate in the meetings, the professionals were selected by their superiors. Each educational activity was carried out within six hours.

Data collection was carried out from June to September 2017 by nursing professionals of the institution who were members of the CEPE and by scholarship holders of scientific initiation associated with the project. They were all properly trained by the responsible researcher. Data were collected by means of interviews, which occurred in a private place. A structured questionnaire was designed and previously tested to meet the objective of the study. For this purpose, the questionnaire considered, as dependent variables, the participation in continuing education activities and changes mentioned in care practices. These variables were dichotomized into yes, no, and irrelevant. The independent variables were sociodemographic (age, gender, race, religion, marital status, and income); professional characteristics (professional category, length of time since graduation, length of time working at the teaching hospital, employment relationship, and number of training activities undertaken).

The data were organized in a Microsoft Excel 2013 spreadsheet and then transferred to Stata 13 software, which was used for data processing. Initially, descriptive analysis was carried out by means of frequency distribution to characterize the participants. Contingency tables with  $X^2$  (chi-square) were used for bivariate analysis with the purpose of investigating differences among proportions ( $p < 0.05$ ).

The present study met the ethical principles of resolution 466/2012 of the Brazilian National Health Council and was approved by the research ethics committee of the teaching hospital under CAAE 66018217.8.0000.0049. The nursing professionals signed an informed consent form after receiving information regarding the objectives of the study and ethical and legal aspects of research involving human beings.

## Results

Table 1 shows the characteristics of the 283 professionals who participated in the study, regarding sociodemographic variables, professional practice, and participation in continuing education activities. It can be observed that 86.57% (n=245) of the sample were women; approximately 70% (n=191) were aged up to 40 years; 88.65% (n=250) self-reported being black; 90.46% (n=256) belonged

to some religion; 51.06% (n=144) were married or in a stable union; and most (73.67%) had a monthly income higher than three minimum wages. Regarding the variables associated with professional practice, 75.97% (n=215) were nursing technicians/aides; 54.77% (n=155) reported a having graduated up to 10 years ago; 89.61% (n=250) reported working for up to eight years at the institution; and most, 89.96% (n=251), had an employment relationship according to the Brazilian Consolidation of Labor Laws (CLT, as per its acronym in Portuguese). With regard to the variables associated with the participation in continuing education activities promoted by the CEPE, 69.26% (n=196) participated in three or more training activities; 90.46% (n=256) felt motivated to participate in the training activities; and 90.81% (n=257) reported changing their professional practice after participating in the training activities.

**Table 1** – Characteristics of nursing professionals regarding sociodemographic variables and participation in continuing education activities. Salvador, Bahia, Brazil – 2017 (n=283) (continued)

Variables	n	%
<b>Gender</b>		
Women	245	86.57
Men	38	13.43
<b>Age</b>		
Up to 40 years	191	69.20
41 years or older	85	30.80
<b>Race</b>		
Black	250	88.65
Other	32	11.35
<b>Religion</b>		
Yes	256	90.46
No	27	9.54
<b>Marital status</b>		
Married/stable union	144	51.06
Other	138	48.94
<b>Monthly income</b>		
Up to three minimum wages*	74	26.33
More than three minimum wages*	207	73.67
<b>Professional category</b>		
Nurses	68	24.03
Nursing technicians/aides	215	75.97
<b>Length of time since graduation</b>		
Up to 10 years	155	54.77
11 years or more	128	45.23

**Table 1** – Characteristics of nursing professionals regarding sociodemographic variables and participation in continuing education activities. Salvador, Bahia, Brazil – 2017 (n=283) (conclusion)

Variables	n	%
<b>Length of time working at the teaching hospital</b>		
Up to eight years	250	89.61
Nine years or more	29	10.39
<b>Employment relationship</b>		
Statutory	28	10.04
CLT	251	89.96
<b>Participation in training activities</b>		
Two	87	30.74
Three or more	196	69.26
<b>I feel motivated to participate in the training activities of the Nursing Continuing Education Committee</b>		
Yes	256	90.46
No/irrelevant	27	9.54
<b>My practice changed after participating in the training activities of the Nursing Continuing Education Committee</b>		
Yes	257	90.81
No/irrelevant	26	9.19

Source: Created by the authors.

\* Minimum wage value in 2017: R\$ 937.00 (Nine hundred thirty-seven Brazilian Reais).

Among repercussions of the participation in continuing education activities identified, a statistically significant association was found between feeling motivated to participate in the activities and the following variables: being

a woman (p-value=0.04), belonging to some religion (p-value=0.01), working at the teaching hospital for up to 8 years (p-value=0.00), and having an employment relationship according to the CLT (p-value=0.02) (Table 2).

**Table 2** – Association between motivation to participate in continuing education activities promoted by the Nursing Continuing Education Committee and sociodemographic variables of the nursing professionals. Salvador, Bahia, Brazil – 2017 (n=283) (continued)

Variables	I feel motivated to participate in the training activities promoted by the Nursing Continuing Education Committee		p-value
	No n=27 (%)	Yes n=256 (%)	
<b>Gender</b>			
Women	20 (74.07)	225 (87.89)	0.04
Men	7 (25.93)	31 (12.11)	
<b>Age</b>			
Up to 40 years	18 (66.67)	173 (69.48)	0.76
41 years or older	9 (33.33)	76 (30.52)	
<b>Race</b>			
Black	24 (88.89)	226 (88.63)	0.96
Other	3 (11.11)	29 (11.37)	
<b>Religion</b>			
Yes	21 (77.78)	235 (91.80)	0.01
No	6 (22.22)	21 (8.20)	

**Table 2** – Association between motivation to participate in continuing education activities promoted by the Nursing Continuing Education Committee and sociodemographic variables of the nursing professionals. Salvador, Bahia, Brazil – 2017 (n=283) (conclusion)

Variables	I feel motivated to participate in the training activities promoted by the Nursing Continuing Education Committee		p-value
	No n=27 (%)	Yes n=256 (%)	
<b>Marital status</b>			
Married/stable union	16 (59.26)	128 (50.20)	0.37
Other	11 (40.74)	127 (49.80)	
<b>Monthly income</b>			
Up to three minimum wages	4 (14.81)	70 (27.56)	0.15
More than three minimum wages	23 (85.19)	184 (72.44)	
<b>Professional category</b>			
Nurses	7 (25.93)	61 (23.83)	0.80
Nursing technicians/aides	20 (74.07)	195 (76.17)	
<b>Length of time since graduation</b>			
Up to 10 years	12 (44.44)	143 (55.86)	0.25
11 years or more	15 (55.56)	113 (44.14)	
<b>Length of time working at the teaching hospital</b>			
Up to eight years	20 (74.07)	230 (91.27)	0.00
Nine years or more	7 (25.93)	22 (8.73)	
<b>Employment relationship</b>			
CLT	20 (76.92)	231 (91.30)	0.02
Statutory	6 (26.08)	22 (8.70)	
<b>Participation in training activities</b>			
Two	7 (25.93)	80 (31.25)	0.56
Three or more	20 (74.07)	176 (68.75)	

Source: Created by the authors.

A statistically significant association was found between repercussions on professional practice after participating in continuing education activities and the following variables, as

presented in Table 3: being a nursing technician/aide (p-value=0.00); having graduated up to 10 years ago (p-value=0.00); working for up to eight years at the teaching hospital (p-value=0.02).

**Table 3** – Association between repercussions on professional practice after participating in continuing education activities of the Nursing Continuing Education Committee and sociodemographic and professional aspects. Salvador, Bahia, Brazil – 2017 (n=283) (continued)

Variables	My practice changed after participating in the training activities of the CEPE		p-value
	No n=27 (%)	Yes n=256 (%)	
<b>Gender</b>			
Women	22 (84.62)	223 (86.77)	0.75
Men	4 (15.38)	34 (13.23)	
<b>Age</b>			
Up to 40 years	16 (64.00)	175 (69.72)	0.55
41 years or older	9 (36.00)	76 (30.28)	
<b>Race</b>			
Black	21 (80.77)	229 (89.45)	0.18
Other	5 (19.23)	27 (10.55)	

**Table 3** – Association between repercussions on professional practice after participating in continuing education activities of the Nursing Continuing Education Committee and sociodemographic and professional aspects. Salvador, Bahia, Brazil – 2017 (n=283) (conclusion)

Variables	My practice changed after participating in the training activities of the CEPE		p-value
	No n=27 (%)	Yes n=256 (%)	
<b>Religion</b>			
Yes	25 (96.15)	231 (89.88)	0.30
No	1 (3.85)	26 (10.12)	
<b>Marital status</b>			
Married/stable union	11 (42.31)	133 (51.59)	0.34
Other	15 (57.69)	123 (48.05)	
<b>Monthly income</b>			
Up to three minimum wages*	6 (23.08)	68 (26.67)	0.69
More than three minimum wages*	20 (76.92)	187 (73.33)	
<b>Professional category</b>			
Nursing technicians/aides	14 (53.85)	201 (78.21)	0.00
Nurses	12 (46.15)	56 (21.79)	
<b>Length of time since graduation</b>			
Up to 10 years	7 (26.92)	148 (57.59)	0.00
11 years or more	19 (73.08)	109 (42.41)	
<b>Length of time working at the teaching hospital</b>			
Up to 8 years	20 (76.92)	230 (90.91)	0.02
Nine years or more	6 (23.08)	23 (9.09)	
<b>Employment relationship</b>			
CLT	20 (80.00)	231 (90.94)	0.08
Statutory	5 (20.00)	23 (9.06)	
<b>Participation in training activities</b>			
Two	12 (46.15)	75 (29.18)	0.07
Three or more	14 (53.85)	182 (70.82)	

Source: Created by the authors.

## Discussion

The prevalence of women among nursing professionals of the teaching hospital meets the nursing profile in Brazil, with a majority of women in all categories of this professional field<sup>(8)</sup>. Another national study carried out in Recife, a city in the state of Pernambuco, indicates the prevalence of women (93.4%) aged between 22 and 43 years (71%)<sup>(7)</sup>. One international study carried out in Spain also identified a high percentage of women (93.5%) among nursing professionals, with a prevalence of the age group between 31 and 40 years and less than 20 years of work<sup>(9)</sup>. This prevalence of women may be also associated with the genesis of the profession, where women are protagonists<sup>(10)</sup>.

Regarding marital status, the results showed a close percentage distribution between subjects who were married or in a stable union and single participants. National and international data present similar results to those found in this study<sup>(8-11)</sup>.

Although most professionals (88.65%) reported being black, this variable was not associated with the motivation to participate in educational activities or with changes in professional practice. These results differ from the reality of the Brazilian nursing profile, because only 53% reported being black<sup>(8)</sup>. However, they are close to the profile of the population in the state of Bahia, which is made up of approximately 76% of Afro-descendants<sup>(12)</sup>.

Regarding monthly income, 73.6% of the participants earned more than three minimum wages. Therefore, this result shows a divergence from the Brazilian reality, because 62.5% of the nursing professionals earn less than R\$ 3,000.00 (three thousand Brazilian Reais) a month<sup>(8)</sup>. A literature review study also addressed the low pay of nursing professionals, which is a factor that impacts the insecurity of jobs in the healthcare area<sup>(13)</sup>. The different reality regarding the remuneration of the professionals in the studied hospital may be associated with its relationship with the federal public service<sup>(14)</sup>.

Another aspect to be highlighted is the type of employment relationship with the organization where the present study was carried out, in which 89.9% are hired through the CLT. This result is contrary to the reality of Brazilian public hospitals, where the type of employment relationship is mostly statutory<sup>(8)</sup>. The profile identified in the study regarding the type of employment relationship may be explained by the recent change in the hospital's management, which, since 2013, began to be managed by a public company of private law, where employees are hired through the CLT. The employees hired initiated their activities in 2014, and this is justified by the prevalence of participants with less than eight years of work. The results of the study are similar to those found in one Brazilian study that highlights nurses' short length of time working at a public hospital in the state of Pernambuco<sup>(7)</sup>.

Among the participants in the study, 69.26% underwent three or more training activities. It is worth mentioning that a high percentage of the sample (90.46%) reported feeling motivated to participate in the activities. One study carried out in a public hospital in the city of Belo Horizonte adds that motivation to participate in training activities may be related to the satisfaction with the themes chosen<sup>(15)</sup>. Another Brazilian study indicated that 88.8% of the participants approved the continuing education activities offered by the institution<sup>(7)</sup>, which may be associated with motivation to participate in the activities.

A high percentage of participants (90.81%) also reported that their care practices improved

after participating in activities promoted by the CEPE. In this respect, the role of continuing education stands out as an important instrument to encourage changes and strengthen the nursing area, and as an ally for the implementation of institutional policies. One study carried out in Spain on the impact of continuing education identified the best patient assessment made by the nurses, contributing to the agility and quality of work<sup>(9)</sup>.

In the state of Minas Gerais, a study on the development of continuing education in the healthcare work process found the recognition of the positive repercussions of continuing education actions on teamwork, in addition to an indication of changes in workers' practice. Continuing education was highlighted for favoring the construction and reconstruction of exchange spaces among workers and contributing to the qualification of work and care provided<sup>(1)</sup>. In the same study, the professionals emphasized the confidence acquired in the provision of care for feeling safer, which resulted in a positive impact on care because patients began to trust them more.

Motivation by the management personnel was required for the planning of the training model, with a proposal for improvement in the work process and qualification of nursing care. Following the work to be developed, a project was set up and training schedules were organized with the establishment of days and themes with in-person classes. The person responsible for planning activities must understand that continuing education must use active methodologies, where professionals actively participate in problem solving with a dialogical construction, in search for a differentiated and qualified work practice. Methodologies with only expository lectures and classes no longer construct and meet needs of the individuals who seek professional improvement<sup>(16-18)</sup>.

Motivation to participate in the training activities promoted by the CEPE presented a statistically significant association with being a woman, less than eight years of work, employment relationship according to the CLT,



and belonging to some religion. Changes in professional practice were associated with a shorter length of time since graduation, a shorter length of time working at the teaching hospital, and the category of nursing technicians/aides.

It is worth mentioning that motivation is considered an intrinsic process; individuals already have their own personal expectations that activate a specific type of search for objectives<sup>(19)</sup>. Although motivation is something individual, a motivated behavior can be encouraged, which is a term that is related to the use of stimuli to strengthen or change behaviors<sup>(19)</sup>. Therefore, guidance to participate in educational activities may allow the transformation of practices developed by healthcare professionals.

Regarding the association with the length of time working at the teaching hospital, these results may lead to the interpretation that a shorter length of time of service and a shorter length of time since graduation are factors that predispose workers to the search for updated knowledge according to the world of work reality. In this respect, one study carried out in the state of Goiás, whose objective was to evaluate the entry of new professionals into the job market, confirms the greater responsiveness for qualification by professionals with a shorter length of time since graduation<sup>(20)</sup>. Therefore, investment in continuing education activities for professionals with a shorter length of time since graduation and a shorter length of time of service may be an ally for quality and safe healthcare services.

The association with some religion is a datum that stands out as new, leading to the assumption that there are subjective characteristics among the participants, which were modified or improved by religiosity, thus making them more responsive to continuing education activities. Individuals are more than ordinary living organisms. Evidence shows that the development of religiosity/spirituality leads to a personal transformation, with repercussions on society, organizations, and institutions. Beliefs, values, perceptions, opinions, and fears

are influenced by religiosity, and this, in turn, influences attitudes and behaviors<sup>(21)</sup>.

The data also suggest that there were fewer changes in care practices among nurses. This could be justified by the more extensive training of this professional category and the likely feeling that they already master the themes approached in the activities promoted. Therefore, this datum shows a critical and delicate reality, as much as the fact that professionals with more length of time of service and more length of time since graduation are less motivated to participate in continuing education activities.

Both groups, nurses and nursing technicians/aides, deserve attention because the likely excess of confidence generated by their professional experience or even by their education may lead to risk situations at work. The health care and nursing areas are dynamic regarding the emergence of new knowledge and update of existing knowledge. In addition, healthcare services have invested in the development of internal policies, protocols, and routines. Therefore, contribution of all workers is of utmost importance, regardless of their education level and length of time of service. In this respect, continuing education activities must be carried out with the use of active methodologies, with the valorization of past experiences, thus recovering motivation and favoring the professionals' autonomy. The junction of these factors is a fertile ground for the teaching-learning process<sup>(7)</sup>.

Continuing education, when providing learning based on problem solving, contextualized with the practical reality, brings as a differential, the possibility of transforming practices in places where they are carried out. In this respect, it involves the participation of all actors and has the daily work routine as the central axis, because individual and collective practices are consolidated in this space<sup>(7)</sup>.

Therefore, continuing education stands out for being dialectic and for leading to a new way of thinking in health care, where professionals move from their position of receivers to an attitude of protagonists in the teaching-learning process. This leads to the belief that the

valorization of contextualized training with the work reality is an important change production process in education and care. Consequently, it is not restricted to activity times, because its repercussions reverberate in relationships and the way care is provided<sup>(1,22)</sup>.

The results of this study strengthen the importance of the maintenance of nursing continuing education practices. Allied to motivation, they may lead to a positive impact on care, as highlighted by other authors<sup>(1)</sup>. Understanding how actions are perceived by workers is important to understand the teaching-learning process and for necessary adjustments in planning. In addition, it is worth mentioning that an open and committed nursing management model with innovative practices may be essential for the advance in quality of care and safety in healthcare services.

The present study has the limitation of being carried out in only one service. Further studies in more than one field could enable the establishment of comparisons regarding motivation to participate in continuing education activities and its repercussions in care. In addition, because the sample was mostly made up of workers with a short length of time of service, it is still not possible to affirm that the changes mentioned will keep on promoting positive impacts over time, especially among nurses and workers with more length of time of service. Therefore, maintenance and broadening of continuing education activities are of utmost importance, without losing sight of the motivation of workers and its clear connection with the context of the service.

## Conclusion

The results of the present study allow to affirm that professional category, length of time since graduation, and length of time working at the institution are factors associated with the motivation declared to participate in educational activities and for changes in care practice. Nursing technicians/aides, having up to 10 years since graduation, and working at the institution

for up to eight years had the highest percentage of positive answers for motivation and changes in professional practice.

The following factors were also associated with the motivation to participate in educational activities and the production of changes in practice: belonging to some religion and having an employment relationship regulated by the CLT.

The findings of the present study are expected to contribute to managers' decision making and maintenance/expansion of continuing education activities, considering the impact potential of these activities on the improvement of nursing care quality.

In addition, it is worth mentioning the need for an educational activity planning model open to criticisms and suggestions, and that considers the local context as a promoter of motivated behaviors.

## Collaboration

1. conception, design, analysis, and interpretation of the data: Rosana Santos Mota, Valdenir Almeida da Silva, Juliana Cana Brazil Costa, Ângela Barros, Bruno Pereira Gomes, and Renata Pereira Alves Araújo;

2. writing of the article and relevant critical review of the intellectual content: Rosana Santos Mota and Valdenir Almeida da Silva;

3. final approval of the version to be published: Rosana Santos Mota and Valdenir Almeida da Silva;

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