

IDENTIFICATION OF COMPETENCES AND STRATEGIC PROFESSIONAL ACTIVITIES FOR PHARMACEUTICAL CARE IN RESIDENCIES PROGRAMS IN THE HOSPITAL AREA

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Introduction

Pharmacy Residency Programs emerged in the hospital scenario as a form of reorganization pharmaceutical services, focused on the integrated practice of patient care. Allowing pharmacists to insert themselves directly into the working environment, providing many opportunities for knowledge the development, skills and attitudes, putting the residents in the forefront⁽¹⁾. In view of this scenario, the objective of this research is to evaluate the formation of competences, educational objectives and the strategic professional activities that are to be developed and improved in the processes of pharmaceutical care in residency programs in the hospital pharmacy area.

Method

This is a qualitative, descriptive, exploratory and prospective study with teachers and health professionals from the multiprofessional and unique professional residency programs at Fluminense Federal University (UFF). The research was developed in two stages.

First, there was the creation of a data collection tool, which was based on documents from SBRAFH⁽²⁾ and on a “Quality Assurance in European PHARmacy Education and Training” questionnaire⁽³⁾. The form was structured in Professional Profile and Domain (Competence Area) of “Pharmaceutical Care”. The evaluation focused on the resident pharmacist's activity in promoting the rational use of medicines, with a focus in clinical care. The Educational Objective (EO) evaluated was: "To interact effectively with the health care team, patients, family members and caregivers in order to manage the patients' drug therapy".

In the study, three standard questions were asked for each EO: 1. What is the relevance of the educational objective for this domain? 2. How can you identify the level of competence (Intermediate, Advanced or Full), and the moment (semester) of the course that each of these levels should be reached? 3. What is the level of learning, which the evaluator considers that the resident should reach at the end of the training process?

In the second stage, 38 professionals were invited to answer the questionnaire and evaluate both residency programs: two (2) coordinators, six (6) teachers (three (3) from each program), 10 tutors and 20 preceptors. They were recruited by e-mail with an invitation letter containing a link to access the Informed Consent Form (ICF) and an electronic questionnaire. The research was approved by the Research Ethics Committee (REC) from the University (CAAE No.: 21292919.7.0000.5243).

Results / Discussion

From the invited individuals, 30 (78.9%) answered the survey questionnaire. The data related to the professional profile were: Occupation of respondents: 1 (3.33%) Coordinator - 8 (26.7%) Tutors - 10

(33.3%) teachers - 11 (36.7%) preceptors. Time of experience in the occupation: Most, 18 (60%) have worked for five to more than 20 years; 8 (26.7%) from two to five years and 4 (13.3%) less than two years. Regarding the type of residency program: 27 (79.4%) work in the hospital pharmacy residency program (in a professional area) and 7 (20.6%) in the multiprofessional residency program.

Regarding the relevance of the educational objective for training, 23 (76.7%) considered it “Essential” and 7 (23.3%) “Important”. Considering the period that the resident must reach a full level of knowledge, 14 (46.7%) chose the 3rd semester; next, 13 (43.3%) estimated that it would be at the end of the first year (in the 2nd semester). The last question identified that the “Apply” learning level was considered sufficient by 14 (46.7%) of the evaluators at the end of the course (Figure 1).

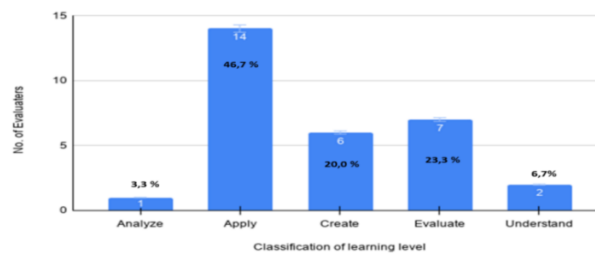


Figure 1 - Learning level of the Educational Objective

It can be observed from the results that the participants think that training in pharmaceutical care is essential up to the level of application of the activity. Such analysis is in line with the resident's training profile, where 80% of the course must be practical⁽⁴⁾.

In Brazil, advances in the curricular bases of graduate courses for teaching pharmaceutical care are incipient in the global scenario. Many of the professionals involved in teaching residents have not had any learning in the pharmaceutical care in their curricula; and for them, the residency course is the best possible performance. According to CNRMS Resolution No. 2/2012⁽⁵⁾, the learning scenarios must promote through lines of care in the health networks and comprehensive training. In this way, more advanced levels of learning may be necessary, in addition to the two regulatory years of Residency Programs in the field of pharmaceutical care field.

Conclusion

The punctual analysis of the importance of pharmaceutical care by trainers revealed that teaching this objective to the resident is essential, and that the domain of this objective can be identified when the professional knows how to apply this knowledge.

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