

Educational technology for training nurses on obstetric violence

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ABSTRACT

The objective of this study was to develop an educational technology about obstetric violence. This is a methodological research, developed between July 2022 and June 2023, to produce an online improvement course for nurses. Carried out in two stages: integrative review and course preparation. The data collected from the integrative review showed high rates of obstetric violence, professional disqualification, and nurses' performance during the pregnancy-puerperal cycle phases. The second stage developed a MOOC-type course, with a workload of 180 hours, online, consisting of four blocks addressing the rights of parturients, the identification of obstetric violence, the prevention of obstetric violence, and the notification of obstetric violence, which gave rise to the MOOC for the training of nurses according to the theoretical references of the ADDIE model.

Keywords: Nursing, Violence Against Women, Educational Technology, Obstetric Violence, Obstetrics.

INTRODUCTION

The role of nurses in biopsychosocial care for women in the pregnancy-puerperal cycle is essential for the prevention of obstetric violence (OB), due to their direct action during prenatal, prepartum, childbirth and puerperium, both vaginal and cesarean section, providing women and their families with comprehensive and humanized care through good practices of care for women (ISMAEL et al., 2020; OLIVEIRA et al., 2020).

OR is a type of gender and institutional violence against women, which violates their rights, violating their physical integrity, dignity and autonomy during an important cycle of their reproductive life, the pregnancy-puerperal cycle. It takes place in health care institutions, and is carried out by professionals who offer assistance to women in these institutions (MARQUES, 2020).

From this perspective, any action of negligence in care, social discrimination, verbal violence (rude treatment, threats, reprimand, intentional humiliation), physical and sexual violence against pregnant women, parturients or postpartum women during care is typified as VO (PAIVA et al., 2022; LIMA, 2019).

It is important to problematize the ethical and political dimension of OV, which is considered a public health problem due to the number of cases and its consequences. A study by Dornelas et al. (2022) evaluated 745 women in Ribeirão Preto – SP and identified that 66.2% were exposed to some

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type of VO. Verbal violence, omission of health care, psychological violence and physical violence were reported by them.

According to this, health professionals report that they are unaware of the term OR and that some nurses do not feel prepared in the face of OR (ORSO et al., 2021; GALINDO et al., 2017). In addition, Paiva et al. (2022) state that the perception of women's demands is influenced by the degree of sensitivity and understanding of professionals on the subject. And Mena-Tudela et al. (2020), observed that perceptions of OV increase with advancing training.

In the context of Brazilian nursing and through the continuous performance of nurses in obstetric care, there is a need to develop competencies and health education actions to prevent and identify OP.

In Brazil, studies have shown the relevance of educational technologies for health care, providing opportunities for the preparation and strengthening of the scientific knowledge of health professionals, emphasizing prevention and health promotion (SILVA et al., 2020).

However, a survey was carried out in the literature that evidenced the deficit of methodological studies on OR and Castro and Gonçalves (2018) point out that the lack of training is a barrier to the execution of safe work and the use of technologies used in *online* education, for the improvement of health professionals, adds value to the work process. Costa (2020) also states that educational technology such as Massive Open Online Courses (MOOC) is suitable for any health professional who is interested in learning more about the practice and the implications for the profession. And because it is an Open Science resource, the community has access to the MOOC, with no access limitations, which is an advantage between a MOOC and a traditional distance education course.

Thus, this study aims to build an educational technology for training nurses about OV, elaborated with the support of the literature.

MATERIAL AND METHODS

It is a methodological research, which involves investigating the methods of obtaining and organizing data and conducting rigorous research. Methodological studies have the purpose of developing reliable, accurate and usable research tools and methods, so that they can be used by other researchers and other people. They are also intended to develop or refine methods for obtaining, organizing or analyzing data. The growing demands for solid and reliable results, interventions, and sophisticated data collection procedures have generated an increase in interest in methodological research among nurse researchers (POLIT and BECK, 2019).

It was developed in two stages: integrative review and preparation of the MOOC. The writing of the study was generically guided by *Equator*, by the tool "*Development and validation of the guideline for reporting evidence-based practice educational interventions and teaching (GREET)*". However, adaptations were made considering the peculiarity of the material analysis process (PHILLIPS et al., 2016).

Data collection took place from July 2023 to June 2024. The scenario was large hospitals in the urban area, in the municipality of Curitiba, located in the south of the country.

The population consisted of nurses working in care at the Hospital de Clínicas of the Federal University of Paraná (CHC UFPR), selected according to inclusion criteria: a) having a degree in nursing; b) active in the CHC UFPR. The following exclusion criteria were adopted: nurses on health/maternity leave. The sampling technique was based on convenience, delimited by period of time, established by applying the inclusion and exclusion criteria.

In the first stage of the study, the educational technology was constructed with the support of the literature, through a search for publications in the Virtual Health Library (VHL), MEDLINE and Scopus databases, using the descriptors: OR, nursing and health education, which were cross-referenced with each other. At this stage, the following inclusion criteria were established: be an original research article, published between 2017 and 2022, online, available in full, free and free format, in journals available in the researched databases, published in Portuguese and English and that addressed the theme.

In the second stage of the study, the MOOC-type educational technology was elaborated about the OR made available on the EBSEH School of Corporate Education (3ec) platform. As a reference for the elaboration of the MOOC, the ADDIE (Analysis, Planning, Development, Implementation and Evaluation) instructional design model was used, integrated with learning theories and digital communication information technologies (TRACTENBERG, 2022).

This model of instructional design is "a systematic and reflective process that consists of transforming the principles of learning and instruction into materials, activities, information, resources and assessments" (SMITH AND RAGAN, 2004, p. 18), differing from other forms of creation of educational materials and projects because it is organized, structured with the application of the processes of analysis, planning, development, implementation, and evaluation (TRACTENBERG, 2022).

CHART 1 - *Template* for creating the MOOC, with reference to ADDIE's instructional design

ADDIE FASES	DESCRIPTION	POLICIES
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Analysis	<ul style="list-style-type: none"> - Course objectives - Knowledge and competence that is intended to be taught - Characterization of the target audience - Context analysis 	<ul style="list-style-type: none"> - Needs assessment - Course proposal - Course theme - Who is it for? - Degree of scientificity - Skills that the audience is expected to develop - Timeline and costs of the training project
Planning	<ul style="list-style-type: none"> - Map and sequence content - Define learning strategies and activities - Select media and tools 	<ul style="list-style-type: none"> - Definition of learning prerequisites - Search for content - Indication of the instruction sequence - Definition of strategies to promote learning and motivate learners - Choice of the most appropriate media - Platform Definition - Form of communication with learners
Development	<ul style="list-style-type: none"> - Preparation of instructional material 	<ul style="list-style-type: none"> - Material selection and checking that they are in line with the plan - Preparation of the script: number of learning units; allotted time - Ways to evaluate the student - Material review - Certification process
Implementation	<ul style="list-style-type: none"> - Provision of learning units 	<ul style="list-style-type: none"> - Administrative structure that contemplates the pedagogical proposal of the course - Adequacy of the resources used with fluid activities that meet the proposed objectives
Evaluation	<ul style="list-style-type: none"> - Define evaluation model 	<ul style="list-style-type: none"> - Creation of instruments to measure the effectiveness of learning outcomes

Source: TRACTENBERG (2022).

Ethical review and approval were waived for this study because it was a methodological study. However, ethics was guaranteed through loyalty to the information covered in the educational technology.

RESULTS AND DISCUSSION

The findings in the literature review showed that the themes focused on: perception of OP by health professionals, causes and consequences of OP, and strategies for preventing OP – training, discussion on the topic, educational material (SILVA et al., 2020; COSTA, 2020; ORSO et al., 2021).

As a result of the five phases of ADDIE, it was possible to describe Chart 2 with the *Template* for the creation of the MOOC on VO.

CHART 2 - *Template* for the creation of the MOOC on obstetric violence, according to the ADDIE instructional design

FASES DO ADDIE	DESCRIPTION	POLICIES
Analysis	<ul style="list-style-type: none"> - Course objective - Knowledge and competence that is intended to be taught - Characterization of the target audience - Context analysis 	<ul style="list-style-type: none"> - Train nurses about the OR - Recognition and prevention of OP, rights of parturients and compulsory notification of violence <ul style="list-style-type: none"> - CHC UFPR Nurses - Inserted in the Maternity of the CHC UFPR where cases of oral cancer occur
Drawing	<ul style="list-style-type: none"> - Map and sequence content - Define learning strategies and activities - Select media and tools 	<ul style="list-style-type: none"> - Four learning blocks with content specified in Table 4 - Prerequisites: be a nursing professional linked to CHC UFPR and have access to the internet <ul style="list-style-type: none"> - Embedded in the 3ec platform - No limitation on the number of participants - Relevant, up-to-date content. Scientific materials based on integrative review. - Scientific articles, books, videos, audios, animations that enable interaction
Development	<ul style="list-style-type: none"> - Preparation of instructional material 	<ul style="list-style-type: none"> - Four blocks inside the VLE <ul style="list-style-type: none"> - Workload of 180 hours - Access to blocks II, III and IV are subject to the completion of the previous one, respectively. - Blocks II and III present exercises with automatic correction and access to the commented questions. - UFPR automatically generates a certificate for participants who complete the entire course load - Development with the help of Contextualized Instructional Design
Implementation	<ul style="list-style-type: none"> - Provision of learning units 	<ul style="list-style-type: none"> - Made available on the virtual 3ec platform with fluid activities that meet the proposed objectives
Evaluation	<ul style="list-style-type: none"> - Define evaluation model 	<ul style="list-style-type: none"> - Evaluation of course reaction and knowledge

Source: Author (2023)

The MOOC was prepared with a workload of 180 hours and composed of four learning blocks.

Chart 3 presents the contents explored in the four blocks that make up the MOOC.

CHART 3 - Contents to be explored in the blocks that make up the MOOC

Block I – Rights of parturients	Reflect sexual, reproductive and human rights
	Women who participated in the Universal Declaration of Human Rights
	Reflecting on gender
	Reproductive justice and the meanings of care
Block II - Identification of the VO	What is VO?
	Laws and types of VO
	Chronology of obstetric achievements
	Technical Guidance
	Data and consequences of the VO

Block III - Prevention of OP	Stork Network Program
	Labor and Birth Humanization Program
	Guidelines for Normal Delivery and Cesarean Section Assistance
	Guidelines for the implementation and qualification of a Normal Birth Center
	Guide to Good Nursing Practices in Parturient Care
	How to prevent OP
	Civil Code and the Code of Ethics
	The role and rights of nurses
	Protective factors of oral
Block IV - Notification of the BO	Compulsory notification
	National Policy to Combat Violence against Women
	VIVA - Violence and Accidents Surveillance
	SINAN - Notifiable Diseases Information System
	Individual Notification Form

Source: Author (2023)

The MOOC-type educational technology, as a didactic resource of an educational nature, was developed to assist in the identification, guidance, prevention and notification of OV. It allows unlimited participation of people, the independence of learners, flexibility in its teaching model, access to MOOC content at the place and time you want and the construction of your own learning, being a distance educational technology of easy access and free, making it an excellent option to provide teaching about VO.

A study denotes the need to improve nurses' training in cross-cultural care, in order to provide humanized care, based on comprehensiveness and without violation of human rights, bringing professionals closer to conducts based on scientific evidence (ORSO et al., 2021).

It is worth noting that the training, through educational technologies aimed at combating OV, of professionals who accompany women from prenatal care in primary health care units is essential, as these units are fundamental for the effectiveness of health services, in order to promote the physical and mental well-being of patients and humanized care throughout the process of the pregnancy-puerperal cycle (SOUSA et al., 2021).

The MOOC was developed in accordance with the National Council for Women's Rights and the 2018 District Law on the National Obstetric Care Policy (DISTRITO FEDERAL, 2018), in four blocks that address the identification of OP, as the lack of understanding and respect for the physiology of childbirth on the part of professionals culminates in a vicious cycle of interventions that can have negative effects on parturients (PAIVA et al., 2022); the prevention of oral examination through the teaching of childbirth guidelines and measures for the prevention of oral procedure, for

example: clarifying patients, and avoiding the use of invasive techniques that are not indicated (DISTRITO FEDERAL, 2018); and on the notification of the OP, as it is the duty of health professionals to compulsorily report any case of violence against women that reaches the health services, in order to identify this crime and combat it (LEANDRO; REZENDE; PINTO, 2020).

CONCLUSION

The final version of the MOOC was entitled Educational technology for training nurses about OR and was composed of four blocks with information on the rights of parturients, identification, prevention and notification of OV. Derived from this course, a book registered with the Brazilian Book Chamber was produced.

The accomplishment of the stages of this study allowed the achievement of the objective of developing a MOOC on the identification, prevention and notification of OR in order to train nurses from primary health care services to those in tertiary hospitals, and to contribute to practice in the work environment and the quality of care.

The MOOC was registered as an educational resource, with open access, inserted in the 3ec platform, indicated to all nurses who provide care to patients in the pregnancy-puerperal cycle.

Training primary health care teams is fundamental for the effectiveness of health services, as they have the role of organizers and coordinators of health care, and should stimulate health education with the use of technologies that enable innovation, open and freely accessible knowledge, and contribute to the improvement of care for women, identification, prevention and notification of VO.

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