

Permanent education in health

Keywords: sciences, biomedical, citizen, social, health education, eps, permanent education in health

Mini review

The actions of health education require a close relationship amongst the knowledge of the different sciences that constitutes the health area as the social, human and fundamental education sciences. This is due to such actions emphasizing in each moment aspects considered relevant in the form of the man to understand and to act scientifically, through a knowledge that, in general, is beyond the common sense. In this perspective, education and health are shown as sciences committed to democracy and go beyond the biomedical model when envisioning the human being in its different dimensions and in its context of life.^{1,2}

Education is not only an institutional and instructional process, but also a formative instrument of the human being, or in the particularity of the personal pedagogical relation, within the scope of the collective social relation, without losing the ethical and political references, having as premise, the fact that the process of formation of an ethical subject or of a citizen depends on the construction of the human subject in the aspects of the formation of character and personality.

It is imperative to know the definition of the term education, considered as an act of educating, that is, an action to develop the psychic, intellectual and moral faculties.³ In the health scenario, we can relate it to the concept of professional education, which is a procedural activity, with the function of developing and improving the exercise of these faculties.

Still, with regard to health,⁴ reinforce that there is a need to develop educational approaches in partnership with the user/client, since health professionals work with people, are concerned with improving their quality of life and this makes it necessary to search for new alternatives that associate health and education, inserted in a historical, political, social, economic and cultural context.

With a view to improving the quality of life and health of the population, together with education, there is the enormous challenge of change in the training of health workers, which is present in many discussions, from the debate on curricular reforms to the introduction of pedagogical innovations in the teaching and learning process. In this context, it is important to emphasize training, which aims at transforming professional practices and the organization of work itself, based on the problematization of the work process and its capacity to provide care and attention to the various dimensions and health needs of people and the population.⁵

It should be noted that, unlike other resources, the health professional has the responsibility to promote social well-being, through improvement of the health of the population. Thus, its action to achieve the improvement of people's health will be more adequate with better training. It is considered that the ultimate goal of the education process for health professionals is to improve the care provided to the individual, but it is observed that issues related to the lack of effectiveness of the proposal of permanent education, as well as the lack of preparation of professionals for the exercise of critical

Volume 1 Issue 5 - 2017

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Received: October 16, 2017 | **Published:** November 07, 2017

reflection about the work process, have not promoted significant changes.^{6,7}

In this aspect, the implementation of a process of Permanent Education in Health (EPS), which means learning at work, where learning and teaching are incorporated into the daily life of organizations and work is based on meaningful learning and the possibility of transforming professional practices, is an important supplement for the health services to, at least, partially fill the gap.

Acknowledgements

None.

Conflict of interest

The author declares no conflict of interest.

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