

COMPETENCIES IN PROMOTING HEALTH IN THE LIGHT OF THE PROJECT COMPETENCIES HEALTH PROMOTION (CompHP): AN INTEGRATIVE REVIEW

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ABSTRACT

Objective: To identify what the literature has approached about competencies in health promotion using the Competencies Health Promotion (CompHP) project as a theoretical contribution. **Method:** This is an integrative review of the literature on competencies for health promotion following the assumptions of the CompHP project. The searches were carried out at the bases of Literatura Latino-Americana e do Caribe em Ciências da Saúde (Latin American and Caribbean Literature in Health Sciences), Medical Literature Analysis and Retrieval System Online and in the Web of Science. **Results:** It was emphasized the year 2016, the Portuguese language and the journal *Saúde & Sociedade*, in the publications. The findings indicate that CompHP presents itself as an important reference for the reorientation of the training process in health in Brazil, highlighting the different possibilities of research in the field of health promotion competencies. **Conclusions:** The research reveals some implications for the practice, such as the need to stimulate new reflections and debates on the subject, allowing the reorientation of the training processes for skills acquisition.

Keywords: Health Promotion. Competency-Based Education. Professional Training.

INTRODUCTION

Discussions on Health Promotion date back to the 1970s and were strongly influenced by the emerging need for changes in the health model until then. These discussions were necessary to broaden the concept of health beyond the absence of disease and to encourage the development of official documents that pointed to such a perspective, such as the 1974 Lalonde Report and the Ottawa Charter, adopted in 1986 at the First International Conference of Health Promotion⁽¹⁾.

The first International Conference on Health Promotion stimulated and strengthened movements in the Brazilian context that led to changes in health, such as the VIII National Conference on Health and Health Reform. The outcome of these movements resulted in the definition of constitutional rights and duties that brought a new perspective to Brazilian health, turning health actions towards promotion, protection and recovery, as stated in the Federal

Constitution of 1988 and the Organic Law on Health, which instituted the Unified Health System (SUS)⁽²⁻³⁾.

Although substantial changes have occurred, it is necessary to highlight the challenges faced for the implementation of these new conceptions of health, considering that the training in health, until then, was directed to the promotion of reductionist assistance focused on the disease in its strictly biological aspects. Thus, there is a need to reorient the training of health professionals toward health promotion, in order to meet the professional profile required by the current public health system⁽⁴⁾.

In this scenario, the development of Competencies in Health Promotion (CHP) emerges as a new perspective for the training of health professionals by granting several cognitive resources, skills and attitudes related to know-how, know-how to be and know-how to act in accordance with the principles and objectives of SUS⁽⁵⁾.

In the field of Health Promotion, competence

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can be defined as “a combination of knowledge, skills and attitudes, which enables a person to perform tasks according to a standard”⁽⁵⁾. In this sense and considering the need to establish a profile of professional competencies for health promoters, which was common to all countries, the Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe (CompHP) was developed. A document developed by the team of the International Union for Health Promotion and Education for Health (IUHPE) in Europe, with the main objective of establishing a consensus in which to establish methods for implementing standards in Health Promotion, aiming at innovation and best practices in health⁽⁵⁻⁶⁾.

This project was developed by scholars based on the reality lived by the European countries whose economic, social and political aspects are very different from the Brazilian reality, however, CompHP presents approaches, concepts and values that can be adapted and executed in other realities, especially in the Brazilian context⁽⁷⁾. This fact further reiterates the need for the development of studies that, based on the CompHP, adapt health professional training to the reality of the Brazilian health system.

The document covers a set of 46 competencies needed for the development of effective actions in Health Promotion, organized in nine areas. It should be emphasized that for a professional to be considered competent in Health Promotion, it is necessary that all competences exposed by CompHP be present⁽⁷⁾.

The relevance of the use of competencies for Health Promotion, in this case, the CompHP Project, is based on the potential of this service as reference for the establishment of professional standards; contribute to more effective training; guides academic training; encourages the provision of services based on ethical, fair, standardized evidence and focused on care for the client, family and community; favors the expansion of knowledge and skills required by health promoters in planning, implementing and evaluating programs, as well as evaluating the quality of work⁽⁸⁾.

The contribution made from the development of this study focused on unveiling what has been produced in national and international journals

on CHP and seizing the gaps in knowledge on the subject to stimulate new reflections and research. The objective is to identify what the literature has approached about health promotion competencies using CompHP as a theoretical contribution.

METHOD

This is an integrative review of the literature on Competencies for Health Promotion in the light of the CompHP Project. The analysis of these data allows to develop a more comprehensive explanation of a specific phenomenon in order to facilitate the understanding of relevant knowledge now a days⁽⁹⁾.

Considering the importance of establishing professional standards for action in the field of health promotion, the present study was guided by the following question: What scientific publications have addressed about Health Promotion Competencies based on CompHP?

The search was carried out in June 2017, by two independent evaluators, in the databases: Literatura Latino-Americana e do Caribe em Ciências da Saúde (Latin American and Caribbean Literature in Health Sciences) (LILACS), through the portal of the Biblioteca Virtual em Saúde (Virtual Health Library) (BVS), the main collection the Web of Science, through the Capes Journal Portal, and the Medical Literature Analysis and Retrieval System Online (MEDLINE) through the National Library of Medicine's in the field of Biosciences (PubMed) portal. The choice of these bases was based on the scope of coverage.

The inclusion criteria for this study were: articles, in English, Portuguese and Spanish, in full text format and available online. Considering the scope of this work that deals with the CompHP, we used as an inclusion criterion papers with temporal cut between the years of 2009 to 2017. In the year of 2009, the researchers started the CompHP Project, being therefore considered the frame the research on this subject. Exclusion criteria included theses and dissertations, integrative or systematic revisions of the type, repeated articles, and papers that did not fit the design of this study.

At first, we chose to use the terms in English, in order to standardize the search. A query was made to the Descritores em Ciências da Saúde (Health Sciences Descriptors) (DeCS), in which the following controlled descriptors were selected associated with the theme: Health Promotion, Competency-based Education and Professional competence. In order to direct the search to the proposed objective, we chose to use the keyword “CompHP”, as asupport to the Boolean operator AND.

During the search of articles in the LILACS database, using only the English language descriptors, only seven articles were found. As a quantitative verification of the articles, the crossing of English, Portuguese and Spanish

descriptors were also made. When performing this, it was possible to observe a significant discrepancy in the quantity of articles in some crossings. Thus, on LILACS, the articles were selected from the crossings of the descriptors in English, Portuguese and Spanish. The use of the descriptors in the Portuguese and Spanish languages in the other data bases did not change results.

In order to cover the largest number of articles on the subject, seven search strategies were used in each database. Thus, 375 articles were obtained in LILACS, 677 in Medline and 60 in the Web of Science, totaling, from the sum of all the values found, 1,112 publications.

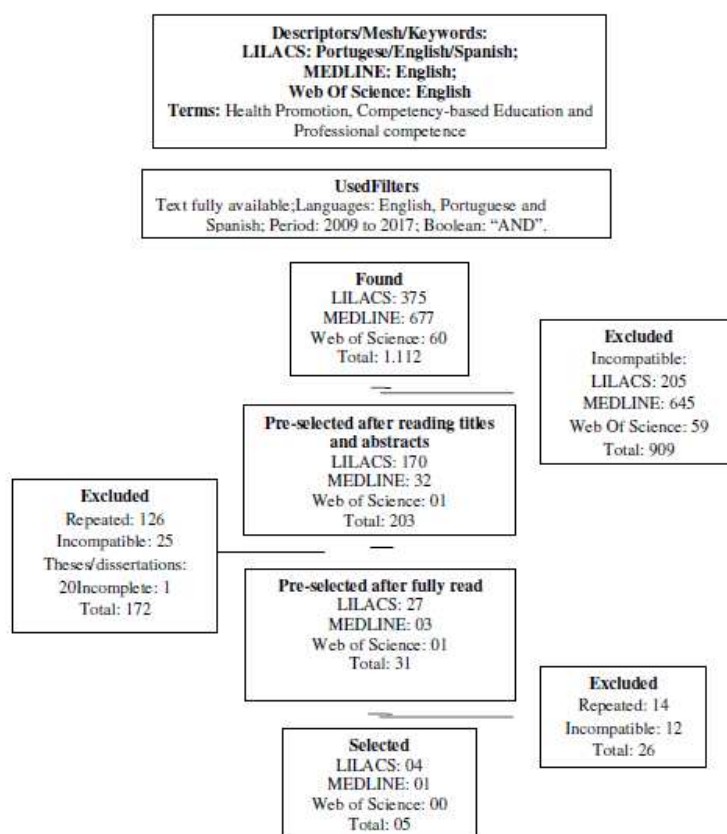


Figure 1: Synopsis of the search and selection of articles.

For the refinement of the findings, the titles and abstracts of all the papers were first read, excluding those that were not explicitly suitable for the purpose of this study and a pre-selection of the papers was performed. In this process, 170 articles were selected in LILACS, 32 in Medline, and one in the Web of Science, resulting in 203

articles.

All 203 articles were fully read and, at this time, articles that were not suitable for the study, those that presented duplication in the database itself, theses, dissertations and other integrative or systematic reviews were discarded. This second process of refinement resulted in the

selection of 31 articles.

The 31 papers were read again more carefully and compared between the databases, being excluded 14 repeated and 12 incompatibles because they did not meet the analysis proposed by this study. The final sample consisted of five articles: four in LILACS and one in Medline.

However, to better understand the methodological process of searching and selecting the sample, the execution flow was constructed, representing the bibliographic survey schematically, according to Figure 1.

The results are presented in a descriptive way

and in synoptic tables to condense and subsidize the apprehension and discussion of the content. The variables selected for the study were: first author, year of publication, database, periodicals, study site, article title, objectives, method and conclusion.

RESULTS AND DISCUSSION

The five articles were characterized as to their design, emphasis on title, objective, method and conclusions (Table 1).

Table 1. Synthesis of included studies on health promotion competencies in the light of CompHP regarding its design. Crato, CE, 2017.

| TITLE | OBJECTIVE – TYPE OF STUDY | CONCLUSIONS |
|---|--|---|
| Competencies in Health Promotion: challenges in training⁷ | To present a theoretical reflection on the possibilities and limits of the use of CompHP in the training of health professionals in Brazil - Reflective Article | The CompHP guidelines were developed to think about the training and practice in Health Promotion in the European context, but the characteristics of the professional training model practiced in Brazil can benefit greatly from the competencies proposed by CompHP. |
| Health Promotion in vocational education: health challenge and the need to reach other sectors¹⁰ | To discuss the dynamic and complex nature of Health Promotion- Experience Report | The training of human resources in Health Promotion with methodologies based on real problems of the territories provides evidence for the decision making at the site level and increases the scientific production, contributing in this way both for the improvement of professional training processes as well as of the attention. |
| Teaching of Health Promotion in post-graduation in international public health in the context of the Bolonha process¹¹ | To produce an integrative vision of the specificities of the teaching of Health Promotion within the framework of the Bologna process and its place in the progression of student training in International Public Health - Reflective Article | Although the CompHP guidelines have been coined to reflect the training and practice in Health Promotion in the European context, the characteristics of the professional training model practiced in Brazil can benefit greatly from CompHP's competencies proposal. |
| Professional Competencies in health promotion and public health: what is common and what is specific? Review of the European debate and perspectives for professional development¹² | To provide an overview of competency-based strategies for professional development in Health Promotion - Literature Review | An effective professional development strategy should consider differences in health and education contexts and develop flexible competencies and accreditation systems that can gradually empower and incorporate professionals and providers of education. |
| Developing competency-based accreditation for health promotion in Europe¹³ | To discuss the Accreditation System for Health Promotion and Education (IUHPE) - Literature Review | Although the focus of the System is currently in the European context, there is evidence that it and the underlying competency frameworks will be useful resources for capacity building for Health Promotion worldwide. |

Fonte: elaboração própria, 2017.

The quantitative of selected studies, considering the methodological accuracy used in the construction of this study, shows that the discussions on the Competencies for Health Promotion in the light of CompHP still show little exploration. The fact that CompHP has been developed based on another reality, in this case, the European, recently elaborated and published, has evidenced the novelty of the scientific productions that are anchored in the

use of this reference, since these are still small in the academic field.

In the theoretical framework brought by the articles, the discussions about Health Promotion came from a historical, political and social contextualization. Since Health Promotion is a process with a high potential for changing the quality of life and health of a population, it is necessary for health professionals to be able to meet these demands^(7,10).

The studies bring the Health Promotion as an important framework for the transformation of health policies and practices, highlighting the need to adapt professional training to this health paradigm^(7,10-11-12). They also point out that in the 1970s, several discussions about the future of health programs were taking place, since the biomedical model could no longer satisfy the complexity of the population's health needs. It was in this scenario that Health Promotion (PS) emerged as a paradigm of a whole model for health in the field of public health⁽⁷⁾.

Since then, PS has emerged as a dynamic force emerging from the health movement, as it presents itself as a promising strategy to address the multiple public health problems affecting people in now a days society⁽¹¹⁾.

PS seeks to overcome the old biomedical hegemonic model, from the use of broader fields of action that consider political dimensions, personal and collective skills development, population involvement, care for the environment, and reorientation of health services⁽¹⁰⁾. In this sense, Health Promotion is expressed as a strategy for strengthening collective health, considering personal, collective and social determinants of health as factors that intervene in the health and well-being of the individual, family and community⁽¹³⁾.

Concern about such social problems has focused on discussions about professional training in the field of Health Promotion. In political terms, in Brazil, as a result of the reformulation of the National Health Promotion Policy (PNPS)⁽¹⁰⁾ the need to promote specific education, vocational training and training processes in Health Promotion was evidenced. However, current models of higher education remain trapped in the hospital-centered and fragmented model, showing a lack of social needs and incoherent with the principles of the Unified Health System (SUS)⁽¹⁰⁾.

The current social, economic, environmental, cultural, political, and health inequities highlight the challenges faced by health professionals in seeking to overcome the hegemonic health model and implement health promotion actions as a basis for public health⁽¹⁴⁾.

The change in the professional profile is directly related to the training models which are

inserted in the educational scope, contemplating various aspects such as pedagogical, institutional and political, and involving several subjects: students, teachers, managers and population. These aspects need to be reviewed, considering that, currently, the predominant profile of students graduating from health education in Brazil still show little commitment to SUS⁽¹⁰⁾.

Thus, in order to dismantle the biologicist, biomedical and curativist model, the National Curricular Guidelines (DCNs) for the undergraduate courses in health were elaborated, whose purpose was fundamentally based on the paradigmatic change of the higher education process, directed to competence-based training⁽⁷⁾.

Competence training presupposes professional qualification based on knowledge, skills and attitudes for effective health care, with a view to solving health problems⁽¹⁵⁾.

The current national health and education policies in Brazil point out that vocational training should be based on the development of essential competences, but they do not specify what these competences are, nor the theoretical reference to which health training institutions should be based.

The elaboration of a reference that points out the basic competences for PS can contribute significantly to the evolution of teaching in health and to the improvement of the professional practice in health in the world context, since it contributes to support the educational programs and guide the teaching practice, as well as collaborate for the continuous development of students^(7,10,12).

In order to establish a standard in professional skills in health promotion, several scholars came together at the Melbourne World Conference Work Force Development Stream held in Australia in 2004 and highlighted the need for a theoretical guiding framework for the professionals in the field of health promotion, common to all countries^(7,10-11,13).

Years later, during the Galway Conference held in Ireland in the year 2008, there was an awakening to the creation of a professional competency referential aimed at promoting health, whose objective was to promote an international debate for the construction and guidelines in promotion and Health education.

The product of this conference was the Galway Consensus^(13,17).

As a product of this conference, the Developing Competencies and Professional Standards for Health Promotion Capacity Building, popularly known as CompHP, was developed, a project that has been recognized by the scientific community specialized in the area as a methodological framework that presents itself as a theoretical-practical model for training of "health promoters" in order to contribute to the reorientation of professional practice, implying a better professional performance.

The 46 competencies for action in Health Promotion presented in the CompHP are based on nine domains and outline it as a professional standard to be followed, enabling: the recruitment of health workers, (re)orientation of the health training process, evaluation and the management of educational programs in the scope of Health Promotion^(7,10,13,17).

The combined application of all nine domains constitutes the competencies for PS according to the CompHP, among them, the following stand out: favoring change (involves professional and community training to improve health promotion actions); advocacy in health (refers to the claim with and in favor of the health of the population); partnership (working collaboratively with several areas to improve quality of life and health); communication (appropriate use of techniques and technologies to communicate health promotion actions); leadership (contributing to the development of shared action in health promotion); diagnosis (identify the needs and health potential of the population); planning (developing goals and objectives for health promotion actions); implementation (implementing health promotion actions) and evaluation and research (using appropriate assessment methods to evaluate and research health actions)^(5,13,17-18).

Thinking about vocational training based on competencies for Health Promotion requires preparing it for a continuous learning process, to enable the deepening of knowledge, skills development and attitudes, beyond the limits of disciplinary knowledge and professional specialty⁽¹³⁾.

It is essential to emphasize that for the development of these competences, a

transformation in the Institutions of Higher Education (IES) is necessary, that must use teaching strategies that involve and approach the students to the daily practice of the health professionals, preparing them to deal with the challenges they will face as professionals, in order to favor a teaching in which the health promotion act considers other possible sectors to problematize such questions, based on critical-reflexive thinking^(10,19).

For such, it is important that teachers ensure a variety of pedagogical approaches in order to maximize the practical application of learning outcomes. Thus, a balance must be maintained between theoretical and practical aspects, as well as activities in individual and/or collective groups, in order to train students as much as possible⁽¹⁰⁾.

In this sense, CompHP presents itself as a referential that has great potential to be used as a guiding document of the health training processes because it makes it possible to think about the practice in Health Promotion as a continuous process and, when presenting a clear definition of the competencies required by the health promoter, resigns its performance and qualifies the professional to meet the emerging needs in the health field.

CONCLUSION

The research proposed to investigate the publications on Competences in Health Promotion that used as theoretical contribution the CompHP and to promote a reflection about the professional formation based on competences. Although the studies bring important reflections on the subject, it is possible to identify that there is a shortage of research, mainly empirical, that can bring new insights on the importance of the development of professional competences in health.

The studies point to the need to reorient the training processes, glimpsing training aimed at acquiring skills. They emphasize the importance of establishing a CHP standard and highlight CompHP as an important reference point for evaluating the quality of PS actions and guiding training for professional qualification.

These findings are important to promote new debates and reflections on the need for

professional qualification, in the search of aligning the training processes of health courses with the scope of practice.

The theme allows for diverse possibilities of research in different contexts, either in relation to the formative processes, based on an analysis of the documents that guide the formation and the teaching and learning profile of the IES, or in the context of professional practice, in order to evaluate if health professionals have the CHP established by CompHP, and thus, are capable of developing efficient and effective work.

Another aspect that deserves to be highlighted is the need to look at the referential from the Brazilian reality in the context of professional training in health, with a view to establishing a national standard of consensus between the scientific community and those who

carry out Health Promotion actions in the services and features of collective health.

The limitation of this study refers to the small number of studies related to Health Promotion competencies based on the CompHP referential included, considering the reliability in the methodological and analytical aspects used in conducting this study. However, although the scientific production appears incipient in the area, this aspect signals opportunities for the development of new studies.

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COMPETÊNCIAS EM PROMOÇÃO A SAÚDE À LUZ DO PROJETO COMPETENCIES HEALTH PROMOTION (CompHP): UMA REVISÃO INTEGRATIVA

RESUMO

Objetivo: Identificar o que a literatura tem abordado sobre as competências em promoção da saúde utilizando como aporte teórico o Projeto *Competencies Health Promotion* (CompHP). **Método:** Trata-se de uma revisão integrativa da literatura acerca das competências para promoção da saúde seguindo os pressupostos do projeto CompHP. As buscas foram realizadas nas bases da Literatura Latino-Americana e do Caribe em Ciências da Saúde, *Medical Literature Analysis and Retrieval System Online* e na *Web of Science*. **Resultados:** Destacaram-se nas publicações o ano de 2016, a língua portuguesa e a revista *Saúde & Sociedade*. Os achados sinalizam que o CompHP se apresenta como importante referencial para a reorientação do processo formativo em saúde no Brasil, e destacam as diversas possibilidades de pesquisas no campo das competências em promoção da saúde. **Conclusões:** A pesquisa desvela algumas implicações para a prática, tais como a necessidade de estimular novas reflexões e debates sobre o assunto possibilitando a reorientação dos processos formativos para aquisição de competências.

Palavras-chave: Promoção da saúde. Educação baseada em competências. Capacitação profissional.

COMPETENCIAS EN PROMOCIÓN A SALUD A LA LUZ DEL PROYECTO

RESUMEN

Objetivo: Identificar qué la literatura ha tratado sobre las competencias en promoción de la salud, utilizando como aporte teórico el Proyecto *Competencies Health Promotion* (CompHP). **Método:** Se trata de una revisión integradora de la literatura acerca de las competencias para promoción de la salud siguiendo los presupuestos del proyecto CompHP. Las búsquedas fueron realizadas en las bases de la Literatura Latino-Americana y de Caribe en Ciencias de la Salud, *Medical Literature Analysis and Retrieval System Online* y en la *Web of Science*. **Resultados:** Se destacaron en las publicaciones el año de 2016, la lengua portuguesa y la revista *Saúde & Sociedade*. Los hallazgos señalaron que el CompHP se presenta como importante referencial para la reorientación del proceso formativo en salud en Brasil, y destacan las diversas posibilidades de investigaciones en el campo de las competencias en promoción de la salud. **Conclusiones:** La investigación expone algunas implicaciones para la práctica, tales como la necesidad de fomentar nuevas reflexiones y debates sobre el asunto posibilitando la reorientación de los procesos formativos para adquisición de competencias.

Palabras clave: Promoción de la salud. Educación basada en competencias. Capacitación profesional.

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