



PERMANENT EDUCATION IN CHRONIC SKIN INJURIES: EXPERIENCE REPORT

Carmen Lucia Mottin Duro*

Dagmar Elaine Kaiser**

Erica Rosalba Mallmann Duarte***

Rosaura Soares Paczek****

Renatta Rossatto de Araújo*****

ABSTRACT

Objective: to report the experience of Continuing Education in Health carried out through extension actions by nursing professionals, professors, and students, on chronic skin lesions, from 2017 to 2020, with nursing professionals in a partnership between the School of Nursing of the Federal University of Rio Grande do Sul and Porto Alegre Municipal Health Department, Rio Grande do Sul, Brazil. **Method:** experience report that describes four extension actions. The results were correlated to the public policy of Permanent Education in Health. **Results:** actions developed through university extension provided the elaboration and edition of a self-care booklet for people with leg ulcers and guidance on skin lesions for nursing professionals. The booklets were printed and disseminated in educational workshops, constituting the form of Permanent Health Education in Primary Health Care, covering 64 workers in 2018 and 171 in 2019. In 2020, due to the pandemic, the course was offered from virtual form, on the Moodle platform, through web conferences and posting of works, covering 135 nursing professionals. **Final Considerations:** the experiences reported, and the development gap reported as necessary for the qualification of nursing professionals highlighted the need for Permanent Education in Health to enhance the autonomy of nursing professionals in the care of people with chronic skin lesions, as they become protagonists of care.

Keywords: Primary health care. Nursing teaching. Health Policy. Skin.

INTRODUCTION

Chronic Skin Injuries (CSI) are characterized by the difficult progress of normal tissue repair and, as they do not respond satisfactorily to treatment, they do not produce the expected anatomical and functional integrity of up to three months. In general, these injuries are aggravated by the presence of infectious, necrotic and/or circulatory processes, or by pre-existing diseases, harming the healing process⁽¹⁾.

CSI occur due to skin aging, having as intrinsic factors age and genetic factors, underlying diseases such as venous insufficiency, poor arterial perfusion, difficulty in healing or systemic arterial hypertension. Extrinsic factors are related to social inequalities and access to goods, low education, beliefs, values, in addition to modifiable risk factors such as smoking, consumption, physical

inactivity, inadequate nutrition and sun exposure. The most prevalent CSIs are Pressure Injuries (PI), Diabetic Ulcer (DU) and Chronic Vascular Ulcer (CVU), affecting people over 60 years of age⁽²⁻³⁾.

Worldwide, CSIs represent a serious public health problem. Elderly people are increasingly vulnerable to the development of these lesions. A difference was found in the mean age, when comparing elderly people with PI and VU with elderly people who did not have these injuries, highlighting the presence of multiple morbidities such as chronic clinical conditions that increase the risk for the occurrence of chronic wounds⁽²⁾.

In Brazil, 23.4% of the skin lesions of users treated in the Unified Health System (SUS) are related to damage to venous return, with care being a challenge and a need/demand in the SUS based on the principle of comprehensiveness. It is estimated that by 2050, about 25% of the

*PhD, UFRGS, Porto Alegre, RS, Brasil. Email: carduro@gmail.com. ORCID iD: <https://orcid.org/0000-0002-7400-0375>

**PhD, UFRGS, Porto Alegre, RS, Brasil. Email: dagmarelainekaiser@gmail.com. ORCID iD: <https://orcid.org/0000-0001-5652-4653>

***PhD, UFRGS, Porto Alegre, RS, Brasil. Email: ermduarte@gmail.com. ORCID iD: <https://orcid.org/0000-0002-1792-327X>

****Nurse. MSc. in Collective Health. UFRGS. Prefeitura Municipal de Porto Alegre. Porto Alegre, RS, Brasil. Email: rspaczek@gmail.com. ORCID iD: <https://orcid.org/0000-0002-4397-1814>

*****Sanitarian nursing. Email: renatta_rossatto@hotmail.com. ORCID iD: <https://orcid.org/0000-0003-2949-7885>

elderly population will have chronic skin lesions⁽³⁾.

To qualify care practice, Permanent Health Education (PHE) comes as a strategy to manage personal, social, and cultural development in teaching-learning processes centered on the professional who learns, as an active, autonomous agent and manager of their education. According to history, PHE in Brazil was established as a public policy by Ordinance GM/MS nº 198/2004, being established as the National Policy on Permanent Education in Health (PNEPS) as a strategy for training and developing health workers⁽⁴⁾.

The motivation for this study came from the experiences of nursing professors and students in care practices and/or internships in Primary Health Care (PHC) health units with users affected by CSI. This happened both in the services, in the changes of dressings or in nursing consultations, as well as in the territory, in the home visits. These experiences made it possible to visualize an expressive number of people with skin lesions. A study⁽⁵⁾ identified a qualification deficit in terms of continuing education on CSI for PHC workers. Likewise, in the care of people with CSI, the literature has identified difficulties in the implementation of classification protocols, treatment of injuries and lack of development actions in PHC.

Primary care is the organizer of the network, the main gateway to the health system and plays a central role in providing access to the population with quality⁽²⁾. In PHC, the nursing team, in skin care, represents an extremely important group, as their work process involves guidance and treatment⁽⁶⁾. Hence the importance of PHC actions for the nursing team in PHC⁽⁶⁾.

In order to promote PHC to the nursing team at PHC and the expansion of the care response to people with CSI, Nursing faculty and students from the School of Nursing of the Federal University of Rio Grande do Sul (UFRGS) undertook in extension actions in partnership with nurses from the Municipal Health Department of Porto Alegre (SMS-POA), with technical and pedagogical support, in order to qualify their professional intervention with users with CSI.

The university extension⁽⁷⁾ consists of an interdisciplinary, political, educational, cultural,

scientific, technological activity, which promotes transformative interaction between the University and other sectors of society, through the production and application of knowledge, in permanent articulation with the teaching and research. All extension actions are part of their own extension system, they support the exchange of systematized knowledge, both academic and popular, and result in the production of local/regional/national knowledge and realities, as well as promoting the democratization of academic knowledge and the effective participation of the community in the performance of the University.

In this scenario, the opportunity arose to bring together nursing professionals with nursing professors and students on the challenges posed to the care of people with chronic skin lesions, and to share experiences and mutual learning, qualifying the work processes and the development of PHC teams. This article aims to report the experience of continuing education carried out through extension actions by nursing professionals, teachers, and students, on chronic skin lesions, from 2017 to 2020, with nursing professionals in a partnership between the University's School of Nursing Federal of Rio Grande do Sul and Municipal Health Department of Porto Alegre, Rio Grande do Sul, Brazil.

METHOD

Experience report of extension action guided by the public policy of Permanent Education in Health⁽⁴⁾, contemplating extension actions developed in the period from 2017 to 2020, by professors and students of the School of Nursing of UFRGS and stoma-therapists and dermatological nurses of SMS/POA, for nursing professionals from health units of the Municipal Health Department of Porto Alegre, Rio Grande do Sul, Brazil.

The research scenario involved the West and East Coordinations, as they are Teaching-Assistance Districts (TADs) of the University. The articulation of the EPS with the Health Coordination sought to potentiate processes of reorganization of care for people with chronic skin lesions, acting as a device to bring together the daily life of nursing professionals and the

needs of people affected by skin lesions. This action was based on the principle that educational technologies are necessary to motivate users, their families and/or groups⁽⁸⁾.

The extension activities were based on the research developed by the Research group "The skin in depth", whose results required a look at nursing professionals and significant learning based on PHE. It was intended that the intervention would incorporate an ethical-political-methodological positioning, envisioning that it is possible to achieve changes in the actions of the Nursing work process in PHC. Considering the nursing work process as a learning device, which, added to the reflections of the professionals involved, allowed, at the same time, to qualify the care provided to people with skin lesions, encouraging self-care for users with wounds.

Thus, there was the elaboration of the contents for the educational booklets by the extension team. The extension actions were supported by the promotion approved by the Pro-Rector of Extension at UFRGS. After that, the material prepared was sent to the University's graphic team, for the organization and presentation of the contents, design, and printing of the booklets.

CHART 1. Extension activities of educational technologies carried out with nursing professionals and students on chronic skin lesions for primary health care in the theme of care for skin lesions in the years 2017, 2018, 2019 and 2020.

Action N°.	Extension action title	Educational technology performed
33750	Vascular and decubitus ulcer care	Production of a guidebook for health care users with vascular ulcers, as well as the caregivers of these patients
36014	Care of vascular and decubitus ulcers II	Production of a guidebook on wound management, covering from its prevention, care, and treatment, in addition to the development of continuing education actions for nursing professionals who work in the services of the primary and specialized care network.
39315	Permanent education for nursing professionals on the care of skin lesions	Development of workshops and continuing education activities on care for skin lesions for nursing professionals who work in the services of the primary and specialized care network.
42609	Permanent education on the care of skin lesions for nursing teams in primary health care	Due to the Covid-19 pandemic, the course initially designed in person was developed online, with synchronous and asynchronous moments, and instructional materials were made available on the MOODLE platform. Classes were also held at synchronous moments, held on the Stream Yard platform, culminating with five Lives, which were made available to course participants through the YouTube channel.

In 2017, in action n° 33750, the educational booklet for people with wounds was developed, entitled "Guidance booklet for users with venous ulcers". 100 booklets were made, delivered to users with CSI, who were able to see the

For the organization of the workshops, logistical support was provided by the District Management, in which the PHE workshops were held, in the composition of each group of participating professionals and submission of certificates of participation. The extension team was responsible for preparing the educational workshop, on the dates agreed upon by the District Management.

In 2020, there was a re-edition of the extension, but due to the pandemic, the workshops were presented in the form of webinars, on the Stream Yard platform and the theoretical content, as well as exercises on the Moodle -UFRGS platform.

RESULTS

The experiences lived by the protagonists of care led to the elaboration of strategies for permanent education in health so that nursing professionals had access to new knowledge and were able to change paradigms in the context of PHC. This favored reflections on the collective construction of care practices for people with chronic skin lesions, with the production of educational booklets and/or pedagogical dialogues through PHC workshops. They are shown in Chart 1, as follows.

material and doubts about the care of the lesion were clarified. This health education action was developed in the waiting room of the.

In 2018, there was a need to offer continuity of extension action to address the PHE needs of

nursing professionals, identified by the aforementioned research⁽⁵⁾, which served as a guide for the elaboration of the content. Thus, through action nº 36014, it was decided to organize a manual of guidelines called "Guidance booklet for nursing professionals on the care of skin lesions"⁽⁹⁾, observing respect, cultural sensitivity and adequacy to the target population. . Editing, layout according to criteria related to content, structure/organization, language, layout, and design, as well as printing, was carried out by the graphic team of the University under study and made available online, in the University's virtual library.

The booklet⁽⁹⁾ consisted of 40 pages, with the following topics: venous, arterial and mixed ulcers, diabetic foot and pressure injuries, and acute skin injuries, highlighting burns and tungiasis injuries. Among the strategies to carry out PHE, the use of educational technologies has contributed to the updating of nursing professionals and has become increasingly favorable in the job market⁽¹⁰⁾.

In 2018 and 2019, the booklet was disseminated and delivered through educational workshops for nursing professionals, following the approximation of the academy with the services (extension action nº 39315). In 2018, three workshops were held, with the participation of 64 nursing professionals from the Glória/Cruzeiro/Cristal and Centro Health Districts. In 2019, four workshops were held with 108 nursing professionals from the basic units of the Eixo Norte/Baltazar health district. The Partenon/Lomba do Pinheiro district also had two workshops with the participation of 63 professionals.

In 2020, with the Covid-19 Pandemic scenario, there was a need to make face-to-face educational workshops online (extension action nº 42609). Through virtual meetings, the team organized the course on skin lesions in modules and web conferences on free online platforms. The course lasted from September to December 2020, with 135 course participants obtaining a certificate. The course was presented in seven modules (what is the skin? Pathophysiology of skin lesions; Acute injuries; Chronic injuries; Diabetic foot; Pressure injuries; Biofilm and coverings) having as knowledge assessment a questionnaire.

DISCUSSION

When using PHE as a dialectical extension strategy with nursing professionals in PHC, one contributes to the promotion of socio-educational development and is directly excited to improve qualification in adaptation and change in skin care in professional practice, bringing innovations, entrepreneurship, and new ways of caring for people with skin lesions, transforming the reality of practice. In addition, the qualification of nurses focused on planning, organizing, and executing advanced practices in nursing in skin care, constitutes a potentiator for quality and safe care for people with chronic skin lesions, impacting the development of the teams. that it integrates, because the work process provides guidance on self-care⁽¹¹⁻¹²⁾.

The PHE is an essential action strategy to instruct nursing professionals in the qualification of health education with family members and/or caregivers for the care of maintaining the integrity of the skin and/or for the improvement of the clinical condition presented in the lesion. The development of individuals' autonomy, so that they can take care of their injury, comes as a consequence of many guidelines from the nursing team⁽¹³⁾.

In this way, extension actions were integrated into the Municipality's PHE program, constituting a determining factor in the construction of competences, understood as a dynamic and continuous process for the professional and personal development of the nursing team. This, considered as the protagonist of direct and continuous assistance to people with skin lesions, both in prevention and in treatment and recovery, becoming an important strategy to intervene in this public health problem⁽¹¹⁻¹²⁾.

From the problematization of the critical nodes that happen in the daily life of PHC, the proposal of the booklet to users met the need for investment in professional development regarding the capabilities of the person with skin lesions, aiming to identify the importance of self-care and from the knowledge previous user experiences and to position themselves in the perspective of shared care. In PHC health units, people with chronic skin lesions are assisted by the nursing team, that is, by nurses and nursing

technicians. In this sense, the qualification of technical-level professionals for health education must be considered necessary⁽⁸⁾.

Regarding the booklet developed on the care of venous ulcers for users, the greatest difficulty was in relation to the textual elaboration so that the material would guarantee the understanding of people with wounds. Therefore, the prepared booklet was presented to a group of users with wounds, so that they could review it in relation to understanding it. The idea was to bring about changes in the ways of acting and producing health from the perspective of users, ensuring the applicability and relevance of the established contents and technologies, so that they could (re)signify the work of nursing professionals and reflect on the transformation of the context experienced for the adaptation and change necessary for the qualification of care.

As a locus of critical, reflective, purposeful, committed and technically competent action, the inclusion of the University in PHC PHE activities allowed the interaction of the world of training and work, practices, and experiences, consolidating the integration of TADs, with training of nurses recommended by the Unified Health System (SUS). For the nursing team, PHE proved to be an important action in PHC, as it made it possible to update knowledge and articulation between theory and practice by professionals, mediated by institutional training and professional development policies that allowed these actions⁽¹³⁾.

Both the booklet and the workshops held contributed to the transformation of training processes, pedagogical practices, and health care for people with chronic skin lesions for the organization of PHC services, with the insertion of a theoretical framework in their daily lives. The participants engaged in the entire learning process, from the presentation of theoretical content to the interaction in the discussions, bringing examples of care situations, of people with wounds, experienced in the PHC health units.

The extensionist actions reported were enhanced by the educational actions of booklets and face-to-face and/or online workshops, expanding spaces and dialogues by promoting technical training, the acquisition of new knowledge, concepts, and attitudes necessary for

the qualification of work processes. Emphasizing that thinking, planning and managing resulted from an interactive process that created possibilities for both clinical and managerial actions in the organization of nursing and health work in innovative, entrepreneurial and democratic directions^(5,15). That is, they took as a reference people's health needs and the organization of nursing work⁽¹⁰⁾.

For the extension protagonists, integrating the PHE meant building collective spaces for reflection and evaluation of skin care, produced in the daily work of nursing, as they deal with technologies for learning and transforming subjects to improve the quality of health care of the population⁽¹³⁻¹⁴⁾.

In the online workshop, the return of the answers to the questionnaires, with a percentage of correct answers between 90 and 100%, indicate that there was learning on the part of the participants. For nursing, PHE was considered an important tool in the construction of professional competence, contributing to favoring safe and quality care for people with chronic skin lesions⁽¹⁶⁾.

FINAL CONSIDERATIONS

Finally, the report of this experience in the face of the knowledge gap of PHC nursing professionals, it appears that there is still a need for nursing qualification as they constitute themselves as protagonists of care. At the same time, it highlights the importance of PHE to enhance the autonomy of these professionals in the care of people with chronic skin lesions.

Certainly, a more conscious look at care practices and nursing work processes in skin care promoted reflections and contributed to the implementation of Permanent Health Education in Primary Health Care, with professional appreciation and safe and quality care.

There remains the need and desire for the reported experience to produce effects both in the academy and in the PHC services, benefiting from its main purposes: teaching/learning; clinic management; the health; the safety and quality of life of people with injuries. Also, that nursing professionals weave their participation, as protagonists of care, in an incessant search for meaningful learning to face the situations

present in the praxis of Primary Health Care, qualifying the assistance provided to people with

skin lesions, whether users who access health units or those without mobility in the territory.

EDUCAÇÃO PERMANENTE EM LESÕES CRÔNICAS DE PELE: RELATO DE EXPERIÊNCIA

RESUMO

Objetivo: relatar a experiência de Educação Permanente em Saúde, realizada por meio de ações de extensão por profissionais, docentes e estudantes de Enfermagem, sobre lesões crônicas de pele, de 2017 a 2020, com profissionais de Enfermagem em uma parceria entre a Escola de Enfermagem da Universidade Federal do Rio Grande do Sul e a Secretaria Municipal de Saúde de Porto Alegre, Rio Grande do Sul, Brasil. **Método:** relato de experiência que descreve quatro ações extensionistas. Os resultados foram correlacionados à política pública de Educação Permanente em Saúde. **Resultados:** ações desenvolvidas por meio de extensão universitária proveram a elaboração e a edição de cartilha de autocuidado das pessoas com úlceras de perna e de orientações sobre lesões de pele aos profissionais de Enfermagem. As cartilhas foram impressas e divulgadas em oficinas educativas, constituindo-se em forma de Educação Permanente em Saúde na Atenção Primária à Saúde, contemplando 64 trabalhadores, em 2018, e 171, em 2019. Em 2020, em função da pandemia, o curso foi ofertado de forma virtual, na plataforma Moodle, por meio de webconferências e postagem de trabalhos, abrangendo 135 profissionais de Enfermagem. **Considerações Finais:** as experiências relatadas e a lacuna de desenvolvimento informada como necessária à qualificação dos profissionais de Enfermagem destacaram a necessidade de Educação Permanente em Saúde para potencializar a autonomia dos profissionais de Enfermagem no cuidado de pessoas com lesões crônicas de pele na medida em que eles se constituem protagonistas do cuidado.

Palavras-chave: Atenção Primária à Saúde. Educação em Enfermagem. Política de Saúde. Pele.

EDUCACIÓN PERMANENTE EN LESIONES CRÓNICAS DE LA PIEL: RELATO DE EXPERIENCIA

RESUMEN

Objetivo: relatar la experiencia de Educación Permanente en Salud, realizada por medio de acciones de extensión por profesionales, docentes y estudiantes de Enfermería, sobre lesiones crónicas de la piel, de 2017 a 2020, con profesionales de Enfermería en una asociación entre la Escuela de Enfermería de la Universidad Federal de Rio Grande do Sul y la Secretaría Municipal de Salud de Porto Alegre, Rio Grande do Sul, Brasil. **Método:** relato de experiencia que describe cuatro acciones extensionistas. Los resultados fueron correlacionados a la política pública de Educación Permanente en Salud. **Resultados:** acciones desarrolladas por medio de extensión universitaria proporcionaron la elaboración y la edición de cartilla de autocuidado de las personas con úlceras de pierna y de orientaciones sobre lesiones de piel a los profesionales de Enfermería. Las cartillas fueron impresas y divulgadas en talleres educativos, constituyéndose en forma de Educación Permanente en Salud en la Atención Primaria a la Salud, contemplando 64 trabajadores, en 2018, y 171, en 2019. En 2020, por cuenta de la pandemia, el curso fue ofrecido de forma virtual, en la plataforma Moodle, por medio de webconferencias y publicación de trabajos, abarcando 135 profesionales de Enfermería. **Consideraciones Finales:** las experiencias relatadas y la laguna de desarrollo informada como necesaria para la cualificación de los profesionales de Enfermería destacaron la necesidad de Educación Permanente en Salud para potenciar la autonomía de los profesionales de Enfermería en el cuidado de personas con lesiones crónicas de la piel en la medida en que se constituyen protagonistas del cuidado.

Palabras clave: Atención primaria a la salud; Educación en enfermería; Política de Salud; Piel.

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Corresponding author: Carmen Lucia Mottin Duro, Rua Santa Cecília 963, Escola de Enfermagem- UFRGS- Porto Alegre, RS, CEP 90620-110. Email: carduro@gmail.com

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