

PROFESSIONAL COMPETENCE IN ONCOLOGY AND THE CHALLENGES FOR EDUCATION: EXPERIENCE REPORT

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BACKGROUND: The oncology care is one of the most distinguished scenarios, considering cancer diagnosis plurality, treatment types, physical symptoms (from the treatment or the disease), co-morbidities, variety of socio-demographic and cultural profiles of patients and family, and also physical, material and technological resources. In this sense, the health professional who works in oncology has a daily challenge to ensure the quality of care and should be updated in these different aspects. Training programs in oncology are responsibility of professionals' education and permanent education in health. They are responsible to create practical skills-based professional education programs that result in rapid enhancement to the quality of care with concerns in deeply humanistic, honest, and responsible in the use of the limited resources reality. Certainly the patient care process in oncology is complex, requiring professional clinical judgment and critical thinking. **HYPOTHESIS:** The refinement of cognitive skills for making complex and judicious decision can be obtained with the use of active teaching methods, such as Concept Mapping (CM). The CM is a teaching strategy which aims to favor the meaningful learning, that is characterized by an anchoring process that happens over people exposition to new information (concept, idea, proposition) and relevant aspects which already exist on their cognitive structure. **METHOD:** Descriptive study, type experience report of the implementation of CM teaching strategy for developing Oncology contents for training members' nurses of Nursing Residency in Oncology at the Hospital São Paulo, linked to the Federal University of São Paulo, HSP - UNIFESP, São Paulo Brazil. The educational intervention began in November 2014 and it is still being implemented. This case report discusses the use of CM experience for teaching the management of signs and symptoms resulting from cytotoxic chemotherapy. **RESULTS:** The Nursing Residency in Oncology should create a flexible educational environment for the use of teaching strategies that provide the development clinical reasoning and clinical decision making so that patients and families can enjoy a full and interdisciplinary cancer assistance. Accordingly, the CM encourages the student to not only understand the genesis of the signs or symptoms linked to cytotoxic chemotherapy but also instrumentalizes for knowing how to act, aimed both for the diagnostic evaluation and evolution as for the adoption of intervention measures that are within their professional scope and that can control or eliminate unwanted effects. Expand and disseminate the pedagogical knowledge of the MC teaching strategy applied to the training of health are still needed, especially in countries such as Brazil, whose scenarios of vocational training in nursing are heterogeneous, serving different audiences of students with socio-economic and cultural characteristics also different. The challenge, in this regard, is to demonstrate that innovative proposals that lead to meaningful learning can be undertaken in a planned manner and meet the need for knowledge for making safe and efficient decision for the patient and the family. Specialist and well prepared nurses for the care management also corroborate for the high levels of excellence of the institutions dedicated to the diagnosis and treatment of cancer.