

## HEALTH EDUCATIONAL TECHNOLOGIES FOR DEATH INVESTIGATION PRACTICES IN THE FEDERAL DISTRICT

TECNOLOGÍAS EDUCATIVAS DE SALUD PARA PRÁCTICAS DE INVESTIGACIÓN DE MUERTE  
EN EL DISTRITO FEDERAL

TECNOLOGIAS EDUCACIONAIS EM SAÚDE PARA A PRÁTICA DE INVESTIGAÇÃO DE  
ÓBITOS NO DISTRITO FEDERAL

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### Abstract

This study aimed to describe the use of educational technologies as a strategy for the permanent education of death review commissions. This is an educational intervention study carried out in 2020 by the Federal District Department of Health investigative team and which involved three

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stages: identification of problems, use of educational technologies, and process evaluation. Data analysis was performed using relative and absolute frequencies and presented in the form of tables and graphs. Approval was granted by the Research Ethics Committee for this study. In 2019, there was a low percentage of records (16%) of deaths on FormSUS, indicating that death review commissions were not yet structured to properly carry out investigations concerning the basic cause of death. Educational technologies were useful for improving the work process of death review commissions. Based on this experience, it was possible to guarantee the information was returned in a timely manner and with greater adherence to FormSUS in 2020 (36%), on the part of death review commissions. The intervention made it possible to improve the registration of data made available by the commissions through the FormSUS and, consequently, enabled to qualify the Mortality Information System quickly and effectively.

**Keywords:** Biomedical Technology; Continuing Education; Mortality; Epidemiology; Quality Control.

### Resumen

Este estudio tuvo como objetivo describir el uso de tecnologías educativas como estrategia para la educación permanente de las comisiones de revisión de la muerte. Se trata de un estudio de intervención educativa realizado en 2020 por el equipo investigador del Departamento de Salud del Distrito Federal y que involucró tres etapas: identificación de problemas, uso de tecnologías educativas y evaluación de procesos. El análisis de los datos se realizó utilizando frecuencias relativas y absolutas y se presentó en forma de tablas y gráficos. La aprobación fue otorgada por el Comité de Ética en Investigación para este estudio. En 2019, hubo un bajo porcentaje de registros (16%) de muertes en FormSUS, lo que indica que las comisiones de revisión de muertes aún no estaban estructuradas para llevar a cabo adecuadamente las investigaciones sobre la causa básica de muerte. Las tecnologías educativas fueron útiles para mejorar el proceso de trabajo de las comisiones de revisión de defunciones. Con base en esta experiencia, fue posible garantizar que la información fuera devuelta en tiempo y forma y con mayor adhesión a FormSUS en 2020 (36%), por parte de las comisiones de revisión de defunciones. La intervención permitió mejorar el registro de los datos puestos a disposición por las comisiones a través del FormSUS y, en consecuencia, permitió calificar el Sistema de Información de Mortalidad de manera rápida y efectiva.

**Palabras clave:** Tecnología Biomédica; Educación continua; Mortalidad; Epidemiología; Control de calidad.

### Resumo

Este estudo teve por objetivo descrever a utilização das tecnologias educacionais como estratégia para a Educação Permanente das Comissões de Revisão de Óbito. Trata-se de um estudo de intervenção educativa realizado em 2020 pela equipe da Gerência de Informação e Análise da Situação em Saúde (GIASS) da Secretaria de Estado de Saúde do Distrito Federal, realizado em 2020 e que envolveu três etapas: identificação dos problemas, uso das Tecnologias Educacionais e avaliação do processo. A análise dos dados foi realizada por meio de frequência relativa e absoluta e apresentadas em forma de tabelas e gráficos. Há aprovação do Comitê de Ética em Pesquisa para esse estudo. Em 2019, houve baixo percentual dos registros (16%) dos óbitos no FormSUS, indicando que as Comissões ainda não estavam estruturadas para execução da investigação da causa básica de óbito. Desse modo, as tecnologias educacionais foram úteis para aprimorar o processo de trabalho das Comissões. A partir dessa experiência foi possível ter uma devolutiva das informações em tempo oportuno, com maior adesão ao FormSUS em 2020 (36%), pelas Comissões. A intervenção possibilitou melhoria no registro dos dados disponibilizados pelas comissões por meio do FormSUS e consequentemente viabilizou a qualificação do Sistema de Informação sobre Mortalidade de forma rápida e eficaz.

**Palavras-chave:** Tecnologia Biomédica; Educação continuada; Mortalidade; Epidemiologia; Controle de qualidade.

## Introduction

The investigation of deaths consists of qualifying the information filled out by the doctor in the Death Certificate (DC), enabling the identification of the mortality profile, as well as recognizing the main diseases and illnesses in the population. In this way, it is possible to plan health actions and formulate public policies that aim to improve the health conditions of the community (BENEDETTI et al., 2019).

To systematize the death investigation process in Brazil, the Federal Council of Medicine published Law no. 2,171 in 2017, which regulates the death review commissions and determines their mandatory institutionalization in public and private hospitals and emergency care units (BRASIL, 2018). The function of these commissions is to carry out the investigation of all deaths that occurred in a given unit. As such, the training of professionals working in this area is essential, and it is necessary to offer educational strategies that provide the development of skills for this purpose (SANTOS, 2019).

In this sense, courses, workshops, and training can favor the acquisition of knowledge and skills in a targeted manner (BALBINO; SILVA; QUEIROZ, 2020). Permanent health education emerges as a strategy to transform health work so that it is more critical, reflective, and technically competent, in addition to seeking to creatively solve the daily problems of institutions (AZEVEDO et al., 2015; SANTOS, 2019).

Technological advances that allow for the use of new educational resources, which are fast, attractive, and directly influence qualification and professional practice, are crucial (ARAÚJO et al., 2019; BRASIL, 2018; SILVA, 2017; SOUZA; GIGLIO, 2015). Educational technologies are devices for mediating the processes of teaching and learning that have resources that enable better interaction with the public, such as the use of digital platforms and audiovisual resources (AIRES; RAGGI, 2015; CAVALCANTE et al., 2018).

The use and availability of these resources are considered to be more effective and accessible for monitoring the speed of knowledge production. In health, these technologies have helped services in the organization and management of

institutional processes (ARAÚJO et al., 2019; CARDOSO; PALUDETO; FERREIRA, 2018; VICENTE et al., 2019).

This study is justified as it potentially contributes to the structuring and training of death review commissions in Federal District health institutions through the use of educational technologies. No previous studies on the topic were found. Therefore, this work aims to describe the use of these technologies by the Health Department as a strategy for the permanent education of death review commissions in the Federal District.

## Method

This is an educational intervention study carried out in 2020 on the use of educational technologies aimed at death review commissions in the Federal District. The methods used from the available educational technologies were developed by the team, composed of public servants specialized in the field of death investigation with the support of resident health professionals from the Multiprofessional Residency Program in Public Health Policy Management, undergraduate and post-graduate students of the *stricto sensu* modality of public institutions in the Federal District.

Among the main goals, the need to train and establish effective communication with public and private health units should be highlighted. Thus, to guide the death review commissions and improve the investigation of deaths, it was decided to structure the face-to-face and remote courses in an articulated manner and based on the production of audiovisual content. This process involved three stages: identification of problems, use of educational technologies as strategies for permanent education in health, and an evaluation of the process.

A situational analysis was carried out to identify the capability and difficulties that exist in the work processes of the death review commissions. FormSUS is the tool used by the Health Department, as of January 2018, for online registration, in an agile and fast way, of deaths that occurred in health institutions. After this, a quantitative survey of the records inserted in the FormSUS was carried out and compared to data on the number of deaths inserted in the Mortality Information System for the years 2019 and 2020. The evolution of the records for the periods from January to May 2019 and 2020 was

compared to estimate the expected number of records correctly registered by each death review commissions.

In addition, a survey of the work process was carried out using a *Google Form* filled out by the commissions themselves, with the objective of identifying suggestions, demands, and difficulties regarding the registration and investigation of deaths. The data obtained from these forms were tabulated in Microsoft's Excel program, with subsequent analysis of absolute and percentage frequency.

Following this, strategies were devised to solve problems and improve the work process of the death review commissions. To this end, technological tools were used to standardize the formal means of communication between the death review commissions and the Health Department, involving the preparation of teaching materials and audiovisual content and the elaboration of distance training (by telephone and/or videoconference).

Virtual platforms - YouTube and *Moodle* – were used for the realization of the first course, “Death Registration and Investigation Course”, to optimize the results, reach the largest number of death review commissions possible, put together the developed teaching materials and facilitate access to information at any time and place.

Lastly, the materials produced by the investigation team were improved with a view to the quality of this content. In addition, the death review commissions were asked to provide feedback on the available material as a way of meeting the real demands of this public.

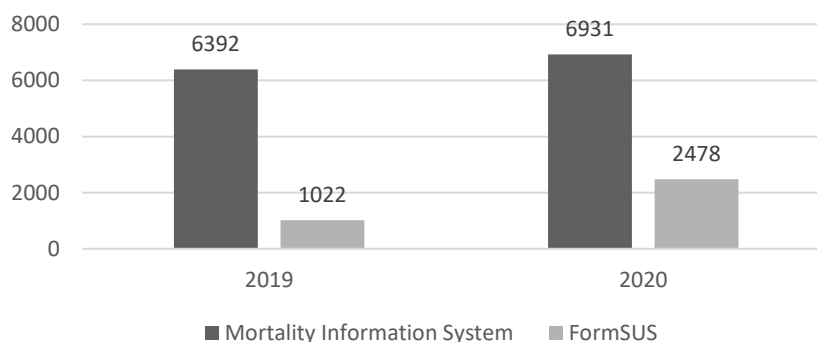
This study was approved by the Research Ethics Committee of the Health Sciences Teaching and Research Foundation, under CAAE: 95486818.0.0000.5553, according to laws 466/2012 and 580/2018 of the National Health Council.

## RESULTS

The first stage consisted of evaluating the manner by which the death review commissions conducted their investigations; for that, a survey of the data entered in both the Mortality Information System and in the FormSUS, referring to the deaths

from January to May 2019, was carried out. It was observed that 6,392 death certificates were inserted in the Mortality Information System, and of these, only 1,022 were registered in FormSUS, approximately 16% (Figure 1).

**Figure 1.** Number of death records in the Mortality Information System and FormSUS in the Federal District from January to May 2019 and 2020.



**Source:** FormSUS Investigation Health Department and Mortality Information System.

In order to identify the main causes of this under-registration, an instrument was created in Google Form, and a return of 94% was obtained from the 50 death review commissions in public and private health establishments in the Federal District. The state has 50 investigation committees for death and all were contacted, but only 47 participated in the research. It was possible to identify that 45% of death review commissions did not insert the forms in the FormSUS daily. In addition, other difficulties were related to the insertion of data in FormSUS (43%) and in the investigation process itself (32%). Regarding the training offered by the investigation team, the majority (57%) had previously received training to complete the FormSUS and 40% on how to conduct the investigation. It is important to note that 100% of death review commissions showed an interest in permanent education activities (Table 1).

**Table 1** - Survey of the work process of death review commissions of the Federal District, 2020 (n = 50).

QUESTIONS	n	%
<b>Does the Hospital Death Review Commission insert the forms on the FormSUS daily?</b>		
Yes	20	42%
No	21	45%
Not applicable**	6	13%
<b>Does the Hospital Death Review Committee face difficulties in inserting deaths on the FormSUS?</b>		
Yes	20	43%
No	22	47%
Not applicable**	5	10%
<b>Have any members of the Hospital Death Review Committee already completed FormSUS training?</b>		
Yes	27	57%
No	20	43%
Not applicable**	0	0%
<b>Does the Hospital Death Review Committee face difficulties in the process of investigating the basic cause of death?</b>		
Yes	15	32%
No	21	45%
Not applicable**	11	23%
<b>Has any member of the Hospital Death Review Committee already carried out training to investigate the basic cause of death?</b>		
Yes	19	40%
No	27	58%
Not applicable**	1	2%
<b>Is the Hospital Death Review Committee interested in Permanent Education activities?</b>		
Yes	47	100%
No	0	0%
Not applicable**	0	0%

\* Missing data. \*\* Not applicable - Death Review Commissions who are unaware of the death registry and investigation work process.

**Source:** Questionnaire created by the Health Department using Google Forms.

The main hypothesis for the under-registration of deaths by the health care system was the lack of knowledge concerning the process involved in and difficulties regarding the use of FormSUS. It is noteworthy that almost half of the commissions had access to some training; the potential reasons are the frequent exchange of the members of the commissions and the impossibility of the Health Department to carry out timely training whenever these changes occur. Regarding this situation, educational technologies were used to improve the structuring and training of death review commissions. The technological tools made a greater articulation between the death review commissions and the Health Department throughout all stages possible (Figure 1).

**Figure 1** - Educational technologies used in each stage, according to the purpose for the development of activities of permanent education in the Health Department of the Federal District, 2020.

TECHNOLOGY FOR EDUCATIONAL PURPOSES	STAGE	GOAL
FormSUS	Stages 1 (Problem identification) and 3 (Process evaluation).	Monitor the evolution of the death registry by the death review commissions in 2020.
Google Forms	Stage 1 (Problem identification).	Identify suggestions, demands, and difficulties regarding the registration and investigation of deaths.
WhatsApp Business	Stages 2 (Use of Educational Technologies as strategies for Permanent Education in Health) and 3 (Evaluation of the process).	Provide content and request feedback from death review commissions
Skype and Google Meet	Stage 2 (use of educational technologies as strategies for permanent education in health).	Train and guide the members of the death review commissions
Canva, iDraw and Powerpoint slides (Office package)	Stage 2 (Use of Educational Technologies as strategies for Permanent Education in Health).	Development of teaching materials - instructional manuals, pamphlets, flowcharts aimed at describing the stages of the death investigation.
Movie Maker, iMovie, Powtoon, QuickTime Player e Windows G do Windows 10	Stage 2 (Use of Educational Technologies as strategies for Permanent Education in Health).	Elaboration of audiovisual content in a course format, containing four modules: Module I - Getting to know the investigation Team; Module II - Filling out the death certificate and using the ICD-10; Module III - Mortality Information System; Module IV - Investigation of ill-defined causes of death (Garbage Code).
Youtube e Plataforma Moodle Youtube and Plataforma Moodle	Stage 2 (Use of Educational Technologies as strategies for Permanent Education in Health).	Availability of the “Death Registration and Investigation Course” for the target audience.

**Source:** elaboration by authors.

The use of technologies permitted the creation of materials for the research course and their subsequent integration on the Moodle Platform and on the YouTube channel (Investigation of Deaths in the Federal District) to optimize the training of the death review commissions. In addition, with the adhesion to WhatsApp Business, Skype, and Google Meet, communication between the death review commissions and the



Health Department took place in a timely manner, which enhanced the resolution of demands and strengthened their bond.

Using these communication channels, it was possible for the investigation team to receive feedback from the death review commissions, with greater adherence to FormSUS, organization of the death review commissions, and satisfying the interest of these professionals in being trained. The aforementioned tools are still in the process of being implemented, but it was possible to observe the improvement in filling out the FormSUS by the death review commissions. Of the 6,931 death records in SIM, between January and May 2020, 2,478 (36%) were registered in FormSUS (Figure 1).

## Discussion

There was successful feedback from the death review commissions, as a result of the completion of the Google form for the purpose of situational diagnosis, and the answers evidenced that these institutions were searching for and in need of support. In relation to the difficulties presented by the death review commissions, a lack of training for the development of skills related to the registration and investigation of death stands out. The low percentage of registrations in 2019, when comparing the Mortality Information System to FormSUS, indicated that by 2020, after the use of these tools, there was greater adherence to FormSUS.

This survey made it possible to carry out interventions in a more specific way through the use of technological tools and obtained favorable results through educational technologies through the use of communication channels with death review commissions and training for the registration and investigation of deaths, for example. In total, 15 technologies were used for educational purposes, categorized according to their use into three stages: Stage 1 - problem identification; Stage 2- use of strategic technologies for permanent education in health; and Stage 3 - evaluation of the process.

The incorporation of educational technologies aims to expand the opportunities for health professionals to participate in actions aimed at improving skills related to death registration and investigation. Among the main advantages found in this method, the following stand out: the diversity of tools available, the ease of access, the

cost/benefit ratio, the greater capacity to reach the target audience, the discussion of themes directed to the problems identified in the service and the opportunity for innovation in the permanent education process (GUIMARÃES; GODOY, 2008). The use of this educational model generates visibility and encourages and optimizes the teaching-service relationship, with a consequent improvement in health work processes (FRANÇA; RABELLO; MAGNAGO, 2019; JORGE, 2017; OLIVEIRA, 2018; OSSEGE et al., 2020).

However, health services encountered some difficulties such as lack of availability of workload for in-service training, as well as execution of the planned activities. Although the members of the review committees were motivated and understood the importance for the health service of the new demands, there was a difficulty in performing the activity in the work environment due to the overload and multitasking by the professionals of the death review committee.

The potential of these studies is shown by demonstrating that the method provided for the development of critical thinking enables death review commissions to be protagonists in the qualification of their professional practice. The support materials that were made available tend to enable correct and efficient decisions, which therefore contribute positively to the entire process involving death investigations (PISSAIA et al., 2017). In addition, improvement in communication was noticeable, making it more accurate, effective, and capable of being carried out in a timely manner, especially considering the ongoing pandemic period (COVID-19).

The use of digital resources in an expanded and prioritized way for educational purposes can be limited, as pointed out by a previous study (SOUSA et al., 2016). However, the investigation team who conducted and elaborated the action considered it to be a strategy of extreme potential considering that the target audience (death review commissions) has an interest in the prepared content, given that it is a demand from the institutions themselves, and possesses the necessary resources to fully utilize it.

In reference to the limitations of this study, the differences in the functionalities of FormSUS and Mortality Information System were noted, the first tool being used to qualify the investigation carried out by the death review commissions and the second being to compile data about mortality and causes of the death. Another limitation of this study was that the implementation of in-service training courses has not been finalized;

however, a favorable partial result has been obtained so far, and because it is a process in constant evolution and improvement, there is a high probability of success.

## Conclusion

The use of multiple educational technologies for the purposes of communication, structuring and training made it possible to create materials that were easy to understand and applicable to the practice of death review commissions in the Federal District. The intervention enabled better registration and qualification of the data, greater autonomy, and improved knowledge management for the target audience. However, further studies are needed on the topic to elucidate aspects related to the health education process.

## Conflicts of interest

There are no conflicts of interest.

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## Supplementary Material

### SUPPLEMENT 1 - Educational Material



### SUPPLEMENT 2 - Youtube Channel



### SUPPLEMENT 3 - Moodle Platform

