

THE PROVISION OF DRUG INFORMATION AS A STRATEGY FOR RAISING FOR RATIONAL USE OF DRUGS.

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Introduction: The use of new care methods should be implemented to identify and meet the needs of the population. Among them, the strategy of the waiting room can function as a space where exchanges between the individual and the environment occur. Through dialogued practices can detect health problems and physical, clinical and psychosocial dimensions; besides expanding academic knowledge about beliefs and cultures, recognizing the user in its entirety.

Objective: To offer accurate and appropriate information on drugs and health through collective strategies to stimulate good therapeutic practices and rational use of medicines.

Methodology: Were performed waiting room activities of the sphere investigative, informative, guiding and discursive, in a health care facility located in the city of Salvador, BA. The topics covered constituted the fields of: herbal medicine, nutrition and health aspects of drug therapy while patients waited to be met in line at the pharmacy service. To evaluate the activity performed was developed an instrument to analyze the participants' knowledge before and after the educational intervention.

Results: During the previous interventions in the waiting room investigative stage most patients had difficulty expressing their knowledge or express yourself in a confused and distracted manner. After the educational activities the answers revealing improved considerably greater level of understanding and monitoring of activities. Highlight the increase of 63% in the number of correct answers regarding herbal medicine and 58% on food and health. We also analyzed the behavioral perceptions and overall only 16% had a positive change in mood.

Discussion: In the early educational intervention patients met apathetic, tired and stressed, demonstrating dissatisfaction with the service due to long waiting periods associated with a cozy little structure. The low behavioral change reveals how these aspects influence individuals, the combination or expansion strategies for reframing the use of health services process being required. During educational activities, establish an exchange of information, which allowed greater insight and guidance on the issues addressed, enabling the identification of the needs of the population about the issues involving health and the rational use of medicine.

Conclusion: The waiting room allowed the recognition of the history of the patients and their interventionist action showed that the rational use of medicine is not only connected to pharmacotherapeutic information but also relates to the everyday life of the individual, their experiences and understandings. The study identified a significant lack of information for patients on aspects of drug use and its implications in everyday life, especially in regard to treatment adherence. Thus, we recognize the need for reorganization of pharmaceutical education that values and prioritizes these socio-cultural aspects of the drug, allowing the construction of ties of co-responsibility, favoring more humane and effective ways in the process of health work, both for users as for professionals.