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The influence of a tutorial education program in public health on academic training

La influencia de un programa de enseñanza tutorial em salud pública em la formación académica

A influência de um Programa de Educação Tutorial em Saúde Coletiva na formação acadêmica

ABSTRACT

The objective is to report the magnitude of the experiences lived by academics graduating from the team of the tutorial education program in collective health for academic training. This is an experience report based on information from academics who graduated from PET PISC. Which became possible to identify that the program reliably fulfilled its role over these 10 years, since it was able to train academics with the understanding of aspects of interdisciplinarity and integrality, professionals especially in the labor market, and with knowledge about the real notions of public health, in addition to having effectively contributed to the insertion of numerous academics in graduate programs. Finally, it is clear that the program has achieved its purpose of training qualified, critical, reflective, socially committed and autonomous professionals, ensuring the graduates interviewed in this study a differential in the labor market.

DESCRIPTORS: Interprofessional Relations; Public Health; Work Performance.

RESUMEN

El objetivo es informar de la magnitud de las experiencias vividas por los académicos que se gradúan del equipo del programa de educación tutorial en salud colectiva para la formación académica. Se trata de un informe de experiencia basado en la información de los académicos que se graduaron de PET PISC. Que se hizo posible identificar que el programa cumplió de manera fiable su función durante estos 10 años, ya que fue capaz de formar académicos con la comprensión de aspectos de interdisciplinariedad e integralidad, profesionales especialmente en el mercado laboral, y con conocimiento sobre las nociones reales de salud pública, además de haber contribuido efectivamente a la inserción de numerosos académicos en programas de posgrado. Por último, está claro que el programa ha logrado su propósito de formar profesionales cualificados, críticos, reflexivos, socialmente comprometidos y autónomos, asegurando a los graduados entrevistados en este estudio una diferencia en el mercado laboral.

DESCRIPTORES: Relaciones interprofesionales; Salud Pública; Rendimiento Laboral.

RESUMO

Objetiva-se relatar a magnitude das experiências vivenciadas por acadêmicos egressos da equipe do programa de educação tutorial em saúde coletiva para a formação acadêmica. Trata-se de um relato de experiência a partir de informações advindas de acadêmicos egressos do PET PISC. A qual tornou-se possível identificar que o programa cumpriu de forma fidedigna com o seu papel ao longo desses 10 anos, uma vez que ele conseguiu formar acadêmicos com o entendimento sobre os aspectos da interdisciplinaridade e integralidade, profissionais com destaque no mercado de trabalho, e com conhecimento sobre as reais noções da saúde pública, além ter contribuído de forma efetiva para a inserção de inúmeros acadêmicos nos programas de pós-graduação. Por fim, percebe-se que o programa atingiu o seu propósito de formar profissionais qualificados, críticos, reflexivos, socialmente comprometidos e autônomos, garantindo aos acadêmicos egressos entrevistados neste estudo, um diferencial no mercado de trabalho.

DESCRITORES: Relações Interprofissionais; Saúde coletiva; Desempenho profissional.

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INTRODUCTION

The guarantee of the right to health and education was an achievement of the entire Brazilian society and was directly associated with the construction of the democratic State of law, the result of a great social pact, expressed through the Federal Constitution of 1988.¹ In this regard, the Unified Health System (SUS) was created, one of the largest and most complex public health systems, in which the principles and guidelines are anchored in equity, universality, integrality, decentralization and social participation.²

Aiming at the comprehensive care provided for in SUS, undergraduate courses in the health area must seek to train professionals capable of meeting the real needs of the population.² Linked to this, in 1979 the special training program was created, which is currently known as the Tutorial Education Program (PET - Programa de Educação Tutorial). The Program was developed through a strategy of the Ministry of Education (MEC) in the prerogative of stimulating tutorial education and the inseparability of the teaching, research and extension tripod in Higher Education Institutions (HEIs) in the country, through the composition of groups of academics linked to a tutor.³

Similarly, around the 1970s, in line with the Sanitary Reform, the field of Collective Health (CH) emerges, which comes to integrate the perspective of

constituting a paradigm that would allow a new articulation between the different institutions in the field of health.⁴ Establishing itself through a systematic critique of the naturalistic universalism of the biomedical model with the breadth of the social aspects involved in the health, illness and care process.⁵

In view of this, it appears that SC interacts directly with the precepts of PET, since it also aims at the interaction between academics and society in an active way, acting effectively in improving the health of individuals, through a multi-dimensional look where aspects such as family, community, culture, social structure and physical development are taken into account.⁵

Then, the Tutorial Education Program Integrated Practices in Collective Health (PET PISC - Programa de Educação Tutorial Práticas Integradas em Saúde Coletiva) appears, which aims to integrate undergraduate students in Nursing, Pharmacy and Physiotherapy courses in an integrated and interdisciplinary way, in the provision of home care to the communities of the municipality in which they operate, for health promotion, the rehabilitation of damages, injuries and disease prevention, aiming at training in collective health, which aim to develop skills for individual and collective care, resulting in the qualification of critical professionals and committed to improving health and your team performance.^{6,7}

Furthermore, it is worth highlighting the commitment that the PET program has in the training of academics, since it proposes to promote experiences for academics that lead them to develop values, such as the ability to work in groups, maturity, organization, autonomy, self-confidence, technical-scientific knowledge and research skills.³ Corroborating this premise, it is known that the program has a differentiated formation, due to the closer relationship it has between public health services and universities, also for instigating the constant discussion of curricular proposals that are effectively articulated in what is foreseen in the National Curriculum Guidelines of undergraduate courses in the health area.⁸

Thus, the present study aims to report the importance of the experiences lived by the team of the PET PISC program in the training of future health professionals.

METHOD

This is an experience report based on information from academic graduates of PET PISC. The study was carried out from May to July 2020, with the participation of academic graduates from the PET PISC group belonging to undergraduate courses in Nursing, Pharmacy and Physiotherapy who had a minimum experience of 6 months in the program. Excluded from the study were graduates who, during their participation in the

program, did not perform any of the activities of the teaching, research and/or extension triad, who did not answer any question in the questionnaire and who had their training beyond the expected time, since PET strives for excellence in academic training.

The extension program had its activities started in 2010 during the practices of the undergraduate curriculum component called Collective Health of the undergraduate nursing course. Currently, PET has the participation of undergraduate courses in Nursing, Pharmacy and Physiotherapy at the Federal University of Pampa, Uruguaiiana campus, Rio Grande do Sul.

Over its 10 years, the Program has expanded its actions to several sectors of Primary Health Care (PHC) in the municipality, such as schools in the municipal and state network, Family Health Strategies (FHS), Psychosocial Care Center (CAPS), Uruguaiiana City Hall, Postgraduate Programs, Association for the Support of People with Cancer (AAPECAN - Associação de Apoio a Pessoas com Câncer), Specialized Reference Center for Social Assistance (CREAS - Centro de Referência Especializado de Assistência Social), as well as the home of old age São Vicente de Paulo.

In view of the group's interdisciplinary approach, home visits (HV) take place weekly, made up of academics from the courses that make up the PISC. In addition, it is emphasized that the objective of the HV's developed by the group enables the monitoring of families and individuals in an integral way, through an interdisciplinary view, with the integration of community health agents and nursing staff in the assigned territory, strengthening thus, the bond between the team and the academics providing the exchange of knowledge and experience.

Regarding teaching activities, the group carries out actions in schools in order to bring information to children in the form of films, animations or children's drawings, with the activity entitled

“Tela PISC”, it also develops health promotion fairs a the entire population of the municipality, such as awareness campaigns, first aid actions, campaigns alluding to the health of children, women, men through educational materials that are distributed to the community.

In research, the program seeks to encourage academics to practice writing and speaking, being strengthened through reading and presenting articles in addition to participating in congresses focused on the area of public health. In view of this, research encourages participation and the development of scientific work, improving academic knowledge and instigating one of the objectives of PET,

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which is to enter graduate programs, in addition to professional growth, research also encourages personal growth, perfecting critical vision and persistence.

Thus, always thinking about approaching and improving the program, it was decided to structure and make a form available on the official pages of the PET PISC group, which are: Instagram, Facebook and the institution's website so that graduating students could report their experiences in the Program.

The form had questions about the experiences by the academics at the time he was part of PET PISC, such as: insertion in the job market, postgraduate studies, and the Program's contributions to academic training. The closed questions were analyzed through a descriptive analysis of the data and the open questions were interpreted with great care to faithfully follow the participant's opinion. Furthermore, that all ethical aspects were fulfilled in order to guarantee the anonymity of the participants, the same ones in this manuscript were identified as P1 and P2.

RESULTS AND DISCUSSION

26 academic graduates participated in this activity, 23 of whom were female and 3 were male. Of these, 13 have degrees in Nursing, 9 Physiotherapy, 4 Pharmacy. Thus, it was found that the insertion of academics in PET PISC promoted understanding between knowledge in an integrated and interdisciplinary way, since during graduation the students report not working in an integrated way, since the curricular components of the three courses have a curricular matrix very segregated by areas, making possible a lack of knowledge in its integral form and mainly with regard to public health. However, the Nursing course stood out as one of those that has this area more consolidated in their training.

Thus, the Program works in order to supply this aspect through interdisciplinary work where there is the sharing of knowledge between different areas of

knowledge, whether through exchanges between academics or tutor, always focusing on bringing together the theoretical contents developed in the curricular components, with the practical experiences in the Program, through its extension activities, thus instigating critical and reflective thinking from the academic.⁹

Considering this context, the strategy employed by PET PISC brings a result similar to a study, which developed with academics the creation of an interdisciplinary and interprofessional thinking style in health, and the results show that to be consistent, it is necessary to expand educational and work experiences.¹⁰ Thus, it is necessary the interaction between different collectives of thoughts and knowledge, in order to produce new meanings about health care, in a way oriented to the user's needs.¹¹ These facts can be evidenced by the statements of the violated academics.

“Multidisciplinary work was certainly the biggest contribution. In addition to the SUS experiences, today I work in a SUS hospital and I see how previous knowledge helped me.” (P1).

“A greater approach and knowledge in all areas of public health, from urgency and emergency to the area of primary care.” (P2).

It was also identified that the feeling of gratitude was very present in the responses of the graduates, because the Program had an immense influence on their understanding of teamwork, bringing benefits to their professional life. Teamwork is one of the pillars of the PET PISC program, since it is believed that it is through it that academics will be able to develop minimum skills to be achieved within their training process.

Furthermore, it is observed that the interdisciplinary perspective that is developed in the program contributes considerably to the valorization of teamwork in facing the challenges of the

group in the field of practice, as it is one of the strategic components of facing the growing complexities, both of the health needs that require an expanded and contextualized approach such as the organization of networked health care services and systems.¹²

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In this sense, it is emphasized that the group can only achieve these objectives, as it has been breaking with the Flexnerian model, which is still widely used in several Universities, in which there is little interprofessional connection and lack of teamwork.¹³ Thus, at PET PISC, students are encouraged to work the opposite of this model by having interaction between members and tasks together. Since

they promote an understanding of the importance of the engagement of several health professionals, each one contributing dynamically with the specific knowledge of their area of training and thus, reaching the goal of developing effective communication between the academic and the work team, recognition of work in other team members, interdependence for carrying out actions, interprofessional collaboration and user-centered attention.¹²

As for the indicator on the entry of academics into the labor market, it can be inferred that it was satisfactory, since 88% (23) of graduating students were successful in their insertion in the labor market in less than six months of graduation. Given this which reflects another study, which 55% managed to enter the job market in less than six months, thus being able to infer that PET contributes significantly to the creation of academics with prominence in the job market, since the Program aims to train differentiated professionals capable of professional development, as well as personal and intellectual.¹⁴

It is also worth mentioning the leadership spirit that the group promotes to academics, through communication, administration and management of the problems faced in health services.¹⁴ In addition, this leadership was mentioned by academics as a point that most highlighted him in the practical field, whether in charge of his team, or in the conduct taken in front of the patient.

When inspected in the scientific literature on the concept of leadership, it can be noted that it is closely linked to the factor of professional achievement, since it implies in the productivity, quality and relevance of the professional's workforce.¹⁵ In addition, studies corroborate the need to increase the number of professionals with a leadership character rooted in their personality, as it is the professional that the job market has been demanding and is found in a smaller quantity.^{14,15}

Similar to the aforementioned aspects, the program's commitment to

scientific production was also evidenced, since more than half of the students graduating from the program went to graduate programs, since all of these students left with publications developed by the group. Furthermore, the group calls itself extremely important to explore the community's problems by bringing resolutions to encourage the improvement of the population's quality of life through its research and publications.

CONCLUSION

In general, it is clear that PET PISC achieved its purpose of training qualified, critical, reflective, socially committed and autonomous professionals, guaranteeing the graduates who were interviewed in this study, a differential in the job market. In addition, it is emphasized that the findings of this study refer to a situation of a specific PET group and do not have the objective of generalizing the findings of this manuscript, however it

comes to identify the benefits of the program over these 10 years of its insertion.

In addition, it is worth highlighting the importance of the program promoting practical activities together with undergraduate courses, since it gives the academic the opportunity to experience experiences that are not present in their curricular matrix, and thus, promoting a global education making these future professionals able to integrate a team and gain prominence in the job market and also providing opportunities for their insertion in postgraduate courses. ■

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