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CASE REPORT ARTICLE

WELCOMING MODULE FOR RESIDENTS IN HEALTH AS INTERDISCIPLINARITY STRATEGY: EXPERIENCE REPORT

MÓDULO DE ACOLHIMENTO DOS RESIDENTES EM SAÚDE COMO ESTRATÉGIA DA INTERDISCIPLINARIDADE: RELATO DE EXPERIÊNCIA

MÓDULO DE ACOGIMIENTO DE LOS RESIDENTES EN SALUD COMO ESTRATEGIA DE LA INTERDISCIPLINARIDAD: RELATO DE EXPERIENCIA

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ABSTRACT

Objective: to report on the implementation of a welcoming module proposed for students in residence courses linked to the Multidisciplinary Residency Committee of the Fluminense Federal University/COREMU/UFF, focusing on interdisciplinarity. **Method:** this is a descriptive study on the Welcoming of Residents in Health of the Fluminense Federal University with the educational technologies "Pedagogical tour" and "Interdisciplinary workshop" to welcome and integrate these students. **Results:** we emphasize deleterious implications of biopower in health, in promoting the fragmentation of bodies, both individually and collectively. **Conclusion:** educational technologies may encourage the integration of specialties and disciplines in the creation of new educational, care, and health research spaces guided by interdisciplinary thought and attitude. **Descriptors:** Welcoming; Interdisciplinary communication; Patient Care Group.

RESUMO

Objetivo: relatar sobre a implementação de um módulo de acolhimento proposto para estudantes dos Cursos de Residência vinculados à Comissão de Residência Multidisciplinar da Universidade Federal Fluminense/COREMU/UFF, com foco na questão interdisciplinar. **Método:** estudo descritivo sobre o Acolhimento dos Residentes em Saúde da Universidade Federal Fluminense com as tecnologias educacionais "Aula-passeio" e "Oficina interdisciplinar" como recepção e integração desses alunos. **Resultados:** ressaltam-se implicações deletérias do biopoder na saúde, ao promover a fragmentação dos corpos, no âmbito individual e coletivo. **Conclusão:** tecnologias educacionais são movimentos capazes de fomentar a integração de especialidades e disciplinas na criação de novos espaços pedagógicos, assistenciais e de pesquisa em saúde norteados pelo pensamento e atitude interdisciplinar. **Descritores:** Acolhimento; Comunicação Interdisciplinar; Grupo de Assistência ao Paciente.

RESUMEN

Objetivo: relatar sobre la implementación de un módulo de acogimiento propuesto para Estudiantes Universitarios de Residencia vinculados a la Comisión de Residencia Multidisciplinar de la Universidade Federal Fluminense/COREMU/UFF, con foco en la cuestión interdisciplinar. **Método:** estudio descriptivo sobre el Acogimiento de los Residentes en Salud de la Universidade Federal Fluminense con las tecnologías educacionales "Clase-paseo" y "Taller interdisciplinar" como recepción e integración de estos alumnos. **Resultados:** se resaltan implicaciones deletéreas del biopoder en la salud, al promover la fragmentación de los cuerpos, en el ámbito individual y colectivo. **Conclusión:** tecnologías educacionales son movimientos capaces de fomentar la integración de especialidades y disciplinas en la creación de nuevos espacios pedagógicos, asistenciales y de investigación en salud norteados por el pensamiento y actitud interdisciplinar. **Descriptores:** Acogimiento; Comunicación Interdisciplinar; Grupo de Asistencia al Paciente.

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INTRODUCTION

Given the technicist pedagogy that guides the contemporary educational training for multiple specialties and professionals that are present in the workplace, we observe, nowadays, many obstacles and challenges for the implementation of interdisciplinary thought, especially in health education.

As a result of technical and scientific development resulting from rapidly increasing specializations, there has been pulverization and crumbling of knowledge. Thus, specialties and subspecialties have been emerging up. The expert is captive of the details and each discipline becomes emancipated and starts to focus on itself, partitioning intellectual spaces that solely control the teaching and research initiatives.¹

Health interventions, in its various complexities and technologies, aimed only at the rehabilitation of the biological body, have proved to be insufficient to meet the real needs in health, as people demand care that values the unity of man and their quality of life individually, in their family relations and with social organizations that support the everyday.² In this context, several researchers warn to the need for an interdisciplinary dialogue whenever the object of study is the health-disease-care process.

Talking about interdisciplinarity is only possible by having as a starting point the dialogue that manages communication and integration of concepts between disciplines, seeking new knowledge that lead to the resolution of a concrete problem.³ Thus, interdisciplinarity is presented as a response to the complexity and diversity present in the dynamics of the contemporary world.

The multidisciplinary and interdisciplinary process experienced by students of the Graduate Program in Health of the Federal University of Paraiba-UFPB through the Interprofessional Regional Internship in SUS (ERIP -SUS)⁴ is pointed out as a successful Brazilian experience in the field of health.

Since the development of a product and legacy, by the researcher, directed to his/her field of research, is a requirement of professional Masters course, such a device should be available, preferably in the form of educational technologies articulated with the improvement of the care praxis. Thus, I have chosen as a product of my study, the "Welcoming Module for Residents in Health from the UFF: learning and practicing interdisciplinarity". During this academic activity, the educational technologies called "Pedagogical tour" and "Interdisciplinary

workshop" will be used. They were held with residents in health linked to COREMU - *Comissao de Residencia Multiprofissional* (Multidisciplinary Residency Committee) of the aforementioned university, focusing on the theme of interdisciplinarity.

As shown, these devices represent methodologies aimed at continuous training and improvement of teachers and students. They should be developed through a creative and dialogic process between their actors and should be built from the ownership, analysis and discussion of an issue brought by a particular practice situation experienced in daily life. These technologies prioritize effecting and monitoring concrete interventions before challenges of reality.⁵

Educational workshops and other educational technologies that have interdisciplinarity as a guideline play a key role in the contemporary movement of reorienting the training of health professionals in order to be indispensable to question, in a systematic way, the questions raised by the new Curriculum Guidelines for Graduate Courses in Health.

The objectives of the product at issue are, among others, to implement, routinely, from the year 2014, the "Welcoming Module for Residents in Health from UFF", using the educational technologies "pedagogical tour" and "interdisciplinary workshop" as a way to receive and integrate these students. Reflecting on ways to implement interdisciplinarity in care praxis and to promote and stimulate concrete experiences of interdisciplinarity and of integration of learning to beyond the university walls with professors, administrative technicians and residents in health are also configured as additional objectives.

We hope, therefore, to contribute to the improvement of teaching and student activities regarding the challenge of implementing interdisciplinarity in health education. As providing sources of the theoretical foundation for the dissertation and the final product of the Master at issue, I directed me to scholars involved with the theme of interdisciplinarity, with emphasis on the work of the philosopher and epistemologist Hilton Japiassu and in some concepts expressed by the sociologist and professor Michael Foucault.

Researchers and members of GEPES/UFSM consider Educational Technology (ET) a body of knowledge enriched by man and it is not restricted to the construction or use of equipment or devices. In this process, it was expressed in a systematic way the know-how

and the know-how-to-use the knowledge and equipment in the questioning of all everyday situations.⁶

Based on the observation about the non-significance of the classroom and of class books as sources of interest and motivation for children, Freinet, French schoolteacher, following pre-established rules, began to organize daily pedagogical tours, providing students to experience the live interaction with characters of urban life and the field, interacting in interpersonal relationships and with the elements of nature. "It was life coming into the classroom".⁷

Considering some axes present in the epistemological basis of the paradigm of Freire, Moita- UEPB/UFPB considers teaching workshops as devices accessible to most schools, and states that they are able to contribute to the improvement of teaching, when they give dynamism to the process of teaching and learning, and encourage in their members the creative engagement. For the author, the educational workshops represent spaces in which, through a permanent construction, the changes committed to the dialogue can be reached in the school environment. Such a device favors the relationship between the various levels of education and the various forms of knowledge, approximating, in particular, popular knowledge from scientific knowledge, which is conveyed in the school environment.⁵

◆ **About the Welcoming Method**

The theme interdisciplinarity will initially be addressed through "Pedagogical tours" and then it will be held the "interdisciplinary educational workshop", by reading scientific texts and rounds of conversations that encourage discussion on the theme interdisciplinary, education and health care.

With the "Pedagogical tour" we intend to show the residents of UFF, the locations and institutions representing the context of health, education and culture in the city of Niteroi, such as the Health System Primary Care Units, the Public School Nilo Peçanha, the Library and the Municipal Theater of Niteroi, the City Council, the Art Museum (*Museu da Arte Contemporanea* - MAC), the *Fortaleza de Santa Cruz*, the Municipal Nursery Rosalda Paim, among others.

The objective is to use the educational workshop as an open space to discussions and questions prepared by the participants, so that in this dialogic learning, concrete interventions on the reality at issue can be developed.

◆ **The “pedagogical tour” and the “interdisciplinary workshop”**

On September 18, 2013, from 9am to 12am a preview of the above activities was held on the School of Nursing Aurora Afonso Costa - EEAAC, at room 503, with a view to the product of the Professional Master in Health (MPES).

The meeting between students, teachers and technical managers of different fields met, preliminarily, the proposed objectives, considering it was a participatory experience, with the presence of health and education professionals.

There were, at the meeting, seven professionals, including three nurse residents from the Public Health (EEAAC), two nurse-teachers from the permanent staff of the Residence in Public Health (EEAAC), a social worker and a psychologist, both working as technical managers in EEAAC. Thus, following a predefined script, we began the presentation of the relevant research data, focusing, specifically, on the information concerning the product of the MPES, namely the two technologies, the "Pedagogical tour" and the "interdisciplinary educational workshop".

After explaining the meaning of such educational technologies of the "Pedagogical tour", which at that time was performed only virtually, it was found, on a preliminary basis, that the previous established objectives have been achieved. As an additional operational resource, it was included an illustrative video about the experience of interdisciplinary bachelor degree implemented in UFRGS. With this experience, we created an open space with a view to reflection, analysis and suggestions of the participants, who were willing to contribute to the achievement of the proposal in focus.

FINAL REMARKS

After presenting the proposal of the welcoming module for residents in health and professors of the Fluminense Federal University, the participants issued some suggestions, such as the implementation of the educational technologies, especially the "Pedagogical tour", not only in Residency Courses in Health but also in the Graduate Program in Nursing from the EEAAC-UFF.

Another contribution of that group referred to the need for prior integration between teachers and heads of institutions to be visited in the "health-culture-education" tour, considering that such activity will not only provide knowledge of profile of the local

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population but will also promote the integration between the university and the institutions linked to their areas.

Systematic invitation to mentors and tutors working in the institutions to be visited, stimulating the second year residents to work as mediators between teachers and professionals working in the health scenarios, and conducting a sociable lunch in the student cafeteria of the UFF were other contributions of the participating group.

Interdisciplinarity is an open invitation and directed to the integration of diverse disciplines, in a dialogical attitude with a view, in particular, in novelty in health education.

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