



EFFECTUATION OF THE INTEGRATED HEALTH PRACTICE OF NURSES-TUTORS IN THE FAMILY HEALTH STRATEGY

EFETIVAÇÃO DA PRÁTICA INTEGRADA EM SAÚDE DE ENFERMEIROS PRECEPTORES NA
ESTRATÉGIA SAÚDE DA FAMÍLIA

EFFECTIVACIÓN DE LA PRÁCTICA INTEGRADA EN SALUD DE ENFERMEROS PRECEPTORES EN LA
ESTRATEGIA SALUD DE LA FAMILIA

Betânia Machado Faraco Oliveira¹, Donizete Vago Daher²

ABSTRACT

Objective: to identify the working process of the nurse-tutor with a view to the integrated practice in the Family Health Strategy (FHS); to discuss the social relevancies and challenges of the integrated practice in health education; to indicate educational strategies that address the integrated practice. **Method:** descriptive, exploratory, qualitative approach, with 13 nurses who also act as tutors of the FHS. Data were collected through interview, simple observation and will be analyzed by content analysis technique in the thematic analysis modality. The research project was approved by the Research Ethics Committee, Opinion No. 33725214.9.0000.5243. **Expected results:** authors want to sensitize the educational institution and municipal management on the procedural implementation of pedagogical training for nurses-tutors working in the FHS, which will generate significant benefits for the integrated health practice, making the process teaching and doing interconnected actions. **Descriptors:** Nursing; Human Resources Training; Primary Health Care; Family Health Strategy; Tutoring.

RESUMO

Objetivo: identificar o processo de trabalho do enfermeiro-preceptor com vistas à prática integrada na Estratégia Saúde da Família (ESF); discutir as pertinências sociais e desafios da prática integrada na formação em saúde; indicar estratégias educativas que trabalhem a prática integrada. **Método:** pesquisa descritiva, exploratória, de abordagem qualitativa, com 13 enfermeiros que também atuam como preceptores da ESF. Os dados foram coletados por entrevista e observação simples e serão analisados pela técnica de Análise de conteúdo na modalidade Análise temática. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa, Parecer Nº 33725214.9.0000.5243. **Resultados esperados:** pretende-se sensibilizar a instituição de ensino e a gestão municipal quanto à implantação processual de capacitação pedagógica para enfermeiros preceptores que atuam na ESF, a qual gerará significativos benefícios para a prática integrada em saúde, tornando o ensinar e o fazer ações interconectadas. **Descritores:** Enfermagem; Formação de Recursos Humanos; Atenção Primária à Saúde; Estratégia Saúde da Família; Preceptoria.

RESUMEN

Objetivo: identificar el proceso de trabajo del enfermero-preceptor para la práctica integrada en la Estrategia Salud de la Familia (ESF); discutir las pertinencias sociales y desafíos de la práctica integrada en la formación en salud; indicar estrategias educativas que trabajen la práctica integrada. **Método:** investigación descriptiva, exploratoria, de enfoque cualitativo, con 13 enfermeros que también actúan como preceptores de la ESF. Los datos fueron recogidos por entrevista y observación simple y serán analizados por la técnica de Análisis de contenido en la modalidad Análisis temático. El proyecto de investigación fue aprobado por el Comité de Ética en Investigación, Parecer Nº 33725214.9.0000.5243. **Resultados esperados:** se pretende sensibilizar a la institución de enseñanza y a la gestión municipal para la implantación procesual de capacitación pedagógica para enfermeros preceptores que actúan en la ESF, la cual generará significativos beneficios para la práctica integrada en salud, tornando el enseñar y el hacer acciones interconectadas. **Descritores:** Enfermería; Formación de Recursos Humanos; Atención Primaria a la Salud; Estrategia Salud de la Familia; Preceptoría.

¹Nurse, Coordinator of the *Programa de Violência Sexual Contra Crianças e Adolescentes* (Sexual Violence Against Children and Adolescents Program) - City of Teresopolis/RJ, Master Student, Professional Master's Program in Education in Health: Interdisciplinary Teacher Training for SUS, Fluminense Federal University/UFF. Niterói (RJ), Brazil. E-mail: betaniafaraco@hotmail.com; ²Nurse, Professor, Professional Master's Program in Education in Health: Interdisciplinary Teacher Training for SUS, Fluminense Federal University/UFF. Niterói (RJ), Brazil. E-mail: donizete@predialnet.com.br

INTRODUCTION

This study is originated from the dissertation project linked to the Professional Master's Program in Education in Health of the Federal Fluminense University (MPES/UFF) and seeks to understand the working process of the nurse-tutor in the Family Health Strategy (FHS), by proposing an integrated care practice, implemented in the municipality of Teresopolis, RJ.

It is clear that among the initiatives aimed at expanding public policies for health, the FHS is understood as a proposal to reorient the care model, operationalized through the implementation of multidisciplinary teams in primary healthcare units.¹

The relevance of this scenario in the training of future health professionals is evidenced by allowing the inclusion of students not only in the practical environment of health but also in the political and social context of families who require care. Student supervision under the FHS is therefore unique and meaningful as it allows the confrontation of real situations that lack a comprehensive and humanized practice.²

Integrated practice is understood, in this municipality, as the set of educational activities and assistances performed concurrently by health professionals who act as tutors in the FHS of the municipality. Thus, while working in the health training, these professionals provide assistance to users who access the services.

Responsibility for monitoring of families, and also for health training, arouse in the FHS tutors teams the need to overcome the classically defined limits for primary care in Brazil, especially in the context of SUS.³

With regard to the practical training of health professionals, "there is an urgent need to broaden the design and the planning of internships of students in order to include teaching-service integration strategies, materialized in cooperation actions between the organizations involved".^{4:124} To this end, tutoring in nursing brings the need for theoretical and pedagogical foundation for these actors to be mediators of knowledge grounded in the articulation of theory and practice. It is necessary that they are able to develop their activities as nurses while working in training students.⁵⁻⁶

The object under study is the exercise of integrated practice of the nurse-tutor of the FHS in the municipality of Teresopolis. The research questions are: how is the integrated practice of the nurse-tutor effectuated in the FHS of the city? What are the limits and

possibilities of the integrated practice of nurse-tutor?

OBJECTIVES

- To identify the work process of the nurse-tutor with a view to the integrated practice in the FHS;
- To discuss the social relevancies and challenges of the integrated practice in health education;
- To indicate the educational strategies that address the integrated practice.

METHOD

This is a field research with qualitative, descriptive and exploratory approach, whose study scenarios are the FHS units of the city of Teresopolis, RJ.

Data were collected from November 2014 to March 2015, through semi-structured interview, simple observation. Research subjects were 13 nurses who met the following criteria: being a nurse and tutor in a FHS team for at least five years. Three nurses were excluded because they are on vacation or away due to medical leaves.

The semi-structured interview as data collection technique was important because it allows the encounter between the researcher and the researched, aiming to seek the significant information for the study and to give the respondent the full feeling that they can speak freely, to report experiences and present opinions.

For performing the interview, authors made a script with eight previously prepared questions, but allowed other questions during the dynamics of the interview with each nurse.

The questionnaire aimed to obtain information on integrated practice (care and teaching) of nurses in the FHS, with regard to the difficulties, limits, strengths, challenges and contributions of this practice to nursing education, as well as regarding training for the development of this practice.

Simple observation was accomplished during the activities developed in the FHS during the waiting period of the interviews, following a pre-built script. It was intended to investigate the practices of nurses-tutors, especially with regard to the involvement of SUS professionals with activities of supervision/orientation of graduate students in the health field. This involvement - which has been named as tutoring - is not only recent but also requires the addition of a training/educational acculturation that goes beyond the technical functions assigned to it.

Oliveira BMF, Daher DV.

Effectuation of the integrated health practice...

The interviews will be transcribed, and together with the information recorded during the observation, will be analyzed through thematic content analysis as proposed by Bardin⁷, which provides three operational stages: pre-analysis, which includes the organization of the material to be analyzed by reading and highlighting excerpts; coding, classification and categorization of the material; and interpretation of results.

The research project was submitted to the Ethics Research Committee of the University Hospital Antônio Pedro/UFF, in view of Resolution No. 466/12 and approved with Certificate of Presentation for Ethical Consideration No. 33725214.9.0000.5243.

EXPECTED RESULTS

Authors aim to sensitize the educational institution and municipal management on the procedural implementation of pedagogical training for nurses-tutors working in the FHS, which will generate significant benefits for integrated health practice, making the teaching and doing interconnected actions.

These challenges raise the concerns and the search for possibilities of building didactic and pedagogical practices that, in everyday experience of teaching, are translated in pedagogical innovations aimed at higher education training.

It is intended, through this work, to socialize, through the nurses-tutors, positive and negative experiences of praxis that interfere in the training process, considering the integrated practice, its challenges, conflicts and the pointing of solutions, suggestions, innovations, and preparation of guidelines for the integrated practice defined by collective proposals.

REFERENCES

1. Ministério da Saúde (BR). Portaria nº 2488/GM, de 21 de outubro de 2011. Aprova a política Nacional de Atenção Básica estabelecendo a revisão de diretrizes e normas para a organização da Atenção Básica, para a Estratégia Saúde da Família (ESF) e o Programa de Agentes Comunitários de Saúde (PACS). Brasília, Diário Oficial da União, 24 out 2011.
2. Chagas FJR, Daher DV. The preceptorship in the Family Health Strategy: an exploratory descriptive study. Online braz j nurs [Internet]. 2013 Oct [cited 2015 Apr 18];12(Suppl):707-9. Available from: <http://www.objnursing.uff.br/index.php/nursing/article/view/4534>
3. Ministério da Saúde (BR). Secretaria de assistência à Saúde. Coordenação de saúde e

Comunidade. Saúde da Família: uma estratégia para a reorientação do modelo assistencial. Saúde da Família. Brasília: Ministério da Saúde; 1997.

4. Carvalho ESS, Fagundes NC. A inserção da preceptoria no curso de graduação em enfermagem. Rev RENE [Internet]. 2008 [cited 2015 Apr 18];9(2):98-105. Available from: <http://www.revistarene.ufc.br/revista/index.php/revista/article/view/564>

5. Peixoto LS, Tavares CMM, Queiroz PP. Research about the knowledge and teaching practice of the preceptor: a test pilot. J Nurs UFPE on line [Internet]. 2014 Jul [cited 2015 Apr 18];8(7):2038-46. Available from: http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/view/6032/pdf_5504 doi: 10.5205/reuol.5963-51246-1-RV.0807201426

6. Valente GSC, Cortez EA, Cavalcanti ACD, Cosme FSMN, Gonçalves LC. Nursing mentoring in primary care: building skills from practice. J Nurs UFPE on line [Internet]. 2014 Sept [cited 2015 Apr 20];8(7):3047-58. Available from:

http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/view/5739/pdf_6080

7. Bardin L. Análise de conteúdo. Lisboa: Edições 70, 2011.

Submission: 2015/04/24

Accepted: 2015/07/07

Publishing: 2015/07/15

Corresponding Address

Betânia Machado Faraco Oliveira
Rua Odette Freire, lote 52
Novo Centro-CEP: 25780-000
São José do vale do Rio Preto(RJ), Brazil