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CASE REPORT ARTICLE

EDUCATIONAL GAME ABOUT PUBLIC HEALTH AN EXPERIENCE REPORT OF THE TEACHING-LEARNING PROCESS

JOGO EDUCATIVO SOBRE A SAÚDE COLETIVA UM RELATO DE EXPERIÊNCIA DO PROCESSO DE ENSINO-APRENDIZAGEM

JUEGO EDUCATIVO SOBRE LA SALUD PÚBLICA UN INFORME DE EXPERIENCIA DEL PROCESO DE ENSEÑANZA-APRENDIZAJE

Vanessa Lôbo de Carvalho¹, Carilane Barreto da Silva²

ABSTRACT

Objective: to report the students' experience during and after using an educational game about public health in the teaching-learning process. **Method:** a descriptive study, experience report type, developed from the experience with the educational game AVANÇA SUS, with the students of Public Health discipline of the Physiotherapy Course. **Results:** AVANÇA SUS encouraged the active participation of students, self-evaluation of the learning process, construction and improvement of knowledge about public health policies that integrate the Unified Health System (SUS), in a relaxing and integrative environment. For the students, the game was a tool of stimulation and transformation in the teaching-learning process. **Conclusion:** playful strategies facilitate advances in health training for public health and enable the students to acquire knowledge and features that will be primordial in the SUS labor camp. **Descriptors:** Higher Education; Teaching Materials; Public Health.

RESUMO

Objetivo: relatar a experiência de discentes durante e após utilização de um jogo educativo sobre a saúde coletiva no processo de ensino-aprendizagem. **Método:** estudo descritivo, tipo relato de experiência, desenvolvido a partir da vivência com o jogo educativo AVANÇA SUS, com os discentes da disciplina Saúde Coletiva do Curso de Fisioterapia. **Resultados:** o AVANÇA SUS estimulou a participação ativa dos discentes, auto avaliação do processo de aprendizagem, construção e aprimoramento do conhecimento sobre as políticas públicas de saúde que integram o Sistema Único de Saúde (SUS), em um ambiente descontraído e integrativo. Para os discentes o jogo foi uma ferramenta de estímulo e transformação no processo de ensino aprendizagem. **Conclusão:** estratégias lúdicas facilitam os avanços na formação em saúde para a saúde coletiva e possibilitam ao discente adquirir características e conhecimentos que serão fundamentais no campo de trabalho do SUS. **Descritores:** Educação Superior; Materiais de Ensino; Saúde Pública.

RESUMEN

Objetivo: presentar la experiencia de los estudiantes durante y después del uso de un juego educativo sobre la salud pública en el proceso de enseñanza-aprendizaje. **Método:** estudio descriptivo, tipo relato de experiencia, desarrollado a partir de la experiencia con el juego educativo AVANÇA SUS, con los alumnos del curso de Salud Pública del Curso de Terapia Física. **Resultados:** AVANÇA SUS alentó la participación activa de los estudiantes, la autoevaluación del proceso de aprendizaje, la construcción y mejora de los conocimientos sobre las políticas de salud pública que integran el Sistema Único de Salud (SUS), en un ambiente relajado e integradora. Para los estudiantes, el juego fue una herramienta de estímulo y transformación en el proceso de enseñanza-aprendizaje. **Conclusión:** las estrategias lúdicas facilitan los avances en la formación en la salud para la salud pública y permiten a los estudiantes adquirir conocimientos y características que serán clave en el campo de trabajo del SUS. **Descriptor:** Enseñanza Superior; Los Materiales Didácticos; Salud Pública.

¹Physiotherapist, MSc Professor, PhD Student, Physiotherapy Department, University Center Tiradentes of Maceió. Maceió (AL), and of the Health Science University of Alagoas, Maceió (AL), Brazil. E-mail: carvalhovanessa@hotmail.com; ²Physiotherapy Student at the University Center Tiradentes of Maceió, Maceió (AL), Brazil. E-mail: caribarroto01@hotmail.com

INTRODUCTION

This experience report's theme is the use of an educational game as an educational strategy to facilitate the teaching and learning process about public health, for students of the 4th period of the Physiotherapy course of a Private Higher Education Institution (HEI), located in the city of Maceió/AL.

The game's objective is the assessment about health in a enlarged context as recommended by the World Health Organization (WHO) and the Unified Health System (SUS). The health model being developed is based on the social determinants of health that are developed in public health, so it is necessary to understand the broad definition of the term health proposed by the WHO in 1948 "state of complete physical, mental and social well-being, and not merely the absence of disease."¹ Despite the enlarged definition of health dating 1948, in Brazil, health becomes effectively discussed by the government and the target of public policies with the Federal Constitution of 1988. The Constitution provides in Article 196 that "Health is a right of all and duty of the state, [...] universal and equal access to actions and services for its promotion, protection and recovery."² It adds the health model to be adopted in Brazil according to Article 198, which defines the SUS as a decentralized health care model, emphasizing community participation, full care and should be financed by Union, pension plans, states and cities resources.²

To act in accordance with the needs and principles of SUS on which the public health is based, it is necessary that health professionals have a different training, contrary to hegemonic biologist model, focused on the physician and on the disease, being able to cope, in a biopsicossocial context, in the three levels of care.³⁻⁴⁻⁵ Thus, the National Curriculum Guidelines (DCNs) were created in order to direct the IES at the education of professionals that reinforce the SUS strategies.⁶

The DCNs, public education policy, advocate a humanistic, generalist, critical and reflective education that meets the needs of the current healthcare system of the country.⁷⁻⁵ Staring at the challenges for the education of critical and reflective health professionals, it is necessary to identify different methodologies that can facilitate the learning processes.³ Contrary to the traditional model, named in 1974, by Paulo Freire, as *banking education*, which is the

imposition of knowledge held by the teacher on the student.⁸

One seeks to overcome the current training scenario, aiming at integrity in health practices through an innovative educational process.⁹ Playful strategies began to be used, out of the question about the possibility of the learning process being influenced by the dynamics in play, favoring the autonomy and the critical sense of the person.¹⁰⁻³

Therefore, it was developed an educational game called AVANÇA SUS in order to facilitate the process of teaching and learning within a compulsory subject in the education of health professionals according to the public policy of the current education. This subject in education intends to increase the compliance of the egress to the public health service and facilitates the teaching-service integration at the IES.

Based on the exposed above, the study's objective is to:

- Report the students' experience during and after the use of an educational game about the public health in the teaching-learning process.

METHOD

Descriptive study, experience report type, experienced by students from the use of an educational game called AVANÇA SUS, which is under analysis for the acquisition of patent by the Intellectual Property National Institute since May 2015. The game is a playful strategy for the education of public health, experienced by students of the Public Health discipline in the 4th period of the Physiotherapy Course in November 2015. The discipline discusses the issue of the public health system with its evolution in Brazil and the public health policies developed by the Ministry of Health.

The teaching strategy mentioned was designed and developed by MSc Professor Vanessa Lobo de Carvalho, in order to encourage students in the teaching-learning process of the Public Health discipline in an interactive and dynamic way. It is noteworthy that AVANÇA SUS can be used in a complementary way, as a popular health teaching tool. The apprenticeship pursued by the game paths for health professionals includes plural aspects of human formation, such as the group interaction, active participation, the ability to self-reflection and motivation to study.³

The activity with AVANÇA SUS was developed in classroom with the participation of 28 students, divided into four smaller

groups. Each group received a board with seven pawns representing the participants, and a die. The board presents challenges related to public health associated to SUS and its operation, and public health policies. However, as it is a game, there are stops on the board, for greater interaction between the participants, where the player must go back, stop or continue the game. This interaction intends to increase the team interaction skills and the knowledge building with the student as the center of the process. At each stage concluded (correct answer), the player made progress in the game; the first one that concluded all stages would be the winner.

After the dynamic, it was proposed a conversation circle, where the students reported their perceptions about the influence of the game in the teaching-learning process.

It is noteworthy that there was no need for submission to the Research Ethics Committee, as it is an experience report. However, all activities were in accordance to the principles of academic ethics, since it did not expose the students who joined the activity, attending the description of the developed process.

RESULTS AND DISCUSSION

The passivity developed, sometimes, in the teaching-learning process of the students of health courses was named *banking education model* by Paulo Freire.¹¹ This passivity has been one of the critical nodes in the education for public health, because it ignores the perspective of reflective and focused teaching about the reality that will be experienced in the context of SUS after graduation.⁴ To minimize the passivity of the student, the game AVANÇA SUS aims to put him/her as a builder of knowledge.

The AVANÇA SUS game is a methodological tool contrary to the traditional teaching model, as it allows the active participation and self-assessment of the learning process. The students reported that they sometimes felt frustrated and concerned when the content apprehension level was unsatisfactory due to deficit in knowledge of the subject; however, at the same time, it served as a motivating factor when identifying the need for improvement of studies.

The health education should lead the students to understand the complexity of human life ¹² and of the determinants of health, combining professional expertise with the knowledge and practices related to health.⁴ Therefore, educators can use tools that enable the collective construction of

knowledge by using a way to interact and work for the construction of knowledge.¹²

The approach and the exchange of knowledge, possible thanks to AVANÇA SUS game, expose the need for adequacy of the faculty, for the implementation of an innovative teaching proposal, where knowledge is constructed, not just deposited.

The recreational activities, little introduced at college, can be useful, because, besides being enjoyable, dynamic and integrative, they are mediator of apprenticeship, cooperating significantly to the student's process of construction of the knowledge¹³, from a social, creative, emotional, historical and cultural perspective.¹⁴

AVANÇA SUS helped to view, in the practice, the positive effect of the play in the teaching-learning process, which is purposely challenging, stimulating interaction, reflection, knowledge and debate in the classroom, dynamically, allowing the construction of an education guided by a liberator, humane and conscious teaching.¹⁵⁻¹⁶ At the end of the experience, it was noticed, by the students' reports and their interest on the continuity of the used teaching didactics, that the teaching-learning process was positively influenced by the AVANÇA SUS game.

CONCLUSION

The educational game AVANÇA SUS integrates the advancement perspective in the teaching-learning process in health education for public health, allowing the acquirement of the content by debates about the issues inherent to public health policies and to the construction of active and reflective individuals. It was understood that the proposal of the educational game includes key aspects of training such as autonomy, interaction, creativity, motivation, critical sense and reflection.

The professional education for public health, integrated to active and playful methodologies, enables the students to acquire knowledge and characteristics that will be indispensable to the labor field of the three SUS care levels. Furthermore, it stimulates humanized thoughts and behaviors. It is suggested the development of active methods and new recreational tools, in order to assist the teaching-learning process.

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Carvalho VL de, Silva CB da.

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Corresponding Address

Vanessa Lôbo de Carvalho
Rua Professor Lourenço Peixoto, 31 / Ap. 604
Bairro Jatiúca
CEP 57035-640 – Maceió (AL), Brazil