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CASE REPORT ARTICLE

EXPERIENCES AND STAGES IN THE UNIFIED HEALTH SYSTEM REALITY - LRS-UHS: CASE REPORT

VIVÊNCIAS E ESTÁGIOS NA REALIDADE DO SISTEMA ÚNICO DE SAÚDE - VER-SUS: RELATO DE EXPERIÊNCIA

EXPERIENCIAS Y PRÁCTICAS EN LA REALIDAD DEL SISTEMA UNICO DE SALUD-VER-SUS: ESTUDIOS DE CASO

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ABSTRACT

Objectives: to report the participation, as an academic undergraduate course in Nursing LRS-SUS summer edition in the city of Santiago (RS), Brasil in addition to reporting the importance that the experience has in the training of graduate students, for giving opportunity to unique moments of interdisciplinary and praxis, in which there was a discussion about what is imposed by laws, protocols, policies, and what is being put into practice in the UHS network services. **Method:** this is a descriptive study, the related experience type report. **Results:** with the experience, it was possible to know the characteristics of the health system, and the creation of links and feelings generated by interaction and teamwork. **Conclusion:** LRS-SUS allows to know the reality of UHS and participatory and critically, preparing academics to act as a mobilizer of changes. **Descriptors:** Nursing; Sistema Único de Salud; LRS-SUS; Education.

RESUMO

Objetivos: relatar a participação, enquanto acadêmica, do curso de graduação em Enfermagem da edição de verão do VER-SUS na cidade de Santiago (RS), Brasil, além de relatar a importância que a vivência possui na formação dos alunos de graduação, por oportunizar momentos únicos de interdisciplinaridade e práxis, na qual havia uma reflexão a respeito do que é imposto por leis, protocolos, políticas e o que está sendo colocado em prática nos serviços da rede SUS. **Método:** trata-se de um estudo descritivo, do tipo relato de experiência. **Resultados:** com a vivência, foi possível conhecer as particularidades do sistema de saúde, além da criação de vínculos e sentimentos gerados pelo convívio e trabalho em equipe. **Conclusão:** o VER-SUS possibilita conhecer a realidade do SUS de forma participativa e crítica, preparando o acadêmico para atuar como mobilizador de mudanças. **Descritores:** Enfermagem; Sistema Único de Saúde; VER - SUS; Educação; Formação.

RESUMEN

Objetivos: divulgar la participación en cuanto académica del curso de graduación en enfermería de la edición de verano de VER-SUS en la ciudad de Santiago (RS), Brasil, además de informar la importancia que la experiencia tiene en la formación de los estudiantes y ofrece momentos únicos de la interdisciplinariedad y la praxis en la que hubo una discusión acerca de lo que se aplica mediante leyes, protocolos y políticas, lo que se está poniendo en práctica en servicios de red SUS. **Método:** se trata de un estudio descriptivo, de tipo estudio de casos. **Resultados:** con la experiencia, fue posible conocer las particularidades del sistema de salud, además de la creación de vínculos y sentimientos generados por la convivencia y trabajo en equipo. **Conclusión:** el VER-SUS permite conocer la realidad del SUS de forma crítica y participativa, preparando el académico para actuar como movilizador del cambios. **Descriptores:** Enfermería; Sistema Único de Salud; VER - SUS; La Educación; Formación.

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INTRODUCTION

The experience of stages are characterized as spaces for meetings between students in certain situations, so they can reflect on the social actions triggered based on reality. It is believed that these activities have great potential to promote moments of intense reflection among students.¹ This logic, in order to bring college students (from different areas of knowledge), from various social realities, in search of a training with higher quality, it began, in the late 80's to early experiences through experience placements.

A number of initiatives for this purpose have been developed, until in 2001, the National Executive Director of Medical Students (dene) requested support from the Public Health School of Rio Grande do Sul (PHS / RS), to carry out its 5th National Stage and 1st Regional Stage Experience in the Unified Health System (V NS and 1 RSE - UHS). The PHS/ RS accepted the offer and created the Summer School Project, an initiative that took place in January 2002.² This year, the proposal of the Summer School project was expanded thus creating the project Experience and Internship in the Unified Health Reality (LRS-UHS). This project started from the student initiative through the student movement and is currently developed by the Ministry of Health, through the Labor Management Department and Health Education - LMDHE in partnership with student organizations and the Municipal Health - MH.³

The LRS-UHS project has national magnitude, but, occurs at the local level during the vacation of educational institutions, and in two annual editions (summer and winter edition), providing, university students, with a different experience: to meet, share discuss and reflect the reality of the Unified Health System (UHS), through immersion in this system.

Participation in the project is an opportunity for students from different undergraduate courses, not only health, but other areas, such as business, law, social work, agronomy, among others, to experience the UHS, seeking to know, understand its operation and the approach of professionals and subject inserted in this context. This interferes with the understanding of the need for training of qualified professionals to work in instances of a greatly compromised system, as well as providing workers with moments of reflection.⁴

Emphasizes that the LRS-UHS gives opportunity to the participants, to have the experience of achievements and system

challenges in the same way that deepens the discussion on teamwork, management, health care, education and social control, and thus a model stage that contributes to the formation process facing the public policies.⁵ Therefore, the objective of this work, is to report the experience of participation in the LRS-UHS, including the potential that it generates, as well as reflections, practice and interdisciplinary moments.

This study is justified since there is belief in the potential of this project to promote moments of intense reflection among participants of the experience, strengthening the importance of popular participation, social and student movements. In addition, the project contributes to the collective training and particularly, the inclusion in the health system as subjects of transformation and committed to it.

METHOD

This experience report refers to the participation of academics of the undergraduate course in Nursing at the Federal University of Santa Maria (UFSM), RS / Brazil, in the summer edition of the LRS-UHS in the city of Santiago, RS/Brazil in 2015.

The experience lasted 10 days, for a total of 240 hours, brought together not only students in the health field, but other graduate programs such as Law, Administration, Social work, among others, in order to expand and enrich the discussions about the current Brazilian health system. During this time, all participants, called versusians and facilitators, remain, in a collective and unique accommodation in a total immersion, which remained throughout the period of experience. This process enhances and further facilitates the creation of linkages and exchange of experiences between stakeholders, it is a time when each one exposes their perceptions of the context in question, by associating it with its technical and scientific knowledge arising from the academic training.

The activities were divided according to a schedule previously built by the organizing committee, which includes facilitators, with scheduled visits to different locations (Figures 1 and 2). Among these, are: University Hospital of Santa Maria, Basic Health Units (BHU), local hospitals, Municipal Health Bureau, Health Worker Reference Center, Regional Health Coordinator, Psychosocial Care Center for Alcohol and other Drugs (CAPS AD), Children's Psychosocial Care Center (CAPS i) of the Family Health Strategy (FHS), Rural Community Settlements of social movement of

Ramos TK, Nietzsche EA, Salbego C et al.

Experiences and stages in the unified health...

the "landless" (MST), State Penitentiary, among other places. The visitations took place

in several cities of the center and center-west regions.



Figures 1 and 2: Visits in a local hospital and CAPs i, respectively.

The visits were carried out during the day and in the evening. There were conversation circles for socialization of lived experience, in addition to discussions on some specific issues such as Humanized Birth, Harm Reduction Policy Primer Rights and UHS Guidelines. These moments depended sometimes on the participation of guests, employees and

expertise in certain subjects. The methodology used during the discussions were the conversation circles, starting with the principles proposed by Paulo Freire (circle crop) (Figures 3 and 4). Thus, a conversation in an environment conducive to dialogue, in which everyone can feel at ease to share and listen.⁶



Figures 3 and 4: Conversation Circles through the Paulo Freire methodology.

In this space, theoretical development activities were developed, from seminars and workshops on educational and pedagogical aspects of system management, care strategies, social control and education processes in health and in the field. These time interdisciplinary conversations, conducted by facilitators, gave the opportunity for reflections about what is suggested by national laws support the UHS, protocols, policies, and what is being put into practice in the UHS network services. Given the methodological approach to the course of experience, emerges the category "Experience in LRS-UHS Project", with the key points of learning and growing acquired in the course of its realization.

RESULTS AND DISCUSSION

◆ Experience in LRS-UHS Project

With experience, the creation of links and feelings generated by interaction and teamwork was possible. It is noteworthy that all the organizers had the support of all participants, ie organizing a scale with working groups which is responsible for certain activities on each day of the week. These included the "Dawn" understood as the time to wake up everyone in the accommodation; the organization of breakfast; cleaning the spaces of collective use, in short, tasks involving the progress of the activities planned for immersion. It is necessary to recognize that the good working relationship, friendship and conviviality among collective members reflected in building relationships that persist even with

the end of the experience. Many students use social networks to maintain communication and participation in scientific events as an alternative to rediscover them and present to the scientific community papers that the experience of living provided by the LRS-UHS project.

Although interpersonal relations are also marked by moments of conflict, disagreement, they provide rewarding moments of opinions and experiences exchange, because it is through this relationship that students build their lives and fall into the working world, not only as a way of survival but also for personal fulfillment through the friendly relations and creating emotional bonds that allow the formation process of the individual.⁷

The interaction between the students also provided an opportunity for further knowledge of the undergraduate courses of each participant. Typically, academic training does not allow more interaction with other courses, even the related courses, given that the undergraduate years are insufficient for learning about teamwork, since academics are not instigated during training, working and meeting the professional who will be their partner in the practical field. With this, some care devices are subtracted as interdisciplinary, and failed in the communication process between the professional and the professional-service user relationship.

After four, five, six years of graduation and left the college with a deficit and an enormous difficulty of working in a team, this precisely because there are few moments of interaction with other knowledge cores. It stresses the importance of greater knowledge of the courses and a more dynamic interaction even before the professional's insertion in the practical context. This is a key role to be attacked by the coordinators of the courses and should be offered strategies for students to have such experiences during their training.

This weakness in the formation is evident at times like this that immersion gives us, that is, through this interaction and exchange of knowledge among students in these fields and areas not linked directly. The LRS-UHS, enabled the understanding of the performance of other professions, thus decreasing barriers, created around the different areas of knowledge, and information sharing and decision making that need to be together, respecting the point of view of each subject to a common focus, the user.

During the experience of internship, visits were previously scheduled with the head of

the service/institution and aimed to know the local dialogue, with professionals and users of the health system, expanding knowledge about the functioning, as well as breaking assumptions seized by university education in the theoretical/practical classes.

Each visit had its peculiarities, especially because, during the graduation course, they do not offer this kind of experience, limiting the graduate's view of the services provided to UHS users. The visit to the rural community was extremely important because through dialogue and interrelation with local residents the needs of the same in relation to access to healthcare can be observed.

Another example includes a visit to the settlement of land in which it was possible to know the history of the Landless Movement (LM), something distant still, therefore the understanding that the students had this group before the visit was an aggressive population and who appropriated the others by mere self-indulgence of land. With the visit, this erroneous idea was demystified, and realized that residents are fighting for their land as a necessity of survival and lack of opportunity.

The health of these social groups identified the difficulties of access, as the long distance to the Basic Health Unit (BHU), as many do not have transport vehicles. Elsewhere in the network, we observed numerous weaknesses, which together with popular participation, can be (re) structured. This experience leads participants to increase their critical eye on the system in order that the moments of discussion, the conversation circles, add skills, knowledge and practices, and experiences of all participants involved (students and professionals), further increasing criticality and reflection across the system complexity.

The conversation circles are spaces which enable careful listening, resulting in the exchange of ideas and experiences, in addition to learning.⁸ This all encourages them to be inserted in UHS, not only during graduation, but as future professionals, seeking to be committed, subject and transformation and implementation of the system in favor of quality of life.

CONCLUSION

One can see the importance that the experience has in the training of graduate students, as it provides unique moments of exchanges, interaction with different areas of knowledge, reflection of reality, in which each subject is seen as an agent, knows the responsibilities and commitment necessary to operate in this complex and fragile system.

Whereas there is, the participation of students from different professional areas, there is consequently increasing the 'spirit' awareness of weaknesses in the system for the LRS-UHS to become in the near future. This includes not only future workers, but also users of the system, given the importance of popular participation.

The experiences provide many moments that graduation does not bring in as interdisciplinarity, the importance of teamwork, the opportunity to visit and talk with professionals and users from different parts of the network, viewing the system operation and all the points that deserve a different look. Moments like this, complement graduation and open vision of students about a system that theoretically has a very good plan. But all this will not change from the time that there engaged professionals and committed to change the same, so that the health network can function and can meet all demands with the best possible quality.

The LRS-UHS allows to know the reality of UHS in a participatory manner, as the academic ceases to be just an observer and becomes active in the system, reflecting, critically on its functioning, professional performance and user understanding. In this sense, the academic will be prepared to act as a mobilizer of changes.

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