



ANALYSIS OF THE IMPLICATIONS OF HEALTH PROFESSIONALS IN THE PEDAGOGICAL FORMATION OF A TECHNICAL HEALTH SCHOOL: AN INSTITUTIONAL SOCIOCLINICAL STUDY

ANÁLISE DAS IMPLICAÇÕES DOS PROFISSIONAIS DA SAÚDE NA FORMAÇÃO PEDAGÓGICA DE UMA ESCOLA TÉCNICA DE SAÚDE: UM ESTUDO SOCIOCLÍNICO INSTITUCIONAL

ANÁLISIS DE LAS IMPLICACIONES DE LOS PROFESIONALES DE LA SALUD EN LA FORMACIÓN

PEDAGÓGICA DE UNA ESCUELA TÉCNICA DE SALUD: UN ESTUDIO SOCIOCLÍNICO INSTITUCIONAL

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ABSTRACT

Objective: to analyze the understanding of the professionals of the Technical School of Health of the UHS on pedagogical training in their work process. **Method:** intervention research, with a qualitative approach, with a theoretical-methodological reference Institutional Analysis, in its institutional socio-clinical modality, to be developed in the city of Rio de Janeiro (RJ), Brazil, together with the health professionals of a technical school of health. Data collection will take place in institutional socio-clinical meetings, previously scheduled to discuss and reflect collectively on the process of pedagogical training in health. Interviews with qualified informants who do not participate in institutional socio-clinical meetings, and the construction of research journals, one of the researchers and the other collective, of the participants in the institutional socio-clinical meetings will be used. **Expected results:** to contribute to the improvement of the pedagogical training process developed in the UHS technical school, promoting collective discussions and reflections with teachers to know their reality, their potentialities and their limitations. **Descriptors:** Health Education; Continuing Education; Vocational Training.

RESUMO

Objetivo: analisar a compreensão dos profissionais da Escola Técnica de Saúde do SUS sobre a formação pedagógica no seu processo de trabalho. **Método:** pesquisa intervenção, com abordagem qualitativa, com referencial teórico-metodológico Análise Institucional, em sua modalidade socioclínica institucional, a ser desenvolvida no município do Rio de Janeiro (RJ), Brasil, junto aos profissionais da saúde de uma escola técnica de saúde. A coleta de dados acontecerá em encontros socioclínicos institucionais, agendados previamente para discutir e refletir coletivamente sobre o processo de formação pedagógica em saúde. Serão utilizadas também entrevistas com informantes qualificados, que não participarem dos encontros socioclínicos institucionais, e a construção de diários de pesquisa, sendo um da pesquisadora e outro coletivo, dos participantes dos encontros socioclínicos institucionais. **Resultados esperados:** contribuir com o aprimoramento do processo de formação pedagógica desenvolvida na escola técnica do SUS, promovendo discussões e reflexões coletivas com os docentes para conhecer sua realidade, suas potencialidades e suas limitações. **Descritores:** Educação em Saúde; Educação Continuada; Formação Profissional.

RESUMEN

Objetivo: analizar la comprensión de los profesionales de la Escuela Técnica de Salud del SUS sobre la formación pedagógica en su proceso de trabajo. **Método:** investigación interventiva con enfoque cualitativo, con referencial teórico metodológico Análisis Institucional, en su modalidad socioclínica institucional, desarrollada en la ciudad de Rio de Janeiro (RJ), Brasil, con profesionales de la salud de una escuela técnica de salud. La recolección de datos ocurrirá en encuentros socioclínicos institucionales, previamente programadas para discutir y reflexionar colectivamente sobre el proceso de formación pedagógica en salud. También, serán utilizadas entrevistas con informantes calificados, que no asistió a las reuniones socioclínicas institucionales, y la construcción de roteros de investigación, siendo uno de la investigadora y otro colectivo, de los participantes de los encuentros socioclínicos institucionales. **Resultados esperados:** contribuir para la mejora del proceso de formación pedagógica desarrollada en la escuela técnica del SUS, promoviendo debates y reflexiones colectivas con los maestros para conocer su realidad, sus potencialidades y sus limitaciones. **Descriptores:** Educación para la Salud; Educación Continua; Formación Profesional.

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INTRODUCTION

The training of a health professional is based on the acquisition of skills and technical skills to perform integral care, respecting ethical and moral aspects. Specifically for nurses, technical-scientific, ethical-political and socio-educational competencies are outlined as essential.¹

The intention is to develop the capacity of this subject to be an active agent in the transformation of society specifically in the context where it is inserted, acting as a facilitator and promoter of dialogue with the work team, in the management, in the integral practices of health and education. In order for this training to occur according to the assumptions of the National Curricular Guidelines, the training centers should stimulate the formation of critical, reflective, affective health professionals capable of analyzing, making decisions, contributing to the evolution and transformation of the work process. This is a non-neutral conception of the professional and requires a constant analysis of its implications.²

Regarding the educational aspects of health professionals, the pedagogical conceptions adopted, that develop the capacity to establish relationships and promote the quality of life interfere with the nature of the services provided in the health system.³ The theoretical framework that guides the thought of professional training, which underlies this study, shows that this is a process in permanent becoming, not only as an update that occurs from the accumulation of information, but that occurs through contextualized formation with reality and that builds knowledge from critical reflection.⁴

It is understood that active and meaningful learning is able to involve people, bring about changes and autonomy of the subjects, which is consistent with the thinking brought about training. However, during the training courses offered to the health workers of a Technical School in Rio de Janeiro, there is some resistance from the professionals to work in a team and participate in an ongoing training.

They claim that the excessive hierarchy in the work process and the overload of tasks to which they are subjected renders this reflection of their practices innocuous. This study assumes the following research questions: What is the understanding of professionals about health education? How is the process of training of instructors organized in the Technical School under study? What is the importance that the professionals

of this establishment give to their formative process to qualify their pedagogical practice?

OBJECTIVES

- To analyze the understanding of the professionals of the Technical School of Health of UHS, about the pedagogical training in their work process;
- To relate the methodological strategies of pedagogical training of the technical school;
- List what the meaning of the teaching function that the Technical School professionals conceive;
- Identify the understanding of technical school professionals about the role of pedagogical training in their work process.

METHOD

Research proposal presented to the Postgraduate Program of the Professional Master's Degree in Health Teaching, from the Aurora de Afonso Costa Nursing School (EEAAC) - Federal Fluminense University (UFF), in the research line of Pedagogical Training in Health.

It is an intervention research, with a qualitative approach, that will be carried out in the year 2017, using, as theoretical and methodological reference, the assumptions of Institutional Analysis, in its institutional socio-clinical approach, proposed by Monceau.⁵ The study scenario will be a Technical School responsible for training UHS workers, in the city of Rio de Janeiro, located in the Southeast region of Brazil.

Data collection will take place at institutional socio-clinical meetings, previously scheduled to discuss and reflect collectively on the process of pedagogical training in health. Interviews with qualified informants and the preparation of diaries will also be used, being one from the researcher and another from the participants. The journals will be used for annotations of relevant aspects that may occur in the period in which the research is being carried out, constituting an important instrument for analyzing the implications of those involved in this study.

The participants will be the health professionals of the Technical School who become available to participate, and after having signed the Free and Informed Consent Form, respecting the guidelines established in Resolution 466/12, of the National Health Council, which deals with ethical conduct to be carried out with research involving human beings. The confidentiality and secrecy of the

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information of the participants will be protected, and they will have their names codified, ensuring anonymity of the information obtained. Data will be collected only after the study's approval by the ethics committee. The data will be analyzed from the transcript of interviews and collective meetings, the journal of the researched and the researcher. Readings and re-readings will be carried out, identifying one or more aspects that are pointed out in the eight characteristics of Socio-clinical Institution and in light of the concepts of Institutional Analysis such as Institution, Instituted, Institutor, Implication and Analyzers. The research project was submitted to the Research Ethics Committee of the Antônio Pedro University Hospital, CAAE 65894116.7.0000.5243.

EXPECTED RESULTS

It is believed that the results of this study contribute to the improvement of the pedagogical training process developed in the UHS technical school, promoting discussions and collective reflections with teachers to know the reality, the potentialities and limits of this process. It is hoped to collectively elaborate pedagogical strategies that influence the training of the instructors in order to improve the quality of the teaching offered to UHS workers and, consequently, of health care to the society.

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