MOSSORÓ TRACKS: PET-SAÚDE PATHS IN THE TEACHING-SERVICE INTEGRATION

TRILHAS MOSSOROENSES: CAMINHOS DO PET-SAÚDE NA INTEGRAÇÃO ENSINO-SERVIÇO TRILLAS DE MOSSORÓ: CAMINOS DEL PET-SAÚDE EN LA INTEGRACIÓN ENSEÑANZA-SERVICIO

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ABSTRACT

Objective: to report to the experience of the PET-Saúde Programs. **Method:** this is a qualitative and descriptive study of type experience report, on actions carried out by tutors, preceptors and students of PET-saúde of the State University of Rio Grande do Norte/UERN, with participatory pedagogy of Paulo Freire, where it was used of playful strategies, such as letter writing, musicalized activities, conversation circles, use of multi-media equipment, and dialogue-related exhibitions with the target people. **Results:** The students will be proactive in conducting activities, at the same time in groups, to promote a collective and dialogical construction environment, approaching more and more in academia of the health service production. **Conclusion:** the program is shown indisputable for the construction of autonomy of the students and approaching with the reality they can be committed to transforming through a critical-reflexive and dialogical training. **Descriptors:** Teaching; Education, Nursing; Health Services; Inservice Training; Nursing.

RESUMO

Objetivo: relatar a experiência dos Programas PET-Saúde. **Método:** estudo qualitativo, descritivo, tipo relato de experiência, sobre as ações realizadas pelos tutores, preceptores e discentes do PET-saúde da Universidade do Estado do Rio Grande do Norte/UERN, com a pedagogia participativa de Paulo Freire, em que se utilizaram de estratégias lúdicas, como confecção de cartazes, atividades musicalizadas, rodas de conversa, uso de equipamento multimídia e exposições dialogadas com os públicos-alvo. **Resultados:** os discentes se mostram proativos na condução das atividades, além de a reunião em grupos propiciar um ambiente de construção coletiva e dialógica, aproximando cada vez mais a academia da produção dos serviços de saúde. **Conclusão:** o programa se mostra indiscutível à construção da autonomia dos acadêmicos e aproximação com a realidade que eles podem estar comprometidos a transformar através de uma formação crítico-reflexiva e dialógica. **Descritores:** Ensino; Educação em Saúde, Serviços de Saúde; Capacitação em Serviço; Enfermagem.

RESUMEN

Objetivo: relatar la experiencia de los Programas PET-Saúde. **Método:** estudio cualitativo, descriptivo, tipo relato de experiencia, sobre las acciones realizadas por los tutores, preceptores y dicentes del PET-saúde de la Universidad del Estado de Rio Grande do Norte/UERN, con la pedagogía participativa de Paulo Freire, en que se utilizaron estrategias lúdicas, como confección de carteles, actividades musicalizadas, ruedas de conversación, uso de equipamiento multimedia, y exposiciones dialogadas con los públicos-objetivo. **Resultados:** los dicentes se muestran proactivos en la conducción de las actividades, además de la reunión en grupos propiciar un ambiente de construcción colectiva y dialógica, aproximando cada vez más la academia de la producción de los servicios de salud. **Conclusión:** el programa se muestra indiscutible a la construcción de la autonomía de los académicos y aproximación con la realidad que ellos pueden estar comprometidos a transformar a través de una formación crítica-reflexiva y dialógica. **Descriptor:** Enseñanza; Educación en Enfermería; Servicios de Salud; Capacitación en Servicio; Enfermería.

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INTRODUCTION

The Health Work Education Program (PET-Saúde) was established within the scope of the Ministries of Health and Education to foster tutorial learning groups in the health services. PET-Saúde's main objective is to stimulate the initiation into the professional practice of the students of the health area, inducing the multi-professional and interdisciplinary work in promoting and valuing the teaching-service integration. Also, it guides the reformulation of curricular guidelines for undergraduate courses, training professionals with a profile appropriate to the country's health needs, contributing to the consolidation of the Unified Health System.¹

This Program was instituted by Interministerial Ordinance number 1,802 of August 26, 2008, through the Secretariat of Work Management and Health Education (SGTES) and it has hosted nationally project proposals with implementation starting from April 2009, in the course of its first year of development. It is an element of fundamental importance in the qualification of the health professionals in service, besides bringing the deepening in the dynamics of the service and environments of the establishment of the teaching-learning process in the formation of the several health areas. In this way, it strengthens the concepts of the health-disease process, bringing the training groups closer to the interdisciplinary teams, based on the actions of the tutorial groups of a collective nature, which contributes greatly to the elaboration of the strategies of attention to local health networks from the perspective promotion of health.^{2, 3,4}

The project inserts students into the routine of health services, using several methodological strategies to facilitate the insertion of students in the dynamics of health services, seeking to promote a greater integration of teaching and services and optimizing the training process.

The Health Work Education Program (PET-Saúde) seeks a closer approximation between a policy that promotes new relationships between higher education institutions and the healthcare network, so as to allow, in these interactions and through work, the improvement of health professionals, academic training through teachers and traineeships of health students in curricular subjects developed in the scenarios of care practices, closer to the community.

Conceptually aligned with the policies of the Ministries of Health and Education, in the theoretical, political, ideological, technical

and operational dimensions, it encourages the qualification and strengthening of Basic Health Care (BHC); stimulates the adequacy of the profile of health professionals to the health needs and social policies of the country, as well as encourages the production and dissemination of knowledge through scientific publications and the participation of tutors, preceptors and students in events in the area to qualify the training and assistance to the citizens who use the health system, assuring compliance with the National Curricular Guidelines for undergraduate courses.^{5,6}

Regarding the nursing training of the State University of Rio Grande do Norte, the Pedagogical Project of this institution advocates the formation of a generalist, humanist, critical and reflexive nurse, able to know health-disease problems and intervene in reality in which it is inserted. With this, the understanding of social responsibility and citizenship is developed, having integral, universal and equitable assistance as a central axis, in keeping with SUS guiding principles. These characteristics are constructed in accordance with the 1996 Brazilian Education and Guidelines Law, as well as the CNE/CES Resolution number 3 of 11/7/2001.⁶⁻⁷

In this way, it is possible to perceive in the Faculty of Nursing, with integrated training in Bachelor's and Graduations, a fertile ground for the development of activities for the PET-Saúde, and this institution was submitted to edicts (12/2008, 18/2009, edited set number 27/2010) and was selected with action groups with health institutions in basic health care and medium complexity. PET-Saúde at UERN's School of Nursing has developed joint actions with Medicine and Social Work courses since the first groups.

OBJECTIVE

- To report the experience of PET-Saúde programs.

METHOD

This is a qualitative, descriptive study, type of experience report, about the actions carried out by tutors, preceptors, and students of PET-saúde of the University of Rio Grande do Norte State/UERN.

The students were included in the activities of the health services, accompanied by the students and guided by the health professionals working in those services.

Health education activities were carried out, such as conversation circles in waiting rooms at the Basic Health Units; activities

related to the Breastfeeding Week both in the UBS and in a Maternity of the municipality of Mossoró, directed to the actions of the professionals of this establishment; follow-up of home visits with the preceptor nurses of the Program; establishing partnerships with UERN Extension Projects and carrying out activities at a State School in the municipality, targeting adolescents and addressing issues such as teenage sexuality, drugs, and bullying.

The stimulus to participatory methodologies gives the student autonomy in the planning of the actions and freedom to seek orientation in the people of the preceptors - who also participate in the actions, as well as the tutors and coordinators of the program, and teachers of the institution.

Thus, Paulo Freire's pedagogical conscientization/problematicization was adopted as a methodology for actions. It allows a participatory and dialogic construction, which leads to a critical and transformative formation of reality.^{8,9}

Such methodology as previously justified enables the construction of autonomy in the student, an approximation with his professional work and a deepening of the problems of the reality in which he is inserted.

In the activities involving conversation circles with women in the waiting rooms in the Basic Health Units, the students sought to establish a channel of conversation with the women who were there addressing the various consultations of that particular service. The students questioned their knowledge about the importance of periodic cervical cancer screening, self-examination of the breasts, and conversations that passed around amenities and culminated in the discussion of the relationship between the health-disease concept.

During the activities of the local Maternity Breastfeeding Week, the students carried out actions with the health professionals, including nursing staff and social work during the night, talking about the ten steps to the success of breastfeeding, using multimedia equipment and interaction dynamics with the participants in the action.

In the follow-up of home visits with preceptor, who are nurses of the Family Health Strategy (ESF), students participated in the nursing consultation and established dialogue with family members regarding the complaints presented, lifestyles and strategies for achieving the self-care, both by the women who appeared to be a greater part of

the public, as well as of the elderly people. Besides the dialogical relationship on the reflective training, the students had the opportunity to accompany the accomplishment of dressings, care plans, prenatal orientations, among other tasks of the nurse in the occasion of the nursing consultation.

In the activities carried out within the school from the talk circles, dynamics, musical activities, use of multimedia equipment and the creation of posters at different moments, there was the interaction with adolescents of High School on the following subjects: Bullying; Drugs; Sexuality.

The ethical basis of this report is supported by Resolution 510/2016 of the National Health Council that establishes the norms applicable to research in Human and Social Sciences whose methodological procedures involve the use of data directly obtained with the participants or identifiable information or which may entail greater risks than those existing in everyday life, in the sole paragraph of art. 1 revealing the research that will not be registered or evaluated by CEP/CONEP: VIII - activity carried out with the intention of exclusively education, teaching or training without scientific research purpose, undergraduate students, technical course, or professional in a specialization.¹⁰

RESULTS AND DISCUSSION

With the insertion of the students in the reality of the services, a greater appreciation and encouragement of the continued education, the updating, and expansion of knowledge was perceived. With the presence of the students, the professionals could understand how they can improve strategies in the accomplishment of their work and the assistance provided to the patient.

Another important factor was the appreciation of the recognition of the territory beyond the geographical surface as a necessary and inherent activity in the work process in health.

This learning strategy allows a materialization and construction of knowledge, considering that part of reality for theory and back to reality, realizing that we cannot dissociate theory and practice.

Thus, the intention in the development of practices has perceived that aim at interdisciplinary work with the integration of knowledge and practices of these different formations that make up the health area. Teachers, service professionals, and students have greater interactivity, allowing a dialogue

that approaches reality, leaving the university's banks and the four walls of the classroom beyond the conservative conceptions of the teaching-learning process - which contributes for the critical-reflexive formation of these future professionals.^{5,6}

CONCLUSION

With the accomplishment of the activities of the PET-Saúde program, the students were provided with a theoretical-practical learning environment of the precepts adopted by SUS, showing the inseparability between extension, teaching and research. For this, several works were carried out together with the teams of the training camps, enabling an improvement in training.

The assessment of the students in the daily life of the health services leads to the contextualization of specific knowledge in clinical practice and to the knowledge of the reality lived by the patients, enabling an integral and humanized formation.

The insertion of the students in the health services is in line with the objectives and goals of the PET-Saúde program, aiming at promoting the professional initiation of the students in the reality of the Unified Health System, strengthening the teaching-service integration practices and stimulating the multi-professional and interdisciplinary work, pointing to the need to carry out activities that aim at health promotion and prevention of diseases and problems.

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