



The differential of the student inserted in the experience of pet-saúde: monitors' experience report

O diferencial do acadêmico inserido na vivência do pet saúde: relato de experiência dos monitores

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ABSTRACT

The Education through Work for Health Program - PET / Saúde implements a fine line, in accordance with interprofessionalism, with full emphasis on the family health strategy, so that its members have a wide experience about the professional activities present in the group. It also provides an opportunity to improve interprofessional work in the service and academic learning, according to SUS needs. The study is an experience report and aimed to portray the full experience of the monitors of the PET-Saúde Interprofessional of Cesmac. Regarding the analysis of literature, it was observed that extracurricular activities have gained a lot of visibility among students, however, there is a scarcity of studies on this topic in Brazil. Since the first experience lived at PET, he strives to always show dynamic and team work, instigating the critical and research sense of the monitors. However, it is noted the importance of an interprofessional team and the involvement in the participation of Pet-Saúde that allows the academic to learn from work and experience the natural reality of the health system. The monitors refer to brief reports throughout the article, highlighting their main experiences and points of view, in which, during the period of the experience, a commitment to team work was noticed, instigating the critical sense and research of the monitors. In addition to practical experiences carried out in a sequence of planning, execution and evaluation of all proposed actions, with a focus on community satisfaction.

Key-words: Interdisciplinary practices, Health education, Integrality in health.

1 INTRODUCTION

The Project of Education through Work for Health (PET) implements a broad line about the professional performances present in the group. The project itself was instituted in March 2010, through Ordinances No. 421 and 422, and qualifies as a first step of the Ministry of Health, to unite academics from the health areas and professionals working in theoretical and practical activities arranged in the services (BRASIL, 2018).

In such a way that, its main objective is to stimulate the learning of all, with full domain for Family Health Strategy, that is, to prepare mainly the students, to live the reality of the Unified Health System - SUS (KOHL, 2019). Thus, it can be said that its activities are comprised of three moments: theory, practice, and production.

In the first, theory is included, which addresses a content to deepen the knowledge and assimilation of the proposed theme, the second comprises the practical experience, observing the work of the service team and intervening whenever there is permission and knowledge necessary to perform. The third and last moment is the one when, after the experience, it is time to produce the so-called field diaries, which consist of the elaboration of the participants about the experiences



lived, that is, to report everything that happened and, if necessary, suggest changes or point out new thoughts to be implemented (BRASIL, 2018).

As the name itself says, PET enables learning in health through work, offering an out-of-classroom opportunity, in which the community's needs are assessed, in addition to conducting a group study to outline the best approach, in an interprofessional way, and put into practice. Thus, it fits into the research-teaching-extension perspective and identifies itself as a differential in the education aspects, showing itself as a powerful transformer of teaching (SILVA, 2016).

According to the Resolution 569, of December 8, 2017, referring to the National Curriculum Guidelines - DCN, for courses in the health area, the graduate should graduate with a generalist profile, human, proactive and with developed critical capacity and with a guaranteed training that aims to work the SUS strategy, aiming at the needs of the community (BRASIL, 2017; ALMEIDA, 2019).

In this regard, it is necessary to have a good understanding of teamwork, as well as to know the professional dynamics of other categories.

Regarding the collaborative competencies developed by interprofessional practice, they are intended to develop more active professionals in the service. In view of coordination and cooperation as pillars to ensure comprehensive health practices, in a collaborative way and aiming at the commitment to improvements (REEVES, 2016).

For the World Health Organization, such practice together with the knowledge of each profession will in fact culminate in effective conditions regarding health practices. Since, from the exchange of knowledge that is generated in this interdisciplinary moment, it is possible to recognize the breadth of knowledge that each professional carries in their specificities, and thus finally put into practice the integral assistance (WORLD HEALTH ORGANIZATION, 2010).

Law 8080/1990, which regulates the Unified Health System in Brazil, has as part of its health policies, the principles of integrality, equity, and universality. And to enforce such principles with articulation of health promotion, prevention and recovery actions, it is necessary to have a collaborative and integral performance in the SUS service (PEDUZZI, 2013).

So, in short, to have the integrality active, it is necessary to trace strategies to develop collaborative teamwork and interprofessional skills (ELY, 2017).

In view of all this talk about interprofessionalism and teamwork, the authors agreed that the opportunity to participate in the Education through Work for Health Program (PET-SAÚDE) offers both curricular mechanisms and experiences in their own reality.



Thus, it is seen as an opportunity to highlight, let's say, those who enter this environment, get to know the reality of the community and, from that, trace strategies to modify the practice and the quality of care, as well as to work together with several areas.

Professional education, in addition to providing the moment of knowledge exchange, helps to organize teamwork with different professionals and for both to act in accordance with the principles of the SUS, also providing students and future health professionals to become more agile to deal with the difficulties seen on a daily basis. (BATISTA, 2016).

Considering the entire historical process that health courses go through with regard to interprofessionalism, seeking the integration of professionals to ensure better and effective patient care, PET presents itself with this proposal for a paradigm shift and unites all courses for the same purpose, thus justifying the construction of this study to highlight the importance of the academic experience provided by the program for the formation of future professionals ready to work in the SUS space.

Thus, the relevance of this research is justified based on the assumption of its objective, which is precisely to report the experience of monitors inserted in PET-Health Interprofessionalism and show the differential of the student who allows himself to participate in a program that aims to practice the service.

2 METHODOLOGY

The present work is configured as an experience report, with a qualitative and descriptive approach, in which the authors socialize aspects experienced. It comes from the participation in the Project of Education through Work for Health - PET/SAÚDE, linked to the Ministry of Health and Education.

The group was made up of health area students from the Cesmac University Center, in Maceió-Alagoas, together with an interprofessional participation of tutors and preceptors. The research period was between December 2019 and March 2020, at the Cesmac University Center.

It seeks to portray in this methodological experience, the interaction between the proposal of practical experience and theoretical content, thus, culminating in opportunities to reflect and build new thoughts. Since this is an experience report, in which the subjects are the authors themselves, there is no need for submission to the Research Ethics Committee - REC, respecting the concepts recommended by Resolutions 466/12 and 510/16 CNS (BRASIL, 2012; BRASIL, 2016).



Regarding data collection, the technique chosen was the use of field diaries, used as a document for sending the phases of the project to the Ministry of Health, where monitors record their experiences and point out situations. Based on the experiences, the authors felt the need to present their experiences in the form of an article.

3 RESULTS AND DISCUSSION

From the content analysis, some categories emerged. Category I: extracurricular activities and their importance, with emphasis on PET.

Category II: interprofessionalism and teamwork.

Category III: Monitors' reports and participation in field activities.

3.1 CATEGORY I: EXTRACURRICULAR ACTIVITIES AND THEIR IMPORTANCE, WITH EMPHASIS ON PET

Extracurricular activities have been gaining space by students, in the search for curriculum improvement, but, in contrast to this fact, in the literature survey conducted, it was noted that there is a scarcity of studies on such topic in Brazil (OLIVEIRA 2016)

I always saw the need to seek content and experiences beyond what the undergraduate course provided in the classroom, since the student should always seek more information, because the more he seeks, interacts and discusses, the more he develops his sense of criticism and research. The graduation offers standard and necessary content for generalist training, but the complementary activities, you can update your basic curriculum and still seek your areas of affinity or only subjects of interest, such as PET, which is based on family and community health, i.e., the SUS/basic care is its main focus, and the area that I found myself in during my time in college. (Student interviewee).

According to some authors, the university extension practices or extracurricular activities, grant moments of knowledge exchange between teachers, students and community, thus, knowledge is spread to all parameters, where the student and the teacher contribute to the community, and the latter, with the university, thus enabling the teaching-learning of the real world plus the academic needs themselves (AGRELI, 2016).

With this kind of opportunity (I would not call it an academic need), we can enter into enriching experiences that often are not provided in practical classes in college, let's say. Academic leagues, research projects, or even extension programs are important contributors to the formation of a future professional, where they promote a clearer view of the real world and the chance to work early on with the dynamics of teamwork, often with the opportunity of an interprofessional team. (Student interviewee).



For other authors, interprofessional collaboration aims to improve the quality of care, because, as the patient and his recovery and well being are the main focus, then the dialogue with the team and a peaceful and harmonious relationship among professionals, culminates in satisfaction for both the client and the professional team itself. Given this, with a good interprofessional team, clinical cases can be discussed promptly, giving faster and more conclusive results (LIMA, 2018).

3.2 CATEGORY II: INTERPROFESSIONALISM AND TEAMWORK.

The PET Program, in its 2019 edition, began in April, when the groups had their first meeting and learned about the theme of what it would be like to participate in such a project. From the larger group, of those approved, tutorial subgroups were divided so that, from that, it would be possible to meet all the needs of the program in its broad category of practices.

Since the first experience lived in PET, it has always strived to show dynamic and team work, thus always showing the students present how they should act in the field.

For other authors, the dynamics present in teamwork is precisely sharing tasks with other professionals, seeking a different look at the professional competence that is within reach of the other, within their professional boundaries, and is not restricted only to health professionals in the team, it is a team that involves different professionals, thus, making it rich in all aspects (PEDUZZI, 2018).

For us, monitors and students, this whole experience is inexplicable! It enriches our theoretical knowledge, arouses doubts, thus developing our critical sense; it also makes us reflect about the importance of not wanting to solve everything by ourselves and to see how much easier it is when we work together. These experiences awakened from an early age our side of creating strategies and sharing actions within our professional possibilities (Student interviewee).

3.3 CATEGORY III: REPORT AND PARTICIPATION OF THE MONITORS IN THE FIELD ACTIVITIES

Joining PET was already a big academic step, because, to get where we are, choices and challenges were necessary, starting from the moment of registration, going through the selection phase in the written test and then resume analysis. Factors that contributed essentially to classify the candidates.

At first, there was the division of the tutorial subgroups, with the intention of covering all the sectors of basic care in the third district. This facilitated the planning of strategies and execution in the field.



The tutorial group IV of the Pet Health 2019/2020, from the Cesmac University Center, was aimed at the activities that compete in the basic health unit of Canaã. A place where health promotion and prevention actions are carried out. These are actions thought by the group to take knowledge to the community in a non-tiring way. Besides these, we visit the office team in the street and participate in other similar moments.

In one of these visits to the street doctor's office, the nursing student and member of the tutorial group IV, had the opportunity to actively participate, along with the nurse in charge, in the performance of a small/medium size dressing. Seeing the lack of a professional in the service, it generated the opportunity for the student to perform a team skill with professionals. She reports that these are opportunities that arise and that make the day, even if it is a one-time action.

The university center to which the group belongs already offers in its mandatory curricular matrix, the insertion of students from health courses with the community, which are the so-called integrative health practices. The groups from several courses go to the community, map the area, get to know the territory, and make a situational diagnosis based on the main needs of the public involved. The institution works early on the development of the students to act in an interprofessional team (PIMENTEL, 2015).

Besides this, Cesmac, currently with the insertion of PET-Interprofessional Health, has developed the so-called integrative project, which also aims to meet the needs of the community and integrate all the students towards the same result and, reactivated the Núcleo de Integração de Ensino na Saúde (Nucleus for Integration of Teaching in Health) - NIES, to which it is open and intended for the entire academic community, working with monthly meetings, in which the student plays a leading role in their student needs. All PET members participate or have participated in the integrative project in their courses and are always present at NIES meetings, representing their group and/or course.

With these statements, we can see the bonus of having PET in our daily lives, because, besides contributing significantly to our growth, it is an opportunity for a few to get to know and experience the reality of the communities and the assistance provided by SUS.

Inserted in the PET, it is possible to observe and get to know the work of each professional, how they act within their common and collaborative competencies, and how important it is to have them as integrating members of the team. It makes us recognize the value that each one has in their assistance and how much better it is for the patient when everyone works together for the same common good.



Having said this, the training for the Projeto Terapêutico Singular - PTS (Singular Therapeutic Project), carried out in person with the members of the Tutorial IV group of the Pet Health Pet, was an opportunity for knowledge, clarification of doubts, and presentation of real cases, for the members to become familiar with this contribution.

Briefly, the singular therapeutic project is a tool used for interdisciplinary work that promotes a better conduct for users. Proposals are outlined and responsibilities are divided among the professionals, in order to be applied individually, showing positive results. The main idea of the PTS is precisely to put into practice the biopsychosocial model, aiming at a range of ideas integrating the medical and social models (LIMA, 2017).

The elaboration of the PTS should be done together - professionals-person-family- because it creates a kind of greater bond for care. As a fundamental point, it is necessary that there is a lot of dialogue between everyone, this way, it contributes to develop the link of trust to expose the needs, which often touches the emotional side, depending on the situation, which can be of vulnerability, embarrassment or risk situation. With all this strategy and involvement together, the patient can take the lead in telling his own story, because he recognizes his autonomy (SILVA, 2016).

From my point of view, updates like this one, referring to the STP, are immensely important for a health academic, because it instructs him/her to think in the collectivity. The PTS is nothing more than an action plan in conjunction with the various areas of health seeking the best method to intervene and come to restore the need of the evaluated patient. It shows us, students, that when you work as a team and have a common goal, this goal is often achieved successfully, and in fact, it is. We could see this in the cases taken to class during the explanation of the subject. In such a way, the PTS also helps to show that user that he is not alone and that there are professionals committed to seeing him with his health restored. (Student interviewee).

As a student and future professional in the area of Biomedicine, it is of utmost importance to have a vision as is done in the PTS, because in this way, the patient is seen as a whole. Being able to sensitize and become aware of how important and efficient the work with the team is, aiming first of all at the patient. The biomedical doctor can have a vision that is not only laboratorial, but also clinical, and the team can have a laboratorial vision, having an exchange of knowledge, thus being a differential. Most of the family health strategies do not have a biomedical doctor attached to their functions, but he can be a fundamental collaborator, both for the community and for the unit, because of his knowledge beyond the clinical area. (Student interviewee).

For the monitors, one can say that it is a unique and opportune experience, to know the greatness and beauty that the assistance takes when it turns entirely to integral health care. Thus, PET contributes to the personal and professional growth of each student who has the opportunity to join it.



4 CONCLUSION

Given the above, it is first necessary to agree that interprofessional teamwork is of paramount importance for the formation of the future professional, as well as participation in Pet-Saúde, which gives the student the opportunity to learn through work. The student's differential is in the dedication he/she gives to the opportunities that appear to them, and it is also worth mentioning that the learning experienced in this rich project that has the academic as the center makes him/her create plans to implement the improvement of basic care in a comprehensive way.

Through the report properly described and lived, one can see how great is the baggage to be carried now. Through PET, it was possible to implement in the institution the integrative project, seeing the need to previously implement the construction of team thinking for the academics and also, through PET, the monitors could not only learn new contents, but also disseminate them in the long term for everyone, since the interprofessional work has been gaining space in the current world, with very positive results.

However, this study showed significant and growing reports about teamwork, and from it, it is expected to expand the benefits and gains that it has been presenting. In the end, everyone wins: academics, professionals, and especially the community, which will be well assisted in its needs.



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