



Interdisciplinarity in academic training in health care and the importance of teamwork

Interdisciplinaridade na formação acadêmica na área da saúde e a importância do trabalho em equipe

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ABSTRACT

Interdisciplinarity is a way of structuring and organizing a greater amount of comprehensive knowledge, facilitating the understanding of multiple causes that affect a given reality. The objective is to know the importance of interdisciplinarity in academic training for teamwork. This is a bibliographical, descriptive, qualitative research. Using the descriptors Interdisciplinary Health Team, Professional Training and Health Professionals, 321 articles were found in the VHL data portal, with 4 final articles being selected. Thus, it is understood that interdisciplinarity in academic training has proven to be a great tool for learning other professionals, presenting its benefits for continuous assistance, in the short and long term, for the team and its users. It is concluded that it takes articulation between the team, dialog, cooperation between teamwork and this is only possible through interdisciplinarity, when it is developed in the academic environment.

Keywords: Patient care team, Professional training; Health personnel.

1 INTRODUCTION

Interdisciplinarity is a way of structuring and organizing a greater amount of comprehensive knowledge, facilitating the understanding of multiple causes that affect a given reality (Santos & cols., 2007).

Since the first universities began, their main objective was to train critical, conscious, qualified and competent citizens and professionals, who would be able to favor the development



of humanity, prioritizing the overcoming of social inequality, poverty, violence and injustices (Vasconcelos & Sordi, 2016).

Interdisciplinarity is a link between different disciplines, a theoretical-methodological element of difference and creativity. It is the principle of maximum diversity and creativity. The concept of interdisciplinarity emerged in the 20th century and was emphasized as a need to transcend and cross fragmented knowledge, although there has always been, to a greater or lesser extent, a certain aspiration to the unity of knowledge (Horst & Orzechowski, 2017).

The training of health professionals in an interdisciplinary perspective is considered a prerequisite for the reorganization of the care model, with competence for the provision of basic care that must begin at graduation, especially for professional performance in primary care. For this new scenario, the educational sector must overcome challenges in order to promote multiprofessional and interdisciplinary training. Thus, it is evident that, for the training of health professionals, interdisciplinary articulation is necessary in order to promote a broad professional training that reaches the patient in all his health needs holistic vision (Gomes, 2015).

In view of the above, this paper aims to relate and list evidence in the literature about the importance of interdisciplinarity in academic training for teamwork.

2 METHODOLOGY

This is a bibliographical, descriptive, qualitative research, for Marconi and Lakatos (2010) qualitative research enables the formulation between observable characteristic relationships of object of study or class of phenomena facilitating the understanding of all the variables of the same, so the research consisted of scientific articles about interdisciplinarity in academic training. The development of the research took place through the following steps: 1. identification of the theme and research question; 2. establishment of criteria (inclusion and exclusion); 3. categorization of results; 4. evaluation of included studies; 5. interpretation of results; and 6. presentation of the review.

For the development of the research, the question that guided the search for the theme was "What is the importance of interdisciplinarity in academic training for teamwork?", Since the authors of the article have different academic backgrounds and observed that the theme would be relevant to the research. The PICo strategy was used to elaborate the guiding question, where P represents the population (interdisciplinary team), I is the intervention (interdisciplinarity) and Co is the context (academic training).

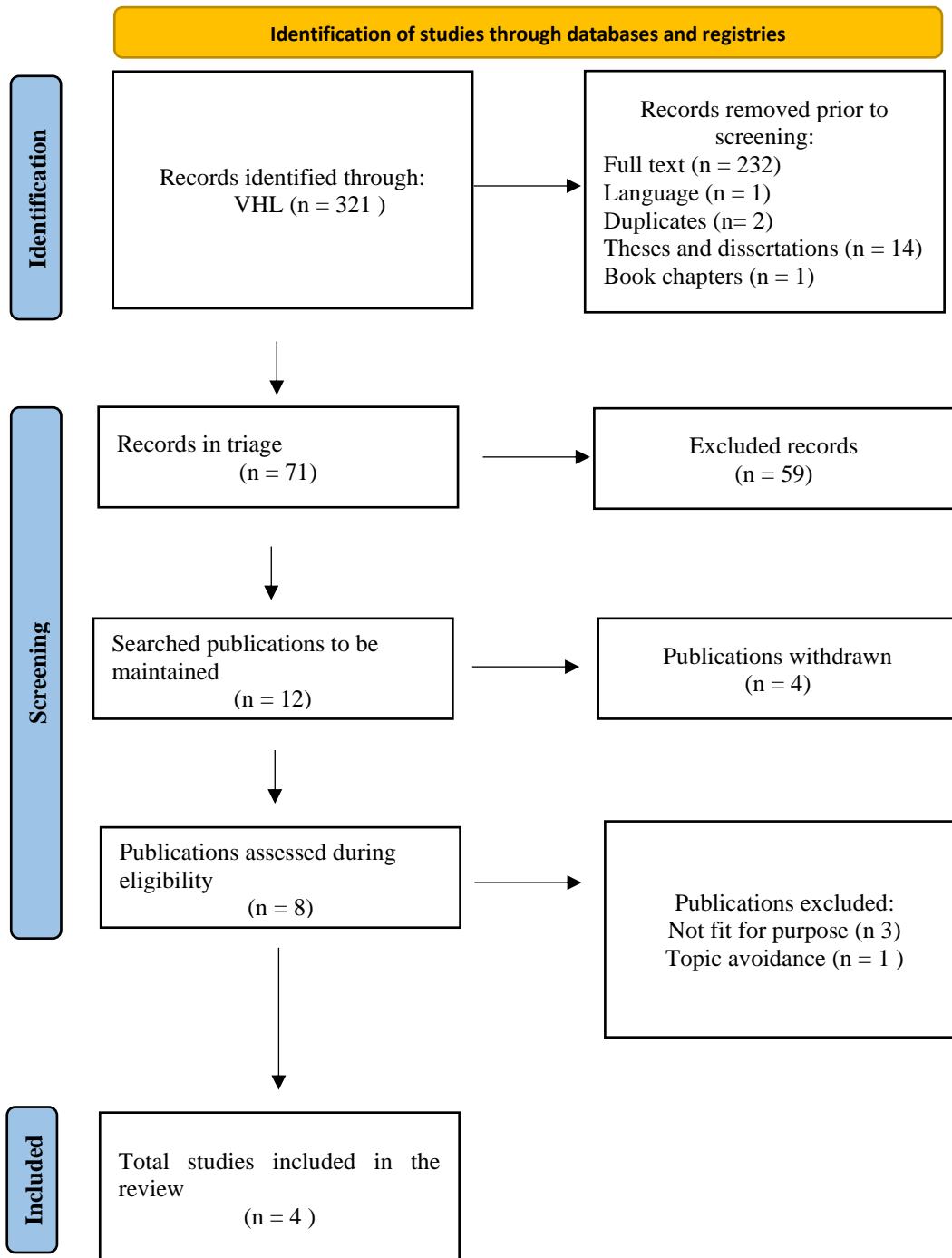


Inclusion criteria were the consideration of works written in Portuguese and English, made available in full, which covered the years 2018 to 2022 and did not deviate from the topic addressed. For the exclusion criteria, repeated articles, theses, dissertations and book chapters were established.

The search was carried out in the portal of the Virtual Health Library (VHL), in the following databases: Latin American and Caribbean Literature in Health Sciences (LILACS), Nursing Database (BDENF), Medical literature analysis and retrieval system online (MEDLINE). From the following *Boolean* operator "AND", being arranged in the following order: "Interdisciplinary Health Team", "Professional Training" and "Health Professionals" according to the Descriptors in Health Science (DeCS).

The data obtained from the bibliographic survey are arranged in the flowchart adapted from PRISMA (Figure 1).

Figure 1 - Flowchart of the process of inclusion of scientific articles in the databases, Imperatriz, Brazil, 2023



Source: adapted Prisma 2022 Flow Diagram

3 RESULTS

Using the descriptors Interdisciplinary Health Team, Professional Training and Health Professionals, 321 articles were found in the VHL data portal.

After the filters performed on the titles of the 321 documents, 250 were excluded for not providing the full text, another language different from the inclusion criteria, English and



Portuguese, being duplicated, for being theses and dissertations and book chapters, leaving 71 articles for screening.

The second stage consisted of filtering the articles by reading the title and abstract, confirming the texts available in full, of the 71 articles selected, 63 were excluded because they did not fit the research, leaving only 8 articles to read the full text.

In the third and final stage of the 8 selected articles, only 4 were included in the research after reading the full text, 4 were excluded, three did not correspond to the objective of the work and 1 escaped the topic addressed, leaving 4 for final selection.

The documents selected through the inclusion criteria were analyzed and arranged in a table (Table 1). The analysis consisted of the availability of databases, in which three articles were present in LILACS and one in BDENF. The titles, authors, type of study and a summary of the considerations of the selected articles were also analyzed.

Table 1 - Studies analyzed according to inclusion criteria

AUTHORS/YEAR	TITLES	TYPE OF STUDY	DATABASES	CONSIDERATIONS
(Lamers & Toassi, 2018)	Perspective for health professional training: interprofessional education in focus	Clinical trial	BDENF	It defends the relevance of the insertion of theoretical foundations and experiences of interprofessional education in the training of health professionals.
(Artico et al., 2020)	Perceptions of residents in urgent and emergency care about their training: challenges for learning	Descriptive, exploratory, qualitative study.	LILACS	The residency provided students with theoretical and practical learning through clinical case discussions by a multiprofessional team.
(Barbosa et al., 2021)	Readiness for interprofessional education in courses guided	Cross-sectional, descriptive study with a	LILACS	Interprofessional education helps in the process of reorienting the training of health professionals towards



	by active teaching-learning methods	quantitative approach.		the construction of comprehensive care.
(Macêdo et al., 2022)	The expanded family health center as a strategic space for interprofessional learning in health	Case study.	LILACS	The interprofessional discussion for planning and conducting cases was fundamental for recognizing the health needs of users.

Source: Authors, 2023

4 DISCUSSION

According to Barbosa, Sampaio & Appenzeller (Barbosa & cols., 2021), mixed or multiprofessional classes offer the development of powerful skills for interprofessional training and practice. Thus contributing to holistic care since the training of these professionals.

On the other hand, providing activities for the different courses in which they are together discussing cases does not guarantee the construction of interprofessional learning, however, it provides improvement through this education (Barbosa et al., 2021). Thus, even if skills are not developed, the exchange of knowledge provides enrichment for the discussion and elaboration of interprofessional activities.

The research by Artico, Lopes, Omena, Rodrigues, Cardoso, Radovanovic & Gil (Artico & cols., 2020) warns that for the exercise of interdisciplinarity among study groups, there must be diversity among professions, since most of the classes taught are by professionals from a single area, not involving the competence of other professionals. Thus, it is necessary that there is articulation of the team, through recognition, dialog, cooperation, horizontality in relationships.

Macedo, Lima & Arce (Macedo & cols., 2022) reports that the previous discussion about the cases during professional training with other professionals from other areas allows to elaborate care for the continuity of care in addition to bringing new elements to this care provided. Therefore, the interprofessional discussion promotes planning for the conduct of cases and recognition of the needs of each case, thus providing qualified assistance.

It is important to note that two or more professions, when learning from each other, enable effective collaboration and better health outcomes (Lamers & Toassi, 2018). Thus, it is possible



to identify that interdisciplinarity provides means and effective learning, leading to mutual and continuous learning, giving effectiveness in assistance, thus increasing the knowledge of professionals.

Thus, it is understood that interdisciplinarity in academic training has proved to be a great tool for the learning of other professionals, presenting its benefits for continuous assistance, in the short and long term, for the team and its users.

5 CONCLUSION

Thus, it was possible to realize the importance of interdisciplinarity in the context of academic training, even if it does not generate a thorough knowledge about other areas of training, but provides new elements that can benefit users and the entire multidisciplinary team.

Thus, it was possible to understand that articulation between the team, dialog, cooperation between teamwork is necessary and this is only possible through interdisciplinarity, when it is developed in the academic environment.



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