



THE LOOK OF A PHYSIOTHERAPY PROFESSOR IN PRECEPTORIA - EXPERIENCE REPORT

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ABSTRACT

Contextualization: Physiotherapy is considered a recent profession in the field of health and in the national field. In this almost a century of existence in Brazil, passed and goes through historical and curricular transformations showing the change of vision with the profession. The work within the Intensive Care Unit is one of the youngest sectors within the profession, often not being accompanied by Higher Education Institutions. **Description of experience:** Experience report showing a day of preceptory in the practical training program that takes place in five stages: patient choice, patient evaluation by the academic, dialogue between the academic and the preceptor, supervised practical assistance and re-discussion of the practical approach. **Results and discussions:** The adversities that arise in the life of the professional that participates in the preceptory show the reality of a professional not prepared for such a situation. **Final considerations:** The encouragement of professional training will serve to better train this professional and consequently a mirror for academics eager for information.

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INTRODUCTION

Contextualization: Physiotherapy is considered to be one of the most recent health professions being no different at the national level. In Brazil, the practice of Physical Therapy began at the beginning of the 20th century, in 1919, in what is now considered the University of São Paulo, and in this almost a century of existence has been going through curricular transformations that serve as a basis for a historical evolution within the national scenario (Motter, 2015 and Marques, 1994). The profession of Physiotherapy until 1969 was exercised without regulation and the formation of these professionals performed without a specific criterion resulting in the training of technicians in Physiotherapy. Such professionals had no autonomy and everything to be done should be prescribed by a doctor, corroborating with the technical word. In 1969, Decree-Law 938/69 recognizes the profession as a higher level giving the same autonomy and professional recognition (Motter, 2015 and Marques, 1994).

Still in the historical context, opinion 388/63 is considered the basis for the first curricular proposal. In 1967, the University of São Paulo uses the ordinance GR 347 to formulate the curriculum of the first course of superior level. In this, it is verified the minimum time of three years for the course beyond the subjects and subjects of the course. The decade of the 80 is considered time of change in the professional performance and it is observed the appearance of the Course of Physiotherapy with duration of four years (Motter, 2015 and Marques, 1994). The curricula used in the 1980s and 1990s were guidelines for the year 2001 when the new curriculum guidelines were approved. With this approval, in 2002 the new National Curricular Guidelines (DCN) of the Physical Therapy Course were created aiming at the formation of a generalist, humanist, critical and reflective egress (Marques, 1994 and Haddad, 2004). In line with the changes in the Curricular Guidelines there have been changes in the nomenclature of the specialty related to the hospital scope. The term Respiratory physiotherapy that arose in the 70's went through changes requested by the Brazilian Association of Respiratory Physiotherapy and Physical Therapy in Intensive Care

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(ASSOBRAFIR) arriving in October 2011 to the term Physical Therapy in Intensive Care and, along with the term, the specialist in Physical Therapy in Intensive Care. These changes occurred due to the emergence of social demand in this area, as well as in the theoretical-practical changes that these professionals had to have to be able to act with quality in an increasingly demanding environment (<http://portal.mec.gov.br/cne/arquivos/pdf/CES042002.pdf>). The DCN of the Physiotherapy course stipulates as a minimum supervised internship time of 20% of the total workload. As the student's professional practice starts from the sixth semester of the course, many students seek extracurricular internships to increase their theoretical-practical knowledge in the area of work they are most familiar with. ASSOBRAFIR has published a report on the teaching of Respiratory Physiotherapy and Intensive Care Therapy in Brazil, in which it concludes that there is a deficiency in the theoretical and practical teaching of the syllabus contents, as well as an incompatibility between the teachers and the places of teaching. The study carried out with students of the Physiotherapy course at UFPR-Litoral showed that most of the students had already had some contact with the Intensive Care Unit (ICU), even before starting the regular internship at the University (Haddad, 2004; de Carvalho, 2008; Viana, 2012; Menezes, 2011). The Ophir Loyola Hospital (HOL) offers Physiotherapy academics a Practical Training Program in the ICU. This program seeks to provide an opportunity to increase theoretical-practical knowledge for students from the sixth semester of the course, as well as an opportunity for teachers to become interested in the teaching area (www.hospitalophirloyola.com.br). The preceptorial is a new world for the employee, because many are not yet included in the academy, but note their great value in the insertion of this student in the work environment. It should be emphasized that the preceptorial is still confused in the environment in which this professional is inserted and the various existing nomenclatures can lead the professional to get lost within the context of preceptor (de Oliveira Botti, 2008). In view of the above, the purpose of the present report is to describe the experience of the professional Physiotherapist who begins his teaching life as a tutor in the Intensive Care Unit.

Description of the Experience: This is an experience report about the experience of a Physiotherapist as a tutor in the ICU of the HOL for students who are properly enrolled in the Physiotherapy Practice Training Program. The Physiotherapy Practice Training Program was developed by the Physiotherapy Coordination and Continuing Education Division of the Institution. The same is open to all Physical Therapy undergraduate students in the city of Belém who have already completed at least the sixth semester of the course, with a total workload of 360 hours, which is performed Monday through Friday, 4 hours a day, and with theoretical classes once a week encompassing duration of 3h whose objective is to stimulate the spiral of previous student knowledge and to add to this knowledge basic contents necessary for an appropriate supervised practice.

Daily supervised practice occurs in five moments

First moment: Choice of the patient made by the professional. At this moment the professional chooses the patient to be attended by the academic. This choice is made based on the severity of the patient and the degree of student knowledge

that has been demonstrated through theoretical evidence and conversation with the student.

Second moment: Evaluation of the patient by the academic. In the second moment the academic evaluates the patient with professional supervision.

Third moment: Conversation between the academic and the preceptor. Feedback on possible gaps in the assessment is given. In the third moment, after the evaluation carried out by the academic, academic and professional, they talk about the evaluation and behaviors to be taken by the student. It is at this moment that both exchange information, therapeutic hypotheses are generated and possible doubts that arise. Based on the supervised assessment made by the student decisions are made on the objectives and behaviors to be followed.

Fourth moment: Supervised practical assistance. In the fourth moment the service itself is carried out. Such service is performed with the preceptor on the side.

Fifth moment: rediscussion of the case. At the last moment, there is a re-discussion of the case with doubts and questions that may have arisen after the service. Feedback from the student's attendance is given. These five moments occur every day in the course of the Physiotherapy Practice Training Program, since they are professionals who need professional accompaniment in the course of any extracurricular practice through the professional acting as a preceptor.

RESULTS AND DISCUSSIONS

The experience of being a preceptor showed that teaching practice is not simple as most practitioners believe to be. The training of these professionals in the scope of graduation does not go through the training of the same as a future multiplier of their knowledge in real work environments. In addition, there is still a difficulty on the part of the professional in knowing the true role of the preceptor causing a gap in the practice of being preceptor in the work environment. The contact for the first time with the preceptorial generated extreme feelings, because it is at that moment that it is verified that the theoretical-practical relation can not be dismembered in the teaching-learning process. Verticalized and unilateral postures, seen in traditional training, which served as defenses on the part of the transmitters of knowledge in the teaching-learning process no longer have place these days. As for the students, a mixture of euphoria and anguish is seen in the training program. They show a great receptivity to the teachings transmitted by the professional and their voracity for answers demonstrate to the professional that there is a great need to keep up-to-date and attentive so that the transmission of knowledge and the withdrawal of doubts occur in a timely and satisfactory manner within of the training process of this academic. The four-hour contact with the Physical Therapy student showed that the inertia in which practitioners almost always meet due to the day-to-day mechanized practice may pass on the mistaken idea that this practice is enough for the practitioner to be a preceptor, passing the false idea that time of service walks next to qualification to teach in crazy. Many of those students who passed through the training program had their first practical contact there in a highly complex environment and the cultural image that these professionals acquire makes them mirrors and examples for these undergraduates. Because of this, professionals who are not

qualified to be preceptors can generate feelings and results that meet the expectations of the students. Students are receptive to the innovations they have witnessed, and the mood demonstrated by them in this new learning scenario generates a stimulus to these professionals in search of perfecting both the exclusive competences of the profession and this new professional approach that emerges with the preceptorial. The search for new knowledge and improvement brings the stoning that the professional needs to move from the position of a mere adjunct in that scenario of practice to a prominent position in the construction of a graduate who aims to become competent to the needs that his future professional market require.

Final considerations

Being in constant professional maturity is important to act as a preceptor not only by practicing daily life, but rather by seeking perfections and evolutions at the strict level for an increasing learning. The various views on the subject preceptor / preceptor should be addressed with those professionals who seek or are randomly inserted into the academic life. Greater access to professional qualifications should be shown so that the professional feels comfortable and encouraged to seek new experiences aimed at their best preparation. Professionals stimulated and prepared serve as examples for future professionals who still in academic life seek more spaces of practical experience. In this way, the great importance of qualified and stimulated personnel to exercise this position that is one of the arms of professional formation is shown.

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