



ATTENTION TO THE HEALTH OF PEOPLES AND TRADITIONAL POPULATIONS: PROPOSITIONS IN THE LIGHT OF MADELEINE LEININGER

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ABSTRACT

Objective: The present study is a reflection from the experience of teaching people and traditional populations in the light of Madeleine Leininger's Transcultural Theory. **Method:** Report of experience based on the execution of disciplines and groups of scientific initiation that contemplated the study of the health of traditional populations. The theory of cross-cultural care is used as a theoretical contribution, as well as of the interdisciplinary field for the execution of activities. **Results:** The construction of the work plan through the curricular matrix with the presence of specific disciplines made possible a greater commitment to this theme when interconnected with the presuppositions of the basic theory, which differed from the cases in which the absence of such a condition occurred. **Conclusion:** The use of interdisciplinary support was essential to reaffirm the importance of cross-cultural theory in nursing education.

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INTRODUCTION

The context of health in the Amazon is the portrait of the diversity of populations and morbidities found in the Amazonian territories, it is affirmed that juxtaposed that there are diverse ethnicities, groups and peoples, as well as innumerable diseases in line with the reality of the environment. Recognizing this scenario, which is not particular in the region, but highlighted by the issues already highlighted, has not been observed by various scientific events the interest of discussing such issues. This has been occurring due to the need for discussions by health institutions, as well as educational institutions, to propose spaces that lead to propositions. This assertion is supported by educational organizations with emphasis on the health courses of universities and colleges, and more specifically the Nursing courses, which has carried out dynamics in favor of healthcare for specific populations of the Amazon. These developments are confirmed by the foundations of Madeleine Leininger's Transcultural Theory. This is precisely due to the understanding of the existence of different cultures that influence cultural care, in the phenomena of health and nursing. In these terms, the Nursing trajectory has been affirmed by the protagonism in several

areas, mainly in areas with themes of social relevance such as Collective Health. This configuration is due to the social structure that comes from the institutions where nursing professionals are trained, since these formations are directly linked to the teacher's own trajectory (Castro, 2015), but also connects with the students who present themselves as a member transformer, which makes it possible to target professional behaviors engaged in social construction (Moya, 2010). However, facts show incompatibilities between training and performance, which affirms that the training proposals are not being contemplated in practice (Sthal, 2016). However, such competencies have been over the years worked by disciplines such as anthropology, which has become a way for resolutions in contexts such as indigenous health (Neto *et al.*, 2015). Indeed, reality has shown difficulties in considering the peculiarities of the Amazon not only in training, but also in public policies (Castro *et al.*, 2019). However, facts show incompatibilities between training and performance, which affirms that the training proposals are not being contemplated in practice (Sthal, 2016). However, such competencies have been over the years worked by disciplines such as anthropology, which has become a way for in contexts such as indigenous health (Neto *et al.*, 2015). Indeed, reality has shown difficulties in considering the peculiarities of the Amazon not only in training, but also in public policies (Castro *et al.*, 2019). At this juncture, the interest in publishing this

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reflection based on an experience report is justified by the purpose of performing critical and reflexive analyzes in order to create possibilities for discussions on the subject in the academic community. But, above all, demonstrate how one can develop punctual, singular or plural actions that allow the advancement of the theme, considering the theoretical contributions of nursing. Thus, the social function of nursing is affirmed by actions contextualized by its basic theories, reflexive critical teaching practice and that perform the political function beyond the social. In this sense, the present study is based on a critical reflection through the experiences of teaching health care of populations and traditional peoples in institution of higher education located in the metropolitan region of the state of Pará through the theory of Transcultural Care.

MATERIALS AND METHODS

This study originates from an experience report based on the execution of disciplines that contemplated the study of the health of traditional populations in higher education institutions located in the metropolitan region of the State of Pará. The theory of transcultural care is used as a theoretical contribution, as well as of the interdisciplinary field to execute the delineations and reflections. The investigation techniques consist of a case study, since it contemplates a study of groups, through an experience report. It was based on the teaching and research experience of the author in four Higher Education Institutions, these being, two universities and two colleges located in the metropolitan area of Belém do Pará. According to the proposal of the report, it was considered six disciplines, being 2 specific for traditional and 4 non-specific populations. However, the latter with a consistent agenda to expand the theme through a thematic approach.

RESULTS

The scientific context was organized by two projects of voluntary scientific initiation, idealized by the author and whose main proposal was to discuss health issues in the Amazon, and worked in the two IES of the private initiative. As a criterion for the selection of students who would participate in the academic activity, the following were mentioned: interest in research in the health area of Amazonian populations, highlighting collective health activities, empathy for the study of primary health care, interest in participation in scientific events. The teaching experience occurred in a period of six years, between August 2010 and December 2016. The trajectory followed the following sequence: teaching performance, planning of teaching plans in an extended way for specific and non-specific subjects, construction of groups of study and research. And, lastly, specific targeting for research on traditional populations. The presentation of the results followed a reflexive-discursive approach, based on the planning of study plans, research plans and experiences of research with traditional populations. For analysis of the information the research is about discussing such references the professional competences in the Unified Health System (SUS). In this section, Madison and Augsburg (2013) cite the interdisciplinary approaches in the learning process as a guideline for the execution of the activities, as they provide elements for important curricular changes that can improve students' learning. These conditions were applied through the

use of health, law and anthropology guides available on federal government websites and electronic platforms.

DISCUSSION

Teaching and reality: Pedagogical projects of nursing courses in the Amazon make it possible to identify that there is a shortage of specific disciplines for the health of the traditional populations. Of the HEIs identified in the E-MEC in the year 2016, and that contemplate the law 12.527/2011 that determines the dissemination of pedagogical information and data of the courses on the Internet in a clear and precise way, confirm this information. This statement refers to the condition that only two institution of higher education have in their curriculum specific subjects directed to the teaching of populations living in this Amazonian scenario (Brazil, 2001, De Castro *et al.*, 2017). Certainly there are several possibilities of pedagogical organization that can be used to support classroom teaching and extensive actions. Such conditions, however, depend on the view of the teacher involved in this process, who sometimes has no experience in the field, but can be acquired through extensive qualification. It is worth emphasizing that this teaching position expands the abilities of the academic regarding the individual assistance, and ratifies the nurses competences in front of the SUS needs. It is necessary to provide experiences that allow future professionals to approach the realities of health services and the community. This enables you to get to know reality better and expand your skills. Consequently, the professional has more capacity to deal with the specific needs and, above all, to base himself to carry out critical analysis (Silva *et al.*, 2015).

However, facts such as these in general are linked to specific projects, and are scarcely contemplated in the disciplines of the curriculum, since the entrance into villages is only authorized through the National Indian Foundation (FUNAI), being a time consuming process and quite difficult. This situation occurs because indigenous peoples are classified as special populations, and thus access to geographic space is limited. Also included in this competency are community and / or individual surveys, which are protected by Resolution 466/12 of the National Health Council (CNS), to the detriment of research with human beings by the National Commission for Research Ethics (CONEP).

In addition, although there are obstacles to direct access to these populations, strategic and long-term planning is necessary for activities to be carried out. In this case the teacher's experience and knowledge of how to deal with these populations was paramount for the effectiveness of the methodology and didactics used. Thus, although disciplines are extended to several traditional populations, but in practice are only occurring with the most accessible ones, the teacher must be sensitive in constructing a teaching plan that in fact has a broad look at the diverse populations, be it in theory or in practice. For this to happen, one can construct by means of activities that are short, dynamic that converse with several organizations that are linked to indigenous health. It is precisely in this condition that interdisciplinary must be used. These procedures should follow processes that standardize good academic practice, through sporadic sizing, student-based, course-based assessments, to quantitative and qualitative techniques that illuminate the student experience (Brooks and Widders, 2012). Following this thought, it is necessary to understand that in the two institutions that did not

have such discipline, no direction was identified during the pedagogical meetings for the other disciplines to contemplate the health of indigenous populations in their curricular activities. Also, there was no such positioning by the other teachers. In these terms, the professional experience in the field, was decisive for the understanding of the necessity of this subject in more general curricular activities, when of these disciplines on its responsibility. This fact confirms, according to Sebold and Camargo (2013), that teachers with professional experiences use their bases as an example. In this case, it is understood that teaching planning is an opportune time for decision-making like these. Above all it is a moment of exchange of ideas and strengthening of bases for the academic formation, and must be shared with the other teachers. However, due to the scarcity of information in the literature on specific events that deal with the health care of indigenous populations, a hindrance to this qualification in other disciplinary bases is found. However, the discussions can be initiated through the notes of Leininger and that allows to begin the first reflections on the subject.

Research and challenges

By making possible an interdisciplinary look and discussions about the subject, investigations that seek evidence through the relevant cognitive abilities to investigate may be directed:

- i. Development and application of techniques based on perspectives;
- ii. Development of structural knowledge of problems appropriate to interdisciplinary investigations;
- iii. Integration of conflicting ideas from two or more disciplines;
- iv. Production of cognitive advancement or interdisciplinary understanding of a problem (Repko, 2008).

It is necessary to apply this model, but the choices are also of the students regarding the direction of their research. Of course, this was evident in the course of this experience, since the two groups sought research with groups of non-Indians in their majority. However, as a result of the academics who were involved in collective health and the indigenous cause, some research was done for this purpose through the SUS databases, although no field research was carried out for all reasons already listed. This is a way to contemplate research in these ways, since the information available in the system from the point of view of health indicators is very important for discussions about the health problems of the population in the spotlight. But above all because it was one of the most questioned points during the 5th National Conference on Health of Indigenous Peoples (Brazil, 2015). On the other hand, the Brazilian Association of Collective Health (ABRASCO) itself comes to its events in a timely manner, creating debates on the health of indigenous populations. There is just one thematic group in this sense that is composed of researchers from different areas and has significant academic and technical production in the field, including intense scientific programming (Abrasco, 2016). These thematic groups are the means by which entities organize to debate and research on diverse topics, strengthening areas through the continuous engagement of their participants. On this configuration, although primitive and in constant construction, the pilot project of the study and research group became effective and throughout its application allowed to identify the students who were indeed interested in the health

topic of traditional populations. Obviously because it is a volunteer group, the lack of resources for participation in events was one of the obstacles. However, in order for research to become more visible and sensitize a larger audience to the topic, academics were encouraged to participate, as well as the teacher, in regional and national scientific events when they could. As well as making scientific productions in other fields such as visual anthropology through publications that enable new perspectives (Castro, 2017, 2018). Therefore, the academy should encourage during the academic formation investigations in this sense, and obviously that disciplines and diversified actions be contemplated for indigenous health, making possible these reflections.

Context under the optics of transcultural care

Nursing schools play a fundamental role in the training of health professionals who will work with traditional populations, mainly because they will also be leaders of health teams, which represents a way to implement policies that support the needs of these groups. However, adjustments should be made to ensure that this role is positively implemented, as well as the policies of the National Policy for Comprehensive Health Care for the Black, Indigenous and Peoples Populations and Populations of the Field, Forests and Water (Brazil, 2000, 2011, 2013). Precisely the implication of the theoretical basis of the theory in the formation is essential to perceive the needs and difficulties of the premises of these policies. In this process, the need to carry out the interdisciplinary study is indisputable, in order to measure student perceptions of the idea of multiprofessional involvement or interdisciplinary team composition through psychometric instruments. This metric seems especially useful according to Neil, Hoyward and Peterson (2006) in the interactional analysis of teams of two or more individuals, from different disciplines, who have specific roles, act independently, are adaptable and share a common goal, quite a frequent situation in health care. Such an initiative likewise needs expansion and new partners within the other disciplines in the area, so that interdisciplinarity does indeed occur. The conditions for this to take place are to create research groups for the health of indigenous populations, as well as to strengthen the health groups of the traditional or similar populations, the formulation of seminars, thematic groups in the various scientific events, and academic leagues, which to discuss and / or produce research on this subarea. The context that surrounds these populations has a continuous connection with the presuppositions of Leininger, because although it does not work with the populations of the Amazon, its considerations are surrounded by affirmations in ethnic contexts that allow a broad and, above all, current reading (Leininger, 2001). Moreover, based on this theory, the nursing professional allows actions to be directed in the light of the equity so discussed in the Brazilian Health System.

Conclusion

The experience in teaching and research made possible a holistic view on the health of these peoples and populations, and in this way it was acquired maturity to develop reflections on the teaching and research in health and precisely to seek the necessary contributions, which directed to the studies of Theory Transcultural. Experience shows that the researcher's training is built throughout his or her academic life, and the initiatives before this show that living in the area discussed

was a key factor in the choices made considering Madeleine Leininger's findings. Moreover, the circumstances point out that there is still a need for new debates on the teaching of health of the populations of the Amazon in the planning of nursing courses and in scientific events. Therefore, it is recommended that proposals be made that encourage such actions and thus allow a special look at the health of the populations and peoples of the Amazon, always affirming the social and reflective role of this theory. Moreover, it is necessary to increasingly deepen the foundations of Madeleine Leininger's theory in academic spaces and especially in the scientific debates in the nursing area so that this may positively reflect the health care of these groups. For this not only the decent should be present in the congresses, but the students in order to multiply the knowledge on this topic. Certainly this behavior will transform the scenario, as it makes possible new reflections on the health and care needs of these traditional peoples and populations. It is recommended to investigate the academic background, skills and cultural skills of professionals already working in the nursing area, including professionals of a technical level in order to allow the production of new knowledge in the area.

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