



RESEARCH ARTICLE

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HEALTH ACADEMICS WORKING IN PUBLIC SCHOOLS, MANAUS – AMAZONAS, BRAZIL: EXPERIENCE REPORT

***Renato da Cunha Araújo, Priscila Soares de Souza Araújo, Josiani Nunes do Nascimento,
Cássia Rozária da Silva Souza and Nilcéia Aparecida Mota Marques**

School of Health Sciences, Amazonas State University (UEA), Manaus – AM, Brazil

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*Corresponding author:

Renato da Cunha Araújo,

ABSTRACT

Health promotion consists of training the population to improve their health conditions and increase their control over them. In addition, it is defined as a combination of educational and environmental support aimed at disseminating information about healthy living habits, passing on knowledge and skills for self-care of health. This study aims to describe the theoretical and practical activities developed in the discipline "Comprehensive Health Care", by Nursing, Medicine and Dentistry students, from the State University of Amazonas, emphasizing the interdisciplinary work at the service of the community. The discipline of the 1st period aims to insert students in the reality of regional and national health, that is, making them able to understand the Unified Health System-SUS / Family Health Strategy. The theoretical part was based on lectures, scientific research, problematization and debate on various topics related to public health. As for the practice, there was a presentation by students in public schools, prepared under guidance, division of groups, discussion of the themes and preparation of contextualized teaching resources for the respective age and thematic groups. The teams presented didactic-ludic activities to about 360 students from different grades, allowing the interaction and completeness of the courses. The main focus was based on educational guidance and prevention of diseases and injuries. After the practices, the teams deliver a report describing their reflections and suggestions about the activity performed, introducing, in this way, the critical-scientific sense in the participating academics. It is noted that this methodology is a way of practicing interdisciplinarity - students, learn to work in a humanized and group way; teachers, because they are compelled to expand knowledge; the educational institution, for being inserted in the pedagogical proposal of the discipline; the child and youth community, for providing opportunities and integrating educational dynamics in favor of health promotion, becoming multipliers.

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INTRODUCTION

Health promotion consists of training the population to improve their health conditions and increase their control over them. In addition, it is defined as a combination of educational and environmental support aimed at disseminating information about healthy lifestyle habits, passing on knowledge and skills for self-care of health¹⁻². The Collective Health Field enables the exercise of the Interdisciplinarity paradigm, with the construction of knowledge and practices of new disciplines and subdisciplines, having its own methods and theoretical contents, focused on public health, and adapted to specific

populations - considering socio-cultural, political aspects, economic and geographic³. Activities directed at collectives, without delimiting groups as to disease, condition or risk, promote quality of life for the population, with a greater range of its benefits. Debates and reflections on Health Promotion started since the 1970s, and were marked in the Ottawa Charter (Ottawa Charter for Health, 1987), being a point of reference in the development of health concepts and principles. Since then, ideas such as making the public sector accountable for proposing healthy policies have been studied and advocated; stimulation of community actions; care for the environment; improvement of personal skills; and reorienting

health services. Such assumptions have social, transformative and questioning aspects, at the individual and collective levels, emphasizing participation and social control as essential in the implementation of Health Education actions⁴⁻⁵.

Objective

Describe the theoretical and practical activities developed in the discipline "Comprehensive Health Care", by Nursing, Medicine and Dentistry students, from Amazonas State University, emphasizing the interdisciplinary work at the service of the community.

METHODOLOGY

This is a descriptive and qualitative study. The discipline of the 1st period aims to insert the student in the reality of regional and national health, that is, making him able to understand the Unified Health System-SUS / Family Health Strategy. The theoretical part was based on lectures, scientific research, problematization and debate on various topics related to public health. As for the practice, there was a presentation by students in public schools, prepared under guidance, division of groups, discussion of the themes and preparation of contextualized teaching resources for the respective age and thematic groups (licit and illicit drugs, hygiene, regional nutrition, endemic diseases and environmental health).

RESULTS

The teams presented didactic-ludic activities to about 360 students from different grades of elementary and high school, allowing the interaction and completeness of the courses. The main focus was based on educational guidance and prevention of diseases and conditions. After the practices, the teams deliver a report describing their reflections and suggestions about the activity performed, introducing, in this way, the critical-scientific sense in the participating academics. The students mentioned that they had been stimulated in the face of the challenge launched and had a feeling of satisfaction regarding the service provided to society. With regard to the managers of the schools served, they requested that such activity become periodic.

DISCUSSION

Actions in the field of Health Education, such as the one presented in this experience report, are potential health promotion practices. According to Maciel, *et al* (2006), health promotion activities in the school environment, expand the evolution of ideas, skills, knowledge, creativity, ability to make decisions, acquire healthy habits and develop health-promoting environments; highlighting the educational and health actions adapted to the participants of a certain local community. As highlighted by Queiroz and Jorge (2006), in search of a better society, the training of health academics must encompass the development of critical sense, so that the student - future health professional - becomes capable of identify and act in a dehumanizing scenario. Assuming the responsibility to observe, compare, evaluate, decide and intervene, in the health condition of the community, where it is located. Participants practiced critical reflections and analytical synthesis of the health situation, the reality experienced, generating concepts of health and sanitation.

Such experience provokes a reflexive criticism as to the traditional model of training of health professionals, committed by educational institutions, that is, based on a biologically pedagogical, compartmentalized and medicalizing form, with no real interaction of teaching with social health issues. Thus, it is necessary to seek not only the development of the student-knowledge relationship, but also "for what" and "for whom will it be applied" this ability to criticize and build knowledge; such ability of the academic being applied in the service of the community's major interests, as interpreted by CHIRELLI and MISHIMA (2002), and Amaral *et al* (2014). Emphasizing the reflections made by Mello and Collaborators (1998), an innovative perspective in public health, whose approach involves the community, groups and individuals exercising citizenship and participating, decisively, in public health policies, it is necessary before the challenging scenario imposed by the principles recommended by the Unified Health System, which aims to bring access to health services to all, in a way adapted to the peculiarities of each citizen and considering it in its physical, mental, social, economic and cultural completeness.

Conclusion

It is essential to recognize Health Education as a possible instrument for building the teaching - community - health service articulation. In addition, the actions carried out through lectures and discussion groups led by university students and students from the public school system, improve the trust and the bond established between users and professionals participating in the Unified Health System. The development of educational practice with university students and public school students both become aware of the goal of seeking to improve the current health conditions in their environment. We can practice interdisciplinarity - students, learn to work in a humanized and group way; teachers, because they are compelled to expand knowledge; the educational institution, for being inserted in the pedagogical proposal of the discipline; the child and youth community, for providing opportunities and integrating educational dynamics in favor of health promotion, becoming multipliers.

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