

EDITORIAL

Challenges of teaching in health service

Integration means teach the collective work service agreed, articulate and integrated students and teachers of courses of training in the area of health workers that make up the health services teams, including managers and managers, whose purpose is the quality of individual and collective health care, excellence in professional training and development/satisfaction services workers¹.

The National Curriculum Guidelines Brazilian², among its principles proposes strengthening the articulation of theory with practice, having been designed with the intention of defining a profile of vocational training based on competency theoretical-practical through the curricular flexibility, autonomy and the freedom of institutions innovate their pedagogical projects, contemplating the inclusion in health services, focusing on the importance and urgency of effective integration teaching and learning in health, in coordination/integration with health services and the participation of community organizations.

This is the relationship of the diversity of teaching learning scenarios as ways to implement major changes in vocational training and, for both some challenges must be overcome, such as: the organization of health services and the job training institutions; the curriculum structures of the curricula of courses of the health area, which among other things, should reduce the field by theoretical and practical teaching and learning scenarios.

The integration of health care services to training scenarios leading to some demands of relationships and work processes of common interests that align with the needs and potential for rapprochement between vocational training and assistance to the health represented by the numerous joint interfaces between knowing and doing.

This way, there is a tendency to faint of essential changes should be intensified between the two poles "service learning", in the search to reflect and change significantly from the formation of the future healthcare professional, allowing the engagement between the parties, whose paradigm is the consolidation of the completeness of the health sector.

Likewise, the integration service in education as well as challenge to answer the demand of the services in terms of impact on health care, a proposal that closes the interests of adequate training the reality of the services and, at the same time a constant review these same services, with impact on health needs of the populations.

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Good Read!**Divanice Contim**

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