

**CONTRIBUTIONS OF TELEVISION “HEALTH FOCUS” PROGRAM FOR
ACADEMIC MEMBERS OF PET-HEALTH****CONTRIBUIÇÕES DO PROGRAMA DE TELEVISÃO “SAÚDE EM FOCO”
PARA ACADÊMICOS INTEGRANTES DO PET-SAÚDE****CONTRIBUCIONES DEL PROGRAMA DE TELEVISION “SALUD EN FOCO”
A ESTUDIANTES INTEGRANTES DEL PET-SALUD**

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ABSTRACT

Objective: to know the contributions of the television program “Health Focus” by academic members of PET-HEALTH project. **Method:** a qualitative, descriptive-exploratory study, carried out from August to December 2013, with nine academic members of PET-HEALTH project, in different courses. Data were collected using interview technique and interpreted by thematic content analysis by Bardin. **Results:** the study resulted in three categories: program “health in focus” as the instigator of the new strategy; “Health in focus” program as a tool for overcoming personal limitations; “Health in focus” program as an opportunity to build interprofessional links. **Conclusion:** this study concludes that the program is able to instigate the academic participating in this activity to build new knowledge and interdisciplinary practices, and develop interactive skills and socialization of academic experiences.

Descriptors: Emotions; Innovation; Interprofessional relations.

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RESUMO

Objetivo: conhecer as contribuições do programa de Televisão “Saúde em Foco” para acadêmicos integrantes do projeto PET-SAÚDE. **Método:** Trata-se de um estudo exploratório-descritivo, de caráter qualitativo, realizado entre agosto e dezembro de 2013, com nove acadêmicos integrantes dos projetos PET-SAÚDE, de diferentes cursos. Os dados foram coletados mediante a técnica de entrevista e interpretados pela análise de conteúdo temática, preconizada por Bardin. **Resultados:** Programa “Saúde em foco”: estratégia instigadora do novo; Programa “Saúde em foco”: ferramenta para a superação de limitações pessoais; Programa “Saúde em foco”: oportunidade para a consolidação de vínculos profissionais. Concluiu-se que o programa é capaz de instigar os acadêmicos participantes desta atividade a construir novos saberes e práticas interdisciplinares, além de desenvolver habilidades interativas e de socialização das vivências acadêmicas.

Descritores: Emoções; Inovação; Relações Interprofissionais.

RESUMEN

Objetivo: saber qué aportes realiza el programa de televisión "Salud en Foco" a los estudiantes integrantes del proyecto PET-SALUD. **Método:** estudio exploratorio descriptivo, cualitativo, realizado entre agosto y diciembre de 2013, con nueve estudiantes que integran los proyectos PET-SALUD de diferentes carreras. Los datos fueron recolectados mediante la técnica de entrevista e interpretados por el análisis de contenido temático propuesto por Baldin. **Resultados:** Del estudio surgieron tres categorías: Programa "Salud en Foco": estrategia que fomenta lo nuevo; "Salud en Foco": herramienta para superar de las limitaciones personales; "Salud en Foco": oportunidad para consolidar vínculos profesionales. **Conclusión:** el programa es capaz de incentivar a los estudiantes que han participado de esta actividad a construir nuevos saberes y prácticas interdisciplinarias, además de desarrollar habilidades interactivas y de socialización de las experiencias académicas.

Descritores: Emociones; Innovación; Relaciones Interprofesionales.

INTRODUCTION

Training of health professionals is in continuous transformations in search of the demand for new skills and competences, without ignoring technical aspects, teamwork, the search for creative and innovative solutions, in addition to dialogue between peers. These requirements become necessary in the face of the current "Knowledge Society", which enables the (re)thinking of innovations also in higher education, contemplating integrated knowledge, based on the perspective of interdisciplinarity and cooperativism.¹

Therefore, higher education

institutions are required to invest in activities/actions that encourage students to develop a proactive and innovative profile, in order to prepare them to meet social demands in the health context. To achieve these goals, they need to be integrated, from the insertion and involvement of academics, to the co-responsibility of the trainers of these future professionals.

The subject of professional training in the health area is a continuous challenge, which deserves ample space for discussions and debates, both with regard to improving academic production and the provision of health services. Although there is talk of the

importance of interaction and communication between multidisciplinary teams, there is a great weakness, a gap yet to be overcome and, in fact, to be effective in practice.²

In this sense, it is necessary to overcome reductionist and welfare approaches by stimulating problematic methodologies and instigating new knowledge and transforming practices. The future professional needs to be stimulated and prepared to work in different spaces, in order to contribute, in a creative and responsible way, to the current health system. From the perspective of complexity, the curricular organization that is willing to go beyond the disciplinary "imprisonment" may be a new proposal for those guided by a "restrictive view from the citizenship standpoint, integrality and equity that health work can produce".^{3,4}

In order to reorient training based on the National Curriculum Guidelines for undergraduate courses and to promote a professional profile adequate to the needs and public health policies of the country, the Ministry of Health, in partnership with the Ministry of Education, launched two programs in the year 2005: the National Program for the Reorientation of Professional Training in Health (Pró-Saúde) and the Education Program for Work for Health (PET-Saúde).⁵

With the inclusion of such

investments in the education of academics at the institution, the entrepreneurial initiative to optimize, through television, an environment capable of providing discussions and the construction of new interactive spaces emerged, in order to foster the development of professional skills and competences. In this sense, the Saúde em Foco Television program, linked to TV-Unifra, is a possibility for an active teaching-learning methodology capable of generating curriculum innovation, providing students with interdisciplinary experiences outside the classroom.

Based on the above, this study aimed to discover the contributions of the television program "Saúde em Foco" to academic members of the PET-SAÚDE project.

METHOD

This is an exploratory-descriptive study of a qualitative nature. The study was conducted from August to December 2013, with academics from different courses at a Private Higher Education Institution, who participated in the recording of the Saúde em Foco Program.

Students were invited to participate in the study after a formal invitation, and those who were linked to the PET-SAÚDE project and participated in the recording of at least one program were selected. The Informed Consent Form was signed in two

copies, one for the researcher and one for the participant.

Data were collected through the interview technique, from the guiding question "What did it mean, for you, to participate in the Saúde em Foco program?" This was recorded by an electronic device and later transcribed in a text editor to be analyzed.

Data were submitted to the content analysis technique, which revealed the nuclei of meaning that make up communication and whose presence or frequency added significant perspectives to the object of study in question. The notion of the theme is associated with a statement that concerns a certain subject, which can be presented by a word, phrase or idea.⁷

In order to comply with the ethical criteria, the recommendations of CNS Resolution No. 466/2012, which prescribes ethics in research with human beings, were met. The project was submitted to the Research Ethics Committee of Centro Universitário Franciscano and approved under number 308/493. To maintain the anonymity of the participants, the lines were identified in the text with the letter "E", followed by an Arabic numeral, corresponding to the order in which the interviews were carried out.

RESULTS AND DISCUSSIONS

From the coded and interpreted data, three categories resulted: "Saúde em Foco" Program: strategy instigating the new; "Saúde em Foco" Program: a tool to overcome personal limitations; "Saúde em Foco" Program: opportunity to consolidate professional bonds.

"Health in Focus" program: instigating strategy for the new

The professional performance scenario of health academics generally comprises the hospital space, clinics, Basic Units or Health and Family Strategies, following a certain assistance model. However, the Unified Health System (SUS) needs a dynamic, communicative professional who knows how to lead and work as a team in different environments. Due to this new context, the Saúde em Foco Program emerged, with the aim of providing students with experiences in this new health environment, a new look at the teaching-learning process, conceiving learning as something constructed by the student himself.⁸ Some statements of these academics are revealing of the challenges that the environment presents:

I got really nervous. (E5)

I was scared, doubtful relationship that am I able to answer the questions? (E3)

In this sense, having experienced new acting environments, essentially on

television, was considered a challenge for showing feelings such as nervousness, fear and anxiety. Such emotions evidenced by academics provide significant learning and development of the capacity for critical and creative intervention in the health system. Thus, one can infer that the academic, when experiencing a new space of activity, assumes a great commitment to accept the invitation, making this theme to be improved, making him responsible for expanding his knowledge.

Incorporating technologies into reality is a health necessity. Thus, it is necessary to redefine the role of the student in health work, overcoming the emphasis on medical and hospital care and contributing to new spaces of professional activity (health establishments, homes, schools, day care centers, factories, community) and new processes of work (family care, health surveillance, day hospital, reception, home care).¹⁰

In addition, the experience allows the academic to reflect on his contribution, as a future professional, to viewers as a means of contributing to health education and even assistance to the community, as shown in the following statement:

It's a cool experience for being different and being able to contribute to the people who watch. (E3)

Amid the speeches, insecurities, fears and anxieties of academics are perceived

when leaving their conventional study environment and interacting in new spaces. It is also noted feelings provided by the new way of teaching-learning; which can contribute to a less submissive, more participative and autonomous professional in their decisions.¹¹

“Saúde em Foco” Program: a tool to overcome personal limitations

It emphasizes the need to gradually identify and work with new situations that challenge decision-making, in order to know how to intervene in search of resolvability and new challenges. Therefore, it is necessary for the academic to know how to perceive their limitations and overcome them in order to obtain the dynamic profile desired by the SUS.

It was evident in the speeches of the academics that, when invited to participate in the recording, the program becomes a means of insertion as a strategy to overcome obstacles such as fear and insecurity, as highlighted in the following statement:

Shyness gets a little more on the side, making us more confident. (E5)

Participants highlighted the importance of developing skills related to locution, behavioral skills, posture, knowing how to listen and discussing with other students. Such practices reflect in the future on the interrelationship of the

professional's bond with the user and with the team.

It is understood that this type of experience provides a proactive posture of the academic, as it favors the creation of relationships between the new and the knowledge already present in their cognitive structure, allowing the establishment of networks and relationships of different shades of extension and complexity.¹⁰

It is noticed that the error becomes part of the teaching and learning process, as it can be worked as part of the construction of knowledge, as can be seen in the following statement:

[...] you even have enough security to go to a camera and talk, but you're afraid of making a mistake, but only those who get there make mistakes. (E1)

Another academic showed that, according to his experience and academic background, he felt prepared to respond to a particular subject. This occurs when academics present themselves as protagonists in the construction of their knowledge¹⁰, demonstrating their involvement, commitment, responsibility and initiative in a new environment.¹² The following statement expresses such protagonism:

Participating in the program is a different experience, it added to what I went to discuss, bringing more knowledge. (E2)

Alternatively, another perception of the academic, who seeks to solve their limitations based on the conquest of the new environment, according to the statement:

[...] I'm proud to be able to, as I'm not here just to learn, but to transmit what I've learned. (E3)

Boosting self-motivation and emotional tranquility strengthens the formation of a professional capable of building their own path, more confident of their creative potential, with self-esteem, autonomy and motivation, capable of intervening and building their own future based on what is learned within and outside the classroom.

“Health in Focus” Program: opportunity to consolidate professional bonds

Academics recognize the Saúde em Foco program as an important strategy and opportunity for the creation and consolidation of professional bonds. They also add the need for relationships to sustain themselves in cooperation and exchange between disciplines, in interaction between academics, in the articulation of knowledge and practices, and in decision-making based on the construction of spaces for the elaboration and expression of subjectivities. Such experience is mainly applied in stages, revealed in the following statement:

We witness this reality of a patient needing another follow-up, in addition to physiotherapy, so working as a team and thinking together is the best. (E5)

Building the bond favors interpersonal relationships and communication processes between academics, patients and team professionals. The integration of knowledge takes place, above all through dialogue, communication, exchange, mutual respect, synergy, convergence of ideas and not simply the juxtaposition of knowledge.¹³ This experience allows students to face a new situation, which requires relationships based on authentic communication, respecting others and their knowledge, welcoming differences.^{10,2}

The innovative environment of television allows for the socialization of significant experiences between revealing the exchange of experiences and learning, in addition to research as a mechanism to expand the discussion of themes, as can be seen in the following speech:

Debating with another person you discover the performance, each one has its area but they complement each other, as a way of adding knowledge, it is in the health area, but each one has a role. (E6)

This confirms the potential for making changes that benefit students through factors deemed essential, such as the establishment of a bond, reception,

humanization, assistance as a future health professional.¹⁰

The relationships built in these experiences, therefore, make it possible for the usual problems and conflicts in the organization and in the provision of care to be minimized or even overcome. And this is translated into the following statement:

[...] you have what you know, but you add to that of your colleagues, increasing your professional background, in addition to broadening our view of health as a whole, where each one knows how to act together. (E6)

CONCLUSIONS

The “Saúde em Foco” program was able to instigate new knowledge and interdisciplinary practices among academics who participated in this activity, in addition to developing interactive skills and socialization of academic experiences. Through the experience, it was possible to see that the student knew how to recognize their difficulties, deal with fears and uncertainties of the environment outside the classroom. Using such experiences to build theoretical-practical knowledge, interprofessional links and new interactive skills constitute an important strategy for the reorientation of professional training in the health area. It is believed that the academic is the protagonist of the teaching and learning process; therefore, it is important that spaces are offered to

encourage new knowledge and new experiences.

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