

INTERPROFESSIONAL EDUCATION AND MIDDLE-LEVEL TECHNICAL TRAINING IN HEALTH

A EDUCAÇÃO INTERPROFISSIONAL E A FORMAÇÃO TÉCNICA DE NÍVEL MÉDIO EM SAÚDE

EDUCACIÓN INTERPROFESIONAL Y FORMACIÓN TÉCNICA DE GRADO MEDIO EN SANIDAD

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Interprofessional education (IPE) has been the focus of several recent discussions worldwide, especially in view of the need to train professionals in line with current health and social requirements.¹ In this tone, it is worth reflecting on the meaning that IPE expresses in professional training, thus, it is considered that this model intends an educational proposal in which the learning process involves professionals from two or more areas and is characterized by interactive and collaborative practice in order to provide safer and more comprehensive care.

In the meantime, it should be noted that more and more work in health has been demanding that practices and actions transcend the uniprofessional sphere and be based on co-responsibility, cooperative work and the execution of integrated actions aimed at providing the best health to the population.²

Thus, it is understood that IPE develops through collaborative practices in training and professional spaces, in which learning is horizontalized and all team members learn and teach together, contributing to the improvement of the care provided. However, despite the increase in debates about the IPE, the clear and broad understanding of its concept by professionals is still incipient, which results in arguments that hinder its applicability and, therefore, the implementation of effectively interprofessional practice.³ Thus, it is inferred that despite the debates, the EIP even contained in the field of core concepts has not yet had the strength to

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leverage the contours of academic discourse and reverberate in the real needs of the practice of health training.

The incipient understanding of IPE implies and intersects directly with training processes⁴, since there are few curricula that present an interprofessional approach. In this area, the situation of the EIP in the training of mid-level health professionals is even more worrying, who correspond to the largest workforce in the various services and, therefore, strongly influence the quality of care. However, they still face important fragilities related to their formative processes due to the historical-socio-culturally constructed delineation of secondary level professional education.

In this sense, with regard to IPE, the knowledge pertaining to the implementation of interprofessional training perspectives in technical nursing courses in Brazil is still opaque. However, the current scenario registers a growing tendency for each professional area to work in isolation and independently.

Faced with the considerations presented here, as well as inferring that the actions of the different professionals involved in care, regardless of the level of training, reverberate in the resolution of services and effectiveness of health care, it becomes urgent to think about how much IPE is discussed and developed in training the largest number of health workers and what are the potential repercussions of the solid incorporation of this training perspective, especially for the population. Therefore, in view of this, the following concerns emerge: How is the IPE theoretical framework addressed in mid-level technical training curricula in health? Do the curricula of these courses present interprofessional perspectives? What walls will it be necessary to overcome so that the interprofessional approach goes beyond the academic and investigative environment and echoes in the context of training health professionals, especially technicians? Do the guidelines for professional education in Brazil indicate ways for the development of an interprofessional approach? How do we teach the construction of interprofessional collaborative practices in mid-level technical training? especially the technicians? Do the guidelines for professional education in Brazil indicate ways for the development of an interprofessional approach? How do we teach the construction of interprofessional collaborative practices in mid-level technical training? especially the technicians? Do the guidelines for professional education in Brazil indicate ways for the development of an interprofessional approach? How do we teach the construction of interprofessional collaborative practices in mid-level technical training?

Such reflections raise the relevance of rethinking high-school technical professional education in health with a view to promoting the rupture of the hegemony of traditional teaching models and the fragmentation and disarticulation of health actions. Given that it resonates in interprofessionality, and, therefore, it becomes imperative to deepen the dialogue about the introduction of IPE in the curricula, and strategies for developing skills to practice co-responsibility and collaboration in the face of adversity and health problems. On the other hand, it is also worth reflecting on the preparation of secondary-level teachers and schools for the construction of training based on interprofessionality in health.

However, given the contributions of the IPE⁵ to the training of professionals who are more prepared for an integrated team performance, through the appreciation and recognition of interdependence, to the detriment of competition and fragmentation, it is worth indicating the introduction of this agenda in the government agendas, as well as within the scope of discussions by researchers, teachers, managers and mid-level health professionals with the aim of engendering attempts to deconstruct the hegemony of uniprofessionality in health training schools and guarantee investments of time, energy and resources to promote interprofessional education.

Thus, raising awareness regarding this issue is a contemporary need, especially given the significance of the development of educational programs based on teaching strategies consistent with the innovations and new requirements of health systems.

Finally, it is hoped that this editorial represents a starting point for promoting reflections, studies and new discussions with the potential to re-signify IPE in technical training at a mid-level in health, in addition to stimulating dialogues that allow expanding knowledge about the experience of IPE. interprofessional education in training, favoring action-reflection-action in the development of teaching through IPE. In addition, it is intended to encourage considerations that show ways to break with the fragmentation of health practices and enable the cultivation of collaborative actions, effective communication, cooperation, commitment and respect among the different health professionals, extending to the mid-level.

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