

**Teaching Hospital: promoting health in the territory\***  
**Hospital de Ensino promovendo a saúde no território**  
**Hospital de Enseñanza promoviendo la salud en el territorio**

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This study aims to report the experience of undergraduate nursing student's members of the Programa de Educação Tutorial of the Nursing course (Program of Tutorial Education - PET Nursing) in an educational extramural activity proposed by a Federal Teaching Hospital. The extension activity proposed was conducted in two meetings from October to December 2016, in two communities in the city of Uberaba, MG, Brazil. As a strategy to approach and interact with the population, arterial pressure and rapid glycemic measures, as well as hepatitis-C tests were used, in addition to the confection of ludic materials, such as banners, medication showcases, leaflets, drawings, tools to write down the guidance received and other means of interaction with the public. The themes addressed by this experience were: diabetes; arterial hypertension; hepatitis; the correct use of medication; interpretation of industrialized food product labels; electricity in the residence; recycling of domestic waste. The activity gave the students an opportunity to interact with professors and professionals from other health field courses, and therefore, to have an interdisciplinary view on highly relevant themes to promote the health of the population, in addition to being closer and having a dialogic interaction with the community.

**Descriptors:** Health education; Public health; Hospitals teaching; Teaching care integration services.

O presente estudo tem como objetivo relatar a experiência de acadêmicos de enfermagem integrantes do Programa de Educação Tutorial — Enfermagem em atividade educativa extramuros proposta por um Hospital Universitário Federal. A atividade de extensão proposta foi realizada em dois encontros entre os meses de outubro e dezembro de 2016 em duas comunidades na cidade de Uberaba. Como estratégia de aproximação e interação com a população foram utilizados aferição de pressão arterial e glicemia rápida e teste de hepatite C, além de confecção de materiais lúdicos, como cartazes, mostruários de remédios, dinâmicas, panfletos, gravuras, instrumentos de anotação das orientações e outros meios para interação com o público. Os temas abordados nessa experiência foram: diabetes; hipertensão arterial; hepatites; uso correto de medicamentos; interpretação de rótulos de produtos alimentares industrializados; eletricidade no domicílio; reciclagem de resíduo doméstico. A atividade permitiu aos discentes de enfermagem uma oportunidade de interagir com discentes e profissionais de outros cursos da área da saúde, e dessa forma, ter uma visão interdisciplinar sobre temas de grande relevância para a promoção da saúde da população, além de uma maior proximidade e interação dialógica com a comunidade.

**Descritores:** Educação em saúde; Saúde pública; Hospitais de ensino, Serviços de integração docente-assistencial.

El presente estudio tiene como objetivo relatar la experiencia de académicos de enfermería integrantes del Programa de Educación Tutorial – Enfermería en actividad educativa extramuros propuesta por un Hospital Universitario Federal. La actividad de extensión propuesta fue realizada en dos encuentros entre los meses de octubre y diciembre de 2016 en dos comunidades en la ciudad de Uberaba, MG, Brasil. Como estrategia para la aproximación e interacción con la población fue utilizada la medición de presión arterial, glucemia rápida y *test* de hepatitis C, además de confección de materiales lúdicos, como carteles, muestras de remedios, dinámicas, panfletos, grabados, instrumentos de anotación de las orientaciones y otros medios para interacción con el público. Los temas abordados en esta experiencia fueron: diabetes; hipertensión arterial; hepatitis; uso correcto de medicamentos; interpretación de rótulos de productos alimentarios industrializados; electricidad en el domicilio; reciclaje de residuo doméstico. La actividad permitió a los estudiantes de enfermería una oportunidad de interactuar con alumnos y profesionales de otras carreras del área de salud y, de esta forma, tener una visión interdisciplinaria sobre temas de gran relevancia para la promoción de la salud de la población, además de una mayor proximidad e interacción dialógica con la comunidad.

**Descriptores:** Educación en salud; Salud pública; Hospitales de enseñanza; Servicios de integración docente asistencial.

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## INTRODUCTION

The new ways to organize health services and the changes in the health system, as well as the scientific discoveries and the development of increasingly complex technologies, are factors that influence the changes in the education of nurses. These changes require health professionals to have more theoretical and, especially, practical subsidies to carry out their roles responsibly<sup>1</sup>.

In turn, educational actions in health are highly relevant in the process of education of the nurse, aiming to generate broader theoretical-practical understandings, especially considering that the user is the central axis, and provides spaces that allow for their participation in the context of health<sup>2</sup>.

In general, the users and their aspects are still treated as fragmented objects of study, and not as a collective. Information is offered to these communities, but not enough to be effective regarding health. Health education is a way to integrate this individual in the popular participation and in health services<sup>4</sup>.

Historically, hospitals, with their technological and legal-political apparatuses have been environments for treatment and cure, limiting the clinic to curative and rehabilitation practices and keeping it distant from health promotion. The models of management and care of these institutions have been making it difficult to build spaces for autonomy and participation of those who seek healthcare, who could contribute to an effective health promoting practice<sup>1</sup>.

Therefore, the primary care sector has been considered as the main responsible for health promotion. However, hospitals are known to be an important part of the community, and all institutions, especially those involved with public services, must be actively committed to the planning of health promotion. Some developed countries have implemented policies aiming to guide health institutions regarding community health, continued education, and community capacitation<sup>5</sup>.

In 2004, the Ministries of Health and Education established criteria for the certification of university hospitals, aiming to fulfill their academic missions, offer assistance and establish relations with the public health network (joint decree n. 1000 from April 15, 2004), in addition to creating the Program for the Restructuring of Teaching Hospitals at SUS (decree n. 1702, BRAZIL, Ministry of Health, 2004)<sup>6</sup>.

In 2012, Law 12.550 created the Brazilian Network of Hospital Services - EBSEH -, whose aim is to make the model of University Hospital management more modern. Ever since, EBSEH has been inciting its hospitals to promote health actions with the community, be they related to intervention or health promotion. Especially in the Triângulo Mineiro region, the UFTM-GH constantly faces issues regarding paradigm shifts in management, care, or academic models.

The UFTM-GH has been promoting actions to strengthen the integration of professors, technicians, and students (undergraduate and post-graduate ones). One of these actions is education in health, a tool that allows for the dissemination of knowledge among the populations. Especially when techniques to make easier the collective building of knowledge are used, favoring a space for relations that are dialogic, participative, and affective, and therefore, can clarify doubts, share knowledge, and generate the adoption of new health measures regarding the subjects addressed<sup>7</sup>.

In addition, there is a need for health professionals, especially those in the tertiary services, to get closer to the reality and the practices experienced by their users, aiming to transform the profile of future health professionals<sup>1</sup>.

During the nursing undergraduate course, the students are encouraged to perform educational practices in health services, such as waiting rooms of Basic Health Units and educational projects in elementary schools. However, educational health practices involving tertiary level professionals are not encouraged in the

community, which is a difficult aspect regarding the necessary commitments<sup>8</sup>.

Aiming at implementing educational health practices beyond the walls of health services, there is an attempt to strengthen the formation of these professionals, especially that of the nurse. Nowadays, there have been discussions about initiatives that support these practices<sup>9</sup>.

The Program of Tutorial Education (PET) was created in 1979, when it was called Special Training Program, and was implemented by the Coordination of Higher Level Personnel Improvement (CAPES). Its objective was to form study groups of students who would receive grants<sup>10</sup>.

In 2005, the PET was renamed Program of Tutorial Education, and its objective became developing activities of teaching, research, and extension, as a way to implement Public Policies and develop them in their fields of action<sup>11</sup>. To this end, the PET from the graduation nursing course at UFTM is based on public health policies, which contribute for a broader and horizontal formation of the nurses, which is targeted at health promotion.

This study aims to report the experience of undergraduate nursing students, members of the Program of Tutorial Education - Nursing, in an educational extramural activity proposed by a Federal Teaching Hospital. This is a unit to integrate teaching and service, whose mission is targeted at forming nurses and other professions.

## METHOD

This is an experience report by undergraduate students members of the PET Nursing who participated in an educational extramural activity proposed by the General Hospital of the Federal University of Triângulo Mineiro (UFTM-GH). This extension activity, named "GH in the Neighborhood", was developed with the integrated participation of the Programs of Tutorial Education from the Nursing and Medicine courses, academic leagues, residency programs, administrative technicians from the UFTM-GH, and

professors of the university together with the communities from the city of Uberaba.

The actions were carried out from October to December 2016, in two Saturday Mornings, in places chosen previously by common accord between the coordinators of the project and representatives from the community, clarifying the reasons for the intended health and education activities.

In planning meetings with those involved in the project, the following strategies were developed to approach and interact with the population: arterial pressure checks; fast glycemic tests; hepatitis-C tests; and the elaboration of ludic materials such as: banners, medication showcases, dynamics, leaflets, drawings, tools to write down guidance received, among others, seeking to promote positive educational health interactions with the public.

The themes addressed during this experience were: diabetes, arterial hypertension, healthy eating habits, smoking risk factors for cardiovascular diseases, hepatitis, correctly using medication, interpreting labels of food industrialized food products, electricity in the residence, and domestic waste recycling.

The theoretical framework for this experience report was the "communicative action" defined by Habermas as a way to see the difference between the objective, social, and subjective works in a paradigm that legitimizes discourse and action<sup>12</sup>.

## RESULTS

To plan the actions with the community, PET Nursing students and the other parties involved (Pet Medicine, academic leagues, and professionals from the UFTM-GH) contributed effectively to define the themes, strategies, and elaborate ludic materials such as banners, medication showcases, dynamics, leaflets, drawings, tools to write down guidance, and other means to interact with the public.

It was possible to notice, during the planning of the action, a better and improved social interaction between those involved, especially the PET Nursing students, which contributed for the group to develop interdisciplinary work aimed at promoting

health and preventing diseases, counting with participation from the public through projects made outside of the hospital environment.

Regarding the first meeting, conducted in the Community Center of the addressed area, the members of PET participated by performing glycemic tests and hepatitis-C tests, which were strategies to get closer to the population that made it possible for them to talk to the population about diabetes, arterial hypertension, and eating habits, using banners and dynamics such as the panel with questions and answers about the themes.

In the second meeting, conducted in a Charity Home, arterial pressure checks and glycemic tests were also offered as strategies to approach and interact with the population. At that moment, PET Nursing members carried out health education actions regarding dengue fever and the correct use of medications.

Banners were elaborated to discuss the main aspects of dengue fever, such as prevention, diagnostic, and treatment, as well as to discuss some medications used daily by those people. A dynamic was also conducted in which the participants would randomly pick questions and, in an interactive and ludic way, have the responses given to them by PET Nursing members.

Whenever more specific guidance was required by the population, the PET members counted with the guidance and support of the professionals and professors responsible for the activity.

This extension activity allowed the Pet Nursing members to have an opportunity to integrate with other students and professors from other courses from the health field, as well as with professionals from teaching hospitals and the community.

## DISCUSSION

In general, there are few scientific publications regarding experiences that promote the integration between health services and community, performing actions that go beyond the walls of health services. These can contribute to improve the access and transform health practices and care for the populations<sup>8</sup>.

Strategies of this nature frequently offer subsidies for individuals to understand and transform their realities, making it possible for them to go from lacking awareness to having a critical stance, generating thoughts regarding the care with their own health<sup>13</sup>.

Communication is one of the means to carry out health education, as it promotes less formal interactions between human beings. However, there are obstacles to the communication between the professional from the health field and the user, due to the difference in their language and knowledge, in addition to the limitations regarding both the receptor and the transmitter<sup>14</sup>.

Aspects that favor educational actions contextualized to specific community settings are related to the use of approaches and techniques that try to bridge the gaps in the use of language and make the understanding of themes such as the use of ludic materials easier, while being horizontally organized, increasing the chances for conversations and exchanges<sup>15</sup>.

Above all, implementing actions that involve dialogue and communicational actions with the communities is a challenge for nursing undergraduates. Education extramural interventions made by health services must be stimulated during graduation, as a useful strategy to form students inclined to deal with contemporary health problems<sup>16</sup>.

Therefore, the citizen is placed in the center of educational health actions as a living, thinking, and communicating being in the context of a community, who has a dialogic relation with other subjects - health professionals and the population<sup>18</sup>.

Therefore, it can be inferred that diminishing the distance of educational processes in health is paramount to establish a mutual relation regarding the organizational actions of health services. Therefore, these types of activities have been showing better results, since they stimulate learning on the theme, the understanding and reflection on the subject in a pleasurable way, as well as the construction of relations between the

knowledge offered by the ludic and the reality experienced.

To this end, an open and responsible conversation, encouraged by educational actions, is one of the possible ways through which good health practices can be achieved. The Communicational Action proposed by Habermas reaches, therefore, the instrumentalization of relations and good health promotion practices<sup>19</sup>.

## CONCLUSION

This experience allowed students to perceive the importance of dialogue as part of the learning process in health education, in addition to offering the opportunity of working communication skills as strategies for health education.

This idea of offering a dialogic look to the community, especially considering aspects such as the reality of health-disease processes, perspectives of disease prevention, and health promotion, provoked in the group thoughts on the necessary training for this type of activity, as well as on the relevance it has for the formation of the professional.

The inclusion of professionals of tertiary level, acting together with primary health care, may have its shortcomings regarding the elaboration of researches, which shows what this research has to offer to the field.

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#### CONTRIBUTIONS

**Nakita Maria Komori** took part in the conception, bibliographic research, writing, and critical review. **Luiz Antonio Pertili Rodrigues de Resende and Dalmo Correa Filho** took part in the writing and in the critical review. **Mirtes Helena dos Reis** took part in the writing and critical review.

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