Interprofessional Education in Healthcare: Improving Human Resource Capacity to Achieve Universal Health

Bogotá/Colômbia

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Brazil: interprofessional education initiatives

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• The Unified Health System - Brazilian health system - is the result of important social movements around the construction of an integral, universal and equitable health system.

• The health expanded concept recognizes the complex contexts and highlights the core role of the healthcare model consistent with the health needs of the population.
• A historical moment that favored relevant discussions about the specificities of teamwork through a multiprofessional team;

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• Important theoretical contributions on teamwork in health - Peduzzi, Ceccim, Campos, Mendes-Gonçalves;
Policies for reorientation of professional training in health

• Some problems to be faced by the reorientation policies of health professional training

1 - Strengthen interaction among universities, health services and the community

2 - To advance in the accomplishment of curricular changes to overcome the technical model of training

3 - Adoption of active learning methodologies
• Policies that contributed to many changes in the training of health professionals

• IDA projects: Strengthen integration between health services and universities;

• PROMED: stimulated curricular changes in medical training;

• Pro-Health I: stimulated curricular changes in medicine, nursing and dentistry

• Pro-Health II: broadens the incentives for all health professions;
• VER-SUS: Experience internship in health services;

• PET-Health: learning by the early insertion in the health services, valuing the interdisciplinarity in the formation. In 2013, it adopts interprofessionality as a policy guideline;

• Professional Master's Degree in Teaching in the Health: important spaces for strengthening the discussion of interprofessional education and work.
National Curricular Guidelines

• Since the first versions, in 2001, they have assumed an important role in the reorientation scenario of health training;

• Demonstrates the importance of training professionals with a critical and reflective profile;

• Professionals with social responsibility in addressing the health problems efficiently;
• Stimulates the competence-based education;

• The guidelines for undergraduate medical courses, in 2014, highlight the importance of interprofessionality as a powerful approach in the training of medical professionals.
Some thoughts on these policies

• They sought to overcome the gaps in the relations between health services, university and community;

• Important policies to stimulate the overcoming of the traditional training model;

• Acknowledgment health services as an important scenario in health training;
• Strengthening the logic of active learning;

• Little emphasis on interprofessionality and frequent conceptual confusion;
Some initiatives: interprofessionality in the many Brazis

• Health and Citizenship (SACI): Federal University of Rio Grande do Norte;

• Integration University, Services and Community (IUSC): State University of São Paulo in Botucatu;

• Interprofessional Curriculum of the Federal University of São Paulo (UNIFESP) of Baixada Santista;
• Interdisciplinary Bachelor of the Federal University of Southern Bahia;

• Integrated Residences of the Public Health School of Ceará;

• Integrated Residencies of the Federal University of Rio Grande do Sul;

• Integrated curricula of the State University of Londrina;
• Universidade de Brasília;

• State University of Rio de Janeiro: residence in health care for the elderly;

• Multicampi School of Medical Sciences of Caicó

• Curricular changes at the Federal University of Minas Gerais
Advances and achievements

• I International Colloquium of Interprofessional Education and Work - held in 2015, in the city of Natal, northeastern Brazil;

• II International Colloquium on Interprofessional Education and Work - held from December 1 - 3, 2016, on the occasion of the commemoration of the 10 years of the interprofessional curriculum of UNIFESP Baixada Santista;

• Formation of the Collaborative Network in Interprofessional Education and Work in Brazil

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Apoios Institucionais

*Articulação com os Ministérios da Saúde e da Educação;
*Gestão de ações e projetos;
* Suporte metodológico para projetos;
* Buscar financiamento;
* Albergar o site;
* Viagens para eventos;
* Viagens para alunos e professores;
*Articulação com os Ministérios da Saúde e da Educação;

Rede Brasileira de Educação e Trabalho Interprofissional em Saúde

*Colóquio Anual
*Pesquisas Multicêntricas
*Articulação com Entidades De Classe (DCNs)
*Suplementos Temáticos
*Inserção da EIP em eventos diversos
*Parcerias Internacionais
*Sites
*Repositórios
*Revistas

Ações e Projetos
Challenges

• To know other experiences and different formats, in the enormous diversity of Brazil;

• Expand research to give greater visibility of interprofessional education as a powerful approach in the reorientation of professional training in health;

• Discuss, in a collaborative way, policies that encourage the adoption of IPE, such as PET and national curricular guidelines;

• Strengthen the debate on the theoretical and methodological bases of the IPE, in order to overcome the conceptual confusion frequent.
Thank You