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



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Brazil: interprofessional education initiatives



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Brazilian Health System

- **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 interprofessionalism 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 <file:///localhost/Users/marcelovianadacosta/Documents/Desenho da Rede.pptx>

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.

