
THE BRAZILIAN UNIFIED HEALTH SYSTEM AND GRADUATE COURSES IN SPEECH PATHOLOGY / AUDIOLOGY – THE NATIONAL FORUM ON EDUCATION OF HEALTH PROFESSIONS (FNEPAS) AND BRAZILIAN SOCIETY OF SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY

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Key-words: Speech Therapy, Unified Health System, Human Resource Training

ABSTRACT

This paper presents and discusses the movement in the field of Speech Therapy in relation to the national curriculum guidelines, in particular regarding alignment of training to the Unified Health System. It also introduces the work process with the National Forum on Education of Health Professions - FNEPAS.

INTRODUCTION

Upon joining the National Forum on Education of Health Professions (FNEPAS) the Brazilian Society of Speech Therapy (SBFa) assumed an important role in the construction of actions to induce changes in speech

therapy training in Brazil. FNEPAS was created in the Seminar Learning SUS: the Unified Health System (SUS) and Undergraduate Courses in Health Care, organized by the Ministry of Health (MS), which together with the Ministry of Education (MEC), began a series of actions and programs aimed at professional training, involving higher education institutions and managers from the three spheres of the SUS. The assumption was that if teachers and students knew and made use of the Brazilian health system in force, they would understand and achieve multidisciplinary teamwork and defend and build comprehensive health care¹.

The Learning SUS Seminar announced a broad policy for critical thought to instigate change in undergraduate health studies; a joint effort with the MEC to sup-

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port the implementation of the National Curriculum Guidelines (DCN), commitment to the guidelines and constitutional principles of the SUS and increased public engagement with health care, and adoption of comprehensiveness as a guide for undergraduate training processes. Among other strategies, it proposed: a) Distance learning course to train activators of processes of change in Higher Education of Health Professionals; b) implementation of regional workshops to review the strategies and processes of change, c) support for knowledge production about processes of change; d) broadening the scope of medical residency for greater permeability in constructing the SUS and redefining the role of teaching hospitals in the SUS, including commitments to continuous education, knowledge production and the production of services committed and relevant to the SUS.

In the sphere of the Ministry of Health, the SBFa was organized in 2006, with 112 Higher Education Institutions (HEI), which offered speech therapy courses at the time, to discuss speech therapy training in Brazil and the labor market in the SUS. It also supported holding Forums for Speech Therapy Coordinators and Teachers. The participation of the HEIs in these forums has entailed 21 Speech Therapy courses* taking part in the Learning SUS seminar, sponsored by the Ministry of Health, as well as being attended by representatives of the SBFa itself.

* Institutions which offer Speech Therapy courses, participating in Aprender SUS: 1. Centro de Ensino Superior de Santa Terezinha; 2. Centro Superior de Ciências Sociais de Vila Velha; 3. Faculdade Ciências Médicas da Santa Casa de São Paulo; 4. Pontifícia Universidade Católica de Campinas; 5. Pontifícia Universidade Católica de Minas Gerais; 6. Pontifícia Universidade Católica de São Paulo; 7. Universidade Católica de Goiás; 8. Universidade Católica de Pernambuco; 9. Faculdade de Medicina da Universidade de São Paulo; 10. Faculdade de Odontologia de Bauru da Universidade de São Paulo; 11. Universidade do Estado da Bahia; 12. Universidade Estadual Paulista "Júlio de Mesquita Filho"; 13. Universidade Federal da Bahia; 14. Universidade Federal de Minas Gerais; 15. Universidade Federal de Pernambuco; 16. Universidade Federal de Santa Maria; 17. Universidade Federal de São Paulo; 18. Universidade Federal do Rio de Janeiro; 19. Universidade Luterana do Brasil; 20. Universidade Metodista de Piracicaba; 21. Universidade do Vale do Itajaí.

Organizations involved with the theme of education met at the Learning SUS Seminar and decided to organize the National Forum on Education of Health Professions, with the following entities: Brazilian Association of Medical Education (ABEM), the Brazilian Nursing Association (ABEn), Brazilian Association of Dental Education (ABENO), Brazilian Association of Physiotherapy Education (ABENFISIO), Brazilian Association of Psychology Education (ABEP), Brazilian Association of Education and Research in Social Work (ABEPSS), Rede UNIDA, Brazilian Association of University and Teaching Hospitals (ABRAHUE) and Brazilian Association of Graduate Studies in Public Health (ABRASCO), followed by the Brazilian Society Of Speech Therapy (SBFa) and subsequently the National Network of Occupational Therapy Education (RENETO). For this inclusion in FNEPAS the SBFa institutionalized its work with undergraduate and graduate level training and continuous education, with the creation of the Permanent Education Commission in its organizational structure and the election of its representatives in early 2005, with activities beginning in January 2006, although it had already participated in FNEPAS beforehand, as mentioned above.

Speech Therapy does not have a teachers association, with the SBFa traditionally acting as the intermediary between the Speech Therapy professionals and the Ministries of Health and Education on training issues and work developed by its member scientific departments. Through members of the Teaching Commission, the SBFa has attended FNEPAS meetings and actively participated in its activities and projects. Likewise, FNEPAS as a space for interdisciplinary networking with the main objective of contributing to the process of change in undergraduate education, based on the concept of comprehensive and interdisciplinary learning, has been involved in SBFa events and actions.

AWARENESS WORKSHOPS FOR TEACHERS AND STUDENTS OF SPEECH THERAPY FOR THE UNIFIED HEALTH SYSTEM

The FNEPAS framework has enabled the development of projects by the various entities that form it. In order to address the need to introduce discussions on the reorientation of undergraduate courses, in 2006 and

with the financial support of the Pan American Health Organization (PAHO) and the Ministry of Health, the Brazilian Society of Speech Therapy promoted a series of events nationwide titled "Awareness Workshop for teachers and students of Speech Therapy for the Unified Health System". The project was nationally coordinated by speech therapist Fábio José Delgado Lessa (in memorian), and entailed five regional workshops, which addressed themes proposed according to specific regional contexts and experiences, and one national workshop that summarized and consolidated the results of the regional workshops.

The project's overall objective was to encourage skills in Speech therapy teachers, students and speech therapists who work in undergraduate training to reflect, liaise and discuss comprehensive health care for the population, from the perspective of professional training at an undergraduate level. The workshops should reach the HEIs, leading them to train professionals capable of thinking and reviewing on ethical and critical lines on the reality of the SUS, to articulate and systematize theoretical, methodological and ethical knowledge for the practice of comprehensiveness in the SUS. There was also expectation for the workshops to support the implementation of speech therapy services, projects and programs associated to the SUS, for different population groups. Another objective was to offer elements to help shape the pedagogical approaches for Speech Therapy courses, aiming to promote the knowledge integration and cross-functional teamwork-based work, as well as promote practical activities throughout training in all types of health care facilities.

The basic framework of the six workshops (five regional and one national) included instances of: 1) warming up - development of an activity in order to prepare the groups for the subsequent instances to strengthen interpersonal relationships, 2) Individual reflection: Retrieval of experience or prior knowledge of each participant, using facilitative techniques, 3) Group reflection: Exchanging individual experiences or prior knowledge of each participant to achieve group representation on the topic by means of facilitative techniques, 4) Summary: summary and review of the key points raised in the workshop, followed by the introduction of new knowledge.

To achieve the proposed objectives facilitative techniques were adopted with lead questions and the use of reference material for deeper discussions. For each proposed objective, the discussion was directed at identifying the state of the art and critical issues covered in the lectures. To fulfill its role of producing and transforming the reality, the workshops aim to raise participant awareness as to:

1. The reshaped professional profile, as an SUS employee who can interpret the socio-political processes involved in the practice of the profession, placed at the forefront of the SUS Human Resources Policy.
2. Multi- inter- and trans-disciplinary work, ensuring professional autonomy, seeking articulation and systematization of theoretical, methodological and ethical knowledge for comprehensive practice in the SUS.
3. Contribution to the decision-making based on social, cultural, political and economic contexts, in the different areas of speech therapy, aiming to support the implementation of services, projects and programs associated to the SUS, for different population groups.

The following workshops were held, involving approximately 600 participants including teachers, students, health professionals, managers and users:

1. Southeast I: Campinas, SP, 2nd to 4th of February 2006
2. Southeast II: Belo Horizonte, MG, 9th to 11th of March 2006
3. South Itajaí, SC 27th to 29th of April 2006
4. Midwest - North: Goiânia, GO, 4th to 6th of May 2006
5. Northeast: Recife, PE, 18th to 20th of May 2006
6. National Workshop: São Paulo, SP, 23rd to 24th of June 2006

Guided by the principle of multiprofessional and interdisciplinary action, the workshops have come to represent milestones in Speech Therapy, coordinating action among HEIs (public and private), SUS managers and services and instances of social control in health, thus enabling the sharing of ideas and planning of im-

portant experiments for the development of the area in relation to public health and training. As a device of a political movement to mobilize HEIs to adhere to the principles and guidelines of the SUS and deploy the National Curriculum Guidelines, the project has supported the active participation of Speech Therapy in the Workshops promoted by FNEPAS and in regional projects for continuous training in health.

The final report of this process can be found at: <http://www.sbfa.org.br/portal/pdf/Relatorio%20Final%20Oficinas%20Fono%20SUS.pdf>²

FNEPAS COLLECTIVE WORKSHOPS PROJECT

One of the main FNEPAS actions has been to develop the technical cooperation project with the Department of Education and Labor Management in Health (DEGES), to conduct multidisciplinary workshops in different regions of the country, national research and production of documents with the systematization of innovative experiences, among others, in order to contribute to the undergraduate curriculum change.

The Forum brought together undergraduate courses of various professions, with support from DEGES, providing discussion and interaction to ensure that the implementation of the DCNs for the various different courses in health focused on public health needs and the development of the SUS. Regarding the change in the line of teaching, FNEPAS encouraged the adoption of active methods of teaching and learning, integration between educational institutions and services, teachers and students, between the different university courses and educational institutions. The workshops also sought to encourage the participation of social control and management.

FNEPAS, in technical cooperation with DEGES/MS, promoted meetings with course coordinators, teachers and students from different regions of the country, seeking to add the various developed and developing multidisciplinary and inter-sectorial experiences. The workshops constituted a valuable device for the mobilization of actors to drive changes in the professional training in health.

Specifically in the area of Speech Therapy, the SBFa identified the leaderships in the different areas/

regions of Brazil where the collective workshops were held. In May 2007, an alignment workshop was held between SBFa representatives and coordinators regarding the goals and proposals of the FNEPAS Workshops Project and SBFa participation. In some regions there was substantial difficulty in identifying this representation, however, this action allowed the organization of a working network for the discussion of SBFa actions and agendas related to Speech Therapy training, which were held remotely through discussion lists and meetings scheduled at the SBFa's annual Speech Therapy Congress.

As already mentioned, the Awareness Workshops for Speech Therapy Teacher and Students for the SUS supported the active participation of Speech Therapy in FNEPAS Collective Workshops, as well as in extensive discussions on the collective process within the SBFa and identification of leaderships, allowing these professionals to assume a leading role in the organization process of the collective workshops. These workshops, as well as affording the category the opportunity to exchange knowledge with other health professions, have allowed speech therapy a presence at events in other areas debating contemporary issues related to changes to health care staff training.

From 2009, FNEPAS activities focused more on discussing issues in more detail. The following priorities for further debate were elected: a) Curriculum Guidelines and Processes of Change b) Methodologies for Active Teaching and Learning; c) Multidisciplinary Teamwork d) Services-Learning-Community Integration; e) Inter and Intra-course Integration, which were incorporated onto the agenda of the SBFa Education Committee and their congresses.

On 30/06/09 the SBFa became part of the Executive Secretariat of FNEPAS, alongside the Brazilian Association of Medical Education (ABEM), the Brazilian Nursing Association (ABEn) and Rede Unida, which aims to operationalize the FNEPAS work process, including its political agenda, in particular through its work and leadership in this process. The SBFa was reelected to the executive secretariat in November 2011 and is currently working alongside the Brazilian Association of Medical Education (ABEM), the National Network of Occupational Therapy Education (RENETO) and the Brazilian Association of Pharmaceutical Education (ABENFAR).

BRAZILIAN SPEECH THERAPY CONGRESS

The Brazilian Speech Therapy Congress marked a great moment of discussion of the FNEPAS guidelines with Speech Therapy professionals.

In 2006, the Education Commission held an activity during the Pre-congress of the 14th Brazilian Speech Therapy Congress, on October 4, 2006, featuring:

1. presentation of posters with comments on the following topics: "Undergraduate/Graduate Articulation in Research"; "Research in Undergraduate Studies", "Extension in Undergraduate/Graduate Studies"; "Innovative Pedagogical Proposals in Undergraduate/Graduate Courses"; "Labour Market and Professional Training";
2. Round tables: "Pathways to Participation of Speech Therapy in Health and Education Policies" and "Training of the Speech Therapist (undergraduate/postgraduate)." The roundtable discussion about health and education policy involved members of FNEPAS members from different professional categories.

In 2007, the Education Commission held an activity on October 20, during the 15th Brazilian Speech Therapy Congress, featuring:

1. posters with comments on the following topics: "Innovative Teaching Methodologies" and "Comprehensiveness and Training";
2. Round tables: "FNEPAS: Collective Workshops on Processes of Curricular Changes", "New Criteria for Graduate Course Evaluation within the SINAES", which is also a discussion item on the FNEPAS agenda.

The 16th Brazilian Speech Therapy Congress, held from 24th to 27th of September 2008 in Campos do Jordão, was conducted in conjunction with the Scientific Directorate of the SBFa to attempt to integrate the debates on Speech Therapy training to the general program of the Congress, making the education program an integral part of the congress agenda, with poster sessions (including submission for the "Excellence in Speech Therapy" award) and free themes in regular sessions and specific education sessions. The following activities were conducted: **Workshop on**

the "Methodology of Critical Questioning", which was attended by Regina Lugarinho and Elisabete de Fátima Polo de Almeida Nunes; **Symposium entitled "Learning scenarios in the training of speech therapists"; Roundtable on Speech Therapy Training and Public Health and Education Policies: demands and challenges.**

During the 17th Brazilian Speech Therapy Congress and the 1st Ibero-American Congress of Speech Therapy, held from 21st to 24th of October 2009, in Salvador, Bahia, the Education Commission organized, in partnership with the SBFa Scientific Directorate, the following activities: Workshop entitled "General Competencies and Skills for Training Health/Speech Therapy Professionals", with guest Simone Vicent; Meeting with course coordinators and teachers of undergraduate courses in Speech Therapy to discuss the theme "Impact of ministerial regulations on Speech Therapy training: Minimum Class Hours of the Internship Law"; Interdepartmental Symposium entitled "Active Teaching-Learning Methodologies" with guests Eliana Goldfarb Cyrino and Paulo Marcondes de Carvalho Júnior; Roundtable entitled "Policies and Movements for Change in Speech Therapy Training", with guests, Edinalva Neves Nascimento (SGTES/MS) and Milta Torres.

In the 18th Brazilian Speech Therapy Congress, held from 22nd to 25th of September 2010 in Curitiba, the following activities were conducted: Opening table with the topic "Public Health and Education Policies – Interfaces for training and health care" with a representatives of DEGES/SGTES/MS and SAS/DAB/ Technical Area for the Health of People with Disabilities, indicating the positioning of the SBFa in relation to training processes. Other activities included: Update Session "Policies on Professional Training for Undergraduates (PET-Saúde, Pró-Saúde)" and "Training Policies in Multiprofessional Residency"; Interdepartmental Symposium "Continuous Education of the Speech Therapist"; Roundtable "Innovations in Undergraduate Curricula in Speech Therapy" and "Student Evaluation Tools in Practical Speech Therapy Training", with the presence of Lea Anastasiou and Suely Grosseman and the workshops "Speech Therapist Training for Multiprofessional Teamwork" and "Speech Therapist Training for working in Education".

The 19th Brazilian Speech Therapy Congress and VIII International Congress of Speech Therapy was conducted from 30th October to 2nd November 2011 in São Paulo, SP, and maintained the FNEPAS and SBFa agendas, with the presence of the Secretary of Labor Management and Education in Health – SGTES/MS, with Dr. Milton de Arruda Martins.

Several discussions held at the SBFa congresses subsidized the construction process of focus workshops, particularly for the construction of the terms of reference and operation of the workshops “Curriculum and Teamwork Training Integration”, held in Campinas, SP, on 6th and 7th of May, 2010; “National Curriculum Guidelines in Health: competencies and general skills for professional work”, held in Fortaleza, CE, on 29th and 30th November 2010; and “FNEPAS in its role in interprofessional training for teamwork” held in Brasília, DF, on 2nd June 2011.

All the conferences included a meeting with SBFa representatives/organizers in the process of building the FNEPAS collective workshops themed to establish discussion and strategies for strengthening the area of Speech Therapy in the movement promoted by FNEPAS. It’s important to underline that in all the events organized by the Education Commission, FNEPAS showed its support, whether financial or institutional. All the papers presented at SBFa congresses can be found on the website in the annals of different congresses³.

REPRESENTATIONS

FNEPAS participates in the National Multiprofessional Residency Commission and in the Professional Health Area, with two representatives, and the Advisory Board of the National Reorientation Program for Professional Training in Health, with one representative and one deputy, and the SBFa participates and is represented in both instances. In 2010 the SBFa, in line with FNEPAS, nominated the representatives to compose the Technical Councils of: diagnostic and therapeutic support, clinical and surgical specialties, primary care/family health and community/public health, mental health and, subsequently, functional health.

CONCLUSION

The SBFa Education Commission incorporated FNEPAS into its agenda, with FNEPAS featuring as an integral part of the goals and objectives of the entity⁴. Notably, the participation of the SBFa has systematized and boosted discussions on professional training in the area of Speech Therapy, as well as enabling the area of Speech Therapy to align itself to public policies on health and education for the strengthening of the SUS and interprofessional training.

The SBFa-FNEPAS partnership has undoubtedly contributed to the engagement of Speech Therapy courses, which have participated in numerous Pró-Saúde and PET-Saúde processes. It has also contributed to the consolidation of the Education Committee and indirectly of the Department of Collective Health and to the expansion of disciplines and activities related to the field of Public Health in the different Speech Therapy courses. But without doubt, the biggest gain has been the opportunity for the area of Speech Therapy to partake in discussions of an interprofessional and interdisciplinary nature that enabled learning and presentation to other areas in the intense review process on the field of health.

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