








## EXPERIENCE REPORT

## TRAINING OF FACULTY MEMBERS FOR INTERPROFESSIONAL EDUCATION TEACHING

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### ABSTRACT

**Objective:** To report the authors' experiences regarding the training of faculty members for Interprofessional Education teaching.

**Development:** Experience report using direct observation of the activities of professors from two public universities in the state of Bahia, between 2014 and 2019. The data were recorded in a field diary, organized by thematic approach and analyzed in its parts and in the relationships between the training of faculty members and the teaching of Interprofessional Education. Three dimensions were identified: concerns and reflections in practical activities; movement towards the teaching of Interprofessional Education; and movement in postgraduate health education.

**Conclusion:** The experiences in the training of faculty members contributed to teaching, regarding Interprofessional Education, by raising reflections on the movements for training faculty members for interprofessional education and findings on the possibilities of the training of professors. We expect that these initiatives are implemented on a permanent basis and in different teaching spaces.

**DESCRIPTORS:** Teaching; Faculty members; Interprofessional Education; Health; Higher education.

### FORMACIÓN DOCENTE PARA LA ENSEÑANZA DE LA EDUCACIÓN INTERPROFESIONAL

#### RESUMEN:

**Objetivo:** relatar experiencias de las autoras en lo que se refiere a la formación docente para la enseñanza de la Educación Interprofesional. **Desarrollo:** relato de experiencia a partir de la observación directa de las actividades de docentes de dos universidades públicas del estado de Bahia, entre 2014 y 2019. Los datos se registraron en un diario de campo, se organizaron por enfoque temático y se analizaron en sus partes y en las relaciones entre la formación docente y la enseñanza de la Educación Interprofesional. Se identificaron tres dimensiones: preocupaciones y reflexiones en los ámbitos prácticos; movimiento para abordar la enseñanza de la Educación Interprofesional; y movimiento en la formación de postgrado. **Conclusión:** las experiencias vividas en la formación docente han contribuido a la enseñanza, con vistas a la Educación Interprofesional, haciendo suscitar reflexiones sobre los movimientos formativos del docente hacia la interprofesionalidad y hallazgos sobre las posibilidades formativas del docente. Se espera que estas experiencias tengan continuidad y se apliquen en los diferentes espacios de enseñanza.

**DESCRIPTORES:** Enseñanza; Docentes; Educación Interprofesional; Salud; Educación superior.

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## INTRODUCTION

The training of faculty members for the teaching of interprofessional education plays an important role in curriculum reform movement in health education, as it stimulates reflections on teaching-learning and educational innovations. Thus, training programs for professors should be developed and spaces for dialog between professors and health professionals should be encouraged, which may impact the promotion of changes in health education<sup>(1)</sup>.

Interprofessional Education is an educational model in which students from two or more professions learn from each other, about each other, to ensure safe care<sup>(2)</sup>. Under this theoretical framework, with an interprofessional curriculum, professors are expected to value interactive processes, reconcile expectations, promote interactivity, raise reflections, use technology based on practical activities and provide feedback in the provision of care and the resolution of customer-centered problems.

Therefore, previous didactic-pedagogical training of educators is necessary<sup>(3)</sup>, given the paradigm shifts in the scope of health education, and curricular and methodological transformations, including information and communication technologies<sup>(4)</sup>.

However, despite the relevance of this training, in line with the current context of health education, there are scarce studies on the subject, as well as on the interaction between such training and Interprofessional Health Education (IPE)<sup>(5)</sup>. The present article is relevant, since the report of an experience of training of educators will possibly support reflections on the training movement and will encourage similar studies. Therefore, the aim of this study was to report the authors' experiences regarding the training of faculty members for the teaching of interprofessional health education (IPE).

## DEVELOPMENT

Experience report on the training of faculty members based on active direct observation of teaching, research and extension activities developed by professors from two public universities of Bahia, from March 2014 to June 2019.

Observation data were recorded in a field diary in the form of notes, reflective portfolios and minutes of meetings, and then organized by thematic approach and analyzed in their parts and in the relationships between the training of faculty members for Interprofessional Education teaching.

As this experience report concerns exclusively the experiences of the authors of this manuscript, without the possibility of individual identification, signing a Free and Informed Consent Form was not necessary, nor was the registration and evaluation of the study by the Research Ethics Committee. Participants' confidentiality was guaranteed and confidentiality of the information provided was protected, as recommended by Resolutions 466/12 and 510/16 of the National Health Council.

For better visualization of the results, the experience was divided into three training moments: Concerns and reflections in practical activities; Movement towards the teaching of Interprofessional Health Education (IPE) and Movement in postgraduate health education.

### Concerns and reflections in practical activities

There was lack of participatory and integrated planning among professors from different courses working in health services and no activities were carried out jointly by the professors, which raised concerns about the suitability or not of the training of professors for professionals under the Unified Health System (SUS).

Thus, reflections were produced about the (non) existence of dialogical spaces in universities capable of enhancing the development of collaborative work.

The different possibilities of action-reflection-action for the training of faculty members in IPE training came from conversation rounds, programmed readings, construction of a course plan and reflections with the structuring teaching core (STC) that consists of professors responsible for designing, consolidating and updating the pedagogical project of the undergraduate nursing course. These activities enabled the development of skills and competences to be used in different contexts, such as educator learning, educator internship, classroom and related spaces.

The training of professors in the context of IPE is apprehended in the teaching and in reflections arising from experiences, construction of knowledge and collective projects<sup>(7)</sup>. It also involves the commitment of faculty members with IPE and the development of skills related to flexibility in working with others, creativity to build collaborative learning experiences and intention to work in an interprofessional group<sup>(8)</sup>.

## **Movement towards the teaching of Interprofessional Education (IPE)**

The movement towards the teaching of IPE occurred in many ways, such as institutional meetings in the spaces of teaching-service integration and meetings; pedagogical meetings; integrated planning between different academic areas; classes with professors from different areas; development of research projects and creation of study groups with members of several health courses.

In this training activity, it is worth mentioning an experience developed by one of the authors in practical activities and in the planning and promotion of interprofessional work-oriented actions.

Data in the field diary about uniprofessional curricular practices allowed some teachers to become aware of the possibility of permeating different fields of knowledge, and thus recognize the importance of a training that allows interaction with professionals from different health areas involved, as well as the development of listening skills and interdependence between peers.

Extension and work-oriented education programs enhance the integration of higher education institutions with communities and health services, promoting the transition from uniprofessional to interprofessional training<sup>(9)</sup>. In this regard, the process of training of faculty members must be permanently shared with other peers, through scientific articles, symposia, seminars and meetings, for example.

## **Movement in postgraduate health education**

Another movement aimed at improving the training of professors with *strictu sensu* or *latu sensu* postgraduate degrees was the stimulus produced by a Postgraduate Program in Nursing and Health from a public university in Bahia. This program offers activities and curriculum components that include educators learning, didactic-pedagogical training and educators internship.

An example of this program is the Didactic-Pedagogical Training curriculum component in Health and Nursing, based on the philosophical conception of training professionals capable of developing transformative practices. In this case, the focus is on the training of professors. Thus, several types of meetings were made available at various different times,

to ensure flexibility and include, in addition to the students of the postgraduate program, workers and professors in the health area of the public and private networks.

In the scope of postgraduate studies, this movement is possible through the development of projects and interinstitutional master and/or doctorate programs, where professors can carry out research related to the training of faculty members for IPE and above all, experience the practice of teaching IPE in integrated research, human care assistance activities, educators internship and scientific events.

Moreover, it is necessary to train teachers during their practice, through graduate programs that prepare them for teaching IPE<sup>(5)</sup>. The proposal to include enrollments as special students, or optional enrollments for health workers, professors from public and private institutions, favor the training of faculty members. This is what happened to the authors of this report, who experienced this training path aligned with the theoretical foundations of health teaching.

Therefore, there are great possibilities for graduate programs to invest in the training of professors for IPE, and the experience reported can be considered successful, as it allowed participants to reflect on different movements for the training of professors aimed at the teaching of IPE.

## FINAL CONSIDERATIONS

The teaching experience reported in this article was permeated by concerns and reflections on the practical activities related to interprofessional education (IPE), the movement towards this type of teaching, and the possibilities of promoting this teaching during postgraduate studies. Such training can be enhanced by the offer of continuous movements in the daily routine of the professors.

However, professors from different courses must interact and, together, plan actions and interprofessional practices. This report showed that the experiences contributed to the training of professors, as they gave rise to reflections on the movements for the training of professors for IPE, discussed the possibilities of training professors and made forecasts on undergraduate and postgraduate courses.

It is recommended that further studies be carried out to expand knowledge about the experience of diagnosing and intervening in some teaching practices, so that professors from different health areas perceive themselves in interprofessional education and move towards it.

The main challenge to be faced is the difficulty of professors to perceive themselves in the training process, action-reflection-action, for the teaching of IPE. It is concluded that the experiences in the training of professors for the teaching of IPE must be continued and applied in the different spaces that integrate teaching and health services.

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