



Experience Report

Journal club as learning strategy in PET-Health/Interprofessionality

Clube de revista como estratégia de aprendizagem no PET-Saúde/Interprofissionalidade

El club de revistas como estrategia de aprendizaje em PET-Salud/Interprofesionalidad

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Abstract

In the current scenario of social isolation, new teaching-learning strategies are required. Thus, to achieve the objectives of PET-Health/Interprofessionality, the students thought of the Magazine Club to continue developing their learning process and the exchange of experiences remotely. The objective is to describe the club as a teaching-learning strategy in interprofessional education in a pandemic context. This is a descriptive study of the experience report type. The strategy is developed in small groups of students moderated by the preceptor and project tutor in biweekly virtual meetings. Each student freely selects a scientific article related to the interprofessional theme. Then, they read it critically and propose elements for discussion and reflection by the group. The club proposal allowed us to evaluate some components of the interprofessional approach: communication, interaction and collaboration with other members. The main limitation of the experience was the modality of virtual meetings. This strategy was considered to promote the autonomy of students, since the proposal came from them, having been discussed and validated methodologically by preceptors and tutors. It was also observed that motivation and interest were significant elements in the learning process facilitated by the strategy of free selection of the article.

Descriptors: Interprofessional education; Learning; Health education.

Resumo

No cenário atual de isolamento social, novas estratégias de ensino-aprendizagem são requeridas. Assim, para alcançar os objetivos do PET-Saúde/Interprofissionalidade, os discentes pensaram no Clube de Revista para continuar desenvolvendo o seu processo de aprendizado e a troca de experiências de forma remota. O objetivo é descrever o clube como uma estratégia de ensino-aprendizagem em educação interprofissional em contexto de pandemia. Trata-se de um estudo descritivo do tipo relato de experiência. A estratégia desenvolve-se em pequenos grupos de discentes moderados pela preceptoria e tutoria do projeto em reuniões virtuais quinzenais. Cada discente seleciona um artigo científico relacionado ao tema interprofissionalidade de forma livre. Em seguida, é realizada a sua leitura crítica e são propostos elementos para a discussão e a reflexão do grupo. A proposta do clube permitiu avaliar alguns componentes da abordagem interprofissional: comunicação, interação e colaboração com os demais integrantes. O principal limitador da experiência foi a modalidade de reuniões virtuais. Essa estratégia foi considerada promotora da autonomia dos discentes, visto que a proposta partiu destes, tendo sido discutida e validada metodologicamente pelos preceptores e tutores. Observou-se ainda que a motivação e o interesse foram elementos significativos no processo de aprendizagem facilitado pela estratégia de livre seleção do artigo.

Descritores: Educação interprofissional; Aprendizagem; Educação em saúde.

Resumen

En el escenario actual de aislamiento social, se requieren nuevas estrategias de enseñanza-aprendizaje. Así, para lograr los objetivos de PET-Salud / Interprofesionalidad, los estudiantes sugirieron "Club de revista" para seguir desarrollando su proceso de aprendizaje e intercambio de experiencias de forma remota. El objetivo es describir el club como una estrategia de enseñanza-aprendizaje en Educación Interprofesional en un contexto de pandemia. Se trata de un estudio descriptivo del tipo relato de experiencia. La estrategia se desarrolla en pequeños grupos de alumnos moderados por el preceptor y tutoría del proyecto en reuniones virtuales quincenales. Cada alumno selecciona un artículo científico relacionado con la temática interprofesionalidad de forma libre, luego se realiza su lectura crítica y se proponen elementos para la discusión y reflexión del grupo. La propuesta del club permitió evaluar algunos componentes del enfoque interprofesional: comunicación, interacción y colaboración con los otros integrantes. La principal limitación de la experiencia fue la modalidad de reuniones virtuales. Esta estrategia fue considerada promotora de la autonomía de los estudiantes, ya que la propuesta partió de ellos, habiendo sido discutida y validada metodológicamente por tutores y preceptores. También se observó que la motivación y el interés fueron elementos significativos en el proceso de aprendizaje facilitado por la estrategia de libre selección del artículo.

Descriptorios: Educación interprofesional; Aprendizaje; Educación en salud.

Introduction

The PET-Health/Interprofessionality Extension Project, in partnership with the Federal University of Parnaíba Delta (UFDPAr), the Ministry of Health, and the Parnaíba City Hall (PI), aims to foster educational processes attentive to interprofessionality in university, service, and community settings, institutionally supporting the municipality and educational institutions with regard to the production of data and devices that promote experiences and experiences involving health care, management, work, and education. The project includes students and teachers from the undergraduate courses in Medicine, Psychology and Physiotherapy and professionals from the municipality's health network.

The project has three thematic groups or trees composed of coordinating tutors, preceptors linked to the health service, scholarship students and volunteers, and a representative/general coordinator of the health service, with the aim of guiding the service and field actions, as well as the project's theoretical and pedagogical learning.

In the leprosy care tree, after the advent of the pandemic generated by the new Coronavirus, students, preceptors and tutors had to reinvent themselves to continue developing their interprofessional health education activities proposed by the program. The educational or learning strategies in the pandemic context have become a challenge in 2020, especially when it comes to immersion actions in practice settings such as PET-Health/Interprofessionality in which students combine intra and extra campus academic activities.

With the social isolation, there was a need to rethink such practices, since field activities are not recommended at this time. Gusso et al. (1) highlighted that the paths have been challenging when it comes to decisions made by higher education institutions regarding remote learning. According to the authors, the alternatives must consider the complexity of the situation beyond changing the way the content is delivered; it is necessary, for example, to think about the student's repertoire in dealing with studying in this format and the multiple training - planning, execution, evaluation - that the teachers must go through.

In this scenario, what was called the Journal Club emerged, a teaching-learning strategy comprising reflection and discussion about theory and interprofessional actions based on scientific reading. Piazzolla, Scoralick and Sousa (2) showed that the magazine club has become, in recent years, a good learning option, by promoting interaction and communication among club participants and updating daily practices, besides facilitating the emergence of new ideas and introducing alternative points of view. In this way, it shows a change in the behavior of the learners, applying new concepts and learning from reflections developed from the themes discussed.

The journal club is developed by individuals meeting for the purpose of discussing selected journal articles. The first formal evidence of this strategy dates back to 1875 and its objective is to provide the ability to critically evaluate reading and knowledge about research methods. Thus, it presents itself as a methodological possibility for health education and

continuing education (3) which dialogues with the objectives of the current PET-Health proposal, in that it promotes an interprofessional exchange of knowledge in the discussion of the themes of the articles.

The objective of this work, from this perspective, is to describe, through an experience report, the use of the magazine club as a teaching strategy and interprofessional discussion of the participants of the leprosy tree of the PET-Health/Interprofessionality project during the pandemic period.

Methods

As a method, we used the experience report, which consists of a demonstration of practical experiences for a greater understanding and substantiation of a fact. This type of research, called ethnography, provides a framework for studying the patterns, lifestyles, and experiences of a specific cultural group in a holistic way (4).

The Leprosy Tree Journal Club emerged at the beginning of the COVID-19 pandemic. Due to the condition of social isolation, the students had the initiative to propose, to the rest of the group, biweekly meetings, in an online format, for the discussion of academic articles that dealt with interprofessional and very pertinent topics in the health field as a whole.

Thus, a prior draw was made for the order of the mediators of the discussions and the dates on which the meetings would take place, all conducted, at first, through the Skype platform and, more recently, through the Google Meet platform. Each mediator was responsible for choosing the article to be discussed. Thus, the article was previously made available for reading by the whole group through the instant messaging tool WhatsApp, so that on the day of the meeting everyone could make their impressions and contributions regarding the theme of the day.

The experience of the club comprised twelve meetings between April and September 2020, which were previously scheduled and of approximately one hour's duration. There were eight students to take turns mediating, two teacher-tutors, and three professional preceptors for the discussions.

Results and discussion

The virtual meetings, conceived by the students, were well received by most of the group and managed to maintain the biweekly frequency. Each meeting had a discussion mediator, other students, and representatives from the tutoring and the preceptorship, which enhanced the exchanges and contributions based on the proposed themes.

The student mediators, in these twelve meetings, complied with the idea of the initial proposal and made the article available at least one week in advance for prior reading by the other members. This dynamic enabled not only the participation of all, but also the collaborative construction of the course of discussions.

Each student chose, in his or her own way, the way to present and conduct the moment. Most chose to present a critical synthesis of the study with an open space

for possible contributions from the group. This format proved to be effective and comfortable for the participants, even though, in most meetings, the choice was to start the discussion itself after the mediator's explanation.

In addition, there was freedom in the choice of themes. Due to the diversity of knowledge areas of the members, the themes of the chosen articles were varied. All were related, in different perspectives, to the experience of leprosy in health services, to the aspects of interprofessional training and to the context of the pandemic of COVID-19, since they are the focuses of the tree and of PET-Health/Interprofessionalism inseparable from the present moment. The journals that were part of the Journal Club can be seen in table 1.

The students' initiative to plan the club proposal, in order to continue the project activities, points to the construction of an effective articulation, an important element for interprofessional education (5). The students, through the exercise of their autonomy in the learning process, promoted their own organization based on their exchanges and different contributions.

This dialogues with the collaborative practices that are expected in an interprofessional approach, either at the training level or already in the exercise of professions. Even though, due to the restrictions of the current context, there was no contact with the practice fields, the discussions about the themes pertinent to public health were a powerful space for dialogues, reflections, and suggestions coming

from different points of view and knowledge.

This impossibility of face-to-face meetings and the reorganization of teaching strategies and practice, according to Sousa and Rossit (6), constitute one of the impacts of the crisis generated by the pandemic and further highlight the need for experimentation with new paths in health education guided by interprofessional dialogues. The use of technology made the club meetings possible in a satisfactory way; however, it is still a limiting factor, since not all participants had access to good quality internet.

The realization of the club, in this period, still resulted in the production of scientific articles by the participants, the elaboration of papers that were submitted and presented virtually at the Seminar on Extension and Culture (SEMEX) of the Federal University of Piauí and, furthermore, in the adoption of the teaching-learning strategy by the other thematic groups of PET-Health/Interprofessionalism.

The experience also allowed the emergence of ideas that can be the basis for future actions with the community when the return to face-to-face activities is possible. This result is powerful in that it was a university practice that associated teaching (discussions), research (bibliographic search, productions), and extension (survey of social demands, action planning), which constitute the indispensable triad for the integration and articulation of knowledge in the training (7).

Tabel 1- Journals that made up the journal club, from April to September 2020.

Journals	Authors	Year	Title
Brazilian Journal of Medical Education	Patrício, Oliveira, Ribeiro, Medeiros, Cruvinel, Miguel and Blasque	2011	Environment and health in the PET-Health Program: interfaces in primary care
Research Journal Care is Fundamental Online	Da Silva, Vieira, Mistura, Carvalho and Sarmento	2014	Stigma and prejudice: reality of leprosy patients in correctional facilities
Interface - Communication, Health, Education	Camara, Grosseman and Pinho	2015	Interprofessional education in PET-Health Program: the perception of tutors
Science & Collective Health	Matudo, Pinto, Martins and Frazão	2015	Interprofessional collaboration in the Family Health Strategy: implications for care production and work management
Tempus Actas of Collective Health	Ferreira, Tajra, Araújo, Pereira, Freitas and Pedrosa	2017	Paths and experiences of research on the health of the LGBT population in a northeastern Brazilian capital
Extensio: Electronic Journal of Extension	Schervinski, Merry, Evangelista and Pacheco	2017	Health care for the homeless population
Interface - Communication, Health, Education	Ely and Toassi	2018	Integration between curricula in the education of health professionals: the power of interprofessional education at graduation
Journal of Exercise Rehabilitation	Ramasamy, Panneerselvam, Govindharaj, Kumar and Nayak	2018	Progressive muscle relaxation technique on anxiety and depression among persons affected by leprosy
Latin American Journal of Nursing	Griggio, Silva, Rossit, Mieiro, De Miranda and Mininel	2019	Analysis of an interprofessional education activity in the area of occupational health
Interdisciplinary Studies in Psychology	Silva, Cardoso, Miranda and Sampaio	2019	Emotional competencies as a device for integrating health care: contributions to interprofessional work
Interface - Communication, Health, Education	Rios, Sousa and Caputo	2019	Interprofessional and interdisciplinary dialogues in extensionist practice: the way to insert the broad concept of health in academic education
Psychology Studies (Campinas)	Schimidt, Crepaldi, Bolze, Neiva-Silva and Demenech	2020	Mental health and psychological interventions in the face of the pandemic of the new coronavirus (COVID-19)

Source: Authors.

Conclusions

The Journal Club fulfills its purposes of sharing, updating, analyzing and reflecting on information. However, due to its online modality, many times it was not able to include all the members of the group, considering the absence of some members.

With this activity, the group participants also developed several competencies by stimulating the critical reading of publications and the discussion about the actions and practices developed in the studies, as well as the methods employed by other researchers. The students actively participated in their learning processes, which contributes to the exercise of learner autonomy.

Thus, the participants of PET-Health/Interprofessionality felt more inserted in the health services and the community through discussions and sharing of experiences of health service workers (the group's preceptors), even though they could not be present due to social isolation.

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