

INTERSECTORAL WORKSHOP FOR MATERIAL PRODUCTION IN PRIMARY CARE

OFICINA INTERSETORIAL PARA PRODUÇÃO DE MATERIAL NA ATENÇÃO PRIMÁRIA

TALLER INTERSECTORIAL DE PRODUCCIÓN DE MATERIALES EN ATENCIÓN PRIMARIA

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ABSTRACT

This article aims to describe an intersectoral workshop, between health and social assistance, for the production of teaching material from recyclable waste, for the Multidisciplinary Team of the Expanded Family Health Center for Primary Care (E-NASF/AP) of Jijoca de Jericoacoara/CE. Such action was necessary to qualify the work carried out by the aforementioned team, as it addressed the problem of the scarcity of pedagogical/educational material to work in a playful way with children, given the significant increase in services aimed at this audience. This is a qualitative approach, based on the participant observation method. The workshop contributed to the transformation of professional practice and improvement of the provision of services in the Unified Health System (SUS), guaranteeing its principles and guidelines. It is hoped, therefore, that the report of this successful experience will stimulate its replication.

Descriptors: *Intersectoral collaboration. Integrity in health. Child development.*

RESUMO

Este artigo tem por objetivo descrever oficina intersetorial, entre saúde e assistência social, para produção de material pedagógico a partir de resíduos recicláveis, para a Equipe Multiprofissional do Núcleo Ampliado de Saúde da Família da Atenção Primária (E-NASF/AP) de Jijoca de Jericoacoara/CE. Tal ação fez-se necessária para qualificar o trabalho desenvolvido pela referida equipe, uma vez que perpassava a problemática da escassez de material pedagógico/educativo para trabalhar de forma lúdica com crianças, frente ao aumento significativo de atendimento voltado pra este público. Trata-se de uma abordagem qualitativa, com base no método de observação participante. A realização da oficina contribuiu para a transformação da prática profissional e melhoria da oferta de serviços no Sistema Único de Saúde (SUS), garantindo seus princípios e diretrizes. Espera-se, portanto, que o relato dessa experiência exitosa possa estimular sua replicação.


Descritores: *Colaboração intersetorial. Integralidade em saúde. Desenvolvimento infantil.*

RESUMEN

Este artículo tiene como objetivo describir un taller intersectorial, entre salud y asistencia social, para la producción de material didáctico a partir de residuos reciclables, para el Equipo Multidisciplinario del Centro Ampliado de Salud Familiar de Atención Primaria (E-NASF/AP) de Jijoca de Jericoacoara/ CE. Tal acción era necesaria para calificar el trabajo realizado por el citado equipo, ya que abordó el problema de la escasez de material pedagógico/educativo para trabajar de forma lúdica con los niños, dado el importante incremento de los servicios dirigidos a este público. Se trata de un enfoque cualitativo, basado en el método de observación participante. El taller contribuyó para la transformación de la práctica profesional y la mejora de la prestación de servicios en el Sistema Único de Salud (SUS), garantizando sus principios y directrices. Se espera, por tanto, que el informe de esta exitosa experiencia estimule su replicación.

Descriptores: *Colaboración intersectorial. Integralidad en salud. Desarrollo infantil.*

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INTRODUCTION

The Expanded Family Health Center (e-NASF) team was created in 2008 and aims to expand the supply of services to the population and enable comprehensiveness in Primary Health Care (PHC), sharing health care¹. Recently called a multi-professional team (eMulti) by Ordinance GM/MS No. 635, of May 22, 2023². In Jijoca de Jericoacoara/CE, the NASF team is formed by 07 professionals from 05 different categories: one Social Worker, three Psychologists, a Speech Therapist, a Nutritionist, and a Physical Education Professional.

eMulti brings with it certain attributions common to the different members of the team, and in some contexts, the specific knowledge of the professional is necessary, forming multidisciplinary, enabling the strategy of expanding care, presenting actions that corroborate the guidelines of interdisciplinarity and intersectorality; developing the notion of territorialization; comprehensiveness of care, social participation, popular education and health promotion³.

It should be noted that intersectorality is the articulation between subjects from different sectors of different public policies, with different knowledge, from a multidisciplinary and interprofessional perspective, to face complex problems in order to improve the living conditions of the population in the optimization and use of resources (financial, material and human) and in the qualification of the services offered⁴.

From this perspective, observing that the COVID-19 pandemic caused significant impacts in the early childhood phase (0 to 6 years old) when teaching was remote and social isolation was the rule, children were restricted from socializing. As a result, referrals to a multidisciplinary team grew exponentially, including those made by the Neurologist, for investigation and follow-up of neuroatypical/neurodivergent children.

Neuroscience brings the discussion about the integration between mind and body, considering neurodiversity as the understanding of the most diverse neurological conditions that influence behaviour, socialization and learning, including children with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, among others⁵.

Understanding that playful activities are essential to the child's development, given it is through playing that from the first years of life, the child relates to people and to the environment around them, an intersectoral workshop was developed as a strategy to overcome the problem of scarcity of pedagogical material.

In this context, this article aims to describe an intersectoral workshop between health and social assistance to produce pedagogical material from recyclable waste for the Multiprofessional Team of the Expanded Family Health Center of Primary Care (E-NASF/AP) in Jijoca de Jericoacoara/CE.

The event was conducted by the supervisor of the Criança Feliz Program, linked to the Municipal Department of Labor and Social Assistance of the same municipality since she already taught mini-courses in this area for the social educators of her team as part of the daily work of these professionals.

The realization of such a workshop is relevant because it contributes to the transformation of professional practice in a critical-reflexive way, mainly because it has a look focused on the real needs of professionals, being a political-pedagogical strategy adopted to achieve the improvement of the supply of services on SUS, guaranteeing its principles and guidelines, with a focus on Maternal/Infant/Early Childhood Care.

As a result, this report on this successful experience seeks to describe the realization of the intersectoral workshop to produce pedagogical material to work with children, aiming to stimulate and contribute to replicating such action for other teams in other municipalities.

METHODS

This is an experience report that describes an intersectoral workshop between health and social assistance for creating pedagogical materials from recyclable waste to improve the work developed by the Multiprofessional Team of Primary Health Care in Jijoca de Jericoacoara/CE.

For data collection instruments, participant observation was used. Participant observation is one of the methods most adopted by researchers who use the qualitative approach and comprises the insertion of the researcher within the observed group as part of it and sharing its experience⁶.

Hence, the coordinators of the teams met to define the best date, where and how the workshop would take place, and to list the necessary materials. Participants were asked in advance to bring reusable materials, such as egg cartons, cardboard, popsicle sticks, pizza boxes, plastic bottles, toilet paper rolls, bottle caps, straws, and other recyclable materials.

The training took place on May 16, 2022, in two shifts, in the space of the municipality's Coexistence Center (public equipment of Social Assistance), with the exchange of knowledge and experiences, as well as with the teaching of manual/artisanal techniques and the production of educational material from the raw material of recyclable waste, expanding the spaces and forms of knowledge beyond the traditional classroom teaching, fostering empirical activities, based on Popular Education.

At the Coexistence Center, it was provided painting and collage materials: gouache paint, coloured and white glue, a hot glue gun with sticks, scissors, markers, coloured pencils, string, adhesive paper, and printed graphic materials, among others. To use recyclable objects that can be reused, it is necessary to work on creativity and motor skills.

Participants prioritized creating toys that stimulate body awareness and psychomotricity that improve attention, emotional and cognitive aspects, and some ventilatory stimuli, enabling greater respiratory control, strengthening the orofacial muscles and improving the pronunciation of some phonemes.

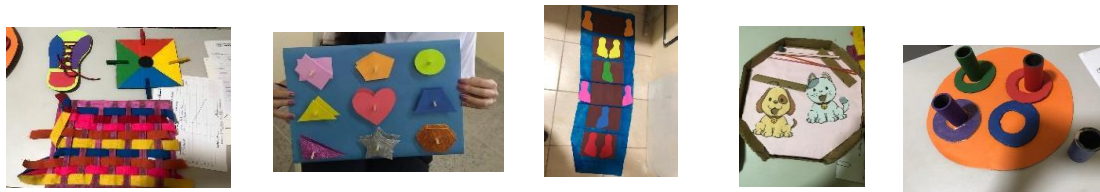
It is important to highlight that there was no need to submit this study to the Research Ethics Committee (REC) of the Paulo Marcelo Martins Rodrigues School of Public Health of Ceará (ESP-CE), considering that this article is an experience report of a productive workshop that had participant observation as its method, with no field research, interviews, transcription of questionnaires or others.

RESULTS

The realization of the productive workshop was an action of great relevance for public/collective health since it involved several areas of multidisciplinary knowledge, in addition to the biomedical sciences, qualifying the provision of prevention and health care services in primary care, as well as strengthening the integration with the intersectoral network and promoting physical well-being, mental and social health of the population, as advocated by the expanded conception of health, determined and conditioned by the living and working conditions of the population, based on the principles and guidelines of SUS, as a democratic, inclusive, solidary, humane social project⁷.

It was an innovative action that strengthened the strategy of Permanent Education in Health for the transformation of praxis on SUS. All the games and educational toys produced were sent to the care rooms of the multidisciplinary team in the Basic Health Units (UBS) of the municipality, aggregating the work developed and diversifying the care provided, with the use of materials that allowed to deal with the complaints presented by the patients in different ways.

Participants created memory games and puzzles focused on content related to food and nutrition, spoken and written language, family and community issues, emotions and feelings, and socialization. They also created interactive mats; fitting toys, toys that associate colours, shapes, and animals, among others that work and develop motor coordination; pedagogical, alphanumeric, socio-educational toys; sports equipment and other recreational objects that facilitate the work of all professional categories of the multidisciplinary team, both in terms of individualized and collective care. Some examples are displayed in the figures below:

Figure 1: Material Produced for Workshops"

Source: Photographic records of the intersectoral workshop on producing pedagogical material from recyclable waste for primary care professionals held on May 16, 2022.

It is worth mentioning that the municipality has 08 Family Health Strategy, teams that cover 17 UBS. In this way, the material produced is distributed in all of them, and most remain in good use. We add that the techniques learned continue to be replicated in the production of more games and toys, and therefore, the results still have impacts on a daily basis.

The families can easily replicate the techniques learned to stimulate child development at home and in the community. The materials used are easy to access and handle, with low or zero cost and sustainable, also safeguarding equity and universality, making it possible for both the wealthiest families and those in a situation of social vulnerability. Among the results achieved, it was observed that the caregivers were performing similar practices at home, promoting moments of leisure in the family dynamics.

We also highlight as a result that interprofessional care comprises a holistic and comprehensive view of the patient's needs, sensitizing families about the importance of vaccination, for example, contributing directly and indirectly to the achievement of indicator No. 5 of *Previne Brasil*, which deals with the Proportion of 1 (one) year old children vaccinated in PHC against Diphtheria, Tetanus, Pertussis, Hepatitis B, infections caused by *Haemophilus influenzae* type b and inactivated Poliomyelitis, according to Technical Note 22/2022⁸, given that the existence of an expanded team integrated with the ESF team qualifies the services offered.

DISCUSSION

In view of the growing demand for childcare, especially regarding neuroatypical children, professionals felt the need to have playful resources to work with this public.

Understanding the child as a developing being, the games and toys used in the consultations are appropriate to each stage of childhood, considering the degree of capacity and involvement of the child in the proposed activities. For example, a verbal and a non-verbal child will have different interactions.

Reporting Vygotsky⁹, the individual is built by their relationships with others. Playing for children is extremely valuable for the analysis of the individual's construction process. Playing is fundamental for psychomotor development as it allows the child to take ownership of his body, move it in space, relate it to the world and differentiate himself from it, building his uniqueness.

Play is one of the most significant aspects of a child's life, as important as hygiene, food, sleep, and other basic needs. Experiencing the play contributes to and stimulates the child to discover himself, apprehend reality, and become capable of developing his creative potential¹⁰.

Given the scarcity of pedagogical material resources and therapeutic toys to work on various issues of the infants in Primary Care, the workshop for making educational toys and games from recyclable and reusable materials has become a powerful way to stimulate creativity and dive into the child's universe, qualifying the service provided to this public, and allowing greater interaction and bonding of the child with the professionals.

It is worth noting that the fact that the material is recyclable waste allows us to work on reflections on sustainability and encourages children and their families to build their own toys from the resignification of

objects, enhancing imaginative, motor and cognitive capacities, proposing a way to reduce the problem of unnecessary waste disposal.

CONCLUSION

Understanding the activity described here as an action of Permanent Education in Health and also of the promotion of intersectoriality, we saw how it truly contributed to the transformation of professional practices, the strengthening and qualification of Primary Health Care, considering not only the SUS doctrinal principles of universality, equity and integrality but also the constitutional principle that deals with the capacity of resolution of services at all levels of care in health.

As exposed, the complementary pedagogical material necessary to produce the final products, that is, painting, collage, colouring and prints, were made available by the public policy of social assistance. Because of this, we were limited in making this a continuous action, given we do not own such materials.

However, planning allows one to continue the action periodically. In this way, we initially established the semi-annual periodicity for the realization of productive intersectoral workshops, expanding access to other professionals, including considering the possible turnover of professionals, and it is planned also to reach the population served, in a territorialized way, to facilitate access to the priority public and contemplate the specificities of the territories.

We hope the report of this successful experience can contribute to and encourage other teams in other municipalities to develop similar actions. We believe that this innovative action qualified the service provided by the multidisciplinary team, both for children and for neuroatypical, within the scope of Primary Health Care.

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