



PROBLEMATIZATION METHODOLOGIES IN THE PRECEPTORSHIP PEDAGOGICAL PRACTICE

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1 INTRODUCTION

Preceptorship is part of the educational unit that uses the methodology of problematization at the Nursing Graduate Program of the School of Health Sciences (ESCS), in the Federal District, Brazil. Preceptors are civil servants that undergo a specific selective process to accompany undergraduate students during their work hours, providing practical immersion teaching in health service. Their role is to contribute to the implementation of health education policies, favoring the close-knit integration of health services, teaching, and the community.

Thus, considering the relevance of the role of preceptors in student training, these individuals must appropriate the specificities of the ESCS educational process. Students should be introduced early on to practice through problematization. This method is based on reflecting on practices in the world of health work, with successive approximations to the object of learning. It leads to the possibility of collectively building knowledge and searching for new and different types of knowledge for student training.

Considering the above and the specificity of the educational model adopted by the school, a capacity-building course was proposed to promote the teaching and learning process based on a problematization methodology, going beyond the mere transmission of knowledge,

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with the goal of equipping preceptors to make students comfortable in the context of practice and develop experience-based skills (Moura,& Machado,2016).

1 OBJECTIVE

To report on the experience of a problematization methodology capacity-building course for teaching preceptors.

2 METHOD

This was an experience report about a capacity-building course. The method focused on the problematization methodology, with the use of the Maguerez Arc as proposed by Neusi Berbel (Villardí, Cyrino, & Berbel, 2015), which is divided into five steps: observing reality, listing key points, theorizing about the problem, formulating hypothetical solutions, and intervening in reality.

Different pedagogical techniques were used, such as discussion in smaller groups, group activities, reading texts, videos, and theorizing. This 40-hour course took place at ESCS in the first semester of 2017, over four in-person meetings with 30 preceptor nurses. The course covered the following topic: using the Maguerez arc as part of the problematization methodology as a counterpoint to the traditional approach.

3 RESULTS

The preceptors showed appropriation of the theoretical-practical content when developing the skills required to practice preceptorship, favoring the exercise of critical thinking about health service work processes and teaching, and about how to expand and strengthen the technical skills of future health professionals.

4 CONCLUSION

Regarding the method applied in the capacity-building course, the preceptors expressed critical and reflective attitudes toward the teaching-learning process proposed by the school, shifting their outlook from beyond the health service to a more significant educational practice.

Descriptors: Preceptorship, Methodology, Higher Education.

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