

Insertion Of Physical Education Professionals In The Multiprofessional Residence Program

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Abstract:

Background: The objective of the study was to analyze the insertion of Physical Education professionals in a multidisciplinary residency course, and, after completion, their insertion in the job market related to the area of study.

Materials and Methods: The research had a cross-sectional study design and the population was made up of 12 Physical Education professionals who carry out or have already carried out the Multidisciplinary Residency in Primary Care with an Emphasis on Family Health at the Midwestern Parana State University in the city of Guarapuava-PR. Data collection was through an online questionnaire via Google Forms, containing questions about the respondent's identification such as gender, age, time since training and graduation institution. Next, residents and former residents were asked why they chose to be selected for the multi-professional residency, the difficulties during the selection process and expectations generated by working in the multi-professional residency.

Results: According to the results, it was identified in the participants that 6 were men (4 graduated and 2 studying) and 6 were women (4 graduated and 2 studying). One of the questions was about the job market for those who have already completed a multi-professional residency. Residents and former residents said that in Paraná it is very scarce, there is a lack of opportunities, job vacancies, as the public authorities do not invest in acquiring professionals to work in this area

Conclusion: With the work it was verified that for the Physical Education professional, after the postgraduate period, there are no vacancies offered to work in the area.

Key Word: Physical Education, professional performance, residency.

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I. Introduction

It can be seen that for Physical Education professionals, the possibilities of insertion in the context of public health have increased in recent times. One factor that may have contributed to such growth was the creation of Support Centers to Family Health (NASF), that this represents an important achievement and recognition of Physical Education as an area of health, and the importance of physical activity within public health (LOCH & FLORINDO, 2012).

Physical Education covers several areas of work, such as gyms, sports clubs, academic branches, recreation and leisure, among others, in addition to these there is also the area of public health. To this end, there is training in Multiprofessional Residency that was created in 2005 (Law No. 11,129/2005). The Multiprofessional Health Residency (RMS) is a postgraduate program based on the medical residency model and with health training, lasting two years, divided into work activities and classes. This program brings together healthcare professionals to work together forming a multidisciplinary team, with the aim of promoting, preventing and rehabilitating the patient's health. The program is guided by the principles and guidelines of the SUS (Unified Health System) and, according to the Ministry of Health, aims to present stages in the evaluation process of residency programs in the professional health area, in the uniprofessional and multiprofessional modality, and training to use the assessment instrument.

In Paraná, in total 15 places are offered for entry into the Multiprofessional Residency, distributed in the cities of Guarapuava, Apucarana, Londrina, Curitiba and Ponta Grossa, and it can be seen that due to the size of the state of Paraná and the number of academics who graduate throughout year in Physical Education Bachelor's degree the number of residencies is still scarce. In the study by Xavier et al, (2016), it was shown that in the Southern region of Brazil, 80 Multiprofessional Residency programs in Health were located and of these, only 21 had the inclusion of a Physical Education professional, in the state of Rio Grande do Sul it was shown

that it has the most residents in Physical Education and the largest number of programs in the area (21 and 13 respectively).

Family Health (FS) is the strategy for the expansion and consolidation of Primary Health Care (PHC), consisting of multidisciplinary teams with doctors, nurses, community health agents and nursing assistants. Given this, the Family Health Support Center (NASF) was created by ordinance 154, in 2008. Since then, other professionals have been added, including the Physical Education professional. It was from the 2000s onwards that there was an increase in the possibilities of inserting Physical Education professionals (PEF) into Basic Health Care (ABS) (LOCH et al., 2019).

Among the professionals who make up the team that works in the ESF (Family Health Strategy), the Physical Education professional can be considered as the most suitable to develop, plan and evaluate physical activity in basic health care, as the professional must learn in its training course on training methods, including training for people with comorbidities such as hypertension, diabetes, osteoporosis, among others, comorbidities that are present in patients in basic health care (RODRIGUES et al., 2013). It is known that it is up to the Physical Education professional who works in Primary Health Care to respect the peculiarities of their patient or student as a whole, but they must be aware of the context in which the subject is being treated, be it in a gym, clubs and mainly in public and private health institutions with the aim of promoting comprehensive health for the individual.

The Multidisciplinary Residency in Primary Care with an Emphasis on Family Health was approved to be implemented at the Midwestern Parana State University, in 2015. Regarding the vacancies offered, vacancies open every year for each area, which are: Physical Education, Nutrition, Nursing and Physiotherapy. The general objective of this program is to train professionals to work in Family Health, with a focus on health promotion and care models, based on the principles and guidelines of the SUS, and the first notice of the program at the Midwestern Parana State University was published for selection in 2016. The multi-professional residency lasts two years (four semesters) and the workload is 5,760 hours, of which 1,152 hours are theory and 4,608 hours are practical. (DA SILVA & QUEIROGA, 2020).

In this study, we expected to analyze the insertion of the Physical Education professional in the multidisciplinary residency, and after completion, the insertion in the job market related to the area of study.

II. Material And Methods

This research presented a cross-sectional study design, the term population was used and not the sample as there is a small number of residents, so all people who carry out or carried out the multidisciplinary residency at the Midwestern Parana State University were used for data collection. As the first stage of the study, the research was sent for consideration by the Ethics Committee for Research with Human Beings of the Universidade Estadual do Centro-Oeste – UNICENTRO, being approved under opinion number 4,916,852. The population studied were professionals who carry out or have already carried out a multidisciplinary residency in primary care with an emphasis on family health and Physical Education at UNICENTRO in Guarapuava-PR of both sexes.

Due to the COVID-19 pandemic, questionnaire data collection was in the form of an online questionnaire through Google Forms with all residents and former residents, during the period from 07/01/2021 to 07/20/2021, the former residents were found through old notices, looking at who had passed, after which their profiles were found using the Instagram application and contacted. The questionnaire contained questions about the respondent's identification such as gender (male and female), age (in years), how long ago they graduated (in years) and training institution (university/college, public/private, face-to-face/distance learning). Next, residents and former residents were asked why they chose to be selected for the multi-professional residency, difficulties during the selection process, expectations generated by working in the multi-professional residency. The training institution was asked why it is not only UNICENTRO students who can compete for vacancies, they may have completed a bachelor's degree in physical education at any college or university, be it face-to-face or distance learning, private or public. To enter the residency it is necessary to have passed a maximum of three years after completing your degree.

Regarding the questionnaire, the free and informed consent form (TCLE) was placed at the beginning, where the participant signs, voluntarily agreeing to the research, knowing the objective, risks and benefits, confidentiality, and everything that involves it. After signing, participants responded to the questionnaire.

Continuing with the questions, we sought to identify how people learned about the Unicentro multiprofessional residency course, whether they studied to take the test and how long beforehand. Such questions were important because they wanted to know how the postgraduate course was promoted, whether the person met through friends, university, the internet, or any other means. The time they took to study before the test aims to identify whether there was time to prepare for the test, or whether they did not adequately prepare for it.

Other questions were about the difficulties encountered during and after the multidisciplinary residency and what you liked most about it. Difficulties are an important point evaluated in the questionnaire, as it can be seen whether or not residents had any difficulties during residency, such as: having a patient with some rarer comorbidity and not having enough knowledge to work with it, or barrier as an example, there is the situation when you finish your residency and there are no vacancies to work in the area here in the state of Paraná, so you often end up returning to work in gyms.

After the evaluation with the residents, the objective was to carry out a bibliographical consultation to see the number of places allocated for Physical Education in multi-professional residency courses in all public and private universities in the state of Paraná. And finally, what are the professional possibilities for Physical Education graduates from the multi-professional residency course. Data analysis carried out with descriptive statistics for quantitative measures and discourse analysis for variables that are qualitative.

III. Results And Discussion

The results were presented in text form presenting the research data and the discussion was already taking place. As the first result of the research, it was identified that during the year 2016 to 2021 there were a total of 12 residents in Physical Education, 8 of whom were graduating and 4 were still in training. It was identified in the participants that 6 were men (4 graduated and 2 studying) and 6 women (4 graduated and 2 studying). Regarding the Bachelor's degree Physical Education training institution, six graduated from the Midwestern Parana State University, four from the Centro Universitário Guairacá - Uniguairacá and two from the Centro Universitário Claretiano. Thus, it can be seen that 50% are from the public university (UNICENTRO), and the other 50% come from private institutions (Uniguairacá) and one is private and distance learning (Claretian). It should be noted that there is nothing preventing distance education students or private colleges from competing for places. In the study by Mello, et al (2018), they talk about the reservation of 20% of vacancies in public competitions that are destined for black people, in accordance with law no. 12,990/2014, and it can be seen that as criteria for inclusion in competitions, it does not interfere in the selection process if the person came from private or public institutions, the only question raised is regarding the 20% quota for black people.

It is possible to notice a low demand for multi-professional residency at the Midwestern Parana State University for graduates in 2022. There were 5.5 people competing for 1 vacancy (total 2 vacancies), according to the notice (Notice No. 066/2021). In Apucarana there was a competition of 3 to 1 (total 3 places), according to the notice (Notice No. 001/2022), in Londrina in the Multiprofessional residency in Women's Health 4.5 to 1 (total 2 places), according to the notice (Notice No. 001/2022) and in the Family Health Residency 3 to 1 (total 1 vacancy), according to the notice (Notice No. 001/2022), in Curitiba it was 10 to 1 (total 1 place), according to the notice (Notice N° 15/2021), in Ponta Grossa in 2021 there was 1 to 1 (total 4 vacancies), according to the notice (Notice No. 06/2021). One point to be commented is that for graduates in the year 2022 in the Unicentro Multiprofessional Residency course, they had a need to offer vacancies again, as there were no candidates selected in the first selection process carried out. Regarding how they found out about the Multiprofessional Residency, 9 (75%) of the residents and former residents reported it was through their undergraduate professors, the other 3 (25%) reported it was through family members and social media. This shows that dissemination through social media must be intensified, so that more students have postgraduate knowledge. According to Bueno (2018), in Brazil 66% of people have access to the internet and 57% communicate through social networks, he also suggests that although there may be differences regarding access and use of digital media, it is important to reinforce that in all of them there are large Brazilians' adherence to social media and its importance as a source of information. In this way, it can be seen that if there is wider dissemination of postgraduate courses on social media, the number of candidates may increase, as more people know about the specialization. In the question about how long they studied to enter residency, 4 (33.33%) said they studied two months, 3 (25%) studied three months, another 3 (25%) studied about a month, and 1 (8.33%) from six to eight and 1 (8.33%) studied four months. In the study by Wachelke et al., (2004), they show that during the year of study for the entrance exams, subjects approved in high-demand courses studied more than four and a half hours per day of study, a quarter of them studied three to four and a half hours, 12% studied one to three hours and around 2% studied less than one hour a day. Also regarding days a week, the study showed that just over sixty-seven percent of the students who passed and failed the high-demand course studied 6 to 7 days a week, and around 30% of the subjects in each of these groups studied 3 to 5 days a week.

According to selection notice N°057/2021 of the Midwestern Parana State University, there is a need for the student to prepare for the test by reading the following books: Instruments for Socio-Health Diagnosis in the Family Health Program, Collective Health Treaty, among others. It can be seen that among the challenges faced by Physical Education professionals working in the Multiprofessional Residency, one of the biggest is basic training, which requires in-depth study from the perspective of epidemiology, public policies and human sciences (SILVA, 2021).

To graduate from the Multidisciplinary Residency in Primary Care with an Emphasis on Family Health at UNICENTRO, in Guarapuava-PR, in accordance with (announcement No. 057/2021) Physical Education professionals who enroll have the first part of the selection process a test written and in person, which will have an eliminatory and classificatory nature, consisting of 25 (twenty-five) objective questions about public health; and 10 (ten) objective questions specific to each professional area. Those who pass the written test go to the second phase of selection, where they participate in a structured interview based on a case study (which will be the same for all candidates), which will be presented to each candidate. Each candidate will have 01 (one) minute to read the case. The candidate will then be questioned so that their argumentative action can be evaluated, based on the principles of multi-professional and inter-professional practice. After this, the analysis of the Lattes Curriculum will be carried out by the Multiprofessional Residency Committee – COREMU.

Regarding the difficulties encountered during postgraduate studies, residents and former residents spoke about the lack of knowledge of the role of Physical Education professionals on the part of the team at the basic health unit and the population. This is a factor that makes it difficult, as there is a large part who believe that Physical Education is just working in gyms, and the exclusion of professionals by the multidisciplinary team in many daily functions and even during activities with patients. In basic health care, according to Correa et al., (2014) the work of Physical Education professionals is still unknown, the teams are unaware of the potential for action in health care, promotion, prevention or rehabilitation. The pandemic in general was also a difficulty for those who were egress, from distance classes, to services because they were distance learning as well, as the population served often does not have access to the internet. Another point discussed is the knowledge regarding pathologies where it becomes a limitation, as all patients generally have at least one comorbidity, so they seek treatment outside the medical room class the knowledge they need, even though they have basic knowledge at graduation. According to Araújo et al., (2021) Physical Education professionals had to reinvent themselves during the pandemic to reduce the impact caused by it and continue their work activities so as not to reduce the practice of physical exercise among the population.

At Unicentro you can see this example with the subjects that are in the curriculum, such as Physical Education in Primary Health Care, Kineanthropometry, Prescription of Physical Exercise for Health, Supervised Internship in Public Health which is carried out in care at health centers within from the public network of the municipality where the academic has his first contact with reality, in general there are some subjects focused on basic health care that will provide a basis for those entering the multidisciplinary residency. Internships and subjects have tried to give people the opportunity to experience a bit of primary care. And professionals today must have knowledge of other areas, what nursing, nutrition and physiotherapy do and what they can do, for example nurses cannot give tips on physical exercise, and Physical Education professionals cannot prescribe diets, this needs be very clear so that there is no invasion from one area to another. In the study by Rodrigues, et al., (2013) they say that the training of Physical Education professionals is not aimed at multidisciplinary work in health teams, as a result they have a lack of experience in their work, which can be a difficulty at the beginning of postgraduate studies. In this sense, as it has more subjects related to the themes, the bachelor's degree offers better training for acting than the bachelor's degree.

It can be seen that what residents and former residents liked most was the practical experience of how primary care works, as it may be the person's first contact with this area of the course, learning from other areas of training (nursing, nutrition, physiotherapy, among others). In addition to understanding the functioning of the municipality's care network (social assistance, education, health, management). Ferreira et al., (2016) in their study talks about the functions of the Physical Education professional in the multidisciplinary residency, and those that stand out are: providing physical activity and exercise sessions, carrying out physical assessment, guiding healthy habits, working in disease prevention, expanding the field of research, aiding mental health, improving performance and social work. Home visits were also a point discussed, the part of getting to know

integrally the patient and understand that it goes far beyond the disease, and from that, work across all areas and provide a better quality of life for the population, including physical activity information for patients. From multidisciplinary work and how this makes a difference in professional performance, from the change in the lives of the families that were able to serve. They also said that the recognition of the people served regarding the importance of this work was something they liked. According to Rodrigues et al., (2012) in March 1997, the Physical Education professional was recognized as a health professional, through CNS Resolution - N° 218, as evidence from epidemiological studies have demonstrated that the practice of physical activity is associated with lower risks of deaths from all causes. Regarding the job market for those who have already completed a multi-professional residency, residents and former residents said that here in Paraná it is very scarce, there is a lack of opportunities, vacancies to work, as the public authorities do not invest in acquiring professionals to work with that. Of the entire population that has already completed it, no one has managed to get a job in the area. In the study by Guarda et al., (2014) they say that the role of Physical Education professionals in basic health care faces uncertainties, irregularities and improvisations in a field of activity that is still little explored, fed back by the health system and training institutions.

From the professionals' point of view regarding the inclusion of the Physical Education professional in the multidisciplinary residency, it can be seen that they find it extremely important, as the physical education professional is capable of maintaining the health of the population, in addition to prevention, promotion and health recovery, related to the reduction of depressive levels, use of medication, improved self-esteem, in addition to all the other benefits of exercise for the population served. Lane and Lovejoy (2001), when studying the effects of exercise on mood changes, concluded that exercise is associated with improvements in mood in people who had depressive symptoms before starting exercise. As the last part of the research, the cities in Paraná that offer multidisciplinary residency to physical education professionals are: Multiprofessional Residency Program in Primary Care with Emphasis on Family Health, a public program and 2 pla (<https://www3.unicentro.br/?s=residencia>); Multiprofessional Residency in Elderly Health with 1 place for physical education at a private college in Curitiba (PUC-PR) (<https://www.pucpr.br/>); Multi-professional Residency in Rehabilitation, with 2 places for physical education and Multi-professional Residency in Public Health with 4 places at the public university of Ponta Grossa (Universidade Estadual de Ponta Grossa) (<https://cps.uepg.br/inicio/>); Multi-professional Residency in Family Health with 1 place and Multi-professional Residency in Women's Health with 2 places at the public university of Londrina (Universidade Estadual de Londrina) (<http://www.uel.br/propg/portalnovo/pages/residencias/multiprofissional .php>); Multidisciplinary Residency in Primary Care with 3 places at the private college of Apucarana (Apucarana Municipal Health Authority) (<http://www.apucarana.pr.gov.br/residencias/multi.php>).ces are offered for physical education professionals in city of Guarapuava (Midwestern Parana State University).

IV. Conclusion

This study concluded that the multi-professional residency needs to be more publicized, due to the low number of candidates it has, it can also be seen that in relation to the job market for those who have already completed the residency, it is very scarce, there is a lack of opportunities to work in the area, which often ends up causing Physical Education professionals, after finishing postgraduate studies, to return to gyms or other spaces in the area to work. As future research, it is suggested to analyze job vacancies in Paraná for Physical Education professionals to work in the field of public health.

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