



Vocal welfare of teachers: a proposal for intervention developed by distance mode learning

Bem-estar vocal de professores: uma proposta de intervenção realizada a distância

Bien-estar vocal de profesores: una propuesta de intervención realizada a distancia

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Abstract

Introduction: This paper shares the experience of interinstitutional work, involving health promotion activities and disease prevention to vocal health of teachers from public schools of São Paulo city, through health education in distance learning mode. **Methods:** Participated in the process: students, teachers at Pontifícia Universidade Católica de São Paulo and coordinator of the Municipal Health Program Vocal of São Paulo city. The workshop contained 40 hours, with two face meetings and others on-line: 8 modules, 8 Forums, 8 reviews and 16 chats. 75 teachers participated in the proposal. At the end, they answered a questionnaire to asses the form and content of workshop. **Results:** The experience was positive both for the target audience (teachers) and in the training of professionals (speech therapists) and managers

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This article discusses the possibilities and challenges of a teaching-service integration experience between university, public health and education services, focused on the health of the teacher.

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with responsibility to serve the health needs of the population. Most teachers reported that the workshop was important for professional learning (94%); did reflect on the content (94%); enabled expose ideas to other participants (68%); we had support from tutors (81%); was encouraged to continue the course (80%); and believes the course was ideal duration (77%). **Conclusion:** Integration between university and service enables the development of experiences that meet the health needs of the population. Health education actions in distance learning mode can be an important option to work with more people in order to promote health, disease prevention and self-care teachers.

Keywords: Faculty; Voice; Distance education; Health promotion; Intersectoriality.

Resumo

Introdução: Esta comunicação compartilha a experiência de um trabalho interinstitucional, envolvendo atividades de promoção da saúde e prevenção de agravos à saúde vocal de professores da rede municipal de São Paulo, por meio de educação em saúde na modalidade de Ensino à Distância. **Método:** Participaram do processo estudantes, docentes da Pontifícia Universidade Católica de São Paulo e coordenadora do Programa Municipal de Saúde Vocal. A oficina continha 40 horas, com dois encontros presenciais e os demais on-line: 8 módulos, 8 Fóruns, 8 avaliações e 16 chats. 75 professores participaram da proposta e responderam um questionário aplicado ao final para avaliar forma e conteúdo da oficina. **Resultados:** A experiência mostrou-se positiva tanto para o público-alvo (professores) como na formação dos profissionais (fonoaudiólogos) e gestores com responsabilidade de atender necessidades de saúde da população. A maioria dos professores informou que a oficina foi importante para o aprendizado profissional (94%); fez refletir sobre o conteúdo (94%); possibilitou expor ideias a outros participantes (68%); teve apoio de tutores (81%); sentiu-se encorajado a permanecer no curso (80%); e acredita que o curso teve tempo de duração ideal (77%). **Conclusão:** A integração entre universidade e serviços possibilita o desenvolvimento de experiências que vão ao encontro das necessidades de saúde da população. Ações de educação em saúde na modalidade à distância podem ser uma opção importante para o trabalho com maior número de pessoas, visando à promoção de saúde e prevenção de agravos e ao autocuidado de professores.

Palavras-chave: Docentes; Voz; Educação à distância; Promoção da saúde; Ação intersectorial.

Resumen

Introducción: Este comunicado comparte la experiencia de un trabajo inter-institucional, envolviendo actividades de promoción de la salud y la prevención de agravos a la salud vocal de los profesores de la red municipal de San Pablo, por medio de la educación en salud en la modalidad de Enseñanza a la Distancia. **Método:** participaron del estudio estudiantes, docentes de la Pontifícia Universidade Católica de São Paulo y la coordinadora del Programa Municipal de Salud Vocal. El taller se constituía de 40 horas, con dos encuentros presenciales y los demás en línea: 8 módulos, 8 Fóruns, 8 evaluaciones y 16 chats. 75 profesores participaron de la propuesta y contestaron un cuestionario ministrado al final para evaluarla forma y el contenido del taller. **Resultados:** La experiencia se mostró positiva tanto para el público (profesores) como en la formación de los profesionales (fonoaudiólogos) y gestores responsables por la atención de las necesidades de salud de la población. La mayoría de los profesores informó que el taller fue importante para el aprendizaje profesional (94%); hizo reflexionar sobre el contenido (94%); posibilitó la exposición de ideas a otros participantes (68%); obtuvo apoyo de los tutores (81%); se sintió encorajado en permanecer en el curso (80%), el tiempo de duración del curso fue ideal (77%). **Conclusión:** la integración entre la universidad y los servicios posibilita el desarrollo de experiencias que van al encuentro de las necesidades de salud de la población. Acciones de educación en salud en la modalidad a distancia pueden ser una opción importante para el trabajo con mayor número de personas, visionando la promoción de la salud y prevención de agravos y el autocuidado de los profesores.

Palabras claves: Docentes; Voz; Educación a distancia; Promoción de la salud; Intersectorialidad.



Introduction

Higher education institutions have sought a greater integration with health services in order to reduce the distances between professional training, the development of researches and the health needs of the population and health services.

In 2011, the Voice Laboratory (LaborVox) of the Pontifícia Universidade Católica de São Paulo (PUC-SP), in a partnership with the Municipal Government of São Paulo (PMSP), created a group called “Training for the development of projects in the professional voice area”. The group, which is formed by speech language pathologists as representatives of each instance, had the opportunity to discuss several actions conducted and, mainly, the experience of the PMSP that created in São Paulo in 2005, by the Decree no. 45.924/2005 concerning the Law no. 13.778/2004, the Vocal Health Municipal Program¹.

At that time, the Municipal Secretary of Education - SME, the Municipal Secretary of Health - SMS and the Municipal Secretary of Planning, Budget and Management - SEMPLA (current SMG), coordinated by the last, have developed an activity, focused for purposes of career, called “Vocal Health Workshop”. In about five years, and twice a year, 104 Vocal Health Workshops were conducted in the Regional Educational Boards (DRE), which were taught by speech language pathologists of the SMS, in 11 DREs, with the participation of 2,329 teachers from the Municipal School System².

Considering the need to develop a proposal which could achieve a high number of teachers in less time, the possibility of transforming the referred Workshop in the modality of Distance Learning (EAD) was considered, and this Article aims to present this experience³.

The project was planned to be conducted with different Regional Educational Boards at São Paulo, but the experience reported until now concerns the pilot project carried out in the Freguesia do Ó and Brasilândia neighborhoods, in order to integrate the activities of the National Program for *Reorientation of Health Professional Training - Pró-Saúde*, and it was developed by PUC-SP and the Technical Health Supervision of these neighborhoods of the Regional Health Coordination SMS-SP. Therefore it is an intersectoral project that involved professionals of three municipal secretaries, students

and teachers of Postgraduate and Undergraduate Speech Language Pathology Courses of PUC-SP and speech language pathologist volunteers as tutors, who prepared the whole material and defined the guidelines and the topics addressed in the EaD.

The proposal aims to be an action of health education in order to contribute to the promotion of health, and also aims to go beyond the clinical or health service practice, encouraging teachers to become active and independent professionals, as agents of their own quality of life⁴.

With respect to the objective of the group, which is to train professionals (students of Postgraduate and Undergraduate courses) for the development of voice programs, it is important to note that the project provided a special preparation for the participants, by enhancing leadership skills and abilities for the leading role in the conduction of a work including planning, organization, methodology, evaluation of programs and studies and researches in the health education field.

The University has sought to articulate the services to develop the education background of its students focusing on the health needs of the population. The power of this integration between educational institutes and services has been recognized by public policies implemented in the country, by providing a critical and reflexive training on these needs, and preparing the future professionals to work in the Single Health System-SUS, collaborating with the permanent education of those who work in this system.

SUS has incorporated the worker health as an important field of intervention by recognizing that in workplaces and work processes it is possible to find the conditions for the events that are harmful to the health of workers and these conditions should be the target of actions considering the epidemiological dimensions of these injuries⁵. It is important to highlight that we must transcend the individual healing actions and situate the health disorders within the collective scope, developing actions for the prevention, promotion and worker's health surveillance.

Regarding the health of teachers and their working conditions, vocal issues become relevant and necessary, as the teacher, by making use of the voice as a work tool, is a voice professional and constitutes the category with the greater prevalence of voice disorders^{6,7}.



A study conducted with teachers of São Paulo that analyses the working conditions and health aspects of professor identified noise as the main claim of individuals who presented voice disorder, as well as issues related to the work organization⁸.

This article aims to report the shared experience of creating a health education project, through an intervention conducted at distance, which was focused on the health promotion, the awareness of teachers regarding vocal care and the prevention of voice-related diseases.

Methods

When the activities of the group “Training for the development of projects in the professional voice area” began, the group decided to develop an education action aimed at the promotion of health. The group named the program as “Promoting Teacher’s Vocal Health”, with the purpose of raising awareness of teachers regarding vocal care, precisely to minimize the health problems of this professional, understanding that the voice is one of their teaching resources, and also an element of communication, interaction and, therefore, of the learning process.

Initially, this proposal was designed to be provided through Workshops, with four meetings of one and a half hour each (6h total), which should be conducted in the school units at the time of the Integral Special Journey for Training (JEIF). Two students of the Speech Language Pathology Course at PUC-SP were hired by SEMPLA as internships of the Vocal Health Municipal Program, to integrate the team, as well as the speech language pathologists, master degree students of the Postgraduate Course Program in Speech Language Pathology of PUC-SP or people interested in the training offered by the group. Some attempts to develop a more interdisciplinary proposal were made; however, the group had several difficulties for the integration of other professions (incompatibility of schedules, difficulty of locomotion due to geographical distances). The work also included the more frequent participation of teacher of the Psychology course.

The workshops were offered to various municipal schools of different neighborhoods, and one of them was chosen to be the object of a study of a dissertation developed in the Postgraduate Course Program in Speech Language Pathology⁶.

The University incorporated the proposal by understanding that, among other contributions, it could impact on the formulation of health policies in the health field related to teachers, and in particular to the use of the voice, in addition to promote the education of students Postgraduate and Undergraduate programs for the development of health programs based on the concept of territory of the intersectoral action.

At the end of this experience, the group recognized the good receptivity of the proposal; however, the number of participants until that moment was not very expressive when compared with the amount of educators and support personnel who are working in the system, which is currently around 83,800 employees⁹.

In this way, to face the difficulties of including all the teachers from the municipal school system, a new proposal for the restructuring of the program was initiated, which this time was planned under the possibility of having a course using the modality of Distance Learning (EAD), known as blended learning.

All the planning of this Workshop was supported by the fact that, according to the World Health Organization (WHO), the use of information and communication technologies is a service offering in the cases in which the distance is a critical factor for health care, as it is the case of the vocal health of teachers¹⁰.

It is noteworthy that the distance teaching is a modality of education based on the use of Information and Communication means and technologies in order to mediate the didactic-pedagogical process, which was formalized in Brazil by the Decree no 5.622, of December 19, 2005, and by the article 80 of the Law no. 9.394, which lay down the Guidelines and Bases of the National Education¹⁰.

National and international researches show positive results with the use of these new technological resources, both in the professional training as in actions conducted in the Speech Language Pathology field related to health promotion, diagnosis or rehabilitation¹¹.

The teachers of the Municipal Secretary of Education of São Paulo often work in more than one school, therefore, the territorial area of the municipality and the working routine are critical issues that must be taken into account when considering a classroom training for example.



The relevance in teacher awareness on the issues is already known. The lack of knowledge of their own phonation system or of strategies that may enhance the voice without causing damages or issues contribute to the emergence of complaints related to voice disorders, on the part of teachers. In their education, this issue is not addressed, and added to individual and environmental adverse factors, as well as adverse aspects of the organization of work, the occurrence of vocal complaints multiplies, which triggers, in most cases, situations of absence from work and inability to perform their roles, and it implies in social and financial costs^{5,12,13}

For this reason, health actions focused on these professionals are necessary, and the speech language pathologists have developed numerous works in this sense.

In the organization of health services, public policies have focused on actions with respect to some important problems, however, as it is still in the construction process, many gaps still remain. In the field of worker's health, for example, many progresses have been achieved in the last decades; however, regarding the vocal issue, despite the discussions conducted even with the Ministry of Health¹⁴, the actions of health promotion, prevention and rehabilitation are still restricted to local initiatives of institutions and professionals (predominantly speech language pathologists and physicians).

Focusing on this issue, the Vocal Health Municipal Program was designed aiming to develop actions of promotion, protection and recovery of the vocal welfare of teachers through a municipal policy²

With the purpose of health promotion, the actions of the program aimed at the improvement of health conditions and quality of life of teachers¹⁵

The work in the field of health promotion involves the development of actions of intersectoral scope, and in the health scope, it includes the articulation of the services network.

Taking as a premise this Municipal Official Program, the group "Training for the development of projects in the professional voice area" began the Workshop with a pilot group (at that time presented), involving the Secretary of Planning, Budget and Management, the Secretary of Education, the Secretary of Health and the Pontifícia Universidade Católica de São Paulo.

The intersectoral approach has been pointed as the path for assistential change and the reorganization of health care. One of the biggest barriers of the intersectoral action is the fact that each policy area determines its geographic region of operation. The first condition of an intersectoral action is the definition of a common area (territory) for the action of the various sectoral policies. Equally important is the promotion of mechanisms to encourage dialogue and the information and communication flows. The intersectoral approach does not invalidate the singularity of the sectoral action and its thematic areas; however, it needs this intercommunication for the construction of a synthesis¹⁶.

This pilot workshop had as reference the initiative of Health Promoting Schools, which was proposed in 1995 by the Pan American Health Organization (PAHO),¹⁷ with the objective of contributing to actions aimed at the healthy human development and the promotion of positive attitudes to health and the Health at School Program, that address the assistance to the entire school community, including the integral health of teachers¹⁸.

The health promotion in the school, according to these proposals, involve Health Education with comprehensive approach; the creation of healthy environments and the provision of health services, with actions that go beyond the welfare and hygienists practices characterized by the prescriptive mode of health preservation¹⁹.

Health Education is a set of pedagogical and social practices, with a technical, scientific and political content, which process contributes to the formation of the critical awareness of the people about their health problems, from their reality and also stimulates the search for solutions and organization to the individual and collective action^{20,21}.

In this regard, the Workshops were planned as educational interventions targeting changes in the individual life style in the use of communication within and outside the classroom, but also in the collective and or community development, through the proposal of preparing projects.

Educational practices in the field of health promotion are considered a dimension of health practices, by targeting the transformation of a situation under a new circumstance, transforming the individuals involved in the process.

The Ottawa Charter conceptualized health promotion as "the process of enabling people to work on improving their quality of life and health,



including greater participation in the control of this process". The Ottawa Charter recommends five fields of action: the development and implementation of healthy public policies; the creation of health-friendly environments; the strengthening of community action; the development of personal skills; and the reorientation of the health system²².

Based on these principles, the pilot workshop was designed and conducted, expanding its scope through Distance Learning, which in this case was performed on the *Moodle* platform, which was made available by the PMSP.

There are two crucial roles in the Distance Learning: the tutor and the student. The tutor has a responsibility to provide full support to student in the learning process, in addition to technical assistance in the handling of the computer tools and navigation of the course or workshop and, in addition, to motivate the student to complete the course. For the student, it is important to have autonomy, to search for the knowledge that the course is proposing, as well as for support material, engage in discussions and questions that are held in the Forums and Chats. The student must have certain discipline to study to follow a Distance Learning Program. In addition, it's very positive when the student is able to discuss with the other members of the class and also with the tutor²³.

There are special places for this in the Distance Learning, even though from a distance. These spaces are called discussion forum, chats and Messages, which the student or tutor can send privately²³.

The Process

The team of the Workshop called: "Promoting the vocal welfare of teachers" was composed by seven members of the Voice Laboratory (Labor-Vox) and two representatives of the Municipal Government of São Paulo (Department of Health of the Municipal Public Servant Hospital of São Paulo) in order to, through distance learning, raise awareness of teachers of the municipal system of São Paulo regarding vocal welfare.

This action was announced through the Federal Official Gazette of Brazil in the Educational Stations (DRE) of Freguesia do Ó and Jaçanã/Tremembé about conducting a Workshop, an integral activity of the Vocal Health Program. All the schools coordinators of these DREs were communicated via email or by phone call about the

registration, and them, the teachers of those DREs were informed.

110 teachers enrolled in the Workshop, of which 95 participated in the first on-site class and, in the end, following the approval criteria, 75 teachers (79%) completed the Workshop.

The group members had a biweekly meeting to discuss the Program process, and eight of them were indicated as workshop tutors, who were available to follow each one of the participants and answer the questions that emerged during the process. To ensure the participation of the majority of teachers, until the completion of the course, the course has been validated for purposes of promotion in the teaching career, in similar way to the on-site workshops.

The platform provided by the Information and Communication Technology Company of São Paulo - PRODAM-SP - PLC for the courses provided to teachers of São Paulo is the *Moodle*, which is the online learning system in which various communication tools are integrated in a web page. Participants can access the modules provided and interact with an experienced speech language pathologist/tutor who is monitoring them throughout the learning development process. Throughout these modules, the content was provided using the *Power Point*, in addition to videos that were added to facilitate the understanding, as well as complementary texts that were made available for those interested in further information. The teacher had the possibility to access the educational material, to supplement in a more convenient time, to participate in discussion forums on topics relevant to the object of the course, to exchange messages with the tutor and to register their production or activities.

In addition to eight modules, two meetings were held in a total of 40 hours: the first one, to present the proposal and explain the operation of the platform on which the Workshop is included; and the another one at the end of all modules where doubts were cleared up and where a presentation of voice warm-up and cool down exercises was performed, in addition to the delivery of bookmarks, in which the exercises were detailed. (Appendix 1)

Discussion forums opened each week submitted questions to be discussed among the participants, as well as two chats that were opened weekly to answer teachers' questions.

The assessment was conducted through a questionnaire, which was presented each week to



evaluate the knowledge regarding the content of each module.

Thus, in summary, the Workshop lasted eight weeks and featured:

- Two on-site meetings, at the beginning and at the end of the programme;
- Eight modules, one per week;
- Eight forums, that were made available every week at the end of each module aiming to raise awareness of the teacher on the issues worked on the modules;
- Eight evaluations composed each by a questionnaire with seven questions regarding each module completed;
- Sixteen chats, which are opened every two weeks, as another tool to answer the questions of the participants.

In summary, the contents of the eight online modules discussed:

Module 1 – "What is voice?"

In this module, participants were encouraged to observe their own voice, to reflect on the relationship of the voice with their emotional states, and the voice as an instrument of teaching work; aspects of production and voice projection were addressed.

Module 2 – "Voice care"

In module 2, guidance was provided with respect to vocal health aspects - general health, hydration, food, clothing, sleep habits, leisure, tobacco consumption, as well as drugs, alcohol, sprays and other anesthetic substances, stay in air-conditioned environments, abrupt changes of temperature - and participants were encouraged to reflect on the relationship of these factors with the professional use of their voice.

Module 3 – "Body, posture and relaxation"

This module addressed aspects of posture and body awareness during the workday through relaxation, stretching and self-massage techniques.

Module 4 – "Breath"

The Module 4 discussed the importance of the breath to the body and voice production, focusing on finding a breathing pattern that promotes the vocal emission and the pneumo-phono-articulatory coordination.

Module 5 – "Articulation and resonance"

This module addressed aspects related to diction and articulation that can encourage vocal projection. The module provided information on the voice amplification on resonance boxes and the need of a balanced use of these resonance resources to achieve a more pleasant and effortless voice production.

Module 6 – "Expressiveness"

In module 6, aspects of verbal and non-verbal expression were focused. Participants were encouraged to try variations of pace, volume, pauses, intonation, speed of speech, articulation, fluency and voice quality, as well as movement of the hands, arms and facial expressions during the speech, in order to observe how the use of this understanding during classes can ensure a more effective communication in teaching activities.

Module 7 – "Voice at teaching work"

In this module, participants were invited to focus on the conditions of the physical environment and the organization of work that may impact on their voice welfare, such as: noise, dust and chalk dust, irritant chemicals used in cleaning, use of fans and air conditioning, excessive number of students per class, school renovation, overwork, violence, indiscipline, etc. They were also encouraged to check the existence and the performance of the Internal Accident Prevention Commission (CIPA) - at their school and to follow their activities aimed at the prevention of accidents, occupational diseases, and the improvement of working conditions.

Module 8 – "Voice and emotion"

Finally, module 8 detailed the discussion of voice as a vehicle of emotion and expression of personality. The participants were asked to observe changes in breathing and voice according to their affective states and to find ways to minimize everyday stress through psychotherapeutic monitoring or physical and artistic activities, leisure, relaxation, meditation activities, etc.

Evaluation of the Workshop

The approval of the participants in the course was assessed through some evaluations which corresponded to a particular score, as follows:

1. Evaluation of each module, in which the student needed at least five right answers of the seven questions submitted for approval. The Workshop allows each student to five attempts at each module, and the highest score must prevail.
2. Participation in forums, which is mandatory in all modules. At the end of each module, two questions were submitted, mostly to make teachers reflect on their conditions of vocal production. For example, module 6 presented the following questions: regarding the verbal and nonverbal resources cited in this module, which you use the most in the classroom? Which one holds the attention of students? Did you put into practice the exercises mentioned? What was it like?
3. The task was delivered on module 7, in which teachers highlighted issues related to their environment and work organization.

Results

All 75 participants who concluded the course were able to answer to an evaluation with 11 multiple choice questions, presented in the Likert scale, as follows: “almost never”, “rarely”, “sometimes”, “often” and “almost always”, offered by the system of the Municipal Government of São Paulo on the Moodle platform, in order to evaluate the courses provided by this municipality.

The questions address issues relating to the content and its usefulness in the professional career; the relationship with other participants during the course, the relationship established between the student and the tutor, as well as questions about the format of the course, as the time duration.

For this study, the answers in the frequencies “almost never”, “rarely” and “sometimes” were considered as WORST REVIEW; while, on the other hand, “often” and “almost always” were considered as BETTER REVIEW. As the completion of this evaluation was not mandatory, each question recorded a different number of participants.

Table 1 presents the data concerning each of the questions of the questionnaire.

Table 1. Numerical and percentage distribution of the questions included in the questionnaire for the evaluation of the courses provided by the Municipal Government of São Paulo.

Evaluation questions In this course.....	Worst review	Best review
	n (%)	n (%)
my learning is focused on subjects that interest me (n=71)	4 (6%)	67 (94%)
what I'm learning is important to my professional practice as a teacher (n=68)	1 (2%)	67 (98%)
I was able to reflect on how I'm learning (n=68).	6 (9%)	62 (91%)
I was able to make critical reflections on the contents of the course (n=66)	7 (11%)	59 (89%)
I was able to expose my ideas to other participants (n=66)	21 (32%)	45 (68%)
other participants reacted to my ideas (n=64).	57 (89%)	7 (11%)
the tutor encouraged me to participate (n=66)	13 (20%)	53 (80%)
the tutor assisted me when I needed it (n=66)	12 (18%)	54 (82%)
the other participants encouraged me to participate (n=66)	44 (67%)	22 (33%)
the other participants corresponded to my contributions (n=66)	42 (64%)	24 (36%)

In the overall assessment of the course, of the 75 teachers who concluded the course, 67 teachers (94%) said that the course addressed interesting topics, and 68 (98%) believed that the learning was important to their professional practice.

62 of the 68 answers (91%) confirmed that they were able to reflect on what they learned, showing

a positive result regarding the course content, since the main purpose of the project was to raise awareness among teachers about the vocal care and this reflection data shows that there was a movement in this sense.

The teacher's voice is a much discussed topic, as it is already known that, in this profession, the

vocal disorders are present in high prevalence compared to the population in general²⁴, since the voice is the main means of communication and an important educational tool, which must be healthy²⁵.

Recognizing the importance of this tool, 59 (89%) of teachers felt free to make critical reflections on the content addressed and in their opinion the Workshop is relevant to their profession.

It is worth noting that although 45 (68%) of teachers stated that they were able to expose their ideas to the other participants, only 7 (11%) believed that other participants actually reacted to their ideas. Naturally, Distance Learning is something new for many people and the lack of a total dominance of the tool may affect many participants who access the platform to do their tasks and then, they disconnect from the platform, without answering to any question raised by another colleague as they would do in a face-to-face course.

Among the participants, 53 (80%) stated that the tutor had an important role in the motivation of students to have successfully completed the course. The effective participation of students depends a lot on the tutor, who has a constant challenge performing the task, using different strategies so that the relationship can be established. This care must be even higher especially for those who are navigating this new modality for the first time and who need technical guidance, motivation for the autonomous learning and guidance regarding the content studied²⁶.

Once again, the importance of the participation of the group was present in 44 (67%) of the answers that showed that there was no encouragement for the completion of the course from colleagues in the class, while 24 (36%) stated that the other participants did not corresponded to their contributions.

It is possible to observe that most of the 67 participants (94%) are satisfied with the course in its form and content, however, they mentioned the lack of greater interaction among students.

Regarding course duration, of the 70 participants who answered, 54 (77%) considered the current duration as ideal.

Conclusion

The proposal of this training proved to be challenging for being an intervention in the health promotion perspective conducted by means of distance learning. Although its use has grown a lot

in the education of health care professions in the last decade, the distance learning mode still faces many biases. It should be noted that the program presented the purpose of raising awareness of teachers regarding the conditions in which their voice is produced, and at any time, the program presented the possibility of conducting a distance treatment. Every time a teacher made mention of any claim that would require specific treatment, the teacher was instructed to seek assistance from the Municipal Public Servant Hospital of São Paulo, which has enough structure to accommodate the teacher with respect to any needs²⁷.

In addition, despite being trained with respect to the guidance on voice care, the tutors had no experience working in distance mode, which required several meetings to discuss the issues that arose. Students have expressed difficulties in relation to the technical management of the software, even with the instructions provided in the first face-to-face meeting, and the fact that tutors were available to answer any questions. In this sense, the next courses aim to expand the educational resources used and to provide a tutorial on the website of the course to present the Moodle navigation possibilities in more detail.

Despite the setbacks, the experience proved to be positive, both with regard to the target audience (teachers) as in professional training (undergraduate and graduate students in the field of speech-language pathology) who participated in the proposal.

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Appendix 1



Bookmark delivered at the last face-to-face class with proposals of warm-up (front) and cool down (verse) vocal exercises to be performed daily.



Vocal Health Municipal Program/SP

Vocal Warm-up Stretch

- * Expire with noisy fricatives (zzz... vvv...)
- * Pop the tongue making a beak and smiling
- * Ascending vibrations of tongue or lip (trrr... or brrr...)
- * Nasal sounds (mmm... uaa... uee... uii... uoo... uuu...)
- * Nasal phrase (I'm taking care of me)

Teacher Be a friend of your voice!

Vocal Cool Down

- * Vigorously exhale through your mouth dropping the arms down
- * Move the tongue within the mouth
- * Yawn
- * Descending Vibration

