

"How will tomorrow be? ..." ¹ – Reflections on the training of speech-language therapists/ audiologists in Brazil after the Covid-19 pandemic

**"Como será o amanhã?..."¹ –
Reflexões sobre a formação
de fonoaudiólogos no Brasil
pós pandemia da Covid-19**

**"¿Cómo será el mañana? ..." ¹ –
Reflexiones sobre la formación
de los terapeutas del habla en Brasil
después de la pandemia de Covid-19**

Mauricio Wiering Pinto Telles* 

Bárbara Patrícia da Silva Lima** 

Abstract

The Covid-19 pandemic has provoked a series of movements in different areas of contemporary society. It is possible to highlight the areas of economics, science, health and education as the main ones affected due to a complex conjuncture that presents itself in Brazil. Considering this conjuncture, in the scope of education, different strategies have been used so that the losses in the training of new professionals are mitigated. In the health field, professionals in the field, including speech therapists, have faced a little-known health context, showing weaknesses in their professional performance, often resulting from the training process of these subjects. In view of this scenario, and of the challenges

* Universidade Federal do Rio Grande do Norte, Rio Grande do Norte, Natal, Brazil.

** Universidade Estadual de Ciências da Saúde de Alagoas, Alagoas, Maceió, Brazil.

Authors' contributions:

MWPT: Study design, methodology and outline, data collection, and critical review.

BPSL: Study design, methodology and outline, data collection, and critical review.

Correspondence e-mail: Mauricio Wiering Pinto Telles - mauwiering@gmail.com

Received: 04/07/2020

Accepted: 20/10/2020

imposed by the Covid-19 pandemic situation, this communication seeks, in the light of literature, to encourage reflections on some elements that can contribute to the construction of new possible paths in the training of speech-language therapists/audiologists. In this sense, the text addresses elements to be modified in pedagogical practices in the post-pandemic: adoption of IPE, the integrated curriculum and active teaching-learning methodologies; strengthening the insertion of the speech-language therapy/audiology student in the SUS context; education for citizenship, with a view to the defense of life, SUS and science and, finally, teacher appreciation.

Keywords: Education, Higher; Speech, Language and Hearing Sciences; Health Workforce.

Resumo

A pandemia da Covid-19 tem provocado uma série de movimentações em diversos âmbitos da sociedade contemporânea. Podem-se destacar as áreas da economia, da ciência, da saúde e da educação como as principais atingidas por conta de uma conjuntura complexa que se apresenta no Brasil. Considerando essa conjuntura, no âmbito da educação, diferentes estratégias têm sido utilizadas para que os prejuízos na formação de novos profissionais sejam amenizados. No campo da saúde, os profissionais da área, incluindo os fonoaudiólogos, têm se deparado com um contexto sanitário pouco conhecido, evidenciando fragilidades na atuação profissional oriundas, muitas vezes, do processo de formação desses sujeitos. Diante deste cenário, e dos desafios colocados pela conjuntura de pandemia da Covid-19, a presente comunicação busca, à luz da literatura, fomentar reflexões acerca de alguns elementos que podem contribuir na construção de novos caminhos possíveis na formação do fonoaudiólogo. Nesse sentido, são abordados no texto elementos a serem modificados nas práticas pedagógicas no pós-pandemia: adoção da EIP, do currículo integrado e das metodologias ativas de ensino-aprendizagem; fortalecimento da inserção do estudante de fonoaudiologia no contexto do SUS; a educação para a cidadania, com vistas à defesa da vida, do SUS e da ciência e, por fim, a valorização docente.

Palavras-chave: Educação Superior; Fonoaudiologia; Recursos Humanos em Saúde.

Resumen

La pandemia de Covid-19 ha provocado una serie de movimientos en diferentes áreas de la sociedad contemporánea. Es posible destacar las áreas de economía, ciencia, salud y educación como las principales afectadas debido a una coyuntura compleja que se presenta en Brasil. En esta coyuntura, en el ámbito de la educación, se han utilizado diferentes estrategias para mitigar las pérdidas en la formación de nuevos profesionales. En el campo de la salud, los profesionales en el campo, incluidos los terapeutas del habla, se han enfrentado a un contexto de salud poco conocido, evidenciando debilidades en su desempeño profesional, como resultado del proceso de capacitación de estos sujetos. En vista de este escenario, y de los desafíos planteados por la situación de pandemia de Covid-19, esta comunicación busca, a la luz de la literatura, alentar reflexiones sobre algunos elementos que pueden contribuir a la construcción de nuevos caminos posibles en la capacitación de los terapeutas del habla. En este sentido, el texto aborda elementos para ser modificados en las prácticas pedagógicas después de la pandemia: adopción de EIP, el plan de estudios integrado y metodologías activas de enseñanza-aprendizaje; fortalecer la inserción del estudiante de terapia del habla en el contexto del SUS; educación para la ciudadanía, con vistas a la defensa de la vida, del SUS y de la ciencia y, por último, la apreciación del profesorado.

Palabras clave: Educación Superior; Fonoaudiología; Fuerza Laboral en Salud.



"Despite you, tomorrow will be another day"²: An introduction on the Brazilian scenario in the pandemic

The Covid-19 pandemic, which began at the end of 2019 in Asian countries and reached Brazil in early 2020, has led to a series of changes in different areas of contemporary society. The following areas can be highlighted among the several areas that have been impacted by this scenario: economy, which had already been facing a major crisis in this decade; science, which has been very contested and devalued by countries that are led by ultra-right governments, such as Brazil; health, which is responsible for facing the new coronavirus on the front line and the consequences left by it; and education, mainly because several Higher Education Institutions (HEIs) were forced to close face-to-face education due to the need for social isolation^{3,4,5}.

As a newly discovered disease, there is still little knowledge about any drug treatment for Covid-19, and there are no vaccines for its prevention, although studies for the development of vaccines are quite accelerated⁶. These uncertainties have even more serious consequences in countries that have social inequalities, such as Brazil. This is due to the fact that such inequalities are also reflected in access to services and health care for the poorest population, especially the black population, who suffer most from the effects of the pandemic⁷.

Given this situation, different strategies have been used in the education in order to mitigate the harmful effects on the qualification of new professionals. The use of emergency remote education has been characterized as the main alternative found for teaching, research and education activities to be continued in some Brazilian HEIs. Several courses, congresses, seminars, debates, among others, have also been organized by different institutions in virtual environment to disseminate and share knowledge on issues related to the pandemic or even on other topics.

Healthcare professionals, including speech-language pathologists, have been faced with a little-known health context and showing weaknesses in the professional performance arising from their training process. Many authors have addressed the training of health professionals for years. These studies report aspects from the need

to rethink the methodologies used in the teaching-learning process to the inclusion of students in the Unified Health System (SUS) so that there is a qualification that addresses the real health needs of the population^{8,9}.

In addition, training reorientation strategies have also been implemented by the Ministry of Education and the Ministry of Health to foster changes in the professional profile of graduates over the past few years. In this sense, the creation of the National Curricular Guidelines (DCN) for courses in the Health area should be highlighted, in addition to policies that promote additional training, such as the Reorientation National Program in Health Professional Formation (Pró-Saúde), the Health Worker Orientation Program (PET-Saúde), as well as the Experiences and Internships Project in the Reality of the Unified Health System (VER-SUS), among others. These initiatives have highlighted the importance of teaching-service-community integration in the professional qualification process. However, a series of challenges are still found in the qualification of health professionals, such as speech-language pathologists^{10,11,12}.

In speech-language pathology, it is possible to notice that the training is still strongly supported by a medical-hegemonic model, which values pathology as an object of knowledge and intervention, to the detriment of health needs and health promotion. In this sense, speech-language pathologists have been trained in a fragmented logic that values specializations during the course and which is focused on healing, thus emphasizing the treatment of diseases, through speech-language pathology therapy^{13,14}.

Given the context and challenges posed by the Covid-19 pandemic situation and based on the literature, this study aims to encourage reflections on some elements that may contribute to the development of new possible paths in the qualification of speech-language pathologists.

"We are the inheritors of the future"¹⁵: For a (new) pedagogical practice that thrives based on changes in professional performance

The pandemic has shown the need for a comprehensive and multidisciplinary care, which is an-



other challenge for health professionals on the front line in fight against the virus, given their training.

In order to comply with SUS principles and guidelines, the training of speech-language pathologists in Brazil must aim at the theoretical-practical integration within the scope of Health Care Networks (RAS), established in this System. This integration allows the development of the necessary competences so that these professionals are able to act according to the real health needs of the population, reaching the different points of attention of the RAS, with a focus on comprehensive care^{16,17,18}.

Comprehensive care, which is included in the guidelines of the SUS and in academic and institutional documents, can only be achieved through multidisciplinary care, since each area provides its own specificities, which tend to be deepened throughout the course and does not always make the professional able to develop collaborative practices. However, the singularity of the subject/user, which must be in a central place in the definition of demands and lines of care, must be respected so that health care can be offered effectively. From the undergraduate course, the multidisciplinary approach must be addressed through Interprofessional Education (IPE), which will allow speech-language pathology students, and students from others fields, to develop collaborative competences, favoring interprofessional work in the different parts of the RAS, whether in components linked to Primary Health Care (PHC), specialized services or hospital care, all of these required by patients affected by the new coronavirus^{18,19}.

Therefore, in order to incorporate the interprofessional perspective in the undergraduate courses in speech-language pathology, it is essential to develop innovative Political-Pedagogical Projects (PPC) courses, based on the DCN, and developed collectively between the HEI courses, and with the participation of curricular players, such as: students, teachers, managers, technicians, tutors and users of health services. With ethical and social responsibility, this collective construction favors for graduates to be able to work in the logic of interprofessional work in complex realities of daily health services, such as the pandemic context itself²⁰.

Also to promote learning skills that influence the training of professionals who can act in the different realities of SUS, the reformulation of PPC

must adopt active teaching-learning methodologies and the integrated curriculum, to the detriment of conventional/disciplinary curriculum.^{21,22} Above all, this new perspective aims to value learning with a central focus on the student, encouraging 'learn to learn', and the integration of the contents of the speech-language pathology field. The change in the perspective of the profession, which is often reduced to areas of knowledge and specializations, will favor the training of general speech-language pathologists, who will be able to act on the main health problems of the population, in the perspective of comprehensiveness.

In addition to better qualifying for a greater insertion in the scope of SUS, speech-language pathology will be able to use the experience of the current situation to strengthen this system, as well as science. SUS has proven to be a great partner of Brazilian society, treating from the mildest to the most serious cases of patients infected with the new coronavirus, through services of different complexities³. In addition, epidemiological surveillance has taken on a fundamental role in the reporting and monitoring of cases and deaths, so that the strategies adopted by health authorities are based on science. However, it should be noted the difficulty found in this study due to the low number of tests and the inefficient performance of the federal agency responsible for health management⁵.

Given this context, the relevance of the training of speech-language pathologists committed to SUS and to the defense of life is evident. Thus, it should be noted that, in addition to teaching speech-language pathology techniques and practices, training institutions must strengthen training focused on citizenship, which is one of the roles of universities, especially public universities. Furthermore, to promote SUS and life is also to promote democracy above all, since the Brazilian health system is the result of social struggles undertaken by actors of the Brazilian Health Reform²³.

In addition to these issues, which must be recognized and accepted, there is another challenge to be faced by the HEIs that train speech-language pathologists in Brazil, which is the development of teachers. It should be noted that the three pillars of the University, that is, the teaching-research-education articulation, are not possible without valuing teachers. As in other areas of health, most teachers in speech-language pathology have a technical training that is focused on their core knowledge,



but there is no training focused on teaching^{24,25}. This situation cannot be ignored, and it must be recognized and worked on by the HEI with a view to the reflection of teachers on their teaching role, as well as the expansion of their vision, concepts and teaching methodologies in the search to train professionals able to act in a comprehensive and interprofessional way.

It is impossible to reflect on the future in the training of speech-language pathologists in Brazil, without considering these aspects and without thinking on the current context, both in terms of SUS legislation and the legislation of the profession, and in which changes are necessary to favor the training of speech-language pathologists committed to the real health problems of the population and to the Brazilian public health system.

"I see the beginning of a new era"²⁶: Final Considerations

Based on the literature, this study aimed to reflect new perspectives for the training of speech-language pathologist, based on the understanding of the current situation. Thus, this study understands that the main elements to be changed in pedagogical practices are related to the adoption of IPE, the integrated curriculum and active teaching-learning methodologies, the strengthening of the inclusion of the speech-language pathology student in the context of SUS and education focused on for citizenship, with a view to the defense of life, SUS and science and, finally, to the valuing of teachers.

Furthermore, even though the pandemic has accentuated social inequalities in Brazil, there are few prospects for a radical social change arising from a possible learning from this scenario on the part of the population, authorities and the political class in the country. On the contrary, the agendas that weaken the public service, such as those offered by SUS, continue to advance in the government and in the congress, as seen in the administrative reform. However, despite this adverse situation, it is understood that education, especially public education, is the privileged place to build new paths to change reality, training social subjects involved in contributing to social development.

In this sense, the reorientation of the health practices of professionals in this field, such as the speech-language pathologist, with a view to meeting the needs of the population and the SUS,

is related to the adoption of a new perspective in undergraduate education. However, the subjects involved in the training of speech-language pathologists, such as students, teachers, managers, preceptors, technicians and users, must address concepts and practices, especially those that refer to interprofessionality and comprehensive care, as well as the guidelines of DCN and the ideals of the Brazilian Health Reform to, in fact, favor the qualification of professionals able to work in the SUS.

References

1. Sérgio J, Didi. O Amanhã: Samba enredo da União da Ilha do Governador [internet]. 1978 [Last access July 03, 2020]. Available from: <https://www.youtube.com/watch?v=TODGaVks9E>.
2. de Holanda CB. Apesar de você [internet]. 1978 [Last access July 03, 2020]. Available from: https://www.youtube.com/watch?v=_tsbYiCQsJ0.
3. Costa AM, Rizzotto MLF, Lobatto LVC. Na pandemia da Covid-19, o Brasil enxerga o SUS. *Saúde debate*. 2020; 44(125): 289-92.
4. Paim JS. Desafios para o enfrentamento da Covid-19 no Brasil. Instituto de Saúde Coletiva: Seminário virtual em vídeo [internet]. 2020 [Last access July 03, 2020]. Available from: <http://www.isc.ufba.br/isc-em-casa-debate-desafios-para-o-enfrentamento-da-covid-19-assista-ao-video/>.
5. Campos, GWS. O pesadelo macabro da Covid-19 no Brasil: entre negacionismos e desvarios. *Trab. educ. saúde*. 2020 [Last access July 14, 2020]; 18(3): e00279111. Available from: https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1981-77462020000300302
6. Guimarães R. Vacinas anticovid: um olhar da Saúde Coletiva. *Ciênc. Saúde coletiva*. 2020; 25(9): 3579-85.
7. Goes EF, Ramos DO, Ferreira AJF. Desigualdades raciais em saúde e a pandemia da Covid-19. *Trab. educ. saúde*. 2020 [Last access October 15, 2020]; 18(3): e00278110. Available from: https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1981-77462020000300301
8. Souza CDF, Correia DS, Araújo MDP, Wanderley RA, Machado MF. E o passado é uma roupa que não nos serve mais: uma reflexão sobre integração ensino-saúde-comunidade em curso médico do Nordeste. *Rev. bras. educ. méd*. 2019; 43(1): 7-11.
9. Garcia VL, Trenche MCB. O Sistema Único de Saúde e os cursos de graduação na área da fonoaudiologia: o Fórum Nacional de Educação das Profissões na Área de Saúde (Fnepas) e a Sociedade Brasileira de Fonoaudiologia (SBFa). *Cad. FNEPAS*. 2012; 3: 20-6.
10. Garcia VL, Di Ninno CQMS. As Diretrizes Curriculares Nacionais. In: Marchesan IQ, Silva HJ, Tomé MC. *Tratado das Especialidades em Fonoaudiologia*. 1a ed. São Paulo: Guanabara Koogan. 2014. p. 1055-9.
11. Telles MWP, Arce VAR. Formação e PET-Saúde: experiências de estudantes de fonoaudiologia na Bahia. *Rev. CEFAC*. 2015; 17(3): 695-706.



12. Correia TM, Telles MWP, Araújo MVR. A formação em saúde coletiva na visão de estudantes de graduação em fonoaudiologia da UFBA. *Rev. Distúrb. Comun.* 2018; 30(4): 679-87.
13. Lima BPS, Vilela RQB. Características e desafios docentes na supervisão de estágio em fonoaudiologia. *Rev. CEFAC.* 2014; 16(6): 1962-71.
14. Moura D, Arce VAR. Atenção primária à saúde: concepções e práticas de docentes fonoaudiólogos. *Rev. Distúrb. Comun.* 2016; 28(1): 130-41.
15. Toquinho, Andreatto E. Herdeiros do Futuro [internet]. 2002 [Last access July 03, 2020]. Available from: <https://www.youtube.com/watch?v=KtfRRle5VME>.
16. Brasil. Lei n. 8.080, de 19 de setembro de 1990. Dispõe sobre as condições para a promoção, proteção e recuperação da saúde, a organização e o funcionamento dos serviços correspondentes e dá outras providências. *Diário Oficial [da] República Federativa do Brasil, Poder Legislativo, Brasília, DF, 20 set. 1990. Seção 1, p. 18055.*
17. Brasil. Ministério da Educação. Conselho Nacional de Educação. Câmara de Educação Superior. Resolução CNE/CES nº5 de 19 de fevereiro de 2002. Institui diretrizes curriculares nacionais do curso de graduação em Fonoaudiologia. *Diário Oficial [da] República Federativa do Brasil, Poder Legislativo, Brasília, DF, 4. Mar. 2002. Seção 1, p.11.*
18. Peduzzi M, Agreli HF. Trabalho em equipe e prática colaborativa na Atenção Primária à Saúde. *Interface.* 2018; 22(Supl. 2): 1525-34.
19. Escalda P, Parreira CMSF. Dimensões do trabalho interprofissional e práticas colaborativas desenvolvidas em uma unidade básica de saúde, por equipe de Saúde da Família. *Interface.* 2018; 22(Supl. 2): 1717-27.
20. Costa DAS, Silva RF, Lima VV, Ribeiro ECO. Diretrizes curriculares nacionais das profissões da saúde 2001-2004: análise à luz das teorias de desenvolvimento curricular. *Interface.* 2018; 22(67): 1183-95.
21. Taroco APRM, Tsuji H, Higa EFR. Currículo orientado por competência para a compreensão da integralidade. *Rev. bras. educ. méd.* 2017; 41(1): 12-21.
22. Mello CCB, Alves RO, Lemos SMA. Metodologias de ensino e formação na área da saúde: revisão de literatura. *Rev. CEFAC.* 2014; 16(6): 2015-28.
23. Paim JS. Sistema Único de Saúde (SUS) aos 30 anos. *Ciênc. Saúde Colet.* 2018; 23(6): 17-23.
24. Bonfim ML, Goulart, VMP, Oliveira LZ. Formação docente na área da saúde: avaliação, questões e tensões. *Interface.* 2014; 18(51): 749-58.
25. André M. Políticas de valorização do trabalho docente no Brasil: algumas questões. *Ensaio: avaliação e políticas públicas de educação.* 2015; 23(86): 213-30.
26. Santos L. Tempos Modernos [internet]. 1982 [Last access July 03, 2020]. Available from: <https://www.youtube.com/watch?v=itS3sjWCanc>.

