

TELE CARE IN THE EMERGENCY REMOTE TEACHING OF SUPERVISED INTERNSHIP IN PHYSIOTHERAPY IN THE COMMUNITY AREA: AN EXPERIENCE REPORT

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Abstract: The supervised internship in Physiotherapy is of a curricular and mandatory nature, whose objective is to offer students the experience of the reality of the professional routine, to develop the skills and competences essential for the exercise of the profession. With the coronavirus (COVID-19) pandemic, changes were necessary in the teaching-learning process of the supervised internship in Physiotherapy, such as carrying it out remotely, including the internship in the Community area. In view of this, the present article aimed to report the potential and challenges of carrying out the community internship through teleservices during the COVID-19 pandemic of the Physiotherapy course of a Public University in the interior of Bahia. A descriptive study of the experience report type was carried out based on the experience and reflections of teachers of the Physiotherapy course of a Public University of the interior of Bahia from July 2020 to July 2021, using observation and field diary for data collection. Times a week. Most patients were adults and elderly with neuro-musculoskeletal problems. Physiotherapy was able to contribute to physical and mental health, positively impacting the functionality and quality of life of patients, who reported improvement in musculoskeletal pain, anxiety symptoms and greater willingness to perform activities of daily living.

Keywords: Clinical internship. College education. Professional qualification.

INTRODUCTION

The supervised internship in the Physiotherapy Course is curricular and mandatory, whose main objective is to offer students the opportunity to experience the reality of the professional routine, developing the skills and competences essential for the exercise of the profession (BRASIL, 2002).

It constitutes a fundamental moment that

must be implemented as early as possible for the consolidation of the theoretical and practical articulation for the broad academic training acquired so far and as a tool for consistent attitudes and resolution of routine tasks in the profession of Physiotherapist (scallop; BAGGIO; MARASCHIM, 2007).

The curricular internships of the Physiotherapy course must correspond to a minimum of 20% of the course workload and aim to provide students with a critical view of the profession, assuring them of the practice of preventive and curative interventions at different levels of performance, expanding professional competences and skills, developed during graduation, in the scope of cognitive, procedural and attitudinal, always according to the needs of each individual and/or group, at all levels of care in the current health system (BRASIL, 2002; BRASIL, 2008).

However, teaching in Physical Therapy in the Brazilian scenario still reproduces the historic rehabilitation model of the genesis of physical therapy despite some initiatives that go against this logic and present a university education close to the promotion of health and collective health (BISPO JUNIOR, 2010).

In this context, the completion of the internship in the community area developed in the basic health care network in family health units (USF) is in the process of construction, since in the physical therapy training there is a greater predominance of a model still centered in the rehabilitation of the patient and not a model of functionality and appreciation of social determinants in health (LIMA, 2020; SILVA; ROS, 2007).

The internship experience in the community has shown positive impacts such as the student's feeling of belonging to the Family Health team (ESF), which favors interprofessional practice and the student's integration with patients and family members, providing more resolute care. In addition, it

also contributes to changing the perception of the FHS about the possibilities of action and the importance of the physical therapist in primary care in carrying out actions to promote health and prevent diseases, in addition to rehabilitation already established in common sense (BATISTON et al. , 2017).

During the coronavirus pandemic (COVID-19), it was impossible to carry out the Physiotherapy internship in person for a period, which made it necessary to change the teaching-learning process so that it could be carried out in order to allow the continuity of academic training and minimize the damages to the students.

Such changes in the Physiotherapy internship and their remote realization were in consonance with the Federal Council of Physiotherapy and Occupational Therapy (COFFITO), which authorized through the Resolution No. 516 of March 23, 2020, the Teleconsultation, Telemonitoring and Teleconsulting services in compliance with the recommendations of the World Health Organization (WHO), with the aim of bringing Physiotherapy and Occupational Therapy care to the population and, at the same time, ensuring the good -being of the professional during the pandemic (COFFITO, 2020).

In view of this, the present article aimed to report the potential and challenges of carrying out the community internship through teleservices during the coronavirus pandemic (COVID-19) of the Physiotherapy course of a Public University in the interior of Bahia.

METHOD

This is a descriptive study of the experience report type based on the experience and reflections of professors of the Physical Therapy course at the State University of Southwest Bahia (UESB), Jequié campus from July 2020 to July 2021 (CAVALCANTE;

LIMA, 2012).

Data collection was carried out through the observation of the consultations carried out remotely, which is a technique that allows the improvement of a critical look at what is expected and what is offered in an experience (FREITAS; SPAGNEL; CAMARGOS, 2006).

A record of experiences was also used through a field diary composed of notes, records of memories, writing of perceptions, which make it possible to provide objectivity and subjectivity in theoretical or practical contexts (FREITAS; PEREIRA, 2018). After completing the internship, all notes were analyzed.

THE CONTEXT OF THE CURRICULAR INTERNSHIP

In the Physiotherapy course at the investigated Public University, the mandatory curricular internship has a total workload of 900 hours, distributed over the last two semesters of the course.

The internship in the Community area makes up the Supervised Internship in Physiotherapy 1, which is carried out at the Family Health Unit (USF), while the other areas of Trauma-orthopedics, Neurogeriatrics, Cardiorespiratory and Pediatrics and Gynecology-obstetrics are carried out in the Clinical School of Physiotherapy, composing together the total workload of 450 hours.

The community internship takes place throughout the school year with weekly meetings, when collective promotion and prevention activities and home treatment activities are carried out individually in a USF and its scope.

Students are subdivided into groups that rotate between areas and work under the supervision of professors, whose duration of time in each area is around 20 days. all areas experienced from an assessment barme

that includes aspects such as the intern's personal presentation and attitudes, ethics in interpersonal relationships, the articulation of knowledge in the theoretical and practical domain and skills in the application of knowledge in the practical context.

EXPERIENCE REPORT

In light of the COVID-19 pandemic scenario decreed by the World Health Organization (WHO), followed by the health authorities of all countries, guidelines were instituted with restrictions on activities in order to control the spread of the virus. Thus, the State Public Universities, including the UESB, as education and promotion agents, carried out a readaptation of pedagogical work, offering remote teaching in essential courses to face the pandemic.

With this, the planning and execution of the supervised internship of the Physiotherapy course in the remote modality was carried out in the Community area through the platforms of GoogleMeetWhatsApp through teleservices that can also be called telemonitoring, since they consisted of the remote monitoring, through technological devices, of patients who had previously attended in person at the UESB Physiotherapy School Clinic.

In the telemonitoring mode, synchronous and asynchronous methods can be used, and while synchronous communication involves immediate contact between the sender (who sends the message) and the receiver (who receives the message), asynchronous communication is timeless in that the sender sends the message and the receiver may or may not receive it immediately. (COFFITO, 2020).

The objectives of the internship were: to encourage the student to develop the ability to assess and assist by telemonitoring; provide comprehensive care to patients with remote care; develop the Remote Service

Plan; guarantee physical therapy assistance to patients assisted by the Escola de Fisioterapia Clinic remotely during the pandemic period.

Initially, patients who were treated at the Clínica Escola de Physiotherapy of the Universidade Estadual do Sudoeste da Bahia in the city of Jequié-Bahia, before the pandemic, were screened, in which the existence of favorable conditions for the performance of remote care services was evaluated, with the availability of schedules, access to some electronic device with technological resources of the platforms to be used in remote care and internet access.

Telemonitoring was carried out in the period of July 2020 to July 2021, often twice a week for each patient who agreed to participate through a Free and Informed Consent Form.

The patients' profiles were mostly adult and elderly individuals with musculoskeletal and neurological impairments, corroborating other studies carried out at the School Clinic and in the community (MATIAS; ALENCAR; SILVA, 2011; CARVALHO et al., 2013).

These individuals were reassessed remotely and from this short and medium term conducts were outlined, with objectives that aimed to improve the physical conditioning and functional capacity of these patients. The appointments were scheduled and took place through the aforementioned digital platforms in the presence of a supervising teacher, in which the planned physiotherapeutic behaviors were carried out. Monitoring the supervisor is of great importance to facilitate the teaching-learning process (LIMA, 2020).

For the students, it was a great challenge to carry out the consultations remotely, in which there would be no possibility of evaluation resources such as palpation and therapeutics that involved direct contact and kinesiotherapy and electrothermotherapy equipment available only at the Physiotherapy Clinic. In view of this, students had to reframe

their practices that must fit into the remote mode with a focus on health promotion and disease prevention, changing from a model still focused on rehabilitation to a model of functionality of the International Classification of Functioning (ICF) (LIMA, 2020; SILVA; ROS, 2007).

During the remote consultations, some difficulties were encountered in relation to patients, such as: limited access to the internet and devices with technological resources; difficulties with digital technologies, mainly by the elderly, which required the accompaniment of a family member during the services; difficulties in reconciling the hours of care with domestic activities and with children in the case of women; difficulty in reconciling service hours with work activities in the case of workers; cognitive difficulties to perform the proposed exercises.

Even in the face of these difficulties, Physiotherapy managed to contribute to the physical and mental health of the people assisted, positively impacting the functionality and quality of life of patients, who at the end of the teleservices reported improvement in musculoskeletal pain, symptoms of anxiety and greater willingness to perform activities of daily living. performed remotely, similar findings were found in the study by Carvalho et al. (2013) on the satisfaction of patients seen in the curricular internship of physical therapy in the community who reported a high level of general satisfaction.

FINAL CONSIDERATIONS

The completion of the supervised Physiotherapy internship in the Community area through tele-services was a very significant teaching-learning experience for students who were able to perform the profession in a different way from what was previously experienced in graduation.

In addition, Physiotherapy in the context

of the pandemic became accessible to people, who were negatively impacted and could contribute positively to the health and lives of these individuals.

It was an experience that provided the students with a new look at Physiotherapy, whose challenges and difficulties faced in carrying out teleservices did not prevent the execution and conclusion of the proposed conducts with the patients.

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