

UNA-SUS AS A COMPLEMENTARY TEACHING-LEARNING TOOL IN THE HEALTH AREA

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INTRODUCTION

Due to the pandemic of the new coronavirus, with the aim of preventing the spread of the disease and crowding in the places of practical internships, the coordination of the Medical Course at the "Centro Universitário Barão de Mauá", in accordance with the agreements signed at the Department of Health of Ribeirão Preto, determined the rotation regime for its students.

The childcare discipline takes place in the sixth semester of the course and the respective practical internship takes place in Basic Health Units (UBS) with classes of approximately eight students, and, during the pandemic, four are scheduled in person in the first two classes, while the other four remain active through the portal. In the next two classes, the groups are inverted and the students who were in the practical internship carry out activities on the portal and the other half carry out activities at the UBS.

OBJECTIVE

Since students tend to be eager for face-to-face practical internships, it is essential that teachers seek tools so that students, in addition to acquiring knowledge, also add motivation during online activities.

METHODOLOGY

Data from the institution itself indicate that most of its graduates from the medical course, at the end of the course, will take public tenders where better curricula achieve higher scores. Therefore, as an option for the activities through the portal, the academics were introduced to the Open University of the Unified Health System (UNA-SUS), whose objective is the training and permanent education of health professionals by offering

free courses in the modality of distance education with the right to certification.

In possession of the programmatic content of the course, it was verified that the UNA-SUS presented two similar themes and with open courses at the time of the realization, with thirty hours each: Breastfeed and feed Brazil: recommendations based on the Food Guide for Brazilian Children Minors 2 years and Comprehensive Care for Children with Growth and Development Disorders related to Zika and STORCH Infections. They were directed to the students, with the suggestion to the students to take another course of their free choice.

Students must post certificates of completion in the space designated for this task on the portal with subsequent verification of their completion by the teacher.

RESULTS

The students committed themselves to carrying out the proposed courses, presenting positive *feedback* at the end of the discipline, especially regarding the knowledge of this public and free tool that, in addition to collaborating with self-learning and specialized training, also adds to the provision of qualification certificates.

FINAL CONSIDERATIONS

It is essential that professors continue to encourage students, seeking tools to add knowledge and motivation for the complete development of essential competencies in the teaching-learning process and in the training of medical professionals.

Keywords: Primary Health Care. Continuing Education. Child health.

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