

## Relato de Seção Especial

### **Enfrentar a realidade metodologicamente: o Zopp e a organização do trabalho fonoaudiológico por estagiários em UBS\*\***

#### Facing the reality with method

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The demand for formation in Collective Health created the necessity to provide to the Speech-Language and Hearing Sciences students an effective education in health practice, considering the levels of its insertion in work: from the Basic Health Unit (BHU) to the management. The University, that has the opportunity and the duty of integrating education process, research and extension to the public health and education of the country faces the challenge. Education played a central role in Collective Health improvements. As a professor of Institutional and Communitarian Speech-Language and Hearing Sciences Training Discipline, I understood students' (trainees in Communitarian Speech-Language and Hearing Sciences from Federal University of Santa Maria- UFSM- RS) difficulties in dealing with problems detected in BHU. Such problems are very similar to the ones faced by professionals and, probably, the same the students will have to face in their professional lives. Toward this situation, the way was to suggest methodologically organized solutions. All BHU look alike, but they are never the same. How to teach students and/or newly-arrived professional in the area to deal with this?

Leading trainees to experience BHU practice is a fundamental step. However, it might be not enough to plan their actions. Because of it, we worked in class with Ziel Orientiert Projekt Planung (ZOPP) Method 1, 2, 3, whose results deserve notice.

The method was created about 25 years ago. It aimed to be a methodology that privileged the social participation in planning processes and management of development projects. It has a big rang of application including politics and strategy reformulation, also in health ambit.

The ZOPP is constituted by two interdependent stages. In the first one, analysis stage, the diagnosis of the current situation is made. After that, the prognostic of the future situation is made, as well as the analysis of the ones involved in it. And, finally, there is the selection of strategy that better fit to the next stage. It is directed to the plan's project conception, which consists in summarizing, in a logical matrix, all project strategy 1, 3.

The analysis stage implies: involvement analysis, problem analysis, analysis of objectives, and analysis of alternatives. Involvement analysis clears up the fundamental issues in order to the planning process runs free of obstacles. The tools used were the BHU organizational analysis and the matrix of powers and strengths. In order to elaborate the problem analysis the Tree Problem was used and it is represented in Figure 1.

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In the tree picture, the central problem (raised by the group) was placed in the center of the diagram. Its causes were hierarchically distributed lower in the picture, and the effects, higher.

For the analysis of objectives, an objective tree was drawn (Figure 2), so that the expected solutions were arranged in a diagram, similar to the tree problem one, opposing problems and solutions. To each problematic situation, an alternative strategy was proposed (Figure 3). However, in project elaboration, the first one was taken in order to start the working process.

In plan's conception stage (second stage), a document known as Plan Project Matrix (PPM) was created that resumes the project strategy that is identified in its matrix structure: the higher objective (or strategic), project objective, the expected results (corresponding to the specific objectives), and the actions (that are the means to reach the results). It were included impact indicators, that are useful to measure the benefits brought by the project, assessment sources and principles, that are exterior factors concerning the governability of the project, but essential to its success. Afterwards, there is the implementation of actions, with its operational planning. The activities are defined, tasks and routines, jointly with its chronogram.

The results obtained with ZOPP, in this group of students, showed that the application of the method can orientate the planning of actions in BHU, as well as it provides professionals the idea of how favor social participation in health. The work is done in group, fundamental aspect in Collective Health work; when compared to the individual/autonomist work, less desirable. The method is quickly applied and it provides effective results. It showed students from where to begin to solve the raised problems, as well as it allowed them to conclude that speech-language and hearing therapists (health professional) are completely capable to integrate management and planning health teams.

FIGURE 1. Tree Problem.

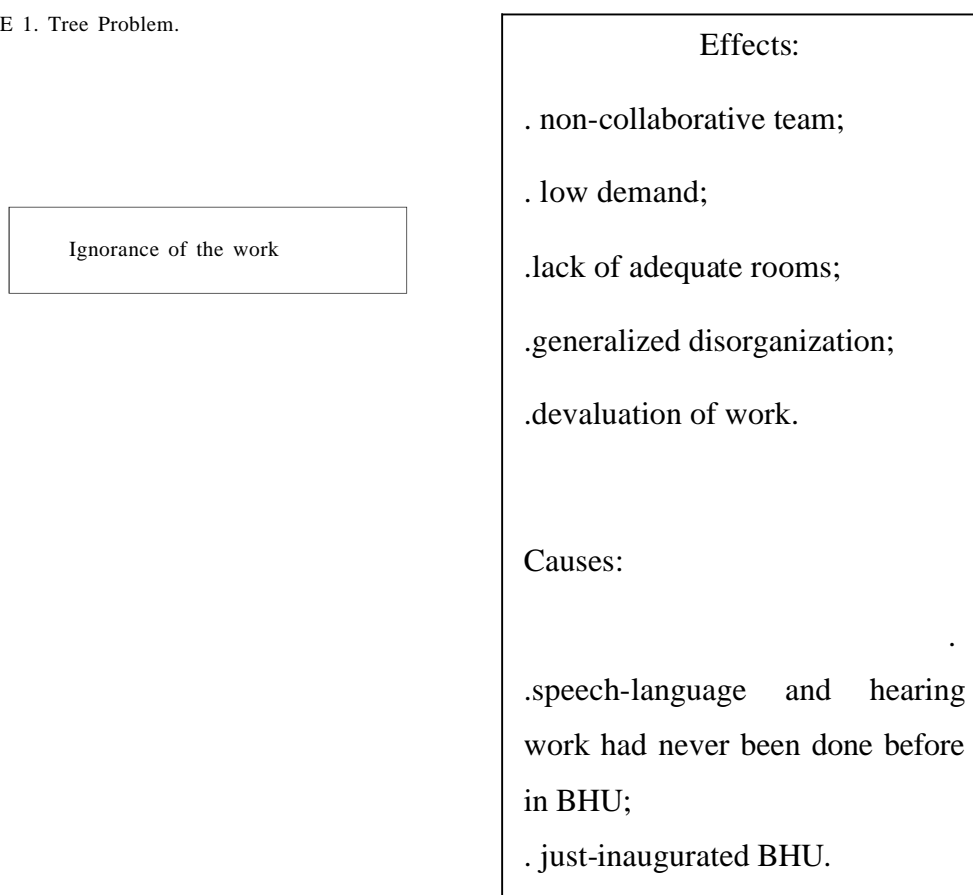


FIGURE 2. Objective Tree

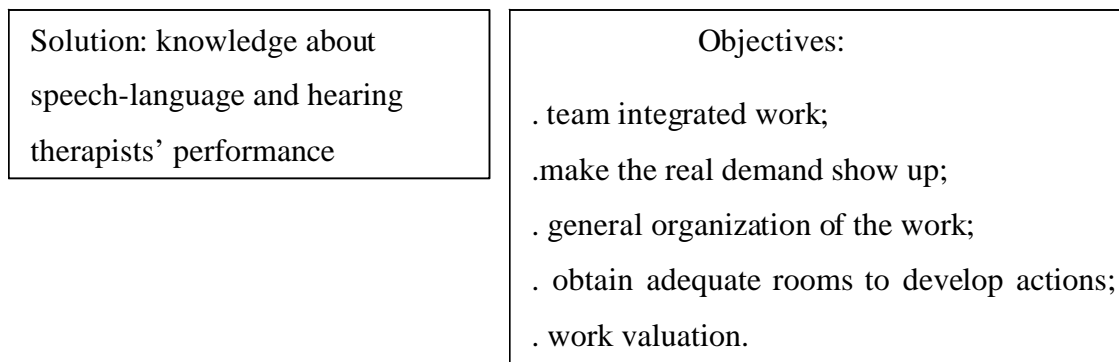
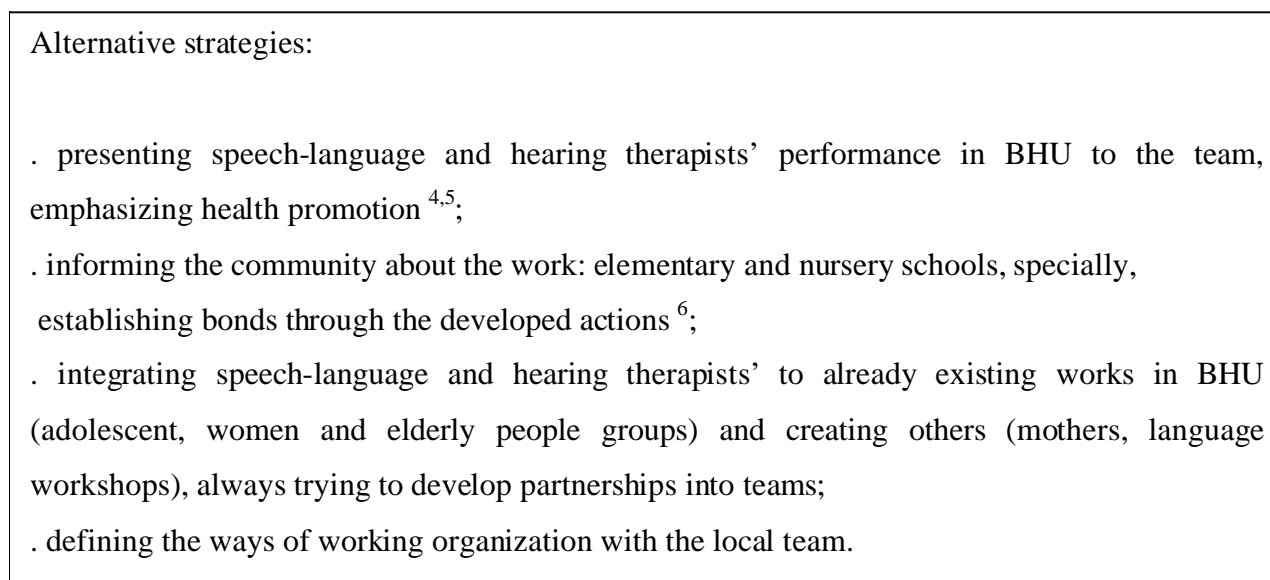


FIGURE 3. Alternative strategies



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