

## Intersectoral working in schools between education staff and primary healthcare professionals

### Case study

#### Case study description

<p><i>Title of the initiative / case study</i></p>	<p>Student Assistance Policy of the Federal Institute of Education of Ceará, Brazil: contributions of nurses for health promotion</p>
<p>Country / Territory</p>	<p>Brazil/ Ceará</p>
<p>Summary of the intersectoral initiative</p>	<p>The Student Assistance Policy of the Federal Institute of Education, Science and Technology of Ceará (IFCE), Brazil seeks to broaden the conditions of access, permanence and success of young people and promote universal access to health for students, anchored in the principle of integrality, bringing together actions and services according to the local reality. The operationalization of the policy occurs through the development of programs, projects and interdisciplinary and intersectoral actions, directed to the integral development of the student, meeting the particularities and social indicators of the campi, having as a central pillar health education and strengthening of citizenship.</p> <p>In this context, the nurses inserted in the student assistance teams collaborate in the identification and resolution of problems related to the health of students, through the socialization of knowledge, promoting the integration of knowledge from different fields in the perspective of interdisciplinarity and intersectorality. In addition to articulating and partnering with the local care network through public and private institutions.</p> <p>Among the successful experiences in health promotion practices developed by nurses of the IFCE with young students, the project "Youth Protagonism on Stage: approaches to health promotion" stands out with the production of documentaries, the implementation of care and educational activities for the internal and external communities, the use of Integrative and Complementary Practices (PICS) and the production of educational materials, during and after the pandemic of covid-19.</p>

Focus of the initiative	Both mental health and physical health
<p><i>Goal and objectives</i></p> <p>Overall goals and specific objectives.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>- 80% of the actions developed by the student</li> <li>- student assistance teams are integrated with other sectors (intersectoral);</li> <li>- 100% of student assistance actions are related to the promotion and defense of Human Rights.</li> <li>- Human Rights.</li> </ul> <p>General Objectives:</p> <ul style="list-style-type: none"> <li>- Expand the conditions for access, permanence, and success of young people in federal public professional education</li> <li>- Promote universal access to health for students, anchored in the principle of integrality, bringing together actions and</li> <li>- To articulate actions of the IFCE student assistance teams with the external health and social assistance networks for the assessment, diagnosis and monitoring of students with health and/or social vulnerability problems;</li> </ul> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>- To expand the number of units (campuses) with local projects to promote health and quality of life;</li> <li>- Carry out systematic activities to provide students with guidance on health;</li> <li>- Carrying out annual programming of the health sector's actions in the units;</li> <li>- Carry out the monitoring of the educational and health situation of students;</li> <li>- Formalise partnerships with municipalities to refer, when necessary, students with specific educational needs to the health and social services networks, maintaining continuous monitoring and school-community integration;</li> <li>- To act in the health surveillance with prevention, promotion and health treatment actions, individually and collectively, ensuring conditions for the teaching-learning process and promoting citizenship and the well-being of young students.</li> </ul>

<p><i>School setting</i></p> <ul style="list-style-type: none"> <li>- Age group of students covered (0-18)</li> </ul>	<p>15-29 years old mostly</p>
<ul style="list-style-type: none"> <li>- Number of students in the school</li> </ul>	<p>30,714 students enrolled in regular courses at the 33 campuses of IFCE in 2023</p>
<ul style="list-style-type: none"> <li>- Public (<i>no fees</i>) or Private (<i>pay fees</i>)?</li> </ul>	<p>Public</p>
<ul style="list-style-type: none"> <li>- Location</li> </ul>	<p>Urban and Rural</p>
<ul style="list-style-type: none"> <li>- Socioeconomic environment</li> </ul>	<p>All types</p>
<p><i>Description of the initiative</i></p> <ul style="list-style-type: none"> <li>- What was the driver to start the initiative? <i>Was it the pandemic, or something else?</i></li> <li>- From when to when did the initiative take place? <i>Does it continue now?</i></li> <li>- Did it get funding? How was it funded?</li> <li>- What type of activities took place <i>e.g. health professionals seeing students or staff for consultations, health professionals training education staff, teachers training health professionals?</i></li> </ul>	<p>In Brazil, a field of action of school health with young people is constituted by the multidisciplinary teams of student assistance present in universities and Federal Institutes of Education (IF), through the National Student Assistance Program (PNAES) established by Decree No. 7.234 in 2010. The Federal Institute of Education, Science and Technology of Ceará (IFCE) is part of the Federal Network of Professional, Scientific and Technological Education and offers training courses at the levels of basic education with vocational technical courses integrated to high school, concomitant and subsequent, as well as higher education through undergraduate and graduate courses. The rectory of the institution is located in Fortaleza, capital of Ceará and currently the IFCE has 33 campuses scattered throughout the interior of state and metropolitan region. It has, since 2015, a Student Assistance Policy (PAE) implemented from multiprofessional teams, composed of social workers, psychologists, educators, technicians in educational matters, doctors, dentists, nurses, nursing technicians, nutritionists and student assistants; the student assistance promotes the support to the students' school life, with</p>

priority to those to those with socioeconomic vulnerability, with universal and specific programs, in order to widely assist the students through the axes: I - Work, Education and Citizenship; II - Health; III - Food and Nutrition; IV - Culture, Art, Sports and Leisure; V - Aid in the form of Subsidy. Furthermore, it offers services of prevention and health promotion through biopsychosocial actions. Thus, the nursing activities at IFCE aim to promote health, mainly through health education strategies, as well as preventive actions and first aid care in urgent and emergency situations, prevention of Sexually Transmitted Infections (STI) and guidance on healthy living habits. In this context, the nursing professional who works in the school context goes beyond direct health care and supports education professionals in identifying and solving problems related to the students' health, through interdisciplinary and intersectoral actions. In this exercise of interprofessional collaboration, the School Nursing practices and the coordination of care in student assistance to mobilise and develop health promotion strategies stand out. The Nursing Consultations for assessment/monitoring of the students' health are carried out primarily with the students who are new to the school and/or receive student aid. The consultations are scheduled during the extra-curricular period or during class time, according to the availability of the students. In the health evaluations, it is obtained the identification of health problems, promotion of health problems, promotion of self-care, besides the student's referral to the health network, if necessary. In addition, the students' protagonism is stimulated through health education actions, in order to obtain an active involvement and conscious and responsible choices of their attitudes and health behaviours.

<p><i>Partners</i></p> <ul style="list-style-type: none"> <li>- Who are the partners involved?</li> <li>- Who are the education professionals involved in the initiative?</li> <li>- Who are the health professionals involved in the initiative?</li> <li>- Where are the health professionals located? (<i>e.g. In the school, in the community?</i>)</li> <li>- At what stage/s did intersectoral work happen (<i>eg conceptualization, co-design, implementation or evaluation</i>)?</li> </ul>	<p>As part of the educational process, the teams' activities are based on intersectoral and interdisciplinary coordination. Nurses have the art of caring and educating at their core, which is why they excel in educational spaces, as health education is part of their job. The nurse's role in these actions calls for partnerships in the design and implementation of accessible educational programmes that drive the student assistance policy at IFCE, recognising in the student a potential multiplier of knowledge, ideas and collective actions. In this sense, nurses are inductors of these partnerships with educators and professionals from other sectors and from the campus linked to teaching to motivate young people to pursue academic achievements and goals. And also with groups/collectives of young students, such as music, dance and the production of artistic (drawing and painting) and audiovisual materials. In partnerships with primary health care teams, Health Academy Programmes and the Health at School Programme, Second Time and Sport and Leisure in the City, they articulate with the local care network involving public and private institutions.</p>
<p><i>Results of the initiative</i></p> <ul style="list-style-type: none"> <li>- What were the deliverables?</li> <li>- Can you give some examples of actions resulting from the initiative?</li> <li>- What do you think was the impact of the initiative, if any?</li> </ul>	<p>The successful experiences in health promotion practices developed by IFCE nurses with young students were the extension project "Protagonismo juvenil em cena: approaches of health promotion" in which educational videos in documentary format with active participation of adolescents through stories of life and overcoming and using the principles of self-efficacy. The videos covered topics of interest to students such as bullying, traffic accidents, arbovirolosis, STIs, healthy eating, physical activity, teenage pregnancy, mental health and diversity. Another highlight action is the Health Circuit/Week that usually occurs in April and offers actions and services to the internal and external community such as health assessment, vaccination, rapid tests for STDs, blood donation and health education. Besides promoting sports and leisure activities that encourage the adoption of an active lifestyle. Another significant action is the use of Integrative and Complementary Health Practices (ICPs) by IFCE nurses, such as reiki, auriculotherapy and the use of medicinal plants. These practices require few material resources for their implementation and constitute possibilities of responses to the students' needs. The IFCE Nursing Team has also been preparing several educational and audiovisual materials, such as cards, quizzes, videos and booklets on health-related topics for dissemination in the institution's social networks. These activities were intensified during the covid-19 pandemic due to social isolation and remote teaching/work.</p>

<p>Evaluation of the initiative</p> <ul style="list-style-type: none"> <li>- Was the initiative evaluated? <span style="float: right;">If Yes</span> - <i>How, and by whom?</i></li> <li>- Name two things that went well.</li> <li>- Name two things that could be improved.</li> <li>- What were the main <u>barriers</u> to intersectoral working?</li> <li>- What were the main <u>facilitators</u> for intersectoral working?</li> <li>- What advice would you give to others who would like to do a similar initiative?</li> </ul>	<p>The evaluation of the actions was performed by a group of eleven nurses of the IFCE during work meetings and focus groups conducted in a research developed in 2021. The following facilitating factors were identified: the integrated planning with the teaching sector; the use of active learning methodologies, such as working with peer leaders; the inclusion of self-efficacy assumptions as examples of overcoming, the interest of young people in knowing/assessing their health situation, the greater effectiveness of individual actions; the establishment of partnerships to deepen some themes, as well as to know the students' real needs. According to the participants, the actions to promote health in IFCE are still fragmented, sometimes lacking support from teachers and management and effective participation of students. The scarcity of human and material resources on some campuses was highlighted as barriers, causing difficulties in assessing the impact of the actions mainly collective. Thus, it has been intensifying the role of nursing in the school environment in the dissemination of integrated actions and expanding partnerships and collaborative efforts between the sectors of health and education to address health inequities. Thus, nurses as members of health and/or student assistance teams can, in addition to acting in the prevention and promotion of health, guide care in specific situations of disease and illness. These actions have enabled IFCE to get closer to the community and the development of partnerships in health care networks, facilitating access to young students.</p>
<p>Additional information if available:</p> <ul style="list-style-type: none"> <li>- Links to relevant websites</li> <li>- Link to / title of relevant articles</li> <li>- Other relevant resources</li> </ul>	<p><a href="http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2010/decreto/d7234.htm">http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2010/decreto/d7234.htm</a></p> <p><a href="https://ifce.edu.br/espaco-estudante/assistencia-estudantil/politica-de-assistencia-estudantil-do-ifce/regulamento-da-politica-de-assistencia-estudantil-do-ifce.pdf/view">https://ifce.edu.br/espaco-estudante/assistencia-estudantil/politica-de-assistencia-estudantil-do-ifce/regulamento-da-politica-de-assistencia-estudantil-do-ifce.pdf/view</a></p> <p><a href="https://ifce.edu.br/espaco-estudante/assistencia-estudantil/publicacoes/referenciais-de-atuacao-dos-profissionais-da-ae.pdf/view">https://ifce.edu.br/espaco-estudante/assistencia-estudantil/publicacoes/referenciais-de-atuacao-dos-profissionais-da-ae.pdf/view</a></p> <p><a href="https://ifce.edu.br/noticias/noticias-de-destaque/201cguia-de-enfermagem-escolar201d-traz-diagnostico-e-estrategias/guia-de-enfermagem-escolar-1.pdf/view">https://ifce.edu.br/noticias/noticias-de-destaque/201cguia-de-enfermagem-escolar201d-traz-diagnostico-e-estrategias/guia-de-enfermagem-escolar-1.pdf/view</a></p> <p><a href="https://doi.org/10.1590/0034-7167-2022-0260">https://doi.org/10.1590/0034-7167-2022-0260</a></p>

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