

THE REGIONAL CENTER OF REFERENCE FOR COPING TO CRACK AND OTHER DRUGS: EXPERIENCE REPORT

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ABSTRACT

It has as purpose to report the experience of the pedagogical team about the courses offered by the Regional Center of Reference for Coping to Crack and Other Drugs of the Federal University of Santa Maria, by means of the strategy of Permanent Education in Health. It is a report of professional experience about the courses developed in the year 2016. There were developed three training courses from the logic of Permanent Health Education to professionals in the area, to teachers from public and private schools of primary and secondary education, and public security professionals. The experience took the courses offered as a strategy of Permanent Education in Health, in addition to enabling the relationship between people, in the sense of recognition of the other for the collective construction. It is believed that sharing experiences of members of courses can inspire the construction of other possibilities in the area of psychosocial attention as, for example, the construction of networks.

Keywords: Nursing. Continuing Education. Mental Health. Substance-Related Disorders.

INTRODUCTION

The growth of the use of psychoactive substances, both in doses, as in frequency of consumption by the population, has been considered an important public health problem, reinforcing the need for reform in public policies of care for users of alcohol and other drugs^(1,2). In this context, part of strategies in the logic of the Regional Centers of Reference of Coping to Crack and Other Drugs (CCOD) are inserted.

As concrete possibility to problematize the make and knowledge in the field of drugs, the CCOD emerge in 2010 with the initiative of the Integrated Plan to Confront Crack and Other Drugs, by the federal government. This Integrated Plan, as amended by decree 7,637 of December 8th, 2011, which established the program "Crack, it is possible to win", is supported on three structuring axes: caution to users, coping with authority to drug trafficking and prevention to use. The central idea of this program is the development of interministerial actions, with the design of network and partnerships essential for the attention to users⁽¹⁾.

The performance of the CCOD within Brazilian,

culminated with the emergence of technical guidelines those underlie its operation as a result of complexity that is exposed the use of psychoactive substances. Being that, in the face of such complexity, the training of professionals linked to the area of health, education, social assistance, among other changes to be questioned⁽³⁾.

Thus, as a strategy of Permanent Education in Health (PEH), the CCOD emerge as a proposal for a partnership established between the National Secretariat of Policies on Drugs (SENAD), federal, state and municipal managers, as well as public institutions of education, such as universities. For the CCOD become real actions, the institution that receives interest should respond to notices issued by SENAD, in accordance with the objectives of the National Policy on Drugs and Mental Health^(3,4).

With this, we obtained the first public Call Notice N°002/2010 promoted by SENAD and the Ministry of Health (MoH) for financial support for projects of deployment of CCOD, which had as its objective the permanent formation of professionals who work in networks of integral health care and social assistance with users of crack and other drugs, as well as that of

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their families. Already the second call, in the year 2014, the Call Notice N°8, the SENAD of the Ministry of Justice (MJ), proposed to the CCOD the presentation of projects based on the needs of continuing education with a view to the formation of intersectoral networks of care in the territories as a National Policy on Drugs and the National Mental Health Policy.

Constituted as spaces those follow the guidelines of the PEH, the CCOD are conspicuous by the development of actions based on active methodologies through the problematization of the work process in health, taking as a reference the needs of populations, the reorganization of the sectorial management and the expansion of ties of training with the exercise of social control⁽⁴⁾. On the basis of these perspectives, the Federal University of Santa Maria develops its activities since the first public call of the SENAD, continuing its actions with the contemplation of the Notice N° 008 of 2014.

So, with the purpose of sharing the work on a day to day basis of intersectoral health, the aim of this article is to report the experience of pedagogical team about the courses offered by the Regional Center of Reference for Coping to Crack and Other Drugs at the Federal University of Santa Maria, by means of the strategy of Permanent Education in Health.

It is worth highlighting that understands by PEH the development of dynamic processes turned to training whose axis driver is guided by the formation of social actors and the respect to the locoregional characteristics⁽⁵⁾. In this perspective that justifies the importance of this report, since the PEH allows the production of new strategies for the educational processes.

Furthermore, it has been the emergence of other glances to the theme of the use of psychoactive substances, at the same time that there are insufficient possibilities for change. These may be feasible for rapprochement between the actors, through exchanges of experiences and collective constructions of more coherent solutions for the making of professionals, especially under the logic of the intersectoriality⁽¹⁾.

METHOD

It is a report of professional experience, from the experiences of the pedagogical team of the CCOD of UFSM located in the municipality of Santa Maria, Rio Grande do Sul (RS), Brazil. The CCOD attended around 100 people, divided into three classes, with an average of 30 students per class. The lessons took

place in a weekly scheme, organized from a pre-defined schedule of topics and teachers.

The information which form part of this report shall comprise the activities contained in the reports and records sent to SENAD, referent to the period from April to November 2016. For better didactic organization, the contents reported here were grouped from the descriptive analysis for the presentation: local context and preparation of the team; pedagogical strategies; courses offered and participants; and evaluation of the process. It should be emphasized that the study was not submitted for consideration in Committee for Ethics in Research; because it is a report, but were ensured and respected the ethical precepts in the presentation of the data.

RESULTS AND DISCUSSION

Local context and team preparation

The municipality of Santa Maria has 261,031 inhabitants. It is a reference in the Region of Health Green Fields which is composed by 21 municipalities⁽⁶⁾. It is the headquarter of the 4th Regional Coordination of Health (4th CRS) and is located in the Mesoregion Western Central of the State of Rio Grande do Sul, 324 km far from Porto Alegre, capital of the State of Rio Grande do Sul.

The health services of the Municipality of Santa Maria are composed by Primary Care (Basic Health Units and Family Health Strategies), for Specialized Services and Hospital (Emergency Care Child and Adult, Hospitals, Mobile Emergency Care Service and Psychosocial Attention) and Surveillance in Health (health, epidemiological and environmental health, as well as the Worker's Health). The Psychosocial Care in the municipality seeks intersectorial articulation to develop the care to users of the Unified Health System (SUS) and is composed of two Psychosocial Care Centers for Alcohol and Drugs (CAPS ad), a CAPS for severe mental disorders, a child CAPS, in addition to the Welcome Health that meets the families and survivors of the tragedy in Boate Kiss.

The pedagogical team of the CCOD was composed by professors of the UFSM of Undergraduate Nursing Course, Graduate Student in Social Service Professionals from the University Hospital and the Municipal Secretariat of Health of Santa Maria, which were invited intentionally by his professional experience in the subjects worked in the courses offered. In addition to these, counted with the support

of the Multiprofessional Residency integrated into the Public Health System of the UFSM through sharing of experiences of residents of the Mental Health Program and aid for the operationalization of the courses and students of the Undergraduate Nursing Course and the Post-Graduate Program in Nursing at UFSM.

The teachers of the courses of Santa Maria (UFSM), as well as professionals in the University Hospital and the Municipal Secretariat of Health of Santa Maria acted as teachers facilitators in meetings. Have the students from the residence and the undergraduate and graduate nursing participated as monitors, aiding in the secretariat and infrastructure of each meeting.

For the realization of courses, the team has understood the importance of the pedagogical strategy of meetings could modify the idea of 'deposit' knowledge and, on the contrary, seek the stimulus to the exercise of the autonomy and criticism, giving scope for other types of production of knowledge⁽⁷⁾. Thus, in the perspective of developing educational actions based on the PEH, the staff of the CCOD/UFSM noted that it was necessary moments of reflection forward the pedagogical training of facilitators who act in the courses offered, with the purpose of raising awareness among them forward to the use of active methodologies. With this, these moments have encouraged the organization/construction of educational arrangements which aimed to produce different forms of learning and teaching^(5,7).

The members of the pedagogical team, who fulfilled the role of facilitators courses, took on a secondary role, with a view to offer reflections, significant enough to allow, transformed into learning situations, they awake in participants the potential and the ability to (re)intervention on reality. Thus, the facilitator represented a motivating force in the process of collective construction of knowledge.

Pedagogical strategies

The pedagogical strategies developed by the mediators of the CCOD/UFSM involved courses for health professionals, public safety, educators from municipal schools, state and private of Santa Maria and the region, with a view to allow the multiplicity of plans of action while CCOD/UFSM in accordance with the context demand and work process of each site.

Operationalized in weekly meetings, the learning spaces were developed to be afforded the interaction

and the construction of knowledge with different pedagogical strategies, in order to leverage the exchange between participants and facilitators. In relation to the themes addressed, the CCOD/UFSM is linked to the Research Group "Mental Health Care and Training in Health (FORESM)", registered in the Directory of Research Groups from CNPq. With this, the themes worked on guided meetings on the results of the research developed by that group, as well as guided by the local and regional reality experienced by mediators of the CRR. In addition, the subjects were guided by the guidelines of the SENAD and public policies in force.

In continuity to the themes discussed in the courses, it is noteworthy that all were permeated by generators axes of reflection and discussion, such as: national health policies, mental health, alcohol and other drugs; social representations of drugs and drug user; news about the user profile of crack, epidemiology and public health impact of various types of substances; attitudes of health professionals facing the drug user; identification and classification of different patterns of use, together with an evaluation of the respective damage and risks, and the referrals as appropriate to each situation; treatment options and attention to problems arising from the use of drugs, and their effectiveness; strategies of brief intervention; psychic suffering of the worker in the context of attention to drug users.

The themes were seen as resources for participants to achieve the proposed objectives, which are: to qualify the professionals who work in the network of integral health care and the network of social assistance; trigger actions based on the principles of amplified clinic seeking to qualify for assistance through the restructuring of modes of relations between professionals (interdisciplinary) between sectors (inter) and between staff and users of SUS; promote processes of transformation of practices in health care, management and health education; provide health professionals, primary and secondary education, as well as to the security of updated information about the illicit consumption of crack and other drugs; provide subsidies to the professionals of health, education and security trained can act as multipliers in preventing the use of crack and other drugs and health promotion.

It is worth noting that the proposed themes do not figured as the starting point for the structuring of the learning process, but rather as an instrument of the pedagogical proposal. In this perspective, the themes

emerged from the reality of the workplace itself experienced by participants of the courses and by the facilitator configuring generating propositions, stimulating curiosity and provocative of the debate. The methodology based on generator themes prioritizes the problematization of knowledge already constituted historically and socially. This will broaden the vision of the world, which enables the understanding of the reasons of the phenomena that surround them and, furthermore, the commitment so courageous and hopeful with the transformation of reality⁽⁸⁾.

In terms of the educational activities, there were based on methodologies that involve: problem situations (organized activity by means of meetings in small groups for the processing of situations in the world of work drawn up by the facilitators of courses), narratives (situations brought by participants from their own experiences), plenary sessions (socialisation of summaries and productions of groups) and experiential learning (workshops, technical visits to health services that meet users of alcohol and other drugs).

In the context of the teaching-learning process the educational activities are organized so articulated and geared to the development of competence (knowledge, skills and attitude)⁽⁹⁾. It is assumed that the formation can be recognized in another place, under another perspective, which invites students, in the case of the CCOD participants of courses, to experience and participate in the teaching and learning⁽⁷⁾.

This methodology appears as one of the possibilities of contributing with the challenge of producing spaces of knowledge construction through the CRR/UFSM, once that was guided under the principles of critical pedagogy, whereas the perception of reality and the role of health professionals, teachers of the Municipality and the State, and security. It is emphasized that in the context of this pedagogy the relationship between culture, politics, the economy, the class and the pedagogy, as well as the relations, the social spaces and intellectuals are intrinsically connected and that cannot be disregarded in the context of everyday life of learning spaces. Thus, based on the intention of questioning, ask yourself about the world and the reality in which we live⁽⁹⁾.

The completion of training courses for attention to drug users to the Regional Center of Reference was based on PEH as a strategic resource for the management of work and health education. What if you wanted to redeem the locoregional sense of the

experience of the participants, so that we can discuss and implement the most appropriate action, defining content, form, methodologies and responsible, ensuring the performance of the same according to their context⁽¹⁰⁾.

Courses offered and participants

The CCOD/UFSM offered courses of ongoing formation on alcohol and other drugs to professionals of the health, education and security of Santa Maria, as well as to other municipalities members of the 4th CRS. Also, they were offered jobs of courses for students of the undergraduate and graduate levels.

In the course I, of "training for attention to drug users and implementation of public health policies", the audience were professional social workers, dentists, physical educators, nurses, physiotherapists, speech therapists, doctors, nutritionist, pedagogue, psychologists and nursing technicians, actors in the network of Primary Health Care, CRAS, CREAS and CAPS, being that most of the participants were nurses and psychologists.

As regards the second course, "training for attention and forwarding of young drug users and their families in the school context" has as target public school teachers from schools in the municipality of Santa Maria; Working area: Municipal and State schools in the municipality of Santa Maria and the region. It is worth mentioning that this course was low adherence of teachers because the schools, especially those of the State, are on strike, and also due to the parceling of their salaries by State Government.

Furthermore, the Municipal Schools there was a lack of teachers in the classroom, being required that the directors and supervisors met the classes. Due to this, the staff of the CCOD understood the need to broaden the target audience for the private schools in the municipality; however, had become the majority of the participants state and municipal teachers.

The third course "Training for attention and escalation of drug users and implementation of public health policies in the context of public safety services" whose public targets were professionals who work in the security sector, in the following areas: the Municipal Guard, Civil Police, Federal Police, Military Brigade, Socio Education. The profile of the participants of this course was, in its majority, professionals linked to military and civilian police and military brigade (Military Police of the state).

Some factors hampered the completion of courses,

among them: the strike of the magisterium, the lack and/or fragmentation of wages, displacement of some security professionals to meet the needs in the course of the Olympic and Paralympic Games. Despite the obstacles encountered in the development of the courses, they managed to meet the proposed objectives and participants were key persons for the multiplication of the ideals proposed by the CCOD/UFSM.

This can be evidenced by the recognition that the CCOD obtained compared to other services and governmental bodies of Santa Maria and the region. How, for example, calls for discussion of the theme of Alcohol and Other Drugs, next to the Municipal Council of Narcotic Drugs and Narcotics (COMEN); Municipal Project 'Crack, is possible to win'; educational program of Drug Prevention of Military Brigade (DARE) and, Pro Rectorate of student support from the Federal University of Santa Maria (UFSM)/PRAE.

Along the courses, we can observe that the pedagogical strategies used allowed us to give a voice to the participants, in addition to promote reflections in front of the strengthening of the work process in intersectoral network on health, safety and education. In addition, courses gave participants the recognition in front of the panorama of national policies on health, mental health, alcohol and other drugs, in addition to a reflection outside the differentiation of patterns of use, together with an evaluation of the respective damage and risks to users.

As was observed in the meetings, especially those that counted with the presence of professional education and safety, the problematization of the subjects involved in the demystification of stigmas facing the drug user. With this, you can unlink the (pre)concepts perpetuated by the media to fight against drugs and not blaming the user, essential characteristics for the aid to users and, in addition, for a good conviviality in society⁽¹¹⁾.

Still, with the discussion about the use, abuse and dependence, was expanded the discussion of brief interventions outside the drug user and referrals as appropriate to each situation. To address the issue of psychic suffering of the worker in the context of attention to drug users, course participants reported the importance of being aware of the care of themselves and other colleagues. Participants reported feel welcomed and that spaces of dialogs and listening as this, allow addition of professional qualification, but the signification of everyday practices. Thus, aims to

strengthen intersectoral network in favor of co-responsabilization with mental health care⁽¹²⁾.

Evaluation of courses

The proposal evaluation of courses occurred from the connection between recognition and cooperation. In this sense, the evaluation of the participants in the courses sought to enhance what they reflected and not what they did not know. The activities were associated to qualify and make changes in work places. Thus, the participants were incited to dive in the observation of reality and redeem points problematized.

The EPS potentiates the production of knowledge in the day-to-day health services, from the reality experienced by the actors, having the routine problems of work and the experiences of actors such as grounding for interrogation and to change. It supports the idea of teaching problematizing (critical insertion in the lived reality) and meaningful learning (appreciates the previous experiences and personal experiences of participants)^(5;10).

After the removal of the problems, the participants of the courses, while observers of reality, sought the theorising that supported the problem identified, with a view to build answers and solutions. The central purpose of this assessment was to ensure that those involved should seek the why, the how, where, relations that permeate the work scenarios.

Corroborating with the idea of PEH in which seeks the relation between theory and practice by means of the inversion of the relationship theoretical content - experience, making the experiences are the order givers of the theoretical contents^(13;14). Based on this perspective, the participants made a presentation of their tasks, other colleagues and pedagogical team of the CCOD/UFSM in order to share experiences and knowledge, which were entitled "project chart".

For example, the intervention projects of the participants sought to share the knowledge acquired in courses for colleagues in the fields of practice or, also, develop actions with specific groups, such as groups of reflection about drugs with students, self-care strategies with adolescents in fulfillment of educational measures, among others.

It can be observed that the construction of the intervention projects led to critical reflection forward to everyday activities. However, the transformation of reality does not occur immediately, is a process in a permanent Constitution because the reflections, the theoretical productions, the relationship of forces

between and branch is established in the collective construction of an ethical-political project that goes beyond the health services, education and security, need interlocution of actors sensitive to this social reality with the managers and users.

With this, new demands emerged after completion of the courses, such as the emergence of permanent education actions to other professionals inserted in the network, with the objective of (re)mean their actions for the strengthening of attention to users of psychoactive substances. For both, it is considered that these professionals who attended the courses were triggers changes, in the context of practice may perform problems in everyday front of the theme.

In relation to evaluation performed by the participants as it pertains to the development of the courses, these might report in the course of meetings, as well as write and deliver the mediators. These assessments have pointed out that the experience reported presented some limitations such as the absence of participants in the area of medicine and the low adherence of professionals in the area of education and safety, because the political moment that was passing by.

However, the presence of diverse groups and different professionals ministering the classes was a power for the exchange of knowledge. In addition, reported that the development of the courses can approach the university network of attention to users through the co-responsibilization of those involved in the process of care. Pointing out, in this way, the CRRs

as a strategy of integration teaching service.

FINAL CONSIDERATIONS

This experience presented reflects a walk that deserves to be shared, because it illustrates the effort of a collective of professionals, teachers and professionals who believe in a proposal compromised with the autonomy of the social actors who are willing to produce health in the area of mental health. A glimpse of the courses offered by the CCOD/UFSM as a strategy of EPS, allows to observe that the training involves, far beyond the operationalization of pedagogical options, but the relationship between people, in the sense of sharing and recognition of the other for the collective construction.

It is believed that sharing experiences of the CCOD/UFSM can inspire the construction of other possibilities in the area of psychosocial attention. Here, we report a path of experimentation with views to give meaning and coherence between what was proposed and the practice of the CCOD/UFSM, in order to consider the social, cultural, educational.

In this way, there is the belief in an integral health care practice, which considers the individual in its entirety, which influences and is influenced by the social environment in which they live. The experience in this space has awakened the need to invest in courses of the CCOD/UFSM targeting of health actions consistent with the reality of the region proposal.

CENTRO REGIONAL DE REFERÊNCIA DE ENFRENTAMENTO AO CRACK E OUTRAS DROGAS: RELATO DE EXPERIÊNCIA

RESUMO

Tem-se como objetivo relatar a experiência da equipe pedagógica sobre os cursos ofertados pelo Centro Regional de Referência de Enfrentamento ao Crack e Outras Drogas da Universidade Federal de Santa Maria, por meio da estratégia de Educação Permanente em Saúde. Trata-se de um relato de experiência profissional acerca dos cursos desenvolvidos no ano de 2016. Foram desenvolvidos três cursos de formação a partir da lógica da Educação Permanente em Saúde aos profissionais da saúde, aos professores de escolas públicas e privadas de ensino fundamental e médio e profissionais da segurança pública. A experiência considerou os cursos ofertados como uma estratégia de Educação Permanente em Saúde, além de possibilitar a relação entre pessoas, no sentido de reconhecimento do outro para a construção coletiva. Acredita-se que compartilhar experiências dos integrantes dos cursos pode inspirar a construção de outras possibilidades na área da atenção psicossocial como, por exemplo, a construção de redes.

Palavras-chave: Nursing. Continuing Education. Mental Health. Substance-Related Disorders.

CENTRO REGIONAL DE REFERENCIA DE ENFRENTAMIENTO AL CRACK Y OTRAS DROGAS: RELATO DE EXPERIENCIA

RESUMEN

El objetivo fue relatar la experiencia del equipo pedagógico sobre los cursos ofrecidos por el Centro Regional de Referencia de Enfrentamiento al Crack y Otras Drogas de la Universidad Federal de Santa Maria-RS-Brasil, por medio de la estrategia de Educación Permanente en Salud. Se trata de un relato de experiencia profesional acerca de los cursos desarrollados en el

año de 2016. Fueron desarrollados tres cursos de formación a partir de la lógica de la Educación Permanente en Salud a los profesionales de la salud, profesores de escuelas públicas y privadas de la enseñanza primaria y secundaria y, profesionales de la seguridad pública. La experiencia consideró los cursos ofrecidos como una estrategia de Educación Permanente en Salud, además de posibilitar la relación entre personas, en el sentido de reconocimiento del otro para la construcción colectiva. Se cree que compartir experiencias de los integrantes de los cursos puede inspirar la construcción de otras posibilidades en el área de la atención psicosocial como, por ejemplo, la construcción de redes.

Palabras clave: Enfermería. Educación Continua. Salud Mental. Trastornos. Relacionados al Uso de Sustancias.

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