

Education of worker's health in Occupational Therapy undergraduate courses: contributions to the discussion on evaluation parameters of Brazilian public education*

Ensino de saúde do trabalhador nos cursos de graduação em Terapia Ocupacional: contribuições ao debate sobre parâmetros de avaliação do ensino público brasileiro

Iranise Moro Pereira Jorge¹, Angela Paula Simonelli², Jessica Elisa da Rosa³, Sattylla Sanny de Matos Ferreira⁴, Marina Batista Chaves Azevedo de Souza⁵, Barbara Iansã de Lima Barroso⁶

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ABSTRACT: This study aims to investigate actions of research, education and extension developed on worker's health field in undergraduate courses of Occupational Therapy in public universities in Brazil. It is a descriptive and exploratory research, conducted by two federal universities. The sample was formed by (n=16) Occupational Therapy undergraduate courses (n=15) in public universities. The data obtained demonstrated that the universities approach worker's health field. They have, in most cases, professors with titration in ergonomics and, in the last three years, (n=08) internship fields, (n=14) extension projects, (n=70) and a final work for undergraduates, (n=20) projects and researches, and (n=29) publications in scientific journals. Actions to promote sector union and discussions between institutions are needed, to enable experience exchanges and progress in education matter, both in this field and formation of teachers responsible for worker's health area.

KEYWORDS: Education higher; Occupational therapy/education; Occupational health/education.

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RESUMO: Esta pesquisa possui como objetivo, investigar as ações de pesquisa, ensino e extensão desenvolvidas na área de Saúde do Trabalhador nos cursos de graduação em Terapia Ocupacional das universidades públicas do Brasil. Trata-se de pesquisa descritiva exploratória, realizada por duas Universidades Federais. A amostra foi composta por (n=16) cursos de graduação em Terapia Ocupacional de (n=15) universidades públicas. Os dados encontrados demonstram que as universidades abordam a área de Saúde do Trabalhador. Dispõem, em sua maioria, de professores com titulação na área de Ergonomia e apresentam, nos últimos três anos, (n=08) campos de estágio, (n=14) projetos de extensão, (n=70) trabalhos de conclusão de curso, (n=20) projetos de pesquisas e (n=29) publicações em periódicos científicos. Destaca-se a necessidade de ações que promovam a intersetorialização e o debate entre instituições, a fim de possibilitar troca de experiências e avanços no conteúdo do ensino, tanto neste campo de atuação, quanto na formação dos docentes responsáveis pela área de Saúde do Trabalhador.

DESCRITORES: Educação superior; Terapia ocupacional/educação; Saúde do trabalhador/educação.

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1. Associate Professor of the Department of Occupational Therapy, Laboratory of Rehabilitation, Accessibility and Labor (LABRAT).
2. Associate professor, Department at Occupational Therapy. Laboratory of Rehabilitation, Accessibility and Labor (LABRAT).
3. Occupational Therapy student. Laboratory of Rehabilitation, Accessibility and Labor (LABRAT).
4. Occupational Therapy student. Laboratory of Rehabilitation, Accessibility and Labor (LABRAT).
5. Master's student of the Management Graduation Program – focus on State and Labor of Federal University of Paraíba, Laboratory of Health, Labor and Ergonomics (LASTE).
6. Associate Professor of the Department of Occupational Therapy of the Federal University of Paraíba, Laboratory of Health, Labor and Ergonomics (LASTE).

Mailing address: Av. Prefeito Lothário Meissner, 3400. Prédio Didático II do Setor de Ciências da Saúde - Jardim Botânico, Curitiba, PR. CEP: 80210-170. E-mail: iranise@ufpr.br.

INTRODUCTION

Occupational therapy is defined as the therapeutic use of occupations, aiming to improve or enable participation in roles, habits and routines in various environments (such as home, school, work place, community and others). Occupational Therapy services aim at the habilitation, rehabilitation, promotion of health and well-being of individuals with necessities related or not to incapability. Such services include acquisition and preservation of occupation identity, prevention and rehabilitation of diseases, injuries, illnesses, disorders, problems, deficiencies, incapability, activity limitation or participation restriction¹.

In the professional field, occupational therapy was established since the profession regulation in 1969 and more significantly from the 1980s with institutionalization of minimum curriculum for graduation, and in the 21st century with curricular guidelines².

In Brazil, undergraduate courses in occupational therapy were developed by international influences, due to professional demand for asylums and for the mentally ill, and in physical rehabilitation with the purpose of, by recreational and occupational activities, and those regarding labortherapy and restoration of functional capacity and occupational performance in daily life, respectively, to once again make functional those individuals that have some limitation and/or incapability, so that the first courses introduced in Brazil were specifically focused on these aspects³.

To expand the profession scope and recognition, the consolidation of training in undergraduate and graduation courses (*strico* and *lato sensu*) in different areas is essential, seeking to back up areas of knowledge building in occupational therapy.

In Brazil, professional rehabilitation of individuals unable to work has been set up as one of the principal areas in occupational therapy construction, along with practices in asylums regarding people with mental disorders⁴.

According to Moreira³, occupational therapy undergraduate courses were initially technical and focused on rehabilitation institutions using strategies in functional or professional rehabilitation. Then, it was reviewed by critical questioning regarding its practice, which allowed action reformulation.

Setting up worker's health in Brazil is a socio-historical process that began in the 1970s, as a result of social struggle and movements marked by the redemocratization process and reforms in health area in Brazil⁵.

Concerns with worker's health were transformed, over the decades, along with social, political, economic and organizational changes and technological progress⁶.

Since then, this segment is set up by various ordinances and decrees, regulated by Health Ministry. Furthermore, the List of Diseases Related to Labor offers subsidies to guide health professionals regarding grievances generated in labor process, including National Politics in Worker's Health and Security (PNSST)⁷.

Additionally, the creation of National Network of Full Attention to Worker's Health (RENAST)⁵ highlights institutionalization of worker's health with actions in Basic Care, in Reference Centers in Worker's Health (CEREST) and in care network of medium and high complexity of SUS (Brazilian Unified Health System).

Both accidents and diseases related to labor can be prevented, if there is planning and specific intervention. Multiple aspects in this context (physical, psychical, emotional and social) build up the perspective focused on multiprofessional, interdisciplinary and intersector action and articulations. Occupational therapy can contribute to labor contexts, considering the environment, relations and labor processes, in rehabilitation procedures, and return and continuity in work, seeking full attention of assisted workers⁵.

Studying these situations considering full attention implies surveillance and health care to the worker; prevention of grievance and health promotion; rehabilitation and return to work, seeking to know worker's demands and develop specific prevention, promotion, health education, protection and rehabilitation according to proposals of National Relation of Health Actions and Services (RENAES)⁵.

The occupational therapy undergraduate course is a result of various reformulations caused by historical political contexts of each time, granting formation of critical and qualified professionals, with constant discussion and assessment about the offered formation⁹.

Developing education articulated with research and service extension to community, as well as qualification of professors are essential regarding the development of undergraduate courses, especially from 1998. Such expansion places challenges to professors and professionals regarding structuration and consolidation¹⁰.

According to Emmel and Lancman¹¹, in Brazil, a group of professors has been working since 1986 on this subject. The National Network of Education and Research in Occupational Therapy (RENETO) conducts national meetings to promote and foster discussion between professors and researchers, about professional formation and knowledge production. Thus, universities have an important role for setting up and funding actions through production of specific

knowledge, promotion of significant discussions, diffusion of innovative ideas and training qualified professionals.

OBJECTIVES

This study aims to investigate the knowledge development on worker's health in Occupational Therapy undergraduate courses in Brazilian public institutions of higher education (federal and state). Our specific objectives were to: verify if undergraduate courses contemplate the field of worker's health, list disciplines and curricular internships offered; verify if courses have professors qualified on worker's health and what is their educational background (specialization, master's degree, PhD or post-doctorate), as well as quantify them; check if courses develop studies, undergraduate research projects, extension projects on worker's health and what are the most studied subjects; besides getting to know and describe the structure of these institutions regarding laboratories and research groups that investigate worker's health.

METHODOLOGICAL PROCEDURES

This study is the result of an undergraduate research project linked to the Laboratory of Rehabilitation, Accessibility and Labor (LABRAT), of the Department of Occupational Therapy of the Federal University of Paraná (UFPR) in partnership with the Laboratory of Health, Labor and Ergonomics (LASTE) of the Federal University of Paraíba (UFPB).

This study combines quantitative and qualitative approaches, descriptive and exploratory, that used as means to answer its questions, documental research with questionnaires application, through Google Drive.

Regarding the proposed objective, the quantitative approach allows to quantitatively define the educational scenario on worker's health in Occupational Therapy undergraduate courses in Brazilian universities, which have received statistical and descriptive treatment, using simple data tabulation, which allows to demonstrate and present what Occupational Therapy offer on the educational area regarding worker's health.

The qualitative approach was also chosen because it apprehends the perception, comprehension and participation of individuals on the investigated problem and which relational aspects exist in the studied phenomenon¹², which in this study corresponds to organizational and structural factors that determine the focus on a specific area of Occupational Therapy and its influences in the student's higher education formation.

Sample

Institutions were selected according to the following inclusion criteria: being part of a public university (federal or state); and offer an Occupational Therapy undergraduate course.

Data were collected from April to September 2015, in a non-probabilistic sample by convenience, composed by institutions that accepted to participate in the research and have answered the questionnaire, therefore, there were (n=16) Brazilian public universities, among (n=22) identified undergraduate courses in Occupational Therapy.

Data collection tool

The tool used was a semi-structured questionnaire with discursive questions, which approached aspects on disciplines, internships and projects of research and extension offered, in both pedagogic field and school program regarding worker's health.

Procedures for data collection and analysis

Initially, a survey on bibliographic sources and databases on the subject was performed, using articles and books aiming to establish a discussion on worker's health in Occupational Therapy undergraduate courses, on the perspective of the Brazilian reality. After analyzing and comprehending the approached issue, the research was submitted to evaluation and approval by the Ethics and Research Committee, from Sector of Sciences and Health of UFPR on 10/01/2014, obtaining the Certified of Presentation of Ethical Appreciation (CAAE) number 276714.8.0000.0102. After the approval, the coordination of undergraduate courses was contacted via telephone and e-mail to update the contact data.

Then, a letter as an invitation and the institutional acceptance were sent via e-mail. After receiving the signed institutional acceptance, the informed consent form was sent according to Resolution 466/2012 of National Health Council. After performing documentation procedures, participants had access to the research via questionnaire.

The collected data received a statistical and descriptive treatment, through simple tabulation, designed to show the reality of worker's health education in Occupational Therapy courses in public universities in Brazil. According to ethical principles described in the resolution mentioned above, as well as on TCLE, the sample of this researched preserves personal confidentiality.

RESULTS

Educational institutions and courses registered until 2015¹³ show the existence of 72 courses in the country¹³, of which five were extinguished and six are in extinction process (all of them belonging to private universities). The sample was characterized *a priori* (n=22) by public universities representing 30.5% of courses offered in the country, with unequal distribution among Brazilian regions according to Chart 1.

UFPR offers day and night courses – it is necessary to explain that the two available shifts, despite having the same educational plan and program, are accounted in this study as two different courses, established in the same university.

During data collection, 17 questionnaires were received, and in one university, despite having the course approved and registered in the Ministry of Education (MEC), no class has graduated yet, which means that the sample represents 16 courses in 15 universities, which constitutes 73% of courses offered in public universities in the country.

Only two institutions do not offer specific disciplines about worker's health, although they have a correlate discipline, such as Ergonomics, generally characterized in a transversal axis, as in adult's health. Offered disciplines have total workload of 60 to 80 hours, approaching socio-historical subjects on worker's health, relation between work, health and disease and its connection to occupational therapy, legislation, public politics, labor psychodynamics, ergonomics, and interventions of Occupational Therapy in worker's health, in the various fields of health care (Chart 2). Among universities that participated in the research only one has workload of specific practice (30 hours); the rest of them have practical activities such as technical visits, lectures and case studies.

Besides specific disciplines, five courses have correlate disciplines, as ergonomics and approaches in collective health axis, assistive technology and professional abilities in Occupational Therapy, in which questions are discussed on ergonomics (concepts, analysis and applicability), adaptations for labor, public politics and professional practices.

Ten institutions have teachers with titration on concentration area of health and labor or other correlated areas. One of them is a specialist in worker's health; four have master's degree, of which three have studied Ergonomics and one Labor Psychodynamics; five have PhD, of which three have studied Ergonomics, one has studied Rehabilitation Science and one have studied the area of Education, which was not considered as correlate; and only one professor had post-doctorate, in Labor Psychodynamics. Table 1 shows an overview on projects, researches and production regarding qualification of professors responsible for disciplines.

Chart 1 – Public universities that offer Occupational Therapy courses in Brazil

Region	State	Public Universities
Midwest	Federal District	University of Brasília (UnB)
Northeast	Alagoas	State University of Alagoas (UNCISAL)
	Paraíba	Federal University of Paraíba (UFPB)
	Pernambuco	Federal University of Pernambuco (UFPE)
	Rio Grande do Norte	Federal University of do Rio Grande do Norte (UFRN)
	Sergipe	Federal University of Sergipe (UFS)
North	Pará	State University of Pará (UEPA); Federal University of Pará (UFPA)
Southeast	Espírito Santo	Federal University of Espírito Santo (UFES)
	Minas Gerais	Federal University of Minas Gerais (UFMG); Federal University of Triângulo Mineiro (UFTM)
	Rio de Janeiro	Federal University of Rio de Janeiro (UFRJ); Federal Institute of Rio de Janeiro (IFRJ)
	São Paulo	Federal University of São Carlos (UFSCar); University of São Paulo – Medical School of São Paulo (USP-FMSP); University of São Paulo – Medical School of Ribeirão Preto (USP-FMRP); Paulista State University (UNESP); Federal University of São Paulo (UNIFESP)
	Paraná	Federal University of Paraná (UFPR) – daytime and nocturne courses
South	Rio Grande do Sul	Federal University of Santa Maria (UFSM); Federal University of Pelotas (UFPEl)

Chart 2 – Program contents

Specific discipline	Correlate disciplines
Program contents	Program contents
Concept of health and labor; socio-historical aspects of worker's health; legislation; public politics of worker's health and safety; labor accidents, occupational diseases, mental health and life quality at work; work psychodynamics; ergonomics, professional inclusion and rehabilitation; relation between health, work and occupational therapy; evaluations and interventions of occupational therapy in worker's health, in various fields of health care.	Ergonomics
	Ergonomic ergological concepts, historical and conceptual aspects; physiological, biomechanical, and anthropometrical considerations on occupational health; Pluridisciplinary Analysis of Labor Situations (APST); Brazilian Norms of Worker's Health and process of ergonomic intervention.
	Adult's Health
	Labor psychodynamics; socio-historical aspects of worker's health in Brazil; Legislation; occupational therapy actions; ergonomics.

Table 1 – General overview on worker's health education in occupational therapy courses in public universities in Brazil

	With titrated professors	Without titrated professors	Total
University institutions	10	06	16
Internships offered	08	08	16
Extension programs	10	06	16
Term paper	63	07	70
Research	14	06	20
Publications in journals	28	01	29

It is possible to observe that institutions that have professors with specific titration have greater theoretical production, research and extension projects, besides offering internships related to the area.

According to collected data, 50% of institutions (n=7.5) offer internships related to worker's health, including internships of direct practice in ergonomics, promotion of worker's health, rehabilitation (labor accidents and occupational diseases) and professional inclusion, from fourth period. Besides, one university has

the possibility of extracurricular internship in the field of ergonomics, due to a Research Laboratory in fields of Health, Labor and Ergonomics, with various research and extension programs, as well as partnerships with other departments in the same university (production engineering and physiotherapy).

Only nine institutions have extension projects on worker's health, disposed in the following fields: ergonomics, labor conditions of civil construction migrants, prison system and professional inclusion, totaling 14 actions in this area.

As for production of term papers, in the last three years, all institutions had productions on worker's health, accounting on average 4.3 studies per institution, with minimum comparison differences between those with post-graduated professors and those with professors who were only graduated, therefore there were 2.8 and 2.5 researches per institution, respectively.

Regarding publications, there is a greater percentage in universities with post-graduated professors (n=10), with average of 2.8 publications per institution, while others had only one publication. In general, those 29 publications result from term papers and studies related to ergonomics, labor psychodynamics, labor accidents/occupational diseases, assistive technology, health indicators in worker, translation and transcultural adaptation of tools, and functional rehabilitation and readaptation. From total publications, nine were in international journals, 13 were in journals about occupational therapy and seven were in journals of correlated areas.

Considering the analysis period, there are on average 23 term papers and 9.6 studies conducted per year about worker's health. Regarding publications on the subject, the year with the greatest number of published articles was 2015, with a total of nine publications.

DISCUSSION

According to Oliver³, in 2004 there was in the country 39 occupational therapy undergraduate courses, nine of them were in public universities and 30 were in private universities⁸. In July 2008, data from Anísio Teixeira National Institute of Studies and Research¹⁴ identified 63 undergraduate courses, most of them in the states of São Paulo and Minas Gerais. In this period, 12 courses were being developed in public universities, which were more favorable to elaboration conditions of researches articulated with undergraduate courses and extensions to community services. In private institutions, 51 courses were identified in this period.

In 2014, there were 72 courses registered by MEC in the country, 22 were in public universities (state and federal), and 50 were in private universities¹³. Between 2004 and 2014, the course had a notable expansion of 84.61% in universities, which represents a raise of 144.44% in public institutions. This number refers to registered courses and not necessarily those in operation. There is an estimate that 50 of the registered courses are currently in operation.

All courses analyze approach worker's health. Most of them have professors with graduation in Ergonomics. Results show that in general the subject of labor area is present in all courses of the different public institutions. However, it happens in a different way in each institution that has answered the questionnaire, regarding the following criteria: quantity of disciplines offered in courses; curricular program; internships; term papers and publication of articles; extension and research programs; quantity of human resources specifically destined to titration area; and profile of professor.

Thus, public university institutions that have professors with specific titration in worker's health have higher number of internships, term papers, extension projects, research projects and publications in this field. Although, titrations of professors focus on a single area, therefore, expansion of subjects in student's formation and expansion of research line in academic formation.

Lack of human resources with expanded formation, outside Ergonomics, associate to number of professors in the field of labor was a problem found; this is directly related to difficulties related to research and extension program formulation from undergraduate to graduation programs in this area.

Analysis of discipline demands presented distribution of ministered content in undergraduate courses, and most of them approach socio-historical aspects in worker's health, including evolution of legislation and public politics, relation between labor, health and disease and its connection with occupational therapy, through psychodynamic analysis of labor and ergonomics.

Besides, interventions of occupational therapy in worker's health are inserted in various fields of health care, so that a greater comprehension is required on social concepts of labor versus disease, occupational therapy

processes and evaluation tools and application techniques of therapeutic intervention, justifying its ministrations in 5th and 8th periods. This attitude allows academics to experience in a complete way, because of knowledge accumulation and acquired experience.

In order to expand student's formation in labor field, it is necessary that projects of public university courses include explicitly labor field and its curricular matrices, from basic disciplines to internships.

Despite growth of offers related to occupational therapy formation, Lopes and others¹⁵ point the decrease of students and lack of welfare politics related to job offer as principal challenges in maintaining these institutions. This fact indicates the need of new discussions related to the central subject of this study, seeking formation of qualified and compromised professionals, who are active and share critical reflection.

FINAL CONSIDERATIONS

New politics and services in worker's health have been implemented, regarding occupational therapist action, formation of these professionals deserve greater attention to its specificities, different methods must be appropriated, as well as techniques, theoretical assumptions, and specific concepts of this area, in order to systematize and raise work quality, meeting conjectures of actions and methodologies expected in services.

Results of this study conducted knowledge production on occupation therapy formation in the field of worker's health in public university institutions in the country. However, the difficulty in elaborating this study was the absence of answer, or even late answer, of course coordinators, which complicated data collection in every university in this study.

Finally, the explored subject is relevant for formation and practice of occupation therapist in the field of worker's health, because of the evident scenario of expansion and curricular change in occupational therapy undergraduate courses in the country, which allows expansion and access to professional formation in this area, highlighting the importance of maintaining quality standards in this formation.

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