

BRIDGING PHYSICAL EDUCATION AND HEALTH EDUCATION: REFLECTIONS ON A GRADUATE TEACHING PRACTICUM IN PRIMARY HEALTH CARE

ARTICULANDO A EDUCAÇÃO FÍSICA E A EDUCAÇÃO EM SAÚDE: REFLEXÕES SOBRE UM ESTÁGIO DE DOCÊNCIA NA ATENÇÃO PRIMÁRIA À SAÚDE

ARTICULANDO LA EDUCACIÓN FÍSICA Y LA EDUCACIÓN EN SALUD: REFLEXIONES SOBRE UNA PRÁCTICA DOCENTE EN LA ATENCIÓN PRIMARIA DE SALUD

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Abstract

This report describes the experience of a master's student in Physical Education during a teaching internship in a Medical course. The activities took place in theoretical-practical settings in primary care, focusing on active methodologies and interprofessionality. The experience enabled critical reflections on the teaching role, the teaching-learning process, and the integration of health and education, highlighting both challenges and opportunities in teacher training at the graduate level.

Keywords: interprofessional education; active learning; primary health care.

Resumo

Este relato descreve a experiência de um mestrando em Educação Física durante o estágio de docência no curso de Medicina. A atuação ocorreu em atividades teórico-práticas em cenários de atenção primária, centradas em metodologias ativas e interprofissionalidade. A experiência permitiu reflexões críticas sobre o papel docente, o processo ensino-aprendizagem e a integração entre saúde e educação, destacando os desafios e as potencialidades da formação docente no contexto da pós-graduação.

Palavras-chave: educação interprofissional; aprendizagem ativa; atenção primária à saúde.

Resumen

Este relato describe la experiencia de un estudiante de maestría en Educación Física durante la pasantía docente en el curso de Medicina. La actuación se dio en actividades teórico-prácticas en escenarios de atención primaria, centradas en metodologías activas e interprofesionalidad. La experiencia permitió reflexiones críticas sobre el rol docente, el proceso de enseñanza-aprendizaje y la integración entre salud y educación, destacando desafíos y potencialidades en la formación docente en la posgraduación.

Palabras clave: educación interprofesional; aprendizaje activo; atención primaria de salud.

1 Introduction

The Teaching Internship (TI) in higher education is essential for training master's and doctoral students, particularly regarding preparation for university-level teaching. Furthermore, it serves as a privileged space for reflection on pedagogical practice and becoming a higher education teacher (Martin-Franchi, 2022).

However, the TI is not mandatory for all students enrolled in *stricto sensu* graduate programs at the master's level. As established educational rule, the requirement applies only to doctoral programs (Brasil, 2014). The Coordination for the Improvement of Higher Education Personnel (CAPES) mandates the internship for all scholarship holders of the Social Demand Program, aiming to prepare them for teaching and to enhance undergraduate education. That rule emphasizes that the internship must be aligned with the research area of the graduate program to which the student is affiliated.

The Master's Program in Physical Education at the State University of Southwest Bahia (UESB), in partnership with the State University of Santa Cruz (UESC), has as its central objective, according to the Resolution UESB/UESC 01/2020, art. 3 (UESB; UESC, 2020). In this context, the experience provided by the TI plays a strategic role in student development, contributing to the critical appropriation of knowledge and practices related to the field of Physical Education and Health.

Interdisciplinarity is highly valued in the health field, promoting dialogue among various disciplines such as physiotherapy, nursing, nutrition, and medicine (Peduzzi, 2001).

When these professionals work collaboratively, they enrich healthcare delivery and foster a more comprehensive approach to care, especially within Primary Health Care (PHC).

According to the Resolution UESB/UESC 01/2020 (art. 47, §2), the TI is mandatory for obtaining a master's degree in Physical Education, except in cases where the student proves previous experience in higher education and meets the some criteria as having at least 45 hours in courses in Physical Education, enrollment in the PPGEF program, and others.

The same rule states that students may choose which course to follow during the internship (UESB; UESC, 2020). Based on this, this study aims to report the experience of a master's student in Physical Education during their teaching internship in the Medical Program at UESB.

2 Reflective Methodology and Teaching Practice Context

This is a descriptive study in the form of an experience report. This type of report goes beyond a simple narrative of events, constituting a critical-reflective exercise grounded in lived experience and theoretical frameworks (Geertz, 2004; Lüdke; Cruz, 2010). For Capozzolo *et al.* (2013), experience is a transformative encounter that generates situated and ethical-aesthetic knowledge. The experience report values embodied knowledge, produced through practice, as a powerful formative tool, particularly in the health field, by uniquely and creatively articulating theory and practice.

The experience presented here refers to the teaching internship of a master's student in Physical Education, conducted in the course "Teaching, Service, and Community Integration Practices II" (PIESC II), a curricular component in the second year of the Medical Program at the State University of Southwest Bahia (UESB), Jequié campus. The internship took place in the second semester of the 2024 academic year, during the student's first year of the graduate program. PIESC consists of a sequence of four courses (I–IV) integrated into the curricular modules of the Medical Program at UESB

The PIESC II is part of the medical program's second-year curriculum and adopts the Problematic Methodology, inspired by the "Magueres Arc" (Prado *et al.*, 2012). This

approach promotes collective knowledge based on real-world problems encountered in healthcare settings, aiming to develop critical professionals committed to social transformation.

The course has a total workload of 135 hours, including 15 hours of theoretical classes and 120 hours of practical activities. The theoretical sessions are held at the UESB campus, while practical activities take place in Family Health Units (FHUs) in the municipality of Jequié. These activities are designed to familiarize students with local health realities and the living conditions of the population.

As part of the course, students conduct interviews with community members and healthcare teams to investigate key problems, service organizations, and determinants of the health-disease-care process. Based on the collected information, they develop a situational diagnosis and propose interventions focused on health promotion.

The class consisted of 30 students, divided into three groups of 10 members each - a configuration established in PIESC I and maintained throughout PIESC IV. The group accompanied during the internship included six women and four men, under the assistance of two supervisors - a master's and a doctoral-level supervisor, the latter also acting as the field supervisor.

Course activities were held on Wednesdays in alternating shifts (morning or afternoon), according to a schedule set by the lead instructor and shared via Google Classroom, the platform used for communication and sharing of instructional materials. According to Freitas, Farias e Pacheco (2022), this tool is user-friendly and enhances interaction and asynchronous access to educational content.

The course focuses on the development of practices aimed at health promotion and disease prevention, while also encouraging interprofessional teamwork - objectives that align with the role of the Physical Education professional. In addition to prescribing exercises, this professional contributes to community autonomy and integration with health services (Espírito-Santo *et al.*, 2024).

Thus, this course (PIESC II), focused on holistic primary health care, becomes essential for the education of medical students, as it integrates knowledge and practices of

Primary Health Care (PHC) that interact, in both interdisciplinary and multidisciplinary ways, with physical education. Therefore, the experience reported by a Physical Education professional, engaged in improving their teaching practice through the PPGEF and within this medical context, fosters the articulation of health promotion with the real needs of the community, strengthening practices such as participatory planning and health education for clinical professional performance.

3 From Classroom to Community: Lessons Learned from a Graduate Teaching Internship

3.1 Internship Structure and Educational Strategies

The PIESC II module spans one academic year; however, the master's program is structured in semesters. Therefore, the teaching internship took place during the second semester of the master's degree in Physical Education, which corresponded to the first half of the second year of the undergraduate medical program.

The master's student followed the class throughout the 2024.2 academic semester, actively participating in classroom discussions and contributing expertise from his field, which was, to some extent, related to medicine, such as bringing to medical students his knowledge of anthropometry, which was essential for medical practice during their activities at the Family Health Unit (FHU). He also observed undergraduate student presentations and was encouraged to provide feedback on both the content covered and student performance. These opportunities were crucial for improving and even acquiring clinical knowledge relevant to medicine, particularly within PHC.

Each class typically began with an undergraduate student, designated by the professor as the "coordinator," reading the minutes from the previous session and highlighting key discussion points. Following that, the day's agenda, which included a detailed schedule or "lesson plan" for that session, was presented.

Occasionally, an activity called the "waiting room" was conducted, during which students presented posters and pamphlets on pressing health topics to users awaiting care at the

Family Health Unit. These materials served as conversation starters and were later posted on the walls of the unit to increase public access to health information.

The literature suggests that the waiting room can help optimize patients' time, enhance student learning, and disseminate essential health information, including prevention, diagnosis, treatment, and evaluation of diseases (Alves, 2024; Silva *et al.*, 2018; Teixeira; Veloso, 2006).

In addition, the integration of the TI into a multidisciplinary approach enriched the graduate student's learning, especially when it was aligned with his field of research. This observation is supported by Rodrigues *et al.* (2018), who affirm that teaching internships can strengthen and complement academic production, such as scientific articles, dissertations, and theses, while significantly contributing to the training of future higher education faculty and researchers.

Regarding curricular guidelines and health education, it is highlighted that, in addition to biological knowledge, health professionals should be trained through innovative educational strategies that enhance their vocational skills (Fraga; Wachs, 2007; Reis *et al.*, 2020). These authors argue that the teaching-learning process must go beyond the academic or clinical setting, underscoring the importance of interdisciplinary training.

The lesson taught by the teaching intern addressed the crucial role of anthropometric measurements in assessing nutritional status and health risks such as obesity, diabetes, and hypertension. The objective was to develop both practical and theoretical skills related to anthropometry and to foster a deeper understanding of the clinical relevance of these measurements.

Ethical issues surrounding the measurements, especially those related to patient privacy and data accuracy, were also discussed. The importance of the waist-to-hip ratio was emphasized, along with guidance on interpreting results and tailoring recommendations to different populations. For the practical component, students used measuring tapes to apply their newly acquired knowledge to one another.

3.2 Pedagogical Contributions and Professional Development

Later in the semester, supervised home visits were carried out in the surrounding community, accompanied by the local Community Health Agent. The aim was to investigate the main barriers preventing patients enrolled in the HIPERDIA program, which serves individuals with diabetes mellitus and/or hypertension (Brasil, [2008]), from accessing healthcare services. During these visits, students collected data on weight, height, and blood glucose levels, as well as information about medication use. This hands-on experience reinforced classroom learning and promoted meaningful engagement with the local population.

Thus, the internship provided the graduate student with an immersive experience that combined theory and clinical practice within a multidisciplinary environment. This type of exposure enhances the professional development of future educators by expanding their learning beyond the classroom and, as noted by Cascardo *et al.* (2024), positively shaping their academic and personal journeys. These authors emphasize that integrating theory with practice not only enriches training but also stimulates critical thinking and professional adaptation.

Accordingly, the TI experience enhances graduate education by promoting pedagogical development and narrowing the gap between theory and practice in higher education (Monteiro *et al.*, 2022; Rodrigues *et al.*, 2018). As Monteiro *et al.* (2022) note, there is currently no formal program for preparing future higher education teachers, and the TI plays a key role in addressing this gap.

However, graduate programs often focus solely on research development, which may result in a disconnect between research and teaching within postgraduate training (Rodrigues *et al.*, 2018; Vieira, 2013).

Rodrigues *et al.* (2018) argue that engaging in the TI does not conflict with the main demands of graduate programs, such as publishing or completing academic projects, and in fact, adds pedagogical value to the training. The TI experience emerges as a transformative space that fosters the integration and dissemination of knowledge, strengthens the graduate student's scientific expertise, and cultivates essential teaching skills for academia (Freitas; Ribeiro, 2021; Rodrigues *et al.*, 2018).

3.3 Interdisciplinary Reflections and Teaching Challenges

In the health education context, the TI serves as a collaborative and essential component for training both researchers and educators, especially those from teaching backgrounds (Angelim *et al.*, 2019; Freitas; Ribeiro, 2021). It promotes shared experiences and critical reflection, fostering a dynamic dialogue between theory and practice and encouraging the co-construction of knowledge.

According to Teo (2021), in an integrative literature review, the TI is perceived as a time-space for experiential learning that provides early teaching opportunities and interpersonal development. However, the author also warns against a reductionist view of the TI as merely a practical assignment, which may lead to misunderstandings or limit its formative potential.

The TI experience, particularly in undergraduate health programs, supports the development of essential competencies for the comprehensive training of graduate students. In this context, having a teaching intern from outside the medical field, *e.g.*, can offer a broader understanding of patient care, considering other aspects beyond the medical ones, such as social, cultural, ethical, and psychological dimensions (Conceição; Moraes, 2018).

Furthermore, undergraduate students involved in the TI had the opportunity to engage in cooperative activities in small groups, which fostered skills such as communication, critical thinking, and teamwork. These experiences support a more integrated education aligned with the current demands of health systems (Fonseca *et al.*, 2020).

Nonetheless, the TI also presents challenges, especially when the intern comes from a different academic discipline, as was the case in this report. It is common to encounter initial resistance from students who may question the presence of a teacher from outside the medical field. Fonseca *et al.* (2020) note that such resistance often diminishes when the instructor demonstrates confidence and command of the subject matter.

In the experience described here, this resistance was noticeable during the initial classes, affecting both the course instructor and the intern. Another challenge observed - also mentioned by Vidal *et al.* (2019) - was the fragmented view of healthcare held by some medical students, who often perpetuate a biomedical model centered on disease rather than on comprehensive care. However, as the course progressed, the PIESC II instructors successfully

conveyed the importance of the module for medical training, especially within the PHC framework.

The TI also enabled the intern to experiment with teaching methodologies that differ from traditional ones. The medical school in which the internship was conducted uses active learning methodologies, which encourage student autonomy and problem-solving based on real-life scenarios (Conceição; Moraes, 2018; Fonseca *et al.*, 2020).

This exposure to active learning allowed the intern to develop reflective, creative, and critical teaching abilities, contributing to innovation in education and adaptation to contemporary demands. These methodologies reinforce experiential learning and interpersonal relationships, expanding the intern's pedagogical toolkit.

Finally, the TI in a medical program, particularly within a PHC setting, provides rich professional experience. However, it also reveals real-world challenges, such as inadequate infrastructure, limited physical space, insufficient equipment, and difficulties in interprofessional relationships. These challenges, as highlighted by Vidal *et al.* (2019), are part of community healthcare practice but also serve as opportunities for critical and reflective development of future educators.

5 Final Thoughts on Teaching Development in Primary Health Care

This experience report aimed to describe the TI of a Physical Education graduate student within the PIESC II module of a medical program. The module is part of the undergraduate curriculum of a public university and is conducted in partnership with Primary PHC services provided by the Brazilian Unified Health System.

Throughout the internship, the graduate student was immersed in a multidisciplinary and interprofessional context, integrating into a teaching team from the medical school. This exposure enabled the intern to develop skills aligned with active teaching methodologies, expand clinical and pedagogical knowledge, and strengthen their professional training as a future educator in higher education.

The TI proved to be a valuable opportunity for critical reflection on educational

practices and the development of pedagogical competencies, which are essential for university-level teaching. Furthermore, the internship allowed for a deeper understanding of the public health system and the role of Primary Care, especially in underserved communities.

It is also important to highlight the challenges found during the internship, including resistance from students due to the intern's academic background in a different field, and structural limitations of the health service environment. These obstacles, however, did not diminish the value of the experience. On the contrary, they served as important learning opportunities, reinforcing the need for flexibility, adaptability, and commitment in the formation of future higher education faculty.

So, the TI ran as a transformative experience, promoting the integration of theory and practice, encouraging interdisciplinary dialogue, and contributing to the academic and professional development of the graduate student. This experience highlights the importance of teaching internships in graduate education, not only for the technical and scientific training of students but also for the development of their pedagogical identity and the expansion of their role in society.

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