

## O mergulho no campo entre os nós da rede UNIFESP-BS: Composições e interlocuções entre residentes e graduandos

## A diving in the field of the nodes of network UNIFESP-BS: Compositions and interlocutions between residence in health and undergraduation

## Uma zambullida en el campo entre los nodos de la red UNIFESP-BS: Composiciones e interlocuciones entre residentes e estudiantes

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**ABSTRACT**– In the Federal University of São Paulo, Baixada Santista Campus, (UNIFESP-BS), students from different professional areas approach to theoretical and practical studies from the others undergraduate courses through not only shared classes but also in teaching activities in public health services. A network increases among university walls: course works, projects, proposals, affections and others. The purpose of this study was draw and explore the feelings, potentialities and affections from the connection experience in the network UNIFESP-BS, specifically among actions with relation to Health Multiprofessional Residency Program in Health Care and other projects – Extension activities, Working Process in Health disciplines, Educational Program for Health Work (PET-Saúde) and Curricular supervised traineeship, that come from and present bonds with pedagogic project from UNIFESP-BS, in the perspective of students. Data was assessed through encounters with individual and collective productions. Narratives that were produced demonstrated not only the difficulties of communication between the projects but also the difficulties to integration, network, sharing of knowledge and action

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fluidity. Curricular supervised traineeship tend more than other projects falls into a trap of close around itself. In this research was possible discover and obtain some conceptions about network, since the approximation with the chasing, passing through connection lines of network and a network in that bifurcations and connections represent nodes, until network with surface areas of production. The intention was open some thought possibilities about network conceptions since “network UNIFESP-BS”.

**KEYWORDS:** Health Multiprofessional Residency Program, Health formation, subjectivity

**RESUMO** – Na Universidade Federal de São Paulo campus Baixada Santista (UNIFESP-BS) os estudantes de diferentes áreas profissionais se aproximam do estudo teórico e prático dos outros cursos por meio das aulas compartilhadas e também do contexto dos serviços públicos de saúde. Nesses, e entre as paredes da própria universidade, faz-se crescer uma rede de trabalhos, propostas, projetos, afetos e outros. Objetivou-se mapear e explorar sentimentos, potencialidades, afecções da experiência de articulação da “rede UNIFESP-BS” especificamente, entre as ações do Programa de Residência Multiprofissional em Atenção à Saúde e outros projetos – extensão, módulo ‘Trabalho em Saúde’, PET-Saúde, estágio curricular, - advindos e vinculados ao projeto político pedagógico da UNIFESP-BS na perspectiva dos estudantes. Os dados foram coletados em encontros e produções coletivas e individuais, dos quais se construíram narrativas que demonstraram as dificuldades de comunicação entre os projetos, bem como a integração, o trabalho em rede, o compartilhamento do fazer e a fluidez das ações. O estágio é o que mais tende a cair na armadilha de se fechar em si mesmo. Nessa pesquisa foi possível descobrir e colher várias concepções sobre rede, desde a aproximação com a caça, passando por rede de linhas conectoras e uma rede em que bifurcações e convergências constituem os nós, até rede como superfície de produção. Pretendeu-se abrir possibilidades de pensamentos sobre as concepções de rede a partir da “rede UNIFESP-BS”.

**PALAVRAS-CHAVE:** Residência Multiprofissional em Saúde; Formação em Saúde; Subjetividade.

**RESUMEN**- En la Universidad Federal de São Paulo campus Baixada Santista (UNIFESP-BS) los estudiantes de distintas áreas profesionales se acercan del estudio teórico y práctico de las otras carreras por medio de clases compartidas y también del contexto de los servicios públicos de salud. En estos y entre las paredes de la propia universidad cresce una red: de trabajos, de propuestas, de proyectos, de afectos y otros. El objetivo fue mapear y explorar los sentimientos, potencialidades, afectos de la experiencia de articulación de la red UNIFESP-BS específicamente entre las acciones del Programa de Residencia Multiprofesional em Atención a la salud y otros proyectos - extensión, módulo trabajo en salud, PET-Salud, pasantía curricular derivados y vinculados al proyecto político pedagógico de la UNIFESP-BS, en la perspectiva de los estudiantes. Los datos fueron recogidos en encuentros y producciones coletivas y individuales de los cuales comstruyeron narrativas que demuestran las dificultades de comunicación entre los proyectos, así como la integración el trabajo en red, el compartimiento

del haber y la fluidez de las acciones. La pasantía es lo que más tiende a caer en la trampa de cerrarse en sí mismo. En esta investigación fue posible descubrir y recoger varias concepciones sobre red, desde la aproximación con la caza, pasando por red de líneas conectoras y una red donde bifurcaciones y convergencias constituyen los nodos, hasta la red como superficie de producción. Se pretendió abrir posibilidades de pensamientos sobre las concepciones de red a partir de la red UNIFESP-BS.

**PALABRAS CLAVE:** Residencia Multiprofesional en Salud; Formación en Salud; Subjetividad

## 1. SOME WORDS ABOUT HEALTH AND UNIVERSITY

In view of the search for integral healthcare, several bets need to be made so that the health-disease process and practices are modified. The university and the health education fields are great places to produce this reflection. Thus, in recent years there have been intensified movements aimed at building other pedagogical possibilities for training, incorporating the reflection of reality in the teaching-learning process of the professionals so they can be qualified to work with the policy of SUS (Unified Health System)<sup>1,2</sup>.

Many ideas and projects emerged in recent years, so that health education could be closer to the SUS policy. In the midst of so many projects, in 2009 an interdisciplinary initiative starts to take shape: from a partnership between UNIFESP-BS (Universidade Federal de São Paulo - Baixada Santista *campus*), Santa Casa da Misericórdia de Santos (ISCMS) and the Municipal Health Secretary (SMS) of Santos, in 2010 the Multiprofessional Residency Program in Health Care (PRMAS) was created.<sup>3</sup>

This proposal takes collective health as an area of concentration and as a transversal axis, the “Attention to the health of the individual, family and social network” with the following professional areas: physical education (from 2012), nursing, pharmacy (until 2013), physiotherapy, nutrition, psychology, social work and occupational therapy<sup>4</sup>. In view of the established partnership, it is determined that residents would transition between primary health care and tertiary care, and they would be responsible for knowing the health-disease process of users of the following care lines: woman and newborn health, child and adolescent, adult and elderly, and mental health.

Any type of construction needs care, time, willingness, strength and sweat to meet the challenges that may arise. And the construction of this residence has not been different. Mistrust and tension were present both in the university environment and in the performance services.

Participants of this construction have understood that the biggest challenge of all was the lack of integrated work. During the services, different occupations had the same space and each one of them did its work in isolation. Through the exposed context, the residency would come to help in this work process.

However, for both the university and services, everything was new and this construction took place along with a lot of dialogue and reflection. What is multiprofessional residence? What is interprofessionality? What is the purpose of a team meeting? What is the meaning of sharing experiences and knowledge? Why changing - do you believe we no longer try to change our logic and work process? Questions like these were constantly present in our journey, but advances happened when service professionals adhered to the proposal of collaborative work, as well as setbacks, when some professionals felt that the collaborative work was utopian and ignored, continuing in their professional limits<sup>3</sup>.

This new residency has been inserted in a university *campus* which is different from the others: UNIFESP-BS. With an innovative and challenging pedagogical political project, with its curricular structure based on a practice which allows the construction of the knowledge of the graduation students contextualized to the future exercise of their profession. At the Baixada Santista *campus*, courses on Physical Education, Physiotherapy, Nutrition, Psychology and Occupational Therapy were opened and, since 2009, the Social Work course has been incorporated. Unlike traditional teaching models, UNIFESP-BS aims, among other objectives, at training a health professional who is able to work in an interprofessional team for the sake of completeness in care, and for this, the practice is exercised since the beginning of the university trajectory, as a way of problematizing the teaching and stimulating the search of the knowledge which is necessary for this activity.

The *campus* courses have been designed in a modular curriculum format that seeks to integrate the contents into four axes: The human being in its biological dimension (Bio), The human being and its social insertion (SI), Work Axis in Health (WH) And the Specific Axis. The first three are common axes that are structured in mixed classes and the last one, the one of the specific practice, in which students separate in curricular units by course. It is importante to highlight that the social service course is not part of the Axis 'the human being in its biological dimension'.

In addition to the courses approximation, from the beginning of the graduation, the student will address the context of public services, which offer care actions. Contact with public services in the region is mainly through the WH Axis, which students attend during the first three years of undergraduate education and invest in interprofessional education by dividing students into teams that move between the classroom and practice fields (Santos services) executing proposals and collaborative practices of health care, such as the elaboration of life history narratives, actions with population groups and unique therapeutic projects<sup>5</sup>.

The proposal of a university is to invest in teaching, research and extension. In this context, UNIFESP is also involved; the university invests in several projects, whether they belong to the curricular units themselves, such as the WH axis or to specific axes, such as the vocational training stages at the end of the courses; or if they are part of extracurricular projects such as research and extension projects - for example, PET-Saúde (Education through Work in the Healthcare Program) and projects of extension of the most varied themes.

According to the National Plan for University Extension<sup>6</sup>, extension is defined as the interdisciplinary, educational, cultural, scientific and political process that articulates Teaching and Research in an inseparable way and enables the transformative relationship between university and society.

PET-Saúde encourages the integration of teaching-service-community through the insertion of undergraduate teachers and students in the public service network so that what is a service need can be turned into a source of knowledge production and research of the institutions for qualification and strengthening of SUS<sup>7</sup>.

The almost daily insertion, which is intensified by the 12-hour workload of PRMAS in the health services, allows one to approach the service and the projects inserted in the same practice scenario more easily. Therefore, there are the meetings in the corridors, from simple greetings to long conversations and possible joint practices. Joints, contacts, meetings, exchanges of experiences and discussions among graduate students (residency) and students from the university are often established. Both within the territory of the services and the university grows a large network. A network of works, proposals, projects and affections. But, what is meant by “network”? The online dictionary Michaelis<sup>8</sup> presents several meanings for this word:

*“(...) 6 Any twisted yarn of any material. (...) 9 Set of roads, railways, canals. (...) 12 Trap. (...) R. admirable: vascular plexus, in the path of certain arteries (...) R. of the company, inform: network that connects all the workstations, terminals or computers of a company, are in the same building or in different countries (...). “(Emphasis added).*

It would be the composition among the nodes - ‘the projects and actions’ - that are presented as UNIFESP-BS background and its political pedagogical project. That is why it could be called “UNIFESP-BS network”. It possible to realize that with practice the articulation is possible, but this network can also be seen as a trap, when it is invisible, when the projects are hidden within the walls of the university *campus* or the lack of meetings in the scenarios of practices for various reasons.

In this way, it is possible to reflect, look and problematize this UNIFESP-BS network and, in this research, I chose to use the students’ perspective and a specific student who lives the experience of the residency, but who has also been immersed in this network otherwise as a graduate: the researcher herself. The experience students of the residency and of the graduation had, analyzing the discussions and emerging dialogues of the integrated practice of the students of the residency and graduation in the services of the health care network of the city of Santos will be related. This research aimed at finding and making the emergence of the potencies, affections, considerations and impotence of the articulation from these interlocutions, which could contribute to the UNIFESP-BS network in order to reflect on how the practice of this network has developed

and how this interferes in the training of students and future health professionals. Fundamentally, to problematize from this experience the “UNIFESP-BS network” and the formation of the health professional.

## 2. NAVIGATION CHART<sup>4</sup>

In the next lines, dear reader, you will venture into nothing less than the words that dictate what is meant by method and anthropophagizing<sup>9</sup> Zanella, it is called a navigation chart, which aims at guiding the seafaring reader through the next chapters. However, be aware that there are several possible paths still unknown and this can awaken in the reader the interest for breaking new seas of words, new reflections, new research, and make it possible to make associations with memories of other trips and contexts. Allow yourself, reader, to create and reinvent what you read; allow yourself to combine the cutbacks of that experience and yours, in order to produce new writing and reading.

The participants of this study were students from the lato sensu post-graduation, Multiprofessional Residency Program in Health Care and graduates from Universidade Federal de São Paulo, Baixada Santista campus, who were in actions in the same health practice scenario in the city of Santos and who were or were not in direct contact with one another. Participants were divided into three groups, each composed of two residents and one representative of each type of UNIFESP project - extension, Health Work, PET-Saúde and the curricular internship module. Thus, the participants of this research would be 18, however, 14 had effectively participated.

For this research, which is included in the health field, a qualitative methodological approach has been used, in order to know how it was for the students to go through this experience of articulation among themselves. And when one intends to make a research focusing this field, it is always of narratives that we dealt with. Data has been collected and analyzed by different techniques, but the researcher or the research participant puts himself or herself in a position to express what happens through a narration. The participants of the research, in many different ways, narrate what they have lived as part of the “UNIFESP-BS network”, a narrative that does not refer only to the subject, but also to the relationships that subjects establish among themselves and with the outside during the experience<sup>10</sup>. It was necessary, then, to look for a method that could include subjectivity, since what was intended with this research was to know how the health practice occurs in the encounters between the subjects, and, in addition, by what is expressed in these encounters<sup>10</sup>. The method chosen for subjectivity, affections and intensities to emerge was the cartographic method. The cartographic method follows processes, and for

4 Zanella, A.V. Sobre o processo de criação da/na pesquisa In: Zanella, A.V. Perguntar, registrar e escrever: inquietações metodológicas Ed. da UFRGS, Sulina, Porto Alegre, p.121, 2013.



this research, it was followed by the process of the meetings and the very experience had by the researcher during the performance as a resident. This process was followed from an experience report brought by the voice given to the participants in stimulating and potencializing encounters for the collective production of the experience, in which the speech, design and assembly have been used.

The meetings have been recorded through filming and then these videos served as the basis for the creation of narratives, elaborated by the researcher. These gathered objective information (from the descriptive plan) and subjective impressions (from the intensive plane and affections) as well as the researcher's associations during the observation of the material and the experience during the elaboration of the report<sup>11</sup>.

The cartographic method used to describe and follow the processes indicates a procedure of analysis from which the reality to be studied appears in its composition lines and in the composition of the texts produced from the experience<sup>12</sup>. The analysis took place throughout the research process starting with the meetings. Once read and complete, the narratives and other materials found have been somewhat disassembled to find the emergency spaces of the affections and the subjectivity of the encounter, thus addressing the content analysis; however, distancing from the categorization and avoiding certain homogenization of the data, which could promote the loss of the collective dimension of the narrative and the encounter.

Open meeting schedule: The meetings followed these five (5) times, but for each where the structure took place differently:

1. Exposure of a trigger such as a video, music, text, image, etc.;
2. Discussion and conversation among the meeting group;
3. Collective production with materials made available by the researcher;
4. Individual production with materials made available by the researcher;
5. Outcome of the meeting with evaluation of the encounter by the researcher and participants.

### **3. NARRATING THE MEETINGS**

As described in the navigation chart, the meetings were built one by one, with different participants collectively creating a unique meeting that happened to a particular group of people, space and day.

Filming and photography were important tools, since photographing is used to immortalize an event, which can be revisited countless times. In addition, the camera as a prosthesis of the eye also recorded what escaped the researcher's eyes during the meetings<sup>9</sup>.

Following the singularities logic, each meeting was signified by its participants and by the researcher herself. Thus, in the writing of the narratives it was possible to label them according to the centrality given to each meeting: "The entanglement of the articulations", "The history of the book '1 + 1 > 2'", and "Triangulating the relations".

Here are some words and interpretations made by the students and how they managed to see the residency or the relationship with it, as well as the relationship with the interprofessional work: Humility, peace, security, gratitude, hope, empathy, tranquility, wellbeing, gratification, saving, inspirational, support, enjoyment, impotence, happiness, satisfaction, coziness, warmth, optimism, stress, receptivity, frustration, union, enchantment, despair and pain. These words demonstrate how these experiences mobilize not only our professional skills and knowledge but also our subjectivity.

The meetings were very productive and inspiring for the narratives. Each one brought important considerations and reflections about this experience in the UNIFESP-BS network and especially with multiprofessional residency. Although each encounter had its singularities, some themes were brought in different ways and then I will try to bring them to the scenario in order to problematize them.

In the second meeting, "The History of the book '1 + 1 > 2'", the song "O sal da terra" composed by Beto Guedes was released as a trigger for the meeting. From this, a drawing of overlapping hands (photo 1) has been made, in which we can think of the possibilities of multi, inter and transdisciplinarity. Multidisciplinarity is considered an exact sum in which one plus one equals two, while interdisciplinarity seeks a sum that results in more than two. Each hand drawn in a different color symbolizes a profession or specialty. Being overlapping and in different directions, that is, by the sum of their knowledge and articulation we can reach, carry and snuggle something bigger and better, like the demand of a user, as if only one hand were extended to him.

Picture 1. Drawing of overlapping hands by the trainee.



When we look at the drawing, we ask ourselves who is who. Which hand is over which? When



we actually articulate our knowledge, whoever is outside does not find the boundaries among them, only those who are inside can and should find them for teamwork to effectively work. It is important to recognize specific knowledge, but it is also important to break interspecific boundaries, making students and health professionals more permeable by legitimizing the singularities and events of practice; by considering rigid boundaries between knowledge emerges a rejection of interprofessional work.

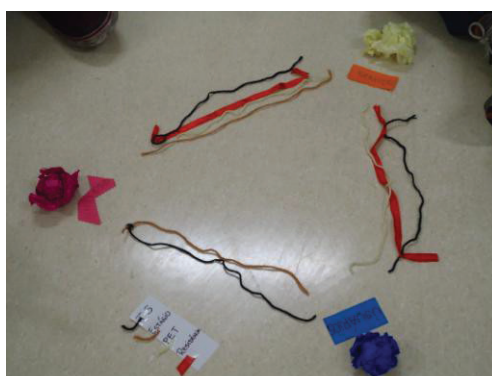
This production has identified how close to the residency and other projects these other hands can be activated. The approach of UNIFESP-BS projects is and should be built, because we are linked by the same institutional link, which can in times of difficulties support us, seeking for comfort and security.

At that meeting, an extensionist showed that when she first arrived at the extension service, she was very nervous and insecure and when she found the reception of the residents, she felt welcomed, calm and secure. At various times and in contact with other projects, the residency can be: warm, welcoming and present the students to the service.

On the other hand, for the residents, when graduates come to the service with a different proposal, they bring closeness to the university space - even though it is still linked to the university, the residency program is in-service training and most of the time it deals with the issues in the service - it brings strength, gas, safety, brings respite from academic thinking to professional practice, new possibilities of articulation for a joint work. All this added is much more than just a few students together.

In the third meeting, “Triangulating the relations”, the participants sat on the ground and began a collective production. Three paper balls were kneaded and symbolized the users, the university and the service. Soon, lines appeared indicative of each project of UNIFESP: PET, TS, PRMAS, stage and also how these could intersect (Picture 2). The building was ready and a triangle of relationships emerged.

Picture 2. Collective production held at the third meeting.



According to this meeting, the WH is an important alloy mechanism, because it can be linked to all forms: between user and service, between this and the university and between this and users. In contrast, the stage was considered the most isolated, it is not established the relationship between the service and the user since it considers the trainee a student who has no connection with the service and also because the stage sets little or no joint action with others projects in the field of practice.

The collective production of the last meeting can clearly show how the dialogues of this UNIFESP-BS network happen among its nodes, without problematizing too much, but rather translate the daily practice. Therefore, it was possible to show how easy it is to make this network work, but that somehow UNIFESP-BS projects, and here I include PRMAS, manage to integrate and work in a network. However, it was pointed out in different ways how much the internship is the UNIFESP-BS project that may fall into the trap of being closed in on itself, for being distant from other actions. As Vasconcelos<sup>13</sup> says, the internship activities:

*“They still present the traditional organization, according to the specific curricular guidelines of each course. In this sense, it is observed a rupture in the guarantee efforts of the interdisciplinary model, experienced in previous years in the WH axis modules. (...) In addition, reference to students is often only the trainee preceptor, placing the rest of the team in a secondary role in the planning, execution and reflection of professional practices and health training.” (p.28).*

Therefore, how can we dictate that a professional is to follow the precepts of interprofessionalism, if at the end of his or her undergraduate degree the interdisciplinary practice may be shaken by the seduction of the comforts of professional borders? Also, how do you want health professionals to work in a network if they sometimes do not understand or know other professionals of the same service they work in?

We may even believe that the professional may be prepared after so many interprofessional actions to work in this way, and may even guide inter actions with his/her preceptors and other professionals of the network, but will interprofessional happen in the essence of their projects because of a university structure that although they seek interprofessionalism and feels more secure in their specificities?

Enfim, Finally, I consider that the data produced in this research tend to drive us to believe that it is necessary to invest in the integrated internship projects, whether multi or interprofessional, in order to make the “UNIFESP-BS network” operational since the student’s insertion in the university and even the various possibilities of academic formation.

From a certain point of view, the university and the training of health professionals in isolation play a fundamental role in the production of knowledge and in critical and reflexive teaching:

*“This is why there is a university, but it is very limited, just like all institutions, the university also has the same limits, it is abruptly [in] the logic that we call (...) academic productivism, in which the teacher must have ‘X’ articles, and that’s it, produce, produce and produce, and sometimes you have lost the link of the social intention of the research and it’s gone, I think we walk into this also in research, in extension, I think the extension is still an extra field... that can be mediated; the problem is that there it is not so valuable, because it does not go so much into the logic of production and there is less money for extension, but I think it’s up to us... So, I think that this space, both extension, research, WH, residency wanting or not, even though we are within this logic, obviously, I think we are proposing to discuss within the professional and academic activity, you can create space the reflecting [also in practice].” (WH student)*

The training of health professionals has crossed the walls of the university, and is in services, experiencing a dive in experience. In this way, training distances itself from what Freire tells us<sup>14</sup> that the student is far from being the protagonist of his/her own education, but rather a deposit of information transmitted by the educator and he/she receives this information without questioning, without transforming himself/herself, just storing for the moment in which a test will charge it. Training should not be mere acquisition and accumulation of knowledge in an alleged “bank” account that swells with empty content<sup>14,15</sup>. Most universities follow this type of model, information-based training. Thus, the student moves away from clinical experience, observation, listening and coexistence with the user of the service, and consequently, from the acquisition of patience, sensitive and delicate attention.

Thus, said a ‘petiano’ (student PET) in one of the meetings:

*“when I talk to colleagues from other universities who take the same course, we see a difference... it’s... kind of like molded plaster, you know, when I talk and I say WH, that I make a visit, that I attend, that I accompany, that we do a narrative, they are like this ‘why is that? why are you wasting time doing it?’ then... we see that it makes a difference. (...) People do not understand (...) that if everyone looked at it and did it, there would be a better health, theoretically”*

As the ‘petiano’ said, here in UNIFESP-BS the training is based on experience, which begins as early as the first year of graduation, which a trainee contributes even more to training:

*“I think this contact (...) with WH with which we already start to meet and make visits that I think is very different from other places. This year I had the experience of the internship and I could see a lot of it so it is ... you go inside a hospital and they tell you to go there and work, it gives butterflies in the stomach; but in a way they have already told you to go there and talk to him and make a narrative, go there talk to him and do a therapeutic project, and then when we arrive with that base and join the people who have been through it and (.. .) [it gives] more security as well.”*

#### 4. “ESTAÇÃO DERRADEIRA”<sup>5</sup> (FINAL STATION)

When trying to find a network conception from the network conceptions revealed in the meetings, the researcher herself and in the researched literature, it was possible to understand that it might be very pretense to try to think of a single and closed conception, since these are different and the multiplicity of these is also powerful. Despite the scarcity of network and intersectorial theories, authors such as Akerman<sup>16</sup> report that they have broadened the idea of intersectoriality by creating a “question bank” on the subject. The network is also studied by different fields of science, as Menezes and Sarriera<sup>17</sup> say *“It is no longer enough to have a unidirectional view, but rather a diversity of visions and positions that contribute to the configuration of social networks in an ever-closer relationship with reality”* (p.53).

Even if there are different conceptions about network, it is intended in this paper to present the results produced by the research, without saying what is the correct conception about network, and they may be completely different. In all the encounters of the research, it was somehow clearer or more hidden the idea of network and intersectoral work always arose. At the “Tangle of Joints” meeting (Picture 3) the nodes were the projects and in the “Triangulating the Relations” projects were the connectors between the nodes, the latter being the university, the users and the service, and among those nodes, new knots have been formed.

Picture 3. Wheel made in the meeting “The entanglement of the joints”

after the construction of a network of projects



Trying to bring it to life, the encounter “Triangulating the relations”, is like a structure with lines of unstable and not superficial connection, that is, it is not defined by its form, but by its convergences and bifurcations that form the nodes, which are its constituent elements<sup>15,18</sup>. And it is in these nodes that the productions between the UNIFESP-BS projects have arisen and at that moment the potencies and difficulties of articulating the projects became evident it was possible to see the level of interaction force that these connections can have.

5 Song “Estação derradeira” by Chico Buarque, Marola edições musicais, 1987.

In the meeting “The entanglement of joints”, the constituent nodes of the network were projects of UNIFESP-BS, and among these nodes connecting lines were constituted, and thus, the focus of this group was on the interaction and interrelations of the nodes or nodes of the network, which are the links that are built between the various nodes<sup>17</sup>. As for this network concept, what matters is what lies between the nodes, where the productions are manifested, Deleuze and Guattari<sup>19</sup> will say “Be neither one nor multiple, be multiplicity! Make the line and never the point! Speed transforms the point in line!”, and thus transforms the various nodes into several lines that may or may not meet and extend the network in several directions.

From the idea of the individual production, the overlapping hands of a trainee at the meeting “The history of the book ‘1 + 1>’”, it is suggested that the network design is as the fishing net in which it is possible to load something, as described by the trainee, so that we can welcome the users in this network, through the entanglement of links formed between the institutions and among the professionals.

Going back to the title of this research, at the time of its construction, it was thought that the network establishes itself as a field of productions constituted of the links, connections and articulations between individuals, institutions, groups, etc. Which are the nodes of the network, and searching for a bibliography that could handle this conception, Marques<sup>20</sup> has been found, and he says networks are:

*“The structure of the field within which the relevant social and political actors are immersed in each situation. (...) [The social network] is the field present at a given moment, structured by links between individuals, groups and organizations built over time. These links have many natures, and may have been constructed intentionally, although most of them have their origin in relationships inherited from other contexts. We can imagine the network as composed of several ‘layers’, each associated with a type of relationship and a given period of time.” (p.46).*

Different are the conceptions that can exist and be produced, it was necessary to know them with this research, to understand that even with several conceptions the great question of ‘networking’ is the effects that it causes in a situation, in a certain space and time, between people, between institutions, and others. Because there are so many network ideals, working together ends up being hampered, but in spite of different ideals, if the individuals in the network communicate and create a common one, that is, they value the heterogeneities and organize the multiple encounters that cross professional boundaries. And there are knowledge, techniques and powers that are of anyone and that matters to anyone, so it will be possible to have a good networking.

From what has been brought during the meetings and the experience in the residency, it was possible to show that PRMAS is part of the “UNIFESP-BS network” as a strong articulator for remaining a long daily period in the practice scenarios and consequently having contact with

the university projects that go through the service and with the employees of the service and the proximity that the residency has with the practice and that allows to involve the graduates with the reality of the services. But as seen in the narratives, there is controversy in the power that this program has when it becomes a strong articulator of the “UNIFESP-BS network” and of the teaching-service-community interaction.

However, as perceived before, the interlocution between the residency and the other projects allows great and powerful joint compositions, as one of the residents says:

*“When there is interaction among the students and the residency agent, and the projects themselves, there is a lot of good things going on, you have to share, you have to talk, you open up a horizon, even though I’m graduated, I’m not good enough at what I do, and that’s the cool thing about the meeting, they never run out of... possibilities.”*

And how do you keep this UNIFESP-BS network alive? You have to take risks, use new work tools. It is an arduous process, which requires the availability, patience and investment of all so that the path traveled reaches networking. Shooting discussions among these projects by territory would be a step to be invested, so that users and services do not feel lost with so many projects that sometimes speak the same language, they want pretty much the same things and in the same places.

In order to keep it alive you need to be careful, you always have to look at its structure. According to Kastrup<sup>15</sup>, the network should not be understood in its closed totality, but as an open whole in which it is possible to increase and diminish it through new connections established by means of the nodes, as demonstrated in the meeting “The entanglement of interlocutions”. This will avoid creating rigid boundaries between UNIFESP and service teams, allowing other bifurcations and convergences to arise in this network in conjunction with services. It is envisaged that an exit to strengthen the innovative training project of UNIFESP-BS will recognize the power of this UNIFESP-BS network, because one plus one is actually much more than two.



## 5. “GENTE TEM SOBRENOME”<sup>6</sup> (PEOPLE HAVE SURNAME)

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<sup>6</sup> Song “Gente tem sobrenome” by Toquinho and Elifas Andreato, Gravadora Philips, 1987.

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