



RHEUMATOLOGY TAUGHT BY METHODOLOGIES ACTIVE DURING MEDICAL GRADUATION

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BACKGROUND

Current medical education promotes the development of knowledge through active methodologies that allow the academic to be instigated and build their own knowledge. Mainly during the Infectology module, in which the student starts with anxiety and fear for being a specialty with a large image of study and subjects. Therefore, the objective of the present study was to report the experience of medical students during the semester with the Rheumatology module, being taught by active methodologies during the medical course of a teaching and health institution.

MATERIALS AND METHODS

During the fourth and seventh period of the Medicine course, the Rheumatology module is developed through the active methodology, PBL (Problem Based Learning), which promotes self-directed study in tutorial sessions, discussion of cases clinical classes, morphofunctional laboratory classes, rheumatology outpatient clinic and theoretical-practical classes of clinical skills. The fourth period of the course was comprised of rheumatologic semiology and seventh period composed of pathologies, pathophysiology and management

RESULTS

Throughout the periods, the methodology used in the health teaching institution to support the study of rheumatology was important in three contexts. The first, educational aspect, the construction of self-directed knowledge through tutorial sessions was important in order to develop the theoretical knowledge of pathologies that may affect it beyond the pedagogical methodology of dividing the subjects into distant semesters making the student sedimentary the knowledge developed during the fourth period necessary for better use of the seventh period. The second, through emotional vision, the sharing of ideas by the discussion of clinical cases was fundamental to reduce the anxiety and fear of Rheumatology, because despite being a module with great study load, contextualizing became the alternative to absorb and sediment knowledge. Finally, of practical aspect, Rheumatology needs the practical exercise of the theoretical knowledge learned, in this sense, the ambulatory and classes of clinical skills were fundamental to base and to improve abilities in semiology of rheumatologic patient.

CONCLUSION

The study of Rheumatology using the active methodology was facilitated by the discussions of clinical cases, theoretical and practical classes, reducing the fear and anxiety of the study of the specialty.