

PRÁCTICAS DE CAMPO: INSERCIÓN DE METODOLOGÍAS ACTIVAS EN ESPACIOS DE SUPERVISIÓN

R. D. C. M. P. Muñoz Palm¹, M. L. G. S. B Simoes Ballarin², F. B. C Carvalho³, R. C. T. Colom Toldrá⁴

¹Universidade Federal do Paraná, Curitiba, Paraná, Brazil, ²Pontificia Universidade Católica de Campinas, Campinas, São Paulo, Brazil, ³Pontificia Universidade Católica de Campinas, Campinas, São Paulo, Brazil, ⁴Universidade de São Paulo, São Paulo, Brazil

Introduction: In the scope of the formation in Occupational Therapy, the field practices (or supervised therapeutic practices) are structured from probation offered in different settings. These probation aims to enable the future professional the gradual construction of knowledge related to the demands in the health field as well as the socio-cultural demands of the professional practice. In this context, the application of active methods of teaching and learning has been increasingly discussed and implemented. These methodologies operate in a constructive and meaningful manner, stimulating critical and reflective thinking and the increasing autonomy of students, who will assume the role of protagonists, with the teacher (supervisor) having, basically, the role of facilitator of the instruction process. **Objectives:** Discourse about active methodological strategies used by teachers of occupational therapy in the supervision of field practices in the field of vocational education.

Description/Report: The implemented supervision strategies implemented consisted on forming small groups to work with and organizing a roll of five sequential activities to be executed: the presentation of the problems experienced by the students in the probation, the diagnosis and selection of the situation to be problematized by the group, identification and systematization of the research sources for the analysis of the situation-problem, development of a more profound summary with socialization of the discussed aspects and the evaluation of the process. The resources used are diverse and involve simulations, clinical discussions, reading of texts, the confrontation of experience and preparation of personal and group records of the learning process. The nature of the supervision (pedagogical, clinical or institutional) is determined from the situation-problem. **Results/Discussion:** The results of the insertion of such strategies evidence greater awareness and responsibility of the students in their own learning process, increased autonomy and ability to transform information into knowledge, enlargement of the perspective of decision-making and construction of a more reflective attitude. **Conclusion:** All these aspects contribute to the formation of a critic professional and assure the experience of a teaching-learning process articulated to the reality that includes the personal, social, cognitive, technical and ethical dimension.