



Medeiros Jr A, Liberalino FN, Costa NDL, organizers. Paths of tutoring and learning about health and citizenship. Natal: EDUFRN; 2011

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The new paradigm of the attention to health has been discussed since the decade of the 70's and from the Movement of the Brazilian Sanitation Renovation, the need of transformation of the health professional was highlighted among other demands. From the unfolding of such movement the Universidade Federal do Rio Grande do Norte (UFRN) has contemplated the proposals of change in education since the year 2000 and organized areas in health formation turned to the stimulus of interdisciplinary practices and to the articulation concerning teaching-service-community. The *Atividade Integrada de Educação, Saúde e Cidadania* (Integrated Activity in Education, Health and Citizenship) (SACI, in Portuguese), which is a common curricular syllabus to all the health courses at the UFRN, is an outstanding feature of such this aim.

The book "Caminhos da tutoria e aprendizagem em Saúde e Cidadania" (Paths of tutoring and learning about health and citizenship), organized by Antônio Medeiros Júnior, Francisca Nazaré Liberalino and Nilma Dias Leão Costa is a good work which reports the history and experiences lived at SACI. The book, published by Editora da UFRN in 2011, is a product of the collective writing by several tutors, which were or still are part of the body of tutors in this subject, and reflects the improvement in health formation.

The author approaches the particularities of the subject, outstanding difficulties and potentialities

concerning the proposal of teaching in order to highlight the improvement in their education. Under the perspective of the authors, there are abilities in education that only experience can teach and, therefore, it becomes necessary to experience the reality of the environment in order to provide perspective ways of more human and coherent action with the demand of the population.

The book 'Paths of tutoring and learning about health and citizenship' is divided into 10 chapters, distributed into two parts. The first part, 'Immersion in an emancipator pedagogy, action: the experience of tutoring in SACI' is composed by six first chapters. The second part, called 'Evaluation experiences of an autonomous and significant learning' presents the last four chapters.

The first chapter called 'Discovering reality through the experience in the Integrated Activity in Education, Health and Citizenship', discusses the changes and the transformations in the process of formation in health, from the biomedical model up to the sanitation model, and highlights the importance of the comprehension of the social context in the health-disease process, having politicization, regionalization and decentralization as central topics.

'Interdisciplinarity in the area of health: social representations of students of the Integrated Activity in Education, Health and Citizenship' is the title of the second chapter, in which the author presents

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the results of a research made with 62 students, in order to analyze the perception of interdisciplinarity. The text shows data which support the need of interdisciplinarity, an each time more urgent posture in the context of health, besides the several possibilities of perception of such need by the students.

The third chapter of the book is called 'Reflections on the process of changes in the professional education in health' and it describes the introduction of new ways of teaching in the education of professionals at UFRN and their contributions in order to reach a profile of humanist, generalist and citizen professional. The authors are in favor of the pedagogical principals of Critical School and also of the method of Maguerez Arch which has been applied in order to set boundaries to process of learning-teaching and report how the experience has provided a change, so as to improve the professional education of the students who have gone through it.

The fourth chapter, called 'Health and citizenship in health education: learning through living', is regarding the integrality of the attention and how that can be a guideline in the education of the health professionals. Besides that, the authors also report some interventions made by groups which would tutor the Basic Units of Health as a way to operationalize learning during SACI.

In the following chapter called 'The tutorial experience in the Integrated Activity in Education, Health and Citizenship', the author describes the innovative experience which SACI represents to the tutors, pointing out the difficulties faced by the tutors. Afterwards, the chapter 'Sharing knowledge and experiences in a communities of Felipe Camarão and Nova Cidade' show how much SACI positively influences in the education of professionals and students regarding their behavior dealing with the users, besides pointing out that discipline promotes a reflection on the determinant points of the process disease-health, and exchange of knowledge, the respect for the popular knowledge and the work with

multi-professional teams.

The seventh chapter, called 'Significant learning and emancipator evaluation in the Integrated Activity in Education, Health and Citizenship (SACI)', represents the portfolio as an instrument of evaluation on the subject. Also in the evaluation this syllabus component aims at breaking with the standard procedures of teaching-learning, once besides the academic production, the student is incentivized to register in his portfolio, the reflections, opinions, doubts, difficulties, reactions facing the situations and the contents analyzed, providing an opportunity of a conceptualized appropriation of the treated knowledge.

In the eighth chapter, 'Evaluation and contribution of the students from the Integrated Activity in Education, Health and Citizenship (SACI)', the critical pedagogy is mentioned by the authors and it is aimed at contributing to the formation of citizenship through education. The text presents the results of a work made with 227 students aimed at presenting the main difficulties identified by the students during the development of the activities and their proposals for the improvement of the subject.

Chapter IX, called 'Evaluating the Plan of Intervention: a way to the critical and transforming learning', deals with another dimension of evaluation which is in the plan of intervention in the territory, elaborated from a collective work which is aimed at orientating the organization of the intervention of the discipline with the community.

To close the book, in the chapter called 'Dialoging with portfolios: the experience of tutoring in the community of the Monte Líbano' present registers which involve the formation of cross-sectional competences, multi-professional and interdisciplinary practices in health. From the experiences reported, the authors demonstrate how rich the exercise of tutoring in the community has been.

The book is highlighted due to a detailed report of a successful experience in the education

in health, instigating on the reflection concerning how we want the future health professionals to be. Using attractive language, the work captivates the reader that can more deeply analyze the perception of the several actors of the process (students, tutor-professors, preceptors and workers of health), to expose the history, the problems and beautiful or intriguing experiences in these 13 years of Integrated Activity in Education, Health and Citizenship. When reflecting on the difficulties and potentialities in this proposal of education, the work promotes the enhancing of knowledge in nursing in other areas of health, especially regarding education, leading to an improvement of the nursing care and following the evolution of knowledge in this specific area.

So, the work deals with the effort in the modification of the political project of teaching, in the pursuit of the education of nursing professionals and other areas of health, the ones who know the social problems, and who are able to intervene in the

reorientation of the health service.

Therefore, we invite everyone to a pleasant and strengthening reading of the current parameter of education in health.

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Collaborations

Borges LSB, Araújo VP, Oliveira RDP and Alves RRB contributed for the conception and writing of the text. Araújo AC contributed for the conception, writing and final approval of the text.