

# Pedagogic Problematization on the Teaching-Learning methods of Health: An Experience in the critic-liberator thinking in Mental Health

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**Feedback process action-reflection-action allied to the interdisciplinary.**

## INTRODUCTION

By rethinking the biologist attention, Brazil has been resuming the Paulo Freire's pedagogic practices on the health professionals formation. However, health education curriculums based on this pedagogy are still scarce and its assumptions need to be better investigated in practice.

## GENERAL OBJECTIVE

To analyze the contributions of Paulo Freire's Pedagogic Problematization in the development of working processes on health.

## RESULTS

To see the bearers of mental illness not only under the various biological knowledges, but understand them in the complexity of their reality.

Empower the bearers of mental illness to overcome their own limits.

Benefits to the functioning of health services and the community, such as solidarity economy.

Popular participation on public mental health policies.

## MATERIAL AND METHODS

Evaluative, participative and qualitative research, case study type, conducted in 2017. The study took place at the Multiprofessional Residency Course on Mental Health, from the Federal University of Paraíba, Brazil, whose plan course predicts the Freire's Pedagogic Problematization. Semistructured interviews with the tutors (7) were applied alongside a meeting of focus group with 20 residents.

## CONCLUSION & SIGNIFICANCE

The commitment of health education to the sociocultural, economic and political characteristics of each reality has been configured in a positive educational experience with significant advances at the working processes that extend to changes in the realities experienced by the students.

## RECENT PUBLICATION

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