

PÔSTER DIGITAL

Human Resources and Training for Rural Health

“Nobody goes”: the (non-) participation of students in rural traineeship

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Introdução: From the creation of medical school in Sobral (CE), students from the final two years must obligatory pass through traineeship in the rural zone, with 226-hour duration. It was inspired on the university project, created in 1966, called Rural University Training and Community Action Center (CRUTAC). However, it is perceived that there is lack of motivation on behalf of the students to participate.

Objetivos: This study sought to analyze the reasons for the non-participation of interns from the Medical School at UFC-Sobral in the rural traineeship.

Metodologia ou descrição da experiência: Semi-structured interviews were conducted and recorded with eight students from medical school that attended internship in 2012 or 2013, selected by means of self-indication, using the “snowball” technique. We transcribed speech, preserving the exact words of each informant. This was followed by the organization and categorization of the main responses, applying content analysis technique.

Resultados: From the eight students interviewed, seven did not fulfill traineeship effectively. The main reasons that surged in student discourse were: (1) lack of local structure, transport and equipment; (2) little receptivity, competence and disposition for teaching on behalf of local medical supervisors; (3) priority for theoretical studies and pre-residency courses; (4) opportunity to rest from course overload; (5) and some kind of collective agreement witnessed in expressions such as “nobody goes, and neither do I”. In order not to attend the service, there was always collaboration from the local medical supervisor.

Conclusões ou hipóteses: We witnessed that, although obligatory, the great majority of the students did not participate in effective manner. There is a lack of collective motivation that is supported on reasons inserted in the current context of the course. Rural traineeship should be reviewed in its objectives and methods, as well as the need for structural investment for adequate training in medical performance.

Palavras-chave: Internship. Rural Health. Education.