

Participatory Health Research in nursing education and learning

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Introduction & objectives: Efforts to scale up health professionals' education should not only increase quantity, but should also address issues of quality and relevance in order to fit community health needs (WHO,2015a). Participatory Health Research(PHR) is an approach that demands specific learning and teaching (Ledwith & Springett,2010). Our purpose is to reflect on PHR training and how do PHR better address the gap from education to practice (WHO,2015b). Based on the co-author's practice as PHR trainer of an international course (Brito&Mendes,2015), we'll describe ways in which PHR training can be structured and improved.

Methodology: Case study. Data collection from observations, documents and participant's opinions of three PHR courses.

Results & discussion: During three courses, participants conceived PHR projects, to learn to recognize the value of a person's contribution to the co-creation of scientific knowledge in a practical and collaborative process. Participants also learned to focus on the situation of those affected by health issues and plan research with them, not to them. The following PHR principles (ICPHR,2013) emerged from data. 1Participation is a democratic imperative, so many pedagogical dynamics are used. 2Knowledge is co-created dialogically incorporating multiple perspectives and types of knowledge. It is evident that participants co-created multidisciplinary research projects. 3Impact beyond the academic knowledge production related with PHR projects connectivity. 4 Projects primarily focused on community contexts. 5Focus was on reflexivity and explicit values, ensuring authenticity, transparency and transferability. 6Project results were practical, relational, credible, and valid for the context in which they were produced. 7Quality at each phase of PHR training process defined the quality of PHR research. Participants recognized PHR training as an important process to improve community based research and to document policy makers and funders to act on research findings, to provide support to better health care or healthier contexts.

Conclusions: PHR training is an innovative/transformational way of learning and addresses the gaps in standards of health professional education globally because it increases co-creation of knowl-

edge in team groups (students, teachers and stakeholders) and arise community interventions to mobilize community resources. PHR training should be delivered in health professional courses as a research approach.

Palavras-chave: *Pesquisa-ação participativa em saúde; Formação de profissionais de saúde; Abordagem de pesquisa.*

Keywords: *Participatory health research; Health professional education; Research approach.*

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