

INFORMATION IN ENGLISH

MASTER OF HEALTH PROFESSIONS EDUCATION

History of the Master`s Program

The Master of Health Professions Education (PECS) focuses on following the concepts specific to this theme, appropriate pedagogical processes for its peculiarities, and teaching methodologies adapted to the complexity of health actions. The concept is 4.

In 2010, the Coordination for the Improvement of Higher Education Personnel (CAPES) of the Brazilian Ministry of Education launched the Pró-Ensino na Saúde initiative to foster research development in the field. Faculdades Pequeno Príncipe, selected for a network project that also includes the Federal University of Santa Catarina (UFSC) and the State University of Londrina (UEL), created the research line in Health Education. Around the same time, the Health Education Research Group (PENSA) was created and registered with the National Council for Scientific and Technological Development (CNPQ) of the Brazilian Ministry of Science, Technology and Innovations. This led to a strengthening of the scientific article production at these three institutions.

The extensive demand for the research line and the consistency of the PENSA research group led to the creation of the program, which aims to value the education of teachers and researchers through extensive discussions on the changes and possibilities in new curricula and professional practices in healthcare, network-based working models, and interpersonal stimulation as enhancers of individual and collective production, leading to the necessary condition for consolidating changes in practices and contributing to new knowledge within the Unified Health System (SUS).

The Master`s mission is to prepare healthcare professionals for teaching, following contemporary principles of education and health, so that they can develop research and strategic actions from critical and analytical frameworks, improving both teaching and research in the field.

Objectives

The main objective is to value the education of teachers and researchers through extensive discussions on changes and possibilities in new curricula and professional practices in healthcare. Essential commitments:

Promote the production of knowledge about the challenges and teaching experiences in health sciences;



Value the bioethical, anthropological, and humanistic perspectives focusing on diversity and inclusion in the education of researchers/educators;

Design and propose innovative research projects in education aimed at national, regional, and local development;

Coordinate and carry out the development of strategic research lines in health education;

Deepen theoretical concepts in the field, seeking to explain observed phenomena in health education;

Develop research competencies in various teaching and health contexts;

Qualify the program to achieve a doctoral level.

Concentration Area

Teaching and Management in Health Sciences

The concentration area aims to research Health Education, considering the construction processes of National Curriculum Guidelines within both the Brazilian and global contexts, the dynamics of healthcare undergraduate programs in Brazil, and the Global Consensus for Social Accountability of Medical Schools.

The study objects derive from educational paradigms and learning and assessment theories, spanning learning spaces, forms of curricular organization, and extending to university teaching in the health field. It also intends to investigate and understand the challenges of organizing and managing higher education institutions, especially academic management of undergraduate and graduate teaching in times of societal change. The line delves into the challenges and potential of new management models related to academia and healthcare services, strategies for linking teaching, services, and the community, permanent education modalities, and public-private partnerships and collaboration with Third Sector organizations.

Research Lines

I. Curriculum, Teaching-Learning Processes, and Assessment in Health Education

This research line aims to investigate and understand theoretical conceptions and educational practices applied in the Health field. The study objects include the different conceptions that underpin curricular frameworks, their planning, implementation, development, and the necessary adjustments as a social



construction of knowledge, connected with academic formation and the professionalism being pursued. The focus is on building significant pedagogical approaches and active teaching-learning strategies from the perspective of producing new knowledge necessary for training in health work. It investigates assessment systems linked to teaching and learning processes as a continuous triad, considering assessment as an ongoing process of reorganizing programs, pedagogical projects, and teaching. Research into professionalism, quality of life, empathy, anxiety, and support for students and teachers in the process of self-care and caring for others is also part of this line.

II. Continuing Education, Lifelong Learning, and Integration Between Teaching, Health Services, and the Community

This research line aims to investigate and reflect on the education process in professional practice. It will encourage research focused on mobilizing healthcare professionals' potential and analyzing strategies for continued and permanent training and educational practices within healthcare services and academic contexts. This line of research focuses on individual and collective pedagogical processes for worker development, emphasizing impacts on healthcare delivery models, professional practices, and organizational structure, with a focus on interprofessionalism, autonomy, and patient safety. It considers the influence of practice-based training spaces and exposure to professional daily routines in generating curricular innovations within training institutions, as well as analyzing education and health policies with an emphasis on in-service training processes.

III. Academic Management and the Unified Health System (SUS)

This line proposes to support innovative practices in academic and healthcare management by promoting projects that systematize reflections on experiences and deepen literature analysis, generating relevant knowledge. It is a space for professionals involved in projects and change processes in both professional education and healthcare provision who have concerns about knowledge gaps and a readiness to address them. Topics include strategic planning in management, leadership development, communication, dissemination, and networking as intrinsic concepts and strategies for management committed to change, especially academic changes related to the implementation of National Curriculum Guidelines (DCNs) and new healthcare delivery models. Contributions from scientific, technological, and innovation development (C, T&I) should be integrated into this field. Management modalities in public, private, and Non-Governmental Organizations, and the challenges of building Health-School Networks, are topics that enrich the line.

Graduate Profile

The professional profile that the program aims to develop includes competencies to participate, propose, and research new proposals and challenges in health



education, from the effective implementation of National Curriculum Guidelines in healthcare careers to leading initiatives aimed at strengthening the teaching of Health Sciences, which can promote interventions at the national and international levels.

At the end of the course, the professional is expected to be qualified to perform functions compatible with their academic training, prepare scientific papers for specialized publications, and interpret, evaluate, and propose actions to address issues in teaching and health.

Selection Process

Selection Committee

The selection committee will consist of the program coordinator and professors representing each research line or their substitutes. Committee members will serve a one-year term, with 50% of the members required to be renewed for an additional year.

Duties of the Selection Committee:

- I. Prepare the selection process announcement and submit it to the collegiate body;
- II. Conduct the selection of candidates according to the guidelines in the selection announcement and other applicable rules;
- III. Submit the selection results to the collegiate body for approval:
 - The selection process will be announced through an official document prepared by the program's selection committee.
 - The announcement will outline the application rules, required documentation, number of available spots, evaluation methods, activity schedule, evaluation criteria, and other relevant information.
 - Candidates with a foreign degree must submit approval through the recognition and/or equivalency process.

Required Documents (must be attached at the time of registration for the selection process, in pdf format, and legible):

- Completed and signed application form;
- Birth or Marriage Certificate;



- ID and CPF (no other documents accepted);
- Voter registration;
- Military Service Certificate (if applicable);
- Proof of Residence;
- Undergraduate Transcript;
- Undergraduate Diploma or proof of completion (front and back – Master’s diploma issuance requires presentation of a recognized undergraduate diploma);
- English proficiency certificate (if applicable);
- Lattes Curriculum in pdf (no other formats accepted).

Selection Process Stages:

- Evaluation of the candidate’s competencies through various methods (exam, portfolio, personal statement), defined by the selection committee;
- Analysis and scoring of the candidate’s Lattes Curriculum;
- Interview;
- English proficiency exam.
- The selection is valid for enrollment only during the academic period for which the candidate is approved.

Enrollment Information

- The candidate approved and classified in the selection process must enroll within the deadlines set by the announcement.
- Enrollment should be completed on the institution’s website.
- Failure to complete the enrollment by the specified deadline will result in the candidate forfeiting all rights acquired through selection.
- Enrollment will be confirmed upon submission of required documents (upload simple legible scanned copies in pdf), acceptance of the service contract, and payment of the enrollment fee (equivalent to the first installment).

Master’s Program Information

Program Duration: 24 months

Frequency

Synchronous Remote Activities → Flipped Classroom, Case and Research Discussions – Biweekly classes: Fridays from 06 p.m. to 10 p.m. and Saturdays from 08 a.m. to 12 p.m.



Practical Activities → Active Methodologies – Every 30 or 45 days: Fridays from 06 p.m. to 10 p.m. and Saturdays from 08 a.m. to 12 p.m. – 01 p.m. to 05 p.m.

Credits

- The Master's student must complete at least 35 credits (420 hours), with 20 credits from compulsory courses, 10 credits from dissertation presentation, and 05 credits through optional courses, research groups, and complementary activities. Additionally, students must produce articles and/or books/chapters related to their dissertation/research in partnership with their advisor.

Investment

- 30 monthly installments of R\$ 2,184.00 (valid for 2025);
- Location: Curitiba Campus;
- Register your interest: stricto-sensu-ensino@fpp.edu.br

Program Coordination

Director of Research and Postgraduate Studies: Prof. Dr. Rosiane Guetter Mello

Coordinator: Prof. Dr. Izabel Cristina Meister Martins Coelho

Vice-Coordinator: Prof. Dr. Leide da Conceição Sanches

Secretary: Ma. Simone Capinski

