

# Interprofessional Health Education: bibliometric analysis of national scientific production

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## ABSTRACT

Interprofessional education is an important pedagogical approach in health curricula. It aims at preparing students for care in a collaborative team environment. This paper is intended to conduct a bibliometric analysis of the scientific production in interprofessional health education in Brazil from 2012 to 2017. The research was conducted based on Virtual Health Library (BVS) data. The term *relações interprofissionais* (interprofessional relations) was used as controlled descriptor, and the terms *educação interprofissional* (interprofessional education), *aprendizado colaborativo* (collaborative learning), and *trabalho em equipe* (teamwork) were used as non-controlled descriptors. In the search, these descriptors were combined with the Boolean operator AND. A total of 46 publications (37 papers, 6 theses, 3 dissertations) were analyzed. The first authors were Brazilian and associated with public higher education institutions (78.2%). Nursing, Public Health, and Education periodicals (Qualis B) were highlighted among the analyzed papers. The most frequent studies were of qualitative approach (61%), conducted in the Southeastern region (58.7%), with participants who were health professionals (23.9%) and undergraduate, refresher, specialization, and residency students (19.5%). “Association of techniques” (24%) and semistructured interviews (21.7%) were the most observed data collection techniques. Content analysis was mentioned in 41.3% of publications as a data analysis type. These studies were about interprofessional education focused on health education (45.6%), interprofessional education in primary care services (23.9%) and in outpatient clinics and hospitals (15.1%). Six publications were funded. Interprofessional education research is incipient in Brazil and should be expanded and qualified.

**Descriptors:** Interprofessional Relations. Education, Higher. Curriculum. Bibliometry.

## 1 INTRODUCTION

The increasing complexity in health demands requires rethinking the provision of care, in which it is necessary to end fragmented practices in health services and apply new education models that have been historically established in a uniprofessional way<sup>1</sup>.

Since comprehensive care in Brazil is essentially represented by the creation of the Brazilian National Health System (SUS) and the provision of care is dynamic and complex, the debate on teamwork has always been present, even if with different focuses on the health professional education process<sup>2</sup>. However, health practices and health education models differ from each other. The educational process is still mostly conducted with specific degrees within each professional category. These models are unfavorable to guiding Brazilian public health policies, which require increasingly collaborative actions among different professions in services and work processes<sup>3</sup>.

Considering this context and aiming at teaching and learning strategies that improve healthcare quality based on collaborative work among different professionals, interprofessional education becomes an emerging topic, being considered an important pedagogical approach in health curricula<sup>4-6</sup>.

Interprofessional education occurs when members of more than one health profession learn together in an interactive way with the explicit purpose of improving interprofessional collaboration or people's health and wellbeing<sup>7</sup>.

The objective of this research was to conduct a bibliometric analysis of the Brazilian scientific production on interprofessional health education from 2012 to 2017.

## 2 METHODOLOGY

This is a bibliometric study on the topic "Interprofessional health education in Brazil" using the Virtual Health Library's (BVS, <<http://www.bireme.br>>) bibliographic database, which includes the following information sources:

Latin American and Caribbean Health Sciences Literature (LILACS), Spanish Bibliographic Index on Health Sciences (IBECS), Medical Literature Analysis and Retrieval System Online (MEDLINE), and Scientific Electronic Library Online (SciELO).

Bibliometric studies aim at helping investigate and assess scientific production, measuring academic production, indicating patterns in publications and main areas of development, and acknowledging investigators and authorships<sup>8</sup>.

The controlled descriptors were identified in the structured vocabulary Health Sciences Descriptors (DeCS). The term *relações interprofissionais* (interprofessional relations) was used as controlled descriptor, and the terms *educação interprofissional* (interprofessional education), *aprendizado colaborativo* (collaborative learning), and *trabalho em equipe* (teamwork) were used as non-controlled descriptors. These descriptors were combined using the Boolean operator AND in the search, resulting in four combinations, according to table 1.

In the search field, descriptors should be in the publication's title, abstract, or subject. The search was conducted for the period of 2012-2017. The World Health Organization (WHO) published an important document that became reference to expand the debate on interprofessional education worldwide. It was translated into Brazilian Portuguese in 2010<sup>1</sup>, highlighting the topic in the country. Therefore, the authors chose to start this research in 2012, after two years of the Brazilian Portuguese publication of this guiding document.

As inclusion criteria, the publications should be papers, academic works, or essays in Portuguese, English, or Spanish related to the topic "Interprofessional education in Brazil." In total, 176 papers, 22 dissertations, and 6 theses were found. Among them, 41 were duplicated among the databases used and 117 papers were not related to the topic in Brazil. After excluding them, 37

papers, 3 dissertations, and 6 theses were selected, which were obtained in full for analysis (figure 1).

Table 1. Combinations used in the search strategy

Combination 1: <i>Relações Interprofissionais</i> AND <i>Educação Interprofissional</i> Interprofessional Relations AND Interprofessional Education
Combination 2: <i>Relações Interprofissionais</i> AND <i>Aprendizado Colaborativo</i> Interprofessional Relations AND Collaborative Learning
Combination 3: <i>Relações Interprofissionais</i> AND <i>Trabalho em Equipe</i> Interprofessional Relations AND Teamwork
Combination 4: <i>Educação Interprofissional</i> AND <i>Aprendizado Colaborativo</i> Interprofessional Education AND Collaborative Learning
Combination 5: <i>Educação Interprofissional</i> AND <i>Trabalho em Equipe</i> Interprofessional Education AND Teamwork
Combination 6: <i>Aprendizado Colaborativo</i> AND <i>Trabalho em Equipe</i> Collaborative Learning AND Teamwork

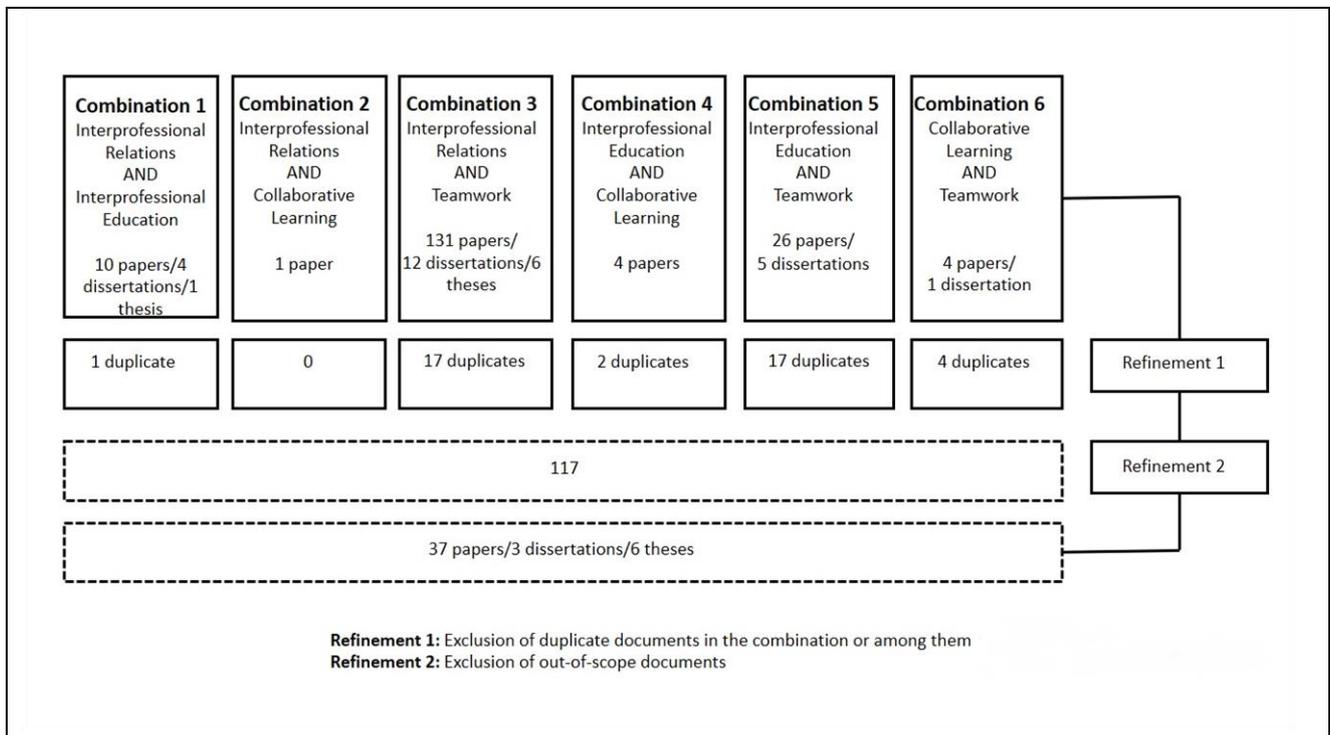


Figure 1. Systematization of the publication selection process

The selected publications were read in full and analyzed according to the following variables:

- Indicators of scientific activity, which enable to identify the scientific activity<sup>8</sup> (number of publications and distribution per year, number of authors per paper and authorship collaboration, work relationship of the first author, authors' production);

- Indicators of scientific impact of the sources<sup>8</sup> (publication periodical, periodical's area, journal's impact factor, and Qualis Capes);

- Publication profile (typology, place of studies, research participants, data collection and analysis technique, funding source, and thematic approach).

Microsoft Excel 2010 was used to build an electronic spreadsheet with a synthesis of

publications and calculation of frequency.

The research was approved by the Research Commission (COMPESQ) of UFRGS School of Dentistry (Project 32428).

### 3 RESULTS

A total of 46 publications (37 papers, 6 theses, and 3 dissertations) from the BVS database related to interprofessional education in Brazil from 2012 to 2017 were analyzed. The result of this analysis is presented according to the following: indicators of scientific activity, indicators of scientific impact of the sources, and publication profile.

#### Indicators of Scientific Activity

Regarding the number of publications per

year, there was little variation from 2012 to 2015 (6 to 8). However, there was an increase in the number of publications on interprofessional education in 2016 (n=15) and a decrease in 2017 (n=3). The number of authors in each publication varied from 1 to 7 (average of 4 authors per publication), with a total of 157 authors in all 46 publications. Most of the analyzed publications have 1 to 3 authors (54.3%) - 74% of these authors have only one publication in the period (table 1).

The first authors are Brazilian and most of them (78.2%) are associated with different public higher education institutions in the country. In only one paper no association of the first author with a higher education institution was observed - but rather with a public health service (table 1).

Table 1. Distribution of publications on interprofessional education in Brazil according to indicators of scientific activity, 2012-2017

Variables	n	%
<i>Year of publication</i>		
2012	6	13.0
2013	8	17.4
2014	7	15.2
2015	7	15.2
2016	15	32.6
2017	3	6.5
<i>Number of authors</i>		
1 to 3	25	54.3
4 to 6	20	43.5
7	1	2.2
<i>Authors' production</i>		
Authorship in one publication	34	74.0
Authorship in two publications	8	17.3
Authorship in three publications	3	6.5
Authorship in four publications	7	15.2
<i>Association of the first author</i>		
Public higher education institution	36	78.2
Private higher education institution	7	15.2
Public higher education institution and public health service	2	4.4
Public health service	1	2.2
<b>Total</b>	<b>46</b>	<b>100.0</b>

More than half of the higher education institutions of the analyzed works' authors are located in the Brazilian Southeastern region (56.7%). Universidade de São Paulo was

associated with 23.9% of the publications; Universidade Federal de Minas Gerais and Universidade Federal de São Paulo, to 8.7% each.

Still related to the authors, 30.4% of publications on interprofessional education have interinstitutional partnerships. There were also partnerships with authors associated with international institutions in Canada, England, and Costa Rica, and with education institutions and health services.

Among the authors with the most publications in the period are: Nildo Alves Batista<sup>9-12</sup> and Sylvia Helena Souza da Silva Batista<sup>9,11,13,14</sup>, with four published papers; Ana Ecilda Lima Ellery, with one Doctoral dissertation<sup>15</sup> and two papers<sup>16,17</sup>; Ana Claudia Camargo Gonçalves Germani, with three papers<sup>5,18,19</sup>; Marina Peduzzi, with three papers<sup>3,5,20</sup>; Jaqueline Alcântara Marcelino da Silva<sup>5,20</sup>, Geisa Colebrusco de Souza<sup>5,20</sup>, Alfredo Almeida Pina de Oliveira<sup>18,19</sup>, Simone Coelho Amestoy<sup>21,22</sup>, Michelle Barboza Jacondino<sup>21,22</sup>, Ana Maria Chagas Sette Camara<sup>14,23</sup>, and Franklin Delano Soares Forte<sup>24,25</sup>, with two papers.

### Indicators of Scientific Impact of the Sources

Among the 37 analyzed papers on interprofessional education in Brazil, 12 were published in Nursing (21.1%), 12 in Public/Collective Health (21.1%), and 9 in Education (19.6%) periodicals. Most of these periodicals were classified as Qualis B in Collective Health: 23.9% B1, 21.7% B2, and 21.7% B4. No papers were published in Qualis A periodicals in this same area of assessment. Nursing periodicals had the greatest impact factor: USP School of Nursing Journal, Brazilian Journal of Nursing, and Nursing Journal of Rio Grande do Sul (table 2).

### Publication Profile

Studies with qualitative approach were the most referenced in publications on interprofessional education in Brazil (61.0%), followed by experience reports (13.0%) and quantitative studies (13.0%). Most of these studies were conducted in the Southeastern part of the country (58.7%). Their participants were health professionals (23.9%), undergraduate, refresher, specialization, and residency students (19.5%), and health professionals and students (15.2%). These studies had a great variety of data collection techniques: association of techniques was the most observed one (24.0%), followed by semistructured interviews (21.7%). Content analysis was mentioned as data analysis technique in 41.3% of the publications. Among the 39 publications, 6 mentioned a funding source (table 3).

The diversity of topics presented in the analyzed publications is shown in table 4. There was a larger number of works on interprofessional education focused on health education involving undergraduate and postgraduate programs, and multiprofessional residency (45.6%), followed by primary care services involving the entire Family Health Strategy (ESF) team and community health agents, dental health technicians, dentists, and Family Health Support Center (NASF) professionals (23.9%), and in a smaller number in outpatient clinics and hospitals (15.1%). Regarding education topics, education experiences with interprofessional focus are highlighted.

Three papers are related to experiences in the Education through Work Program for the Health Area (PET-Saúde). In publications related to health services, multiprofessional teamwork process and interprofessional relations are recurring topics.

Table 2. Distribution of publications on interprofessional education in Brazil according to indicators of scientific impact of the sources, 2012-2017 (n=46)

Variables	Frequency		IF*
	n	%	
<i>Publication periodical/Subject</i>			
Interface: Comunicação, Saúde, Educação/Education, Public Health	5	10.9	0.3056
USP School of Nursing Journal/Nursing	4	8.7	0.3277
ABCS Health Sciences/Medicine, Public Health	3	6.5	--
Journal of Research: Fundamental Care Online/Nursing	3	6.5	--
Brazilian Journal of Medical Education/Education	2	4.3	0.0755
Brazilian Journal of Nursing/Nursing	2	4.3	0.5181
CEFAC Journal/Speech Pathology and Language	2	4.3	0.1624
Journal of Medicine (São Paulo)/Medicine	2	4.3	
Nursing Journal of Rio Grande do Sul/Nursing	2	4.3	0.3146
Einstein (São Paulo)/Medicine	1	2.2	0.0405
Brazilian Journal of Telehealth/Medicine	1	2.2	--
Physis/Public Health	1	2.2	0.0667
Psicologia em Revista/Psychology	1	2.2	--
Psicologia: Ciência e Profissão/Psychology	1	2.2	0.0938
Brazilian Oncology Journal/Neoplasias	1	2.2	--
ABENO Journal/Dentistry	1	2.2	--
Revista da Rede de Enfermagem do Nordeste/Nursing	1	2.2	--
Revista de Odontologia da UNESP/Dentistry	1	2.2	0.0250
Health in Debate/Collective Health	1	2.2	0.2124
Tempus: Actas de Saúde Coletiva/Education	1	2.2	--
Trabalho, Educação e Saúde/Public Health, Environmental Health,	1	2.2	0.3038
Not applicable (theses and dissertations)	9	19.6	--
<i>Qualis Capes Classification**</i>			
A	--	--	--
B1	11	23.9	--
B2	10	21.7	--
B3	3	6.5	--
B4	10	21.7	--
B5	2	4.3	--
C	1	2.2	--
Not applicable (theses and dissertations)	9	19.6	--

\* IF = Impact Factor. Calculated dividing the number of times the papers of a given indexed journal are referenced in a given year by the number of works published by this journal in the two previous years. Data obtained from reports of journal citations based on impact factor in a two-year period, year 2018.

\*\* Qualis Capes consulted in the Collective Health area.

Table 3. Profile of publications on interprofessional education in Brazil as to their typology, place of studies, data collection and analysis technique, and funding source, 2012-2017 (n=46)

Variables	n	%
<i>Studies' typology</i>		
Qualitative study	28	61.0
Experience report	6	13.0
Quantitative study	6	13.0
Literature review	3	6.6
Qualitative and quantitative study	2	4.4
Essay	1	2.2

*Continues...*

<i>Place of studies</i>		
Southeastern region	27	58.7
Northeastern region	7	15.2
Southern region	6	13.0
Northern region	1	2.2
Central-Western region	1	2.2
Not applicable (literature review and essay)	4	8.7
<i>Study participants</i>		
Health professionals	11	23.9
Students (undergraduate, refresher, specialization, and residency)	9	19.5
Health professionals and students	7	15.2
Nursing professionals	4	8.7
SUS users	3	6.5
Higher education institutions' and health professionals and managers	1	2.2
Students, teachers (tutors), and preceptors	1	2.2
Students and teachers	1	2.2
Dental Health technicians	1	2.2
Dental surgeons	1	2.2
Not applicable (literature review and essay)	7	15.2
<i>Data collection technique</i>		
Semistructured interview	10	21.7
Survey	5	10.9
Document analysis	3	6.5
Semistructured interview and observation	3	6.5
Database search (literature review)	3	6.5
Focus group	2	4.3
Open interview	2	4.3
Open interview, observation	1	2.2
Open interview, workshop	1	2.2
Open interview, field notes, document analysis	1	2.2
Semistructured interview, online survey	1	2.2
Semistructured interview, observation, group dynamic	1	2.2
Semistructured interview, survey, comic book technique	1	2.2
Field notes, tutorial group	1	2.2
RIPLS (Readiness Interprofessional Learning Scale), focus group	1	2.2
Use of secondary data	1	2.2
RIPLS	1	2.2
OSCE (Objective Structured Clinical Examination), focus group	1	2.2
Not applicable (experience report and essay)	7	15.2
<i>Data analysis technique</i>		
Content analysis	19	41.3
Statistical analysis	5	10.9
Discourse analysis	4	8.7
Ricoeur's (1986) text analysis approach	2	4.3
Thematic and statistical analysis	2	4.3
Critical/Deep reading	2	4.3
Content analysis and critical incident technique	1	2.2
Descriptive analysis	1	2.2
Analysis of field notes and contributions in group gatherings and meetings	1	2.2
Grounded theory	1	2.2
D'Amour's interprofessional collaboration typology	1	2.2
Not applicable (experience report and essay)	7	15.2
<i>Funding source</i>		
Yes	6	13.0

Table 4. Thematic approach of publications on interprofessional education in Brazil, 2012-2017 (n=46)

Thematic approaches of publications	n	%
Interprofessional education (undergraduate, residency, and postgraduate)	21	45.6
Interprofessional education in primary care services	11	23.9
Interprofessional education in outpatient clinics and hospitals	7	15.1
Interprofessional education related to SAMU*	2	4.4
Interdisciplinary work in health	1	2.2
Analysis of interprofessional education's theoretical constructs	1	2.2
Relationship between facial palsy and quality of life under the scope of interprofessional work	1	2.2
Perception of health professionals regarding interprofessional collaboration	1	2.2
Health promotion in the work environment	1	2.2

\*SAMU: Mobile Medical Emergency Care.

#### 4 DISCUSSION

This research aims at analyzing the production of scientific knowledge on interprofessional health education in Brazil through bibliometry.

The interprofessional education debate emerges in Brazil with the acknowledgement of complex health demands and of the need for an effective care. Understanding the multiple dimensions in the health-disease process, not only the lack of disease, required reorganizing services and collaboration of professionals in response to this demand. Therefore, interprofessional education becomes an intervention model that can improve healthcare quality through effective work of different professionals under the collaborative practice perspective. Interprofessional education is considered an essential strategy in the education of professionals, since it follows SUS guidelines and enables an effective teamwork<sup>2-4</sup>.

Interprofessional education only occurs when students and professionals from two courses or professional nuclei learn about others (as to practice of other professional categories and their work objects), with others (in an interactive way with coparticipation), and among each other (for an effective collaborative practice and improvement of health results)<sup>1</sup>.

In this study, 46 publications on interprofessional education in Brazil were identified in the BVS database from 2012 to 2017 and analyzed. A small number of publications was observed in the period. The year 2016 was

highlighted, with a larger number of publications on interprofessional education when compared to the other years (n=15). This increase is justified because in 2016 the Interface journal published a number featuring an initiative of collaboration with the Journal of Interprofessional Care's editors to publish editorials in English and Portuguese on critical issues related to the advance of interprofessional collaboration in Brazil. The editorial highlighted the 3<sup>rd</sup> International Colloquium on Interprofessional Health Education and Practice (CIETIS), held in Natal, Rio Grande do Sul, Brazil, on July 2015,<sup>26</sup> and featured a series of papers on interprofessional education with researchers who are experts on the topic in Brazil and abroad<sup>2,3,27-29</sup>.

Although there are joint learning initiatives and policies in Brazil that foster changes in the undergraduate education process, this bibliometry's findings show that, in the Brazilian context, health-related debate and practices based on interprofessional education are still recent, thus reflecting in the low number of publications<sup>4,30</sup>.

The profile of the analyzed publications is marked by Brazilian first authors mainly associated with public universities located in the country's Southeastern region, reinforcing the spatial heterogeneity of scientific research activities where the standard regional distribution of publications and researchers is highly concentrated in this area<sup>31</sup>.

The identification of interinstitutional partnerships in the authorial field in only 30.4% of

the 46 publications on interprofessional education reveals difficulty in having collaborative productions among different institutions.

The papers on interprofessional education in Brazil analyzed in this research were published in 21 different periodicals. *Interface: Comunicação, Saúde e Educação* and *USP School of Nursing Journal* were the most frequent ones among these publications. Among these periodicals, all had Qualis classification on the WebQualis portal but none of them were Qualis A in Collective Health. Only 6 of the 46 publications (13%) were funded, showing a low research investment in this topic.

It is important to highlight that barriers imposed to research involving interaction of areas/knowledge through the Qualis assessment system (production assessment baseline in Brazil), where there was different classification criteria of scientific production for each disciplinary field<sup>32</sup>, may have impaired interprofessional partnerships and even studies on the topic, strengthening uniprofessional and unidisciplinary research. The new proposal for Qualis Periodicals, announced by CAPES (Coordination for the Improvement of Higher Education Personnel) on July 2019, plans on changing into a single classification, with each periodical receiving only one qualification regardless of the number of assessment areas. Therefore, it tends to foster the development of studies with research from different professional nuclei and disciplinary fields.

Another aspect that deserves being highlighted in this analysis was the preference for qualitative research, which was the most frequent one among the publications. Being increasingly disseminated in the health area, this type of research has a common set of nouns as structuring terms, with complementary senses: *experiência* (background), *vivência* (experience), *senso comum* (common sense), and *ação* (action); as well as the verbs *compreender* (understand) and *interpretar* (interpret). In other words, it is conducted when the research object requires answers that cannot be translated into numbers, but rather into experience, common sense, and action. It takes into account the

individual's singularity through their subjectivity<sup>33</sup>, i.e., it examines people's understanding of what they experience in daily life<sup>34</sup>.

The topics of the analyzed publications were focused on interprofessional education works mainly aimed at health education and teamwork in primary care/ESF, outpatient clinic services, and hospitals. There was no evidence of the best method to apply interprofessional education in practice. In one of the studies, the results considered the education period as the best time to introduce interprofessional education, showing that freshmen were more open to it and that the early academic life is more favorable to these activities<sup>23</sup>.

In education, positive experiences focused on interprofessional education were predominant, including in PET-Saúde, which is a privileged space of integration of healthcare and health education activities<sup>14,26</sup>. However, the greatest criticism to these studies was related to changes in curricula, which remain the same in many uniprofessional institutions.

The study of Frenk *et al.*<sup>35</sup> on education of health professionals in the 21<sup>st</sup> century showed that, in general, curricula have not developed according to the challenges. They are outdated, static, fragmented, and conservative, resulting in non-resolutive professionals thus not improving the health systems' performance.

Research questioning education processes and models is essential for interprofessional practice, as observed in this research. Interprofessional education summons us up to consider changing the curricula and education methodologies. It consists of reversing the traditional health education, where each professional practice is thought and discussed in itself, opening up spaces for discussing interprofessionalism<sup>36</sup>.

The systematic review on interprofessional education conducted by Reeves *et al.*<sup>7</sup> has also shown it is increasingly present in health services and education institutions. It covers different levels of education: undergraduate, postgraduate, continued education, extension courses. These

learning models have been adopting different methodologies: on-site classes, distance education, virtual labs, and online environments. In this study, both publications related to information and communication technologies in health showed new education models, ease of use and opposition to these devices. However, at this point, they did not present a consistent assessment of the impact of these technologies on interprofessional education.

Improving research that present and assess interprofessional experiences both in health education and in health services contributes to consolidating the “scientific capital”<sup>37</sup> on the topic, being able to subsidize changes in the current uniprofessional health education model and in the creation of public health policies<sup>37,38</sup>.

Oppositions are faced by breaking this education model based on the strong division of work and on traditional health categories. Professionals are still being separately prepared in their nuclei but they subsequently have to work together. This contradictory logic results in strong implications to the quality of care provided in public health<sup>2</sup>. Undergraduate students need to be involved in this pedagogical interprofessional education strategy, i.e., by this new model that requires contribution of different professional areas and knowledge. Therefore, there may be multiple learning itineraries covering the fields of observation, action, exchange, simulation, and practice in real-world contexts. Applying interprofessional education processes requires a new curricular organization and an education redesign to make sure it is adequate and comprises the relevance of collective discussions and experiences of different professionals, mutual learning opportunities, and collective solutions, as well as the impacts of these processes on healthcare practice. It includes knowledge flows, technologies, and research funding in the area<sup>35,39</sup>.

In this research, publications on workers’ practice in daily services covered different professional categories in health services focused on collaborative work, teamwork, interprofessional collaboration, and interprofessional relations. It

was once again evidenced that education models directly influence practice and can either contribute to collective practices and interprofessional relations or strengthen individualized and hierarchized practice within teams. The results of these studies indicate that a significant number of professionals was unaware of their peer’s work and, consequently, of the importance of other categories involved in healthcare. These professionals did not experience teamwork in the undergraduate course, not being able to assess the potential effects of collaborative interventions among health professions—topic that is still under development and that requires more robust studies to produce enough evidence on these interprofessional interventions<sup>40</sup>. Nursing has shown a greater proximity to collaborative work and even sharing responsibilities.

This bibliometric analysis’ findings have also shown that specific health services, such as urgent, emergency, and ESF, have better conditions of developing collaborative work than others. The studies bring up the following challenges: lack of a space to discuss cases, lack of time to think about the situations, not understanding the need for interprofessional work, and unawareness of the existing power of this shared work methodology. In interprofessional experiences where organizational support is absent or limited, problems in the development of interprofessional education are usually present, including lack of financial resources, time, dedicated space, physical space, and organization’s view and mission<sup>41</sup>.

## 5 FINAL REMARKS

Considering the relevance of interprofessional education to the reorganization of collaborative healthcare practices and qualification of teamwork, the small number of publications found on the topic in the studied period - most of them published in national periodicals (Qualis B) and with no funding - shows research on this topic is only beginning in Brazil.

Using only the BVS database in this

bibliometric analysis was a limitation of this study. Therefore, expanding this search strategy, involving more databases, and assessing actions based on interprofessional education in higher education institutions and SUS in Brazil are recommended.

## RESUMO

### Educação Interprofissional em Saúde: análise bibliométrica da produção científica nacional

Educação interprofissional (EIP) é uma abordagem pedagógica importante nos currículos da saúde por buscar preparar os estudantes para o cuidado em um ambiente de equipe colaborativa. Este artigo propôs-se a realizar uma análise bibliométrica da produção científica em relação à EIP em saúde no Brasil, de 2012 a 2017. A pesquisa foi realizada na base de dados da Biblioteca Virtual em Saúde (BVS). Como descritor controlado foi utilizado o termo 'Relações interprofissionais/ *Interprofessional Relations*' e como descritores não controlados 'Educação Interprofissional/ *Interprofessional Education*', 'Aprendizado Colaborativo/ *Collaborative Learning*' e 'Trabalho em Equipe/ *Teamwork*'. Na busca, esses descritores foram combinados e acrescidos do operador booleano 'AND'. Foram analisadas 46 publicações (37 artigos, 6 dissertações, 3 teses). Os primeiros autores eram brasileiros, vinculados a Instituições de Ensino Superior público (78,2%). Periódicos da Enfermagem, Saúde Pública e Educação, Qualis B, se destacaram entre os artigos analisados. Os estudos mais frequentes foram os de abordagem qualitativa (61%), realizados na região Sudeste (58,7%), cujos participantes foram profissionais da saúde (23,9%) e estudantes de graduação, atualização, especialização e residência (19,5%). A 'associação de técnicas' (24%), seguida pela entrevista semiestruturada (21,7%) foram as técnicas de coleta de dados mais observadas. Análise de conteúdo foi citada em 41,3% das publicações como a forma de análise dos dados. Esses estudos tratavam de experiências de EIP voltadas ao ensino na saúde (45,6%), EIP nos serviços de Atenção Primária à Saúde (23,9%), e EIP nos espaços de ambulatório e hospital (15,1%). Seis publicações apresentaram fonte de financiamento. Pesquisas sobre EIP são incipientes no país, devendo ser ampliadas e

qualificadas.

**Descritores:** Relações Interprofissionais. Educação Superior. Currículo. Bibliometria.

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