



Stimulation of basic life activities in students with physical-intellectual disabilities: an experience report

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DOI: <https://doi.org/10.54448/mdnt21632>

Received: 09-13-2021; Revised: 11-11-2021; Accepted: 12-06-2021; Published: 12-17-2021; MedNEXT-id: e21632

Introduction

Special education follows the social and political movements of history and consists of a medical and clinical model [1]. Previously, regular school education was not considered essential for people with special needs [1]. Today, education for people with special needs is becoming increasingly inclusive and is considered an official public policy in the country [1-2]. This began through the Public Law of the United States of America (USA) n^o. 94,142 and is considered a modality of school education understood by the "process of inclusion of people with special needs or learning disorders in the common school system in all schools seven degrees" [2]. Furthermore, this inclusion has an important role in society and for this it is necessary to develop a teaching strategy in order to promote the learning of students with some type of disability [2-3]. The process in question has been addressed by the Brazilian government since the beginning of the 90s [1]. In addition, the educator and the family act as sociocultural mediators of the student, strengthening their knowledge [4]. Report the experience of a fourth-year medical student during volunteer work in a non-profit institution for people with physical-intellectual disabilities.

Experience report

Volunteer work was performed for six months, once a week, in a non-profit institution that serves more than fifty patients with intellectual or physical disabilities, aged between one year and 31 years. The intern's activity consisted of monitoring the students' daily actions and performing some administrative functions, such as the separation and organization of medical records, home visits together with the social

worker, organization of secretariat documents, monitoring of consultations with the physiotherapist, the therapist occupational and the speech therapist. Furthermore, the activities provided to the Institution's students consisted of basic life activities so that the intention would be to encourage these individuals to be independent to carry out these activities. In this place, young people and adults washed the dishes when they finished eating, swept the classroom floor, watered the plants, made crafts such as paintings, and were encouraged to follow the protective measures suggested by the Ministry of Health for the fight against the 2019 Coronavirus pandemic. Despite doing this entire process alone, there was always a professional from the school supervising them. This professional could be the teacher himself or other employees of the school. When talking informally with students during activities in the classroom, it can be seen that the majority reported that they also performed the activities learned at the institution at home. Another fact noticed was that few students reported that they attended regular public schools, while the vast majority had contact only with people who attended this institution.

Reflection on the experience

There are many academics who dedicate part of their training to voluntary activity. This is extremely important not only for professional and personal development, but also for the maintenance of institutions with the same voluntary purpose, in favor of a more inclusive society, providing this respective group of individuals with an independent and fulfilled life. Thus, in addition to helping this population, the volunteer will have a feeling of satisfaction and gratitude at the end of the day. And, for this, it is necessary to have patience, perseverance, dedication and aptitude to

deal with others, skills that will also be used in your future professional work. Furthermore, the stimulation of practice in this non-profit institution helps patients to perform basic activities of daily living and communication even without the help of a health professional⁵. Similarly, when seeing the result of the stimulus given in this institution, it is possible to identify the evolution of these people with disabilities with the improvement in the quality of life of them and their families. Special education consists of a framework of methodologies, theoretical knowledge, strategies and resources to help people with special needs [1]. The great difficulty of finding an inclusive education among society is perceived, as few attend regular public schools. Therefore, it is important to develop social relationships among all school participants, creating a self-help network for these people and their families [2]. As it is known, an inclusive school must serve students with special needs in its region, provide expansion of these students' access to regular classes, provide teachers with technical support, realize that children can learn together, lead teachers to establish creative ways working with children with disabilities and providing an integrated service to the teacher [2].

Conclusion and recommendations

Being in contact with an environment so different from the academic reality makes them develop not only skills for handling and caring for people with disabilities, but also empathy and care. Volunteer work is much more than just gaining experience, it is developing the human side, which is often left out when the focus is on science. Although the transformation of regular public schools into inclusive ones is an arduous and necessary process, it requires administrative-pedagogical restructuring, and greater inclusion of these individuals in these educational institutions should be encouraged. Thus, cognitive stimuli must be provided to these people diagnosed with physical-intellectual disability with educational environments that aim to stimulate the student's teaching-learning process. The experience in these institutions helps in the professional training of future physicians, as reported in this case, providing tools and developing skills to deal with people with special needs in their future professional practice.

Keywords: Medical Students. Clinical Internship. COVID-19.

Acknowledgement

Nil.

Funding

Not applicable.

Data sharing statement

No additional data are available.

Conflict of interest

The authors declare no conflict of interest.

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