

PERFORMANCE OF THE VETERINARIAN IN MULTIPROFESSIONAL TEAMS: PRINCIPLES AND DESCRIPTION OF EXPERIENCES IN SINGLE HEALTH



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ABSTRACT

Veterinary Medicine emerges, in the first instance, as a promoter of the health of animals, trying to reduce damage caused by the diseases that affected them. However, with the passage of time and with the emergence of Preventive Veterinary Medicine, they also began to be used for this knowledge to promote human health. The One Health concept highlights the interconnection and inseparability between animal, human and environmental health, involving preventive actions in an interprofessional and collaborative way for the control of diseases and other health issues, since, with integrated action between different knowledge, there is a greater capacity to meet the sanitary and environmental needs of a given place. It is up to the Veterinarian to seek solutions and encourage the adoption of prophylactic measures that promote health, as well as to guide the population about the possible risks they are exposed to, with the objective of eliminating diseases and establishing adequate safety of the environment in general. Thus, the present work deals precisely with actions on this theme, which enabled the insertion of the Veterinarian in Multiprofessional teams, as well as the participation in health actions, promoting the dissemination of knowledge to the community in general.

Keywords: Health Education. Preventive Veterinary Medicine. NASF. Public health.

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INTRODUCTION

Since standards of collective coexistence were established, man has fought against diseases that put the health of his animals at risk. However, many of the diseases that decimated their herds were also responsible for the deaths of thousands of people. Veterinary Medicine emerges, in the first instance, as a promoter of the health of animals, trying to reduce damage caused by the diseases that affected them. However, with the passage of time and with the emergence of Preventive Veterinary Medicine, they also began to be used for this knowledge to promote human health.

The term Veterinary Public Health was officially used for the first time in 1946, during a meeting that charged the World Health Organization with providing a conceptual and programmatic framework for those public health activities that involved the application of knowledge in Veterinary Medicine directed to the protection and promotion of human health. That same year, the World Health Organization's structuring conference recommended the creation of a Veterinary Health section, which was effectively established in 1949.

In Brazil, the Veterinarian, since 1998, is considered by Resolution No. 287/1998 of the National Health Council (CNS) a professional in the health area, being integrated into the multiprofessional teams of the Expanded Support Centers for Family Health and Primary Care (NASF-AB). In 2011, according to Ordinance No. 2,488/2011, he started working in the Unified Health System (SUS) for the promotion and maintenance of human health based on issues related to the interaction between animals, humans and the environment, since he has knowledge about epidemiology, control and prevention of zoonoses and foodborne diseases of animal origin (GONÇALVES, 2019). (BRAZIL, 2011),

eMulti integrates the Multiprofessional teams in Primary Health Care, replacing the NASF (Expanded Family Health Centers) created in 2008 with Ordinance GM/MS No. 154, with the purpose of solidifying, supporting and expanding the services of the Family Health Strategy (ESF) teams. The Family Health Strategy (ESF) is fundamental for the reorganization of primary care in Brazil, aligned with the SUS program, aiming to positively impact the health of people and the community (Ministério da Saúde). (CRMV, 2023).

According to Wilkes, Conrad and Winer (2019), the One Health concept highlights the interconnection and inseparability between animal, human and environmental health, involving preventive actions in an interprofessional and collaborative way for the control of diseases and other health issues, since, with integrated action between different

knowledge, there is a greater capacity to meet the sanitary and environmental needs of a given place (STRATTON, 2019). In this way, One Health is based on the awareness of the great opportunities that exist to protect public health through policies aimed at preventing and controlling pathogens at the level of animal populations, at the interface between humans, animals and the environment (OIE, 2013).

In this context, the Veterinarian is an important piece since 60% of emerging infectious diseases that affect humans are zoonoses (CRMV-ES). Within the SUS, this professional works in the NASF-AB, Epidemiological and Sanitary Surveillance, Environmental Sanitation and animal welfare, and is therefore able to promote human health directly and indirectly (KISHI, 2021). The most common measures for health promotion in Veterinary Medicine are based on the control and combat of zoonoses, which are diseases transmitted between animals and humans. The precarious sanitary conditions of the population, together with the coexistence with domestic animals, are factors that influence the appearance of these diseases (TAFFAREL,). It is up to the Veterinarian to seek solutions and encourage the adoption of prophylactic measures that promote health, as well as to guide the population about the possible risks that are exposed, with the objective of eliminating diseases and establishing adequate safety of the environment in general (GOOD 2015 *et al* . ,). 2018

The Veterinarian transforms into animal health the provision of services, information and knowledge to improve the quality of life of people in the protection against zoonoses, in the health of companion and production animals, food safety and the environment. The concept of One Health emerges as a rational strategy aimed at protecting the needs of current and future generations of humanity, through the integration of the domains of human, animal and environmental health, for this, it seeks to foster collaborative, dynamic and interdisciplinary communication among professionals. This approach aims to bring together different perspectives of experts and scholars, integrating them in a synergistic way for the elaboration of effective and sustainable strategies (TOEWS, 2017). (FMVZ/UNESP, 2013)

According to the Federal Council of Veterinary Medicine (), the main functions of the Veterinarian within the scope of the Family Health Support Center cover a series of activities to be developed. These include conducting home visits in order to make diagnoses related to potential threats involving animals and the environment, adoption of measures related to the prevention, control and situational diagnosis of the main zoonoses

in a region. In addition, the professional also plays a fundamental role in the promotion of health education, focusing on the prevention, promotion and control of these diseases, implementing not only educational actions aimed only at the health of animals and human beings, but also for the adequate management of the territory they inhabit. CFMV, 2023

The performance of the Veterinarian refers to several actions, usually directed to animals, which, however, positively affect human health. A good example is the population control operations of dogs and cats such as "castrations", frequently carried out throughout the national territory. Making it possible to reach the neediest part of society, especially for stray animals or those that have access to the street, with the adoption of contraceptive measures such as castration (BRANDÃO, 2015; OLIVEIRA, 2021).

Toassiet al. () explains that interprofessional education from the undergraduate level is a valid strategy in the process of training students capable of working in interdisciplinary teams in the area in question, since there is an improvement in communication and consequently greater interaction for a quality health promotion service. A multidisciplinary curriculum is necessary within universities due to the expansion of the Veterinarian's performance, so that all the demands of Veterinary Medicine are met. During the professional's training, students must maintain contact and develop disciplines that enable them in their future activities, such as zoonoses control, health safety of products of animal origin and the infamous One Health, with participation in human health. Therefore, disciplines such as Epidemiology and Public Health, Veterinary Hygiene, Animal Health Defense and Zoonoses, Inspection of Products of Animal Origin and Ecology are fundamental (ANJOS 2020 *et al.*, 2021).

Although one of the main functions of the Veterinarian is to seek to improve the quality of human life through his activities, the professional is still not recognized by society as a public health agent, always looking for new spaces. It is also linked to the fact that the training of the Veterinarian is almost completely directed to the medical and surgical clinical area, making it impossible even for the professional to self-recognize in the health field and to raise awareness among the population of their importance, exercise and dynamics in One Health (ARMELIN; CUNHA, 2016).

Thus, it is necessary that the performance of these professionals is increasingly valued, since their training and knowledge enable them to optimize the results of multiprofessional teams, especially when it comes to the theme of One Health.

Among the ways to disseminate information to the community are actions that seek Health Education. These are essential to raise awareness among the population about how to take care of their own health, especially in a preventive way, enjoying a better quality of life. Health education is related to learning, and it is necessary that it be passed on to the population according to their experience, provoking conflicts in the individual so that he can transform his own reality (SILVA, 1999).

METHODOLOGY

DESCRIPTION OF EXPERIENCES

Project: Performance of the Veterinarian in the Family Health Support Center – NASF, second stage: health care and continuing education of the teams of Community Health Agents – ACS"

This project aimed to improve the quality of primary care for the family, diagnosing the health risks in the interaction between humans, animals and the environment, with a focus on the control of anthroozoonotic diseases. The team was a recently graduated Veterinarian, in addition to students from the course, who worked together with the team of a UBS in the city of Guarapuava.

The activities developed with the UBS were carried out through home visits to the population registered in each unit, together with the community/endemic agents, in which conversations were held with the families and passed on guidance on animal ownership, food-related diseases and zoonoses, accidents with venomous animals and stray animals and care about the health of companion animals.

Together with multidisciplinary residents from the areas of nursing, nutrition, physical education and physiotherapy of the UBS, lectures and dynamics were held on various subjects with children of different ages in the schools of the communities, among the activities carried out were topics such as oral health, human body, the five senses and lecture and application of activities in relation to zoonoses. Also with the residents and support from the community agents, activities were carried out with pregnant women and the elderly, including lectures, physical activities, dynamics and activities in general.

Also as an action of the project, on September 9, 2022, the event "One Health: Integration of Human, Animal and Environmental Health" took place, with the aim of disseminating information to the population about the importance of these three areas

always being in balance, and about the role played by Veterinary Medicine professionals in One Health.

The event took place at the Iná Ribas Carli Municipal School (Escola Total), in the Industrial – Xarquinho neighborhood, in the city of Guarapuava, Paraná, and had the support of the health team of the Xarquinho II Basic Health Unit, the Municipality of Guarapuava, Health Surveillance and the students of Veterinary Medicine and various courses in the area of health and communication.

Among the activities developed were the theaters on zoonoses, milk quality and responsible animal ownership; guidance on wildlife; deworming and nutritional guidance for dogs and cats; general guidelines on One Health; how to handle food correctly; correct disposal of waste; toothbrushing and personal hygiene workshops; donation of tree seedlings; as well as physical activities, measurement of vital signs and vaccination of the population present.

The event was publicized through the creation of communication pieces for posts on *Instagram*® and *Facebook*® (@saudeunica.unicentro). The communication team developed, during the action on September 9, the function of producing images and videos for the formation and construction of an audiovisual archive of the project's actions. In addition, the material will also be used as an image bank for future posts in order to publicize the work done by the team. Throughout the day, the action was also covered through posts in *stories* and *Instagram*® *feed*.

Despite the broad activities carried out by Veterinarians in different areas, the professional's relationship with human health is little recognized and understood. In few places is the professional included in the staff of the NASF, thus making it difficult for the other members of the health units and the population to know the important role of this profession together in the planning of the UBS strategies. In the municipality of Guarapuava, the Veterinarian is not part of the NASF teams, only the UBS involved in the extension project that has been able to experience this experience so far.

With the project, it was possible to expose some of the importance and performance of the Veterinarian at the UBS, as well as their role in Public Health. At the beginning of the project, it was clear that health professionals were unaware of the relationship between the occupation of the veterinarian and their teams, agreeing with the work of Epifânio and Brandespim (2019). Through the visits, it was possible to see that the population does not

have the knowledge of the professional in the area of public health, and they can only relate the profession to clinical care and animal surgeries.

With the home visits carried out by the project, it was possible to pass on a little more about the performance of the profession, as well as clarify doubts and provide guidance on animal care, hygiene, health and disease prevention.

Critical education is rooted in the emancipatory ideals of popular education, which have Paulo Freire (1987) as one of their references. The work in question used an education immersed in the life of the student, in history and in the urgent issues of his time, which in this case, refer to the relations between society, animals and nature, as well as intervention in environmental problems and conflicts. Among the methodologies capable of promoting changes in the environmental perception of individuals, there are workshops, theaters and exhibitions whose objective is to train the lay public, making them transforming agents of their own socio-environmental reality.

In addition to the activities in schools, there were activities with groups of pregnant women, in which the Veterinarian can focus on some diseases of importance, such as toxoplasmosis, explaining the importance of care for the prevention of this disease, and deconstructing the myths related to the disease. One can perceive a welcome of the information passed on. However, the need for a process of continuing education was observed to fix the information and make significant changes in habits

The project was extremely relevant to expose the role of the Veterinarian not only as a promoter of Animal Health, but also as a promoter of Animal Health. It is important and appropriate for political and social authorities to think about the greater insertion of professionals in the scope of the UBSs, taking into account the low level of knowledge about diseases transmitted by animals, food, water, and also about the relationship between personal and environmental hygiene as an intimate relationship in the occurrence of these diseases.

It was also possible for the students to interact with the children, especially with regard to a "reality shock" in the students, as the reality found in the target community is often extremely distant from the reality experienced by the students.

The students had the possibility to act as agents of change in society, even if on a small scale, bringing them an important experience, distinct from their daily life within the University, added to an immeasurable personal gain, because, at the end of the activity,

they were unanimous in stating that "doing good for others, it does a lot of good for ourselves."

In recent decades, new challenges have emerged for One Health; Many of these have come as a result of the global globalization system, which has intensified the transit of people, food, and consumer goods between different countries. Some diseases have broken through territorial protection barriers and established themselves in places where they did not exist before, and we have recently lived this experience, when we evaluated the COVID-19 pandemic. Within this reality, health professionals have been trying to respond to these challenges effectively, overcoming the sources of contamination and preventing the proliferation of diseases in their areas of responsibility. In this context, it is increasingly necessary to consolidate the positions conquered by professionals within the One Health, as well as the conquest of new spaces, especially within the Human, Animal and Environmental Epidemiological Surveillance teams.

Project "Public Health and Environmental Education at School"

The school is a privileged space for information, construction and production of knowledge, development of creativity, where it can play a fundamental role in the construction of students' knowledge, in the modification of environmental values and conducts, in a contextualized, critical and responsible way.

Environmental Education has been valued as an educational action that must be present in a transversal and interdisciplinary way, articulating the set of knowledge, formation of attitudes and environmental sensibilities. It has been a mediator between the educational sphere and the environmental field involving the physical, biological, socio-historical and cultural dimensions of the environment, therefore, summoning the most different areas of knowledge to read the complexity that involves the environmental theme.

The present proposal was based on Critical Environmental Education, which advocates the formation of a human subject as a socially, culturally and historically situated being. This critical Environmental Education is rooted in the emancipatory ideals of popular education, which have Paulo Freire (1987) as one of their references. The proposal in question conceives an education immersed in the life of the student, in history and in the urgent issues of his time, which in this case, refer to the relations between society and nature, as well as intervention in environmental problems and conflicts.

For the present work, we sought a partnership with the Department of Biology, Unicentro, as well as members of Civil Society, to together enable an interdisciplinarity in education, providing not only a direct gain in knowledge for the community involved, but also a learning field for our students, who will have contact with new people and, mainly, new realities.

A municipal elementary school in the municipality of Guarapuava was used as a model. In this place, they worked with the students, children from 6 to 13 years old and with the teachers.

For the students, the theme of Public Health was worked on, in the format of theater, so that the children could understand, in a playful way, the importance and care with the transmission of diseases and hygiene measures. The following topics were addressed: Flea and Tick Control; Animal welfare; Dengue Control; Hygiene and Food Care; Animal Rabies; Leptospirosis; Rodent Control.

For the teachers, continuing education topics were addressed, through workshops and lectures, so that they can work as disseminators of knowledge, not only for their students, but also for the community. For the teachers, the following topics were addressed: Water Quality x Environment; Recycled Paper Production; Hours and Composting; Trends in Environmental Education.

Printed materials (folders) were produced by the students involved in the project, for distribution to the school's students and teachers, so that the theme could also be discussed at home, with their respective families.

The project presented a significant result, considering that both the lectures and the theater were very well evaluated. Based on the development of the project, some adjustments had to be evaluated and applied within the proposed methodology, for a better use by the Target Audience, as well as by the Executing Team.

The theaters were initially very long and tiring, according to the evaluation of the children and teachers. There is clearly a difficulty in maintaining children's attention, both in terms of content and the execution of the proposed activity. In this way, the academics who organized the plays began to adopt a shorter duration, with the ideal time being 12-15 minutes per play. In addition, they began to allocate actions within each play in which they provided interaction with the audience. As a result, there was an increase in the children's knowledge gain and, according to the reports of the teachers who work daily with these children, the plays and their respective contents were commented on by the children, for a

long period, including being a theme raised by the family members, describing that the themes addressed were also discussed in the children's homes, ratifying the importance of the project, as well as that we have achieved one of the objectives of the project.

Critical Environmental Education is rooted in the emancipatory ideals of popular education, which have Paulo Freire (1987) as one of their references. The work in question used an education immersed in the life of the student, in history and in the urgent issues of his time, which in this case, refer to the relations between society and nature, as well as intervention in environmental problems and conflicts. Among the methodologies capable of promoting changes in the environmental perception of individuals are the eco-pedagogical workshops, whose objective is to train the lay public, making them transforming agents of their own socio-environmental reality.

The lectures applied to the teachers, in order to carry out continuing education, also needed adjustments and adaptations, during the course of the project, according to the needs pointed out by the target audience. The great difficulty, encountered by the executing team, was the issue of time to be able to bring all the teachers together to carry out the workshops. Thus, the activity should be carried out after 5:30 pm, a fact that limited the time, as the teachers would also have other activities and the workshops would have a maximum duration of 30 minutes. After this adjustment, the activities took place in a very interesting way, considering that the workshops took place in the form of a debate, with extensive discussion between the students and the teachers, providing a healthy exchange of experiences. The teachers evaluated the activities very well and we believe that the content that was worked and, especially, the way it was worked, will enable the teachers to expand their knowledge, in the role of knowledge disseminators.

The project in question was also of great importance for the students of Veterinary Medicine and Biological Sciences. It was possible for the students to interact with the children and teachers, especially with regard to contact with the reality of our society. This approximation of the school with the University is essential, as the academic day-to-day is often extremely distant from the reality experienced by people who often live in a situation of vulnerability. In addition, they had the possibility to act as agents of change in society, even if on a small scale, bringing them an important experience, distinct from their daily life within the University, added to an immeasurable personal gain, because, at the end of the activity, they were unanimous in stating that "doing good for others, it does a lot of good for ourselves."

FINAL CONSIDERATIONS

One of the principles of University Extension is to insert oneself in the Community, in an attempt to improve the condition of a group, community or society. This insertion, in order to obtain the necessary results, must be constant, and not just punctual.

The dialogue between educator and student is indispensable for development at the time of the learning relationship, locating students in the context in which they live, providing the conscious apprehension of the contents studied. The educator cannot distance his students from the social reality they are part of, he must motivate them to understand themselves, because man is the main actor of his life, which takes place from birth to disincarnation.

Knowing oneself, without fundamentalist conceptions, will allow the being to build his intellectual freedom, developing him and allowing him to have autonomy in his life. This is the importance of knowledge, for the man who learns and apprehends useful concepts for his life. Observing that the educator integrating the learning process is constantly learning and improving.

It is in this context, relying on the dissemination of content through fast and highly socialized communication, that the University has a fundamental role in problematizing the contents of learning, and, dialogically, providing the development of the human intellect.

With these projects, we can highlight the importance of the Veterinarian in the NASF teams that work together in the UBSs. It was possible to observe that the vast majority of the population does not have knowledge about zoonoses, and therefore does not know how to prevent or avoid contagion by these diseases.

It is extremely important to disseminate the areas of activity of the Veterinarian, who in addition to promoting Animal Health through clinic and surgery, also has an important role in the promotion of Human Health, through animal clinics, production and inspection of products of animal origin, in surveillance (sanitary, epidemiological and environmental), prevention and control of zoonoses. For this acceptance to happen, there must be a greater introduction of the professional in the NASF and projects by the public entities of our country, thus showing the value of the class in human health.

Health education carried out both in schools and at events for the community in general is essential for the population to know the role that the Veterinarian plays in One Health. The distribution of information by public management and the use of social

networks to publicize the project and its actions are also essential to end the illusion that the Veterinarian is only responsible for animal health.

In addition, health education is much more than just talking about diseases, it also addresses physical, mental, environmental, personal and emotional aspects. It is an expanded conception in health and its social determinants in search of projects in different areas, always prioritizing the quality of life of individuals and the community as a whole.

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