

## Matricial practice: an outpatient experience

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**Objective:** to understand the construction of the dependent care service matrixing. **Method:** this is an action-research conducted over the past seven years, considering the experiences of an occupational therapist during her service activities, covering clinical meetings, supervision, study groups and training. The materials used were medical records, supervision and meeting records and personal notes. **Results:** the demands of each subject are addressed beyond the specificities of each area. The knowledge is transmitted in the team meetings, allowing, to those who are dealing directly with the case, an expansion in their understanding and the experimentation of clinical instruments built with colleagues. The process of building work with each subject, constantly matrixed among the professionals, allows, to the one who offers the attention, greater appropriation of the clinical construction. This phenomenon also occurs during training offered by the service to other health care teams. **Conclusion:** the collective spaces consider the subject's understanding from different perspectives, even without direct contact with the individual, from the narratives of one of the professionals and from the hypotheses of the other team members, expanding the possibilities of care. The work in therapeutic projects is spread throughout the institution and in training of other teams, allowing the circulation and integration of knowledge.

**Descriptors:** Mental Health; Substance-Related Disorders; Patient Care Team; Teaching Rounds; Occupational Therapy; Matricial Practice.

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## Matriciamento: uma experiência ambulatorial

**Objetivo:** compreender a construção do matriciamento em um serviço de atenção a dependentes.

**Método:** trata-se de uma pesquisa-ação realizada nos últimos sete anos, considerando as experiências de uma terapeuta ocupacional durante suas atividades no serviço, abrangendo reuniões clínicas, supervisões, grupos de estudos e capacitações. Os materiais utilizados foram prontuários, registros de supervisão e reunião e anotações pessoais. **Resultados:** as demandas de cada sujeito são abordadas para além das especificidades de cada área. Os saberes são transmitidos nos encontros de equipe, permitindo, a quem está lidando diretamente com o caso, uma ampliação em sua compreensão e a experimentação de instrumentos clínicos construídos junto dos colegas. O processo de construção de trabalho com cada sujeito, matriciado constantemente entre os profissionais, permite, àquele que oferece a atenção, maior apropriação da construção clínica. Tal fenômeno também ocorre durante capacitações oferecidas pelo serviço a outras equipes de saúde. **Conclusão:** os espaços coletivos consideram a compreensão do sujeito por diversas perspectivas, mesmo sem contato direto com o indivíduo, a partir das narrativas de um dos profissionais e de hipóteses dos demais membros da equipe, ampliando as possibilidades de cuidado. O trabalho em projetos terapêuticos propaga-se pela instituição e em capacitações de outras equipes, permitindo a circulação e integração do saber.

**Descritores:** Saúde Mental; Transtornos Relacionados ao Uso de Substâncias; Equipe de Assistência ao Paciente; Visitas Com Preceptor; Terapia Ocupacional; Matriciamento.

## Apoyo matriz: una experiencia ambulatoria

**Objetivo:** comprender la construcción del apoyo matriz en un servicio de atención a dependientes.

**Método:** se trata de una investigación de acción realizada en los últimos siete años, considerando las experiencias de una terapeuta ocupacional durante sus actividades en el servicio, abarcando reuniones clínicas, supervisiones, grupos de estudios y capacitaciones. Los materiales utilizados fueron prontuarios, registros de supervisión y reunión y anotaciones personales. **Resultados:** las demandas de cada sujeto se abordan más allá de las especificidades de cada área. Los saberes se transmiten en los encuentros de equipo, permitiendo a quien está lidiando directamente con el caso, una ampliación en su comprensión, experimentación de instrumentos clínicos construidos junto a los colegas. El proceso de construcción de trabajo con cada sujeto, con apoyo matriz constantemente entre los profesionales, permite al que ofrece la atención, mayor apropiación de la construcción clínica. Tal fenómeno, también ocurre durante capacitaciones ofrecidas por el servicio a otros equipos de salud. **Conclusión:** los espacios colectivos consideran la comprensión del sujeto por diversas perspectivas, incluso sin contacto directo con el individuo, a partir de las narrativas de uno de los profesionales y de hipótesis de los demás miembros del equipo, amplían posibilidades de cuidado. El trabajo en proyectos terapéuticos, se propaga por la institución y en capacitaciones de otros equipos, permitiendo la circulación e integración del saber.

**Descriptorios:** Salud Mental; Trastornos Relacionados Con Sustancias; Grupo de Atención al Paciente; Rondas de Enseñanza; Terapia Ocupacional; Apoyo Matriz.

## Introduction

Nowadays, the practice of communication and construction of therapeutic projects in mental health has been reconstructed from the proposal of matrixing, registered in the current legislation<sup>(1-5)</sup>. It is a process of shared construction aiming at the production of health from the transformation of the traditional logic of the previous systems. It consists of horizontal actions that integrate the component professionals and their knowledge in the different assistance levels, seeking to expand the possibilities of articulation between different specialties and professions<sup>(1-2)</sup>.

For the Practical Guide to Mental Health Matrixing<sup>(1)</sup>, published in 2011, the presence of constructivist thought is a striking feature of this proposal, since it works with the hypothesis of an eternal reconstruction of people and processes by virtue of the interaction of subjects with the world and of subjects with each other. Thus, from a pedagogical-therapeutic intervention, there is the production of support among the teams to approach and conduct a case that is being elucidated in a process of interdisciplinary work of practices that involve exchange and construction of knowledge.

In this sense, services and professionals are understood as actors of re-reading and continuous transformations in the logic of care. Thus, it is up to the institutions to consider the reflection brought by Gastão about the ways of functioning of Collectives, so called as long as they produce goods or services, rethinking their functions and the roles in the field of social reconstruction, as democratic authors<sup>(6)</sup>.

The dialogue that allows the connection of this network of authors activates the flows between the teams of services and their professionals. In these daily agreements, the construction of unique therapeutic projects is then updated. This line of care, based on the premises established by the Ministry of Health, reinforces the role of the Psychosocial Care Network workers and their efforts, considering them as major operators of this intense and constant dynamic<sup>(1-3)</sup>.

This production allows the health-infermity-intervention process to belong to the entire health field and to be extended to the reflexive elaboration of experiences made within an interdisciplinary context, in which each professional can contribute with a different look, broadening the teams' understanding and intervention capacity.

By considering the professional as an agent who shares and receives knowledge, thus producing health and social, this work seeks to present and understand the construction of matrixing in a service of attention to people who experience problems related to the use of substances. It also proposes to understand the intra-institutional logic of sharing and reproducing knowledge

among the professionals who make up the service itself in a matrix logic among the specifics acting within the same team.

## Method

The Dependent Care and Orientation Program is linked to the Department of Psychiatry of the Federal University of São Paulo (PROAD-UNIFESP/EPM). The service is part of a school hospital, therefore, most of its activities are based on assistance and teaching, consisting of constant theoretical and practical articulations. For the same reason, the service is not territorialized. Nevertheless, it remains congruent with the other practices established by the Psychosocial Care Network (PSCN), based on the construction of protagonisms, damage reduction and knowledge multiplication.

The multiprofessional team of the institution is composed of psychiatrists, Psychiatry residents, psychologists, occupational therapists, nurses, social workers, as well as undergraduate and graduate students from various institutions and professional categories. PROAD's daily routine includes reception groups, individual consultations, daily group consultations and family groups; weekly clinical meetings, specific and general supervisions, initial and further study groups, case discussions and, according to demand, core consultations with families, contact with other services involved in the follow-up of the unit's patients, external training and institutional supervision.

This is a qualitative study<sup>(7-9)</sup> which critically reports the institutional experience developed at PROAD-UNIFESP. In this analysis of the structures and organizational functioning of the institution, it is possible to understand its historical movement. This structure and operation are the fruit of the activities of those involved, actors who carry out movements, even if contradictory, creating something new<sup>(7)</sup>.

Here, a description and exploration are carried out, oriented in a process of dynamic, naturalistic reality, which considers the point of view of the actor towards discovery, covering the subjective<sup>(8)</sup>. In this analysis, dynamism is considered, as well as temporariness, what is given and what is being built, covering the present as marked by the past and, thus, projected for the future<sup>(9)</sup>.

All the professionals and students who have made up the multiprofessional service team over the last eight years participated in the study, 34 of whom were professionals from the multiprofessional service team and 182 were undergraduate or graduate students, rotating, linked to UNIFESP or other universities: residents of Psychiatry, multiprofessionals or Family Medicine; specialists and students of Psychology, Occupational Therapy or Nursing; exchange students from other regions of the country and also from abroad.

During the activities carried out in the service, in the period between October/2010 and February/2017, records such as minutes of meetings and supervision, therapeutic projects and notes in study group materials were carried out. The exhibition and training materials were also sent by e-mail and WhatsApp among the professionals, as well as the other theoretical materials of foundation or interest derived from their demands. Such documents were listed by the occupational therapist and then selected according to the relevance of the subject matrixing, also considering this practice among the professionals of the institution of different specificities.

The occupational therapist-observer of this study also considered her personal writings composed by notes during the team activities and external activities. With these, she did the same screening process, considering the relevance to the subject studied. After this process, she analyzed selected registers from both sources, elaborating, at last, a critical construction about them.

## Results and Discussion

During PROAD's activities, clinical case discussions take place in collective spaces, from specific or general supervision to clinical meetings with the entire team. The professional, who accompanies them at the moment, feels the need to take these discussions as guidelines. In these meetings, other members of the team, who also know the cases, share perceptions about the evaluations and evolutions presented by the patients in each setting they attend. As the diverse narratives of the team are contemplated, clinical reasoning composed of diverse perspectives, times and spaces are being constructed, composing dimensional perceptions of the subjects, their care process and their relationship with the team

In this collective scenario, the experience known by each one who cares for the patient passes, during their sharing, to compose and communicate a story to the other members. In these situations, the professionals who are not directly in the patient's care begin to witness his/her clinical path, as well as the team's understandings and management throughout the relational history between the subject and the institution. As these narratives are shared, those present feel invited or summoned - by their mobilizations, affections or reflections - to also expose their perceptions. These contributions, brought by those who were, until now, outside the therapeutic process, broaden the meanings of clinical experiences, allowing and favoring constant updates of demands, clinical reasoning and behaviors, over time, in a dynamic and collective process.

During these PROAD activities, it is noted that the follow-up is updated not only during the consultations, but also during these moments of meetings between team members in which the various knowledge circulates and is transmitted among the group. Thus, even in an outpatient

setting, the demands can be addressed beyond the specificities of each area, because in these team meetings, the professional, who is dealing directly with the case, can broaden his understanding about that subject or that clinical situation. In this composition, it is possible that shared or matrixed care may be provided more frequently by certain colleagues, favoring the experimentation of clinical instruments suggested and built together, a priori, in multiprofessional meeting spaces and then during the therapeutic relationship.

In this logic, the matrixing, adopted among public mental health policies to expand knowledge and practices among equipment, is present here among specificities of the same service, as intra-institutional practice. Such proposal is becoming an essential part of the work process in this institution, since it allows, to the one who offers direct attention to the patient, greater appropriation of the clinical construction in each one of the followed cases. Besides the contribution to the management of the case, it becomes possible a diversification in the formative process of the assistant professional. There is also the optimization of human resources in the institutional scope and the possibility of transit, composition, dialogue and congruence between the approaches that make up the service.

As it is a school service, the spaces with focus on the theoretical and technical background of students and professionals in the service, such as study groups and theoretical classes, are regularly attended. This institutional configuration favors that the members of the mobile team also compose the constant constitution of the team as a group. This focus on the theory, its rhythm and consistency, together with the examples of cases, brought by teachers, allow the approach to the phenomenon of dependency and its articulation with the clinic.

In this work, the materials are chosen a priori, according to the moment of formation of the professionals, aiming at the growing understanding about the phenomena of this clinic. It also occurs, in moments, of some professional, group or institution presenting the need to focus on a certain clinical aspect. In these situations, pauses are made in the schedules of pre-established studies for reading and work on the topic demanded, exploring especially the care or therapeutic process that triggered the discussion.

It is noticeable that, in these spaces, the learning is reflected not only in the clinical cases illustrated during the theoretical meetings, but it is also noticeable that those involved are appropriating the knowledge and these are resonating in the spaces of discussion of cases and services, expressing impact, in this logic of sharing, diversification and expansion of knowledge. These theoretical spaces are fostering technical support for the institutional composition, collaborating with the consistency of intra-institutional matrixing.

The institution, due to its university connection, has, as one of its activities, the training of other health teams, from the municipal and state networks, from the university itself or in events and courses from other states or sectors, such as Education or the Judiciary. During these activities, PROAD is invited to present its perspective about the phenomenon of dependencies or related subjects. According to the establishment of the public involved, it is perceived that the reading of the institution can contribute in several ways to the training of the participant. This impact can be seen from the questions or discussions that are provoked in these spaces and also from the contacts made with the service a posteriori.

In some of these events, other institutions are also invited to expose their perspectives, bringing another field of dialogue, until then little inhabited in the studied service, allowing an exercise of perceiving the phenomenon by another look. Still in other situations, PROAD professionals and students attend spaces where PROAD is not as an exhibitor and then bring narratives about what they have learned, sharing with the team in informal spaces, at the beginning of clinical meetings and also through materials sent to other colleagues, composing the circulation of knowledge with new aspects for team members.

Still within the scope of the composition of PROAD as a service and of the matrixing with its surroundings, there are the occasional dialogues with the care networks of each subject attended to. These actions occur when the patient and/or the team identifies the need or when they are triggered by some other actor involved with that case. Such proposals are always discussed a priori and a posteriori with the patient and only the patient's consent is effected, aiming at composing his/her singular therapeutic project. In this case, matrixing, as described in current public policy, happens with the objective of building the best possible care proposals.

## Conclusion

It is noted the importance of collective spaces that consider the understanding of the subject with problems by the use of substances from various perspectives. Even if there is no direct contact with the individual, based on the narratives of the professionals involved and the questions or hypotheses of the other team members, elaborated in the discussion spaces, new possibilities of care are being built, favoring the appropriation of the responsible professional, the service team and also the subject of his/her therapeutic process. In this sense, the work in these individual projects spreads to the entire institution.

The same phenomenon occurs in meetings with other teams, in institutional training and supervision, allowing the circulation and integration of knowledge through different spaces and people, favoring the integrated care

of the subject attended, as well as the expansion of the formative repertoire of professionals and teams.

In this experience, the intra-institutional matrixing favors the meeting between professional and patient, with therapeutic character, composing a scenario inhabited by the circulation of demands and their updates based on the actions performed and experienced, building appropriation of the actors involved. The experiences, in this context, become always collective and at the same time singularized, thus composing the human color, in a constant (re) construction of senses.

It is considered that the discussions that outline this delicate matrix practice, in the experimental, experiential and conceptual spheres, can be explored in the literature and in the spaces of discussion about actions in mental health or in institutional collectives.

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### Author's Contribution


Study concept and design: Marina Bianco Perrone. Obtaining data: Marina Bianco Perrone. Data analysis and interpretation: Marina Bianco Perrone. Drafting the manuscript: Marina Bianco Perrone, Thiago Marques Fidalgo. Critical review of the manuscript as to its relevant intellectual content: Thiago Marques Fidalgo.

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