

Ten years ago, the Joaquim Venâncio Polytechnic School of Health launched the first issue of *Trabalho, Educação e Saúde*. At an institution that at the time did not even offer a graduate course yet, the publication was born bold, with the proposal to be a scientific journal that would set into motion discussions and the production of knowledge at the interface of the fields that make up its title.

Today, after having published ten volumes comprising 28 issues, the journal has been recognized on the scientific literature stage as an important interdisciplinary medium, one that is able to publish studies that contribute to the education and to the work done in the health area. For the coming years, *Trabalho, Educação e Saúde* remains committed to supporting the field of Professional Education in Health, aligned to the ethical principles that guide scientific publications and pursuant to policies designed to provide open access to information.

In this issue, the essay and an article unveil characteristics of the historical processes that constitute social constructions naturalized in a hegemonic discourse as a way to reflect on the current and potential developments of these constructions. Ana Elizabeth Alves' essay, *Sexual division of labor: Separating production from the family's reproductive space*, addresses the division of labor between men and women in capitalism, focusing on the late nineteenth and mid-twentieth century. The author reflects on the practices and strategies that, for example, set women aside to occupy positions of lesser value in the professional ranks, creating inequalities in pay as well as in the processes that attribute to work done outside of the home the meaning of an extension of housework. Gabriel Gimenes' *Uses and meanings of quality of life in the contemporary discourse on health* discusses the shifts and diffuse meanings that the term 'quality of life' has taken on in the fields of epistemological, cultural, political, and economic power/knowledge. The author indicates that this notion rests on a conception of an autonomous individual that supports a set of concepts that guide health policies and practices.

The curriculum guidelines in health subject is discussed in two articles. In the first, authored by Ingrid D'avila Pereira and Itamar Lages, *Curriculum guidelines for training healthcare professionals: Skills or praxis?*, there is a survey that addresses the health and education benchmarks, retrieves historical elements that interact with the policies for professional education, and turns to the analysis of the consistency between the assumptions that guide training per skills and the principle that places health as a right. The authors warn of possible effects from the competitive and individualistic perspective that pervades the pedagogy of skills and question the possibilities given in the curricular definition plan that pulls health training towards the transformation of reality.

The second article begins with the curriculum guidelines established in the face of training in Dentistry to inquire graduates concerning the compatibility between the training provided by the Ponta Grossa State University's College of Dentistry and the selected guidelines. Thus, the study conducted by Cristina Fadel and Márcia Helena Baldini, *Perceptions of dentistry course graduates about the national curriculum guidelines*, proposes to put the course's pedagogical project under examination, discussing not only the more general guidelines of the curriculum, but also the clinical dimension of training and the teaching practices used. The authors point to the need to direct efforts to create a curriculum that integrates theory and practice in the Brazilian Unified Health System (SUS).

The interaction between curriculum guidelines and the political and pedagogical project in nursing also subsidizes reflections on teaching methodologies that are present in Miriam Buogo and Gardenia Castro's account *Training brief: A tool for reflective learning in health care* in the context of the Metodista IPA College of Nursing. In *The health occupational arch in the professional education policies*, Neise Deluiz and Bianca Veloso build an analysis of the program through a qualitative research approach in which they address the teaching concepts and strategies used in the courses, the changes that have taken place in the social situation of the young people in the educational, economic, psychosocial, and socio-political dimensions, and the expectations created by the youth around the program. It then goes on to analyze the results of a review of social policies located at the interface between work and education for young people. Deluiz and Veloso indicate the trends in reducing these policies to the compensatory and emergency action plane, with reduced potential to overcome the cycle of inequality. The population's aging is an issue that has given rise to various types of studies; however, despite the space that the educational activities designed for seniors has occupied, the debate about the specificity of these initiatives deserves to be expanded. It is in this context that the study carried out by Wanda Patrocínio and Beltrina Pereira, titled *Effects of health education on the attitudes of the elderly and their contribution to gerontological education* fits in. The authors evaluated a popular health education program held at a location in the city of Campinas, and concluded that this intervention achieves positive results in reversing the negative view on aging. They also reiterate the need to enhance the vocational training of those who provide health education on the elderly.

The production of lines of care and the support matrix are two key elements around which the policy for de-institutionalization in mental health is developed and operationalized. They are also critical for the care network to operate fully. Therefore, researching the ways professionals who coordinate health services understand the progress and the current challenges being

faced in managing the network, under investigation in article written by Luciene Gama Paes et al., *Mental health care network from the view of health service coordinators*, contributes to mapping issues that remain major obstacles in the quality of mental health care, such as the disconnect between primary care, hospital care and replacement services.

How can public policies for training in health, represented in programs such as PET-Saúde, produce effects that can update medical training, distancing it from the neoliberal ideology and making it more consistent with the SUS project? Guilherme Souza Cavalcanti's *Education through work for the training of a physician* presents the results of a research project that investigates different programs and concludes that, from a political-pedagogical membership, it is possible to develop training programs that enhance the adaptive features of the subjects, based on the application of problem-solving technologies or, on another hand, to boost investments in scientific knowledge, contributing to forming a critical awareness on the problems and on how alternative forms of intervention to address the health issues present themselves.

The first review in this issue is authored by Marcia de Oliveira Teixeira on the work of Jessé de Souza, *Os batalhadores brasileiros: nova classe média ou nova classe trabalhadora?* (*The Brazilian fighters: a new middle class and new working class?*), while the second, by Mauricio Vieira Martins, on the book titled *Trabalho e dialética: Hegel, Marx e a teoria social do devir* (*Work and dialectic: Hegel, Marx and the social theory of coming to be*).

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