RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

Professional Competencies for Equitable and Humanized Care in Public Health

Competências Profissionais para um Cuidado Equitativo e Humanizado na Saúde Pública

Monica Alessandra Rocha
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.
priccf@gmail.com

Cristiane de Castro Barcelos
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.

Sheila Érika Ferro Ramalho Nobre
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.

Domilene Borges Costa
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.

Fernanda Santos Schwarz
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.

Thaita Thaisi Zago
Mestranda em Ciências Políticas
Universidad Europea del Atlántico, Espanha

Cleria Rodrigues Ferreira
Doutora em Ciências da Saúde,
Universidade Federal de Uberlândia, Brasil.

Samuel Martins de Jesus Branco
Universidade Estadual de Santa Cruz

Rene Humberto Rodrigues
Enfermeiro
Universidade Federal de Uberlândia

Juliana Aparecida Pereira Ribeiro
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

Neide Moreira de Souza
Doutoranda em Saúde Pública,
Universidad de Ciencias Empresariales y Sociales, Argentina.

Abstract

Professional competencies are essential for promoting equitable and humanized public health care by enabling healthcare professionals to respond effectively to the diverse needs of individuals and communities. This study aimed to critically analyze the professional competencies required to promote equitable and humanized care in public health, emphasizing the educational, ethical, organizational, and interpersonal dimensions that support comprehensive healthcare delivery. This research was developed as a reflective, analytical, and critical academic essay based on the analysis of scientific publications and institutional documents addressing professional competencies, health equity, humanized care, primary health care, continuing professional education, and public health policies. The discussion highlights that equitable and humanized care depends on the integration of technical expertise, ethical commitment, effective communication, cultural competence, collaborative practice, and person-centered care. Furthermore, the study identifies challenges related to professional education, organizational barriers, social inequalities, technological changes, and workforce development that may hinder the implementation of equitable healthcare practices. The findings emphasize that strengthening continuing professional education, interprofessional collaboration, community participation, and evidence-informed decision-making contributes to improving healthcare quality, reducing health inequities, and promoting more inclusive and responsive healthcare services. It is concluded that developing professional competencies represents a strategic investment in strengthening public health systems, improving healthcare quality, and advancing equity and human dignity through comprehensive and humanized care.

Keywords: Professional Competencies; Health Equity; Humanized Care; Public Health.

Resumo

As competências profissionais são fundamentais para promover um cuidado equitativo e humanizado na saúde pública, permitindo que os profissionais de saúde respondam de forma efetiva às diversas necessidades de indivíduos e comunidades. Este estudo teve como objetivo analisar criticamente as competências profissionais necessárias para promover um cuidado equitativo e humanizado na saúde pública, enfatizando as dimensões educacionais, éticas, organizacionais e interpessoais que sustentam a assistência integral à saúde.

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

Trata-se de um ensaio acadêmico de natureza reflexiva, analítica e crítica, desenvolvido a partir da análise de publicações científicas e documentos institucionais relacionados às competências profissionais, à equidade em saúde, ao cuidado humanizado, à atenção primária à saúde, à educação permanente em saúde e às políticas públicas. A discussão evidencia que o cuidado equitativo e humanizado depende da integração entre conhecimento técnico, compromisso ético, comunicação efetiva, competência cultural, prática colaborativa e cuidado centrado na pessoa. Além disso, são identificados desafios relacionados à formação profissional, às barreiras organizacionais, às desigualdades sociais, às transformações tecnológicas e ao desenvolvimento da força de trabalho em saúde, que podem dificultar a implementação de práticas assistenciais mais equitativas. Conclui-se que o fortalecimento das competências profissionais por meio da educação permanente, da colaboração interprofissional e de políticas públicas fundamentadas em evidências representa uma estratégia essencial para qualificar a assistência, reduzir iniquidades e promover sistemas de saúde mais inclusivos, humanizados e socialmente responsáveis.

Palavras-chave: Competências Profissionais; Equidade em Saúde; Cuidado Humanizado; Saúde Pública.

Introduction

Professional competencies are essential for ensuring high-quality public health care and for responding effectively to the diverse health needs of individuals and communities. Contemporary healthcare requires professionals to integrate technical knowledge with ethical principles, communication skills, critical thinking, and collaborative practice in order to provide comprehensive, equitable, and humanized care. Competency-based approaches have therefore become fundamental for improving healthcare quality and strengthening health systems (Lima et al., 2025; World Health Organization, 2023).

Equity and humanization are core principles of public health that guide healthcare delivery toward fairness, respect, and social justice. Rather than offering identical care to all individuals, equitable practice recognizes different health needs and seeks to reduce avoidable disparities by ensuring accessible, person-centered,

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

and culturally sensitive care. These principles are reinforced by international recommendations and by the organization of universal health systems (World Health Organization; United Nations Children's Fund, 2018; Pan American Health Organization, 2024).

Within the Brazilian context, the right to health is constitutionally guaranteed and operationalized through public policies that emphasize universality, comprehensiveness, and equity as fundamental principles of healthcare delivery. The organization of Primary Health Care further highlights the importance of qualified professionals capable of providing continuous, humanized, and community-oriented care while addressing the social determinants that influence health outcomes (Brasil, 1988; Brasil, 1990; Brasil, 2017).

Despite these advances, important challenges remain in preparing healthcare professionals to deliver equitable and humanized care. Rapid technological changes, demographic transitions, increasing social diversity, and persistent health inequities require continuous professional development and competencies that extend beyond clinical expertise. Ethical commitment, cultural competence, interprofessional collaboration, and effective communication have become indispensable attributes for contemporary public health practice (Rodrigues et al., 2025; De Freitas Ribeiro et al., 2025).

Given the increasing complexity of healthcare delivery and the need to strengthen equitable and humanized public health services, critically examining the competencies required for contemporary professional practice is both timely and necessary. This essay is justified by the growing demand for healthcare professionals capable of responding to diverse population needs while promoting quality, equity, and human dignity. Therefore, the objective of this study is to critically analyze the professional competencies required to promote equitable and humanized care in public health, emphasizing the educational, ethical,

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

organizational, and interpersonal dimensions that contribute to comprehensive and person-centered healthcare delivery.

Methodology

This study is characterized as an academic essay of a reflective, analytical, and critical nature on the professional competencies required to promote equitable and humanized care in public health. Academic essays enable theoretically grounded discussions on complex healthcare issues by integrating conceptual frameworks, scientific evidence, public policies, and diverse perspectives from the literature, thereby fostering a critical understanding of the knowledge, skills, attitudes, and ethical values that support high-quality and equitable healthcare delivery.

The development of this essay was based on the analysis and discussion of scientific publications and institutional documents addressing professional competencies in healthcare, equitable and humanized care, public health, Primary Health Care, patient-centered care, interprofessional collaboration, communication, ethics, health promotion, continuing professional education, and public health policies. Institutional documents and technical guidelines published by national and international organizations, including the World Health Organization, the Pan American Health Organization, and the Brazilian Ministry of Health, were also considered because of their relevance in guiding professional practice, healthcare quality, and equity-oriented health policies.

The reflection was structured around thematic axes considered essential for understanding the competencies required to provide equitable and humanized public health care. These axes include the conceptual foundations of professional competencies, ethical principles and humanization in healthcare, patient-centered care, communication and interpersonal relationships, cultural competence,

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

interprofessional teamwork, continuing professional education, the role of Primary Health Care in promoting equitable care, barriers affecting professional practice, and strategies for strengthening competencies that improve healthcare quality and reduce health inequities.

The analytical process consisted of critically articulating theoretical contributions, scientific evidence, and public policies to identify the competencies that contribute to equitable, comprehensive, and humanized healthcare delivery, as well as the organizational and educational challenges that influence their development and implementation. This interpretative approach enabled a broader understanding of the relationships among professional practice, healthcare organization, interdisciplinary collaboration, continuing education, and the promotion of equity and humanization within public health systems.

Furthermore, this essay emphasizes that developing professional competencies extends beyond the acquisition of technical knowledge and requires ethical commitment, effective communication, cultural sensitivity, collaborative practice, and continuous learning. Based on a critical examination of the available evidence, the study highlights the importance of strengthening continuing professional education, interprofessional collaboration, and patient-centered approaches as essential strategies for improving healthcare quality, promoting health equity, and advancing more inclusive, humanized, and resilient public health systems.

Discussion

1. Professional Competencies as Foundations for Equitable and Humanized Public Health Care

Professional competencies constitute the foundation of high-quality public health care by integrating knowledge, technical skills, ethical values, communication

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

abilities, and attitudes required to address the diverse health needs of individuals and communities. Contemporary competency-based frameworks emphasize that effective professional practice extends beyond technical expertise and requires the capacity to provide comprehensive, person-centered, and context-sensitive care (Lima et al., 2025; Moura et al., 2025).

Equitable and humanized care are closely linked to professional competencies that enable healthcare providers to recognize social diversity, respect human dignity, and respond to individual health needs without discrimination. These competencies promote ethical decision-making, empathy, cultural sensitivity, and effective communication, contributing to healthcare practices that prioritize fairness, inclusion, and respect for human rights (De Freitas Ribeiro et al., 2025; World Health Organization, 2023).

Within public health systems, professional competencies are also guided by legal and policy frameworks that establish health as a universal right and emphasize equity and comprehensiveness as essential principles of healthcare delivery. In Brazil, the Federal Constitution, the Organic Health Law, and the National Primary Health Care Policy reinforce the responsibility of healthcare professionals to provide accessible, continuous, and equitable care across all levels of the health system (Brasil, 1988; Brasil, 1990; Brasil, 2017).

Primary Health Care provides an essential setting for developing and applying these competencies because healthcare professionals routinely manage complex clinical and social situations. Delivering effective care in this context requires integrating technical knowledge with communication, teamwork, ethical reasoning, and an understanding of the social determinants influencing health. Such competencies strengthen comprehensive care and improve responsiveness to community health needs (World Health Organization; United Nations Children's Fund, 2018; Turesso & Mélo, 2025).

The increasing complexity of healthcare delivery also demands competencies related to innovation and digital transformation. Digital health technologies have

CC BY

ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

expanded opportunities for improving access, care coordination, and clinical decision-making, while creating new educational demands for healthcare professionals. Developing digital competencies has therefore become an essential component of contemporary public health practice, particularly within Primary Health Care (Rodrigues et al., 2025).

Ultimately, professional competencies should be understood as dynamic capacities that evolve through education, reflective practice, and continuous professional development. By integrating technical excellence with ethical commitment, humanization, cultural competence, and social accountability, healthcare professionals become better prepared to promote equitable care, reduce health disparities, and strengthen the quality and sustainability of public health systems (Rocha et al., 2025; Bortoli, Serapioni, & Kovaleski, 2025).

2. Challenges in Developing Professional Competencies for Equitable and Humanized Care

The development of professional competencies for equitable and humanized care is influenced by educational, organizational, and social factors that shape healthcare practice. Although competency-based education has gained prominence in health professions, gaps remain between academic training and the complex realities encountered in public health services. These limitations may compromise professionals' ability to respond effectively to diverse population needs (Lima et al., 2025; Moura et al., 2025).

Continuing professional education is essential for maintaining competencies throughout the professional career; however, unequal access to educational opportunities, excessive workloads, and limited institutional support often restrict lifelong learning. As healthcare systems evolve, professionals must continuously update their knowledge, skills, and attitudes to provide evidence-based, equitable, and humanized care (Rocha et al., 2025; Rodrigues et al., 2025).

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

Another significant challenge involves incorporating ethical, cultural, and interpersonal competencies into everyday clinical practice. Effective communication, empathy, shared decision-making, and ethical reasoning are fundamental for establishing trusting relationships with patients, yet these competencies may receive insufficient emphasis during professional education and workplace training. Consequently, technical proficiency alone is insufficient to ensure high-quality healthcare delivery (De Freitas Ribeiro et al., 2025).

Healthcare professionals must also respond to the needs of increasingly diverse populations affected by social, cultural, and economic inequalities. Structural racism, gender inequities, discrimination against transgender individuals, migration, disability, and other forms of social exclusion create additional barriers to equitable care. Developing cultural competence and adopting an intersectional perspective are therefore essential for reducing disparities and promoting inclusive healthcare practices (Martinelli et al., 2025; De Oliveira Dias et al., 2025; Sganzerla et al., 2025).

Organizational constraints within public health systems further challenge the implementation of equitable and humanized care. Workforce shortages, fragmented services, insufficient financial resources, and inadequate infrastructure frequently increase work overload and reduce the time available for person-centered care. These conditions may negatively affect professional performance, interdisciplinary collaboration, and the continuity of healthcare, particularly in Primary Health Care settings (Brasil, 2017; World Health Organization; United Nations Children's Fund, 2018).

Addressing these challenges requires recognizing that professional competencies are developed through continuous interaction between education, healthcare practice, and organizational support. Strengthening competency development therefore depends not only on curricular improvements but also on institutional policies that promote supportive work environments, interdisciplinary collaboration, ethical practice, and continuous learning. Such investments are

CC BY

ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

fundamental for ensuring equitable and humanized public health care capable of responding to the evolving needs of society (World Health Organization, 2023; Rocha et al., 2025).

3. Strategies to Strengthen Professional Competencies in Public Health

Strengthening professional competencies for equitable and humanized public health care requires continuous investment in education, professional development, and organizational improvement. Competency-based education should integrate technical, ethical, communicative, and relational dimensions, enabling healthcare professionals to respond effectively to the complex and diverse needs of individuals, families, and communities. Such an approach promotes comprehensive care while reinforcing equity and quality in healthcare delivery (Lima et al., 2025; De Freitas Ribeiro et al., 2025).

Continuing professional education represents one of the most effective strategies for maintaining and expanding competencies throughout professional practice. Educational initiatives grounded in reflective learning, evidence-based practice, and real-world healthcare challenges enhance critical thinking, clinical decision-making, and ethical performance. Continuous learning also enables professionals to adapt to technological innovations, demographic changes, and emerging public health priorities (Rocha et al., 2025; Rodrigues et al., 2025).

Interprofessional collaboration is another essential component of equitable and humanized care. Collaborative practice encourages the integration of complementary expertise among healthcare professionals, improves communication, strengthens care coordination, and contributes to more comprehensive responses to complex health conditions. Team-based approaches also promote shared responsibility and facilitate the delivery of person-centered care across different levels of the healthcare system (World Health Organization; United Nations Children's Fund, 2018; Brasil, 2017).

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

Developing competencies related to cultural sensitivity, ethical reasoning, and social accountability is equally important for reducing health inequities. Healthcare professionals should be prepared to recognize the influence of gender, race, ethnicity, disability, migration, and other social determinants on health experiences while providing respectful and inclusive care. Incorporating intersectionality into professional practice contributes to reducing discrimination and improving healthcare outcomes among historically marginalized populations (Martinelli et al., 2025; Cordeiro & Diniz, 2025; De Oliveira Dias et al., 2025).

Participatory governance and community engagement further strengthen professional competencies by fostering dialogue between healthcare providers, users, and communities. Social participation enables professionals to better understand local health priorities, encourages shared decision-making, and supports the development of healthcare interventions that are culturally appropriate and socially responsive. These experiences reinforce accountability and promote greater alignment between healthcare services and community expectations (Bortoli, Serapioni, & Kovaleski, 2025).

Finally, strengthening professional competencies requires supportive public policies that value the healthcare workforce and create favorable conditions for high-quality practice. Investments in continuing education, adequate working conditions, digital health competencies, interdisciplinary collaboration, and leadership development are essential for preparing professionals to deliver equitable and humanized care. By integrating these strategies, public health systems become better equipped to reduce health inequities, improve patient experiences, and promote more resilient, inclusive, and sustainable healthcare services (Rodrigues et al., 2025; World Health Organization, 2023).

Final Considerations

Professional competencies are fundamental to promoting equitable and humanized public health care, as they integrate technical expertise with ethical

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

commitment, effective communication, cultural sensitivity, and person-centered practice. As highlighted throughout this essay, delivering high-quality healthcare requires professionals who are prepared not only to manage clinical conditions but also to recognize and respond to the social, cultural, and structural factors that influence health and healthcare experiences.

The analysis demonstrated that developing these competencies remains a significant challenge due to limitations in professional education, organizational barriers, workforce shortages, and persistent social inequities. These factors may compromise the implementation of equitable and humanized care, particularly among populations experiencing greater social vulnerability. Consequently, strengthening professional competencies requires continuous educational opportunities, supportive institutional environments, and healthcare systems that value interdisciplinary collaboration and ethical practice.

Advancing equitable and humanized care also depends on the integration of evidence-based practice, continuing professional education, digital health competencies, community participation, and interprofessional teamwork. These strategies enhance healthcare quality, improve communication among professionals and service users, and contribute to reducing disparities in healthcare access and outcomes. Furthermore, incorporating cultural competence and an intersectional perspective into professional practice supports more inclusive and responsive healthcare delivery.

Ultimately, strengthening professional competencies should be understood as a strategic investment in the quality, sustainability, and equity of public health systems. Health professionals equipped with comprehensive technical, ethical, and relational competencies are better prepared to address contemporary healthcare challenges while promoting human dignity, social justice, and equitable access to quality care. Future research should continue to explore educational models, organizational strategies, and public policies that enhance professional

CC BY

ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

competencies and support the delivery of equitable and humanized public health care.

REFERENCES

BRASIL. Constituição (1988). *Constituição da República Federativa do Brasil de 1988*. Brasília, DF: Presidência da República, 1988.

BRASIL. Lei nº 8.080, de 19 de setembro de 1990. Dispõe sobre as condições para a promoção, proteção e recuperação da saúde, a organização e o funcionamento dos serviços correspondentes e dá outras providências. *Diário Oficial da União*: Brasília, DF, 20 set. 1990.

BRASIL. Ministério da Saúde. *Política Nacional de Atenção Básica*. Brasília, DF: Ministério da Saúde, 2017.

BORTOLI, Francieli Regina; SERAPIONI, Mauro; KOVALESKI, Douglas Francisco. Efeitos da participação social sobre as políticas de promoção da equidade em saúde. *Physis: Revista de Saúde Coletiva*, v. 35, e350218, 2025.

CORDEIRO, Julia; DINIZ, Iris Helena Lapa. Interseccionalidade da violência de gênero no setor de saúde: desafios e impactos para mulheres no Sistema Único de Saúde. *Revista Atenas Higeia*, v. 7, n. 1, 2025.

DE ANDRADE, Lesley Caroline Avelino et al. Desigualdade de gênero na Atenção Primária à Saúde. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, v. 11, n. 12, p. 3357-3369, 2025.

DE AZEREDO SIQUEIRA, Rodrigo et al. Judicialização da saúde e tecnologias em diabetes: mecanismo de equidade ou reprodução de desigualdades? *Revista da Seção Judiciária do Rio de Janeiro – Auditorium*, v. 30, n. 64, p. 301-324, 2026.

DE FREITAS RIBEIRO, Fernanda Beatriz et al. Desenvolvimento de competências ético-morais na formação e na prática de enfermagem e saúde: revisão integrativa. *Revista de Enfermagem da UFSM*, v. 15, e3, 2025.

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

DE OLIVEIRA DIAS, Bruno et al. Estratégias para equidade do acesso da população trans aos serviços de saúde. *Saúde Coletiva (Barueri)*, v. 15, n. 97, p. 16372-16391, 2025.

FERNANDES, Joana; FURTADO, Cláudia; PEREIRA, João. Equidade no acesso aos cuidados de saúde em Portugal: o que sabemos? *Acta Médica Portuguesa*, v. 38, n. 2, p. 104-111, 2025.

FRANÇA, Vitória Nascimento; HABIBE, Rosilea Chain Hartung; DO NASCIMENTO, Kamila de Oliveira. Caminhos para a equidade no Sistema Único de Saúde: desafios e avanços das políticas de gênero. In: *Tudo é Ciência: Congresso Brasileiro de Ciências e Saberes Multidisciplinares*. [S.l.: s.n.], 2025.

LIMA, Valéria Vernaschi et al. Áreas de competência: núcleo e campo profissionais como eixos para a gestão e a formação na saúde. *Interface: Comunicação, Saúde, Educação*, v. 29, e240092, 2025.

MARTINELLI, Ana Carolina Candido et al. Em busca de equidade: gênero, raça e interseccionalidade no trabalho em saúde. In: *Interseccionalidade e equidade em saúde: gênero, raça e deficiências no trabalho no Sistema Único de Saúde*. Jundiaí: Editora Científica Digital, 2025. p. 8-19.

MOURA, Audinei de Sousa et al. Avaliação de competências clínicas em simulações realísticas de consulta farmacêutica. *Trabalho, Educação e Saúde*, v. 23, e02733282, 2025.

PAN AMERICAN HEALTH ORGANIZATION. *Health equity in the Americas*. Washington, DC: PAHO, 2024.

PEREIRA, Camila Miranda et al. O papel do profissional de saúde no atendimento humanizado a pacientes com necessidades especiais na Atenção Básica. *ARACÊ*, v. 7, n. 6, p. 32756-32763, 2025.

PINHEIRO, David Costa; DA SILVEIRA, Alexandre Coutinho; DO NASCIMENTO MARTINS, Maira Letícia. Os impactos do novo sistema tributário na saúde: uma análise principiológica sobre a igualdade de acesso a produtos ortopédicos. *Revista Sociedade Científica*, v. 9, n. 1, p. 62-75, 2026.

CC BY

RSV
ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

QUINTO, Emilly Nicoly Portugal Vaz; LIMA, Márcio Amorim Tolentino. Equidade de gênero e qualidade de vida das mulheres no Brasil: uma análise dos desafios de saúde mental. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, v. 11, n. 5, p. 8563-8574, 2025.

ROCHA, C. A. G. et al. Educação permanente em saúde: promovendo equidade no atendimento a populações vulneráveis. *REVISA*, v. 14, n. 1, p. 1276-1294, 2025.

RODRIGUES, Paôlla Layanna Fernandes et al. Saúde digital na Atenção Primária: uma revisão de escopo sobre competências profissionais. *RECIIS – Revista Eletrônica de Comunicação, Informação & Inovação em Saúde*, v. 19, n. 1, p. 1-16, 2025.

SGANZERLA, Anor et al. Direito humano à saúde no processo migratório: aplicações da bioética de proteção em políticas de acolhimento. *Acta Scientiarum: Human & Social Sciences*, v. 47, n. 2, 2025.

SILVA, Amanda Muniz; DE SOUSA BRANCO, Marcos André; LELIS, Henrique Rodrigues. O direito à saúde na Constituição de 1988: desafios e perspectivas. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, v. 11, n. 2, p. 11-24, 2025.

SILVA, Leticia Luana Claudino da. *Equidade no trabalho em saúde: um olhar interseccional sobre a realidade de agentes de saúde de um município do nordeste brasileiro*. 2025. Trabalho de Conclusão de Curso (Graduação) – [Instituição de Ensino], [Cidade], 2025.

TURESSO, Juliane Fátima; MÉLO, Tainá Ribas. Equidade em saúde: a prática profissional na Atenção Primária em Saúde de um distrito sanitário do Paraná. In: *Contribuições da saúde coletiva para as redes de atenção*. Jundiaí: Editora Científica Digital, 2025. v. 1, p. 109-121.

VALADARES, João Vitor Soares et al. As vivências do Programa de Educação pelo Trabalho para a Saúde: equidade no Julho das Pretas. *Revista de Saúde Coletiva da Universidade Estadual de Feira de Santana*, v. 15, n. 1, 2025.

CC BY

ISSN 2674-8584

Received: 13/07/2026 - **Accepted:** 09/08/2026
Vol: 08.08 - August
DOI: 10.66104/0jysfx85
Pages: 1-15

VIEIRA, Yasmin dos Santos Hipólito et al. Universalidade, integralidade e equidade: princípios e dilemas do Sistema Único de Saúde na atualidade. *ARACÊ*, v. 7, n. 10, e9048, 2025.

WORLD HEALTH ORGANIZATION. *World report on social determinants of health equity*. Geneva: World Health Organization, 2023.

WORLD HEALTH ORGANIZATION; UNITED NATIONS CHILDREN'S FUND. *A vision for primary health care in the 21st century: towards universal health coverage and the Sustainable Development Goals*. Geneva: World Health Organization, 2018.

CC BY