

Dentistry course monograph: a profile analysis

Mayara Cavalcante Gomes Noronha*; Layana Bruna Vaz*; Francisca Tereza Coelho Matos**; Carlos Alberto Monteiro Falcão**; Thiago Lima Monte**; Isabela Floriano**

* Graduate Student, Uninovafapi University Centre

** PhD, Professor, Uninovafapi University Centre

Received: 07/12/2020. Approved: 01/18/2021.

ABSTRACT

This study analyzed the academic research profile of the Dentistry Course at Uninovafapi University Centre through the analysis of all monographs presented in the period from 2014.1 to 2019.1. This is an exploratory research carried out in institution's monograph repository. The collected data were tabulated and analyzed with Microsoft Excel® software. Of the 267 monographs, 262 were included. The results showed that mean grade was 9.3 ± 0.9 points. It was observed that the area most chosen by students is Orthodontics (17.2%). Only 19 were published in scientific journals. We conclude that Orthodontics is the specialty with the greatest interest. In addition, it is important for teaching staff and students to think about achieving scientific publications during the undergraduate course.

Descriptors: Academic Communication. Monography. Research in Dentistry.

1 INTRODUCTION

The Brazil's undergraduate dental course includes a monograph as a curriculum component, according to the National Curriculum Guidelines (DCNs)¹. The monograph should address a specific topic in dentistry and be guided by a professor.

In addition, according to the curriculum, the practice of research should be encouraged to motivate students and professors to contribute to Brazil's scientific production². The study of a dentistry topic through research and/or a monograph is also an active teaching and learning methodology and, therefore,

Dentistry course monograph: a profile analysis

constitutes academic training. After all, research practice improves clinical practice and figures as a differential in the insertion in the labor market^{3,4,5}.

Moreover, students want to increase their practical skills in particular dental areas prior to graduation. Thus, some of them choose the professors and/or subjects of their monographs to further these goals^{6,7}.

Identifying dental students' perspectives and motivations concerning their monographs is a strategy for finding out what measures can be adopted to improve this excellent teaching and learning methodology. However, it remains unknown which areas are of most interest for monograph construction, as well as how many such monographs are actually published as scientific articles. Therefore, this study is aimed at providing basic information about the academic research profile of the undergraduate dental course at Uninovafapi University Centre.

2 METHODOLOGY

Uninovafapi University Centre, an institution located in the city of Teresina, has offered an undergraduate course in dentistry since 2008. The institution's Resolution 05/2009 standardizes the monographs and states that their construction begins during the sixth semester of the course and that the student chooses the guiding teacher⁹.

First, monographs prepared by regularly enrolled students during the last semester of the dentistry course from January 2014 to June 2019 were listed. Then, they were accessed in the institution's repository, as were the grades assigned to them by the defense board. Monographs for which the full text was available were included. Those with unavailable or incomplete text and/or absent, zero or disapproved grades were excluded from the study.

Two examiners read each monograph's text individually. The studies were then classified according to the following criteria: a) knowledge area (anesthesiology and therapeutics, bioethics

and legal dentistry, biosafety and microbiology, surgery and traumatology, dentistry and dental materials, temporomandibular disorders and orofacial pain, endodontics, dentistry for special patients, pediatric dentistry, orthodontics, pathology, periodontics and implantology, prosthesis and geriatric dentistry, radiology, public health and others), b) methodology employed (systematic review, literature review, integrative review, clinical study, laboratory study, cross-sectional study and case report) and c) publication in scientific journals.

The verification of the monographs' publication in scientific journals was conducted by searching for the titles in the SciELO, PubMed and Google Scholar databases and/or directly in the curricula vitae listed on the Lattes platform for the professors and students involved.

The collected data were tabulated and analyzed descriptively using Microsoft Excel® software (Microsoft Corporation, Redmond, USA). Tables and graphs were created using the same software.

3 RESULTS

Of the 267 monographs, 262 were included. Full text was not found for four, and one received a score of zero. The average grade of the monographs was 9.3 ± 0.9 points.

Table 1 shows the classification of the monographs according to knowledge area. The area most chosen by the students was orthodontics, followed by periodontics and implantology, dentistry and dental materials. The areas of anesthesiology and therapeutics, temporomandibular disorders and orofacial pain and radiology presented the smallest number of studies.

The methodological analysis showed that most of the analyzed productions were literature reviews (figure 1). In addition, only 7.3% of monographs were published in scientific journals. Among those that were published, low-ranking journals predominated, mainly those of Qualis Capes grades B3 and B4 (figure 2).

Dentistry course monograph: a profile analysis

Table 1. Monographs included according to the area of knowledge of Dentistry.

AREA	n (%)
Orthodontics	45 (17,2)
Periodontics and implantology	41 (15,7)
Dentistry and dental materials	39 (14,9)
Pediatric dentistry	17 (6,5)
Endodontics	16 (6,1)
Surgery and traumatology	16 (6,1)
Pathology	15 (5,7)
Dentistry for special patients	13 (5,0)
Biosafety and microbiology	12 (4,6)
Public health	11 (4,2)
Prosthesis and geriatric dentistry	9 (3,6)
Others	9 (3,6)
Bioethics and legal dentistry	8 (3,1)
Radiology	4 (1,5)
Anesthesiology and therapeutics	4 (1,5)
Temporomandibular disorders and orofacial pain	3 (1,1)

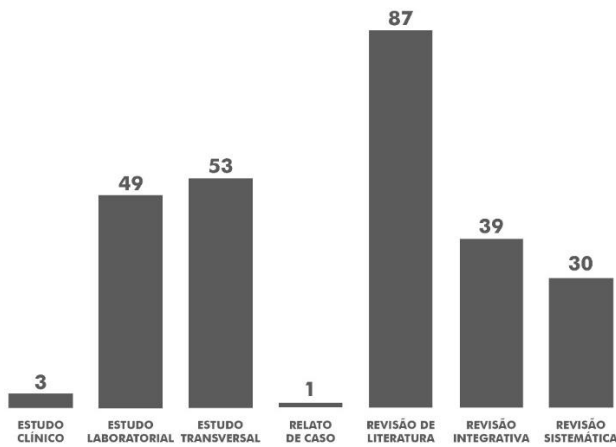


Figure 1. Included monographs regarding the type of study.

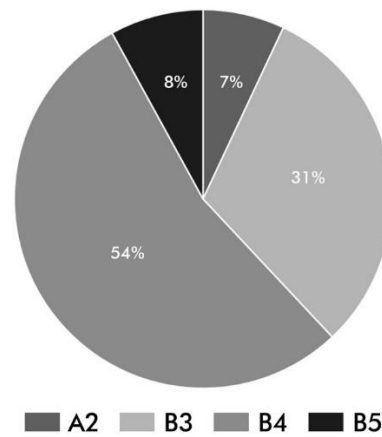


Figure 2. Qualis Capes classification of the journals in which the monographs were published.

4 DISCUSSION

In the present study, orthodontics had the highest number of studies. The literature

indicates that academics from other countries have a similar preference^{10,6}. This could be due to two factors. First, the small orthodontics

Dentistry course monograph: a profile analysis

workload in undergraduate curricula allows only basic knowledge of the area to be addressed. Given this, the specialty arouses the curiosity and interest of the students, who choose it as a monograph theme to have more contact with it. Second, the specialty is associated with dentists who are professionally and financially successful, as well as clinical cases with clinical resolutions with great and positive visual impact.

The preference of students for certain areas of knowledge reflects a postgraduate claim, affinity and/or ease of working with professors in these specialties. In fact, in Brazil, orthodontics is the specialty with the most dental surgeons registered with the Federal Council of Dentistry (CFO)¹². This area is associated with higher income, so it provides status and financial benefits that increase its attractiveness for students¹³. At Uninovafapi University Centre, only two specialties are offered as *lato sensu* postgraduate courses: orthodontics and implantodontics. These areas are also the most chosen by the students for the monograph. A similar pattern was found with students at the Federal University of Pelotas¹¹.

Regarding periodontics and dentistry, they stand out among the students' choices because they are areas of knowledge with which dentistry students work during the entire course. In other words, they are curricular units that, in the second year of the course, are taught in a theoretical-laboratory manner and continue to be worked on clinically until graduation. The situation is similar in other countries⁴.

The most common type of study among monographs was the literature review, which gathers the published scientific literature on a given topic in a non-systematic and sometimes even partial way. Some students affirm that they dedicate little time to the elaboration of the monograph, so they favor this methodology, which is simpler. Indeed, systematic review

studies and randomized clinical studies, which are more relevant to science, are seldom performed by undergraduate students¹⁴. Disseminating undergraduate students' manuscripts to the scientific community is an important way to start a research career. In addition, the dynamics of writing and submitting articles for journals is a way of actively inserting students into science. This fact does not depend on the quality and relevance of the chosen journals. A recent report showed that, in Brazil, there was significant growth in the number of works published between 2013 and 2018 and that the undergraduate courses of higher education institutions were fundamental to this result¹⁵.

The small publication rate in scientific journals among the analyzed monographs occurred because their layout is institutional. That is, they are intended to be filed in the institution's repository. They are not necessarily studies of inferior quality, as the grades awarded by the defense board were high.

However, because the defense occurs during the last semester of the course, most students do not adapt their monographs to the format of a scientific article and, consequently, do not submit them for publication. Therefore, most of the studies developed at the institution are kept in its repository and are not submitted to scientific publications. It is interesting, therefore, to rethink the defense format of the institution's monographs so they can be submitted as scientific articles for publication during the course.

Among the positive characteristics of academics who participate in scientific projects are increased autonomy, problem solving and performance in their professional careers¹⁶. However, the present study did not analyze the facilities and difficulties in preparing the monographs for the undergraduate dental course, an important topic for future research.

5 CONCLUSION

Orthodontics was the specialty that aroused the greatest interest in dental students researched for writing the monograph. In addition, few monographs are actually published in scientific journals.

ACKNOWLEDGEMENTS

We are grateful to the Library of the Centro Universitário Uninovafapi for their support in conducting this study.

RESUMO

Trabalho de conclusão de curso de Odontologia: uma análise de perfil

Este estudo avaliou o perfil de pesquisa acadêmica do Curso de Odontologia do Centro Universitário Uninovafapi por meio da análise de todos os Trabalhos de Conclusão de Curso (TCC) apresentados no período de 2014/1 a 2019/1. Trata-se de pesquisa documental de caráter exploratório realizada no repositório de TCC da instituição. Dos 267 TCC defendidos no período pesquisado, 262 atenderam aos critérios de inclusão. Os resultados apontaram que a nota média foi $9,3 \pm 0,9$ pontos. Observou-se que a área mais escolhida pelos alunos foi a Ortodontia (17,2%). Apenas 19 (7,3%) foram publicados em periódicos científicos. Conclui-se que a Ortodontia é a especialidade que desperta maior interesse nos acadêmicos de Odontologia para escrita do seu trabalho de conclusão. Além disso, verificou-se a necessidade de reflexão do corpo docente e discente para a concretização de publicações científicas ainda na graduação.

Descritores: Comunicação Acadêmica. Monografia. Pesquisa em Odontologia.

REFERENCES

1. Conselho Nacional de Educação (Brasil). Resolução n°. 3, de 19 de fevereiro de 2002. Institui Diretrizes Curriculares Nacionais do Curso de Odontologia. Diário Oficial da União 4 mar 2002; Seção 1, p.10.
2. Cavalcanti AL, Melo TSNB, Barroso KMA, Souza FEC, Maia AMA, Silva ALO. Perfil da pesquisa científica em Odontologia realizada no Brasil. *Pesq Bras Odontoped Clin Integr*. 2004;4(2):99-104.
3. Cavalcanti AL. Introdução à pesquisa aplicada à Odontologia: bases para a iniciação científica. *Publicatio UEPG*. 2003;9(3/4):45-53.
4. Silva-Junior MF, Assis RIF, Sousa HA, Miclos PV, Gomes MJ. Iniciação científica: percepção do interesse de acadêmicos de Odontologia de uma universidade brasileira. *Saúde Soc*. 2014;23(1):325-35.
5. Tachibana M, Pavani R, Bariani IC. Participação em eventos científicos e formação do universitário. *Psico*. 2004;35(1):89-96.
6. Rashid HH, Ghotane SG, Abufanas SH, Gallagher JE. Short and long-term career plans of final year dental students in the United Arab Emirates. *BMC Oral Health*. 2013;13:39-48.
7. Gallagher JE, Patel R, Wilson NHF. The emerging dental workforce: long-term career expectations and influences. A quantitative study of final year dental students' views on their long-term career from one London Dental School. *BMC Oral Health*. 2009;9:35-44.
8. Brasil. Ministério da Educação. Portaria Ministerial n° 1.592 de 09 de outubro de 2000. Diário Oficial da União, Brasília, 13 de outubro de 2000.
9. Uninovafapi. Projeto pedagógico do curso de bacharelado em odontologia. Teresina, PI: Uninovafapi, 2015.
10. James P, Veselina K, Alisa K. Final-year dental undergraduate attitudes towards specialisation. *Dent J*. 2016;4(3):26-36.
11. Chisini LA, Grehs HS, Nóbrega KHS, Conde MCM, Corrêa MB, Dermarco FF.

Dentistry course monograph: a profile analysis

- Análise descritiva dos trabalhos de conclusão de curso da faculdade de Odontologia UFPel. Rev ABENO. 2017;17:8-15.
12. Conselho Federal de Odontologia. Código de Ética Odontológico. Quantidade Geral de Cirurgiões-Dentistas Especialistas. Rio de Janeiro, RJ: CFO; 2003.
 13. Cordes DW, Doherty N, Lopez R. Assessing the economic return of specializing in orthodontics or oral and maxillofacial surgery. J Am Dent Assoc. 2001;132(12):1679-84.
 14. OCEBM Levels of Evidence Working Group. The Oxford 2011 Levels of Evidence. Oxford Centre for Evidence-Based Medicine [Internet]. 2016 May [Cited: May 1, 2016]. Available from: <http://www.cebm.net/index.aspx?o=5653>.
 15. Web of Science Group. Research in Brazil: funding excellence. Web of Science Group [Internet]. [Cited: May 1, 2016]. Available from: https://jornal.usp.br/wp-content/uploads/2019/09/ClarivateReport_2013-2018.pdf.
 16. Fava MF, Fava M. A iniciação científica: muitas vantagens e poucos riscos. São Paulo Perspec. 2000;14(1):73-7.

Correspondence to:

Isabela Floriano

e-mail: isabela.floriano@uninovafapi.edu.br

Curso de Odontologia

Rua Prof. Vitorino Orthiges Fernandes, 6123 -

Uruguai

64073-505 Teresina/PI

Brazil