

Supervised Internship in Dentistry in the Unified Health System: integrative review

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ABSTRACT

This study aims to analyze the relevance of Supervised Internships in Dentistry in the Unified Health System for teaching, service and community. The project is an integrative literature review that searches in the BVS/LILACS, SciELO and Google Scholar databases. The studies for analysis were chosen after the establishment of the inclusion criteria (articles published in the last 5 years that address the perceptions of those involved in this experience of integration, classic authors, theses, experience reports, articles in Portuguese, English and Spanish) and the exclusion criteria (articles without DOI or dealing with internships in other areas and health systems). Thus, after the initial search, 113 studies were selected in total, 25, 8 and 100, respectively, from the BVS/LILACS, SciELO and Google Scholar. However, after fully reading the articles, only 17 publications were selected. Therefore, from the general competences presented by the National Curriculum Guidelines in Dentistry, studies indicate that teamwork, comprehensive care to the user's health and adequate communication with users and team members are the characteristics most encouraged in the education of students. Furthermore, primary care is highlighted as the main scenario in which the intern works, with little focus on other levels of care. Given the weaknesses of this process, we observed that the student, under the guidance of the preceptorship, must adapt to the reality experienced in order to successfully perform their function. Hence, the internship inserts the student into the professional reality, in addition to working on their insecurities and adaptability.

Descriptors: Dentistry. Clinical Internship. Unified Health System.

1 INTRODUCTION

The Supervised Curricular Internship (known in Brazil by the Portuguese acronym, ECS) is an educational and mandatory action that must

be carried out in a real work setting, strengthening the teaching-service-community integration, through a cooperative partnership between the education and health system¹⁻³.

Resolution No. 3, of June 21, 2021 deals specifically with the National Curriculum Guidelines (known in Brazil by the Portuguese acronym, DCN) for undergraduate courses in Dentistry, which allow higher education institutions (known in Brazil by the Portuguese acronym, IES) the freedom to prepare their own pedagogical projects, based on the profile of students and teachers, training goals, existing physical and functional structure, in addition to the loco-regional, ethnic-racial, historical and local public policy context. In this way, pedagogical projects can be differentiated between courses in Dentistry, but they will always follow the direction of professional training institutionalized by the guidelines⁴.

In this perspective, the DCN⁴ emphasize the importance of inserting dentistry students in the real context of serving users of the Unified Health System (SUS)^{1,2}, in contrast to a dental method of individualized care and with high costs⁵. Thus, the outermost academic experience aims to establish an integral and articulated performance between the future professional and society, based on the following skills and abilities: health care, decision-making, communication, leadership, health management and permanent education^{4,6,7}.

For the exercise of such attributions, dentistry interns can work at different levels of the Health Care Network (known in Brazil by the Portuguese acronym, RAS), respecting the principles of integrality, regionalization and hierarchy, among others⁷. In primary care, they can intern at Basic Health Units (known in Brazil by the Portuguese acronym, UBS), participating in the teams of the Family Health Strategy (known in Brazil by the Portuguese acronym, ESF); in secondary care, they can work in Dental Specialty Centers (known in Brazil by the Portuguese acronym, CEO) and Emergency Care Units (known in Brazil by the Portuguese acronym, UPA); and in tertiary care, in regional and macro-

regional hospitals¹.

Prior to the insertion of academics in the community, there is theoretical training on knowledge related to the SUS. However, during internships, students may come across situations that are outside the ideological-literary context of the system. In this sense, studies^{1,2} claim that the greatest difficulties faced by the interviewed during the internships were related to infrastructure, with regard to resources (equipment and consumables) and care, since the continuity of treatment for patients was flawed. Regarding to that, dialogue and planning of intervention measures are considered allies in this process^{1,8}.

Therefore, as some of the results of the interaction between interns-users and the health network, one can mention the incorporation of the exchange of knowledge between students and professionals, in order to bring innovative and creative ideas to experience multidisciplinary work more effectively⁹; the humanistic and ethical development of the professional future in the SUS experience, as well as its proximity with the community; and popular participation in the service and in lectures and actions carried out in the waiting room, schools and nursing homes^{1,6-10}. In this sense, the question is: which products are generated from the internships of dentistry students in SUS? Thereupon, in order to better understand the functioning, experiences and conceptions of those involved in this process, this study aims to carry out a literature review to analyze the relevance of Supervised Internships in Dentistry in SUS for teaching, service and community.

2 LITERATURE REVIEW

Search strategy

The study consists of an integrative bibliographical review of the literature, which emerged as an alternative to rigorously review and combine studies with different methodologies,

which can be experimental and non-experimental in design, and thus integrate the results. This way, 4 searches were performed with 3 different types of descriptor crossings. The databases searched were the BVS/LILACS, SciELO and Google Scholar.

The following inclusion criteria were used for the final choice of studies: publications from the last 5 years, dealing with the perception of academics/users/working staff about supervised internships in Dentistry, as well as the products/results of these internships; classic authors, theses, experience reports, articles in Portuguese, English and Spanish.

As for the exclusion criteria, studies that do not have the full text, absence of the *digital object identifier* (DOI), that are related to supervised internship in other areas of health or other public or private health systems, and duplicate articles were removed.

To search the BVS/LILACS database, the following descriptors were used with Boolean operators: (*students dental*) OR (*dentistry*) AND (*clinical clerkship*) OR (*education, continuing*) AND (*unified health system*) OR (*family health strategy*). Filters were established: studies from the last 5 years, full texts in Portuguese, English or Spanish, and only publications on the LILACS platform. Thus, 25 articles resulted from the search, being 8 selected after reading the titles and 1 after reading them in full.

To search the SCIELO database, the following descriptors were used with Boolean operators: (*dental students*) OR (*clinical clerkship*) OR (*dentistry*) AND (*unified health system*) OR (*family health strategy*) AND (*Brazil*) OR (*schools, dental*). The following filters were established: studies from the last 5 years, full texts in Portuguese, English or Spanish. Consequently, 8 articles resulted from the search, with 3 selected after reading the titles, and no article after reading in full.

To search the Google Scholar database, the

following descriptors were used in Portuguese with Boolean operators: (*dentistry students*) AND (*clinical internship*) AND (*unified health system*) AND (*patient satisfaction*). After establishing the filters according to the inclusion criteria, the search resulted in 3050 articles. In view of the increasing number of publications, it was established that only the studies on the first 10 pages would have the titles read. As a result, 100 articles were accounted for, 32 of which were selected after reading the titles and 7 after reading them in full.

From this perspective, due to the small number of articles for the analysis of the subject, a secondary search was carried out with the articles selected in the primary search, resulting in 5 articles from the Google Scholar database, 2 from the BVS/LILACS database and 2 from SciELO. It is noteworthy that the same inclusion and exclusion criteria were used, except for the period of publication of the articles, hence selecting articles with more than 5 years of publication. In addition, Resolution No. 3 of June 21, 2021 was used as support material, which institutes National Curriculum Guidelines for the Undergraduate Course in Dentistry and provides for other measures.

Therefore, the search method resulted in 17 studies plus 1 (one) resolution to carry out the review, which is shown in Figure 1.

With the initial search, 133 scientific papers were found with the descriptors established for each database. After establishing the inclusion/exclusion criteria, 125 works were eliminated, thus totaling 8 studies as the sample resulting from the primary search, plus 9 articles from the secondary search, totaling 17 studies as the final sample.

The sample consisted of theses published between 2016 and 2021, and articles from primary and secondary research, according to established criteria. Then, a record of the main subjects for the presentation of the results was carried out,

containing the identification of the studies, authors, methodology and the conclusion of the studies type of search, year (chart 1) and objective, (chart 2).

Figure 1. Flowchart of the article search method

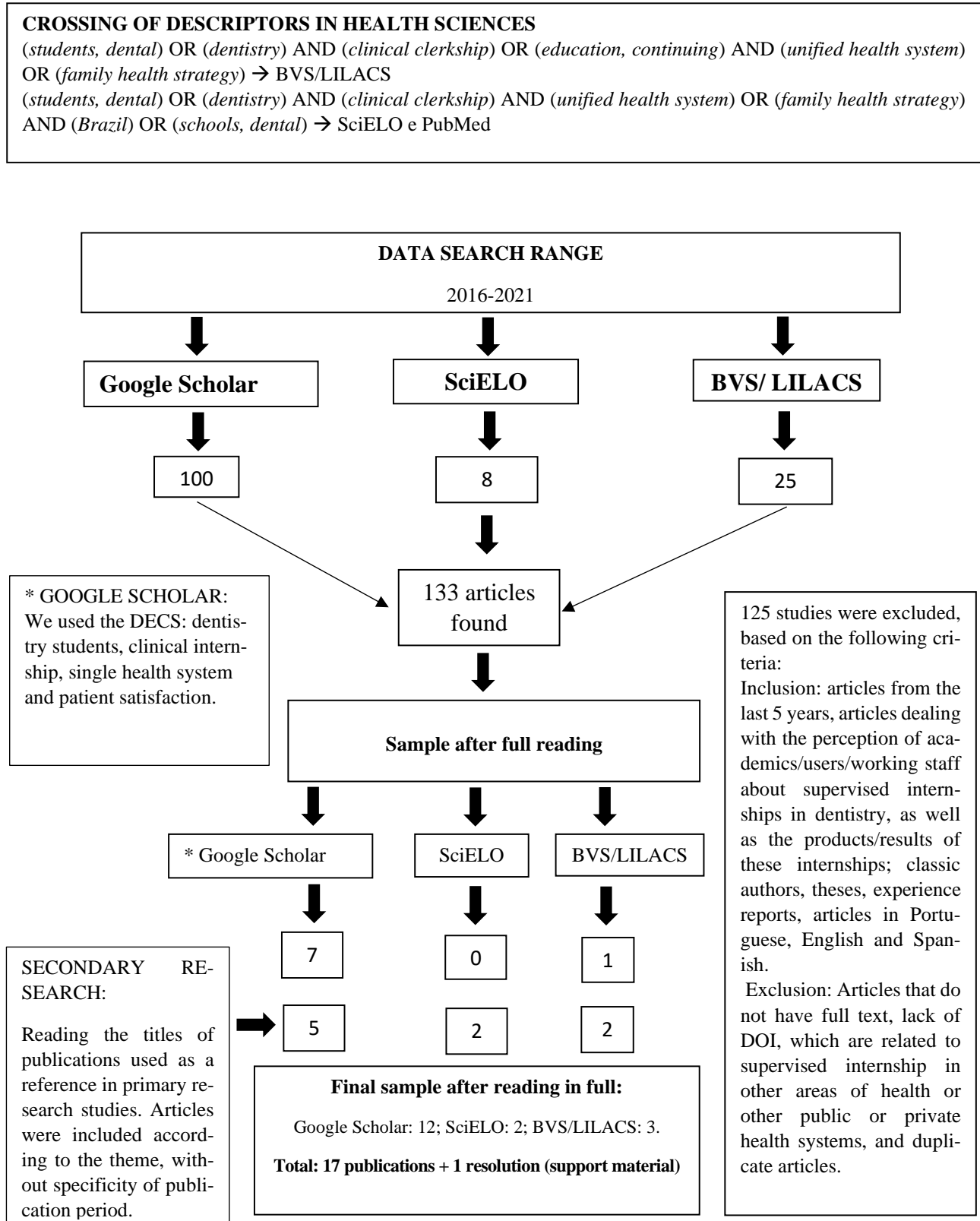


Table 1. Identification of the analyzed studies

Code	Title	Authors	Search	Year
T1	The valuation of the Supervised Internship at the Family Health Unit by Dentistry students: what factors influence their perception?	Leme <i>et al.</i>	Primary	2018
T2	Perspectives of undergraduate dentistry students about experiences in primary care for their health education	Leme <i>et al.</i>	Secondary	2015
T3	Satisfaction of users assisted in Dental Specialty Centers in Recife, Pernambuco, Brazil	Lima, Cabral e Vasconcelos	Secondary	2010
T4	Training in Dentistry and supervised internships in public health services: perceptions and experiences of students	Pessoa <i>et al.</i>	Primary	2018
T5	Logic-ideal model for supervised curricular internship: education through work in dental training	Fonsêca <i>et al.</i>	Secondary	2015
T6	Dental education and the Brazilian health system: practices and perceptions of undergraduate students	Cavalcanti <i>et al.</i>	Secondary	2010
T7	Practices of teaching-service-community integration and training in Dentistry: possible connections and flows in health education	Pinheiro, Carvalho e Viana	Primary	2018
T8	Adequacy of human resources to the PSF: Perception of graduates of two models of academic education in dentistry	Sanchez, Drumond e Vilaça	Secondary	2008
T9	Extramural activities from the perspective of undergraduate dentistry graduates	Moimaz <i>et al.</i>	Secondary	2008
T10	The practice of internships in collective health and the practice of internships in collective health and pet-health/RAS in training for in the unified health system-sus	Cassiano	Primary	2016
T11	Assessment of teaching-service integration in primary care in the unified health system	Albiero	Primary	2016
T12	Integrated internship and health training: the experience in a Teaching Care Unit	Aquilino	Primary	2016
T13	Contributions of interprofessional education to dental education in Brazil: a systematic review	Dias	Secondary	2020
T14	Formative trajectory of dentistry graduates in curricular internships in the unified health system	Stocker	Primary	2016
R1	Work process of the multidisciplinary team in primary health care services with the insertion of the undergraduate dentistry intern	Justo, Rocha e Toassi	Primary	2016
R2	Curriculum evaluation in higher education in dentistry: discussing curricular changes in health education in Brazil	Toassi <i>et al.</i>	Secondary	2014
R3	Experience report of the interaction between university, community and Family Health Unit in Piracicaba, SP, Brazil	Batista <i>et al.</i>	Secondary	2010

Table 2. Description of the analyzed studies (T: cross-sectional; R: experience report)

Code	Purpose	Method	Conclusion
T1	Explore which perceptions influence the student's valuation about the importance of the internship in their professional training.	A survey was carried out through a structured questionnaire with closed questions, with a sample of 185 fourth-year undergraduate students of a Dentistry course.	Most students considered the extramural internship at the USF to be important for their professional training. A negative perception related to aspects of the place, even though these are inherent components of the real scenario of services and part of the pedagogical experience, seems to negatively influence the valuation of the importance of the internship activity.
T2	To analyze the perceptions of undergraduate students in a dentistry course in relation to the importance attributed to the internship carried out in Family Health Units (USF) for their professional training.	A survey was carried out using a structured form with open questions with a sample of 184 dental students from a public college in the state of São Paulo. The method for analyzing the responses was the Collective Subject Discourse (known in Brazil by the Portuguese acronym, DSC).	In this study, it was observed that undergraduates attributed positive importance to the internship at the USF, for their professional training. The quali-quantitative analysis showed that the undergraduates were able to value the practical experience in the service, the knowledge of the social reality, and contact with professionals from other areas and technical training in conditions different from those found in college, although they showed concern about interference in the production of intramural clinic.
T3	Assessing the satisfaction of users assisted in the four Dental Specialty Centers in the city of Recife, Pernambuco, according to the dimensions of quality for evaluating oral health services from the (known in Brazil by the Portuguese acronym, QASSaB), identifying possible differences between the results obtained in each of these secondary care units.	A survey was conducted through a structured questionnaire with closed questions, with a sample of 272 patients from 4 different types of CEO, corresponding to 68 respondents per building.	It was noted that the results of this research highlighted the multidimensional nature of the assessment of health services, suggesting that the quality perceived by the patient may be much more related to the way he is treated until the moment of care, such as the exhaustive waiting, than with the technical aspects of the assistance itself.
T4	To understand the perceptions of dentistry students from an IES about supervised internships developed in the Oral Health Care Network of a city in the Northeast	Students enrolled in the Supervised Internships of the course were invited to participate. Eighteen students participated in the research, two from each academic semester, considering that the Dentistry course has 10 semesters. To build the research corpus, interviews were used with a semi-structured script.	The suggestions and strategies highlighted by the students to improve the practices developed in the supervised internships are related to a greater concern with the development of skills and abilities needed during the internships. Thus, training contributes to strengthening the SUS, aiming at comprehensive care and universal quality access to public health services.
T5	Reveal the indifference of internships across the Brazilian territory, based on publications from one of the most relevant periodicals for the topic, in a given period, in order to support the creation of a logical/ideal ECS model for undergraduate courses in dentistry.	All abstracts and articles in ABENO's journals, published after the release date of the DCN (2003-2012), were analyzed. The logical model is the idea that operationalizes a model-object, which is a situation that is real or supposed to be real.	Regarding the contributions to the training of graduates, it was noticed that the service professional has a primary role in this relationship, but qualitative studies are needed to reveal how students are touched and how the service experience materializes in transformation favorable to the desired professional profile.

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T6	To analyze the profile of the UFPB Dentistry student according to professional interests and performance in the Unified Health System (SUS). Specifically, the objective was to trace the profile of the Dentistry student at UFPB with regard to their expectations related to their performance in the labor market, interest in the field of collective health and self-perception of academic training.	The sample, selected for convenience, consisted of 182 students duly enrolled in the Dentistry course during the research period. This research was developed under an inductive approach methodology, with a statistical-comparative procedure and extensive direct observation technique, through a questionnaire.	It is concluded that students have a coherent vision with the expected professional profile for Dentistry in SUS, according to the latest DCN. By emphasizing humanization and experience in the SUS, the students considered that training is directed at public health practices and discredited the effectiveness of the SUS in meeting the population's needs.
T7	To understand, from the preceptor's point of view, the teaching-service-community integration practices experienced during training in dentistry at the Federal University of Piauí (UFPI).	A qualitative, descriptive and exploratory research was carried out, using the focus group as a data production device and, for the analysis of the empirical content, the content analysis described by Bardin.	The role of the preceptor was appointed as that of a learning facilitator, who, in exercising ones role, also experiences constant theoretical updating. The ESF was perceived as a field of practices that allows students to actually perceive how the system works. Greater efforts are needed from across the academic environment, and greater management involvement to encourage meaningful pedagogical experiences that are consistent with the country's health needs.
T8	To verify the opinion of academics from the last period of the aforementioned higher education institutions in relation to their readiness, aptitude, desire to work with the principles of the PSF.	A survey was carried out through a questionnaire in the form of individual interviews from a script with open questions. The sample consists of 82 respondents.	The incorporation of the social reality experienced in a PSF team to the academic training model can be responsible for the training of more prepared professionals from the point of view that the PSF requires.
T9	To evaluate the Extramural Dental Service - SEMO and its corresponding activities, from the perspective of dentists graduated in the undergraduate course at the Araçatuba Dental School, Universidade Estadual Paulista.	78 questionnaires with 24 open and closed questions were sent to graduates of (FOA-UNESP), however only 33 returned answered.	For dental surgeons trained by FOA/UNESP, SEMO was a valid experience. The effectiveness of the actions carried out and organization of the service were highlighted, as well as the importance of professional formation and training to meet the needs of the population.
T10	To analyze the practice of the EOC II curricular internship and the PET-Saúde/RAS non-curricular internship of the UFG Dentistry course, in the training of dentists.	Qualitative research of document analysis, observation and semi-structured interview, with 2 preceptors, 12 EOC II interns, and a PET-SAÚDE RAS scholarship holder.	The presence of the student in the service leads the preceptor to reflect on their practices and their role as a trainer and facilitator of learning. The results reveal the enriching and motivating Pro-Pet preceptorship, with benefits for professionals, students and the community.
T11	The presence of the student in the occupation leads the preceptor to build a model and matrix to assess the effectiveness of teaching-service integration in SUS Primary Care.	An evaluative survey was carried out with 24 participants. For the study, a single instrument was built, consisting of two parts: an interview and a self-reported questionnaire. The researcher applied the instrument at two different times, firstly the interview and, after its analysis, the questionnaire, with the management team, tutors, students, service professionals and the community.	The study points out a typology of UDAs leading to two key points for the teaching-service integration process that are taken into account: the characteristic of guidance, by supervision or preceptorship; and work process at the unit, with a shared agenda (with the routine of the service team) or an agenda for the university group.

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T12	Understand the students' perception about the pedagogical dimension in the practice of care developed in the EIS activities.	Qualitative Social Research in order to understand the meanings produced by EIS students about the object of study in question, the way in which these students are conceiving the pedagogical dimension in the practice of care, with a sample of 330 people.	The purpose of this internship from a pedagogical perspective is important, because it is a proposal for experiencing the professional exercise that brings students closer to real practice while enabling their monitoring and evaluation in the educational stages of learning to live together and learning to be, while fundamental in the orientation of a professional citizen for social health.
T13	To understand the contribution of interprofessional education to dental education in the training of dentists in Brazilian schools.	Systematic review of the literature in search of studies that brought reports on the subject of internships in Brazilian dental schools. The protocol was registered on The Open Science Framework platform and is available at: https://osf.io/ma6fq/4.2	It appears that EIP seems to positively influence dental education in Brazil, considering the main aspects reported in the studies analyzed: knowledge exchange, valuing each professional, respect among professionals, deconstruction of stereotypes and awakening of new skills. These factors cooperate for the formation of a comprehensive view of health, enabling better care.
T14	To analyze how the training path of curricular internships in SUS can influence the acquisition of skills for health work by graduates of the Dentistry course at UFRGS.	Descriptive study with qualitative and quantitative data carried out with 107 graduates who experienced the ECS between 2012/1 and 2014/2, using online questionnaires and semi-structured interviews.	Internships are important in professional training in Dentistry, influence the acquisition of skills for work in health and encourage the professional insertion of graduates in SUS services.
R1	To analyze the presence of the Intern, a graduate student in Dentistry, in the period of the curricular internship in relation to the work process of the multidisciplinary health team in Primary Health Care (known in Brazil by the Portuguese acronym, APS).	Data collection took place through individual semi-structured interviews, recorded and transcribed. The sample was intentional due to saturation (10 students and 10 preceptors). After interviews with academics and preceptors, 5 categories of actions and products emerged, which were discussed.	The dentistry intern at SUS can affect the work process of health teams by bringing up-to-date knowledge, providing permanent updating of SUS workers; enhance the resolution of oral health care offered to SUS users. The relationship between interns and the team is only established when there is both a desire for this effective interaction. Differences between the work process and the composition of APS teams can influence the type of bond to be established.
R2	To analyze the development of a curricular restructuring process, from the perspective of its students.	A survey was carried out with 360 undergraduate dentistry students using semi-structured questionnaires.	The students pointed out as potentialities the current curriculum that emphasizes the humanization of health and the period of curricular internships in the SUS. Challenges were verified in the effectiveness of the integration between the subjects and in relation to the learning evaluation process.
R3	To report the experience of the interaction between the College of Dentistry of Piracicaba and the Family Health Unit, from 2008 and 2009.	An experience report of two years (2008 and 2009) of extramural internship was carried out in one of the Family Health Units, in the city of Piracicaba, from the academic perspective.	It is extremely important that the health professional is able to work in the SUS and the ESF, safeguarding the principles of universality, equity and integrality, as the set of actions resulting from this interaction brings benefits to the health of the community, improving its quality of life. The experience of integrating undergraduates, graduate students, teachers and the Family Health Team (ESF), provided by Pró-Saúde in Piracicaba, was positive and enriching for all parties involved.

Scenarios of performance of the dentistry intern at SUS

The analyzed studies addressed the conceptions of interns^{1, 5-7,9,13-16}, dentistry graduates^{2,11}, preceptors^{3,8,9,14} and SUS users^{14,17} about positive results, strengths and difficulties established during or upon completion of supervised internships in Dentistry. In addition, two literature reviews^{12,18} were analyzed to observe the general parameters previously established on the subject. From 15 surveys with academics, preceptors and the community, 8 (53.3%) were based on internships performed in Primary Health Care (APS) exclusively^{1,6-9,11,13,14}, in the Family Health Team of UBS.

Regarding the academic performance, the DCN state that the curricular internship should correspond to 20% of the total course load, and can be developed indoors in clinics integrated with public service, or external to the HEI⁴. It is recommended that the internships should be developed in an articulated manner and with increasing complexity throughout the training process^{4,7}, however the literature^{7,8,9,11-13} points to a higher prevalence of studies that deal with the development of APS activities, such as mapping and territorial coverage, home visits, epidemiological surveys, educational activities and clinical care⁵.

Besides that, practical activities are articulated with theoretical discussions to smooth the insertion and familiarization of academics in the professional environment, so that they can understand the generality and reality of the service^{1,5,12}.

In the initial periods, students develop activities in four different stages in the same territory to create opportunities for developing a bond with the team and community. These activities are carried out according to their complexities, which range from the theoretical knowledge of the SUS, permeated by knowledge of determinants and conditions of the health-disease process of the hosted users, to the experience of clinical practice during care at the UBS in more advanced stages^{1,6-9}.

However, it is stated that the academic experiences obtained in the clinical and theoretical

experience of the course impact the way in which the intern reacts to the SUS. This makes the intern have to go through an adaptation process, since the organization of work in public health action scenarios has different characteristics when compared to clinical care services performed at the university under the supervision of the professor^{1,9}.

In this sense, it is observed that most of the studies emphasize the relevance of carrying out extramural internships for the expansion of academic knowledge and experiences between teaching, service and community^{1, 6-9, 11-14}.

The performance scenarios of dentistry interns can vary according to each educational institution. Thus, it is observed in a study¹² that about 73.91% of internships are carried out within the SUS and of these 39.13% are carried out strictly in the context of primary care, 4.34% studies report the association of secondary levels and tertiary and 26.08% include the three levels. In addition, 4.24% reported the association of UBS with the teaching clinic, 4.34% in private hospitals, meanwhile schools and day care centers had a prevalence of 8.69% each¹².

The study by Dias *et al.* (2020)¹⁸ agrees with Fonsêca (2015)¹² when he states that the UBS were shown to be a privileged setting for the development of internships (80%)¹⁸. Both corroborate the result of this review, as most studies/research were carried out with a focus on APS.

Potentials and weaknesses in teaching-service-community integration in Dentistry internships

During the performance of supervised internships in Dentistry in the reviewed studies, preceptors, academics and the community identified the potential or positive results obtained, as well as the weaknesses and difficulties of the internship process^{1-11,13-18}.

As the most relevant positive results identified, the exchange of knowledge that occurs between preceptor and academic stands out, thus characterizing a process of permanent education/theoretical updating that the preceptor claims to have when experiencing contact with

interns^{1,7-10}. This experience “is a two-way street” in which clinical experience and updated knowledge are shared among those involved⁸.

A survey¹⁰ carried out with 112 dentistry students at UFPB identified that 65.1% of those surveyed reported that internships are important because they represent an opportunity to experience and familiarize themselves with the work routine in SUS and its professionals.

Another resulting positive point is associated with the fact that students leave the stages that are safer and more encouraged to assist. Preceptorship has great relevance in internships, as it complements the training given by the course, encouraging the academic who still feels insecure due to the lack of clinical experience in real performance scenarios, as the integrated clinics of the academy are different in terms of social and organizational experiences associated to the internship services^{3,8,9,14}.

In this sense, the internships gave new meaning to the perception of academics about the services, in addition to having a positive impact on their clinical experiences, as there is a greater number of clinical activities in the service and collective procedures in Dentistry¹.

A study carried out with 76 graduates of FOA-UNESP² determined the contributions of extracurricular internships in Dentistry in professional training, including knowledge of the reality and social context (21.2%) capacity to adapt to available resources (18, 2%) and contact with reality (15.2%). Among some difficulties encountered, deficiencies in infrastructure were listed (63.6%)².

Another very important result discussed was the achievement of paradigm shifts and interns' conceptions: academics leave the internships with a more generalist and humanized view of performance, preventing them from having an education exclusively focused on the individual and profit⁸. It is observed that students recognize the importance of internships^{1,7,9,10,16}, however only 27.4% of Dentistry students at the Federal University of Paraíba (UFPB) showed interest in working exclusively in the public health service¹⁰.

It can be seen that the continuous care in the

health network made students understand in practice the importance of interdisciplinarity for health promotion: students learn to act in a multidisciplinary way through the reference and counter-referral system, and understand the individual as a whole^{7,8,10,11,18}. But this depends a lot on how the health facility team receives and welcomes these interns, as the study by Cassiano³ states that interprofessional work was not identified in the field observations, being considered “a critical node in the SUS”.

Furthermore, it is clear how interns acquire the ability to adapt, administer and manage the resources proposed to them: the student becomes involved in the dynamics of the functioning of an Oral Health Team, learning to do a good job with the physical resources and materials they have at the time of action, solving real problems, taking on responsibilities and becoming a manager of their service^{7,8,10,11}.

Regarding the importance of internships for the community, it is highlighted that the user is considered the central point of the assessment processes, and that the constant dialogue between professionals and the local population can modify and qualify the day-to-day practices of health¹⁴. With this, academics must manage their specific skills of reception, listening, right to information, confidentiality, among others⁴.

In this analysis, only two studies were found with the aim of evaluating user satisfaction regarding the provision of actions and services by the health network^{14,17}, one of which¹⁷ talks about the perception of users about the provision of services by the Specialty Center Dentistry, without specifying the presence of interns in this facility, but as students also interns in secondary care, it was considered pertinent to identify the users' opinions. The second study¹⁴ identified the perception of the community, as well as that of others involved, to assess the integration of teaching-service in the SUS.

In this sense, activities carried out in partnership between the service and the university can lead to community satisfaction and empower students in preventive health practices. In health units with the presence of the academy, the community is encouraged to participate by

expressing its right to democratically decide on needs¹⁴. In one of the analyzed studies¹⁴, it was considered that a health unit favored teaching-service effectiveness if it did not receive any bad attributes from the community. Therefore, according to the community, the units evaluated were considered effective in this integration between interns and the service, generating good results.

In another study¹⁷, researchers interviewed 272 users seen at 4 different Dental Specialty Centers to assess their satisfaction with the dental service offered. Of these 272, most considered the care received by the dentist (64%) and oral health assistant (51.5%) to be excellent; 84.9% did not feel any discomfort after undergoing the treatment; 67.8% classified the equipment used during the service as modern; and 72.4% reported always receiving an explanation about the treatment.

However, regarding accessibility, most user responses were not positive. Thus, 24.6% said it was difficult and 27.9% said it was very difficult to get a place to be cared for, representing 52.5% of negative evaluations¹⁷. Thus, it is clear that the service itself had a positive evaluation, however users complained about the time in the waiting lines for the service, causing dental problems to worsen. Thereafter, it is assumed that the inclusion of interns in this scenario can streamline the waiting lines, as it would increase the number of appointments.

Based on the presence of few studies on the opinion/perception of users about their satisfaction with the health system, as well as their opinion on the presence of interns in public scenarios of dental work, it is observed that more studies are needed to be carried out with this objective, since the user is considered one of the most relevant individuals in the process involving teaching and service.

As seen, the internships provide several relevant results for everyone involved, however, this process can also be marked by weaknesses and difficulties^{2,7,8,16}. It is noticed that the occurrence of divergences of information between university professors and network preceptors can become a problem, since different teachings can

confuse the academic during the performance of internship procedures⁸. Therefore, it is interesting that there is a dialogue between professors and preceptors to standardize information based on the reality of the performance scenarios, thus facilitating academic learning⁸.

In addition, dentistry interns reported in the studies the existence of a hierarchy between clinical and internship disciplines focused on collective health, as they perceive that clinics receive a certain exclusivity, unlike internships that are carried out at parallel and sometimes coincident times.^{8,11} This suggests that academic training still has roots directed to the private market, which values the biological and one-way view in relation to contextual conditioning and determinants of the collectivity^{7,8}. In this context, it was observed that students value the extracurricular experience, however they claim that there is still more attention directed to assistance within the academy, mainly due to the imposition of compliance with procedural goals per period⁷.

Another commonly reported issue is related to the poor infrastructure conditions of the UBS, since the physical work space does not provide good working conditions, which can directly interfere with the professional's clinical productivity. However, it is interesting that the interns, under the guidance of their preceptors, experience these difficulties as portraits of reality to contextualize the situation and look for alternative methods of organization in the work processes^{2,8}.

A survey¹⁶ with 185 students from a dentistry course at a public college in São Paulo evaluated aspects of valuation of extracurricular internships, and thus identified that students who perceived the lack of consumables, deficient cleaning and sanitation, and violation of the law information from the team to the users, they did not consider the internship experience important. Therefore, it was perceived that problems of infrastructure and support in the health network can negatively influence the conception of academics about internships, making the college staff responsible for transforming this reading of reality into important products for students.

When academics start the Dentistry course, most have no conception of how the course's curriculum is organized to favor greater learning over the periods. Therefore, it is the responsibility of the institution and the college staff to explain the sequence and arrangement of subjects, as well as the objective and possible difficulties they may encounter during the course. This makes the academic prepare psychologically to make the best use of all subjects^{5,12}.

In this sense, it is reported in a study⁵ that 78.6% of dentistry students surveyed did not know about the course's curricular proposal when they started and that it was presented to them at the beginning of the course (81.4%). At the time of the survey, 53.6% of the students said they were already familiar with the course's curricular structure, but in relation to the pedagogical project, 36.9% reported having only heard about it. As for the teaching plans, 48.9% of the students stated that they were presented by all subjects.

In that same study⁵, students reported the humanization of health and the intention to train future professionals to work in the country's labor market as potentialities of the course curriculum. In addition, the period of supervised curricular internships at SUS in the last year of the course was one of the positive highlights perceived in the curriculum.

From this perspective, it is noteworthy that the use of studies with different methodologies can generate biases and limitations in the research, however the present study is an integrative literature review, which allows the combination of studies with different methodologies, and, consequently, the synthesis and discussion of the results of each study to determine an overview of the analyzes based on the proposed research problem.

3 CONCLUSIONS

After analyzing the perception of those involved in the teaching, service and community triad, it was perceived that extracurricular internships are considered very important for professional training in Dentistry, since skills and abilities established by the DNC are acquired and improved in the daily service, in addition to

preparing the future dentist to provide services to the community in the SUS.

Therefore, undergraduate courses in Dentistry must have their syllabus constantly revised and adapted to the reality of the system and the needs of academics and users in the region, so that, in recent years, in the internship period, the student can be autonomous, capable of diagnosing, planning and treating according to the resources offered to them, with the teacher as a facilitator and mediator of this teaching-learning process.

RESUMO

Estágio Supervisionado em Odontologia no Sistema Único de Saúde: revisão integrativa

Este estudo visa analisar a relevância dos Estágios Supervisionados em Odontologia no Sistema único de Saúde para o ensino, serviço e comunidade. Trata-se de uma revisão de literatura integrativa com busca nas bases de dados BVS/LILACS, SciELO e Google Acadêmico. Os estudos para análise foram escolhidos após o estabelecimento de critérios de inclusão (artigos publicados nos últimos 5 anos que tratem das percepções dos envolvidos nessa vivência de integração, autores clássicos, teses, relatos de experiência, artigos em português, inglês e espanhol) e exclusão (artigos sem DOI ou tratando de estágios em outras áreas e sistemas de saúde). Assim, após a busca inicial, foram selecionados 113 estudos no total sendo 25, 8 e 100, respectivamente, da BVS/LILACS, SciELO e Google Acadêmico. No entanto, após a leitura dos artigos na íntegra somente 17 publicações foram selecionadas. Dessa forma, das competências gerais apresentadas pelas Diretrizes Curriculares Nacionais em Odontologia, os estudos indicam que trabalho em equipe, atenção integral à saúde do usuário e comunicação adequada com usuários e membros da equipe são as características mais estimuladas na formação dos estudantes. Ademais, destaca-se a atenção primária como principal cenário de atuação do estagiário, com pouco enfoque nos demais níveis de atenção. Analisou-se que perante as fragilidades desse processo, o estudante, sob orientação da preceptoria, deve adaptar-se à realidade vivenciada para exercer a sua função com sucesso. Logo, o

estágio insere o estudante na realidade profissional, além de trabalhar as suas inseguranças e a capacidade de adaptação.

Descritores: Odontologia. Estágio Clínico. Sistema Único de Saúde.

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