

# Laboratory in the management internship in SUS: integration of teaching, research and management

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## ABSTRACT

The study aimed to analyze the innovation experience of the management internship in the Unified Health System (SUS), in a training course in the graduation of Dentistry, which integrated teaching, research and management. The operation essay provided a continuous problematization of an expanded and transformative view of management. The laboratory was constituted in a field of the Supervised Curricular Internship II of Dentistry of the Faculty of Dentistry of the Federal University of Rio Grande do Sul (FO-UFRGS). The students met and discussed aspects of monitoring and evaluation of Primary Care (PC) in Rio Grande do Sul (RS) with the Working Group of the Department of Health Actions of the State Department of Health (DAS-RS). Based on databases of the National Program for Improving Access and Quality of Primary Care provided by the Center for Research in Social Dentistry of FO-UFRGS during the semester, students analyzed data, produced results and discussed strategies for PC. A final report was produced with analyzes of variables related to Health Units and Teams of PC and the interviews with dentists of the 30 Health Regions of RS. At the end of the semester, the reports produced in the Laboratory in the Service Management Internship were presented and a discussion on strategies for the PC was established in order to provide information for health management and decision making. It was concluded that it was possible simultaneously to learn, teach and provide information for management and decision making in SUS. **Descriptors:** Teaching. Oral Health. Health Management. Education, Higher. Internships.

## 1 INTRODUCTION

The task of planning and carrying out the management of health services that comprise the Unified Health System (SUS) enables policy, management and assistance innovations<sup>1</sup>, as well as educational innovations. Higher Education Institutions (HEI), under the guidelines of the Brazilian Association of Dental Education (ABENO), must carry out curricular internship activities in health services that provide planning and management actions<sup>2,3</sup>. Each HEI has the freedom to define the dynamics of curricular internships in order to bring students closer to the social and epidemiological reality of the country, as well as to SUS planning.

Traditionally, due to a greater expansion of oral health in Primary Health Care, HEIs directed the insertion of students in internships at this level of attention<sup>3,4</sup>. Innovations were often produced at the very core of the difficulties found in consolidating the internships, such as the number of internships or the low coverage of the Family Health Strategy (FHS) in the municipality. In view of this, and aiming a plurality of scenarios and practices, the alternative of expanding agreements with municipalities close to the HEI territory has been welcomed. In addition, with the National Oral Health Policy (PNSB) and the creation of the Dental Specialties Centers (CEOs), the stages of specialized care have also emerged as a necessity and opportunity<sup>5</sup>.

The Faculty of Dentistry of the Federal University of Rio Grande do Sul (FO-UFRGS) prioritized in curricular reforms an extended time of experiences in work environments and itineraries of Primary and Specialized Attention Networks of SUS. The study scenario, Supervised Curriculum II of Dentistry II (ESO II), takes place in the tenth semester of the course and has the objective of allowing the student to understand work processes in Specialized

Attention, Hospital and Oral Health Care Services of SUS<sup>6</sup>.

The Laboratory in Management Internship (LMI), a pedagogical experience that articulates teaching, research and management, object of analysis of this study, was an activity developed within the framework of ESO II aiming to provide students, through a management experience of monitoring and evaluation of Primary Care in the state of Rio Grande do Sul (RS), the opportunity to develop skills to understand management policies and planning in SUS.

The Center for Research in Social Dentistry (CPOS) of the FO-UFRGS, which plays a role in the collaboration and linkage of research projects related to SUS<sup>7</sup>, was articulated with students of the Graduate Program in Dentistry of the area of Collective Oral Health. The partnership that the CPOS developed with the Department of Health Actions of the State Department of Health (DAS) of RS allowed the use of data from the First Cycle (2011-2012) of the National Program for Improving Access and Quality of Basic Care (PMAQ-AB)<sup>8</sup>. It was possible to simultaneously learn, teach and provide information for management and decision-making.

The Managers of Health Regions of RS presented demands regarding the availability of information on their regions. In terms of health services, PMAQ-AB reports present information by state, while the Ministry of Health (MH) portal provides information by staff and by municipality. In addition, the MH system does not have information considered strategic by managers, and the LMI appeared with the objective of supplying it. In this sense, the pedagogical purpose of the internship aimed to respond to a DAS-RS demand.

In this context, this study aims to analyze the experience of innovation in the management

internship in SUS in a training course within the graduation course of Dentistry of FO-UFRGS, which integrated teaching, research and management.

## **2 LABORATORY OF MANAGEMENT INTERNSHIP IN SUS: TEST OPERATION**

The LMI was based on a new experiment developed during the semester. It was denominated methodologically as a test operation that, according to Larrosa<sup>9</sup>, is the test of a certain operation in "experimental thinking and writing that still intends to be a thoughtful writing, which is still produced as a writing that gives food for thought," without giving up a constant reflection on itself and a permanent metamorphosis. In this perspective, this method was developed in an experimental way of rehearsing thought and writing, which was under construction and in continuous problematization and re-problematization during the whole process of planning and executing the LMI. The test operation provided an extended and reflective view of possibilities for management from the experience of their own contingency and transformation to teachers and students. With criticism, inquiries, knowledge and attitude, it goes beyond experience to build a broader and more transformative management vision<sup>9</sup>.

### **2.1 Supervised Internship in Dentistry II and National Program for Improving Access and Quality of Primary Care**

The ESO II focuses on the training in Specialized Attendance, and seeks to provide students with the opportunity to enter Management and Specialized Attention and Hospital services, continuing the Supervised Internship in Dentistry I (ESO I), whose focus is on experience and performance in the Basic Care of the city of Porto Alegre, RS.

According to the ESO II Teaching Plan, the student of Dentistry will have the opportunity to experience work processes in different Oral Health services of the SUS, Specialized Attention, Hospital and Management. This structure allows an understanding of the composition, functioning, organization and management of work processes in the Network of Attention in Oral Health (RASB) in SUS in its complexity. The student is instrumented to act in RASB scenarios, and develops actions of support to the public institutions that compose it<sup>3,6</sup>. In addition to the fields of activity in services, the internship provides weekly face-to-face meetings with tutorials, in which the student problematizes the work reality in which he/she is inserted through case studies, design, execution and evaluation of projects, research experiences and others.

The LMI internship was conceived and developed at the time of a teaching internship. From the test operation, it allowed a modifying experience and a critical work on thought and planning of pedagogical practices. The Laboratory was made in collaboration with teachers and graduate students. Graduate students participated as tutors of ESO II students under the supervision of the teaching staff of the discipline.

From the CPOS/FO-UFRGS, which was the executor of the external evaluation of PMAQ-AB, access was obtained to the data used in the LMI. The PMAQ-AB was established in 2011 with the objective of increasing access and improving the quality of primary care, with a guarantee of a comparable quality standard nationally, regionally and locally, in order to allow a greater transparency and effectiveness of government actions targeted to Basic Health Care<sup>8</sup>.

This is an evaluation of national coverage

carried out in a multicentric and integrated way by several teaching and research institutions with the direct follow-up of the MH. The results found refer to evaluations by the workers in Health Units through interviews and verification of documentation *in loco*. The data used in the internship described here refers to the External Evaluation stage of the Program carried out with a standardized and previously tested instrument, covering three modules containing questions that evaluated aspects related to the structure of Basic Health Units (BHU), the work processes developed by health teams and the satisfaction of users with the health services<sup>10</sup>. From the data of the first cycle of the PMAQ-AB, it was possible to use them to make feasible the LMI and thus to make opportune a new possibility of management internship.

## 2.2 Laboratory of Management Internship

During the course semester, the LMI was developed from steps that allowed students to integrate into the PMAQ-AB concepts, manipulate data in statistical software, and produce a report analyzing various database variables on Basic Health Units and Teams of the state of Rio Grande do Sul and work processes of Oral Health Teams (OHT) to elaborate strategies based on the results found. Fifteen students were divided into four groups according to 30 Health Regions (as proposed by the DAS-RS). Each group was responsible for working with PMAQ-AB data from eight Health Regions. The internship was conceived for 14 weeks, and its activities are described in Chart 1.

Based on the needs of the DAS-RS and the interests of trainees, the variables analyzed

by Health Region of RS were selected: **Module I:** Type of Health Unit, Number of health professionals, Number of dentists, presence or not of a multi-professional Reception room, presence or not of a dental office, number of dental offices, dental offices with computers, dental offices with computers connected to the Internet; and **Module II** - Continuing education actions in which the oral health team participates, if the OHT conducts monitoring and analysis of indicators and oral health information, what the oral health team's agenda guarantees, if the OHT ensures scheduling of return for the continuity of treatment of a user who started treatment. For each group, the other questions were freely chosen and, therefore, varied widely among the selected questions.

From the results found for each Health Region, each group of students carried out a literature review including standards and manuals of what is recommended by the Ministry of Health, and elaborated strategies and alternatives for problems found that could guide decision-making. This allowed the students to exercise reflection by positioning themselves as managers using alternatives based on MH proposals.

Thus, the completion of the management internship resulted in a final report composed of the following topics: Introduction (context of PMAQ-AB, definition of problems and objectives), Methods (activities developed, variables analyzed and data analysis), Results (by Health Region: characteristics of the Region, tables with results for Module I and II PMAQ-AB, problems identified and proposed strategies), Schedule, Monitoring activities, Conclusions and References.

Chart 1. Activities of the Laboratory in Management Internship, 2016, Porto Alegre/RS

Week	FO Concentration Activity	Non-presence activity
1	Initial presentation of the LMI proposal explaining how the LMI development should take place. Fundamental concepts on the PMAQ-AB and the context of the use of its data by management were also addressed in order to provide information and contribute to decision-making. The 30 Health Regions of the state of Rio Grande do Sul were divided into 4 groups of students who were tutored during the internship.	Reading of the Handbook PMAQ-AB <sup>8</sup> and External Evaluation Tool for OHTs <sup>10</sup> .
2	No face-to-face activity.	Reading of articles related to the PMAQ-AB in the Magazine Health in Debate <sup>11</sup> .
3	A discussion meeting about PMAQ-AB with a DAS-RS representative; on the occasion, the DAS addressed demands of interest to the management and together with the students established a discussion about which variables of the Evaluation Tool of the OHT they would analyze.	Access by Distance Learning Platform Moodle UFRGS of a Tutorial for guidelines for preparing the LMI Report and for downloading the PSPP software to be installed on a portable computer by a group in the next meeting.
4	Presentation of a Tutorial for knowledge and development of the LMI through data analysis of PMAQ-AB aiming the elaboration and interpretation of data; the result was a Report of results for use in decision-making in the Regional Coordination of Oral Health of the state of Rio Grande do Sul; Training to use the PSPP software for data analysis. Provision by the CPOS of the database of Module 1 - Observation in Basic Health Unit (PMAQ-AB).	Evaluation by groups based on the Evaluation Instrument of the OHT <sup>10</sup> of possible variables that they considered important to research and to present in the report of the LMI.
5	Selection of variables for analysis from the database and the External Evaluation Instrument of the OHT.	Analysis and elaboration of preliminary results based on the first selected variables related to Health Units and AB Teams per Health Region.
6	Preparation of PMAQ-AB results for each Health Region with discussions and guidelines for corrections and improvements.	Orientations and corrections of presentation of preliminary results and sending by e-mail for correction.
7	Preparation of PMAQ-AB results for each Health Region with discussions and guidelines for corrections and improvements.	Submission to students of a new database, Module 2 - Interview with Professional of the AB Team and Verification of Documents in the Health Unit <sup>10</sup> for analysis of new variables.
8	Definition of new variables related to an interview with the DS. Together, new variables were selected, and each group could select other different variables of interest. Preparation of PMAQ-AB results for each Health Region with discussions and guidelines for corrections and improvements.	Data Analysis of Module 2 - Interview with a Professional of the Team of Basic Attention and Verification of Documents in the Health Unit.
9	From the results found, each group, together with its tutor, discussed proposed strategies for solving problems identified from the results.	Elaboration of strategies to solve problems identified from the results with the orientation of elaborating strategies based on what is recommended by the Ministry of Health.
10	Discussion and preparation of proposals of strategies for the solution of problems identified from the results.	Orientations and corrections to present proposed strategies and e-mail to students to improve reports.
11	No face-to-face activity.	Orientations and corrections to present proposed strategies and e-mail to students to improve reports.
12	With the whole group and later each tutor with its group discussed issues of finalizing the LMI Report, as well as providing corrections and improvements	Completion of writing the LMI Report and sending by e-mail to the tutors. Elaboration of presentation of the report.
13	Presentation of the final report of each group for the whole class of the last semester, highlighting the main results found, the problems identified and establishing a discussion about the proposed strategies.	
14	Presentation of the final report of each group with results and strategies on the PMAQ-AB for DAS-RS. At this meeting, a discussion was established between the LMI Working Team, trainee students and DAS-RS representatives. On the occasion, a reflection on the results found and proposed strategies was made considering the results presented by the reports and the proximity of contact with the reality represented by the DAS-RS. It is an important and necessary integration of research (PMAQ-AB data), teaching (trainee trainees) and management (DAS-RS).	

FO (Faculty of Dentistry); LMI (Laboratory in Management Internship); PMAQ-AB (National Program for Improving Access and Quality of Primary Care); RS (Rio Grande do Sul); OHT (Oral Health Team); DAS (Department of Health Actions of the State Department of Health of Rio Grande do Sul); UFRGS (Federal University of Rio Grande do Sul); PSPP (Free Statistical Program /open source).

### 3 DISCUSSION

The Supervised Curricular Internship II, together with the Center for Research in Social Dentistry and the Department of Health Actions of the State Department of Health of Rio Grande do Sul, composed a viable strategy for integrating teaching, research and management in SUS. The experience in the practice of the construction, discussion and reflection of tools and strategies of health management was provided to the students. LMI expanded vocational training, thus enabling the development of the ability to read and interpret indicators and data collected, making students more apt to take initiatives, manage the workforce, physical and material resources, and information, as recommended by the DCN for the formation of the DS<sup>12</sup>.

The numerous and constant transformations of society and the presence of the new DCNs<sup>12</sup>, plus experiences in the area, have reinforced the importance of discussion, reevaluation and innovation of the teaching-learning process in undergraduate courses of dentistry<sup>13</sup>. This test operation describes a stage that proposes not only to perform the replication of skills and knowledge that respond to specific problems in the area of management, but also allows the reflection and experience of students in their own role as future professionals in face of problems.

Understanding that, in another study, the students demonstrated dissatisfaction with the fields of management internship<sup>5</sup>, in this experience, the knowledge was obtained in the previous semesters of the course, and it was used for the elaboration of the final report. In addition, it allowed the understanding and identification of different realities of experiences lived in internships in AB and specialized services in the capital in relation to situations of diverse Health Regions of the

state, which made a critical capacity possible by thinking epidemiological theory and practice.

Management learning in oral health training provided trainees with an expanded view of the structural conditions of Basic Health Units and work processes of the DS of all 30 Health Regions of the state of Rio Grande do Sul. This meant considering for the evaluation and management a look at the needs identified, and the possibility of reflection and formulation of planning strategies as proposed by the quadrilateral of training in the health area, which still presents challenges for its establishment mainly in relation to the valuation and inclusion of social control in health education<sup>14</sup>.

The LMI helped graduate students to solidify pedagogical methodologies in face of contact and discussion with students. The experience was presented with a dual function: to learn about data related to all 30 Health Regions of the state of Rio Grande do Sul, especially regarding the aspects related to OHT, and the teaching of analyses, interpretations and reporting with facilitated language, as well as the dissemination of information in a simple way.

From the point of view of its educational function, the university represents a permanent place of exercise of criticism. Experiences offer a cultural heritage of different types of knowledge, thoughts and values that propagate in each student<sup>15</sup>. Criticizing means to discern, separate and judge. It is an act that preserves what deserves to be re-affirmed and calls into question the claim of what can go beyond its domain of application and, therefore, does not deserve to be confirmed<sup>16</sup>. Thus, experiences such as this test operation allow us to reflect and create strategies for coping with challenges both individually and collectively. In addition,

there is the training of a professional with a critical sense capable of planning and being an agent of change.

#### 4 CONCLUSIONS

The LMI was a pioneering initiative in the country, innovative in the pedagogical area of management, and it can be concluded that it was successful. It was an innovative experience in the field of health education as it brought undergraduate students closer to management and planning, built interfaces between undergraduate and graduate courses, as well as made up fields such as SUS, research and management in undergraduate studies. For the acquisition of skills and competences in health education, as indicated in the DCN of the course of Dentistry, other and new viewpoints for the role of students, tutors and preceptors in the area of health should be discussed. Qualifying the training for graduates with a critical spirit, with a capacity for decision-making and leadership will not be due to the exhaustion of theoretical contents, but to the wealth of exchange of experiences by the shared construction of projects between the teaching institution and health services, and especially for the daring to innovate and continually redesign possibilities for training. It is hoped that this course may contribute to the training of health professionals, be disseminated and used in other HEIs of Dentistry and the health area as a new learning proposal, integrating teaching, research and management in the Unified Health System.

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#### RESUMO

##### **Laboratório no estágio de gestão do SUS: integração ensino, pesquisa e gestão**

O estudo objetivou analisar a experiência de inovação do estágio de gestão no Sistema Único de Saúde (SUS), em um percurso formativo no curso de graduação de Odontologia, que integrou ensino, pesquisa e gestão. A operação-ensaio proporcionou uma contínua problematização de uma visão ampliada e transformadora da gestão. O laboratório constituiu-se em um campo do Estágio Curricular Supervisionado II da Odontologia da Faculdade de Odontologia da Universidade Federal do Rio Grande do Sul (FO-UFRGS). Os estudantes conheceram e discutiram aspectos de monitoramento e avaliação da Atenção Básica (AB) no Rio Grande do Sul (RS) com o Grupo de Trabalho do Departamento de Ações em Saúde da Secretaria Estadual de Saúde (DAS-RS). A partir de bancos de dados do Programa Nacional de Melhoria do Acesso e da Qualidade da Atenção Básica disponibilizados pelo Centro de Pesquisa em Odontologia Social da FO-UFRGS ao longo do semestre, os estudantes analisaram dados, produziram resultados e discutiram estratégias para a AB. Foi produzido um relatório final com as análises de variáveis relacionadas às Unidades e Equipes de AB de Saúde e as entrevistas com cirurgiões-dentistas das trinta Regiões de Saúde do RS. Ao final do semestre, foram apresentados os relatórios produzidos no Laboratório no Estágio de Gestão aos serviços e estabeleceu-se uma discussão sobre estratégias para a AB de modo a prover informações para a gestão e a tomada de decisão em saúde. Conclui-se que foi possível de modo simultâneo aprender, ensinar e prover informações para gestão e tomada de decisão no SUS.

**Descritores:** Ensino. Saúde Bucal. Gestão em Saúde. Ensino superior. Estágios.

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