

# PET-Saúde/GraduaSUS report: trajectory of Dentistry in a private institution, 2016-2017

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## ABSTRACT

This study refers to an experience report of the first year of PET-Saúde/GraduaSUS of the Dentistry course at Escola Bahiana de Medicina e Saúde Pública, a private higher education institution in Salvador/BA. As for the actions developed, the activities related to curricular changes and those focused on the teaching-service integration stand out. On the already achieved results, there are changes in the formation of the students, inserted in the reality of the primary care in SUS; training of oral health preceptors with skills and competencies that favor the formation of more critical, reflexive, humanized and attentive Primary Health Care professionals.

**Descriptors:** Primary Health Care. Teaching-Assistance Integration. Dentistry.

## 1 INTRODUCTION

In Brazil it is possible to observe a mismatch in professional health education, including the dentist, on what concerns public policies and actions that direct public health

services, that affect the majority of the population in this country, causing disastrous consequences to the service system and to the sanitary profile of the population. It is verified that there is an unbalance between offer and

demand of professionals, their uneven distribution and the difficulties concerning their stay on jobs, the unacknowledgement and lack of skills and competences to assist the real health necessities in people and the proposition of mistaken strategies towards health management<sup>1</sup>. Thus, the gaps in the relation between the health services and teaching/graduating are real.

Ever since the creation of the Brazilian Health System (Sistema Único de Saúde - SUS), in 1988, a lot of advancements occurred towards integrality, universality and equity, doctrinal principles of this system. However, these advancements might have health been more significant because the professionals' resistences to change in the work processes, the tendency towards a fragmented work and the valuation of super specialties in the reality of Primary Health Care (PHC) are expressive<sup>2</sup>.

The National Curricular Guidelines (NCG) were elaborated in 2002 for the graduation in Dentistry and define the principles, fundamentals, conditions and procedures in the training of dentists, established by the Higher Education Chamber of the National Education Council (NEC), for national implementation in the organization, development and evaluation of the pedagogical projects of the dental graduation courses. The NCG advocates the graduation training of a critical, reflexive, prepared to work as a team and in the reality of the market health professional, demanding different teaching and learning experiences in the context of SUS. According to Alves (2005)<sup>2</sup>, the job scenarios of SUS and in the market in general suffer continuous processes of change, and the PHC became a primordial scenario in the training of this new professional.

The Health Ministry (HM) and the Education Ministry (EM), understanding the necessity to work as facilitators of the integration between health teaching and services for the

adequate implementation of SUS, have been promoting initiatives with the aim of stimulating the approximation of the Universities and the health services of the PHC, like Pro-Med, Pro-Saúde, PET-Saúde, among others.

In September of 2015, the HM, through the Department of Labor Management and Health Education, launched the edital of PET-Saúde/GraduaSUS, selecting projects that involved the participation of State or Municipal Departments and Superior Education Institutions (SEI) and that would develop: curricular changes aligned with the NCG for all graduation courses in the area of Health; qualification of the processes of teaching-service-community integration, articulated with SUS and the teaching institutions; articulation with projects from HM and EM and/or projects of local or regional scope, related with the teaching-service-community integration<sup>3</sup>.

One of the SEI selected for the PET-Saúde/GraduaSUS was Escola Bahiana de Medicina e Saúde Pública (EBMSP), localized in Salvador/BA, a private SEI, with a history of 65 years of dedication towards training professionals in the health area. The participants of PET-Saúde/GraduaSUS, from 2016 to 2017 in EBMSP, are the courses of Dentistry, Nursing, Medicine and the Municipal Health Department (MHD) of Salvador/BA, that works as a general coordinator and allows the participation of preceptors from the service to contribute with the project's execution and planning. Undergraduate students from each of these courses participate in PET as scholarship holders or volunteers, aside from three teachers from each course, that work as tutors, one of them being the coordinator of the PET. It is important to inform that the Dentistry course of EBMSP is 19 years old and was the first course from a private SEI in the state.

The PET-Saúde/GraduaSUS project of EBMSP for the period of 2016-2017 includes

two intervention axes: Curricular changes (Axis 1) and Teaching-Service Integration (Axis 2).

This article was written as an experience report, considering the practices of EBMSP, highlighting the trajectory of the Dentistry course, during the first year of validity of the project, from May, 2016 to June, 2017. Its objective is to describe how the project was developed in this course, through the eyes of the tutor teachers, students and preceptors that participated in the implementation and execution of the project, reflecting critically on the interventions in the service-community and in teaching.

A literature review was done in the following databases: SciELO, LILACS, BIREME, BVS, MEDLINE, from 2002 to 2017, with the intention of finding studies related with the teaching-health service matter and curricular changes; the team involved with the project reunited a few times and discussed the experiences, whose records are reported and critically analysed here, with theoretical aspects from the researched literature. It is reminded that there are no restrictions concerning the ethical aspects, since no kind of data of interpersonal experience with human beings was utilized.

## 2 EXPERIENCE REPORT

### 2.1 Curricular Changes (Axis 1)

From the moment the PET-Saúde/GraduaSUS was implemented in the Dentistry course of EBMSP in May, 2016, the students (both the scholarship holders and the volunteers), under the tutors orientations, elaborated seminars to discuss themes related with the academic curriculum building. Three groups were made, in which the themes “NCG”, “Principles of curriculum organization” and “successful curricular experiences in Dentistry” were discussed.

This moment had the purpose of allowing a bigger comprehension of the whole group (teacher, coordinator, tutors, service preceptors and students) about the importance of the curricular building based in the NCG, towards a Dentistry training that agrees with the social and sanitary reality of the Brazilian population. It also contributed to instrumentalize the group about the curricular building principles and to present successful teaching, research and extension strategies in Dentistry, which had, as their focus, a more integralized, humanized, critical and reflexive training, as recommended by the NCG<sup>4</sup>.

The Brazilian educational system consists on a variety of curricular designs and pedagogical practices that are unarticulated with the social reality and unconnected with other disciplines. In the health training, the majority of curriculums are the ones with sequential contents, that don't validate the possibilities of building educational trajectories and singular experiences. The PET intends to provide their students with experiences that seek interdisciplinarity, providing the students with earlier practice scenarios<sup>5</sup>. According to Feuerwerker and Sena (2002)<sup>6</sup>, the fundamental characteristics of a proposal for curricular change/innovation are: curricular organization in integrated modules, based on problems extracted from reality; active teaching and learning methodologies; practice in the services, interaction with the community from the beginning of the course and permanent process evaluation.

With the intention of enabling an initial diagnoses about the adequation to the NCG concerning the principles and guidelines of SUS and PHC in the curricular training of the Dentistry course, an analysis of all the curricular components of this course was done. A group of six students, oriented by one of the tutor teachers of PET-Saúde/GraduaSUS did this analysis in a

systematic way, based on a structured matrix, specially built with this purpose. From the Dentistry NCG, directly related with SUS and PHC topics were selected and each teaching plan was analysed. Four possible situations for each topic were registered: “Contemplated”; “Not contemplated”, “Partially contemplated”, “Does not apply to this component”.

By the end of this analysis, a few potentialities in the Dentistry course of EBMSP were observed, described in the teaching plan, such as: emphasis in the teamwork; the training of professionals with a proactive and entrepreneur profile; the emphasis in the training of professionals with leadership; the usage of active learning methodologies; the execution of dental procedures, adequated to prevent, treat and control the main dental diseases and injuries; the stimulus towards scientific investigation; the promotion of activities that develop intellectual skills; the insertion of the student with the practical content at an early stage. Some authors emphasize the activities that focus on the theoretical-practical integration, the teamwork and the integrality of healthcare potentialize the learning, the reorganization of the model of care and the facing the real sanitary necessities of the population<sup>7,8</sup>.

However, some fragilities were noted. The teaching plans of the components takes little notice to SUS as a priority scenario of professional work and to the integralized healthcare, in a reference-counterreference system; there was little reference to social determination in the health-disease process, considering the integrality of the healthcare and the Health Promotion paradigm as a healthcare model; some componentes still take little notice to the importance of a generalist, humanistic and ethical training, promoting the integral health of the patient, attentive to the individual and collective necessities; the lack of validation of

the work in interprofessional, interdisciplinary and transdisciplinary teams. Ceccim and Ferla (2008)<sup>9</sup> alert that educational processes whose only scenario of practices is the university hospital are no longer conceived, because it is necessary to breakup with the dissociation between clinic and politics, which is only possible in real environmental situations. The education must prioritize SUS as their practice scenario, which allows the execution of essential experiences to learning.

This diagnostical analysis of the teaching plans in the Dentistry course will have to be the basis of their teaching plan reviews, that will be executed by the group of teachers of each component. Also, it is importante to take notice that the review of the teaching plans for the matters concerning the PHC as an entry door to SUS, the integrality of healthcare and the generalist, ethical and reflexive training are just a mechanism for a formative teaching practice that values and adds these values and principles to the everyday teaching.

As proposed by National Permanent Health Education Policy (NPHEP), launched in 2003, the public healthcare network must be a teaching-learning space during the work period, which means that the training of the students and professionals must happens inside the service, in real situations on SUS<sup>10</sup>. Teaching in the PHC scenario offers the student, while looking for a better professional qualification, a better assistance to the users, their families and the community<sup>11</sup>.

In the study of Haddad *et al.*(2006)<sup>12</sup>, it was verified that the interdisciplinarity represents one of the main difficulties in the implantation of innovator resumes in health. It is necessary to acknowledge the teachers’ and the academic managers’ views on the curriculum, teaching-service integration. The authors point out that this is one of the points that make the adhesion to the

is difficult. The process of curricular changing must be done in an organized way, and that requires a conducive team and the teaching commitment towards advancements in a good educational practice, that allows the making of critical intervention<sup>13</sup>.

The curricular components named “Collective Health IV” and “Collective Health V”, directed to the students in the 9<sup>th</sup> and 10<sup>th</sup> semesters, correspond to the Supervised Internship in SUS practice fields. Traditionally, these components used to direct the students into dental health experiences in private and public institutions. Among them, there was the possibility for the students’ insertion in ready care and dental urgency services, but they didn’t allow the students to have a real PHC experience, having the Family Health Strategy as their entry door of the system.

Thereby, after some MHD representative meetings in Salvador/BA, including the teacher Coordinator of the PET-Saúde/GraduaSUS, its preceptors and tutors, a new model for the Supervised Internship was planned and is currently being implemented at EBMSP. According to this new model, all the students in the tenth semester will develop their Internship activities in Family Health Units (FHU) or traditional Basic Health Unit (BHU) from the sanitary districts of Cabula-Beiru, Brotas and Pau da Lima in the city of Salvador for two weekly shifts and will be oriented by dentist preceptors from the place. Thus, they will have the opportunity to, while in graduation, live the operation of the PHC, structured in SUS’s most integralized and humanized way. These professionals will arrive in the job market theoretically and practically readier to face the challenges of working in the public service. Initially, the FHU were thought to be the only practice scenario, but then they discovered that it wouldn’t be enough for the amount of students in it.

The Supervised Internships in Collective

Health provide them with discussions on the problematics of population health for the student, with the reflexion about the people’s everyday life (how they live and health and disease determinants). The learning, based on the community’s reality, brings up meaning to the health actions and a live and transforming learning about health training<sup>14</sup>.

It is worth stressing that the receptivity and adhesion by the dentists on the MHD were positive. Concerned with the training for the acting as preceptors of these dentists, the coordinating team of the PET-Saúde/GraduaSUS of the Dentistry course of EBMSP planned an “Extension course on preceptor training for SUS” developed from February through June of 2017, with duration of five months. The targeted people were the dentist that work as preceptors of the students in the tenth semester of the Dentistry course of EBMSP in FHU and BHU of Salvador.

The experiences made possible in the health services based in the work of the preceptors represent in their essence a practice much sought after by researchers on Health Education, which is the integration between health services and the academy<sup>15</sup>. This integration is established from interests and necessities that were identified and noted by both sides. On one hand, the students in SUS benefit from the knowledge shared by their preceptors, whom have the expectation of enjoying the opportunities to amplify their training, starting from the insertion in training complementary courses offered by the academy<sup>14</sup>.

This preceptor training course offered by EBMSP had a presential moment, consisted by workshops and meetings in the institution’s campus. This moment occurred monthly, and the workshops were scheduled for the mornings, in which many themes were discussed by the group of dentists, coordinated by teachers that work in the PET and by the Supervised Internship teachers. The themes discussed there were: “the Preceptory

job”, “Sheltering”, “Local Health Planning and Programming”, “Epidemiological focus on SUS”, “Preventive Technologies in oral health” and “Bioethics”. In the afternoon shift, there were meetings involving students from the Supervised Internship and their preceptors, teachers of the curricular components and teachers in the PET-Saúde/GraduaSUS. This moment was important for the experience exchange, bringing up advancements and difficulties in the practicing fields, search for shared solutions and review of contents about Collective Health.

A complementation of this course occurred through the Distance Education (DE) technology, made possible by the use of the *moodle* platform of EBMSp. Thus, in the DE moment, the dentists theoretically complemented the contents discussed in the Workshops through the reading of texts and articles, visualization of online classes, documentaries, movies and execution of activities related to the theme. The teacher coordinator of the PET-Saúde/GraduaSUS and the two tutors worked, in this moment, as the EAD activities tutors, orienting from up close around 10 dentists each.

EBMSp and the PET-Saúde/GraduaSUS acknowledge the importance of this training to work as graduation preceptors in Dentistry in Public Service, since the education demands the development of competences that not all professions develop through their carrier. Also, the “Meetings” permit the creation of new paths for the establishment of a truly dialogic and democratic communication between an educational institution and a health service.

## 2.2 Education-Service Integration (Axis 2)

The beginning of PET-Saúde/GraduaSUS activities at EBMSp was tagged by participation at the “Pedagogical Reception”: students of EBMSp’s PET (Medicine, Nursing and Dentistry) were invited to participate at a technical visit to

MHD, in order to be presented to the structure and organization of the institution. The pupils who were involved in this process were better prepared for inscription in the activities proposed by PET, looking towards greater education-service integration. Originally, the Pedagogical Reception of MHD consists in a Permanent Education activity with the health professionals recently hired by the institution. It was proposed by the General Coordination of PET-Saúde/GraduaSUS that the actors of this project could organize and conduct some cycles of pedagogical meetings in 4 health unities (1 BHU and 3 FHU) for the purposes of permanent education and narrowing among SEI and those practical fields (all of them are unities that already receive students from EBMSp).

Students and teachers (coordinator and tutors) that are participants of PET were also invited in many occasions to collaborate in health action programmed by FHU. Students also contributed for the construction of an uprising in human resources and its work process in FHU of the sanitary districts of Cabula-Beiru and Brotas. During this uprising pupils remained for a period in the interior of FHU living the daily life of PHC at SUS.

In the education-service integration process, one of the advantages is that the student brings innovation to the health work, stimulating in the preceptor the necessity of permanent education for the qualification of health care<sup>14</sup>.

Another way of integrating education and service, which PET-Saúde/GraduaSUS have been making possible is through practical activities of collective oral health of some curricular components of EBMSp in FHU areas. The component of Collective Health III has been developing epidemiological inquiries of oral health and preventive activities with school children from Cabula-Beiru; the curricular components of Collective Health I and II execute territorialization and sheltering activities in this same sanitary

district. The interventions in the SUS field are transforming the university education, allowing an approximation from the student with the social, political and economic context of Brazilian population.

The PET group has been participating in the scientific events fomented by EBMSP, such as the Cultural and Scientific Show in October of 2016, in which was organized a worker's health intervention in this institution. The contributors that were in the Show could participate in education and preventive activities about general and oral health conducted by scholarship holding students and volunteers, trained and supervised by PET teachers. The results of PET Gradua SUS and its successful teaching-service integration experiences are being disclosed in other scientific events promoted by EBMSP, like Dentistry Journey of Bahiana.

It is worth stressing that the Permanent Education process of the teaching body of this educational institution has also been made possible by the works of PET. The Dentistry teachers, preceptors and tutors have participated in meetings, with the intention of showing the preceptors' view on the students of EBMSP that are in the Supervised Internships in the FHU where they work. At this point, the teachers of this course have also been able to become closer to the routine of the oral health teams of the FHU and the management of the oral health of the city, since the oral health coordinator of Salvador is a preceptor of PET and gave her speech about the current situation of conformation of the network in terms of human resources and physical structure of health units and the epidemiological framework of Salvador's oral health, presenting results of the latest oral health survey, done in 2015.

Neta and Alves (2016)<sup>15</sup> comment that it is necessary to reflect about a way to transform the pedagogical situations into 'opportunities of innovation in the health teaching'. It is fundamental

to develop the capacity of innovation, dinamization and problematization by the teachers, transforming real situations into 'rich learning moments', and that they are not limited by the disciplinary curriculum nor that they end up working with non innovative ways. The meetings done with teachers have the intention of giving the teachers a more realistic view of the oral health conditions of the soteropolitan population. Acknowledging this may contribute to an innovative and dynamic process of training.

Parallel to the training, extension and intervention actions in the health service and in EBMSP described above, projects of research that aim to trace a more detailed profile of the workers of the MHD and its working process, active in areas of the sanitary districts of Cabula-Beiru and Brotas, where the EBMSP campi are located, and also experience reports and entographic research of specific interventions are being developed.

### 3 FINAL CONSIDERATIONS

Education in Dentistry is historically marked by the focus on technical development, recognition of oral pathologies and emphasis on private sector work (dentistry clinics). Therefore, one of the biggest challenges of education in dentistry is to contextualize the professional into the national reality, in reference to health system organization, as well as the recognition of population's epidemiological pattern and the capacity to assist it in a humanized and resolute way. The NCG's reinforce the necessity and importance of a better qualified formation with the purpose of understanding subjects, families, and communities in their cultural and socioeconomic contexts, which also demands a change in the teaching practice.

In the last years, significal changes in oral health policies have been observed, which contributed to a greater insertion of the dentistry professional in the public sector, acting in the FHU and also on specialized care, on Dental Specialties

Centers. Thus, a strong necessity for changes in the education and profile of the recent graduate. Improvement on integration of education and health services are necessary and the trajectory of PET-Saúde/GraduaSUS's dentistry course implemented at EBMSP has been successful at it, both in what refers to curricular changes, as well as the education-service integration itself.

The facilitators must be highlighted: the support of both institutions (EBMSP and MHD), as well as the students, tutors and preceptors participating in the PET and dental surgeons of the MHD, who demonstrate involvement in the proposal and planned interventions. It is extremely important to disseminate this experience in order to strengthen the relationship between teaching and health services, improving professional training in search of a consolidated SUS and committed to changing the Brazilian people health.

## RESUMO

### **Relato PET-Saúde/GraduaSUS: trajetória da Odontologia em uma instituição privada, 2016-2017**

Este estudo refere-se a um relato de experiência do primeiro ano de vigência do PET-Saúde/GraduaSUS do curso de Odontologia da Escola Bahiana de Medicina e Saúde Pública, uma instituição do ensino superior privada, em Salvador/BA. Quanto às ações desenvolvidas, destacam-se as atividades relacionadas com as mudanças curriculares e aquelas voltadas à integração ensino-serviço. Sobre os resultados já alcançados, verificam-se mudanças na formação dos discentes, inseridos na realidade da atenção primária no SUS; formação de preceptores em saúde bucal com habilidades e competências que favorecem a formação de profissionais mais críticos, reflexivos, humanizados e preparados para oferecer Atenção Primária à Saúde.

**Descritores:** Atenção Primária à Saúde. Integração Docente-Assistencial. Odontologia.

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