

Health promotion space in undergraduate Dentistry courses: (re)signifying knowledge and practices in the care production

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ABSTRACT

Health promotion requires that the health care practice transcends the normative concepts of Medicine in its clinical and/or public health expressions, and needs to be constructed and reconstructed in recognition of the reality of patients' life experiences. Thus, the objective of this article is to report the experience of developing activities of health promotion and disease prevention in a shared space of the School of Clinical Dentistry of Christus University Center, from 2015 to 2017. The work groups were formed by teachers, students and patients who were assisted at the clinic. The actions carried out were agreed with the users in the first access to the clinic, when starting the patient care, within the framework of the proposal of shared construction of the care plan. Among the individuals studied are diabetes and hypertension, nutrition, women's health, mental health, temporomandibular disorder, medicalization of life and self-medication, sexuality and sexually transmitted infections, oral lesions, postural pain, care and prevention of stroke, environment, sustainability, caries and periodontal disease. The Health Promotion Space as a methodological strategy developed in the undergraduate degree in Dentistry has provided a differentiated academic training in which students and teachers systematize planning, work as a team and promote creative, problematizing, participatory and interprofessional actions, experiencing intersubjective experience with collectives.

Descriptors: Oral Health. Health Promotion. Education.

1 INTRODUCTION

Health has wider social, economic, political, and cultural determinations than simply genetic inheritance, human biology and the most immediate environmental factors. In fact, solid evidence bases have demonstrated that there is a strong relationship between people's lifestyles, their social and economic position, their living conditions, and their health condition. This understanding, on the side of the many actors, has also led to the development of methodologies and practices in the context of health in ways and forms that may modify these structural and personal health determinants^{1,2}.

In this perspective, health promotion demands that the practice of health care transcend the normative concepts of Medicine in its clinical and/or public health expressions, and needs to be constructed and reconstructed in recognition of the reality of the life experiences of patients, existential meaning of their life conditions and situations^{3,4}.

Thus, health promotion actions consistent with the reality in which we live, must be oriented towards the search for a better quality of individual and collective life, but a quality not only focused on technical or economic references, but a quality oriented towards the comprehensive development of the human being^{4,5}.

In this sense, the strategy of promoting health has been reoriented to overcome practices restricted to the prevention model, emphasizing that the mouth is constituted as part of the body, mediating the individuals with the world. Therefore, it is necessary to develop strategies that incorporate the subject-body-desire relationship, fostering self-care as a unique experience of feeling healthy or sick⁶.

Analyzing the universe of Dentistry, this design requires a theoretical-methodological reconstruction of the clinic, still focused on the

surgical demands identified by the professional. From this perspective the Health Promotion Space (EPS) appears as part of the Expanded Oral Health Clinic that integrates the undergraduate Dentistry course at Christus University Center.

The EPS aims to develop with students other skills, competencies and attitudes in the process of training in Dentistry, such as working in health education with groups, anchored in a planning of actions that allow the interaction and participation of the individuals involved, to foster achievement of interdisciplinary and interprofessional actions, to promote health promotion as an integral part of the care plan, aiming at the comprehensive care and development of the participants' autonomy and protagonism.

Thereby, the ESP principles of organization consist of participation, autonomy, comprehensiveness, protagonism and horizontality in relationships. In view of the need to strengthen actions for health promotion and disease prevention, in the context of health training, the proposal of this article is to report the experience of the EPS in the undergraduate program in Dentistry.

2 EXPERIENCE REPORT

It is an experience report resulting from the activities developed in the Health Promotion Space for the period from 2015 to 2017, which is based on the space of the School of Clinical Dentistry of Christus University Center.

The work groups were formed by teachers, students and patients who were assisted at the School of Clinical Dentistry. EPS students from the 1st to the 8th semester were included in the EPS, attending the disciplines of Biochemistry, Health-Education and Society, Clinics I, II and III aiming at adult health care.

As for the teachers, those in charge of

clinical and public health disciplines participated, as well as teachers from other courses of the institution, such as Physiotherapy, Psychology, Nursing and Nutrition, adding up to 24 professionals. Of the number of patients who were in dental care during the years 2015 to 2017, 1.338 adults participated in the EPS activities (chart 1).

The actions undertaken are agreed with the users in the first access to the clinic, at the beginning of the care, within the framework of the shared construction proposal of the care plan. Students are instructed to explain and invite their patients to participate in EPS. In their first participation, a survey of the patients' expectations is carried out, considering the relevant health topics for each group. This is followed by the planning of health education actions that will take place, in which students and teachers work in teams, building a playful, participatory activity and establishing subsidies for transformation processes.

The activities take place every two weeks and the agreement is that the patient participates in the actions, at least three times during the execution of his/her plan of dental care. The patient is scheduled to participate in EPS activity and, on that day, he/she will not be submitted to clinical care, but will fulfill part of his/her care plan by developing health promotion activities.

In the activities developed in the EPS is considered the understanding that, in order to promote health through health education actions, we need to consider the ways of living, thinking and relating to reality, as well as the social determinants of health that make up the contexts of the participants. In this direction, it is essential to understand the patient as a subject of the process and the context in which he/she lives as guiding aspects of the caring process, increasing listening and clinical practice,

centered on dialogue. This favors the sharing of knowledge and practices, establishing elements that encourage (re)thinking in favor of comprehensive care.

Several themes were developed in the EPS such as diabetes and hypertension, nutrition, women's health, mental health, temporomandibular dysfunction, medicalization of life and self-medication, sexuality and sexually transmitted infections, oral lesions, postural pain, care and prevention of cerebral vascular accident (CVA), environment, sustainability, caries and periodontal disease.

It is worth highlighting the promotion of interprofessional actions integrated with other courses of the institution, such as Nursing, Physical Therapy, Psychology, Nutrition and the pacing of activities, also considering the national campaigns developed by the Ministry of Health.

Diabetes and arterial hypertension were worked through activities carried out together with Nutrition scholars, who addressed healthy eating and its importance for the health of the individual. In this activity the patients, after a dynamic of presentation in which they signaled their daily practice, went through a simulation of grocery shopping and food preparation. In this scenario, reflections were built around healthy eating and its relationship with diabetes and hypertension, in consonance with the context of each participant. The activity also included blood pressure and blood glucose measurements. This action was also developed in a dialogical way, in which the patients socialized their previous knowledge, as well as their doubts. It is noteworthy that, according to the observed results, the patients received the necessary guidelines.

Regarding actions on women's health, students and teachers prepare a moment for prevention of cervical and breast cancer,

hormone treatment, menopause, premenstrual tension, domestic violence and women's rights, self-esteem and self-care, and their relationships with oral health. The activity was carried out in an interactive way, through a game with questions and answers.

Mental health was worked on in a conversation wheel, addressing prevention about suicide, depression, stress and anxiety, seeking connections with oral health, relating tension, anxiety and temporomandibular dysfunction and orofacial pain. In this activity, patients underwent relaxation and meditation sessions as integrated practices that aim to contribute to the improvement of mental health.

The themes, medicalization of life and self-medication were worked through a theatre play performed by the students, which portrayed the situation of a teenager who came home crying a lot because she had broken up with her boyfriend, received a high dose of medication from the mother, which resulted in several side effects, such as exaggerated laughter, dizziness, lethargy, followed by sleep for another 15 hours. When she woke up, the teenager reported not remembering the episode after the medication, but she had a severe headache. In view of this setting, a discussion was held with the participants in order to problematize the theme and identify actions that provided healthy possibilities to deal with the issue of self-medication and medicalization of life.

Sexuality was addressed after a dynamics of presentation and integration related to the theme, emphasizing the conception of sexuality and the relation with the uses of the mouth. The action also showed, through a dialogue, the oral manifestations of sexually transmitted infections and the means of prevention.

Another theme that has generated significant interaction among the participants consisted of an activity developed in partnership

with teachers and students of the Physiotherapy course, which addressed the pain generated by inadequate posture in the work environment, the importance of massage therapy as a practice of health care and prevention of CVA. This activity also made available to the patients the accomplishment of therapeutic massages, promoted by the technicians of the course of Massotherapy.

With the aim of promoting a reflection on the environment and sustainability, the themes of waste and citizenship were approached in an interactive way, contextualized in a conversation. After the dialogue, a workshop for reuse of plastic bottles was carried out, showing a creative and practical way to reuse recyclable materials.

Caries and periodontal diseases were also studied using problematizing questions, texts and newspaper clippings consolidated in booklets designed by the students, and presented to the participants for groups work. Each group initially received a problematizing question and, after the dialogue, presented a synthesis on the themes of caries and periodontal disease, as well as the doubts that permeated the conversation. The booklets were used as supplements to the activity. The action also contemplated the realization of a moment of self-care, considering that the EPS has an appropriate place for improvement of oral hygiene, in which patients self-assessed with regard to oral health through the biofilm, brushing and use of dental floss.

Regarding the activities carried out in an interdisciplinary way, it is opportune to highlight those that are carried out with the students of the first semester of Dentistry, who together with the Biochemistry teachers plan and carry out relevant actions in the EPS regarding the composition of the food and the relation with the health. Part of these activities are undertaken based on the organization of a

table composed of some of the most common foods that are part of the daily food of Ceará, such as, couscous, coffee, sweet potatoes and tapioca. In this context, the students promote a dialogue considering the experiences and nutritional practices of the participants. These meetings provide the first contact of the students with the patients and with the actions of health education, experiencing the exercise of listening and collective work, generating new

conceptions for the training in Dentistry.

In this period of pedagogical experiences in the EPS, the development of methodological strategies that favor integration, creativity, sharing and knowledge construction in a playful and interactive way have been sought. It should be emphasized in this understanding that the EPS has also contributed to awaken the potential of the students, oxygenating autonomy and protagonism.

Chart 1. characterization of EPS participants in the period from 2015 to 2017

Age group of patients	Number of Patients	Number of Students	Number of Teachers
15 - 70 years	1.338	347	24

The EPS is, predominantly, a bet on the pedagogical construction of the Expanded Clinic, which is one of the guidelines of the National Humanization Policy and proposes to qualify the way to produce health, expanding the clinic and developing the user's autonomy of the health service, the family and the community⁷.

By involving, in the same space, patients, teachers and students in an activity that is out of the standards of a conventional dental care, it widens the technical gaze, opens up space for listening and seeks other ways of working with the users' demands.

Working with health promotion and disease prevention within this perspective implies not being a hostage to rigid protocols, understanding the singularities of the individuals, accepting the subjectivities and opening space for possible innovations. This view is clashing with the traditional clinic in which there is a centrality in the biological

aspects to the detriment of the social issues of each individual involved⁸.

Based on this understanding, the purpose is to experience through EPS a practice of authentic, horizontal, committed and open health promotion to capture the needs of users. Being an interdisciplinary experience capable of provoking changes in teaching and in the daily practice of the dentistry course, it contributes to an amplified academic experience and that enables the training of a professional able to understand that his/her action can and should be comprehensive and transformative.

In this context, it is urgent to break with the processes of training in Dentistry that conserve the distance between dental techniques and comprehensive care. It is essential to promote the training of professionals with skills and abilities for a humanized practice and integral production of care, aiming to respond to the needs of the population, both individually and collectively⁸.

The need for this differentiated training has become more evident with the changes in the curricular guidelines of the courses in the area of health, being necessary the use of innovative educational strategies that contribute to the formation of a student capable of handling the hard and light technologies with excellence. This effort translates into the building of skills to handle material and non-material elements in the exercise of care production⁹.

It is emphasized that the work of an interdisciplinary way in multiprofessional teams characterizes as a challenge in the dentistry graduation course. Building this skill involves building competencies related to communication, leadership and decision-making, being able to listen, welcome and build bonds with its users¹⁰. EPS is, thus, an important tool for the training of a dental surgeon capable of taking care of his/her patient in an comprehensive way.

From the point of view of the methodology used to work on health promotion and disease prevention activities, it is interesting to note that each theme worked in the EPS becomes the object of reflection and study for the group of students that will conduct the activity with users and teachers. This activity alone contributes to the construction of new perspectives of the dental surgeon and, consequently, to the construction of an Expanded Clinic that braves the challenge of facing the individuals seriously: the caregiver/professional and what is taken care of¹¹.

It is emphasized that the ludic is a tool used in the various activities, seeking in this way to work the feeling, the emotion and the imagination of the participants. The ludic favors reflective, intelligent and socializing relationships, so the act of educating becomes

more interesting and meaningful, bringing pleasure and personal satisfaction¹².

The methodology used is based on the constructivist principle implemented by Paulo Freire^{13,14} - in which the activities start from the participants' previous knowledge, followed by the collective construction of knowledge - the EPS is weaving new ways of producing care. The planning of the meetings is carried out based on a participative and problematizing methodology, taking into account the profile of the participants, as well as the protagonism of the students in the elaboration of the activities that will be carried out.

Working with themes that have a relationship with health in an expanded way is certainly a great differential of the activities carried out in EPS. This fact, allows not only the biological questions of individuals to be worked, respecting other aspects that are related to the subject, using an ethical posture that implies listening to the user in his/her complaints⁸.

In view of these considerations, it is evident that the pedagogical path of the EPS has provided essential and innovative aspects to the graduation process in Dentistry, and among them, it is verified the actions of health care centered on the person, respecting their powers and vulnerabilities.

It is worth highlighting that the students' contact with complex realities reported by the patients in the EPS favors the understanding that it is essential to perform care practices, that take into account socioeconomic and cultural reality, propitiating the construction of a care plan in an comprehensive health care.

3 FINAL CONSIDERATIONS

The EPS as a methodological strategy developed in the undergraduate Dentistry courses has provided a differentiated academic formation,

in which the students and teachers systematize the planning, work as a team and promote creative, problematizing, participative and interprofessional actions experiencing the intersubjective experience with collectives.

It is understood that the incorporation of the individual in the construction of health promotion spaces has a differentiated effectiveness due to the individual's involvement with his/her self-care and rehabilitation. In this sense, the EPS materializes as a pedagogical strategy, favoring the expanded conception of health in a perspective of (re)signification of the practices of care production, considering in this context the strengthening of the autonomy and protagonism of the students.

The development of actions in the EPS has evidenced a relevant impact on the historical change of the technicist paradigm in the undergraduate Dentistry course, reverberating potentials for the strengthening of the health promotion and contributing to a formation anchored in an extended conception of health, ethically, critically and proactively, thus providing new meanings in the comprehensive production of care.

RESUMO

Espaço de promoção da saúde na graduação em Odontologia: (re)significando saberes e práticas na produção do cuidado

A promoção da saúde demanda que a prática da atenção à saúde transcenda os conceitos normativos da Medicina em suas expressões clínicas e/ou de saúde pública, precisando ser construída e reconstruída em reconhecimento da realidade das experiências de vida dos pacientes. Desse modo, o objetivo desse artigo é relatar a experiência de desenvolvimento de atividades de promoção de saúde e prevenção de doenças em um espaço compartilhado da Clínica Escola de Odontologia do Centro Universitário Christus, no período de 2015 a 2017. Os grupos de trabalhos foram formados

por docentes, discentes e pacientes que eram atendidos na clínica. As ações realizadas foram pactuadas com os usuários no primeiro acesso à clínica, ao iniciar o atendimento do paciente, no âmbito da proposta de construção partilhada do plano de cuidado. Dentre as temáticas trabalhadas destacam-se diabetes e hipertensão, nutrição, saúde da mulher, saúde mental, disfunção temporomandibular, medicalização da vida e automedicação, sexualidade e infecções sexualmente transmissíveis, lesões orais, dores posturais, cuidados e prevenção de acidente vascular encefálico, meio ambiente, sustentabilidade, cárie e doença periodontal. O Espaço de Promoção da Saúde como estratégia metodológica desenvolvida na graduação em Odontologia tem propiciado uma formação acadêmica diferenciada, na qual os discentes e docentes sistematizam o planejamento, trabalham em equipe e promovem ações criativas, problematizadoras, participativas e interprofissionais, experienciando a vivência intersubjetiva com coletivos.

Descritores: Saúde Bucal. Promoção da Saúde. Educação.

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