

TEACHING-SERVICE INTEGRATION: HUMANIZATION AND PROBLEM-SOLVING CAPACITY IN DENTAL CARE PERSON WITH DISABILITIES IN TERTIARY CARE

INTEGRAÇÃO ENSINO-SERVIÇO: HUMANIZAÇÃO E RESOLUTIVIDADE NO ATENDIMENTO ODONTOLÓGICO À PESSOA COM DEFICIÊNCIA NA ATENÇÃO TERCIÁRIA

INTEGRACIÓN DOCENCIA-SERVICIO: HUMANIZACIÓN Y CAPACIDAD RESOLUTATIVA EN LA ATENCIÓN DENTAL DE LA PERSONA CON DISCAPACIDAD EN ATENCIÓN TERCIARIA



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ABSTRACT

To report the experience of dental students in the Dental Care Service for Special Patients of the Agreste Regional Hospital (SAOPE-HRA), highlighting the teaching-service integration and its contribution to the professional training and health care of people with disabilities. This is an experience report based on the experience of students of the Dentistry course at the Mauricio de Nassau University Center - UNINASSAU - CARUARU at SAOPE-HRA in the period from 2022 to 2024. The service is aimed at specialized dental care in tertiary care, with an emphasis on humanization and problem-solving. The experience was described in a reflective way, analyzing the impacts of the practice on academic learning and the quality of care provided. The insertion of the students in the hospital environment enabled direct contact with highly complex dental care, promoting interdisciplinary learning and broadening the view of the role of the dental surgeon in the multiprofessional team. The project contributed to the increase in the offer of dental treatment to people with disabilities and to the qualification of future professionals, highlighting the relevance of teaching-service integration. The experience at SAOPE-HRA demonstrated that teaching-service integration strengthens academic training and promotes humanized and problem-solving care for the population with disabilities. The initiative reinforces the need to expand strategies that integrate dental education with public health services.

Keywords: People with Disabilities. Hospital Dentistry. Teaching-Service. Tertiary Care. Humanization in Health.

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RESUMO

Relatar a experiência de acadêmicos de odontologia no Serviço de Atendimento Odontológico a Pacientes Especiais do Hospital Regional do Agreste (SAOPE-HRA), destacando a integração ensino-serviço e sua contribuição para a formação profissional e assistência à saúde da pessoa com deficiência. Trata-se de um relato de experiência baseado na vivência de discentes do curso de Odontologia do Centro Universitário Maurício de Nassau - UNINASSAU – CARUARU no SAOPE-HRA no período de 2022 a 2024. O serviço é voltado ao atendimento odontológico especializado na atenção terciária, com ênfase na humanização e resolutividade. A experiência foi descrita de forma reflexiva, analisando os impactos da prática no aprendizado acadêmico e na qualidade do atendimento prestado. A inserção dos discentes no ambiente hospitalar possibilitou contato direto com o atendimento odontológico de alta complexidade, promovendo aprendizado interdisciplinar e ampliação da visão sobre o papel do cirurgião-dentista na equipe multiprofissional. O projeto contribuiu para o aumento da oferta de tratamento odontológico a pessoas com deficiência e para a qualificação dos futuros profissionais, evidenciando a relevância da integração ensino-serviço. A experiência no SAOPE-HRA demonstrou que a integração ensino-serviço fortalece a formação acadêmica e promove assistência humanizada e resolutiva à população com deficiência. A iniciativa reforça a necessidade de ampliar estratégias que integrem o ensino odontológico com os serviços de saúde pública.

Palavras-chave: Pessoas com Deficiência. Odontologia Hospitalar. Ensino-Serviço. Atenção Terciária. Humanização na Saúde.

RESUMEN

Este estudio relata la experiencia de estudiantes de odontología que trabajan en el Servicio de Atención Odontológica para Pacientes Especiales del Hospital Regional de Agreste (SAOPE-HRA), destacando la integración enseñanza-servicio y su contribución a la formación profesional y la atención a la salud de las personas con discapacidad. Este relato de experiencia se basa en las experiencias de estudiantes de odontología del Centro Universitario Maurício de Nassau (UNINASSAU-CARUARU) en SAOPE-HRA de 2022 a 2024. El servicio se centra en la atención odontológica terciaria especializada, con énfasis en la humanización y la resolución de problemas. La experiencia se describió de forma reflexiva, analizando los impactos de la práctica en el aprendizaje académico y la calidad de la atención brindada. La participación de los estudiantes en el entorno hospitalario proporcionó contacto directo con la atención odontológica de alta complejidad, promoviendo el aprendizaje interdisciplinario y ampliando su comprensión del papel del dentista en el equipo multidisciplinario. El proyecto contribuyó a aumentar la disponibilidad del tratamiento odontológico para personas con discapacidad y a la cualificación de futuros profesionales, destacando la importancia de la integración enseñanza-servicio. La experiencia de SAOPE-HRA demostró que la integración docente-servicio fortalece la formación académica y promueve una atención humana y eficaz para las personas con discapacidad. La iniciativa refuerza la necesidad de ampliar las estrategias que integran la educación odontológica con los servicios de salud pública.

Palabras clave: Personas con Discapacidad. Odontología Hospitalaria. Docencia-Servicio. Atención Terciaria. Humanización en Salud.

1 INTRODUCTION

The training of health professionals in Brazil has historically been fragmented, dissociating theoretical knowledge from clinical practice (FIORIN et al., 2014). In dentistry, this separation is even more evident in the care of patients with special needs, whose management requires specific skills not widely addressed in undergraduate studies (BALTAZAR et al., 2017). Teaching-service integration is an essential strategy to qualify professionals and strengthen the Unified Health System (SUS), allowing students to actively participate in care at different levels of care (ALBUQUERQUE et al., 2008). In Brazil, hospital dental care is necessary for patients with disabilities who cannot be treated in conventional settings due to physical, cognitive, or behavioral limitations (BRASIL, 2010). This report describes the experience of dental students at the Dental Care Service for Special Patients of the Agreste Regional Hospital (SAOPE-HRA). The service, linked to the SUS, makes it possible to perform dental procedures under general anesthesia, promoting comprehensive care for this population.

Figure 1

SAOPE logo

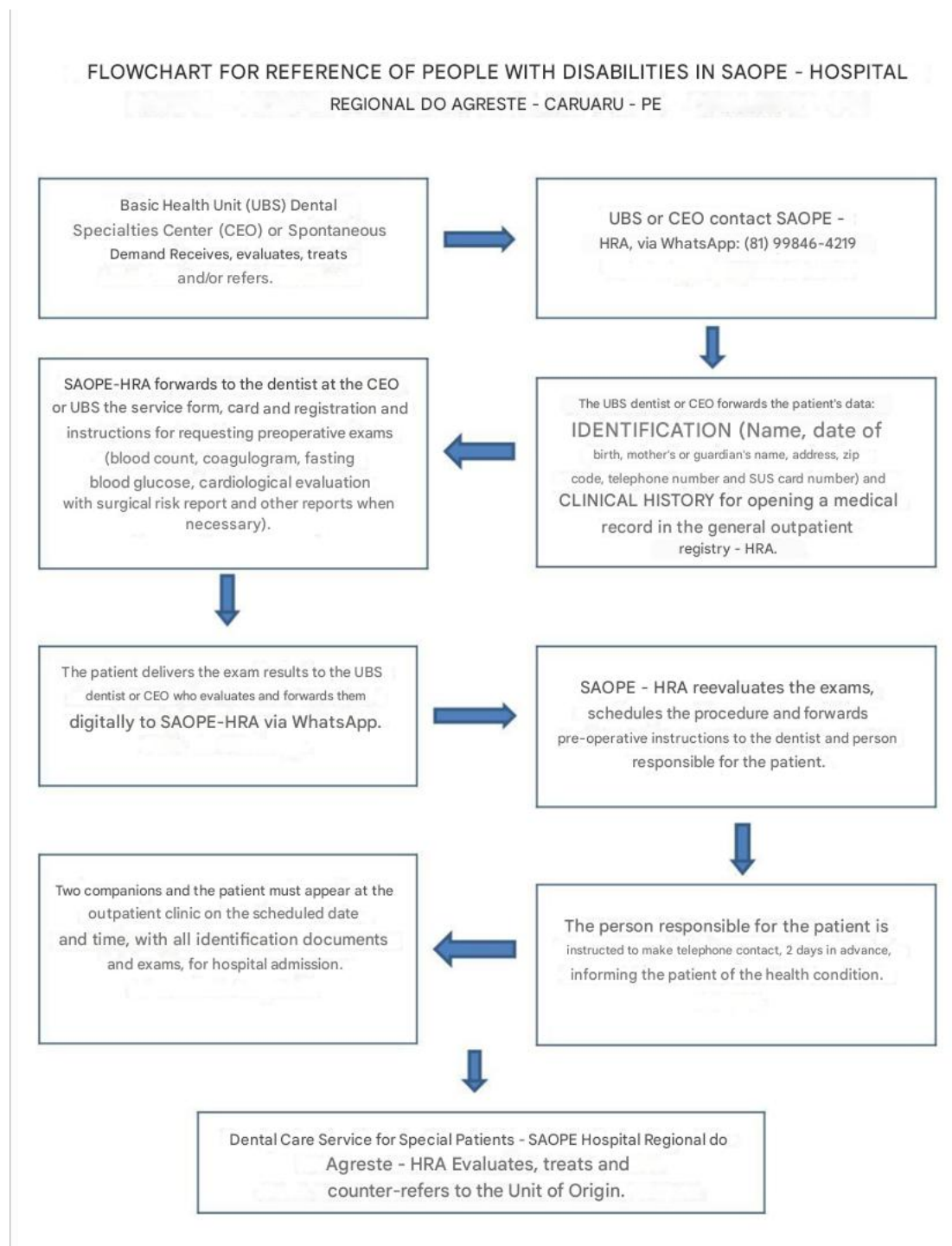


Source: Dental Care Service for Special Patients – (SAOPE).



Figure 2

Flowchart for SAOPE service



Source: Dental Care Service for Special Patients – (SAOPE).

Figure 3

Reception at the SAOPE Outpatient Clinic – HRA



Source: SAOPE Marketing Team.

Figures 4

Reception of patient and companion in the operating room for ECG and Blood Collection for hematological exams under sedation



Source: SAOPE Marketing Team.

Figure 6

Reception of patient and companion in the operating room to perform a surgical procedure – restorative under general anesthesia



Source: SAOPE Marketing Team.

Figure 7

Reception of a patient in the operating room for a surgical procedure – restorative under general anesthesia



Source: SAOPE Marketing Team.

Figure 8

Reception of a patient in the operating room for a surgical procedure – restorative under general anesthesia



Source: SAOPE Marketing Team.

Figure 9

Service team together with the service coordinator (Dr. Maria Cristina), together with the anesthesiologist (Dr. Flavia Tartari) graduate students



Source: SAOPE Marketing Team.



2 METHODOLOGY

This study is characterized as an experience report, based on the participation of students from UNINASSAU – Caruaru – PE in SAOPE-HRA. The project is a hospital practice field for academics, providing real experience in the care of patients with disabilities. Care at SAOPE-HRA occurs in four main stages: (1) outpatient evaluation with a survey of medical and dental history, clinical examinations and request for laboratory and cardiological tests; (2) dental procedures under general anesthesia performed in the operating room, including tooth extractions, restorations, periodontal scaling, endodontics, and soft tissue surgeries; (3) postoperative follow-up with a minimum hospital stay of 24 hours for monitoring; and (4) outpatient follow-up with clinical review and counter-referral for continuity of care in primary care. The experience of the students was analyzed in a reflective way, highlighting challenges, learning and impact on professional training.

3 RESULTS AND DISCUSSION

Participation in SAOPE-HRA provided students with significant learning in three dimensions: technical-scientific, interdisciplinary and humanized. The students were inserted in the hospital context, where they had contact with the management of patients with severe disabilities and advanced techniques, such as general anesthesia and highly complex dental procedures (CASTRO et al., 2010). Anesthesia care allowed for comprehensive interventions in a single session, reducing the need for multiple consultations.

The experience highlighted the importance of multiprofessional work, with interaction between physicians, anesthesiologists, nurses and physiotherapists, understanding dentistry as part of comprehensive care (MCKELVEY; MORGAINE; THOMSON, 2014). The humanization of care was prioritized at all stages, minimizing fears and promoting safety for patients and their families. The service highlighted the insufficiency of dental surgeons specialized in the care of people with disabilities in Brazil, highlighting the need for public policies that encourage training in this area (CFO, 2023).

SAOPE aims to encourage students to participate in a multidisciplinary team in a humanized way, based on scientific evidence; to stimulate participation in the decision-making of the service team; demonstrate and experience the dynamics of institutional work, recognizing oneself as an agent of this process, integrating oneself in activities for the maintenance, prevention, protection and recovery of health in a hospital environment. During the development of the activities, students are encouraged to practice dentistry in a hospital environment, being introduced to an environment different from what they are used to,

enabling the expansion of knowledge and understanding its importance in integrating into a multidisciplinary team.

It can be observed through the 10 years of implementation of this SAOPE – HRA service, the guarantee of care for people with disabilities in a continuous, humanized and problem-solving way. Seeking to maintain an open and effective communication channel with services of different levels of complexity, aiming to ensure that people with disabilities and their families receive attention focused on the patient's needs.

After performing the exams and evaluating the results obtained, the patient is able to enter the schedule of surgical-restorative procedures under general anesthesia.

Figure 10

Immediate appearance after gingivectomy



Source: SAOPE Marketing Team.

Figure 11

Intraoperative endodontic therapy in maxillary incisors



Source: SAOPE Marketing Team.

Figure 12

Enucleation of compound odontoma in the anterior region of the maxilla



Source: SAOPE Marketing Team.

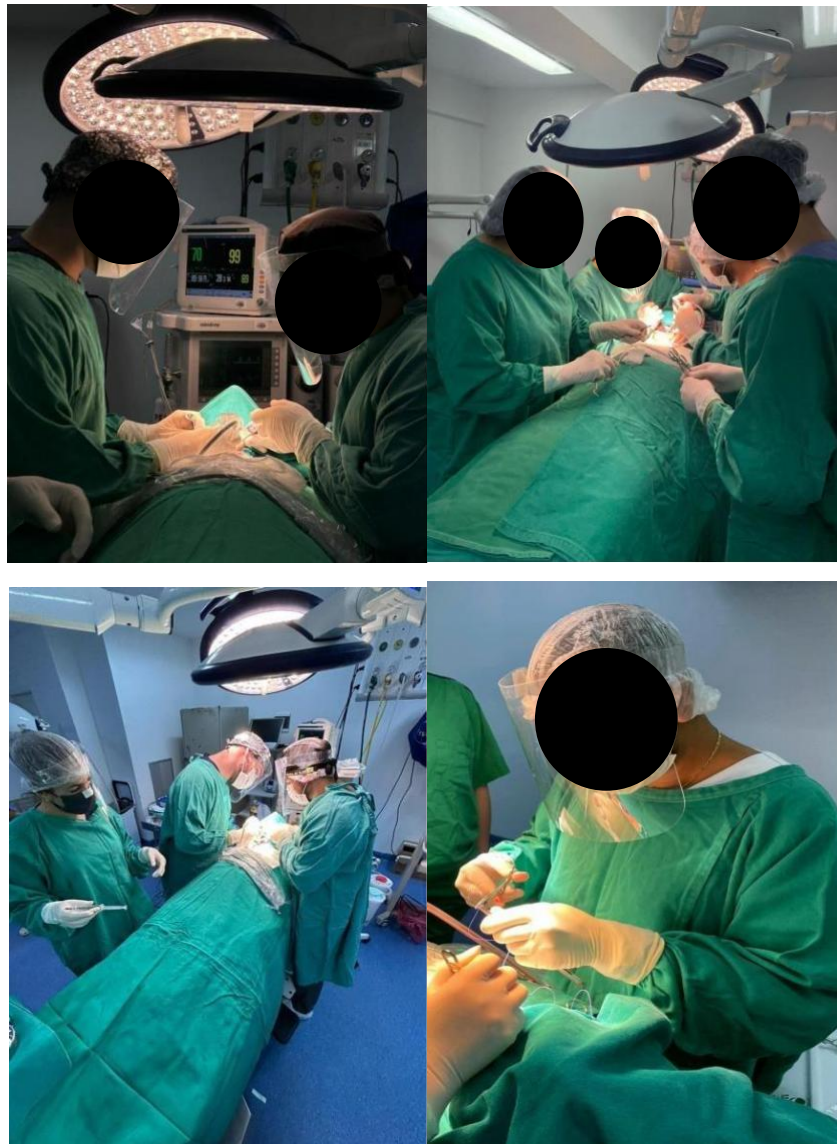
Surgical-restorative care takes into account the promotion of periodontal health, rehabilitation and surgeries, configuring a comprehensive care that covers all dental areas at a single time. In addition, humanization and welcoming is present in all stages, allowing the companion to remain present, with the patient, in all stages from hospitalization to pre-anesthetic in the operating room.

For this service, the patient and guardians receive through a document the preoperative guidelines (Annex A) and/or (Annex B), which contains all the details and care to be taken in the period prior to the procedure under general anesthesia. In addition, a Free and Informed Consent Form (ICF) is signed (Annex C) and/or (Annex D) containing all the risks and benefits inherent to the proposed procedure, and the possible complications, allowing the team to act with the necessary legal support.

According to data provided by the service coordination, SAOPE in the first half of 2024 alone performed an average of 49 consultations, with an average of 08 monthly consultations, with an average number of 700 procedures performed, among them: supragingival and subgingival scaling, dental prophylaxis, composite resin restoration, aesthetic-functional rehabilitation, sealings, endodontic treatments, periodontal resecting surgeries such as gingivectomy, gingivoplasty and clinical crown augmentation, biopsies, extractions of residual remains, simple extractions, extractions of impacted, semi-impacted and impacted teeth, and resection of odontogenic tumors.

Figure 13

Faculty and students performing a surgical-restorative procedure under general anesthesia



Source: SAOPE Marketing Team.

4 CONCLUSION

The experience at SAOPE-HRA demonstrated that teaching-service integration is an effective strategy to qualify dental students, promoting technical, interdisciplinary and humanized learning. The project contributed to the expansion of specialized dental care for people with disabilities and reinforced the importance of hospital dentistry in the SUS.

The experiences reported here, developed at SAOPE, based on this teaching-service integration and on the principles of the SUS, proved to be a valuable space that contributes significantly to the expansion of care and problem-solving capacity of dental care in the entire health care network, enabling dental care for people with disabilities in the hospital environment.



Services such as SAOPE allow to ensure the guarantee of care for people with disabilities in a continuous, humanized and problem-solving way. Seeking to maintain an open and effective communication channel with services of different levels of complexity, aiming to guarantee the person with disabilities and their families attention centered on the needs of the patient, working as a way to guarantee different levels of protection of human rights, in order to impact the way society sees the value of people with disabilities.

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