

# Internship monitoring in Integrated Clinic: a successful experience

## Monitoria no Estágio em Clínica Integrada: uma experiência exitosa

## Seguimiento de prácticas en Clínica Integrada: una experiencia exitosa

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# REVISA

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### RESUMO

**Objetivo:** relatar as experiências vivenciadas por duas discentes monitoras, bem como suas percepções, durante o curso de um estágio supervisionado em Clínica Integrada. **Método:** estudo descritivo baseado em atividades desempenhadas na disciplina de Estágio em Clínica Odontológica Integrada III da Universidade Estadual de Feira de Santana no período de março a junho de 2023. **Resultados:** o auxílio prestado pelas monitoras na condução da disciplina, no planejamento e execução dos procedimentos clínicos e na mediação da comunicação entre professores e alunos, contribuiu para suprir as necessidades dos alunos e promoveu uma melhor integração curricular. Ao longo do estágio, as monitoras vivenciaram a experiência da docência, desenvolveram habilidades técnicas e relações interpessoais, vivenciaram a prática clínica e participaram ativamente na apresentação e discussão de casos clínicos. As atividades desempenhadas contribuíram para o aprimoramento de habilidades em gestão, comunicação e organização, essenciais para a vida profissional. **Conclusão:** as vivências relatadas evidenciam a relevância da monitoria em Clínica Integrada como um recurso para despertar o interesse pela docência, ampliar o conhecimento generalista e garantir uma formação integral de alunos de graduação em Odontologia.

**Descritores:** Odontologia; Monitoria Acadêmica; Educação em saúde.

### ABSTRACT

**Objective:** report the experiences lived by two student monitors, as well as their perceptions, during the course of a supervised internship at Clínica Integrada. **Method:** descriptive study based on activities performed in the discipline of Internship in Integrated Dental Clinic III at the State University of Feira de Santana in the period of March to June 2023. **Results:** the assistance provided by the monitors in conducting the discipline, in planning and executing clinical procedures and in mediating communication between professors and students, contributed to meet the needs of students and promoted better curricular integration. Throughout the internship, the monitors experienced teaching, developed technical skills and interpersonal relationships, experienced clinical practice and actively participated in the presentation and discussion of clinical cases. The activities carried out contributed to the improvement of skills in management, communication and organization, essential for professional life. **Conclusion:** the reported experiences show the relevance of monitoring in Integrated Clinic as a resource to awaken interest in teaching, expand generalist knowledge and ensure comprehensive training of undergraduate students in Dentistry.

**Descriptors:** Dentistry; Academic Monitoring; Health education.

### RESUMEN

**Objetivo:** relatar las experiencias vividas por dos estudiantes monitores, así como sus percepciones, durante el transcurso de una pasantía supervisada en Clínica Integrada. **Método:** estudio descriptivo basado en las actividades realizadas en la disciplina de Pasantía en la Clínica Dental Integrada III de la Universidad Estatal de Feira de Santana en el período de Marzo a junio de 2023. **Resultados:** la asistencia brindada por los monitores en la conducción de la disciplina, en la planificación y ejecución de procedimientos clínicos y en la mediación de la comunicación entre profesores y estudiantes, contribuyó a satisfacer las necesidades de los estudiantes y promovió una mejor integración curricular. A lo largo de las prácticas, los monitores vivieron la docencia, desarrollaron habilidades técnicas y relaciones interpersonales, vivieron la práctica clínica y participaron activamente en la presentación y discusión de casos clínicos. Las actividades realizadas contribuyeron a la mejora de habilidades de gestión, comunicación y organización, esenciales para la vida profesional. **Conclusión:** las experiencias reportadas muestran la relevancia del seguimiento en Clínica Integrada como recurso para despertar el interés por la docencia, ampliar conocimientos generalistas y asegurar la formación integral de los estudiantes de pregrado en Odontología.

**Descritores:** Odontología; Seguimiento Académico; Educación para la salud.

## Introduction

Academic monitoring is an instrument of the educational triad Teaching, Research and Extension that provides the undergraduate student to experience an introduction to the teaching experience. The exercise of monitoring contributes to an integral academic-professional formation, since the realization of new practices and pedagogical activities strengthen the articulation between theory and practice and promote curricular integration in its different aspects<sup>1</sup>. The monitor occupies a position of constant exchange with teachers and students that result in gains that transcend the classroom, in addition to awakening vocations that can help when it comes to tracing your professional path.

In addition to being regulated within Higher Education Institutions (HEIs), academic monitoring is governed by Federal Laws 5540/1968 and 9394/1996, which specify that HEIs must create the functions of monitor in undergraduate courses and that students can be used in teaching and research activities.<sup>2,3</sup> Thus, they have the opportunity to deepen in the area of activity of the teacher, since the monitoring is exercised under his guidance and supervision, develop technical skills and interpersonal relationships and transmit their knowledge to the students monitored during their performance.<sup>4,5</sup>

In cases where the monitor acts in teaching activities, he chooses a discipline that he has previously attended and that had affinity and/or interest and becomes responsible for performing and monitoring activities related to the technical and didactic field during his course<sup>6</sup>. Being aware of the particularities of the discipline and the difficulty faced by those who study it, monitoring is shown as an important tool in the teaching-learning process. The exchange of experiences and the transfer of knowledge between monitor and students can contribute to a better use of the discipline<sup>7</sup>, especially those that have a large load of content and/or practical activities.

The integrated clinics (IC) are components of the undergraduate courses in Dentistry that bring together knowledge related to the various dental specialties and basic disciplines. ICs serve patients with diverse needs at varying levels of complexity, and students perform activities ranging from health education to reversal of damage caused by diseases<sup>8</sup>. With this, the student becomes able to diagnose, plan and execute interdisciplinary procedures, in order to integrate knowledge acquired throughout the course, indispensable for the formation of a general practitioner<sup>9</sup>.

Internships in IC require the student to have an updated content load for the realization of care and the development and enhancement of clinical skills. In this sense, the presence of a monitor in these curricular components can help to meet the needs of students and offer important subsidies to achieve the objectives of the IC<sup>6</sup>. In addition, the monitor is benefited while experiencing an experience close to that of professional practice and develops skills inherent to the clinician and the teacher.

In order to demonstrate the gains of the exercise of monitoring in disciplines of integrated clinic, this article aims to report the experiences lived by two student monitors, as well as their perceptions, during the course of a supervised internship in Integrated Clinic.

## Method

This is a descriptive study based on the report of monitoring experience experienced by two students with the discipline of Internship in Integrated Dental Clinic III (ECOIII) of the State University of Feira de Santana (UEFS) in the interior of Bahia between March and June 2023.

The discipline of ECOIII has a total workload of 120 hours of outpatient practical activities, integrates the curricular component of the Undergraduate Course in Dentistry, mandatory in the eighth semester and is conducted by eight professors specialized in Periodontics, Dentistry, Oral Surgery, Endodontics, Collective Health and Dental Prosthesis.

The discipline was executed following its syllabus that aims at the integrated study of issues inherent to clinical care in Dentistry, through the provision of service in "outpatient clinic-school", focusing on the principle of integral health care with social responsibility and scientific basis within the standard of conduct and professional ethics and medico-legal responsibility.

Seeking to improve the knowledge of the students of the discipline, strategies were used to present clinical cases to discuss comprehensive treatment plans with teachers, in addition to the elaboration of individual didactic material for health education, execution of a waiting room (with the aid of posters, folders, macromodels and other educational materials) and visits to the Specialty Centers of the municipality of Feira de Santana.

The monitors completed a weekly workload of eight hours. All planned activities were based on the discipline manual, which was reviewed by the monitors in order to understand the dynamics of the curricular component. They developed activities such as organization of medical records, scheduling of appointments, distribution of patients to be attended by the pairs of students of the discipline, assistance to students during clinical care, in addition to acting as mediators of communication between teachers and students. All the role played during the monitoring was supervised directly by the supervising teacher.

## Results

In the first meeting of the discipline, the presentation of students, teachers, schedule, objectives and activities planned for the 2023.1 academic semester was held. After that, the existing medical records had their data reviewed so that only patients with the profile of the discipline were selected.

The first day of outpatient clinic was essential for the students to know the patients who would be seen during the semester. On the same day, they performed clinical examination and complementary exams so that they could elaborate the comprehensive treatment plan for these patients, encompassing demands to be met from the initial basic therapy to the preservation phase.

In its biannual planning, the Internship in Integrated Dental Clinic III has as a fixed activity the presentation and debate of the selected clinical cases and their respective treatment plans. This moment is of great importance both for the teachers, who are responsible for the orientation and supervision of the attendances, and for the enrolled students and monitors, since it is possible to exchange knowledge between the specialties and the study of appropriate

treatment options, always based on the principles of preventive, minimally invasive and humanized dentistry.

After due consideration and correction of the treatment plans, outpatient care was initiated. The students elaborate individual schedules for each patient with the necessary procedures, organizing them to be performed weekly according to the order of priority of the existing demands. Throughout the semester, the monitors provided support both during the consultations and during the planning of the procedures to be performed.

During this period, the monitors had the opportunity of contact with the initiation to teaching, developing skills inherent to the profession, as well as being able to exercise the clinical knowledge already acquired in the course, adding new knowledge through the exchanges between teacher-monitor, student-monitor and monitor-patient.

The organization of medical records and the flow of patients enabled the learning of management skills, contemplating organizational and communication skills, fundamental for the proper functioning of the clinic, care and resolution of cases.

At the end of the semester, the pairs that worked together organized themselves and presented the finalized clinical cases to the entire class, demonstrating the application of the treatment plans that were discussed at the beginning of the semester. This is a moment of exchange of experiences, where everyone gives their opinion on the treatments performed and the responsible students report the facilities and difficulties encountered. As in the initial presentations of the cases, the monitors assisted during the construction of the final presentation and participated in the collective debate.

## Discussion

The training of health professionals is largely focused on the concept of learning by doing, which demonstrates the importance of the teaching-learning process linked to outpatient clinics and practical activities<sup>10,11</sup>. In Dentistry, throughout the course the clinical practice is developed in isolation in professional disciplines and, in the last years of the course, the disciplines of IC seek to integrate them so that the student obtains an experience closer to the professional exercise<sup>12</sup>.

The IC operates on a philosophy of integrated teaching and comprehensive patient care. The procedures should meet the needs of the patient and, ideally, should be demands of different specialties and with varying degrees of complexity.<sup>9</sup> IC students then act in an interdisciplinary manner and assume the responsibility of executing integrated treatment plans.

With this in mind, the presence of monitors in the ICs is shown to be an efficient and effective strategy to assist students during the stages of treatment. Because they have already taken the course, the monitors can answer questions and provide support during the planning and execution of the procedures. In addition, the sharing of academic experiences can contribute both to the formation of students and to the treatment of the patient.<sup>6,7,13</sup>

In addition to the benefits for the students of the disciplines, the monitoring provides the undergraduate student with the opportunity to improve the knowledge and development of skills and competencies indispensable for their academic and professional training, in addition to the

theoretical-practical deepening related to teaching. The practice of pedagogical activities also contributes to the interaction and bond of the monitor with the faculty, students and technical-administrative staff.<sup>14,13,15</sup>

## Conclusion

In view of the perspectives addressed in this report, it is observed that the monitoring with the discipline of Internship in Integrated Dental Clinic III represents an opportunity for the monitors to approach and awaken the interest in teaching and develop clinical skills and interpersonal relationships. The discipline presents a dynamic of activities that involve both teaching, research and extension, which results in experiences that contribute to an integral formation of the monitors and students.

The exercise of monitoring in a component of Integrated Clinic also contributes to the expansion of generalist knowledge, since in the day to day of the outpatient clinics the execution of procedures ranging from diagnosis, guidance and prevention to clinical therapy aimed at the conditions that affect the oral cavity is exercised, meeting the demands of various areas of Dentistry.

Finally, the monitoring provides the monitor with the opportunity to know more deeply the socioeconomic scenario of the people assisted by dental clinics, as well as their future places of operation.

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