

Active teaching methodologies in Forensic Dentistry

Metodologias ativas de ensino em Odontologia Legal

Metodologías Activas en la Enseñanza de la Odontología Legal

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REVISA

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RESUMO

Objetivo: apresentar as atividades práticas da Disciplina de Deontologia e Odontologia Legal I, do Curso de Odontologia, de uma instituição de ensino superior da Bahia, além de discutir a importância da incorporação de metodologias ativas, no processo de ensino-aprendizagem em Odontologia Legal. **Método:** Trata-se de um relato de experiência que descreve as atividades realizadas à cada semestre letivo, há três anos, desde 2017, com a simulação de processos civil, criminal, trabalhista, administrativo, ético e auditoria, envolvendo cirurgiões-dentistas e profissões auxiliares, além da elaboração de prontuário odontológico e documentos, comumente redigidos no atendimento odontológico e confecção de material para publicidade e propaganda. **Resultados:** Cerca de 300 alunos estiveram envolvidos nas atividades, sob supervisão de dois docentes, totalizando 36 encenações, 144 documentos elaborados, 36 propostas de prontuários e confecção de 72 materiais de publicidade e propaganda. **Conclusão:** A aplicação prática das estratégias referidas permitiram aos estudantes assumirem o protagonismo do processo ensino-aprendizagem, consolidando melhor os conhecimentos, despertando o interesse dos alunos pelas temáticas e, consequentemente, pela área de Odontologia Legal.

Descritores: Odontologia Forense; Odontologia; Educação Superior.

ABSTRACT

Objective: to present the practical activities of the Discipline of Deontology and Forensic Dentistry I, of the Dentistry Course, of a Higher Education Institution in Bahia, besides discussing the importance of incorporating active methodologies in the process of teaching and learning in Forensic Dentistry. **Method:** This is an experience report that describes the activities that have been carried out every school semester for three years, since 2017, with the simulation of civil, criminal, labor, administrative, ethical and auditing processes, involving dentists and auxiliary professions, in addition to the preparation of dental records and documents, commonly written in dental care and preparation of material for advertising and publicity. **Results:** Around 300 students were involved in the activities, under the supervision of two teachers, totaling 36 presentations, 144 documents drawn up, 36 proposals for medical records and preparation of 72 advertising and publicity materials. **Conclusion:** The practical application of these strategies allowed the students to assume the protagonism of the teaching-learning process, better consolidating the knowledge, awakening the interest of the students in the themes and, consequently, in the Forensic Dentistry area.

Descriptors: Forensic Dentistry; Dentistry; Higher Education.

RESUMEN

Objetivo: presentar las actividades prácticas de la Disciplina de Deontología y Odontología Legal I, en el Curso de Odontología de una Institución de Educación Superior en Bahía, Brasil. Además, en este estudio se discute la importancia de incorporar metodologías activas en el proceso de enseñanza-aprendizaje en Odontología Legal. **Método:** Es un informe de experiencia que describe las actividades se han realizado cada semestre académico, hace tres años, desde 2017, y incluyen la simulación de procesos civiles, penales, laborales, administrativos, éticos y de auditoría, involucrando odontólogos y auxiliares, además de la preparación de registros dentales y documentos durante la asistencia odontológica y para publicidad. **Resultados:** Trescientos estudiantes, aproximadamente, participaron en las actividades bajo la supervisión de dos profesores, con un total de 36 actuaciones, 144 documentos preparados, 36 propuestas para registros odontológicos y 72 materiales publicitarios. **Conclusión:** La aplicación práctica de estas estrategias permitió a los estudiantes asumir el papel del proceso de enseñanza-aprendizaje, consolidando mejor el conocimiento, despertando así el interés en los temas y, en consecuencia, en el área de Odontología Legal.

Descriptores: Odontología Forense; Odontología; Educación Superior.

Introduction

In contemporary dentistry, traditional pedagogy has proved insufficient to face the reality of today's society, revealing the inability to meet academic needs.¹ Therefore, it is necessary to seek strategies that allow a more meaningful and contextualized learning, through the development of effective methodologies for the formation of skills for professional and personal life with a more transdisciplinary view of knowledge.²

According to the National Curricular Guidelines for Undergraduate Dentistry Education, Dental education must follow a pedagogical project, centered on the student as a subject and supported by the teacher as a facilitator and mediator of the teaching-learning process, aiming at the integral and adequate student education, through the articulation between teaching, research and extension.³⁻⁴

Active methodologies are increasingly present in classrooms for encouraging critical-reflective learning and interaction between students and teachers. In this sense, there are many possibilities for strategies that focus on the student as the center of the learning process. Among them, the Problem-Based Methodology (PM) and Problem-Based Learning (PBL) stand out.⁵⁻⁶

Problem-based learning seeks to prepare the student to act professionally in a different way, bringing to the classroom situations representative of real problems, which he will probably experience in the profession.⁷ PBL encourages thinking and doing, and shows better results than traditional methods.⁶

When it comes to the contents of the Legal Dentistry area, some experiences of successful practices⁸⁻¹⁰ have already been reported in the literature, proving that the involvement of students in practical situations similar to reality, allows the content to be consolidated more effectively¹⁰, sharpening the creative capacity and consequently contributing to improvements in the teaching-learning process.

In this sense, the objective of this work was to present the practical activities of the Discipline of Deontology and Legal Dentistry I, from the Dentistry Degree, of a Higher Education Institution in Bahia, in addition to discussing the importance of incorporating active methodologies in the teaching process -learning in Forensic Dentistry.

Method

This is the report of strategies used in an undergraduate course in Dentistry (Deontology and Legal Dentistry I), from the Higher Education Unit of Feira de Santana - Bahia, by teachers and students, since 2017.

Every academic semester, simulated jury type practical activities are carried out, involving civil, criminal, ethical, labor, administrative and auditing processes, involving dental surgeons and auxiliary professions. Based on a problem case, students are divided into groups and guided, throughout the discipline, about the theoretical basis necessary for making the work.

After successive meetings for planning the case, it ends with the theatrical presentation, involving each type of process, which composes one of the discipline assessment activities.

In addition, documents, commonly issued by dentists in their professional practice, are produced, which includes: recipes, receipts, certificates and referrals and promotional material for advertising, such as the pamphlet and business card.

The development of these activities has been very well evaluated by the students and discipline professors, being reformulated every semester, allowing the content fixation by students and demystifying their initial conception, that the discipline of Deontology is eminently theoretical.

Results and Discussion

During these three years, approximately 300 students were involved in the activities, under the supervision of two teachers, totaling 36 performances that allowed the association of theoretical knowledge with practical activities in a playful and creative way.

In addition, 144 documents, 36 proposals for medical records and 72 advertising materials were produced. The incorporation of this type of practice has allowed the theoretical content consolidation, mainly related to the Dental Code of Ethics¹¹ and Law 5081/66¹².

Higher education in health courses has undergone transformations. The traditional teaching model has incorporated new pedagogical strategies, which allow the formation of a more critical, reflective professional, capable of transforming their social reality.¹³

Dentistry courses must present a pedagogical project built collectively, centered on the student, and having the teacher as facilitator and mediator of the teaching-learning process. Teacher-centered teaching demonstrates that it has the autonomy of knowledge, with repetitive strategies and in general with lectures, which hinders the critical development of the student.¹⁴⁻¹⁵

In this sense, an important current challenge is the rupture with rigid disciplinary models and the search for a health education project that means integration of different knowledge and disciplinary and professional areas. This new educational model can thus improve the professional training process of students and ensure broader and more consolidated patient care.¹⁶

Learning and mastering active methodologies in the academic context is a challenge for the educator. The student needs to assume the protagonism of the process, the teacher being a facilitator responsible for leading the class.¹⁴

The possibilities for developing active teaching-learning methodologies are multiple, such as the problematization strategy and the PBL. Other initiatives may also constitute active teaching-learning methodologies, such as: seminars; small group work; critical experience report; socialization; round tables; plenary sessions; dialogued exhibitions; thematic debates; workshops; commented reading; presentation of films; musical interpretations; dramatizations; ludic-pedagogical dynamics; portfolio; oral assessment; among others.¹⁷

The teacher can create different strategies to obtain the maximum benefits with the active methodologies for the training of his students. Sharing these strategies is of great interest to health professionals, in order to contribute to the reflections and visualization of the pedagogical potential of such methodologies.¹⁸

In this sense, the activities developed in the discipline of Deontology and Legal Dentistry I provided the integration between theory and practice, favoring the assimilation of content and development of critical analysis, contributing to significant learning, which was also highlighted by other authors when they state that the relationship with reality facilitates the fixation of contents, since they gain meaning and strength, which promotes the development of critical thinking.¹⁹⁻²¹

The experiences lived in the discipline reported here, represent a pedagogical proposal of teacher innovation, perfected with the evaluation of the students, being redesigned every semester, aiming at the implementation of improvements in the teaching-learning process.

Conclusion

The practical application of the aforementioned strategies, dramatizations, confection and documents, medical records and publicity and advertising material, allowed students to assume the leading role in the teaching-learning process, as proposed in the active methodologies, better consolidating theoretical knowledge and arousing greater interest among students. students by the area studied.

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