LINES OF RESEARCH IN DENTISTRY DEVELOPED IN A HIGHER EDUCATION INSTITUTION

LÍNEAS DE INVESTIGACIÓN EN ODONTOLOGÍA DESARROLLADAS EN UNA INSTITUCIÓN DE ENSEÑANZA SUPERIOR

LINHAS DE PESQUISAS EM ODONTOLOGIA DESENVOLVIDAS EM UMA INSTITUIÇÃO DE ENSINO SUPERIOR

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Abstract
Objective: To evaluate the lines of scientific production developed by students of dentistry, that culminated in the end-of-course monograph work of a Higher Education Institution.

Material and Method: Study with a quantitative approach, aiming to identify the areas studied that resulted in the production of end-of-course work in each Dentistry specialty, developed at the State University of Piauí – UESPI.

Results: The specialties most studied by the students were Collective Health (24,39%), followed by Oral and Maxillofacial Surgery and Traumatology (13,82%) and Dentistry (9,43%); Dental Radiology and Imaging (0,4%) was the least researched; Education (1,62%), although not a specialty of Dentistry, also scored.

Conclusion: The research lines of the UESPI Dentistry monograph works are predominantly of the disciplines present in the curricular matrix of the course. The most contemplated areas were Collective Health, Oral and Maxillofacial Surgery and Traumatology and Dentistry.

Keywords: Dentistry; Education, Higher; Scientific Publication Indicators.

Resumén
Objetivo: Evaluar las líneas de producción científica desarrollada por académicos de Odontología que culminaron en los Trabajos de Conclusión de Curso (TCC) de una Institución de Enseñanza Superior.

Material y Método: Estudio descriptivo, con abordaje cuantitativo, buscando la identificación de las áreas estudiadas que resultaron en la producción de los TCC en cada especialidad de la Odontología, desarrolladas en la Universidad Estadual del Piauí – UESPI.

Resultados: Las especialidades más estudiadas por los graduandos fueron Salud Colectiva (24,39%), seguido por Cirugía y Traumatología Buco-Maxilo-Facial (CTBMF) (13,82%) y Dentística (9,43%); Radiología Odontológica e Imaginología (0,4%) fue la menos investigada; La educación (1,62%), aunque no es una especialidad de la Odontología, también puntuó.

Conclusión: Las líneas de investigación de los TCC de Odontología de la UESPI son predominantemente de disciplinas presentes en la matriz curricular del curso. Las áreas más contempladas fueron Salud Colectiva, CTBMF y Dentística.

Descriptores: Odontología; Educación Superior; Indicadores de Producción Científica.

Resumo
Objetivo: Avaliar as linhas de produção científica desenvolvidas por acadêmicos de Odontologia que culminaram nos Trabalhos de Conclusão de Curso (TCC) de uma Instituição de Ensino Superior.

Material e Método: Estudo descritivo com abordagem quantitativa, buscando a identificação das áreas estudadas que resultaram na produção dos TCC em cada especialidade da Odontologia, desenvolvidas na Universidade Estadual do Piauí – UESPI.

Resultados: A especialidades mais estudadas pelos graduandos foram Saúde Coletiva (24,39%), seguido por Cirurgia e Traumatologia Buco-Maxilo-Facial (CTBMF) (13,82%) e Dentística (9,43%); Radiologia Odontológica e Imaginologia (0,4%) foi a menos
pesquisada; Educação (1,62%), embora não seja uma especialidade da Odontologia, também pontuou.

**Conclusão:** As linhas de pesquisas dos TCC de Odontologia da UESPI são predominantemente de disciplinas presentes na matriz curricular do curso. As áreas mais contempladas foram Saúde Coletiva, CTBMF e Dentística.

**Descritores:** Odontologia; Educação Superior; Indicadores de Produção Científica.

**Introduction**

Scientific research is fundamental to all areas of knowledge. This allows to confront data, empirical evidence and information on a certain subject with theoretical knowledge. The development of an area is commensurate with the need for further research for its steady progress. These function as "propelling springs" of knowledge in a given area, allowing the combination of new scientific knowledge with existing ones, either by improving or innovating it.\(^{(1-3)}\)

During the academic formation, the development of a research project can contribute to the perspective of the student’s constant updating, through the search for new knowledge and critical analysis of the literature, positively impacting on their future professional life.\(^{(4-5)}\)

To implement this conception in undergraduate courses in Dentistry, the National Curricular Guidelines and the General Guidelines for Undergraduate Courses, have as optional the mandatory or not the elaboration of a End-of-Course Monograph Work (usually called TCC in Brazil) that should be oriented by supervisors teachers, whose adaptations to curricula and courses will be the responsibility of each institution that so opts. The use of scientific methodology, since it is a question of research, works as a tool to solve problems, influencing creativity and continuation of studies.\(^{(5-7)}\)

TCC is the moment in which the academic associates his area of affinity with the scientific production, developing the competences in the professional field and the abilities to understand specific questions to which it was studied during the graduation. TCC should be seen as a challenge or problem that seeks to arrive at a feasible solution or answer, and can be understood as beyond a simple academic discipline.\(^{(6-9)}\) The valorization of TCC confirms the importance of scientific initiation for the improvement of the critical vision and refinement of the capacity to work under guidance and in group.\(^{(5)}\)

Through these works can be noted the areas of research of undergraduates, as well as reveal how the university is training its professionals. In this way, analyzing the research topics of the TCC allows the institution to draw a panorama about the undergraduate course itself, the works produced and to know which areas of special interest of the graduates.\(^{(9-11)}\)

Sports Dentistry - recently authorized by the Federal Council of Dentistry through Resolution 160 of 2015.\(^{12-13}\)

Within this context, it is believed that it is pertinent to understand the connection between TCC and the thematic areas in which such work is carried out. This work consists of the mapping of the themes developed in the monographs of the Dentistry course of the State University of Piauí - UESPI, Campus Alexandre Alves Oliveira, Parnaíba, PI, Brazil.

**Material and methods**

The present research is a cross-sectional, descriptive observational study with a quantitative approach. It is characterized as transversal, because the factors under study are measured in a single moment, and observational descriptive, once it describes the occurrence of a situation without intervening on the object.

The analyzed data source refers to the monographs of the graduation course in Dentistry of UESPI between the years 2004 to 2016, totaling 246 monographs. Data were provided by the coordination database of this course.

Through the information provided, the titles and the corresponding competence specialty in dentistry were read. The collected data were organized in a spreadsheet for the tabulation of the pertinent elements to the study, for later to be carried out the descriptive analysis.

**Results**

In a total of 22 specialties of Dentistry, it was observed that 16 of them were contemplated in the 246 works realized. There was a higher concentration of themes in the areas of Collective Health (24.39%), Buccomaxillofacial Surgery and Traumatology (13.82%), Dentistry (9.43%) and Endodontics (7.72%), totaling 50 % of work.

The remaining areas were: Pediatric Dentistry (7.72%) Periodontics (7.72%), Orthodontics (6.09%), Dentistry for patients with special needs (4.87%), Implantology Dental (2.84%), Oral Pathology (2.84%), Odontogeriatrics (2.84%), Legal Dentistry (1.62%), Work Dentistry (1.21%) and Dental Radiology and Imaging (0.40%). Complementary Therapies (0.81%) and Education, which is not part of dental specialties, was present in 1.62% of the works, as shown in Table 1.

**Table 1 - Distribution of the subjects of TCC according to the dental specialties of the UESPI Dentistry course from 2004 to 2016.**

<table>
<thead>
<tr>
<th>SPECIALTIES</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Health</td>
<td>60</td>
<td>24.39</td>
</tr>
<tr>
<td>Bucco-Maxillo-Facial Surgery and Traumatology</td>
<td>34</td>
<td>13.82</td>
</tr>
<tr>
<td>Dentistry</td>
<td>23</td>
<td>9.43</td>
</tr>
<tr>
<td>Endodontics</td>
<td>19</td>
<td>7.72</td>
</tr>
<tr>
<td>Pediatric dentistry</td>
<td>19</td>
<td>7.72</td>
</tr>
<tr>
<td>Periodontics</td>
<td>19</td>
<td>7.72</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>15</td>
<td>6.09</td>
</tr>
<tr>
<td>Dentistry for patients with special needs</td>
<td>12</td>
<td>4.87</td>
</tr>
</tbody>
</table>
Discussion

The alternative work for the conclusion of the course has required the institution’s effort so that the work produced is not a mere academic exercise, but an aid in the decision-making of the area of future action and can be an indicator of institutional quality, with the possibility of contributing to resolutions of social problems, professional satisfaction and attention to the area of pleasure and skill.(14)

In agreement with Leite et al’s(5) study, where preferences, which also totaled 50%, occurred respectively in the areas of Oral Pathology, Collective Health, Epidemiology and Bucomaxillofacial Surgery and Traumatology.

The UESPI Dentistry course is divided into 10 periods. An important factor to note is that among the four areas most sought after by the academics during the development of TCC are the first specific subjects, according to the curricular matrix of the course, being taught in the 5th and 6th periods. Other less frequently noted specialties, such as Pediatric Dentistry, Orthodontics and Implant Dentistry, are studied in subsequent periods.

It is understood that Public Health is the theme most explored because it represents the dimension of the professional needs of students, since the insertion of the labor market occurs through the Unified Health System, which was inserted as a learning scenario in the reorganization of the curriculum of dentistry.(15,16)

In addition, the specialties Stomatology, Tempomandibular Dysfunction and Orofacial Pain, Functional Jaw Orthopedics, Sports Dentistry, Acupuncture and Homeopathy, were not addressed in the TCCs. Note that of these, only Temporomandibular Dysfunction and Orofacial Pain is present in the curricular matrix of the course. It should be noted that the last three were recently recognized as specialties in Dentistry, through Resolution CFO-160/2015.

Conclusion

The research lines of the UESPI Dentistry TCCs are mostly of the disciplines present in the curricular matrix of the course. The most contemplated areas were Collective Health, Bucomaxillofacial Surgery and Traumatology and Dentistry, which, together, corresponded to almost 50% of the total work. The less researched discipline was Dental Radiology and Imaging. Complementary Therapies and Education, even though they were not considered dental specialties, were also addressed.
References