

SEÇÃO: ARTIGOS

EXPERIENCE OF A DISCIPLINE OF UFMG DENTISTRY IN CROSS-CURRICULAR TRAINING IN ACCESSIBILITY AND INCLUSION¹

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ABSTRACT

This study describes how a dentistry care extension project helped to create the discipline of Cross-Training in Accessibility and Inclusion, offered to the whole academic community of a university. This is an experience report that analyzes data from the Moodle platform and the several teaching methodologies employed in the discipline. The work with a multidisciplinary team in the extension project provided a basis for the proposal and approach of the themes. This happened because according to the academic records, the splitting of students into classes is extremely varied. The experience with students from other courses at Federal University of Minas Gerais renews and updates the discussion on the health of disabled people. As a result, it was also observed a series of productions that establish a dialogue between extension and teaching that are capable of fulfilling the guidelines of the university extension of interdisciplinarity and interprofessionality, inseparability of teaching/research/extension and the impact on student formation and social transformation.

Keywords: Transdisciplinary communication. Interdisciplinary practices. Interprofessional education. Health of people with disabilities.

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EXPERIENCIA DE UNA ASIGNATURA DE ODONTOLOGÍA DE LA UFMG EN LA FORMACIÓN TRANSVERSAL EN ACCESIBILIDAD E INCLUSIÓN

RESUMEN

Este estudio describe cómo un proyecto de extensión de la atención dental ayudó a crear un curso de Formación Transversal sobre Accesibilidad e Inclusión que se ofrece a toda la comunidad académica de una universidad. Se trata de un informe de experiencia que analiza datos de la plataforma *Moodle* y las distintas metodologías de enseñanza empleadas en la asignatura. El trabajo con un equipo multidisciplinario en el proyecto de extensión sirvió de base para la propuesta y abordaje de los temas ya que, según los expedientes académicos, la formación de clases es muy variada. La experiencia con estudiantes de otras carreras de la Universidad Federal de Minas Gerais renueva y actualiza la discusión sobre la salud de los discapacitados. Como resultado, también se observó una serie de producciones que establecen un diálogo entre extensión y docencia que es capaz de cumplir con los lineamientos de la extensión universitaria de interdisciplinariedad e interprofesionalidad, inseparabilidad docencia/investigación/extensión, impacto en la formación del estudiante y transformación social.

Palabras clave: Comunicación transdisciplinaria. Prácticas interdisciplinarias. Educación interprofesional. Salud de la Persona con Discapacidad.

EXPERIÊNCIA DE UMA DISCIPLINA DA ODONTOLOGIA DA UFMG NA FORMAÇÃO TRANSVERSAL EM ACESSIBILIDADE E INCLUSÃO

RESUMO

Este estudo descreve como um projeto de extensão de atendimento odontológico ajudou a criar uma disciplina de Formação Transversal em Acessibilidade e Inclusão oferecida para toda a comunidade acadêmica de uma universidade. Este é um relato de experiência que analisa dados da plataforma *Moodle* e as diversas metodologias de ensino empregadas na disciplina. O trabalho junto a uma equipe multidisciplinar no projeto de extensão proporcionou embasamento para a proposição e a abordagem dos temas, já que pelos registros acadêmicos a formação das turmas é muito variada. A vivência junto aos alunos de outros cursos da Universidade Federal de Minas Gerais renova e atualiza a discussão sobre a saúde do deficiente. Como resultados, também se observou uma série de produções que estabelecem um diálogo entre extensão e ensino e que são capazes de preencher as diretrizes da extensão universitária de interdisciplinaridade e interprofissionalidade, indissociabilidade de ensino/pesquisa/extensão e o impacto na formação do estudante e transformação social.

Palavras-chave: Comunicação transdisciplinar. Práticas interdisciplinares. Educação interprofissional. Saúde da pessoa com deficiência.

INTRODUCTION

There are problems that demand a broad and diversified approach to their investigation. These issues are defined as "cross-curricular themes", processes that produce concern and are intensively experienced by society. They are discussed on attempt to propose solutions as alternatives encompassing diverse positions either intervention in social area (macro social transformations) either on personal acting. Process involves learn about reality and from reality on an attempt to generate interventions for its transformation (BOVO, 2004, p. 4).

To address cross-curricular themes, one must work with the concept of transdisciplinarity. Transdisciplinarity brings a new point of view for synthesis and contextualization of themes that are complex, heterogeneous and non-linear. Transdisciplinarity advances in relation to patterns and limits of scientific knowledge organization in disciplines and specializations. The term proposes a new approach to this hierarquical, compartmentalized view of science, which is why it assembles the "between", the "through" and the "beyond" of disciplines. The term also requires the synthesis and analysis of social actors: those from the production system, in view of technological innovation, and those from the social system whose local knowledge and contextual interests promote democratic solutions in situations of opposition. Pluridisciplinarity and interdisciplinarity are complementary to transdisciplinarity, but both still maintain, in their framework, the juxtaposition, without interaction, of different disciplinary approaches (pluridisciplinarity) and of establishing of conceptual connections and interpretations specific of each discipline about a theme (interdisciplinarity) (JODELET, 2016, p. 1262).

The concept of transdisciplinarity can be understood from four ways: in the first case, as a systematic integration of knowledge in order to unify science; in the second one, as an attempt to overcome the limits of the disciplines by means of a structural reorganization of knowledge from many points of view; in the third one, with a critical focus refusing disciplinary terms, definitions and methods in favor of socio-political justice; and finally, as an attempt to solve "cross-sectoral" social problems (JODELET, 2016, p. 1262).

In order to face contemporary cross-curricular themes, the Federal University of Minas Gerais (UFMG) developed the Cross-curricular Training. The objectives are: to discuss topics of general interest and to provide critical analysis under a careful eye on these themes. It is a common training space for all UFMG undergraduates (FORMAÇÕES TRANSVERSAIS UFMG, 2019, p. 3).

The particularities cover a set of disciplines forming a "mini curriculum" on a specific problem, with at least 360 class hours that are registered in the school record. The

concluding student of the Cross-curricular Training receives a certificate specific to this training, issued by the Pro-Rector of Graduation (PROGRAD) of UFMG. All undergraduate students at UFMG can take the Cross-curricular Training and the credits may be used to integrate the hours of Open Complementary Training provided in the undergraduate courses at the discretion of the respective collegiate bodies. These Cross-curricular Training disciplines may also be taken individually, for integration of credits of Free Training (FORMAÇÕES TRANSVERSAIS UFMG, 2019, p. 3).

One of these Cross-curricular Trainings offered by UFMG is the "Cross-curricular Training in Accessibility and Inclusion". It was designed to concatenate formative actions to understand, problematize, ponder and work with people with disabilities within UFMG. The curricular structure is organized in two axes: (I) Special and Inclusive Education and (II) Inclusion and Accessibility (FORMAÇÕES TRANSVERSAIS UFMG, 2019, p. 4).

Here a little reflection on the term disability is required. In the historical analysis of the evolution of studies on disability, the words used to refer to the theme brought an enormous amount of violence and euphemisms that discriminated the individual. The terms "cripple", "retarded", "person with special needs" and "special person" may be cited as example, some of which still persist today.

Evolution occurred in the emergence of categories such as "disabled person", "person with a disability" and "handicapped". Even so, debate contemplates different interpretations about these words. In order to demonstrate that disability is an individual characteristic of social interaction, some researchers prefer the terms "disabled person" and "handicapped". In a similar argument there is the term "person with a disability". Currently, the option has been the term "disabled person" because it is believed that, in this way, research on disability would be developed to the cultural and identity fields (DINIZ, 2010, p. 5).

In addition to the term "disability", the "ableism" category should be highlighted in this reflection. "Ableism" becomes noticeable when a hierarchical disposition of individuals is observed regarding having or not a body in accordance with the current ideal of beauty and functional capacity. This hierarchy is biased and discriminating against people with disabilities (MELLO, 2016, p. 3266). The ableist conception is extremely associated with non-normative bodies. It assumes that certain bodies are inferior, incomplete or capable of repairing / rehabilitation when compared to hegemonic patterns of body and function. Ableist attitudes against people with disabilities reflect the lack of awareness of society about how their inclusion and accessibility are fundamental (MELLO, 2016, p. 3271).

Before the creation of Cross-curricular Trainings at UFMG, the Dentistry School had an extension project that has been operating since 1998, entitled "Dental Care for Patients with

Developmental Disabilities”, in a partnership between the Dentistry School of UFMG and the "Associação Mineira de Reabilitação" (AMR), the leading rehabilitation institution in the state of Minas Gerais. This institution is a non-governmental organization that has been operating for over 50 years. It is not linked to the Brazilian Unified Health System (Sistema Único de Saúde - SUS) and serves cities in the greater Belo Horizonte free of charge. Dental care is performed at the AMR facilities and is part of the Integrated Rehabilitation Service (SIR), which brings together the work of the following areas of knowledge: Physical Education, Biomedical Engineering, Physiotherapy, Speech Therapy, Music Therapy, Neurology, Nutrition, Dentistry, Orthopedics, Psychology, Social Work and Occupational Therapy. The daily and shared work among the different professions that make up the SIR provides the undergraduate dentistry student the opportunity to work multi, inter and transdisciplinary, which is more difficult within the Dentistry School (CASTILHO, 2012). Other studies were also carried out in this extension project, addressing the humanization of care (CASTILHO, 2014a), comprehensive care (CASTILHO, 2014b) and intersectoral partnerships (CASTILHO, 2017).

This extension project contributed to the creation of an optional discipline called Dental Care for Children and Adolescents with Disabilities that is performed at the Dentistry School. Finally, this project generated the discipline UNI 102 - Health of People with Disabilities, under analysis in this article, which is included in the Cross-curricular Training in Accessibility and Inclusion.

This article presents the implementation and development of a cross-curricular training discipline, which is the result of the transdisciplinary experience lived in an extension project in which students from different areas of knowledge at UFMG participate. The article also explores the students' perception of the contribution of Transversal Education to their professional careers.

DEVELOPMENT

This extension project was, for some years, the only reference of the Dentistry School in the work with individuals with developmental disabilities. The target population of this project is children and young people up to 18 years old, whose diagnoses are mostly cerebral palsy. The goal of this institution, with which Dentistry collaborates, is the social insertion of people with developmental disabilities. From 2010, other disciplines and other extension projects have joined the study of the topic of dental care for patients with special needs (this term is used to define people who need adaptations for dental care and is the name of a specialty in dentistry). In 2017 the extension project was contemplated with two scholarships for undergraduate students, by means of the call notice NAI 01/2016. In 2018,

the project received three grants and, from 2019, one grant. Since 1998, the project has had 35 PROEX fellows and a total of 208 volunteer students.

Thanks to the constant work with the multidisciplinary team, the coordinator of the extension project prepared the teaching plan for a discipline that could be offered to all areas of knowledge at UFMG for students who were interested in the Cross-curricular Training Course in Accessibility and Inclusion. In the first semester of 2018, the discipline UNI 102 - Health of People with Disabilities was initiated, which was offered to the entire UFMG community. Its syllabus was: study of the Brazilian panorama of health promotion, rehabilitation, and social inclusion practices based on the analysis of primary health care for individuals with disabilities and their possibilities of reference and counter-reference for secondary and tertiary care within SUS.

This discipline was taught in a presencial way, every Thursday from 6:30 pm to 8:30 pm, for 8 weeks. For admission to this discipline there were no prerequisites and the students were not required to participate in Cross-curricular Trainings. The discipline could be taken as Complementary Training. There was no selection process: during the enrolment period of the UFMG calendar, the student could choose to enrol or not. There were no practical activities.

The UNI 102 presents, within its programmatic content, the following themes to be developed in 15 hours of class, corresponding to 1 credit: 1) Stigma; 2) Health needs of people with disabilities; 3) Attention to the health of people with disabilities; 4) Health care network for people with disabilities; 5) Organizational access for people with disabilities in the SUS; 6) Judicialization of health; 7) Attention to the person with cerebral palsy and 8) Assessment. All classes and all bibliographic material were available to students since the beginning of the discipline, through the *Moodle* platform. The student was able to prepare for the class beforehand and, thus, it was possible to carry out the activities in the form of dialogued exposition and inverted mirror during the meetings.

Within these contents and updates, minor adjustments were made according to the interest of the class, as a movement to receive the demands of students in a participatory management. Still, depending on the students, the class about "dental care for the person with cerebral palsy" can be replaced by a lecture by guests outside UFMG, as it was the case with the lectures "Tina descolada" with the psychologist Marta Alencar, and "School inclusion of the person with disabilities" with the Speech Therapist Viviane Cardoso, in the first and second semesters of 2018, respectively.

For the first semester of 2020, because of the COVID-19 pandemic, the discipline was developed with the creation of videos, or the so-called "pills" of no more than 15 minutes

elaborated by filming and editing images, made by the teachers themselves. In addition, it was proposed to carry out meetings with students in the so-called synchronous classes, which would be made available to students who are unable to attend the Teams platform at times when classes would normally take place. This experience is still being implemented, but the team is prepared for the emergency remote teaching experience immediately.

As an additional teaching strategy, it is proposed that students watch movies on the topics of accessibility and inclusion or health systems in different countries. Usually the movies “*I, Daniel Blake*”, “*Les Invasions Barbares*”, “*Nise*”, “*Maude*” and “*Sicko*” are always suggested to students. Other films are added to the repertoire depending on the follow-up of the classes. This approach provides, in a playful way, the understanding of how the health problem of people with disabilities is treated and faced by several countries and cultures so different from the Brazilian health system and culture. Through discussions, these experiences are correlated to our health system. Discussion forums and chats are created in such a way that teachers and students provide each other with the news from one week to the next and links that can enrich the face-to-face debates, in addition, of course, to discuss the topics proposed in the previous class or emerging themes in the week's news.

At the end of the course, the following questions are proposed:

- 1) How do you perceive that the contents taught at UNI 102 can impact your professional practice?
- 2) What would you like to see covered by UNI 102 in the future?

From the first semester of 2018 to the second semester of 2019, 71 students attended the course, divided into the following courses: Plastic Arts (1), Library Science (2), Speech Therapy (2), Pedagogy (2), Occupational Therapy (17), Physiotherapy (1), Physical Education (4), Health Services Management (1), Psychology (4), Nutrition (1), Veterinary (1), Statistics (1), Medicine (1), Pharmacy (1) and Dentistry (32). Four of these students had some disability: two students had physical disabilities, one student with hearing impairment and one student with mental disability. The hearing-impaired student did not have total hearing loss. He wore a hearing aid, sat in the front and did lip reading. By himself, he did not request any assistive technology. The student who had a mental disability did not make any requests and the course ran normally with the teacher's attention to this specific case, ready to meet any existing demands. The term “mental disability” appears on the Moodle platform so that the teacher can request more information from the Accessibility and Inclusion Center (Nai) on how to approach the student. The Dentistry School has an adequate architecture for the access of people with physical disabilities and, thus, the other two students who had this type of disability also had no problems in attending classes. All assistive technologies

necessary for working in the UFMG disciplines are made available by Nai, the discipline coordinator just needs to express itself in relation to requests made by students.

Initially, a discipline focused on licentiate courses was considered. However, over time, there was a greater demand from health professions. Anyway, the content is presented in a flexible way, and then future teachers can and should propose topics for discussion, like the rest of the class.

Undergraduate students in Occupational Therapy demonstrate greater knowledge about SUS, reference and counter-reference, Care Network, Rehabilitation Reference Centers, Mental Health, Social Assistance and Reference Day Center, through score and participation in discussion groups. The suggestions from these students are more concatenated with the contents of the discipline and enrich the expositions, in addition to raising questions for debates on the health of people with disabilities. It is possible that this result is due to the nature of the profession. These students are the group that most seeks this discipline, after Dentistry students. It is not possible, from the available data, to verify if this is a real interest of the students or if this occurs due to the proximity between the two colleges on the Pampulha campus. It is the largest campus of UFMG, where most of its units and departments are located, and is located in the Pampulha neighborhood, in Belo Horizonte, Minas Gerais, Brazil. Despite this speculation, it is important to mention that the Physiotherapy and Physical Education courses are also very close to the Occupational Therapy building and did not have such expressive demand by students.

Physical Education students contributed in the first semester of 2018 with suggestions for complementary literature. Based on their suggestions, the discipline started to include in its basic bibliography the book "The Normal and the Pathological" (O Normal e o Patológico), by Georges Canguilhem (CANGUILHEM, 2009).

With the increase in Psychology students seeking the discipline, the coordination introduced in the class "Care Networks", from the first semester of 2019, the topic Reference Centers in Mental Health, which is a mental health service of the Belo Horizonte county. Although it is clear that the discipline works with the health of the disabled person, this topic was requested by discussions and debates in the classroom due to the proximity of the two themes.

When asked how they believed they would use the knowledge acquired at UNI 102 in their daily work, all were unanimous in considering that, even in private practice, health professionals need to have their action concatenated with SUS both for the care of typical people as for assisting people with disabilities. For Biology (undergraduate) and Pedagogy students, knowing SUS implies an improvement in the teacher's daily routine, since the

dialogue with health services is facilitated. The veterinary student believes that her work will have an intersection with human health if she works with the training of guide dogs. The Statistics student had already a degree in Biomedical Engineering, he wants to return to his profession and UNI 102 could help him with that, according to his testimony.

One student believes that her chosen profession at undergraduate at UFMG will not provide the desired job. So, analyzing her career in Cross-curricular Training in Accessibility and Inclusion, the student believes that working as a support professional in teaching will be a professional alternative for her.

Dentistry students attend the discipline because of their interest in working with Dentistry for Patients with Special Needs. This is a specialty, recognized by the Federal Council of Dentistry, for which public tenders are often advertised for work in the Dental Specialty Centers. Usually, these students participate or participated in the Extension Project "Dental Care for People with Developmental Disabilities", of the discipline "OSP 039 - Dental Care for Children and Adolescents with Disabilities" and the Extension Project "Dental Care for Patients with Autism Spectrum Disorders".

Although it is not an explicit objective of the discipline UNI 102, providing the formation of a transdisciplinary network of people is an essential factor for the development of the cross-curricular theme Accessibility and Inclusion in Health. The teaching method that included, dialogued exhibition dynamics, the constant updating of the theoretical classes and the proposition of movies to discuss topics in subsequent classes seem to have been a motivational advance in terms of adult education. In addition, the interaction between professors from the Dentistry School at UFMG and students from different courses, who demand a type of cross-curricular training, is enriching not only for students but also for teachers. This is a unique opportunity for the Dentistry course.

The discipline, as it has been offered, represents part of an innovation process in higher education. It is possible to identify in this experience, some of the characteristics of pedagogical innovation described by Cunha (2016): 1) Break with the traditional way of teaching and learning, since its content was elaborated from the experience of an extension project, and not from the knowledge generated by the experimental logic; 2) Participative management, as it integrates the experiences and reports of students and teachers, incorporating them as actors in the teaching-learning process, and allows, from a joint reflection, the alteration of the content and inclusion of new themes and 3) Reconfiguration of knowledge, since, when approaching a transversal theme, it approaches the integrating understanding of the totality, recognizing the legitimacy of different sources of knowledge and the integrating perception of human beings and nature.

Currently, the activity of each area that compose the group of health workers in most multidisciplinary teams across the country is perceived as a set of duties, tasks or activities in which the articulation of specialized work is not problematized. This type of predominantly segmented professional practice makes it impossible to fully implement the integrality of health care. When thinking about the training of professionals who are able to work in a network, whether with accessibility and inclusion, or with any other transversal theme in health, the work process requires, from workers, the coexistence with diverse knowledge and powers inherent in interprofessional relations. It is needed that each professional is referenced to the team, service and assistance network to which he is located (SEVERO; SEMINOTTI, 2010, p. 1687). Although this discipline is still centered on the figure of the teacher, it is important to highlight the effort to overcome this limitation. New knowledge implies the need for more studies, more efforts and more work. Knowledge from other areas is added to the contents of the discipline through the students.

It is also necessary to consider that when care is focused on the disease, or when a disability is considered to be a disease, the medical professional can provide resources and/or technologies for treatment/rehabilitation, becoming the holder of a position of power/knowledge hierarchically superior to other workers. However, from the transdisciplinary logic, when care is directed to health, all workers are included in the development of the work process and the human multiplicity is addressed (SEVERO; SEMINOTTI, 2010, p. 1687), including education professionals, exact sciences and humanities.

As a way of searching for a synthesis for the complexity inherent to health-disease-care phenomena, Almeida Filho (2005) proposed a model of transdisciplinarity based on the possibility of communication not between disciplinary fields, but between agents in each field, through circulation not of the speeches, but of the subjects behind the speeches. This model proposes the formation of agents able to moving between different disciplinary fields, described as “transdisciplinary science operators” (ALMEIDA FILHO, 2005, p. 44), agents of transformation and, in our case, students, encultured in the different scientific fields that structure the fields of transdisciplinary practices. In this sense, discuss the Health of People with Disabilities within a cross-curricular approach seems to contribute to the training of individuals, who, in turn, will be health professionals better able to offer a more adequate, comprehensive and humanized health service to people with disabilities. At the same time that they would be trained in a broader perspective of observing the guidelines of humanized and comprehensive care, students would be agents of transformation, bringing their experiences to discussion in the classroom, either as a user of health services or as healthcare professional.

The reflections already produced by the mentioned extension project (CASTILHO, 2012, 2017) greatly collaborated so that Dentistry could interact with other professions in order to promote the health of people with disabilities in the discipline UNI 102. In general, it is expected from the dentist a work concentrated in the office, without any interaction with other health professions (MOURA et al, 2015), because to overcome the discomfort and ignorance of interdisciplinary work, the professional often chooses individual care in the group, with a curative focus, not enabling the interaction between the multidisciplinary team and without reflecting on the health / disease process (SEVERO; SEMINOTTI, 2010, p. 1695). As the course proposal comes from the Dentistry School and is highly sought by students from other courses, it can be concluded that the experiences of the referred extension project with the multidisciplinary work of the SIR have contributed to the change in behavior. First among teachers, then among dental students who participate in the process.

The proposal of transdisciplinarity described by Jodelet (2016) has been widely achieved in the discipline, in view of the active contribution of students, both for proposing themes to be discussed and for suggesting literature to be consulted. In this small physical space and time, we seek to overcome the limits and organizational models of sciences in specializations and disciplines. As a result, the topics covered are always contextualized with reality, which makes the discipline always updated, assuming the joint creation of a same original place of knowledge and the extension of that knowledge to social actors.

The analysis of how the content of UNI 102 can impact the student's professional future also demonstrates the discipline's potential to leverage reflection and criticism among students, so valuable to the process of transdisciplinarity in interprofessional relations within SUS (SEVERO; SEMINOTTI, 2010).

FINAL CONSIDERATIONS

UNI 102 is part of a Cross-curricular Training whose central theme, accessibility and inclusion, is very valuable for the current society. The main topics of debate in this discipline promote a reflection on access and social inclusion in the sphere of health. Despite the still incipient results, there is already an interlocution from a health profession that is characteristically solitary in its daily work. The fact that the discipline originated from an extension project makes clear the guideline of inseparability between teaching, research and extension, besides to demonstrating its potential to positively impact society. The involvement of teachers and students in the decision of additional themes to the leading themes of the discipline demonstrates, unequivocally, its potential to propose a dialogue between theory and practice, generating knowledge that will positively impact the quality of

life of people with disabilities, so valuable to a discipline of Cross-curricular Training. This is what moves us to move forward!

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