

SOCIAL CARE FOR DOGS – LACLIMPA: AN EXPERIENCE REPORT

ATENDIMENTO SOCIAL PARA CÃES - LACLIMPA: UM RELATO DE EXPERIÊNCIA

ATENCIÓN SOCIAL PARA PERROS – LACLIMPA: UN RELATO DE EXPERIENCIA

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ABSTRACT

The present study, characterized as an experience report in university extension, aims to describe the experience of members of the Academic League of Small Animal Internal Medicine – LACLIMPA, in the development of a veterinary social care project aimed at dogs owned by guardians in situations of socioeconomic vulnerability. Activities are carried out weekly at the veterinary teaching clinic of the State University of Bahia (UNEB), Campus IX, in the municipality of Barreiras, and are conducted by undergraduate students under the direct supervision of the faculty member responsible for the Small Animal Internal Medicine area. The project targets low-income communities, including guardians duly registered in the Unified Registry for Federal Government Social Programs (CadÚnico), ensuring greater equity and social targeting of the extension action. Clinical consultations, basic examinations, outpatient procedures, and guidance on vaccination, sanitary management, animal welfare, and responsible ownership are provided. In addition to expanding access to animal health care for vulnerable populations, the initiative contributes to the prevention of zoonoses and to the promotion of the One Health concept. From an academic perspective, the project enables students to develop technical and ethical competencies, integrating theory and practice in a real professional context. Thus, the social care provided by LACLIMPA constitutes an extension activity of social, academic, and educational relevance, strengthening the university tripod of teaching, research, and extension, while promoting animal welfare and the social responsibility of the veterinarian in training.

Keywords: Extension. CadÚnico. Teaching Clinic. Academic League.

RESUMO

O presente trabalho, caracterizado como um relato de experiência em extensão universitária, tem como objetivo descrever a vivência dos membros da Liga Acadêmica de Clínica Médica de Pequenos Animais – LACLIMPA, no desenvolvimento de um projeto de atendimento social veterinário destinado a cães pertencentes a tutores em situação de vulnerabilidade socioeconômica. As atividades são realizadas semanalmente na clínica-escola de Medicina Veterinária da Universidade do Estado da Bahia (UNEB), Campus IX, no município de Barreiras, sendo conduzidas por estudantes de graduação sob supervisão direta do docente

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responsável pela área de Clínica Médica de Pequenos Animais. O projeto tem como público-alvo a comunidade de baixa renda, contemplando tutores devidamente cadastrados no Cadastro Único para Programas Sociais do Governo Federal (CadÚnico), o que garante maior equidade e direcionamento social da ação extensionista. São ofertadas consultas clínicas, exames básicos, procedimentos ambulatoriais, orientações sobre vacinação, manejo sanitário, bem-estar animal e guarda responsável. Além de ampliar o acesso da população vulnerável à saúde animal, a iniciativa contribui para a prevenção de zoonoses e para a promoção do conceito de saúde única. Do ponto de vista acadêmico, o projeto possibilita aos discentes o desenvolvimento de competências técnicas e éticas, integrando teoria e prática em um contexto real de atuação profissional. Dessa forma, o atendimento social promovido pela LACLIMPA configura-se como uma ação extensionista de relevância social, acadêmica e formativa, fortalecendo o tripé universitário ensino, pesquisa e extensão, ao mesmo tempo em que promove o bem-estar animal e a responsabilidade social do médico-veterinário em formação.

Palavras-chave: Extensão. CadÚnico. Clínica-Escola. Liga-Acadêmica.

RESUMEN

El presente trabajo, caracterizado como un relato de experiencia en extensión universitaria, tiene como objetivo describir la vivencia de los miembros de la Liga Académica de Clínica Médica de Pequeños Animales – LACLIMPA, en el desarrollo de un proyecto de atención social veterinaria destinado a perros pertenecientes a tutores en situación de vulnerabilidad socioeconómica. Las actividades se realizan semanalmente en la clínica-escuela de Medicina Veterinaria de la Universidad del Estado de Bahía (UNEB), Campus IX, en el municipio de Barreiras, y son llevadas a cabo por estudiantes de pregrado bajo la supervisión directa del docente responsable del área de Clínica Médica de Pequeños Animales. El proyecto tiene como público objetivo a la comunidad de bajos ingresos, incluyendo tutores debidamente registrados en el Registro Único para Programas Sociales del Gobierno Federal (CadÚnico), lo que garantiza mayor equidad y orientación social de la acción extensionista. Se ofrecen consultas clínicas, exámenes básicos, procedimientos ambulatorios y orientaciones sobre vacunación, manejo sanitario, bienestar animal y tenencia responsable. Además de ampliar el acceso de la población vulnerable a la salud animal, la iniciativa contribuye a la prevención de zoonosis y a la promoción del concepto de Una Sola Salud. Desde el punto de vista académico, el proyecto permite a los estudiantes desarrollar competencias técnicas y éticas, integrando teoría y práctica en un contexto real de actuación profesional. De este modo, la atención social promovida por LACLIMPA se configura como una acción extensionista de relevancia social, académica y formativa, fortaleciendo el trípode universitario de enseñanza, investigación y extensión, al mismo tiempo que promueve el bienestar animal y la responsabilidad social del médico veterinario en formación.

Palabras clave: Extensión. CadÚnico. Clínica-Escola. Liga Académica.



1 INTRODUCTION

The bond between humans and companion animals has increased more and more, being characterized as a relationship of affection, emotional support and social belonging. The denomination of multispecies families consists of a family arrangement in which individuals recognize and legitimize their animals as integral members of the family nucleus (FARACO, 2008; KNEBEL, 2012). Dogs, in particular, are present in millions of Brazilian homes, including in contexts marked by socioeconomic vulnerability, playing a relevant role in the emotional, social, and psychological dynamics of families.

The intensification of this human-animal relationship has been widely discussed in the scientific literature, especially with regard to the psychosocial benefits provided by living with pets, such as reducing stress, improving mental health, stimulating socialization, and strengthening affective bonds (FINE, 2019). However, the growing proximity between humans and animals also imposes challenges related to the shared responsibility for the care, health, and well-being of these nonhuman individuals, especially in communities with limited access to basic services.

The animal's condition falls under well-being at the moment when it is well nourished, healthy, safe, free from suffering and unpleasant sensations (MENDONÇA, 2019). This concept is aligned with the five freedoms of animal welfare, widely recognized by the World Organization for Animal Health (WOAH), which include freedom from hunger and thirst, discomfort, pain, injury and disease, fear and stress, and freedom to express natural behaviors (BROOM; FRASER, 2015). However, such conditions become difficult to be fully achieved in scenarios of social vulnerability, in which financial resources and access to specialized services are limited.

In the Brazilian context, social inequality directly impacts access to veterinary medicine, especially in peripheral regions and municipalities in the interior, where the supply of public veterinary hospitals is still incipient or non-existent (SOUZA et al., 2021). The city of Barreiras, located in the west of the state of Bahia, is part of this reality, since it does not have a public veterinary hospital, which restricts the access of the low-income population to clinical care, diagnostic tests and surgical procedures, whose high cost makes it impossible to seek private veterinary care.

The absence of effective public policies aimed at animal health compromises not only the well-being of companion animals, but also collective health, considering the potential risk of spreading zoonoses in contexts of sanitary negligence (WHO, 2020). Studies show that



the lack of adequate veterinary monitoring favors the occurrence of infectious, parasitic, and reproductive diseases, directly impacting the quality of life of animals and their owners (LOPES et al., 2022).

In view of this scenario, the extension actions developed by public universities play a strategic role in promoting health, animal welfare and social inclusion. Academic leagues, in particular, are important devices for bringing the university and the community closer together, allowing the practical application of scientific knowledge and the training of more critical, ethical, and socially committed professionals (CAVALCANTE et al., 2018; OLIVEIRA; SILVA, 2020). By working in vulnerable territories, these initiatives contribute to the democratization of access to health services and to the consolidation of the social role of the university, reaffirming the idea of CAVALCANTE *et al.* (2018), in which it is notorious that the academic league can add in a positive way, as it is one more opportunity to enrich learning.

Academic leagues in the health area are characterized as student organizations guided by professors, based on the principles of teaching, research and extension, providing students with experiences that go beyond the formal curriculum (TORRES et al., 2008). In the field of Veterinary Medicine, such experiences favor the development of clinical skills, decision-making, teamwork, and social sensitivity, fundamental aspects for contemporary professional training (BARBOSA et al., 2021).

In addition, the extension action enables the integration of the concept of One Health, which recognizes the interdependence between human, animal, and environmental health, being essential for facing complex health challenges (DESTOUMIEUX-GARZÓN et al., 2018). By promoting the care of companion animals in vulnerable communities, veterinary social care projects simultaneously contribute to the prevention of zoonoses, health education and strengthening the responsible bond between owners and their animals.

In this context, the present work aims to report the experience of veterinary social care provided at the teaching clinic of the State University of Bahia (UNEB), aimed at dogs belonging to tutors enrolled in the Unified Registry for Social Programs of the Federal Government (CadÚnico), an instrument that identifies families in situations of socioeconomic vulnerability. The initiative sought to expand access to basic animal health, promote welfare and encourage responsible guardianship practices, while providing Veterinary Medicine students with a space for practical, ethical and humanized learning.

This extension experience is supported by the principle of inseparability between teaching, research and extension, since "teaching, research and extension represent, with

equal importance, the tripod that supports any university" (VASCONCELOS, 1996, p. 8). In this way, the project developed by the Academic League of Small Animal Medical Clinic (LACLIMPA) reaffirms the social commitment of the public university, by articulating quality academic training with a direct impact on the community, promoting social transformation and contributing to the construction of a fairer, more inclusive and animal-sensitive society.

2 METHODOLOGY/MATERIAL AND METHODS

The present study is characterized as an experience report, of a descriptive and qualitative nature, developed from the extension activities carried out by the Academic League of Small Animal Medical Clinic (LACLIMPA). Experience reports are relevant instruments in the health area, as they allow the systematization of practical experiences, critical reflections, and analysis of interventions developed in real contexts, contributing to the production of applied knowledge and to the improvement of academic and professional practices (PEREIRA et al., 2018).

The extension actions took place on the premises of the Veterinary Medicine School Clinic of the State University of Bahia (VETUNEB), located on Campus IX of UNEB, in the municipality of Barreiras, Bahia. The project was developed between November 2024 and June 2025, including weekly services aimed exclusively at dogs belonging to tutors in situations of socioeconomic vulnerability.

2.1 TARGET AUDIENCE AND INCLUSION CRITERIA

The target audience of the project was made up of dog owners residing in the municipality of Barreiras and region, as long as they were duly registered in the Unified Registry for Social Programs of the Federal Government (CadÚnico). The use of CadÚnico as an inclusion criterion aimed to ensure greater equity in access to the service, directing care to the population in situations of social vulnerability, as recommended by public policies for social inclusion (BARROS; CARVALHO; MENDONÇA, 2009).

To confirm eligibility, tutors should present, at the time of consultation, an official document with a photo, proof of residence and the Social Identification Number (NIS). Only clinically stable animals, suitable for outpatient care, were included in the project, and urgent or emergency cases were not contemplated, which were duly instructed to seek specialized care.



2.2 ORGANIZATION AND SCHEDULING OF APPOINTMENTS

The appointments were previously scheduled through LACLIMPA's official profile on the social network Instagram, a strategy that enabled greater community reach and demand organization. Online scheduling proved to be an efficient communication and management tool, in addition to facilitating the population's access to the services offered, as pointed out by studies on the use of digital media in extension actions (SANTOS; FERREIRA, 2021).

The activities took place weekly, on Fridays, in the morning (8 am to 11 am) and afternoon (2 pm to 4 pm) shifts, with an average of seven appointments per day, respecting the structural capacity of the school clinic and the number of students involved in each action. The limitation of the number of consultations aimed to ensure the quality of the care provided, as well as the adequate follow-up of the cases.

2.3 PROCEDURES PERFORMED

The services included clinical consultations, general physical evaluation, basic outpatient procedures, collection of biological material for laboratory tests, when indicated, in addition to screening for castration programs and guidance to tutors regarding vaccination, parasite control, feeding, sanitary management and responsible guardianship. All procedures strictly followed biosafety, professional ethics, and animal welfare protocols, according to the guidelines of the Federal Council of Veterinary Medicine (CFMV, 2022). Subsequently, Figure 1 portrays a moment of this practical activity, in which the students, under the guidance of the professors, develop clinical care.

Figure 1

Clinical care provided at the VETUNEb teaching clinic



Source: Personal collection (2025).

The clinical records of the animals treated were made in the medical records of the school clinic, containing information on the identification of the animal, clinical history, physical examination, conduct adopted and guidance provided to the tutors. These records contributed to the follow-up of the cases and to the teaching-learning process of the students involved.

2.4 STUDENT PARTICIPATION AND FACULTY SUPERVISION

The consultations were performed by students regularly enrolled in the Veterinary Medicine course, members of LACLIMPA, organized according to a previously defined schedule, in order to ensure that all members had the opportunity to experience the clinical practice of extension. The students' performance was continuously supervised by a Veterinarian who taught the discipline of Small Animal Medical Clinic at the school clinic,



ensuring the correct execution of the procedures, the safety of the animals and the quality of the care provided.

Teacher supervision played a fundamental role in the pedagogical process, promoting clinical discussions, technical guidance and ethical reflections during consultations, in line with active teaching-learning methodologies, such as problem-solving education (BOROCHOVICIUS; TORTELLA, 2014).

2.5 ETHICAL ASPECTS

All activities developed respected the ethical principles of Veterinary Medicine, valuing animal welfare, respect for tutors and the social responsibility of the university. The procedures were conducted in a humanized, safe and responsible manner.

2.6 ANALYSIS OF THE EXPERIENCE

The analysis of the experience was based on the direct observation of the activities, on the records of the services performed and on the collective reflections between students and the supervising professor, allowing the identification of the main impacts, challenges and contributions of the project both for the community served and for the academic training of the students. This reflective process made it possible to build a critical view of the role of university extension in the promotion of animal health and in the strengthening of professional training.

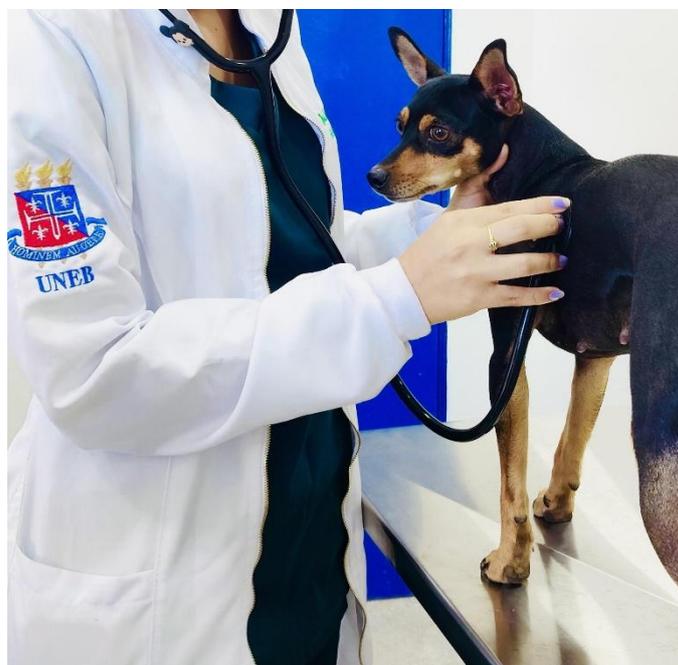
3 THEORETICAL FRAMEWORK AND DISCUSSION

3.1 GENERAL CHARACTERIZATION OF THE SERVICES PROVIDED

The veterinary social care extension project, developed by the Academic League of Small Animal Medical Clinic (LACLIMPA) was carried out from November 2024 to June 2025, totaling approximately 100 dogs treated at the Veterinary Medicine teaching clinic of the State University of Bahia (UNEB), Campus IX. Figure 2 shows a clinical care of a dog performed by the students. All animals belonged to tutors duly enrolled in the Unified Registry for Social Programs of the Federal Government (CadÚnico), characterizing a public in a situation of socioeconomic vulnerability. The services resulted in significant impacts both for the community served and for the academic training of the students involved, including consultations, outpatient procedures, collections, screening for castration and responsible guidance to tutors on vaccination protocols, health and animal welfare.

Figure 2

Clinical care of a dog



Source: Personal collection (2025).

The services took place in a continuous and organized manner, respecting the structural capacity of the teaching clinic and the availability of students and supervising faculty. A high demand for the service was observed in the first weeks of the project's execution, which shows the existence of a repressed demand for basic veterinary care in the municipality of Barreiras, a reality similar to that described in other studies carried out in regions with a lack of public veterinary hospitals (SOUZA et al., 2021). Table 1 presents a general characterization of the services provided throughout the period of execution of the project.

Table 1

General characterization of the services provided by the LACLIMPA project (2024–2025)

Variable analyzed	Description
Project period	November/2024 to June/2025
Approximate number of animals served	100 dogs
Frequency of care	Weekly



Average number of animals per day	7
Public served	Tutors registered in CadÚnico
Location	VETUNEB School Clinic – UNEB Campus IX

Source: Personal collection (2025).

These data reinforce the role of university extension as a strategy to expand access to animal health services, especially in contexts marked by social inequality.

3.2 SOCIOECONOMIC PROFILE OF OWNERS AND ACCESS TO VETERINARY HEALTH

The Unified Registry for Social Programs (CadÚnico) is the registration of low-income Brazilian families, with their name and address included in the registry, in addition to containing various information about the situation of these families, allowing people in this census to be included in programs aimed at the public, although poverty is not taken as synonymous with insufficient income (IPEA, 2009).

Many tutors reported not having prior access to veterinary care for financial reasons, evidencing a repressed demand for basic care, since the city of Barreiras still does not have a veterinary hospital that contemplates this social portion. Thus, as long as the records are updated, monitored and analyzed in inclusion and exclusion criteria by the municipality, the CadÚnico as a selection criterion proved to be an efficient tool to reach the most vulnerable population (IPEA, 2009).

The analysis of the profile of the tutors assisted revealed that most had limited family income, dependent on government social programs, which made it difficult to have prior access to private veterinary services. Many reported that that consultation represented the first veterinary care received by the animal throughout its life, evidencing the direct impact of socioeconomic conditions on the health and well-being of dogs.

The use of CadÚnico as a selection criterion proved to be efficient in directing care to the population in situations of greater social vulnerability, ensuring greater equity in the provision of the service. As discussed by Barros, Carvalho and Mendonça (2009), CadÚnico is a fundamental tool for the identification of low-income families, enabling the implementation of more assertive public policies and social actions. In the context of this project, this instrument contributed to the organization of demand, to the transparency of the process of

inclusion of tutors and to ensure that care was intended for the population with the greatest need, reducing inequalities in access to animal health.

The lack of regular veterinary follow-up is associated with the worsening of preventable diseases and greater exposure to health risks, both for animals and owners, which reinforces the importance of extension actions such as the one developed by LACLIMPA (LOPES et al., 2022).

3.3 MAIN CLINICAL DEMANDS IDENTIFIED

During the consultations, several clinical complaints were recorded, the most frequent being related to dermatological, parasitic and gastrointestinal diseases. These conditions are widely described in the literature as prevalent in canine populations without continuous veterinary assistance (MENDONÇA, 2019). Table 2 presents the main clinical demands observed.

Table 2

Main clinical complaints identified in the consultations

Clinical Category	Observed examples
Dermatological disorders	Dermatitis, pruritus, alopecia
Endoparasitosis	Intestinal worms
Ectoparasitosis	Fleas and ticks
Gastrointestinal disorders	Diarrhoea, vomiting

Source: Personal collection (2025).

These findings reinforce the importance of basic care and the need for preventive actions, such as vaccination, deworming and guidance to tutors, as fundamental and effective strategies to promote animal welfare, reduce the occurrence of avoidable diseases and health problems.

3.4 PROCEDURES PERFORMED AND GUIDANCE PROVIDED

The services provided included routine clinical consultations, general physical evaluation, basic outpatient procedures, collection of material for laboratory tests, screening for castration and educational guidance to tutors, related to the importance of vaccination and its effective protocols, parasite control, adequate nutrition, reproductive control and

responsible care. Next, Figure 3 presents a record of this practical experience, in which the students, accompanied by professors, perform clinical care within the scope of the project, demonstrating the active participation of the students in all phases of the extension activity.

Figure 3

Project students performing clinical care



Source: Personal collection (2025).

It was observed that a significant portion of the animals cared for had no previous veterinary follow-up, a condition often associated with the financial limitations of the owners, corroborating the findings of studies that point to socioeconomic inequality as a determining factor in access to animal health (SOUZA et al., 2021; LOPES et al., 2022).

Health education was a fundamental component of the project, since a significant portion of the tutors demonstrated a lack of knowledge about basic practices of sanitary management, disease prevention and routine care of the animals. In this context, the guidance provided during the extension actions contributed to the promotion of animal welfare and to the awareness of those responsible for the importance of preventive medicine. Table 3 summarizes the main procedures carried out throughout the project activities.



Table 3

Educational procedures and actions developed in the project

Type of action	Description
Clinical consultation	General physical assessment
Outpatient procedures	Dressings, medication administration
Exam collection	Hematology and parasitologic
Reproductive screening	Referral for castration
Health education	Guidance on vaccination and well-being

Source: Personal collection (2025).

These actions are aligned with the concept of One Health, which integrates animal, human and environmental health (DESTOUMIEUX-GARZÓN et al., 2018).

3.5 IMPACTS OF THE PROJECT ON THE ACADEMIC TRAINING OF STUDENTS

In the academic sphere, the project provided a relevant training experience for Veterinary Medicine students, the extension experience enabled students to develop clinical, technical and professional ethical skills essential to the training of veterinarians. Direct interaction with different social and economic contexts required from students not only technical knowledge, but also social sensitivity, empathetic posture, and interpersonal communication skills with tutors, aspects often pointed out as challenges in health education (BARBOSA et al., 2021). The practical experience favored the integration between theory and practice, consolidating contents covered in the classroom, enabling students to adapt to structural limitations.

Supervised action allowed the application of active teaching-learning methodologies, such as problem-based education, in which students are encouraged to observe reality, identify problems, formulate hypotheses and propose scientifically based solutions (BOROCHOVICIUS; TORTELLA, 2014). This approach contributed to the development of clinical reasoning, decision-making, and ethical posture in the face of structural and social limitations encountered during care.

For the students, the experience based on problem-solving education and experiences represented a valuable opportunity for practical and humanized learning. The contact with



various socioeconomic realities required the development of clinical skills, contributing to the formation of more qualified professionals, sensitive to social issues and aligned with the concept of one health. The stages of problem-solving education can be better understood by Azevedo's studies; Pacheco and Santos:

"The observation of reality is important for teaching to make sense, in which the student can visualize the problem close to his experience. Key points need to be established so that there is a direction about what should be solved, that is, it is a specification without losing generalization. Having reached this point, it begins to theorize and discuss supposed hypotheses to solve the problem, and finally, apply them to reality." (p.06, 2019).

Studies show that extension experiences favor the training of more humanized and socially committed professionals (BARBOSA et al., 2021), which was clearly observed in the development of LACLIMPA members throughout the project.

3.6 CHALLENGES FACED DURING THE EXECUTION OF THE PROJECT

However, despite the positive results, the project faced relevant challenges. Among the main challenges faced, the high demand for care in relation to the operational capacity of the school clinic stands out, as "pets are seen as as close as the child itself, by humans" (SANTOS, 2008, p. 23), driving tutors to seek care and quality of life for the animal, however, the limitation of material resources and medications, in addition to the difficulty of continuity in the follow-up of clinical cases. The reduced mobility of some tutors made it impossible to return frequently to the clinic, impacting the follow-up of treatments.

These obstacles are similar to those reported by other extension projects developed in contexts of social vulnerability, evidencing the need to expand public policies aimed at animal health (OLIVEIRA; SILVA, 2020).

3.7 SOCIAL RELEVANCE AND CONTRIBUTION TO PUBLIC HEALTH

According to TORRES *et al.* (2008), the academic leagues are groups with a wide reach, which allows the academic greater contact with society and ascension in social transformation, expanding critical sense and scientific reasoning based on theoretical-practical knowledge with the purpose of benefiting the population. However, it is not restricted only to the deepening of knowledge, but seeks to value academic and personal development, symbolizing a social contribution. Figure 4 shows a group of students who are members of

the Academic League of Small Animal Medical Clinics (LACLIMPA), gathered in the context of the activities developed by the league.

They are developed as extracurricular activities, being composed mostly of students with a common study purpose, in which they are instructed by teachers who act as a bridge in learning and in the promotion of activities based on Teaching, Research and Extension. They are entities of great scope, which provide the student with greater contact with society and communities, promoting health and social transformation, developing theoretical and practical knowledge with the aim of benefiting the population, expanding critical thinking and scientific reasoning. It is not limited only to deepening knowledge, seeking to add value to academic and personal construction, representing a contribution to society TORRES *et al.* (2008). Figure 4 shows a group of students who are members of the Academic League of Small Animal Medical Clinic (LACLIMPA), gathered in the context of the activities developed by the league.

Figure 4

Members of the Academic League of Small Animal Medical Clinic



Source: Personal collection (2025).

From the point of view of collective health, the care provided was also relevant with regard to the prevention of zoonoses. Guidance on rabies vaccination, parasite control, and adequate sanitary management represents a fundamental strategy to minimize risks to human, animal, and environmental health, in line with the concept of One Health

(DESTOUMIEUX-GARZÓN et al., 2018; WHO, 2020). In this way, the project went beyond individual care for the animal, contributing to the promotion of public health.

Another relevant aspect refers to the perception of tutors about their pets. Many reported intense affective bonds, considering dogs as family members, which reinforces the concept of multispecies families described by Faraco (2008). According to Santos (2008), pets occupy a symbolic place of great importance in the lives of tutors, which justifies the search for veterinary care even in the face of financial difficulties. Such a perception reinforces the need for public policies and extension actions aimed at animal health.

In view of this, the results obtained show that the veterinary social care promoted by LACLIMPA plays an essential role in the promotion of animal welfare, in the prevention of public health problems and in humanized academic training. The integration between university and community proved to be effective in meeting emerging social demands, reaffirming the importance of university extension as an instrument of social transformation and strengthening of the ethical commitment of the future professional.

4 FINAL CONSIDERATIONS

The experience report presented showed the social, academic and health relevance of the veterinary social care project developed by the Academic League of Small Animal Medical Clinic (LACLIMPA), within the scope of the Veterinary Medicine teaching clinic of the State University of Bahia (UNEB), Campus IX. The initiative proved to be an effective strategy to expand access to basic animal health for dogs belonging to owners in situations of socioeconomic vulnerability, identified through the Unified Registry for Social Programs of the Federal Government (CadÚnico).

The results obtained showed a significant repressed demand for social veterinary services in the municipality of Barreiras, reinforcing the need for public policies and extension actions aimed at animal health, especially in locations that do not have public veterinary hospitals. The offer of clinical consultations, outpatient procedures and educational guidance contributed directly to the promotion of animal welfare, prevention of preventable diseases and reduction of risks related to zoonoses, reflecting positively on public health.

From a training point of view, the project has consolidated itself as a privileged space for practical and humanized learning for Veterinary Medicine students. The extension experience allowed the development of technical, ethical and social skills, stimulating clinical reasoning, decision-making and communication with tutors, in addition to strengthening the



understanding of the social role of the veterinarian. Teacher supervision and the application of active methodologies, such as problem-based education, favored the integration between theory and practice, contributing to a critical academic education committed to social reality.

The experience also reinforced the importance of the concept of One Health, by highlighting the interdependence between animal, human and environmental health. Working with vulnerable communities enabled students to understand the impacts of social inequality in the care of companion animals and the need for preventive strategies that promote responsible custody and proper sanitary management. Despite the positive results, the project faced challenges, such as the limitation of material resources, the high demand for care and the difficulty of continuous monitoring of clinical cases. Such limitations highlight the need for institutional strengthening, expansion of intersectoral partnerships and investments in public policies that ensure greater sustainability of extension actions aimed at animal health.

Thus, it is concluded that the veterinary social care promoted by LACLIMPA is configured as an extension action of great social and educational impact, reaffirming the commitment of the public university to social transformation, citizenship training and the promotion of animal welfare. The continuity and expansion of similar initiatives are essential to consolidate socially responsible academic practices, contribute to public health, and strengthen the role of Veterinary Medicine in building a more just, inclusive, and animal-sensitive society.

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