**Authors' Cover Letter**

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**Brief description of the relevance of the study**

School services in psychology are places that enable the provision of services to the community, as well as the training of future therapists, as well as the production of knowledge through research. It is also important to highlight that the delay in receiving care in the public sector through its waiting lines points to the consequence of the great demand for psychological care in the city.

Thus, the provisions of the School Clinics reveal effective cooperation with mental health, providing dissolution of excesses in the waiting lines, and making it possible to reduce damage and support the quality of life for patients in distress and unable to pay for private care.

Through this study, identify the main evasion factors of users of the school clinic. Therefore, the frequency of this type of investigation proves to be essential for planning and creating strategies that enable the improvement of the service provided. It is necessary to know in depth the specificities of the population served, as well as the factors that lead to their evasion. From this survey, it is possible to promote adjustments in the service and increase adherence to psychological treatment.

Through the survey, two categories were highlighted, being the absences and difficulty of telephone contact. Regarding the absences category, it was noted that the potential socioeconomic background, constituting, in its majority, patients whose age fits the pattern of occupied. School clinics that offer greater scope in their operation end up involving the dissolution of the hypothesis that economic occupation is the aggravating factor of this highlight.

In the category of telephone contact difficulty, they represent a demand of greater importance for the institution, highlighting the importance of the first contact with the user, and it is forceful that the updating of registration data is oriented. Trying to alleviate the recurrence of dismissals for the category in question.

It is noticed that the constant production of this type of analysis reveals to be a formidable tool for the continuous elaboration of strategies for the maintenance of the teaching processes and its consequent improvement in the service to the public.

Hence, the constant review of procedures within the services of clinical schools of psychology, characterizing the socioeconomic profile of the clientele, reassessing internal procedures, dropout rates emerges as an intrinsic part of the support to improve the quality of service provided to the community and in training academic in psychology.

**Declaration**

**Conflicts of Interest**

The author declares no conflicts of interests regarding the publication of this paper.

**Informed consent**

All users sign, upon initiation of the procedures offered by the institution, a free and informed consent form, approved by the Ethics Committee for Research on Human Beings, at the Barão de Mauá University Center in Ribeirão Preto, São Paulo, Brazil.

Approval by the Ethics Committee for Human Beings on April 9, 2010/ Approval Number: 3.251.726

**Contribution**

I affirm that, for all due purposes, that each author had a significant contribution to the elaboration of this article.