

65 - ACADEMIC INTERFACES: THE EXPERIENCE OF THE FACULTY OF HEALTH SCIENCES TRAIRI IN THE UNIVERSITY EXTENSION

RICHARDSON AUGUSTO ROSENDO DA SILVA
REJANE MARIE BARBOSA DAVIM
ELIANE SANTOS CAVALCANTE

MARIA DAS GRAÇAS DE PAIVA NICOLETE
GILSON DE VASCONCELOS TORRES

Programa de Pós-Graduação em Ciências da Saúde/UFRN, Natal/RN, Brasil
rirosendo@yahoo.com.br

INTRODUCTION

The subject of university extension has been occupying an increasingly larger space in the activities of Brazilian universities.

Education, according to the Constitution of the Federative Republic of Brazil in 1988, is defined as a right and duty of the state and the family, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for the job. Under Article 207, stipulates that the universities enjoy autonomy educational, scientific, administrative and financial management and property, and obey the principle of inseparability of teaching, research and extension.

In this context, the extension is completely inseparable from the teaching and research, because they complement each other in that they provide subsidies for research and for field studies and mainly formed citizens.

The Department of Epidemiology and Environmental Health Nursing course at the Faculty of Health Sciences Trairi (FACISA) aims to prepare students to contribute to the transformation of the reality of people's health through the practice of health surveillance, monitoring and epidemiological research, health surveillance and environmental education. For that seeks to establish partnerships with communities, homogenous groups, NGOs and health services, the construction of epidemiological profiles in the diagnosis of health problems, establishing priorities and interventions (intersectoral, interdisciplinary and multidisciplinary), linking teaching and service - community, fostering citizenship and training health promoters in the areas of intervention.

In order to qualify for a teaching / learning process of students of Nursing FACISA and encourage improvement of population health by developing educational and scientific research, contribute to the strengthening of the Unified Health System (SUS), to promote continuing education of professionals working in them, and keep the training areas of practice, strengthening the link teaching and community service, created the extension project entitled "Epidemiology and Environmental Health in the context of the Unified Health.

The project consists of activities to be developed by the discipline of Epidemiology and Environmental Health Nursing course at the Faculty of Health Sciences, Trairi (FACISA) in health services in the region of Santa Cruz / RN and the local community in order to develop studies research / research, promoting education for health care professionals working in them, keep the training field, contribute to improving the health of the population, qualify the teaching / learning process of students involved and contribute to the strengthening of the Unified (SUS).

The pedagogical project that is based on the collection of objective reality as part of the process of local action and making a collective proposal articulated health services, institutions and organizations in the community.

To meet the objectives proposed pedagogical and we used the following strategies: dissemination of the project with representatives of schools and health professionals, planning meetings, survey and preparation of teaching materials for carrying out educational activities, lectures at high schools primary and environmental health professional, workshops and short courses for professionals in health care, visits to health institutions and local communities, making panels, models and intelligent map showing the areas of risk and the health of the population the communities visited, disclosure of the methodology of the situation room in the local health services, construction of an epidemiological profile of the community, and conducting research in the field of Epidemiology.

We emphasize that the students were initially trained to along with the teachers participate in educational activities in schools and community, as well as planning and training of health professionals as a way to promote an initial contact with the same teaching.

The evaluation of the project, teachers and students participating in the project to be based on a continuous process of reflection-in-action, as well as the response of the community involved.

It is in this context that this study was conducted in order to know the perception of university students, participants of the extension project epidemiology and environmental health in the context of SUS on the importance of vocational training.

METHODOLOGY

This article was developed from the analysis, a qualitative approach, theoretically based on the theme of the performance of students in poor communities, through the university extension project epidemiology and environmental health in the context of the Unified Health System School of Health Sciences, Trairi (FACISA) in Santa Cruz / RN / Brazil.

The population consisted of 15 students FACISA, according to the following inclusion criteria: a) agree to participate in the study as volunteers b) signing an informed consent and informed by the participants, c) part of the extension project university Epidemiology and Environmental Health in the context of the SUS. Exclusion factors were: failure to sign the consent form, and who voluntarily wished to depart during the collection period.

After being approved by the Ethics Committee in Research with humans at the Federal University of Rio Grande do Norte, under no. 058/09 began the process of data collection, which occurred in the period between August and September 2009.

As data collection instrument used an interview guide with questions structured. The interviews were recorded and later transcribed and grouped into categories that emerged from the discourse of testimony from university extension, following the content analysis of Bardin (1991).

RESULTS

Results are presented considering the characterization of respondents and analysis of interviews with categories related to the questions made.

Characteristic of the 15 students interviewed identified that 12 were female and three male and had between 22 and 25 years of age. Family income 10 had two to five minimum wages and five of six to seven minimum wages. All were in the 5th semesters of nursing and this was the first time they were participating in a university extension project.

The categories that emerged from the discourse of the interviewees about the importance of participation in the extension project for the training were to find the actual social interaction with the community, developing skills for the implementation of health actions.

Know the social reality

"It was through this extension project that I know the reality of the communities we visited." (Interview 4).

"One thing you see in theory, the teacher says, exemplifies, but is only experiencing the reality that we can really know how it is done, that is, under what conditions these people who are sick, they are, what is offered for them in society." (Interview 1).

"It was with the extension project that I could not only see, but see and feel the drama, the suffering, the whole process." (Interview 8).

"It's very interesting ... through the extension could actually make a diagnosis of social reality of the population." (Interview 12).

Interaction with the community

"We can actually interact with the population, is a unique moment." (Interview 15).

"To the extent we exchanged ideas with the communities visited. (Interview 10).

"It's interesting dialogue with the leaders of each community and actually see what the population needs." (Interview 7).

"This is where you can exchange ideas with the elders of the community; they always have much knowledge and solution for everything." (Interview 5).

"There's always someone who brings an experienced situation, something every day, and you end up not wanting to participate." (Interview 2).

Developing skills for the implementation of health actions

"It was this extension project that we put into practice the teachings of the classroom." (Interview 9).

"It is indeed developing skills, because you associate theory with practice" (Interview 3).

"Even knowing what is scientific, we cannot impose anything on people in the community, we must develop strategies, or better skills to explain and health guidelines correctly, without interfering with the culture of local communities." (Interview 13).

"It's a chance to practice, who does not want to be alone in the theory of classic books, and you have to put their hands dirty, go to the community activities of health education, nursing care, home visits and act." (Interview 6).

DISCUSSION

Currently it has been affirmed and reaffirmed that the student's participation in extension activities allow the updating of scientific information, which at an early stage allows the student to put into practice the knowledge acquired, configured as a complement to training.

In this context the Extension Projects are examples of different ways to interact with the student getting information from the university.

According to Kanitz (2000), the role of the university today is to bring the student to learn to think and make decisions. The learning must go beyond the immediate application, driving the subject to create and respond to challenges, to be capable of generating technologies and to maintain the ability to continuously learn and recreate, that is, the graduate should become the locus of production / construction knowledge, in which the student acts as the subject of learning (PLANO NACIONAL DE EXTENSÃO UNIVERSITÁRIA, 2001, 2001).

The process of knowledge has always included a curious and relentless pursuit of new information, "a fact that not only enabled the search for solutions to various issues of humanity, but also allowed human social development." (BERNARDI, 2003, p. 101).

Mendonça and Silva (2002) argue that there are few who have direct access to knowledge generated by public universities and university extension is indispensable for the democratization of access to it, as well as resizing the social function of the university, especially if public.

Point out that one of the main social functions of the University is to assist in finding solutions to social problems of the population, formulating public policies participatory and emancipator. The extension can therefore be regarded as indispensable in the training of students, teacher qualifications and exchanges with society, resulting in multi relations, or inter-disciplinary and inter. The quality and success of graduates of universities, therefore, depend directly upon the level of development, balance and harmony between these three areas of the University.

The training of human resources that can meet the needs of the community is the central function of a university. Act dynamically, putting into practice what he has learned in a preparation that probably would not be possible if only attend the traditional disciplines of the course. However, we cannot forget the human, which emphasize the learning of life, citizenship, more horizontal relationships between professionals and users.

Goulart (2004) emphasizes the importance of extension as a process of education rather than a simple event outside the classroom, where students go to community services. Thus, extension activities may include all students, including operating in line with the teaching and research, so they are also knowledge-producing activities.

Considering the work of Mitchell (1995) which states that universities are in places of research, documentation, creativity and education, where "you create for someone" and "is taught to someone," the commitment is evident that universities must have with the society in which they are embedded, including the understanding and cooperation to overcome their challenges. This shows the importance of developing research and extension, since these tools and incorporates the academic, integrating it into the social context.

Has strengthened the understanding of university extension as the educational, cultural and scientific, combining teaching and research enabling encounters and dialogues between students, teachers and society indicating the possibility of producing new knowledge, emancipator character made from movement of exchange and construction between scientific knowledge and popular. In this sense, it is understood that the extension has some characteristics-enhancing changes.

So the knowledge would be considered emancipator knowledge what is the consequence of his actions, in which the subject-object relationship is replaced by reciprocity between the subject and where solidarity and participation are present. This way of thinking about science and knowledge production suggests the idea of knowledge not only to address the needs of the market for a cognitive-instrumental, but opens the importance of experience, sharing of knowledge expanding the generation scenarios new knowledge (Santos, 2001).

CONCLUSION

University extension facilitates the formation of national and professional accreditation, increasingly, in the society as a privileged space of knowledge production significantly to overcoming social inequalities.

Therefore, it is also a potential space for exchanging experiences and knowledge, the incorporation of interests, which may indicate conceptual innovations, encourage new ways of thinking, knowledge and practice nursing.

From the analysis developed, it is evident the importance of direct contact of the academic and the social environment and their problems, so that it can experience the responsibility to contribute to the social development of distinct communities. On the other hand, the community provides the academic reflection that often is not found in classrooms, about the importance of their ethical education and solidarity. However, it is necessary that the process of maturation of the academic community (management, teachers, students and funding agencies) to continue to allow the search of a career path.

KEYWORDS: Continuing education, Learning, Training.

REFERENCES

- BERNARDI, M. M. A importância da iniciação científica e perspectivas de atuação profissional. **Biológico**, São Paulo, v. 65, n.1/2, p. 101, jan./dez, 2003.
- GOULART, A. T. A importância da pesquisa e da extensão na formação do estudante universitário e no desenvolvimento de sua visão crítica. **Horizonte; Revista do Núcleo de Estudos em Teologia da Pontifícia Universidade Católica de Minas Gerais**, Belo Horizonte, v. 2, n. n.4, p. 60-73, 2004.
- KANITZ, S. Volta às aulas. **Revista Veja**, p.21, 16/02/2000.
- MENDONÇA, S. G. L.; SILVA, P.S. Extensão Universitária: Uma nova relação com a administração pública. **Extensão Universitária: ação comunitária em universidades brasileiras**. São Paulo, v. 3, p. 29-44, 2002.
- MORAIS, Regis de. **A universidade desafiada**. Campinas/SP: Editora da UNICAMP. 1995.
- REDE NACIONAL DE EXTENSÃO UNIVERSITÁRIA. Documentos. **Plano Nacional de Extensão Universitária**, 2001. Disponível em: <<http://www.renex.org.br>> Acesso em: 10/03/2008.
- SANTOS, B. S. Para um novo senso comum: a ciência, o direito e a política na transição paradigmática. **A crítica da razão indolente: contra o desperdício da experiência**. São Paulo (SP): Cortez; 2001.

Main Author: Richardson Augusto Rosendo da Silva. Rua São Clemente, 3306, Candelária, Natal/RN, CEP-59065-610, Brasil. E.Mail: rrirosendo@yahoo.com.br

ACADEMIC INTERFACES: THE EXPERIENCE OF THE FACULTY OF HEALTH SCIENCES TRAIRI IN THE UNIVERSITY EXTENSION

ABSTRACT

Introduction: The subject of university extension has been occupying an increasingly larger space in the activities of Brazilian universities. In order to qualify for a teaching / learning process of students of Nursing College of Health Sciences, Trairi (FACISA), promote the improvement of population health by developing educational and scientific research, contribute to the strengthening of Health System (SUS), to promote continuing education of professionals working in them, and keep the training areas of practice, strengthening the link teaching and community service, created the extension project entitled "Epidemiology and Environmental Health in the context of the Unified Health System." Objective: To know the perception of university students, participants of the extension project epidemiology and environmental health in the context of SUS on the importance of their training. Methodology: This article was developed from the analysis, a qualitative approach, on the theme of the performance of students in poor communities, through the university extension project epidemiology and environmental health in the context of the SUS FACISA in Santa Cruz / RN / Brazil. The population consisted of 15 students FACISA. As data collection instrument used an interview guide with questions structured. The data were subjected to content analysis. Results: The categories that emerged from the discourse of the interviewees about the importance of participation in the extension project for the training were to find the actual social interaction with the community, developing skills for the implementation of health actions. Conclusion: The university extension facilitates the formation of national and professional accreditation, increasingly, in the society as a privileged space of knowledge production significantly to overcoming social inequalities.

KEYWORDS: Continuing education, Learning, Training.

ACADEMIC INTERFACES: L'EXPERIENCE DE LA FACULTE DES SCIENCES DE LA SANTÉ TRAIRI L'EXTENSION DE L'UNIVERSITÉ

RÉSUMÉ

Introduction: L'objet de cette extension universitaire a été occupant un espace de plus en plus importante dans les activités des universités brésiliennes. Afin de se qualifier pour l'enseignement / apprentissage des étudiants en soins infirmiers Collège des sciences de la santé, Trairi (FACISA), de promouvoir l'amélioration de la santé de la population en développant la recherche pédagogique et scientifique, contribuer au renforcement de la Système de santé (SUS), pour promouvoir l'éducation continue des professionnels qui y travaillent, et gardez les secteurs d'entraînement de la pratique, le renforcement du lien de l'enseignement et les services communautaires, a créé le projet d'extension intitulée "Épidémiologie et la santé environnementale dans le cadre du système de santé unifié". Objectif: connaître la perception des étudiants universitaires, les participants au projet de prolongement de l'épidémiologie et la santé environnementale dans le contexte de SUS sur l'importance de leur formation. Méthodologie: Cet article a été développé à partir de l'analyse, une approche qualitative, sur le thème de la performance des élèves dans les communautés pauvres, à travers l'épidémiologie du projet d'extension des universités et de la santé environnementale dans le cadre de la FACISA SUS à Santa Cruz/RN/Brésil. La population était composée de 15 étudiants FACISA. En tant qu'instrument de collecte de données utilisé un guide d'entretien structuré avec des questions. Les données ont été soumises à une analyse de contenu. Résultats: Les catégories qui ont émergé du discours des interviewés sur l'importance de la participation au projet d'extension de la formation ont été de trouver l'interaction sociale réelle avec la communauté, développement de compétences pour la mise en œuvre des actions de santé. Conclusion: L'extension de l'université facilite la formation d'un agrément national et professionnel, de plus en plus, dans la société comme un espace privilégié de la production de connaissances de manière significative à surmonter les inégalités sociales.

MOTS-CLÉS: formation continue, apprentissage, formation.

ACADÉMICO INTERFACES: LA EXPERIENCIA DE LA FACULTAD DE CIENCIAS DE LA SALUD EN TRAIRI LA EXTENSIÓN UNIVERSITARIA

RESUMEN

Introducción: El tema de la extensión universitaria ha venido ocupando un espacio cada vez mayor en las actividades de las universidades brasileñas. A fin de calificar para un proceso de enseñanza aprendizaje de los estudiantes de Enfermería de la Facultad de Ciencias de la Salud, Trairi (FACISA), promover la mejora de la salud de la población mediante el desarrollo de la

investigación educativa y científica, contribuir al fortalecimiento de la Sistema de Salud (SUS), para promover la educación continua de los profesionales que trabajan en ellos, y mantener las áreas de formación de la práctica, el fortalecimiento de la enseñanza de enlace y servicios a la comunidad, creó el proyecto de extensión titulado "Epidemiología y Salud Ambiental en el contexto del Sistema Único de Salud." Objetivo: Conocer la percepción de los estudiantes universitarios, los participantes en el proyecto de extensión de la epidemiología y la salud ambiental en el contexto del SUS sobre la importancia de su formación. Metodología: Este artículo fue desarrollado a partir del análisis, un enfoque cualitativo, en el tema del desempeño de los estudiantes en las comunidades pobres, a través del proyecto de extensión universitaria de epidemiología y salud ambiental en el contexto de la FACISA SUS en Santa Cruz/RN/Brasil. La población estuvo constituida de 15 estudiantes FACISA. Como instrumento de recolección de datos utilizado una guía de entrevista con preguntas estructuradas. Los datos fueron sometidos a análisis de contenido. Resultados: Las categorías que emergieron de los discursos de los entrevistados sobre la importancia de la participación en el proyecto de ampliación de la formación se encuentra a la interacción social efectiva con la comunidad, desarrollo de capacidades para la implementación de acciones de salud. Conclusión: La extensión universitaria, facilita la formación de acreditación nacional y profesional, cada vez más, en la sociedad como un espacio privilegiado de producción de conocimiento de manera significativa a la superación de las desigualdades sociales.

PALABRAS CLAVE: educación permanente, el aprendizaje, formación.

INTERFACES ACADÊMICAS: A EXPERIÊNCIA DA FACULDADE DE CIÊNCIAS DA SAÚDE DO TRAIRI NA EXTENSÃO UNIVERSITÁRIA

RESUMO

Introdução: A temática da extensão universitária vem ocupando um espaço cada vez maior nas atividades das Universidades brasileiras. No intuito de qualificar o processo ensino/aprendizagem dos alunos do curso de Enfermagem da Faculdade de Ciências da Saúde do Trairi (FACISA), promover a melhoria de saúde da população mediante o desenvolvimento de ações educativas e de investigação científica, contribuir para o fortalecimento do Sistema Único de Saúde (SUS), promover a educação permanente de profissionais que atuam nesses serviços, assim como manter os campos de estágio de prática, fortalecendo o elo de ligação ensino / serviço e comunidade, criou-se o projeto de extensão intitulado "Epidemiologia e Saúde Ambiental no contexto do Sistema Único de Saúde". Objetivo: conhecer a percepção de alunos universitários, participantes do projeto de extensão epidemiologia e saúde ambiental no contexto do SUS sobre a importância para sua formação profissional. Metodologia: Este artigo foi desenvolvido a partir da análise, sob abordagem qualitativa, sobre a temática da atuação de acadêmicos em comunidades carentes, por meio do projeto de extensão universitária Epidemiologia e saúde ambiental no contexto do SUS da FACISA em Santa Cruz/RN/Brasil. A população foi formada por 15 alunos da FACISA. Como instrumento de coleta utilizou-se um roteiro de entrevista com questões estruturadas. Os dados foram submetidos à análise de conteúdo. Resultados: As categorias que emergiram do próprio discurso dos entrevistados sobre a importância da participação no projeto de extensão para sua formação profissional foram: conhecer a realidade social; interação com a comunidade e; desenvolver habilidades para a execução das ações em saúde. Conclusão: A extensão universitária possibilita a formação do profissional cidadão e se credencia, cada vez mais, junto à sociedade como espaço privilegiado de produção do conhecimento significativo para a superação das desigualdades sociais existentes.

PALAVRAS-CHAVE: Extensão universitária, Aprendizagem, Formação Profissional.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a2/65>