

**Strengthening teaching, research and university extension through
Academic Leagues****Fortalecimento do ensino, pesquisa e extensão universitária por meio das
Ligas Acadêmicas**

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ABSTRACT

Background: Academic Leagues are student organizations that, under the guidance of professors, carry out activities of teaching, research and university extension in a specific area of health, expanding the action horizons. In this context, the Academic League of Community Health (LASC) is notable as a powerful tool for collective growth, favoring the emergence of a critical reflective point of view and the training of future competent professionals, committed to care integrality. It has a multidisciplinary team composed by academics of the nursing, biomedicine and medicine courses. Objective: report on the activities carried out by the academic league of community health and its relationship with the university triad. Methods: The report of the activities required by academics from the Coordination of Extension of the teaching institution to which the league is bound, between November 2016 and October 2018 was used. It was observed that the activities carried out in the academic league allowed its members to deal with issues related to community health (teaching), participate in projects of scientific initiation (research) and promote actions outside the Community (extension). In this way, the acquisition of knowledge related to education in health was given, and skills in the area were developed. Results: After an analysis of the records of the activities of the academic league, the progress concerning scientific production was noted: 2016 with five abstracts published in events annals (15.1%), 2017 with sixteen (48.5%) and 2018 with twelve (36.4%). The evolution of academic production is a result of the implementation of research meetings that encourage the spread of the participants' scientific knowledge. In addition, there was implementation of extending actions in a multidisciplinary team with an emphasis in situations that afflict the community. Conclusions: The insertion of the academic league offers benefits to both the training of students as well as to the local and regional population in which it is inserted, favoring the consolidation of the university triad. Through its activities, the LASC provides the deepening of knowledge related to community health, besides enabling the development of key competences in health among the participating students.

Keywords: Professional Training; Health Promotion; Education.

RESUMO

Antecedentes: Ligas Acadêmicas são organizações estudantis que, sob a orientação de professores, realizam atividades de ensino, pesquisa e extensão universitária em uma área específica da saúde, ampliando os horizontes de ação. Nesse contexto, a Liga Acadêmica de Saúde Comunitária (LASC) se destaca como uma poderosa ferramenta de crescimento

coletivo, favorecendo o surgimento de um ponto de vista reflexivo crítico e a formação de futuros profissionais competentes, comprometidos com a integralidade do cuidado. Possui equipe multidisciplinar composta por acadêmicos dos cursos de enfermagem, biomedicina e medicina. Objetivo: relatar as atividades desenvolvidas pela liga acadêmica de saúde comunitária e sua relação com a tríade universitária. Métodos: Foi utilizado o relatório das atividades exigidas pelos acadêmicos da Coordenação de Extensão da instituição de ensino à qual a liga está vinculada, entre novembro de 2016 e outubro de 2018. Observou-se que as atividades realizadas na liga acadêmica permitiram a seus membros lidar com questões relacionadas à saúde da comunidade (ensino), participar de projetos de iniciação científica (pesquisa) e promover ações fora da Comunidade (extensão). Dessa forma, foi dada a aquisição de conhecimentos relacionados à educação em saúde, e foram desenvolvidas habilidades na área. Resultados: Após análise dos registros das atividades da liga acadêmica, observou-se o progresso da produção científica: 2016 com cinco resumos publicados em anais de eventos (15,1%), 2017 com dezesseis (48,5%) e 2018 com doze (36,4 %). A evolução da produção acadêmica é resultado da implementação de reuniões de pesquisa que incentivam a disseminação do conhecimento científico dos participantes. Além disso, foram implementadas ações de extensão em equipe multidisciplinar, com ênfase em situações que afligem a comunidade. Conclusões: A inserção da liga acadêmica oferece benefícios tanto à formação dos alunos quanto à população local e regional em que está inserida, favorecendo a consolidação da tríade universitária. Por meio de suas atividades, o LASC proporciona o aprofundamento do conhecimento relacionado à saúde da comunidade, além de possibilitar o desenvolvimento de competências-chave em saúde entre os alunos participantes.

Palavras chaves: formação profissional; Promoção de saúde; Educação.

1 BACKGROUND

Modern society requires the training of professionals able to meet new social demands, a critical and reflective university education being necessary in order to contribute to the role of the student in the teaching-learning process⁽¹⁾. This way, the student is the active and participatory agent in the construction of knowledge and the professor assumes the role of mediator in the interaction of the individual with the practical and social environment, therefore, it is up to the professor to build an environment that is conducive to the development of the criticality of students through the application of appropriate teaching methodologies⁽¹⁻²⁾.

According to Paulo Freire⁽³⁾, the relationship between student and professor enables the mutual construction of knowledge. The teacher in addition to teaching, participates in the learning process and the student develops the capacity of education during the acquisition of new knowledge.

In this context, it is essential that the teacher assumes the commitment to lead students to learning, using new pedagogical interactions focused on the university triad: teaching, research and extension. In the nursing courses, the consolidation of the university triad is of

particular importance, precisely to remedy any shortcomings in training and contribute to the quality of the assistance provided to the population by means of holistic and integral care. Nursing care as a social practice, using its knowledge to transform the reality of the Community, is noted. This process is laid on the actions of promotion, prevention and health recovery of individuals⁽⁴⁻⁵⁾.

The development of multidisciplinary teams represents an important resource for care quality and integrity of the process of care by means of interdisciplinarity, with the insertion of teamwork in the university environment with participatory intervention strategies in the context of professional construction being of the essence⁽⁶⁻⁷⁾.

From this, we can highlight the academic leagues as a powerful strategy for the strengthening of the university triad. They are student organizations that, under the professors' guidance plan teaching, research and extension activities in a particular area of health, expanding the students' horizons of action⁽⁸⁾.

The entry into Academic Leagues provides collective growth through the promotion of scientific and social actions aimed at the improvement of the academic formation, as well as extend the knowledge of their area of activity to the other students from other areas not associated to the league through courses, conferences, symposia and workshops. They allow that skills such as teamwork be developed through the implementation of educational, preventive and health care activities in the community.

The objective of this study was to present the activities carried out in the years 2016, 2017 and 2018 by the Academic League of Community Health (LASC) and the reports of these activities with the university triad.

2 METHOD

This is a descriptive study with support from the experience of the involved in the Community Health Academic League. LASC is an academic league that brings together nursing students and faculty from different institutions in the state of Minas Gerais, Brazil, in order to supplement the members' training, provide active participation in the health-disease process with social contribution, so that the activities can be aimed at seeking solutions to the needs that plague communities, stimulating scientific production and the development of research projects related to living in the community. LASC produces minutes and reports of its activities in order to document its practices. These documents also supported this study and the ones available between November 2016 and October 2018.

3 RESULTS

The Academic League of Community Health is governed by a statute approved in advance by the student assembly, composed of the rights, duties and rules of functioning of the civil authority. The board is the executive body of Academic League of Community Health composed by executive positions: Coordinating professor, president, vice president, secretary and treasurer. The advisory positions are constituted by the following boards: Board of Communication and Marketing, research, extension and education.

As to the organization and decision-making, it is important to mention that the members meet regularly to discuss the scheduling of activities and determine the themes discussed in scientific meetings and their focus. The university triad permeates and guides all the areas of the academic league, contributing significantly to the making of future professionals committed to social transformation.

Since its creation in 2016, the Academic League of Community Health produced great scientific knowledge applicable to the community and the results have been diverse. It was observed that the activities carried out in the academic league allowed its members to deal with issues related to community health (teaching), to participate in projects of scientific initiation (research) and to promote actions outside the Community (extension).

The league assumes a complementary role in academic training, and its actions are practical and theoretical. The theoretical activities carried out by students participating in the league are developed through classes, scientific events for the external public, seminars and study groups. The practical activities are developed in the community, students first perform a situational diagnosis of the community and establish an action plan, considering the health needs of the population. The extension actions are developed in philanthropic institutions, basic health units, outpatient clinics and public spaces.

The participants of the league are responsible for the action from the definition of educational strategies based on scientific knowledge to the development of practical actions. In this way, knowledge related to health education is improved, and competence and skills in the area are developed.

After analysis of the records of the academic league activities, the progress concerning the scientific production was noted: 2016 with five scientific studies (15.1%), 2017 with sixteen (48.5%) and the year of 2018 with twelve (36.4%). The evolution of academic production is the result of the implementation of thematic working groups that encouraged the spread of scientific knowledge to the members of the league. In addition, the

implementation of Actions Extensionists in a multidisciplinary team with an emphasis in situations that afflict the community was evidenced.

4 DISCUSSION

The scientific production of the participants of the multiprofessional Academic League of Community Health reflects the investment in the consolidation of the triad university. The quantitative growth of production and propagation of knowledge gradually occurred due to internal and external influences and the academic motivation of participants. Currently it is possible to understand the search for the construction of a university-level academic trajectory compatible with the requirements of the capitalist labor market with a focus on the productivist culture, based on the academic evaluation of the quantity of published studies, without disregarding their quality⁽⁹⁻¹⁰⁾.

Joining the academic league provides for the construction of academic curriculum with robust scientific production due to the association with the theoretical and practical knowledge, because the extension activities linked to the research development create subsidies to writing scientific papers, thereby strengthening the scientific authority and the recognition of the existence of private and public knowledge⁽¹¹⁾.

The obtained results were achieved by means of the pedagogical interaction developed in the League of Community Health that provides students with knowledge focus on teaching, research and extension activities.

Besides the scientific knowledge produced, the experience gained by academic participants in the league makes the displacement of the student to the field of leading the process of taking care of the community, through the creation of spaces that potentially incentivize learning and care practice that are compatible with the demands of society⁽¹²⁾.

In accordance with Paulo Freire's approach⁽³⁾, the learning process should not limit itself to transmitting knowledge that occurs in the classroom, since a dynamic relationship between teacher and student is recommended, because the student obtains knowledge through their own practice and is not limited to the one transmitting the knowledge. In this way, the student is seen as an active subject that gives meaning to the content transmitted by professor⁽¹³⁾.

In the context of the Academic League of Community Health teachers guide the actions with a focus on the university triad (research, teaching and extension), providing the

student's development by means of appropriate guidelines for the construction process of scientific knowledge⁽⁵⁾.

For the professors involved, the conduct of these activities also constitutes a rich learning experience, because they allow for the constant exchange with students, providing permanent education and experiences that integrate the design of institutions and individuals sharing their realities⁽¹⁴⁻¹⁵⁾.

The results demonstrate research capacity development of all league members and the production of knowledge coupled to the extensionist experience. In this way, the rupture with the Academic instructor-based teaching is evident, because the professor occupies the position of mediator, enabling the creation of practical situations that favor the construction of a critical and reflexive vision, and a significant ownership of knowledge, favoring praxis⁽¹⁶⁻¹⁷⁾.

5 CONCLUSIONS

The Academic League of Community Health has been able to minimize the existing gaps in the training of nursing students, consolidating the actions of teaching, research and extension in its scheduled activities, and in its theoretical classes with active learning methodologies. Expansion of knowledge for students and professor can be observed, as well the development of investigative capacity, contributing to the scientificity of care.

The insertion of the Academic League in the community also offers benefits to the local and regional population in which it exists. LASC has provided the deepening of knowledge related to community health, which contributes to the trajectory of future professionals, besides enabling the development of abilities and skills in students by means of interpersonal relationships established between participants and teachers.

There is a need for further studies which contribute to the literature about academic leagues as strategies of student leadership and strengthening of the university community triad, favoring development of new pedagogical interactions in the academic environment, since participation in an academic league provides experiences of social transformation and favors the empowerment of future scientific training in the area of health.

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