

PROJETO SEMEANDO SAÚDE – 1ST EDITION: INTEGRATION BETWEEN THE COMMUNITY AND FUTURE PHYSICIANS

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ABSTRACT

The current academic sphere has highlighted the influence of activities that go beyond the technical knowledge applied in educational centers, such as the transmission of learning to the surrounding community, with the aim of fostering reflection and changes in behavior. Thus, this work aims to report the experience of implementing the extension project PROJETO SEMEANDO SAÚDE – 1st Edition, whose objective was to apply the knowledge acquired during the first semester of class XXVII of the Medical School at the *Universidade Evangélica de Goiás*. A total of 18 educational workshops were developed for children and adults, and as an evaluation method, the medical students answered a questionnaire regarding the impact of the activities carried out. The results obtained from the analysis of the responses demonstrate the participants' recognition of the importance of the project for the development of their medical knowledge as well as communicative and leadership skills. Therefore, it is evident that the workshops conducted in the community are essential for the consolidation of academic knowledge, in addition to fostering human, supportive, and empathetic characteristics.

Keywords: Community extension; Health promotion; Medical students.

INTRODUCTION

The concept of university in the contemporary context is not limited to traditional models. That is, nowadays, educational centers promote for both the academic and surrounding communities a learning environment in which the knowledge of the two groups intersects. The objective of this work is to report the experience of the medical students from the *Universidade Evangélica de Goiás* in the extension activity **PROJETO SEMEANDO SAÚDE – 1st Edition**. Each of the 18 workshops carried out in the community aimed to deliver knowledge to the local population and promote health, in addition to developing communication, leadership, and problem-solving skills in the students who participated in the project. Therefore, the extension activity became essential due to the perception of the need for students

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to transcend the university walls and, consequently, bring knowledge to the surrounding community. Furthermore, extension projects are recognized as fundamental for both academic and social development and have been made mandatory by Resolution No. 7 of December 18, 2018, which establishes that all programs must dedicate 10% of their total course load to extracurricular activities. This resolution aims to promote academic interaction with the broader society, foster the comprehensive training of students, and encourage changes in both the academic environment and society itself (*Ministério da Educação, 2018*).

METHODOLOGY

The project consisted of 18 workshops, developed over three days: Monday, Thursday, and Friday (June 6, 9, and 10, 2022). The activities were directed at children from the first to the fourth grade of elementary school who attended the afternoon session at *Fazenda Betel* in Cocalzinho de Goiás, as well as their respective guardians. Among the topics addressed were: body hygiene, healthy eating, knowledge about the body and cells, dengue, vaccination, breastfeeding, food hygiene, contraception, and recycling. In addition, free medical care was provided for the evaluation of child development. Participation was encouraged through the use of fictional coins called “cocal,” which the children could exchange on the final day of the project, during a workshop called the “fair,” for food, hygiene products, and toys.

The activities were designed to promote the application of the knowledge acquired by medical students throughout the first semester, under faculty supervision. This knowledge was transmitted to the children and their guardians through games, contests, slide presentations, videos, the use of microscopes, and anatomical models. The content was presented in a playful manner in order to overcome barriers of technical language and facilitate interpretation.

Finally, in order to analyze the impact of the extension project on the participating medical students and to outline possible improvement plans, questionnaires were applied to the students of class XXVII via Google Forms. Respondents were divided into two groups: leaders of specific workshops and participating students in general. The questions referred to the influence of the

workshops on their medical knowledge and on the development of their communication skills.

RESULTS

Universities must train students to listen and to transmit knowledge (MENDONÇA et al., 2013). In this context, class XXVII of the Medical School at the *Universidade Evangélica de Goiás* had the opportunity to disseminate to the community served by *Fazenda Betel* the knowledge acquired during the first semester of the program. Thus, this extension activity was relevant for the target audience, as it created an opportunity for educational, cultural, and scientific development, which has the potential to promote community autonomy. For the knowledge transmitters, the medical students, extension played a fundamental role in fostering more humanized professional training, in addition to highlighting their role and importance in society (MORAES et al., 2016).

In this sense, the PROJETO SEMEANDO SAÚDE – 1st Edition is consistent with the concepts attributed by the existing literature to extension activities, as it is described as actions that intertwine theory and professional practice and ultimately improve community quality of life (MENDONÇA et al., 2013). Considering that every profession involves providing services to the community, the coherence of PROJETO SEMEANDO SAÚDE is once again emphasized, as it enables contact between students and the population from the very first semester, thus shaping professionals and citizens with awareness (MORAES et al., 2016).

The questionnaire was answered by all 10 leaders of each workshop. Regarding the impact of the activities on medical knowledge, 50% responded “moderate” and 50% “high”; for communication skills, 80% responded “high” and 20% “moderate”; 100% responded “yes” regarding the project’s contribution to developing leadership skills; and 100% answered that they believe the continuation of the project is important.

As for the participating students in general, responses were obtained from only 36 individuals (48% of class XXVII). Almost 40% considered that the activities had a strong impact on their medical knowledge, 36% considered the impact moderate, 22%

low, and 2% none. A very small number believed that the project should not continue, only 8.3%, claiming it to be a “waste of time.” However, 91.7% contradicted this view and considered it a “remarkable experience” and an “opportunity to introduce medical practice.”

CONCLUSION

Therefore, it can be observed that the activities developed within the extension project PROJETO SEMEANDO SAÚDE – 1st Edition fulfilled their objectives of enabling medical students to apply the knowledge acquired throughout the semester, bringing essential information to the community served by *Fazenda Betel*, in addition to making possible the donation of food, hygiene products, and toys to families in vulnerable situations.

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