PROPOSITION, FOUNDATION, IMPLEMENTATION, AND CONSOLIDATION OF AN ACADEMIC LEAGUE

PROPOSIÇÃO, FUNDAÇÃO, IMPLANTAÇÃO E CONSOLIDAÇÃO DE UMA LIGA ACADÊMICA LA PROPOSICIÓN, LA FUNDACIÓN, LA IMPLEMENTACIÓN Y LA CONSOLIDACIÓN DE UNA SOCIEDAD ACADÉMICA

Davi Porfirio da Silva¹, Adrielly Cristina de Lima Raimundo², Igor Michel Ramos dos Santos³, Nataly Mayara Cavalcante Gomes⁴, Paula Danielle Cavalcante Rodrigues de Melo⁵, Débora de Souza Santos⁶.

ABSTRACT

Objective: to report the experience of undergraduate nursing students in the proposition, foundation, implementation and consolidation of an Academic League. **Method:** a descriptive study of the type experience report ranging from the foundation to the consolidation of an Academic League of Public Health at the Federal University of Alagoas (LASC/UFAL). **Results:** the proposition came from the point of view of undergraduate students of Nursing from Academic Leagues as a space of relevance in the process of training, student immersion and militancy. The process of foundation of the league was characterized by the meeting of the founding members, setting goals and making the statute, culminating with its deployment. The process of consolidation has had as marco held the 1st Ceremony of LASC/UFAL. **Conclusion:** the autonomy, the role and the student engagement were present during the entire process, beyond the traditional paradigm of the teaching-learning process. **Descriptors:** Students of Nursing; Nursing Education; Health Human Resource Training; Community-Institutional Relations; Public Health; Decision Making.

RESUMO

Objetivo: relatar a experiência de estudantes de graduação em enfermagem na proposição, fundação, implantação e consolidação de uma Liga Acadêmica. **Método:** estudo descritivo do tipo relato de experiência abrangendo desde a fundação à consolidação da Liga Acadêmica de Saúde Coletiva da Universidade Federal de Alagoas (LASC/UFAL). **Resultados:** a proposição deu-se a partir da visão de estudantes de graduação em enfermagem, das Ligas Acadêmicas, como espaço de relevância no processo de formação, imersão estudantil e militância. O processo de fundação da Liga caracterizou-se pela reunião dos membros fundadores, definição de objetivos e confecção do estatuto, culminado com a sua implantação. O processo de consolidação teve como marco a realização da I Cerimônia de Posse da LASC/UFAL. **Conclusão:** a autonomia, o protagonismo e o engajamento estudantil foram marcos presentes durante todo o processo, ultrapassando o paradigma tradicional do processo de ensino-aprendizagem. **Descritores:** Estudantes de Enfermagem; Educação em Enfermagem; Capacitação de Recursos Humanos em Saúde; Relações Comunidade-Instituição; Saúde Pública; Tomada de Decisões.

RESUMEN

Objetivo: reportar la experiencia de estudiantes de enfermería de pregrado en la proposición, fundación, la implementación y la consolidación de una Sociedad Académica. **Método:** se realizó un estudio descriptivo del tipo experiencia informe, desde la fundación para la consolidación de la Liga Académica de Salud Pública de la Universidad Federal de Alagoas (LASC/UFAL). **Resultados:** la propuesta llegó desde el punto de vista de los estudiantes de pregrado en enfermería de Ligas Académicas como un espacio de relevancia en el proceso de formación del estudiante, la inmersión y la militancia. El proceso de fundación de la sociedad se caracteriza por la reunión de los miembros fundadores, estableciendo metas y haciendo el estatuto, culminando con su implementación. El proceso de consolidación ha tenido como marco llevado a cabo la Primera Ceremonia de LASC/UFAL. **Conclusión:** la autonomía, la función y la participación del alumno estuvieron presentes durante todo el proceso, más allá del paradigma tradicional del proceso de enseñanza-aprendizaje. **Descriptor:** Estudiantes de Enfermería; Educación en Enfermería; Capacitación de Recursos Humanos en Salud; Relaciones Comunidad-Institución; Salud Pública; Toma de Decisiones.

¹Nursing academic, Federal University of Alagoas/UFAL. Maceió (AL), Brazil. Email: daviporfirio14@hotmail.com ORCID iD: <https://orcid.org/0000-0002-1856-4512>; ²Nursing academic, Federal University of Alagoas/UFAL. Maceió (AL), Brazil. Email: adrielly1322@hotmail.com ORCID iD: <https://orcid.org/0000-0001-7290-8382>; ³Nursing academic, Federal University of Alagoas/UFAL. Maceió (AL), Brazil. Email: igor_ramos@hotmail.com ORCID iD: <https://orcid.org/0000-0001-6557-3369>; ⁴Nursing academic, Federal University of Alagoas/UFAL. Maceió (AL), Brazil. Email: natallymayara@hotmail.com ORCID iD: <https://orcid.org/0000-0001-9334-7887>; ⁵Nursing academic, Federal University of Alagoas/UFAL. Maceió (AL), Brazil. Email: paola_cavalcante@live.com ORCID iD: <https://orcid.org/0000-0001-9605-5089>; ⁶Doctor, State University of Campinas/UNICAMP. Campinas (SP), Brazil. Email: deborass@unicamp.br ORCID iD: <https://orcid.org/0000-0001-9060-3929>

INTRODUCTION

The Academic Leagues (AL) are entities formed by undergraduate students who wish to experience the integration of the tripod of the university, namely: teaching-research-extension, being guided by a teacher of the institution to which the league is bound. The same can be uniprofessional or multiprofessional; it depends on the regulations governing this organization.¹ It has as principle the improvement of learning in a certain area, not characterizing as a premature specialization. Differentiating it from other projects for autonomy entrusted to scholars to conduct the teaching-learning process, in addition, the organizational thread is managed by the own students who demand an interpersonal link with others and the development of interpersonal skills and managerial.²⁻³

The movement of creation of ALs appeared in 1920 with the creation of the League of Combat against Syphilis, at the Faculty of Medicine of the University of São Paulo. Until today, there is a strengthening and continuity in the foundations;² but it was only during the military regime that the leagues began to expand with the aim of questioning the teaching method of universities. This progress was so significant that, currently, there is a Brazilian Association of Academic Leagues of Medicine (ABLAM) created in 2006.⁴⁻⁵ As well, it is noteworthy that the AL potentiate the formation of academics, allowing them to reflect on the professional and personal knowledge, and create opportunities to develop scientific papers, textbooks, cultural and social.⁶

Studies on the area of Collective Health in Brazil emerged in 1970 and resulted in the expansion of the understanding of the health-disease process and the rupture of the biologicistic model centered on the disease, aiming to stimulate new knowledges and multidisciplinary and interdisciplinary practices in the field of health. In this way, it is noticeable the resignification of actuation of the various professional categories, going to take a critical look at reflection on the need of the user and team work as being a guiding these practices in health. Thus, Collective Health works with the collectiveness, through health promotion, disease prevention, and resolution of problems encountered in the environment in which the population is inserted. In addition, policies of health, epidemiology, social determinism, designing an area of great

Proposition, foundation, implementation, and... expansion and relevance in the contemporaneity.⁷⁻⁹

In this sense, the Academic League of Collective Health, founded in 2016, arises; because of the need for undergraduate students of the nursing course of the School of Nursing and Pharmacy of the Federal University of Alagoas. After a successful experience in the discipline of Nursing, Health, and Society I, to expand their knowledge on the subject, they consider it as a foundation for students and professionals in the area of health.

OBJECTIVE

- To report the experience of undergraduate nursing students in the proposition, foundation, implementation and consolidation of an Academic League of Collective Health.

METHOD

It is a qualitative study, descriptive of the type case studies, about the proposition, foundation, implementation, and consolidation of the Academic League of Public Health at the Federal University of Alagoas (LASC/UFAL). The LASC/UFAL hosts in the School of Nursing and Pharmacy, the institution of education, and organized by 12 nursing students from the initial semesters of the course, called executive members. The total number of members increased the number of 30 students of nursing courses, psychology, and nutrition, by means of the selective process, called members.

The LASC/UFAL aims to: arise the interest of members by the study of issues relevant to public health, initiate and provide the development of theoretical-practical experience to students at the graduation process, organize and assist in the promotion of actions of scientific and social character aimed at the improvement of the academic training, stimulate access to scientific publications in the area and organize, and participate in courses, lectures, workshops, conferences, symposia or other activities of an informative character.

The process of foundation took place between the months of May and June 2016, culminating with its implementation on 1st of July 2017, initiating their activities of consolidation. The process consolidative promoted by participation in events, with production, submission, and presentation of simple summary and expanded organization of scientific activities, as well as ordinary activities, and the first selective process that

Silva DP da, Raimundo ACL, Santos IMR dos et al.

was devoted to the composition of multidisciplinary student team. It has as final milestone of the process of consolidating the ceremony of inauguration occurred in the month of July 2017, one year after its foundation. All activities were guided by Statute, approved in deliberative assembly of the founding committee, and by the project submitted to extend Office of the Dean through Integrated Management System for academic activity (SIGAA). In addition, the whole process was guided by a professor of Collective Health of the Sector of the School, called preceptor.

CASE STUDIES

It is understood as Collective Health the area of knowledge that has for social health needs in line with the social structure and the actions of the health care as a technical and social practices.¹⁰ In the syllabus of the course of nursing school in which the flakes belongs, collective health is integrated since the first year, which makes the initial phase of the course is much richer and in his own way, full of successful experiences, which are often the defining characteristics of the path that will travel along their graduation and, why not, professional life.

The LASC/UFAL is based on the growing interest in Collective Health, aiming at the improvement of health for the whole population and the need for students to study, discuss, and apply the concepts learned with the scientific extension, improving the process of humanization in health. Aiming to aggregation and integration of students, teachers, professionals, researchers and the community, it was created, the AL, as a nonprofit entity, with unlimited duration, whereas the principles of teaching, research and extension.

♦ Proposition, foundation, and implementation

The Academic Leagues have as their role to foster an environment where students can interact and work near the community. Being responsible for the dissemination of learning certain topics in Brazilian universities.¹¹ Furthermore, according to the National Curricular Guidelines¹² the professional nurse must be prepared and qualified to exercise strict professional and scientific, respecting ethical principles and acting with responsibility and aware of its social role as a promoter of health. Thus, the institutions must give means to ensure that students have the opportunity to enhance knowledge through extracurricular activities.

Proposition, foundation, implementation, and...

Among the standards placed by the Curricular Guidelines¹², it has, in Article 5th, that training in nursing must facilitate the development of the ability to establish new relations with the social context, recognize the structure and forms of social organization, as well as their transformations and expressions. In this way, the Academic League puts themselves as mediators of this relationship, since graduation, providing students with a close contact of the population.

The extracurricular activities provide acquiring knowledge and new experiences that complement the basic curriculum, satisfy the desire to experience the chosen profession, and, in some cases, are a source of income for the student. The specialized literature shows the benefits of student participation in these activities, such as lower probability of circumvention, more satisfaction with the academic experiences, greater integration in the university context and creation of professional identity, important elements for the student's academic adaptation.¹³

Seeing the ALs, in the context of extracurricular activities, as a space of relevance in the process of training, student immersion, and militancy, the LASC is born from the desire of a group of students from the initial periods of the nursing undergraduate course at a public university in the Northeast. From this perspective and context, the league, as pioneers, it is proposed to give the student an effective integration of the three pillars that support the university (education-research-extension).

The ALs are, in most part, fruit of the interest of the students, the functioning of them depends on its participants, therefore require repertoires that go beyond those developed by conventional academic activities. Thus, it allows and encourages that its participants develop skills such as self-management, leadership, cooperation and management, from the autonomy enabled by own league.¹⁴

The process of foundation of the league was characterized, initially, with the meeting of the founding members, definition of goals and achievement of its status. The institution of the positions was established: Presidency; Vice-presidency; The General Secretariat; The Executive Secretariat; Treasury; General Board; Board of Education; Research; Board of Directors of extension. Totaling nine posts, which, later, due to the demands and needs of the functioning of the league, condensed into seven, with the merger of the

departments and of the boards of Teaching and Research.

The members were initially only academics of nursing course, and the aggregation of these given spontaneously by the concomitance of verbal reports successful the first contact these students in compulsory curricular activities of their course, in the context of Collective Health, mainly by positive feelings expressed, and interest in learning and continued development of skills in the area.

Once established the common interest students risked their propositions to a professor in the field of collective health, the institution, which has become the first preceptor. From then on, under the guidance faculty, students discussed extensively in the literature, in order to understand the functioning, organization, responsibilities and institutional standards for its settlement. Considering the findings in the literature and

Proposition, foundation, implementation, and...

the reporting of teachers and students who worked on earlier initiatives, the process of foundation and deployment followed the following steps (Figure 1): 1. Meetings of the team performing for conceptual alignment, skills development, organization of work methodology, planning, development and presentation of documents relating to the foundation, deployment, and regularization of the league; 2. The collective construction of the Statute, which regulates its operation; 3. Approval of the statute in General Assembly deliberation; 4. Foundation; 5. Collective writing project; 5. Submission of the project to the collegiate body; 6. Submission of the project to the electronic platform for the assessment of the pro-rectory of extension; 7. Submission of the project in the direction of the Academic Unit; 8. Approval; and 9. Implementation.

Figure 1- Stages of the process of foundation and implementation of LASC/UFAL. Maceió, Alagoas, Brazil, 2017.

With the establishment of goals, we sought to compose, systematically, and democratically, which would be the first activities and, relying on the tripod education-research-extension, the construction of the project and submitted to the College. Gradually, learners appropriated their duties regarding the activities that were planned for the process of consolidation of ALs and for the maturing of students as protagonists in the learning process.

As a legacy of the completion of the pre-established activities, members recognize themselves as agents of their own reality transformers and the environment in which they find themselves, what makes professionals more proactive and interested in maintaining knowledge and investment in continuing education.

◆ Consolidation

Past the initial phase of the foundation and deployment of AL, began the activities set out in the schedule. The first academic congress in which he participated was the CAITE 2016 (Integrated Academic Congress of Innovation and Technology) where, in addition to the presentation of expanded summaries, held a round table on the Brazilian Sanitary Reform, during programming. Two of the students presented the work entitled “The relevance of the foundation of the LASC-UFAL for training of nursing students UFAL”, and “The process of foundation and deployment of Academic League of Public Health at the Federal University of Alagoas”.

Then, in the III Scientific Journey of Nursing, one of the events of the school, it took a job on the actions of the league, making it fulfill the promotion to the proactivity of learners. And more recently, the flakes was also present at 69° Brazilian Congress of Nursing, reporting a little of what has been your experience along your journey. In the context of the research, it is integrated to the group Network of Research and Practice in work, education and Collective Health, CNPQ, and therefore, it is part in important research in the academic environment and health.

Meanwhile, it planned the I Introductory Course and subsequently I Selective Process of LASC, dividing into committees that would articulate the day's activities and supported by teachers linked to collective health, assembled, and developed, properly, the programming. I Course occurred at a later time and counted with the participation of about 80 students, in the areas of Nursing, Medicine, Nutrition, Pharmacy, Medicine, Psychology, Physiotherapy and Occupational Therapy, coming not only from the University of which the flakes is coming, but from other public and private colleges.

With the completion of the selection process, we sought to provide the integration between students LASC's founders and other students, doing with that process would be more dynamic and richer, regarding the establishment of bonds with different areas of undergraduate and different thoughts. The teamwork and interdisciplinary actions imply significant changes, both concepts, theories and methods, as well as practice. In this way, to enable this interaction, once more underscores the importance of designing future professionals prepared for such practice.¹⁵

After the reception and interaction with the new members, there was the I Ceremony of Inauguration of LASC, where officially

sworn the members of the board of directors for the completion of the activities of the timetable 2017/2018. It was told, in the event, with the participation of students and coordinator of the School, in addition to the members newcomers. The construction of a link between these students is occurring gradually, and has proven them as a successful experience for all involved.

In addition, the league has promoted to members workshops that corroborate for your personal and professional development, such as, for example, the Workshop of Integrative Review and since then has worked in studies of the literature review.

♦ **The Academic League of Public Health as a space extension integration-education-research**

The aforementioned triad teaching, research, and extension, it constitutes as agent promoter of the teaching-learning process within the academic environment, both from the perspective of the students and the teacher. For both, the inseparability between these actions promote the professional and personal growth, as well as making much more rich to the unique experience that the academy is the life of every individual.

The principle of the inseparability between teaching, research, and extension, established in the Federal Constitution, while the duty of Brazilian Universities, a growing, historical and literary reinforces the importance of the interaction between teaching and research. And demonstrates the extent as part role in spreading not only among the students, but also among the population, knowledge of experienced and emphasized in the academic environment.

Historically, the university constituted itself as a place of knowledge production and was subsequently aggregated the function of training professionals. That said, it has once more the importance of wool, as organizations that build this relationship and reaffirm the importance of this triad in education/training, doing with that learners if ownership of each one of the phases of knowledge to which they are subordinated in universities, and contributing to a more complete formation.¹⁶

CONCLUSION

During the process of proposition, foundation, implementation and consolidation of LASC/UFAL, provided to students autonomy and participation in the execution of an extracurricular activity. These moments allow the insertion of the student in the territory

Silva DP da, Raimundo ACL, Santos IMR dos et al.

outside of classrooms, and a chance to develop skills such as self-management, leadership, cooperation. The autonomy, the role and the student engagement were present during the entire process beyond the traditional paradigm of the teaching-learning process, showing it possible a zoomed view and inclusive of the graduating. It is possible to observe the potential triggering source and encouraging of this study to other students and teachers who see in the LAs an instrument of education reform, more inclusive, dynamic, and innovative.

REFERENCES

- 1- Soares LR, Freitas-Junior R, Ribeiro LZ, Rahl RMS. Iniciação científica na graduação: experiência da liga da mama da Universidade Federal de Goiás. Rev Bras Mastologia [Internet]. 2017 Jan/Mar [cited 2017 Sept 16];27(1):21-5. Available from: http://www.rbmastologia.com.br/wp-content/uploads/2017/01/MAS-v27n1_21-25.pdf
- 2- Silva JHS, Chiochetta LG, Oliveira LFT, Sousa VO. Implantação de uma liga acadêmica de anatomia: desafios e conquistas. Rev Bras Educ Med [Internet]. 2015 Apr/June [cited 2017 Sept 16];39(2):310-15. Available from: <http://www.scielo.br/pdf/rbem/v39n2/1981-5271-rbem-39-2-0310.pdf>
- 3- Silva SA, Flores O. Ligas acadêmicas no processo de formação dos estudantes. Rev Bras Educ Med [Internet]. 2015 July/Sept [cited 2017 Sept 16];39(3):410-25. Available from: <http://www.scielo.br/pdf/rbem/v39n3/1981-5271-rbem-39-3-0410.pdf>
- 4- Botelho NM, Ferreira IG, Souza LEA. Ligas acadêmicas de medicina: artigo de revisão. Rev Para Med [Internet]. 2013 Oct/Dec [cited 2017 Sept 16];27(4):85-8. Available from: <http://files.bvs.br/upload/S/0101-5907/2013/v27n4/a4082.pdf>
- 5- Queiroz SJ, Azevedo RLO, Lima KP, Lemes MMDD, Andrade M. A importância das ligas acadêmicas na formação profissional e promoção de saúde. Frag de Cul [Internet]. 2014 Dec [cited 2017 Sept 16];24:73-8. Available from: <http://revistas.pucgoias.edu.br/index.php/fragmentos/article/view/3635/2125>
- 6- Moreira WC, Rodrigues ABM, Monte TKM, Magalhães JM, Damasceno CKCS. Álcool e outras drogas: contribuições de uma liga acadêmica para a formação em Enfermagem. Rev Enferm UFPI [Internet]. 2017 July/Sept [cited 2018 Jan 18];6(3):82-8. Available from:

Proposition, foundation, implementation, and...

<http://www.ojs.ufpi.br/index.php/reufpi/article/view/6084/pdf>

- 7- Osmo A, Schraiber LB. The field of collective health: definitions and debates on its constitution. Saúde Soc [Internet]. 2015 Apr/June [cited 2017 Sept 16];24:201-14. Available from: http://www.scielo.br/pdf/sausoc/v24s1/en_0104-1290-sausoc-24-s1-00205.pdf
- 8- Souza KMJ, Seixas CT, David HMSL, Costa AQ. Contributions of public health to nursing practice. Rev Bras Enferm [Internet]. 2017 May/June [cited 2017 Sept 26];70(3):543-9. Available from: <http://www.scielo.br/pdf/reben/v70n3/0034-7167-reben-70-03-0543.pdf>
- 9- Regis CG, Batista NA. The nurse in the area of collective health: conceptions and competencies. Rev Bras Enferm [Internet]. 2015 Sept/Oct [cited 2017 Sept 26];68(5):548-54. Available from: http://www.scielo.br/pdf/reben/v68n5/en_0034-7167-reben-68-05-0830.pdf
- 10- Souza LEPF. Saúde pública ou Saúde Coletiva? Espaço Saúde (Online) [Internet]. 2014 Oct/Dec [cited 2018 Jan 18];15(4):7-21. Available from: http://www.escoladesaude.pr.gov.br/arquivos/File/saude_publica_4.pdf
- 11- Simões RL, Bermudes FAM, Andrade HS, Barcelos FM, Rossoni, BP, Miguel GPS et al. Trauma leagues: an alternative way to teach trauma surgery to medical students. Rev Col Bras Cir [Internet]. 2014 July/Aug [cited 2017 Sept 26];41(4):297-302. Available from: <http://www.scielo.br/pdf/rcbc/v41n4/0100-6991-rcbc-41-04-00297.pdf>
- 12- Ministério da Educação (BR), Resolução CNE/CNS Nº3 de 7 de Novembro de 2001. Diretrizes Curriculares Nacionais do Curso de Graduação em Enfermagem [Internet]. Brasília: Ministério da Educação; 2001 [cited 2017 Sept 26]. Available from: <http://portal.mec.gov.br/cne/arquivos/pdf/CES03.pdf>
- 13- Oliveira CT, Santos AS, Dias ACG. Percepções de estudantes universitários sobre a realização de atividades extracurriculares na graduação. Psicol Ciênc Prof [Internet]. 2016 Oct/Dec [cited 2017 Sept 26];36(4):864-76. Available from: <http://www.scielo.br/pdf/pcp/v36n4/1982-3703-pcp-36-4-0864.pdf>
- 14- Magalhães EP, Reichtman R, Barreto V. A liga acadêmica como ferramenta da formação em Psicologia: experiência da LAPES. Psicol Esc Educ [Internet]. 2015 Jan/Apr [cited 2017 Sept 26];19(1):135-41. Available from:

Silva DP da, Raimundo ACL, Santos IMR dos et al.

Proposition, foundation, implementation, and...

<http://www.scielo.br/pdf/pee/v19n1/2175-3539-pee-19-01-00135.pdf>

CEP: 57 000-000 – Maceió (AL), Brazil

15- Backes DS, Carpes AD, Piovesan C, Haeffner LSB, Buscher A, Lomba L. Trabalho em equipe multiprofissional na saúde: da concepção ao desafio do fazer na prática. *Disciplinarum Scientia* [Internet]. 2014 [cited 2017 Sept 26];15(2):277-89. Available from: <https://www.periodicos.unifra.br/index.php/disciplinarumS/article/view/1093/1037>

16- Gonçalves NG. Indissociabilidade entre Ensino, Pesquisa e Extensão: um princípio necessário. *Perspectiva* [Internet]. 2015 Sept/Dec [cited 2017 Sept 26];33(3):1229-56 Available from: <https://periodicos.ufsc.br/index.php/perspectiva/article/view/2175-795X.2015v33n3p1229/pdfa>

Submission: 2017/01/18

Accepted: 2018/03/27

Publishing: 2018/05/01

Corresponding Address

Davi Porfirio da Silva
Rua Boa Esperança, 18
Bairro Clima Bom