

The (mis) paths of university extension: contributions and limits*Los (des)caminos de la extensión universitaria: aportes y límites**Os (des) caminhos da extensão universitária: contribuições e limites***Priscila Sanchez Bosco¹**

ORCID: 0000-0001-8583-9371

Marcos Vinicius Ferreira dos Santos²

ORCID: 0000-0001-9788-660X

Hemily Vitória Lopes Corrêa¹

ORCID: 0000-0002-1065-3844

¹Universidade do Estado do Rio de Janeiro. Rio de Janeiro, Brazil.²Universidade Federal do Espírito Santo. Espírito Santo, Brazil.**How to cite this article:**

Bosco PS, Santos MVF, Corrêa HVL. The (mis) paths of university extension: contributions and limits. *Glob Acad Nurs.* 2022;3(Spe.3):e311. <https://dx.doi.org/10.5935/2675-5602.20200311>

Corresponding author:

Priscila Sanchez Bosco

E-mail: priscilabosco@yahoo.com.br

Chief Editor: Carolyn dos Santos Guimarães da Fonseca

Executive Editor: Kátia dos Santos Armada de Oliveira

Invitation submission: 08-24-2022

Historically, universities in Brazil have privileged their place as a teaching locus, especially with regard to the transmission of knowledge. However, there has been a moment of effective transformations in the university context and policies, especially in recent decades, where actions to meet the social needs of communities have become imperative. In this context, it is worth emphasizing the urgency of strengthening the university triad, teaching-research-extension, supporting strategies for the improvement of the last pillar: extension¹.

The triad that guides university activities has developed enormously in the national context, especially with the interiorization of higher education. However, the extension, which brings the academic, as well as their teaching institution closer to the community in which they are inserted, still needs visibility and access.

It is essential to strengthen the extension, for that it is necessary to invest in structure and educational processes that allow students the ability to work in a team, to communicate effectively, to exercise decision-making in the face of everyday problematic situations and to have propositional capacity. This extensionist path naturally clashes with traditional training or with the transmission pedagogy, still present in university institutions. On the other hand, strengthening university extension is collaborating with an active teaching-learning process, which in turn gains more space in the pedagogical projects of courses in the Health Area.

The university extension allows the student, especially in the area of Health, to develop relational skills added to management, by conducting the activities designed and executed by the projects. In addition, it allows immersion in the real scenario, experiencing the creation of links with the users covered by the extensionist actions².

Allowing students to develop and improve their human side, with a keen eye on needs beyond those around them, as well as experiencing their maturation and empowerment and the population they serve, are some of the benefits of a university extension project³.

A relevant milestone for university extension in Brazil is Resolution No. 7, of December 18, 2018⁴, of the National Council of Education (CNE), which establishes the Guidelines for Extension in Brazilian Higher Education and regulates the provisions of Goal 12.7 of Law No. 13,005/14. As of this resolution, it becomes mandatory to regulate the process of inclusion of extension activities in the curriculum of the Courses, called curricularization or

payment of the extension, which becomes mandatory for all educational institutions.

Extension curriculum, currently in vogue at universities, points to the real need for immersion in this theme, which is still incipient for many. The inseparability between the improvement of the scenario and national society is intrinsically related to university expansion in our country, which aims, among others, to stimulate multi, inter and/or transdisciplinary relationships in the search for solutions to emerging social issues⁵⁻⁷.

In this sense, thinking about the indissociability of teaching, research and extension, as well as the training of health professionals who are committed to solving demands and problems of society and who are engaged and questioning, the Global Academic Nursing Journal invites you to reflect and discuss about extensionist practices, in this special edition of our journal.

References

1. Biscarde, DGS, Pereira-Santos M, Silva, LB. Formação em saúde, extensão universitária e Sistema Único de Saúde (SUS): conexões necessárias entre conhecimento e intervenção centradas na realidade e repercussões no processo formativo. *Interface - Comunicação, Saúde, Educação* [online]. 2014;18(48):177-186. <https://doi.org/10.1590/1807-57622013.0586>
2. Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras (FORPROEX). *Extensão Universitária: organização e sistematização*. Belo Horizonte: COOPMED; 2010.
3. Manshur J, Suriane ALF, Cunha MC. A contribuição de projetos de extensão na formação profissional de graduandos de licenciaturas. *Revista Conexão* [Internet]. 2013 [acesso em 25 dez 2022];9(2):334 -341. Disponível em: <https://revistas.uepg.br/index.php/conexao/article/view/5522>
4. Ministério da Educação (BR). Conselho Nacional de Educação. Câmara de Educação Superior. Resolução n.º 7, de 18 de dezembro de 2018. Estabelece as Diretrizes para a Extensão na Educação Superior Brasileira e regimenta o disposto na Meta 12.7 da Lei n.º 13.005/2014, que aprova o Plano Nacional de Educação - PNE 2014-2024 e dá outras providências. Brasília (DF): MEC; 2018.
5. Nogueira MDP. O Fórum de pró-reitores de extensão das universidades pública brasileiras: um ator social em construção. *Interfaces – Revista de Extensão da UFMG* [Internet]. 2013 [acesso em 25 dez 2022];1(1):35-47. Disponível em <https://periodicos.ufmg.index.php/revistainterfaces/article/view/18932>.
6. Deus S. *Extensão universitária: trajetórias e desafios*. Santa Maria: Ed. PRE-UFSM; 2020.
7. Costa CMA, Matta TF, Santos Junior EC, Araujo LM, Martins ERC, Spíndola T. Saberes e práticas de alunos de enfermagem na atenção à saúde das minorias sexuais. *Glob Acad Nurs*. 2020;1(3):e42. <https://dx.doi.org/10.5935/2675-5602.20200042>