

Experience report: action strategies of the extension project “Being a nurse is”

Informe de experiencia: estrategias de acción del proyecto de extensión “Ser enfermero es”

Relato de experiencia: estratégias de atuação do projeto de extensão “Ser enfermeiro é”

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Abstract

This study aimed to describe the insertion of strategies in the extension project “Being a nurse is”, which aimed to raise awareness among its target audience. Through an experience report, the study sought to map the activities carried out by the extension project with a descriptive data analysis. The teaching-learning process is challenging since education is directly linked to the context in which society lives, making it clear that education needs to be interconnected with social evolution. Furthermore, education is an important axis for constructing the professional identity of the student, and their protagonism during the process of knowledge acquisition is essential. Based on the experiences acquired by the project “Being a nurse is”, its search for adaptation to the reality of the social context was evident, using educational activities that motivated the student's participation in the construction of their knowledge.

Descriptors: Nursing; Students, Nursing; Education, Nursing; Online Social Networking; Educational Technology.

Resumén

El objetivo fue describir la inserción de estrategias en el proyecto de extensión “Ser enfermero es”, que buscó sensibilizar a su público. A través de un relato de experiencia, el estudio buscó mapear las actividades realizadas por el proyecto de extensión con un análisis descriptivo de datos. El proceso de enseñanza-aprendizaje resulta desafiante, ya que la educación está directamente vinculada al contexto en que la sociedad la vive, haciendo evidente que la educación necesita estar interconectada con la evolución social. Además, la educación es un eje importante para la construcción de la identidad profesional del estudiante, y su protagonismo es esencial durante el proceso de adquisición de conocimientos. A partir de las experiencias adquiridas por el proyecto “Ser enfermera es”, se evidenció su búsqueda por adaptarse a la realidad del contexto social, utilizando actividades educativas que motivaran la participación del estudiante en la construcción de su propio conocimiento.

Descriptoros: Enfermería; Estudiantes de Enfermería; Educación en Enfermería; Redes Sociales en Línea; Tecnología Educativa.

Resumo

Objetivou-se descrever a inserção de estratégias do projeto de extensão “Ser enfermeiro é”, que tinham como alvo sensibilizar seu público. Através de um relato de experiência o estudo buscou mapear as atividades realizadas pelo projeto de extensão com uma análise de dados descritiva. O processo de ensino-aprendizagem se mostra desafiador, uma vez que a educação está diretamente ligada ao contexto que a sociedade vivencia, se tornando evidente a necessidade de a educação estar interligada a evolução social. Ademais, educação é um eixo importante para a construção da identidade profissional do discente, sendo indispensável o seu protagonismo durante o processo de aquisição de conhecimento. Com base nas experiências adquiridas pelo projeto “Ser enfermeiro é”, foi evidente sua busca por se adaptar à realidade do contexto social, utilizando atividades educativas que motivaram a participação do discente na construção do seu próprio saber.

Descritores: Enfermagem; Estudantes de enfermagem; Educação em enfermagem; Redes Sociais Online; Tecnologia Educativa.



Introduction

Since the beginning of social construction, humanity has been in constant learning, since birth, the individual is permanently interacting with the environment. As an example, the first steps of a child, where the child realizes that the act of walking is a necessity for him/her to move around the environment in which he/she lives. Because of this, it is possible to affirm that the interaction of the human being with the objects and the environment in which he/she lives makes him/her acquire knowledge continuously throughout his/her life¹.

Thus, the learning process occurs through the interaction of the individual with his/her object of study, where, through the educational process, the individual develops his/her intellect through reflections and problematizations, incorporating it into his/her critical sense. The teaching-learning process in the academic sector is led by education professionals, who seek to guide and bring methodologies capable of helping the student to deepen his/her level of learning. Teaching methodologies are used in the educational process, in which they bring diverse technologies to encourage the production of knowledge². Therefore, it is possible to affirm that, within the teaching-learning process, there is a need for technological advancement, given that society has been improving the means of communication over the years.

The academic environment is constantly seeking to adapt to technological developments, intending to provide modernity in the teaching-learning process, whether in the classroom or outside the classroom. In the health sector, the teaching process must be linked to professional practices, since this is important to complement educational theory. Therefore, methods have been introduced to help students develop their skills while minimizing the risk of making mistakes in real situations, such as the use of a laboratory with health equipment, realistic simulations, and even dramatizations. These methods encourage students to seek knowledge and help build their self-confidence for the practical field³.

The pandemic period ended up being the driving force to reassess the need to use technologies in education, since remote classes brought emergency online teaching, using virtual platforms during the phase of great dissemination of COVID-19. However, it is important to highlight Bill No. 2891/2015, which refers to the mandatory exclusively in-person training for the nursing course, thus the classes held at the beginning of the pandemic were held as a strategy for the health crisis that the country was experiencing, that is, it was an emergency method. Furthermore, the Federal Nursing Council (COFEn) positioned itself against distance learning for the course, considering that nursing undergraduates need to have a relationship with the theoretical-practical content so that they develop the skills necessary to practice the profession⁴.

In this context, the extension project "Being a nurse is" understands the importance of adapting to new educational strategies, seeking to introduce technologies as methodologies that favor the teaching-learning process. The project seeks scientific interaction with the academic

community through integration seminars. In this methodology, the topic is presented orally, instigating arguments and debates on the subject, thus structuring the critical thinking of the undergraduate in a cooperative manner. The "Being a nurse is" seminars take place at the end of each academic semester, together with the presentations of scientific works by the first-year students, and are perhaps the first experience among students with scientific knowledge in events that do not constitute classes.

In this way, it is possible to see the continuity of teaching and learning through activities developed by the extension project, so this route is of great importance for the formation of awareness and the maintenance of professional identity, seeking to bring scientific and ethical arguments to support everyday social issues. In this way, academic projects that integrate teaching, research, and assistance must be constantly evaluated, so that they can establish the best methodologies for the teaching and learning process and assess the public's accessibility to the content presented².

The present work had as its theme: "educational strategies and nursing", in which the object of the study was: "the educational strategies used to record and promote academic integration and educational activity outside the university space expressed through the extension project "Being a nurse is" over nine years.

The study is justified by the need to analyze the insertion of strategies in the teaching-learning process, considering the need for new training and information vehicles that help raise awareness among the target population, whether in society or in the university environment.

Furthermore, it reflects on the importance of the student's leading role being indispensable during their academic training, since it is essential for their future autonomy as a professional. As for its guiding question, the following question was formulated: "What educational strategies has the extension project "Being a nurse is" been using to reach its target audience/society?"

As a context, it is possible to state that the academic journey seeks strategies that have the creativity to attract students and promote the description of its contents, it became necessary to implement educational methods for the training of qualified professionals. With this, the teaching-learning process remained active, with openness and participation of new strategies that achieve the objective of the project, since through student protagonism it is possible to develop skills and competencies related to professional practices.

Its relevance is due to the importance that this study presents in seeking to demonstrate the use of strategies and technologies in the educational environment over time, to solidify the need for the insertion of new methodologies that seek to encourage the search for knowledge. Implementing strategies that can sharpen the discussion and debate of the topic addressed, in this way, this strategy encourages the student to participate in their formative process, making them seek their learning.



This study seeks to contribute to the mapping and analysis of strategies inserted in the teaching-learning process that were used by an extension project, where the importance of introducing new technologies in the educational environment is brought up.

Therefore, the objective of this study was to describe the educational strategies used to record and promote academic integration and educational activities outside the university environment, carried out through the extension project “Being a nurse is” over nine years. This encouraged educational development, since it facilitates the community's access to scientific knowledge, stimulating students to debate and seek to deepen their knowledge. In this way, aiming at the training of dynamic and qualified nurses for the contexts experienced by the population, thus benefiting society with safe professionals capable of solving community problems.

Methodology

This study is characterized as an experience report, which is one of the methodologies that is based on the experience of an individual or a group of people. This strategy seeks to build a relationship between the author and the reader through the writer's experiences, thus contributing to the creation of different concepts in the academic community. However, it is important to emphasize the need for a theoretical basis for the reported study, to substantiate the experience seeking to improve the writing skills⁵.

The study is an experience report that seeks to analyze the teaching-learning strategies used by the extension project “Being a nurse is”, seeking to present the educational methodologies applied, together with reflections on theoretical material.

The seminars were mapped from their creation in 2014 to December 2022, the data was taken from the promotional posters, where they were stored in an online storage service. The project seminars are part of a cycle of activities that begins and is applied in the first period of the nursing faculty of a public college in the State of Rio de Janeiro, which takes place in the discipline of nursing research I, in which students experience the experience of constructing a narrative literature review study (bibliographic survey) that is presented at the end of the activities of this seminar. If it currently takes place every six months, the first part of the morning will feature reflections and content of a contemporary nature about being a nurse in its different expressions and professional experiences, but it will also address related and interdependent themes such as ethics, morals, health education, skills, and others. Speakers are invited and range from former students to other professionals in the job market, working in their area of expertise. In the second part of the morning, students give their presentations and are questioned by these professionals and/or others in an evaluation process. It is worth noting that these events take place in person, however, during the pandemic period they were held virtually, lasting four hours and 30 minutes. Effectively

Furthermore, it should be highlighted that the extension project “Being a nurse is” has sought, from the beginning, to produce educational events outside the university walls, raising awareness in schools, raising important themes for health education, and breaking stereotypes structured within society regarding the profession. The choice of the location to host the presentation is made by observing the schools present around the university and those far away, taking the event proposal to the coordination of the high school institution, where the date of the event is defined based on the availability of both interested parties. The themes are developed by the participants of the extension project, who produce a script and didactic presentation, the event planning is reviewed and approved by the coordinating teachers and finally presented by the students who make up “Being a nurse is”, including the use of educational games.

Therefore, this study addressed the following strategies: Chronologically describe the theme of the academic integration seminars that originated in the first semester of 2014 until December 2022, taking into account the choice of the contents covered to contribute to the academic training of nursing students; and the second strategy was to map the educational activities outside the university space, carried out in high school institutions in the state of Rio de Janeiro. Data analysis took place in January 2023 through a descriptive approach in which a chronological distribution and its relationship with contextualization were chosen.

Experience Report

Chronological and thematic description of the academic seminars of the project: “Being a nurse is”

Education has different methodologies to be applied in the teaching-learning process, the aim being to help the student in the construction of his/her educational identity. One of the strategies used is precisely the seminars, where discussions are mobilized through the theme addressed. With this, the extension project “Being a nurse is” used the seminar, through this methodology the project seeks to continue academic education and bring specialized speakers for greater benefit.

The seminars were created in 2014, to integrate the three educational axes, teaching-research-extension, in addition to creating opportunities for first-year students to experience producing and presenting studies at events. Therefore, the schedule was to hold two seminars during the year, one each semester. The dates are usually scheduled together with the first-year nursing faculty members so that this event can take place on the same day as the presentations of the scientific productions of the students of this semester. The idea is to encourage autonomy and debate among students.

Chart 1 lists all the seminars produced by “Being a nurse is” since its inception in 2014 and is mapped until 2022. In the chart, the seminars are listed according to their theme with the month/year of their production. Thus, one



Experience report: action strategies of the extension project “Being a nurse is”
 Moraes VS, Branco ALC, Pinheiro GS, Rodrigues TA, Dias LA, Oliveira BC, Ferreira DC
 center, discussing it and its contribution to academic training. In 2019, three seminars took place during the year, in January, June, and November, where the 8th seminar demonstrated the areas of nursing practice, the 9th seminar addressed the theme “Na moral” and the last event of the year, the 10th seminar, addressed academic experiences and their contributions to professional careers.

of the first perceptions is that in the first events, the project used a round table to address the content. The seminar method was only implemented in the first half of 2016.

In 2014, only one seminar was held during that year, where the theme was exactly the name of the project “Being a nurse is”, and this theme was discussed at a round table with all participants. In 2015, two activities were produced during the year, where in the first semester the project sought to bring two themes to be discussed at different times. The first table discussed “Professional experiences” and the second “Exchange experiences”, both themes sought to present the experiences of individuals who experienced the subject discussed. Still, continuing in 2015, in the second semester, the event has as a strategy a round table where the theme again sought to expose the student experience outside their country of origin, “Student exchange in the training of the nurse”, unlike the previous presentation, this one brings the student exchange in the professional construction from it.

In 2016 and 2017, only one seminar took place each year, both were held in the first semesters, where in 2016 the content covered was “A successful trajectory”, and in 2017 “Prata da casa”, the two themes sought to encourage discussion about the nursing profession, helping students to reflect on their professional identity.

The chart shows that the 6th and 7th seminars took place in 2018, respectively, where the theme of student exchange was once again a topic of discussion. In the second half of the year, the 7th seminar focused on the academic

In the year that the COVID-19 pandemic began, 2020, there was only one event, which took place at the end of the second semester and was held online on the YouTube® platform. The 11th seminar returned with a roundtable approach, bringing Florence Nightingale's reformist ideas to the context of confronting SARS-CoV-2. In 2021 and 2022, the “Being a nurse is” project returned with its biannual events, with the 12th and 13th seminars being produced. In 2021, seminars continued to be held on the YouTube® platform, where topics related to the nursing profession in the context of the crisis and ethics as a formative issue in the professional's academic life are discussed, respectively.

The seminar held in the first half of 2022 was held online, via the YouTube® platform, where the application of Florence Nightingale's modern nursing in the construction of professional identity in the current context was discussed. In the last seminar listed, the 15th event sought to present nursing specialties and expectations for the future. This seminar marks the return of presentations within the university walls, taking place in person.

Chart 1. Seminars in chronological order. Rio de Janeiro, RJ, Brazil, 2014-2022

Date	Theme
Aug/2014	I Seminar: Round table “Being a nurse is”
Jan/2015	II Seminar: Two round tables 1st Professional experiences 2nd Exchange experience
Jul/2015	III Seminar: Round table: Student exchange in nursing training
Mar/2016	IV Seminar: A successful trajectory
Jul/2017	V Seminar: Prata da casa
Mar/2018	VI Seminar: The experience of exchange during residency
Aug/2018	VII Seminar: The collaboration of the academic center in the training of nurses
Jan/2019	VIII Seminar: Areas of nursing practice
Jun/2019	IX Seminar: Na moral
Nov/2019	X Seminar: The contribution of experiences during training to the development of professional life
Dec/2020	XI Seminar: Reflections of Florence Nightingale: Coping and Nursing Research in COVID-19
May/2021	XII Seminar: Nursing work in the context of crisis



Nov/2021	XII Seminar: Ethics as the foundation of liberating education: talking about citizenship, responsibility, and justice in the academic space
Apr/2022	XIV Seminar: The professional identity of the nurse: from Florence to the present day
Sep/2022	XV Seminar: Performance and specialties - perspectives for the future

Educational activity outside the university space

Regarding educational strategies, Chart 2 sought to demonstrate the events that the project "Being a nurse is" produced in conjunction with high schools located in the state of Rio de Janeiro. The activity outside the academic walls arises intending to raise awareness among students in the process of college entrance exams about the reality of the work of a nurse, breaking stereotypes that exist in society and seeking to expand the demand for undergraduate nursing courses. Therefore, the members of the project carry out continuous searches for public and private schools that demonstrate interest in having a partnership with the project and from this, the presentation is organized and the didactics that will be used in the activity are defined.

In Chart 2, this dynamic began in 2016 at a school located in Teresópolis, where "Being a nurse is" participated in a career fair. In the subsequent years, 2017 and 2018,

there was no recorded extramural activity. However, the activity at school returned to 2019, where the target audience remained high school students. However, that year the presentation took place at a school in Tijuca/RJ, close to the university, using debates and educational games to exemplify the theme.

In 2020 and 2021, there were also no activities outside the university walls, which is evidence of the pandemic period that began in 2020. Thus, activities in schools returned in 2022, where three events were recorded this year with similar themes and in three different locations. The themes were focused on the nursing profession and its practices.

With this, it is currently possible to see the project's efforts to increase its partnerships with schools in Rio de Janeiro, so that they can carry out more extramural activities, raising awareness among a greater number of students regarding the nursing profession.

Chart 2. Educational activities carried out outside the university. Rio de Janeiro, RJ, Brazil, 2016-2022

Year	Event	Local
2016	Participation in the career fair	Private educational institution - Teresópolis/RJ
2019	Presentation with the help of games and debates for 2nd and 3rd-year high school students	Private educational institution - Tijuca/RJ
2022	Presentation of the theme "What is it like to be a nurse?"	State educational institution - Vila Isabel/RJ
2022	Presentation of the theme "What they didn't tell you about nursing"	State educational institution - Rio Comprido/RJ
2022	Presentation of the theme "Possibility of a path after finishing high school - how nursing fits into this context"	State educational institution - São Cristovão/RJ

Discussion

It is worth mentioning that this study sought to report the experience of holding the semiannual seminars of the extension project "Being a nurse is" as educational strategies over seven years, reflecting on their effective contribution to this process. These seminars were included as an integral activity of the discipline Nursing Research I, where students make their first contact and approach to content and experiences that allow them to access knowledge inherent to science, and its knowledge that ranges from its importance, expression, and creativity to standards and techniques that regulate its rigor, having as a backdrop ethics, respect for diversity and the plurality of languages that compose it.

According to the data presented, it is possible to see the concern of education managers to adapt to the reality of

the educational process, since the methods are not permanent in this sector. In addition, educators seek strategies to make teaching content more didactic, thus facilitating the development of students in the academic environment².

In the current scenario, professionals seek collaborative strategies for the classroom, thus, the educational system uses active methodologies, which aim to apply interactive resources for better teaching methods in the pedagogical process. With this, these approaches seek to encourage student independence, producing in them an awareness of teaching and learning, thus developing skills such as reflection, analysis, and discussion of the student⁶.

Technologies have been incorporated into everyday academic life, such as the use of audiovisual materials and educational games. These strategies aim to keep



Experience report: action strategies of the extension project “Being a nurse is”
Moraes VS, Branco ALC, Pinheiro GS, Rodrigues TA, Dias LA, Oliveira BC, Ferreira DC
that the importance of debate for the development of learning is understood¹¹.

undergraduates focused on the content being presented. In this same perspective, laboratories are used to simulate health practice using existing technologies, developing professional practice skills. Furthermore, realistic simulations can be developed with the use of laboratories, where the aim is to bring theory and practice closer together. Simulation becomes a complementary teaching-learning strategy, being a facilitating tool, helping students to consolidate theoretical content. In addition, simulating professional practice helps to minimize damage that may occur in the real scenario of profession³.

As a member of the academic community that aims to integrate the three pillars of education: teaching, research, and extension, the extension project “Being a nurse is” seeks to contribute to the continuity of the educational process outside the classroom. For this to happen, the same must benefit from educational strategies, however integrating with the content that is presented throughout the semester⁶. Thus, in 2014, a strategy emerged of using educational events every six months, holding constructive debates on specific topics inside and outside the university, with the presentation of professional and personal experiences to broaden the horizon of reflections on nursing today. As can be seen in Chart 1, the project events were linked to active methodologies, using a round table approach in its first event, where guests with affinities with the debated themes participated, where they sought to provoke the students to learn more and participate in the debate, enjoying their doubts and uncertainties for their construction of knowledge.

In this context, the ongoing debate about the need for an educational project to be in constant evolution and adaptation deserves to be highlighted, since strategies tend to improve over time and the social scenario. Given this, it can be seen in Chart 1 that the seminar methodology took shape in 2016 and was established in the following years. The seminar is an event taught by an expert in the subject who has teaching methods to stimulate debate, helping students to be more autonomous and participatory in the construction of their knowledge⁷. Furthermore, students enter the event knowing in advance the content that will be covered. This strategy increases the production of knowledge among academics, since they may not arrive completely unfamiliar with the topic.

According to the Priberam online dictionary⁸⁻¹⁰, The lecture, conference, congress, and seminar methodologies have a similar concept, since both have the strategy of providing a meeting with a group of people to increase the discussion on the topics to be debated, stimulating the construction and dissemination of scientific knowledge. Therefore, these methodologies differ in specific points, such as lectures, which are defined as a brief debate on a certain subject, while the congress seeks to bring together representatives from different sectors who have a common denominator so that through this meeting, the discussion of specific problems and important themes for the area can take place. Finally, the seminars begin with a presentation on the theme, followed by a discussion on the subject, given

The seminars of the project “Being a nurse is” have been taking place since the first half of 2016, and since then, several themes have been discussed over the years. Thus, it is possible to observe that in the first years of the seminars, the theme: “Student exchange” occurred in different seminars, with the repetition of this theme, justified by the interest of the participants since the project considers the interests of the academic community. Student exchange is an important addition in the construction of an individual's personal and professional identity since the regional culture interferes with the construction of the being. With the paradigm shift during the exchange, sociocultural questions become frequent, and these observations become responsible for the reconstruction of identity, making the individual autonomous and independent of his or her being¹².

Student autonomy becomes the main issue within the university environment since the interaction of students in the educational strategy enables more constructive teaching and learning, the student stops being a passive listener and becomes a participant in the construction of his/her knowledge. Student participation during teaching helps in the development of skills, such as diction, debate, and even the organization of their thoughts⁷.

However, like any strategy that depends on the social environment, education is influenced by the community, as can be seen in Chart 1. Therefore, the initial idea was that the seminars would occur periodically every six months. However, in 2016 the seminar occurred only once a year. This can be justified by the strike that the university faced that same year, during which the faculty's activities were interrupted for 5 months. Furthermore, in 2017 the faculty was adapting to the semesters that were behind schedule from the previous year, and thus, the educational strategies were adapting to the academic reality¹³.

Unfortunately, cases of pneumonia began to occur at the end of 2019. It was only in January 2020 that the SARS-CoV-2 virus was identified, and it was only in March that a COVID-19 pandemic was declared. In Brazil, the first patient infected with the virus was confirmed in February 2020, and from then on, measures were implemented to reduce COVID-19 infection, thus directly affecting the educational system. With this paradigm shift, the seminars and extramural activities of the “Being a nurse is” project was interrupted since society was facing a health crisis¹⁴.

In addition, the project also sought to produce educational events in high schools, to raise awareness among students in Rio de Janeiro. Thus, awareness among this population occurred through lectures and educational games presented by the members of the project “Being a nurse is”, where they presented content in a didactic way, encouraging listeners to participate in the construction of knowledge. The topics presented described the project's proposal since it sought to raise awareness among adolescents about health education, the college entrance exam process, and the reality of a nurse's work. The last proposal arises as a demand to deconstruct the stereotype



that society holds of a nursing professional to stimulate an increase in the number of students entering university courses.

In addition to these teaching strategies, the selection of themes to be addressed by extension projects becomes essential for the continuity of education, since the themes attract the attention of the public, encouraging them to be more involved in university projects. In addition, the project sought to bring historical points to the current professional context, such as the theme of the year 2022 "The professional identity of the nurse: from Florence to the present day", in which students were proposed to reflect on the theories and ideas of the founder of modern nursing, who served in the Crimean War in 1854. Because of this, the importance of revisiting the history of nursing is highlighted, since these foundations built the current profession and continue to favor students and nurses in maintaining their professional identity¹⁴.

In this regard, it is important to highlight that the project used its educational methodologies as a vehicle to raise awareness in society, highlighting themes related to the pandemic, transmitting important information on the subject, and communicating to society about the current scenario. Furthermore, it sought to notify the community about the value of the nursing profession, especially about the difficulties of this professional in times of pandemic¹⁴.

Therefore, even with the changes in the academic sector, the efforts of teachers to adapt teaching methodologies are evident. For example, the introduction of online platforms, which were widely used during the pandemic, such as the use of YouTube® to produce seminars. In addition, active methodologies are used within university walls, such as flipped classrooms, laboratories, and realistic simulations. It is also possible to see the commitment of pedagogical managers to always be connected to specific issues in society so that they can raise topics associated with the community to be debated with ethical and scientific cohesion.

Final Considerations

In this way, student autonomy becomes increasingly important in today's society, since through this freedom, students develop important skills for their professional careers. Furthermore, the interaction between

Experience report: action strategies of the extension project "Being a nurse is"
Moraes VS, Branco ALC, Pinheiro GS, Rodrigues TA, Dias LA, Oliveira BC, Ferreira DC
the individual and their object of study leads to a search for knowledge, returning to the construction of ideas together with other students. Debates with the help of a pedagogical manager are fundamental for students to develop their own ethical and social personality.

Therefore, through the study presented, it was possible to carry out an analysis of all the seminars held by the extension project "Being a nurse is", showing the need for education to be closely aligned with methodological advances so that the content is addressed with greater didactics. Didactics becomes a fundamental tool for education, considering that through it, learning can become clearer and more accessible. Thus, the project began to add events with active methodologies, starting the round table that soon became the biannual seminars. Through these strategies, the project sought to bring clarity and encourage the search for knowledge through the events. In addition, it brought important themes for the training of nursing professionals, emphasizing the construction of their professional identity.

In addition to professional growth, the project sought to welcome newly enrolled students at the university, since the seminars include the presentation of studies by first-semester students, connecting these academics to university research. Furthermore, the project sought to raise awareness among a group of society through educational activities outside the university walls, stimulating debates about the nursing profession and consequently breaking down previous social stereotypes about the profession. From this, the target audience was encouraged to rethink the practices of a nurse, contributing to the search for building new knowledge on the subject. According to what was demonstrated, the university's effort to adapt to the evolution of educational strategies and the reality that education faces is notable, since the beginning of the project "Being a nurse is" different methodologies have been implemented, and these changes are justified by the need for the educational sector to always relate to social progress. Therefore, the use of methodologies makes great contributions to the learning and awareness of the population, considering that through them the acquisition of knowledge becomes more palatable and consequently facilitates the teaching-learning process.

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