



# Contribution of university extension activities in a group of pregnant women and couples for the training of nurses

*Contribuição da extensão em um grupo de gestantes e casais grávidos para a formação do enfermeiro*

*Contribución de la extensión en un grupo de gestantes y parejas embarazadas para la formación del enfermeiro*

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## ABSTRACT

**Objective:** To understand how the participation of nursing students with a group of pregnant women and couples contributes to their training and professional practice. **Method:** Qualitative, descriptive and exploratory study. Data were collected using individual and semi-structured interviews held in 2017 with nursing students holding scholarships for extension work and working with a group of pregnant women and couples, implemented in a university hospital in the south of Brazil. The interviews were recorded and analyzed using Minayo's operational proposal. **Results:** The analysis revealed the reasons nursing students applied for a position in the extension project; the perceptions they held of the group of pregnant women; and how their experience with this extension project contributed to their academic and professional lives. **Conclusion:** The extension project positively impacts the lives of students, assisting both with curricular subjects and after graduation.

**Keywords:** Education, Nursing; Community-Institutional Relations; Women's Health; Students, Nursing.

## RESUMO

**Objetivo:** Conhecer de que modo a participação do acadêmico de enfermagem no grupo de gestantes e casais grávidos contribui para seu processo de formação e atuação profissional. **Método:** Estudo qualitativo, descritivo e exploratório. Coleta de dados utilizando entrevistas individuais e semiestruturadas no ano de 2017, com alunos de enfermagem, bolsistas de extensão, em um grupo de gestantes e casais grávidos desenvolvido em um hospital-escola do Sul do Brasil. As entrevistas geraram áudios analisados através da proposta operativa de Minayo. **Resultados:** A análise explicou os motivos que levam o bolsista a se candidatar a vaga de extensão, a percepção do acadêmico de enfermagem sobre o grupo de gestantes, a contribuição da vivência da extensão para a vida acadêmica e profissional. **Conclusão:** A extensão tem impacto positivo na vida do graduando, auxiliando tanto nas disciplinas curriculares quanto após a formação acadêmica.

**Palavras-chave:** Educação em enfermagem; Relações Comunidade-Instituição; Saúde da mulher; Estudantes de Enfermagem.

## RESUMEN

**Objetivo:** Conocer de qué modo la participación del académico de enfermería en el grupo de gestantes y parejas embarazadas contribuye a su proceso de formación y actuación profesional. **Método:** Estudio cualitativo, descriptivo y exploratorio. Recogida de datos utilizando entrevistas individuales y semiestructuradas en el año 2017 con alumnos de enfermería, becarios de extensión, en un grupo de gestantes y parejas embarazadas desarrollado en un hospital-escola del sur de Brasil. Las entrevistas generaron audios analizados a través de la propuesta operativa de Minayo. **Resultados:** El análisis explicó los motivos que llevan al becario a postular la vacante de extensión, la percepción del académico de enfermería sobre el grupo de gestantes, la contribución de la vivencia de la extensión a la vida académica y profesional. **Conclusión:** La extensión tiene impacto positivo en la vida del graduado, auxiliando tanto en las disciplinas curriculares cuanto después de la formación académica.

**Palabras clave:** Educación en Enfermería; Relaciones Comunidad-Institución; Salud de la Mujer; Estudiantes de Enfermería.

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## INTRODUCTION

In the scope of women's health promotion, the World Health Organization provides that the health system should offer quality care to pregnant women, promoting the wellbeing of both mother and fetus. Such a directive includes the implementation of groups composed of pregnant women that work in consonance with the health system as one of the activities intended to ensure this women's right.<sup>1</sup>

Health promotion is an important cornerstone of professional practice for nurses, professionals who are supposed to encourage the adoption of self-care strategies, promoting autonomy and quality of life. Educational activities implemented in this context also contribute to the inclusion of individuals and families in health care.<sup>2</sup>

Health educational activities implemented among groups are intended to meet community needs and establish a diagnosis that allows the identification of social determinants and the possibility of addressing such needs. Hence, nurses are key in the development of educational groups and activities.<sup>3</sup>

The implementation of these groups presents satisfactory results in the promotion of health, encouraging the adoption of healthy habits, as the groups encourage people with similar health needs to interact and exchange experiences.<sup>2</sup> Patients learn about different self-care strategies when a multi-professional team works with these groups because the dissemination of health information, a process that favors the construction of knowledge, takes place through a dialogue that reflects the views of different fields.<sup>3</sup>

One way to work with health education among pregnant women and their families is by implementing groups. These groups are important to encouraging reflection upon views and behaviors that are related to the process of becoming pregnant, giving birth, and taking care of children. Groups promote critical reflection, giving women the autonomy to decide how they will experience the process of pregnancy, delivery and the postpartum period, adopting behaviors they deem healthy.<sup>4</sup> It is also an opportunity for teaching and learning, enabling nursing students to implement health promotion actions, through a university extension project and based on a holistic perspective, strengthening bonds between the institution and the population.<sup>5</sup>

University extension activities are considered a link between the community and the university. It plays an important role in the critical and reflective development of students, promoting an exchange between scientific and popular knowledge and disseminating health education within the university and community spheres. As one of the university's roles, extension should occur in association with research and teaching to enhance knowledge in different fields.<sup>5,6</sup>

The practices performed in the community are mechanisms intended to connect current health needs, theory and practice, doing and thinking, reinforcing the development of reflective

practice.<sup>7</sup> The participation of nursing students in extension projects is a way to enhance their training, as it provides a critical and reflective view of the topic, encourages their interaction with the collective and promotes the development of the competencies necessary to promote health, such as sensitive listening and communication.<sup>8</sup> The diversification of training opportunities is a strategy for students to identify the real needs of the population, as well as the different areas where nurses can work.

In this context, the theoretical framework of reflective practice enables understanding university extension activities to be a fertile field for promoting reflective practical training because it supports learning and doing, links teaching and service, and encourages dialogue among those involved in the training process.<sup>9</sup>

Considering university extension activities a factor that influences the education of nurses and a space to promote reflective practice, this study's objective is to learn how the participation of nursing students in the Group of Pregnant Women and Couples contributes to their training and professional practice.

The relevance of this study lies in the fact that university extension activities are one of the cornerstones of university education and that the WHO and the Brazilian Ministry of Health provide for the adoption of strategies such as the organization of groups to enhance assistance provided to women in the prenatal period.<sup>1,4,5</sup>

This study is also justified by the current tendency to include extension activities in the curriculum, a recommendation of the National Plan of Education 2014-2024; that is, at least 10% of the curriculum is expected to be composed of extension activities, revealing the importance of extension projects and studies that show the impact of such activities.<sup>10</sup>

This study seeks to answer the question: What is the contribution of holding an extension scholarship in a group of pregnant women and couples on academic training and professional practice in the nursing field?

## METHOD

This qualitative, descriptive and exploratory study was conducted in the undergraduate nursing program of a public university in southern Brazil and a group composed of pregnant women and couples, which is an extension project linked to this university.

The group of pregnant women and couples is a free-of-cost extension activity implemented in 1996 in a public university in the south of Brazil, the objective of which is to disseminate knowledge and experiences regarding the puerperal pregnancy cycle and enable women and their companions to express feelings, doubts, and fears.<sup>4</sup> Health workers, undergraduate and graduate students take part in the health education activities and the project provides scholarships to students.

Students and alumni from the undergraduate nursing program who held a scholarship provided by the university project from 2010 to 2016 took part in this study. Inclusion criteria were having held a scholarship for at least six months in the group of pregnant women and couples.

The participants were contacted through email and social networks. Twelve former scholarship holders who had participated in the group of pregnant women and met the criteria were contacted, two of whom did not reply, so that a total of ten interviews were held.

Data were collected through semi-structured individual interviews held by the primary author. The interviewees completed a questionnaire containing questions that addressed their role in the group of pregnant women and the importance of this experience in their academic training and professional practice.

The interview addressed subjects related to nursing training and the contribution of receiving a scholarship from the group of pregnant women extension project. The interviews lasted 11.6 minutes on average. The questions were intended to identify the reasons that led students to apply for a scholarship offered by the pregnant group project; how the work performed within the group influenced their academic training and professional lives; how the experience acquired in the group of pregnant women relates to the courses on women's health, child health, infant and adolescent's health and finally, whether the group of pregnant women is a fertile terrain to encourage critical production and reflections.

Data were analyzed using the operational proposal of Minayo<sup>11</sup> and was conducted in two stages: the study's exploratory phase and data interpretation phase, including horizontal reading and exhaustive reading of texts, cross-sectional reading, final analysis, and investigation report presenting results in consonance with the framework adopted in the study and current literature on the topic.

Resolution 466/12 from June 12<sup>th</sup>, 2012, concerning ethical guidelines and the protection of participants, requires that collection of data be initiated only after the project's approval, a condition that was complied with and the project was approved by the Institutional Review Board according to opinion report No. 2,051,643 CAAE 63797417.4.0000.0121.

The participants were grouped according to the order in which interviews were held and identified accordingly. Thus, the first person to be interviewed was denoted E1 and the last E10.

## RESULTS

Ten extension scholarship holders who worked in the group of pregnant women and couples implemented in a public university in the south of Brazil from 2010 to 2016 participated in the study. In regard to the sex of the participants, all were women aged from 21 to 29 years old and worked in the extension project from six months to two years.

Eight of the interviewees had already graduated and two had not. In regard to paid jobs concomitant with extension activities, only one student had a paid job not related to the nursing field at the same time as she held the extension scholarship.

Four categories emerged from data analysis: motivation to apply for a university extension scholarship; students' perception regarding the group of pregnant women; and how the experience contributed to academic life and to professional practice.

### Motivation to apply for an extension scholarship

This category refers to the reasons listed by the students to apply for an extension scholarship offered by the group of pregnant women. According to Table 1, students seek out the group for financial reasons, due to an affinity with the extension topic, because they need experience and learning experiences, and because the project was recommended by friends and classmates who also participate in the group as scholarship holders.

*[...] I was about to write the program's final paper, I was interested in working with women's health and with the research group, with the group of pregnant women at the time [...] a friend of mine recommended the project, said that it was pretty cool. I started working with the group and I liked it and started getting involved with it. (E5)*

*[...] I wanted to acquire experience [...] make some money [...] I liked the topic, had already done supervised training in the UH (University Hospital) obstetrical center [...]. (E1)*

*[...] interest in the field [...] the field I identified myself with the most and this is what I want to do [...] I've talked to other scholarship holders who had participated, they told me a little bit how it was, so I got interested [...] also because of the money. (E9)*

*[...] I've always liked obstetrics, neonatology, [...] I knew I'd learn a lot with the group, you know? [...] there I'd have a chance to learn and it'd contribute a lot. (E10)*

### The perception of nursing students about the group of pregnant women

In regard to the perceptions of students of the group of pregnant women, it became clear that the group encourages reading and a search for knowledge, and because it is a multidisciplinary group, it allows the students to have contact with other professionals and knowledge from other fields, as shown by Table 2.

*[...] aroused curiosity to read more about the subject and also learn other aspects that are not so widely researched. It happened in my Master's program, in my specialization. Seeking different stuff, to deepen knowledge in the field [...] (E1)*

**Table 1.** Number of times information from category 1 is repeated during interviews.

Information reported in the interviews	Number of citations
Affinity/Interest in the topic (E1;E2;E3;E5;E7;E9;E10)	7
Recommendation from friends and professors (E2;E3;E4;E5;E7;E8;E10)	7
Improve knowledge in the field (E6;E7)	2
Financial issues (E4,E7;E8;E9)	4

Source: study's data, 2017.

**Table 2.** Number of times information from category 2 is repeated during interviews.

Information reported in the interviews	Number of citations
Encourages a search for knowledge during undergraduate studies/experience in the field (E1;E2;E3;E5;E7;E8;E9;E10)	8
Promoted proximity with extension/community (E2;E10)	2
Encouraged familiarity with the multidisciplinary team (E3)	1

Source: study's data, 2017.

*[...] you work with excellent professionals [...] and there was also the multidisciplinary aspect, there are not only nurses in the group, there are psychologists, a perinatal educator, so it opened up a horizon. Later I was going to do residence in family health, so the group helped me to broaden my view of the group of pregnant women, then of the primary health care, and even helped me understand a little bit about the flow of prenatal care, access to the UH [...]. (E3)*

**Contribution of the experience with extension to academic life**

This category reveals that the academic life of scholarship holders working with university extension activities is favored, considering students acquire skills related to organization, planning, autonomy, and also become familiar with providing guidance and health education (Table 3).

Another aspect that became evident is that the group encourages students to work with research, as they become involved with scientific events and activities such as the collection and treatment of data.

*[...] we start the group by getting organized, and we start academic life, I guess, in a very disorganized manner [...] the group also teaches it, to get organized, plan, see what are the women's demands in the first meeting [...] we learn how to get organized and make a plan based on what is needed to meet their demands [...]. (E1)*

*[...] the professors, they also included me in research activities and other opportunities came up after making contact with the group of pregnant women [...] I had experience in the SEPEX (Teaching, Research and Extension Week), we wrote some abstracts, scientific*

*papers [...] it contributed from an extension point of view, from having contact with the pregnant women, but also from a research point of view. (E2)*

*[...] the group gave me confidence, more autonomy, it was not forced, it was something I already knew, the group had already transmitted this information, so I was able to pass knowledge more confidently. (E4)*

*[...] from the sensibility of natural birth, the physiology of birth, also breastfeeding, to explain, clarify doubts [...] because the group, it's a group of pregnant women, anyway, it is an educational group. In this sense, education and health, yes. (E8)*

**Contributions of the experience with extension to professional practice**

This category shows that the experience of students with extension activities impacts the nurses' professional lives, encouraging them to continue training focused on women's health (Table 4). The nurses working in the group of pregnant women feel they are prepared to give orientation and even replicate the group of pregnant women and work with situations related to women's health.

*[...] of getting organized, having a strategic plan we take with us for the rest of our professional lives. (E1)*

*[...] I kept improving the knowledge I acquired in the group of pregnant women, I shared it, doing my specialization in obstetrics and now I also teach this discipline (women's health). (E2)*

*[...] I took the doula course and I guess that one of the reasons I took it was the group of pregnant women [...] students from other fields of nursing should also have*

**Table 3.** Number of times information from category 3 is repeated during interviews.

Information reported in the interviews	Number of citations
Added organization to the student's practice (E1;E5;E7;E9)	4
Encouraged research and scientific production (E2;E5;E6;E9)	4
Added confidence and autonomy to the student's practice (E2;E3;E4;E9)	4
Theoretical knowledge/familiarity with health education (E3;E5;E6;E7;E8;10)	6

Source: study's data, 2017.

**Table 4.** Number of times information from category 4 is repeated during interviews.

Information reported in the interviews	Number of citations
Organization at work (E1)	1
Continuing education activities (E1;E2;E3;E9)	4
Foundation to create a group of pregnant women in the field of education (E1;E5;E6)	3
More confidence performing practices related to the topic (E3;E4;E6;E7;E10)	5

Source: study's data, 2017.

*this experience [...] to have a notion of how a group, implemented more than 20 years ago, works. (E3)*

*[...] we had a premature labor in our hospital, I didn't have anything prepared for that, [...] I was not desperate as the others, those who were not used to that [...] the experience I had with labor, with all the process, [...] I manage to stay focused and calm in the situation [...] I'm sure the group made a lot of difference. (E4)*

*[...] I was able to implement a group (of pregnant women) and actually set up a schedule very similar to what we had [...] there was a multi-professional team in my unit so we managed to reconcile activities [...] so we invited a lot of people and it became very similar to the group you have there. (E5)*

*I acquired more knowledge and became able to provide better guidance [...] in regard to exams, a topic about which women ask a lot of questions in the group [...] The group (of pregnant women), is that nowadays, I'm able to focus better and better address women, breastfeeding is a part of what I'm currently able to have much success with in my practice. (E6)*

## DISCUSSION

The acquisition of knowledge during undergraduate studies goes beyond what is transmitted in the classroom. The university allows students to experience extra-curricular activities such as extension, which contribute to their undergraduate training and professional lives. University extension activities enable students to have contact with what is real and concrete, and encouraging students to aspire to extension projects is essential in social terms as students are expected to become critical and reflective professionals.<sup>12</sup>

The undergraduate nursing program provided at the university under study allows students to experience both theoretical and practical learning and research and extension, while all these are interconnected. These experiences directly influence the training of nurses and the quality of care they will provide when they become professionals.

Students have a chance to seek extension activities during undergraduate studies, but this is not the only path they can follow; generally, choosing extension activities is related to other factors and is influenced by their experiences during their undergraduate programs.<sup>12</sup>

Currently, extension activities tend to be included in the curricula and, in accordance with recommendations of the National Plan of Education 2014-2024, which proposes that 10% of the curriculum is composed of extension activities, students will have greater access to extension projects and will be able to develop their skills within the community, more easily linking teaching and research.<sup>10</sup>

The inclusion of extension activities in the curricula is intended to link the university cornerstones: teaching, research and extension. The purpose of including extension activities in the program's curriculum is to prepare students with a more holistic view, with critical and reflective thinking, to be a professional who will be involved with the problems of the community and will be able to link teaching and research in order to optimize care strategies.<sup>13,14</sup>

The students who took part in the group of pregnant women and couples report that they sought this extension project because they were interested in the topic. They sought knowledge and different experiences during the undergraduate program. They also took part in the extension project because of the financial aid involved. Reports such as these were also seen in a study addressing the factors that lead students to seek extension projects during undergraduate nursing programs. These factors include the possibility of having contact with the

community, affinity with the topic and with the work developed in the extension project, and also because of the remuneration provided to those holding a scholarship.<sup>12</sup>

Extension activities focus on establishing a connection between community and the educational sector, as educational institutions are opinion-makers and promote health education. In the university, extension activities work together with research and teaching, promoting the search for and treatment of information and its later dissemination to the community and the academic milieu.<sup>6</sup>

The results show that nursing students understand that working in extension projects directly influences the knowledge they acquire during undergraduate studies. Extension activities link community and university, thus, the practice implemented in the group of pregnant women promotes contact with the community, the acquisition to knowledge, and encourages critical reflection and autonomy during the undergraduate program and later in professional practice.<sup>4,5,6,13,14</sup>

Extension projects enable students to contribute to social transformation and encourage them to reflect and become aware of health promotion, to become responsible both in their academic and personal lives, and promote an environment conducive to the teaching-learning process and establishing bonds.<sup>15</sup>

Students have a chance to develop their knowledge in extension activities by having contact with the topic and with different guidance provided by other professionals taking part in the activities, associating theory acquired during undergraduate studies and with the extension group and correlating it with practice.<sup>15</sup>

A lack of an interface between theory and practice leads to dissatisfaction, because even though students receive good theoretical information in the classroom, they need to experience the context of practice for them to be able to reduce the distance between theory and practice.<sup>6</sup> In this study, the work of students in the group of pregnant women allowed them to construct knowledge, become closer to the community, and associate theory and practice.

The group of pregnant women and couples is a space where health education takes place, as there is an exchange of knowledge, the promotion of women's health, immunization, feelings, maternity rights, physiological changes, labor and birth, and child care. Self-care strategies are also discussed, as the adoption of healthy habits is encouraged, as well as a discussion of how to improve care practice through new studies.<sup>2,4</sup>

This context enables extension scholarship holders to reflect upon their training and to link knowledge acquired in courses addressing women's and neonatal health, as well as encouraging critical and reflective thinking to replicate this experience of health education implemented in the group in their practice as nurses.<sup>4</sup>

Those who took part in this study perceive the extension as a means to bring themselves into proximity with the community and professionals, and see themselves as part of the process,

seeking scientific knowledge to play their role in the group of pregnant women and enhance their practice as a scholarship holder in a extension project.

The experience of learning with the guidance of more experienced professionals enables students to have direct contact with the context of a given service and community. At the same time, it enables a process of reflection, considering that students learn in practice how to develop and recognize competent practice, using all the resources available to deepen knowledge.<sup>9</sup> Therefore, knowledge becomes an element in movement that allows for change as experiences are acquired.<sup>16</sup>

Health education is a way for nurses to promote health through self-care strategies, discussing subjects that are relevant for the population, promoting the adoption of healthy habits according to the demands of certain populations.<sup>2,17</sup> In this sense, the inclusion of health education activities during the undergraduate program encourages the development of competencies for the practice of students as future health workers.

Extension activities also enable an exchange of experiences among patients, students, professors and the multi-professional team, improving the participants' critical reflection regarding the care process and the health education itself and also in regard to the context within the Brazilian Public Health System.<sup>15</sup> This closeness with service and community is a challenge that motivates participatory professional practice engaged with the process of changing contexts, which involves healthier relationships, conditions, and spaces.<sup>17</sup>

The group of pregnant women and couples is far more than an extension for nursing students, it is a door for the research on which teaching is based, qualifying the training process and enabling students to build their practice considering different perspectives.

The interviewees report that the extension project enabled them to learn about the collection of data, to participate in the development of research and how to perform in scientific events. Therefore, it enabled students to feel able to develop research during the course of their undergraduate programs and encouraged a search for knowledge in their training and professional practice.

The work with extension activities enables students to learn how to collect data, to participate in the research process and make presentations at events. One of the characteristics of extension projects is also to allow students to actively participate in the development of projects and actions that will be implemented in extension activities, developing their autonomy and critical rationale.<sup>15</sup>

Contributions to the training of nurses from working in a group of pregnant women extension include greater autonomy and improved performance in the program's courses, because the group reinforces and consolidates knowledge that is acquired in the undergraduate program.<sup>18</sup>

No papers addressing how the participation of students in extension projects contribute to their professional development were found. This analysis shows that the participation of students holding extension scholarships in groups of pregnant women and couples encourages them to continue acquiring knowledge through readings, specializations, and courses, as well as enables them to acquire autonomy in their nursing practice. This gap in the scientific literature encourages the development of new studies to build knowledge to this topic, identifying how extension activities within the teaching of nursing have impacted the training of nurses.

The National Curricular Guidelines for Nursing Programs from 2001 provides the implementation of an educational model linking the practice of nurses, allowing workers to acquire a reflective style of practice, able to transform reality by integrating theory and practice.<sup>19</sup> Aware that the quality of training directly impacts the profile of workers, it is extremely important to recognize the factors that qualify and contribute to the training process and result in qualified professionals entering the job market.<sup>20</sup>

Workers who held an extension scholarship report that they managed to acquire greater autonomy, independence and security when dealing with situations related to women's and neonatal health. Their work in the group also helps them to organize their professional life, as nurses develop the ability to work more easily with a schedule and organize actions they are suppose to implement.

After graduation, former scholarship holders tend to create groups or implement activities directed to women's health, especially those directed to pregnant women and couples. They associate such a deed with their participation in a consolidated and organized group, which enabled them to learn the dynamics of this type of work.

University extension activities, as an opportunity to prepare qualified professionals, is seen by the interviewees as a strategy that encourages them to give continuity to education focused on women's health. The results indicate that the students who work in the extension group continued their education through qualification programs, specializations and Master's programs. The decision to keep working in the field of women's health, whether in care delivery or teaching, is associated with their experience with extension and other factors reported here.

The continuity of education, searching for knowledge, developing methods to disseminate knowledge to the health staff and community is called continuing education, which is classified as learning at work; that is, it is based on the assumption that the work process encompasses ongoing teaching and learning.<sup>21</sup>

Continuing education in the health field is important for nurses because it promotes interdisciplinary viewpoints in the health staff, the adoption of practices based on scientific knowledge and encourages the participation of workers in health promotion activities.<sup>22</sup> The improvement of health workers is stimulated by continuing education in the health field, as it encourages the

implementation of continuing educational actions focused on the community and works with health promotion to prevent injuries and diseases.<sup>23</sup>

## CONCLUSION

This study shows that the nursing students who received a scholarship to work in the group of pregnant women and couples sought this extension activity because they felt an affinity with the subject, due to financial factors, and the need to acquire knowledge, and via their involvement with the group, they developed organization skills, discipline, and oratory.

The students were able, during the undergraduate program, to develop the content addressed in the curriculum in greater detail and also concomitantly developed research activities, that is, connecting teaching, research and extension.

The study also showed that the group contributed to the professional life of scholarship holders, promoting their autonomy to provide care to women and newborns, encouraging them to continue their studies by taking courses and specializing, as well as reproducing their experience with the extension group by creating groups of pregnant women and other activities directed to pregnant women.

Given the preceding discussion, the conclusion is that the group of pregnant women and couples aids the training of nurses, improving their personal and academic lives, as well as their professional lives. Even those who sought to take part in the project because of the financial assistance concluded their participation was positive for their academic lives and professional practice.

This study presents some limitations, such as the fact the study was developed with students who received a scholarship to work in a specific group of pregnant women with its own dynamics, thus, the results may not reflect the experience of students who received scholarships to work on other projects. Another limitation is a lack of papers addressing this subject, which hinders discussing and grounding the results, though it does open up space for new studies in the field.

Future studies are recommended to analyze the impact of extension projects on the professional lives of students, as well as the relationship established between the students with the community, considering that the objective of extension projects is to establish a relationship between the university and the community.

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