

# University extension: profile of the speech-language pathology students of a public university

## Extensão universitária: perfil do discente de Fonoaudiologia de uma universidade pública

## Extensión universitaria: perfil de estudiantes de Fonoaudiología de una universidad pública

*Thales Roges Vanderlei de Góes\**  
*Michelle Carolina Garcia da Rocha\**  
*Bárbara Patrícia da Silva Lima\**  
*Vanessa Fernandes de Almeida Porto\**

### Abstract

**Objective:** This study aimed at outlining the profile of speech-language pathology students of a Brazilian public university regarding university extension. **Method:** This is a predominantly descriptive cross-sectional study with a quantitative-qualitative approach. The sample consisted of all the students enrolled in the speech-language pathology course, excluding the main author of this study, totaling 110 subjects. The data was collected through a semi-structured questionnaire prepared by the authors, containing questions regarding extension practices. Descriptive statistics techniques with absolute and relative frequency were employed and presented in tables and graphs with the help of the Excel 2010 software (Microsoft Corporation). **Results:** The extension practice the speech-language pathology students of the public university most engaged in was participation in congresses, followed by extension courses. Programs and projects were the extension practices with the least amount of student engagement. Among the hindrances reported by the students to engaging in extension practices are the lack of interest and /

\*Universidade de Ciências da Saúde de Alagoas, Maceió, Alagoas, Brazil.

### Authors' contributions:

TRVG collected, tabulated, and analyzed the data, and wrote the manuscript; MCGR, BPSL, and VFAP were responsible for the study design and the overall guidelines for elaboration of the manuscript.

**Correspondence address:** Thales Vanderlei thalesvanderlei@hotmail.com

**Received:** 19/11/2017

**Accepted:** 22/05/2018

or motivation, lack of announcements, no available time, rules for the selection of scholarships and the cost of registering for the events. **Conclusion:** The results showed that the student-teacher-community interaction falls short of students' training needs. The findings of this study point to a renewed discussion about the importance of university extension practices in the training of speech-language pathologists, as they are an instrument for the dissemination of knowledge between the university and society

**Keywords:** Teaching; Speech-language pathology and audiology; University-community relationship.

### Resumo

**Objetivo:** este estudo objetivou caracterizar o perfil dos discentes do curso de Fonoaudiologia de uma universidade pública em relação à Extensão Universitária. **Método:** trata-se de estudo transversal predominantemente descritivo com abordagem quanti-qualitativa. A amostra foi composta por todos os discentes regularmente matriculados no curso de Fonoaudiologia, excluindo-se o autor principal deste trabalho, totalizando 110 sujeitos. A coleta de dados foi realizada por meio de um questionário semi-estruturado confeccionado pelos autores, contendo perguntas a respeito das práticas extensionistas. Foram aplicadas técnicas de estatística descritiva com frequência absoluta e relativa, sendo representadas em tabelas e gráficos com auxílio do software Excel 2010 (Microsoft Corporation). **Resultados:** participação em congressos foi a ação extensionista mais praticada por alunos do curso de Fonoaudiologia da universidade pública pesquisada, seguido pelos cursos. Os programas e projetos foram as categorias de extensão com menor participação dos entrevistados. Dentre as dificuldades relatadas para participar das ações de extensão entre os discentes estão a ausência de interesse ou motivação, formas de divulgação, indisponibilidade de horários, normas para a seleção de bolsistas e o custeio das inscrições dos eventos. **Conclusão:** os resultados mostraram que a interação discente-docente-comunidade está aquém das necessidades da formação do aluno. As considerações apresentadas neste estudo apontam para a retomada da discussão sobre a importância da Extensão Universitária na formação do fonoaudiólogo, como instrumento de conhecimento entre a universidade e a sociedade.

**Palavras-chave:** Ensino; Fonoaudiologia; Relações Comunidade-Instituição.

### Resumen

**Objetivo:** Este estudio objetiva caracterizar el perfil de los estudiantes del curso de Fonoaudiología de una universidad pública en relación con la Extensión Universitaria. **Método:** trata-se de estudio transversal predominantemente descriptivo con abordaje quanti-qualitativa. La muestra se compuso de todos los estudiantes regularmente matriculados en el curso de Fonoaudiologia, excluyendose el autor principal de este trabajo, totalizando 110 sujetos. La recoleta de los datos fue realizada por medio de un cuestionario semi-estructurado confeccionado por autores, con preguntas a respecto de las prácticas de extensión. Se aplicaron técnicas de estadística descriptiva con frecuencia absoluta y relativa, siendo representados en tablas y gráficos con ayuda del software Excel 2010 (Microsoft Corporation). **Resultados:** Los eventos, con destaque para los congresos para una acción extensa pero practicada por los alumnos del curso de Fonoaudiología de la universidad pública buscada, seguida por cursos. Los programas y los proyectos fueron como categorías de extensión con menor participación de los entrevistados. Deter as dificultades relatadas para participar en las acciones de extensión entre los discentes es una ausencia de interés y motivación, formas de divulgación, indisponibilidad de horarios, normas para la selección de los bolsistas y el costeo de las inscripciones de los eventos. **Conclusion:** Los resultados muestran que una interacción discente-docente-comunitaria es aquém de las necesidades de la formación del alumno. Como consideraciones sobre este estudio para una retomada de la discusión sobre el valor de la Extensión Universitaria en la formación del fonoaudiólogo, como instrumento de conocimiento entre una universidad y una sociedad.

**Palabras claves:** Enseñanza; Fonoaudiología; Relaciones Comunidad-Institución.

## Introduction

The charitable practices undertaken by the Catholic Church through the Arcabaça Monastery in Portugal around the year 1269 influenced the spread of extensionism, which advocated charitable giving to the poor, thus disseminating religious ideals, across several countries. The term “university extension” was coined in 1867 in Cambridge University, England, which offered continuing education courses to adults in general<sup>1</sup>. These English ideals influenced the expansion of university extension to other European countries as well as the United States<sup>1,2</sup>.

In Brazil, in the 40’s and 50’s, university extension was still intrinsically associated with inter- and extra-university courses, conferences and advertising informed by Decree 19.851/31, which provided for the Statute of Brazilian Universities<sup>2</sup>. In 1968, Law 5,540 established the rules for the organization and operation of higher education, making university extension programs compulsory for all higher education institutions and Brazilian universities, in the shape of courses and welfare services to the community, the latter being considered a priority in university extension actions<sup>3</sup>.

In 1987, the I Forum of Vice-Deans of Brazilian Public university extensions (FORPROEX) expanded on the concept of university extension, which has since then been considered inseparable from teaching and research, turning knowledge into a two-way road between university and society<sup>1,2</sup>. Other Forums followed, leading to the creation, in the XIV edition, of the National Extension Policy<sup>3</sup>. The classification currently adopted, which will be employed in the analysis of this study’s data, takes into account the following extension practices: programs, projects, courses, events and service provision<sup>3</sup>.

The extension practices outlined by the National Extension Policy allowed an exchange of experience and values among teachers, students and the community, through which academic knowledge is conveyed to the population, enabling an effective popular participation in the university, ensuring that knowledge is not limited to the academia<sup>4</sup>. They also allow the development of learning-teaching processes, thanks to the opportunity of bringing together the academic world and the world of real needs<sup>5</sup>. In the health arena, these practices take

on a particularly important role, as they enable humanization actions<sup>4</sup>.

Therefore, university extension allows both students and teachers to try and understand the social, political and educational reality of their community. It enables the development of ethics, critical thinking, knowledge and skills for decision-making and the ability to work in teams, turning university students into future professional citizens<sup>2</sup>. These practices also bring together teaching, research and extension, aiming at generating knowledge among the population, establishing a direct relationship between society and the university, in a transformative action<sup>4</sup>.

However, the current reality of health professionals’ training is still focused on welfare, with an emphasis on curative practice<sup>4,5</sup>. In the rehabilitation field, which includes the speech-language pathology and audiology course, the main focus of the training is on individual, mainly secondary and tertiary care, which underscores the importance of extension practices in academic education<sup>6,7</sup>.

In order to align these professionals to social issues so as to allow an encompassing view of the health-illness process, Resolution CNE/CES n. 5, of February 19, 2002 – which set forth the National Curriculum Guidelines for the Speech-Language and Audiology undergraduate course, based on Laws 8080/90 (which established the Single Health System – SUS) and 9394/96 (National Education Guidelines and Bases Law) – recommends the training of professionals capable of developing actions for prevention, promotion, and protection, both on an individual and collective level, in the search for adopting participative, problem-solving methods of educating speech-language pathologists and audiologists. Thus, the hospital-centered, centralizing and discriminatory view of illnesses may give way to a new organizational one, more adapted to the social context<sup>8</sup>.

Integrating speech-language pathology and audiology into university extension allows the building of knowledge in conjunction with the community, which enables the perception of sociocultural factors underlying human communication. The role of speech-language pathology and audiology in university extension programs is that of designing and conducting actions that point toward answers to the population’s questions, as well as adopting the appropriate preventative measures, providing quality health care education to the population<sup>6</sup>.



In light of the foregoing, this study aimed at outlining the profile of the speech-language pathology and audiology students of a public university regarding university extension.

## Method

The present study has been approved by the Research Ethics Committee of the institution in which the data were collected, under number 1445/13 CAEE. Participants in the research signed an Informed Consent Form (TCLE), in accordance with Resolution 466/12 of the National Health Council (CNS), which sets forth the guidelines and rules for research involving human beings.

This is a census-based, predominantly descriptive cross-sectional study employing quantitative-qualitative approach. Initially, the researchers requested from the coordinator of the institution's speech-language pathology and audiology program a list with all the students enrolled regularly in 2013. The university in question offers only courses in the health sciences, being the only one in the state that offers a speech-language pathology and audiology program. The sample was composed of all the students that agreed freely to take part in the survey, excluding the author of the study, totaling 110 subjects.

The data were collected by means of a semi structured instrument prepared by the authors in the shape of a questionnaire containing four multiple-choice questions, which guided the research: whether the students engaged in extension practices; which of these practices they took part in (courses, programs, projects, events, academic league); which part of the population was served;

and the reasons that led them to engage in university extension.

In order to analyze the reasons why the speech-language pathology and audiology students of a public university decided not to engage in extension practices that involved services rendered to the community, the researchers asked the open-ended question "*Is there anything stopping or hindering you from taking part in these practices?*" and encouraged the participants to come up with possible solutions for these hindrances. The answers were recorded with the help of the application Sound Recorder version 1.4.1.

The open-ended question was transcribed and divided into two categories: hindrances to engaging in extension practices; and suggestions to overcome these hindrances. The speech data was assessed through a Thematic Analysis, which is characterized as a type of Content Analysis<sup>9</sup>.

The participants will be referred to by the letter S (student), followed by their year of study (1 through 4), and their registration number in this study (1 through 110), separated by slashes (/).

Descriptive statistics techniques with absolute and relative frequency were employed and presented in tables and graphs with the help of the Excel 2010 software (Microsoft Corporation).

## Results

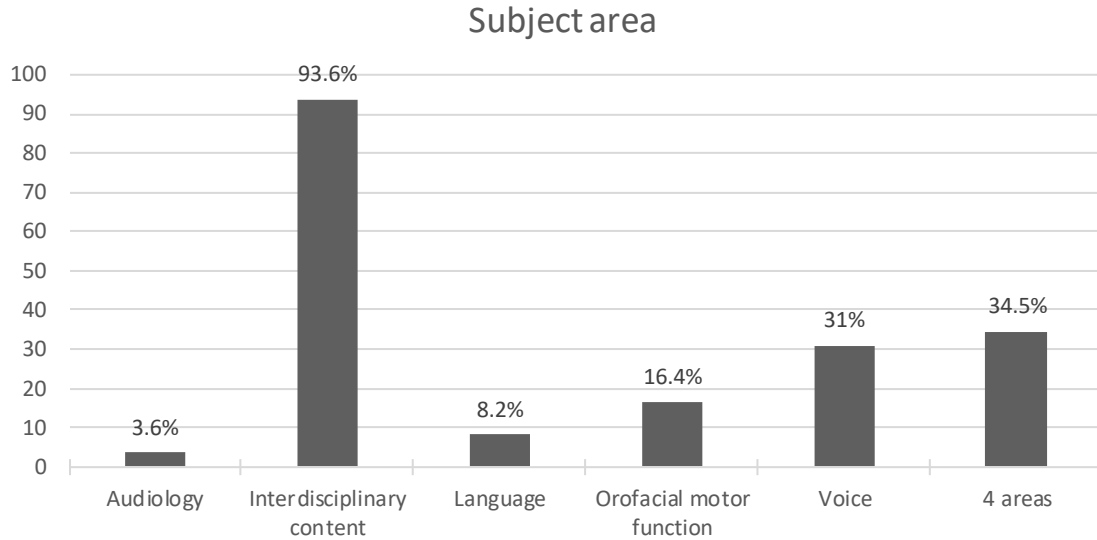
The characteristics of the speech-language pathology and audiology students of the public university researched regarding university extension are described in table 1. The main subject areas of the courses and events (congresses, seminars, and debate cycles) attended by students in 2013 may be seen in figure 1.



**Table 1.** Breakdown of the characteristics of speech-language pathology and audiology students of a public university regarding university extension

Variables	n	%
<b>Year of study</b>		
1st year	25	22.7
2nd year	32	29.1
3rd year	28	25.5
4th year	25	22.7
<b>Engagement in events</b>		
Congresses	104	94.5
Seminars (auditor)	50	45.5
Congresses	16	14.5
Sporting event	10	9.0
Debate cycle	5	4.5
Festival	3	2.7
Show	2	1.8
Seminar (speaker)	1	0.9
Exhibition	0	0.0
<b>Courses</b>		
<b>Onsite courses</b>	55	50.0
Refresher course	37	62.3
Professional qualification and training	15	27.3
Undergraduate research	3	5.4
<b>Course load onsite courses</b>		
Up to 30 hours	38	69.1
Equal to or higher than 30 hours	17	30.9
<b>Online courses</b>	6	5.4
Undergraduate research	5	83.3
Refresher course	1	16.7
Professional qualification and training	0	0.0
<b>Course load online courses</b>		
Up to 30 hours	2	33.3
Equal to or higher than 30 hours	4	66.7
<b>Academic leagues</b>	19	17.2
Member	13	68.4
Coordinator	5	26.3
Auditor	1	5.3
<b>Extension program</b>	17	15.4
<b>Course load programs</b>		
4 hours a week	5	29.4
6 hours a week	1	5.9
8 hours a week	8	47.1
>8 hours a week	3	17.7
<b>Population served</b>		
Mental health	4	22.2
Pregnant women and puerperae	4	22.2
Students of elementary and high school	3	16.7
Population in general	3	16.7
User of licit and illicit drugs	3	16.7
Men	1	5.5
<b>Extension project</b>	17	15.4
<b>Course load projects</b>		
4 hours a week	7	41.2
6 hours a week	2	11.7
8 hours a week	4	23.5
>8 hours a week	4	23.5
<b>Population served*</b>		
Senior citizens	6	35.3
Academic community	3	17.6
Vulnerable groups	3	17.6
Pregnant women and puerperae	3	17.6
Population in general	2	11.8

\*The percentage of the population served may differ from the total number of projects and/or programs owing to the fact that the same student may be engaged in more than one project and/or program.



**Figure 1.** Main subject area of courses and events (congresses, seminars and debate cycles) attended by the speech-language pathology students of a public university.

**Table 2.** List of the reasons that led students to engage in university extension practices.

Variables	N	(%)
Knowledge expansion	43	40,0
Course load	36	32,7
Interest in the subject	34	30,9
Search for academic experiences	18	16,4
Curriculum	16	14,5
Professional update	14	12,7
Scholarship	9	8,2
Encouragement from peers and teachers	5	4,5
Professional field that student intends to pursue	3	2,7
Giving back to the community	2	1,8
Desire to pursue an academic career	1	0,9
Did not engage in any extension practices	3	2,7

The study participants were asked an open-ended question as to the reasons that led them to engage in the university extension, and their answers were broken down into categories and are described in table 2.

The answers given to the question regarding the hindrances to participating in extension practices that involved the provision of services to the community were broken down into the following categories and subcategories:

*Categories and subcategories*

**1. Hindrances to participating in extension practices**

1.1. Limited offer of openings

The students stated that the openings offered in the public notices for speech-language pathology and audiology students are usually scarce.

*“I tried but was not selected for the program of family health strategies; I really wanted to participate.” (S/3/24).*

*“The main hindrance was the matter of the openings, they were few, and the leagues usually already have people who are more informed of what’s going on, and they usually get these openings. As to the openings for scholarships, they are also very limited, and the competition is fierce” (S/2/11).*

### 1.2. No available time

Despite students' interest in university extension, between the heavy course load of the speech-language pathology and audiology course, their jobs and their family life, they have no time to participate in the practices.

*"Well, the main hindrance for students who are in the 4th year is that we have no time to take part in extension projects. We study full time, we don't have time to spare, and besides, we are not allowed to take part in extension projects by the coordinator of the course. The most we could do would be something in the evening, otherwise, we can't do anything, especially when it comes to approach (subject of the 1st term of the 4th year, in which students learn the therapeutic approach to communication disorders and audiological tests) and ESO (the compulsory supervised internship), so the biggest hindrance is really the matter of time."* (S/4/17).

*"Actually, I would love to take part in all these events, but due to my job – I have an employment contract – I can't. But I would love to be able to participate in at least a good part of them."* (S/3/31).

*"My biggest hindrance is time, having to divide my time between my son and my husband. So, balancing both with the university is complicated, and that is why I still haven't taken part, but this year I want to do it."* (S/2/29).

### 1.3. Financial aid (scholarships).

The rules established for the selection of scholarship students seem to discourage the students' participation in university extension practices, mainly those in the 4th year, because, as the course lasts four and a half years, these students are considered to be senior students and as such cannot apply to these scholarships.

*"I did not take part in the programs because I was told I was a senior student, but, in fact (...) I am still a junior. And that's absurd, because I would still have a whole year to perform my duties in the program and was not allowed to do it. That's why I did not take part in it."* (S/4/7)

*"I was feeling unmotivated because the teachers had been absent a lot, so I was coming to the university in vain, and I took part in a program last year and my scholarship was denied, so I got frustrated in my expectations, and all those things began to discourage me from taking part in these university programs."* (S/3/28).

### 1.4. Inefficient announcements

One of the most reported hindrances was the limited way in which the programs and projects are announced (usually through publication on the university website), a situation that seems to be even more serious for first-year students, who are still not aware of how the institution operates.

*"Because I was not up to date with what was going on here at the university, especially in our first year here (...), we are not aware of how things work, (I only knew about) this big event we had (the academic congress), the others I didn't know were going to happen."* (S/1/22).

*"The programs and projects are announced on the website, there should be other means of announcing them."* (S/3/2).

### 1.5. Cost of registering for the events

The fees charged to take part in the practices make access to them difficult for some students.

*"First of all, because the registrations are paid (by the students)."* (S/2/12).

*"It's mainly the financial matter, because the congresses, the projects not so much, but the congresses and the rest are very expensive."* (S/2/15).

### 1.6. Lack of interest and/or motivation

The survey revealed a lack of interest and/or motivation on the part of some students regarding the university extension practices.

*"I don't identify much with this extension thing, health care, in the sense of health education, working with the community, I don't identify with all that. I identify more with research, systematic work, and these things, so I was not interested in taking part in these practices, but I didn't face any difficulties in case I wanted to."* (S/4/59)

*"Because I didn't want to take part in any of the projects or programs this year, I will leave it all to next year."* (S/3/25).

## 2. Suggestions on how to resolve the difficulties faced by students in participating in the university extension practices and thus make it more attractive to students.

### 2.1. Increase in the number of openings and scholarships

Due to the intense competition faced by students to be selected to take part in the extension

programs and projects, they suggested that the number of openings and scholarships be increased.

*“The university could invest more in research and in offering scholarships for projects, because they are important for the education of future professionals.” (S/3/23).*

*“I think there should be a closer monitoring to find out if people are already taking part in other projects, because these people who have already been benefited by another project should be out of the competition.” (S/2/12).*

## 2.2. Curriculum reorganization

The students suggested that the course load should be reduced, and the schedule be made more flexible, to allow them to engage in extension practices.

*“I think the curriculum could be a little more organized, so that we could also have time to take part in these projects, because, for instance, a third-year student has to take 13 subjects, it’s absurd! It makes it impossible to do anything else.” (S/3/5).*

*“I think the class schedules could be better organized, because there are teachers who don’t respect the time of their classes, and the course load could also be reduced, we know that we could have all the subjects and learn without having to take so many classes. We have very short vacations in the middle and at the end of the year, the students suffer a lot of pressure, they get very stressed and tired.” (S/3/14).*

## 2.3. Improvement in announcements

The students suggested that the extension practices should be announced by other means, instead of just by means of publication on the university website; they also suggested that the period for registration should be expanded.

*“They should go from class to class announcing the events, and also not disclose them at the eleventh hour, expand the period for registrations, which is usually very short.” (S/1/11).*

*“Posters in the classrooms, on the bulletin boards, the teachers encouraging the students to participate.” (S/1/22)*

## 2.4. More commitment and encouragement from the people in charge

The data shows the need for teachers to formulate strategies to encourage the students to take part in the extension practices.

*“Teachers should take a more active part in the coordination of the events and should encourage the students.” (S/2/25).*

*“The people organizing the practices should be more responsible, because (...) people are very irresponsible. (...) Teachers take on a commitment and don’t honor it, to me that is irresponsible.” (S/3/28).*

## Discussion

According to the data analyzed, engagement in events (campaigns, congresses, debate cycles, sporting events, shows, festivals, exhibitions, seminars) was the most prevalent among the extension practices undertaken by the speech-language pathology students of the researched institution, as most of these students took part in at least one congress during the year 2013. The university organizes annually an academic congress, with free registration for the institution’s students, aiming to encourage them to participate in the event, which focuses on professional updating.

Even though sporting events, shows, festivals and exhibitions are not directly associated with the professional development practices, these events play an important role in preventing and relieving stress – a disorder with psychological components common among health care students, due to the heavy course load of classes and extension and research activities<sup>10</sup>. The data presented in this study pointed to a small percentage of students who engage in this type of extension practice; however, participants were not questioned about the artistic and cultural events, such as dance, music, films, fine arts, theater, and athletic activities (weight lifting, tracking, soccer, among others), conducted habitually in a non-competitive manner, for leisure purposes only, as these are not included in the practices of the National Extension Policy<sup>3</sup>.

The second type of extension practice the students most engaged in, were the courses which are defined as being theoretical and/or practical educational events, with a minimum course load of eight hours<sup>3</sup>.

The university extension courses and events aim at complementing knowledge of specific areas and are offered to the community in general. The advantages of these types of activity are their short duration, flexible schedule, and, mainly, the fact that they are aimed at an audience with more specific goals<sup>2</sup>, differently from the projects, pro-



grams and leagues, which require a greater number of hours a week, as their duration is longer due to their longitudinal nature.

The results of a study that aimed at outlining the profile of the extension practices of the Biological Sciences Center of UFPE (The Federal University of Pernambuco) showed that the courses were the type of such practices that the students most engaged in (76.4%), followed by events (12.7%)<sup>11</sup>. A research conducted with teachers and students of Nutrition who took part in the 21<sup>st</sup> Brazilian Nutrition Congress found that 56% of participants reported having taken extension courses during their college years<sup>12</sup>.

The academic leagues, usually multidisciplinary, are composed of groups of students that deepen their knowledge in a certain field and work under the supervision of a tutor. The practices comprise theoretical classes, health-promotion events and research<sup>13</sup>. In his review of the medical education literature on the topic, Hamamoto Filho<sup>13</sup> found that the leagues always offer theoretical classes, but the practical activities conducted with the community, as well as the research activities, do not always move forward. Maybe for that reason the academic leagues are not on the list of extension practices of the Forum of Vice-Deans of Brazilian Public university extensions<sup>3</sup>; however, at the university researched in this study the leagues are registered at the Extension Vice-Dean's Office.

A study conducted in the Ribeirão Preto campus of the University of São Paulo (USP) showed that the engagement of first- to fourth-year medical students in leagues ranged between 70% and 80%<sup>14</sup>. In our own research, this ratio was 17.2%. The discrepancy between the results of our study and those of the USP research may have been due to the fact that academic leagues have a more deep-rooted tradition in the medical school, in addition to being more active and encompassing within the several different themes.

The programs and projects were the extension categories with the least participation from students. It bears pointing out that these are the practices which allow the students to engage the most with the communities, consequently providing these students with a holistic view of human beings, including their social, cultural and biological aspects, thus surpassing the fragmented view of just the patient's body<sup>5-7</sup>.

The limited offer of openings for projects, programs and academic leagues and the heavy course load of the speech-language pathology and audiology course reported by the students, especially in the final years, may justify the low rates of students' participation in these types of extension practices.

A study whose purpose was to investigate medical students' conceptions of extension practices<sup>14</sup> found a decrease in the engagement of students of the final years, who basically only took part in clinical practice experiences, chiefly due to an increase in the course load in the last years of medical school. Among the proposed solutions, the study pointed out the need to reassess the curriculum structuring processes, allowing for more flexible schedules, the chance to make up for missed classes with extracurricular practices, and a wider gap between subjects during the course<sup>11,14</sup>, which corroborates our study's findings.

This conflict of schedules between academic and extension practices is worsened by the course load of these programs, as they require that students invest an average of eight hours a week, the same number of hours found in the literature<sup>10,14-15</sup>, making it difficult for students to take part in these practices.

However, the National Education Plan (PNE)<sup>16</sup> establishes that extension practices must account for a minimum of 10% of the total course load, a relatively recent measure which is still being adjusted in the universities. One resolution that has been adopted by universities such as the University of São Paulo (USP), the Federal University of Santa Catarina (UFSC), the University of Brasília (UnB) and the State University of Campinas (UNICAMP) is the inclusion of extension subjects in the curriculum, allowing extension practices to be a part of students' academic life, as is the case of research<sup>5</sup>.

A study conducted with odontology graduates from the Federal University of Piauí (UFPI) showed that 91.5% of students reported applying the knowledge gained in extension projects in their professional lives, and 28.4% implemented similar projects in their workplace<sup>17</sup>, reinforcing the importance of these extension practices in professional development.

The intense competition faced by students to be selected for the projects and programs and the small number of scholarships offered are also a complicating factor in the students' decision to engage in these extension practices. Caldas et al<sup>15</sup>

found that holding a scholarship in an extension program enabled students to become more responsible and assume a leadership role in the practices, when compared to the group of volunteers who undertook the same practices.

When analyzing the hindrances to engaging in extension practices, the subcategory “lack of announcements” showed that first-year students seem to be the most hindered by the means whereby extension practices are announced within the university. And yet, it is widely believed that engaging in extension practices at the beginning of college education encourages the search for knowledge to address the needs of the community, providing students with a more humanitarian education<sup>5,7,15</sup>. Therefore, it is highly recommended that students engage in extension practices as early as possible. This may be achieved by announcing these programs on several different media, placing posters in classrooms, getting teachers to encourage their students to participate, expanding the period for registration, and offering more openings.

Nowadays, the professional education in speech-language pathology and audiology still has traces of a sort of training that is predominantly rehabilitating, fragmented and focused on biological aspects and the clinical practice, at odds with the education policy established by the Single Health System (SUS)<sup>6</sup>. When students show a lack of interest and motivation for extension practices, they end up depriving themselves of diversified learning scenarios, spaces for critical thinking about reality that allow students to see the social dynamics and its implications in the health-illness process<sup>4,6,12,18</sup>.

The authors<sup>6,18,19</sup> also point out that just including the students in learning scenarios is not enough, if these students are not aware of the reality in which they are included. It is the university's role to train professionals who understand the ethical precepts of public health, and not only technical ones. Additionally, the projects and programs provide higher education institutions with an opportunity to give back to the community by means of health care networks<sup>20</sup>.

Regarding the main subject area of the courses and events (congresses, seminars and debate cycles) attended by the speech-language pathology and audiology students, the most prevalent were those with interdisciplinary content, as, despite the survey having shown a low number of students taking part in academic leagues, several take the

leagues' introductory course, which has an interdisciplinary content, but end up not joining these leagues due to the aforementioned hindrances. The prevalence of the interdisciplinary content was also due to the annual academic congress; it may also be hypothesized that, as in Alagoas the only speech-language pathology and audiology undergraduate course is offered by the university researched, the conduction of events and courses on specific areas of speech-language pathology and audiology is limited.

It is known that the course load required for extension practices by the National Curriculum Guidelines (DCN) of 2002 attracts students' interest in extension practices<sup>2,15</sup>. Accordingly, it was the second category most cited by this study's participants as reasons why they engaged in university extension, second only to the expansion of knowledge, differently from Tavares<sup>12</sup>, who found acquisition of clinical practice and curriculum to be the major contributing factors for participation in the “parallel curriculum” of a medical school.

It is important to point out that we did not find in the literature any studies on the profile of speech-language pathology and audiology students regarding university extension, and articles associating extension practices and speech-language pathology and audiology are scarce. The literature of the field is still restricted to congress annals, which limited the comparative analysis of the data found. Thus, further research to be conducted with speech-language pathology and audiology students, both from public and private universities, is encouraged to outline the profile of university extension in these courses, with the aim of contributing to aligning the training of these professionals with the DCN and the National Education Plan (PNE).

## Conclusion

The extension courses and events, especially congresses, were the extension practices most undertaken by the speech-language pathology and audiology students of the university researched. Regarding the main subject area of these courses and events, those of interdisciplinary nature were prevalent.

The major hindrances reported by the students to engaging in extension practices were lack of interest and/or motivation, inefficient announcements, having no time to dedicate to these practices,

rules for selecting scholarship holders, and the cost of registering for the events.

Programs and projects were the types of extension practices least undertaken by the students of the institution; and yet, these are the types of practices that allow students to get most in touch with the reality of their communities, which underscores the relevance of discussions about the importance of university extension practices in the training of speech-language pathologists and audiologists, as they are an instrument for the dissemination of knowledge between the university and society.

## References

1. Nunes CSA. Projeto de extensão da FOB USP Rondônia e o pensamento crítico social na formação do fonoaudiólogo e odontólogo: uma ação educativa transformadora [Tese Doutorado]. Bauru (SP): Universidade de São Paulo. Faculdade de Odontologia de Bauru; 2012.
2. Garcia BRZ. A contribuição da extensão universitária para a formação docente [Tese Doutorado]. São Paulo (SP): Pontifícia Universidade Católica de São Paulo. Curso de psicologia da educação; 2012.
3. Brasil. Ministério da Educação. Secretaria de Ensino Superior. Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras. Minas Gerais: Universidade Federal de Minas Gerais; PROEX. COOPMED Editora, 2007.
4. Silva AFL, Ribeiro CDM, Silva Júnior, AG. Pensando extensão universitária como campo de formação em saúde: uma experiência na Universidade Federal Fluminense, Brasil. Ver Interface- Comunicação, saúde, educação. 2013; 17(45): 371-84.
5. De Castro SS, Sousa AI, Lima MCPB. Curricular intersections of university extension and teaching in Physical Therapy programs. Fisioter Mov. 2015; 28(1): 127-39.
6. Lemos M, Bazzo LMF. Formação do fonoaudiólogo no município de Salvador e consolidação do SUS. Ciência & Saúde Coletiva. 2010; 15(5): 2563-68.
7. Oliveira NC, Rocha RM, Cutolo LRA. Algumas Palavras sobre o Nasf: relatando uma experiência acadêmica. Rev Bras de Ed Médica. 2012; 36(4): 574-80.
8. Pivetta HMF, Backes DS, Carpes A, Battistel ALHT, Marchiori M. Ensino, pesquisa e extensão universitária: em busca de uma integração efetiva. Revista Linhas Críticas. 2010; 16(31): 377-90.
9. Bardin L. Análise de conteúdo. Lisboa: Edições 70, 2010.
10. Tavares AP. O “currículo paralelo” dos estudantes de medicina da universidade federal de Minas Gerais [Tese de doutorado]. Belo Horizonte (MG): Universidade Federal de Minas Gerais. Faculdade de medicina; 2006.
11. Silva MS, Vasconcelos SD. Extensão universitária e formação profissional: avaliação da experiência das ciências biológicas na universidade federal de Pernambuco. Estudos em Avaliação Educacional. 2006; 17(33): 119-36.
12. Pinheiro ARO, Recine E, Alencar B, Fagundes AA, Sousa JS, Monteiro RA et al. Percepção de professores e estudantes em relação ao perfil de formação do nutricionista em saúde pública. Revista de Nutrição. 2012; 25(5): 631-43.
13. Filho TPH. Ligas acadêmicas: motivações e críticas a propósito de um repensar necessário. Rev Bras de Ed Médica. 2011; 35(4): 35-43.
14. Peres CM, Andrade AS, Garcia SB. Atividades extracurriculares: multiplicidade e diferenciação necessárias ao currículo. Rev Bras Ed Med. 2007; 31(3): 203-11.
15. Caldas JB, Lopes ACZ, Mendonça RD, Figueiredo A, Lonts JGA, Ferreira EF. A Percepção de Alunos Quanto ao Programa de Educação Pelo Trabalho para a Saúde □ PET-Saúde. Rev Bras Educ Med. 2012; 36 (1,Supl.2): 33-41.
16. BRASIL. Lei nº 13.005, de junho de 2014. Aprova o Plano Nacional de Educação - PNE e dá outras providências. Diário Oficial da União. Edição extra, 2014.
17. Moura LFAD, Piauilino RJB, Araujo, Araújo IF, Moura MS, Lima CCB, Evangelista LM et al. Impacto de um projeto de extensão universitária na formação profissional de egressos de uma universidade pública. Rev Odontol UNESP. 2012; 41(6): 348-52.
18. Biscarde DGS, Santos MP, 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. 2014; 18 (48): 177-86.
19. Oliveira IC, Cutolo RLA. Health science students' views on comprehensiveness. Rev Bras Educ Med. 2015; 39(2): 208-17
20. SANTOS KP, LUZ, SCT. Experiências na Extensão Universitária: Reabilitação de Amputados. Rev. bras. educ. med. 2015; 39 (6): 602-606.