

ASSESSMENT OF SOCIAL RESPONSIBILITY ACTIONS AT THE SENA AIRES FACULTY OF SCIENCES AND EDUCATION, 2017-2018

AValiação das Ações de Responsabilidade Social da Faculdade de Ciências e Educação Sena Aires de 2017 a 2018

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RESUMO

Este artigo avalia as ações de responsabilidade social desenvolvidas por uma instituição de ensino particular entre julho de 2017 e julho de 2018. Trata-se de um estudo documental com recorte longitudinal e abordagem quantitativa, baseado em relatórios técnicos docentes, listas de frequência e relatórios semestrais do Núcleo de Responsabilidade Social da Faculdade de Ciências e Educação Sena Aires, localizada em Valparaíso de Goiás. As variáveis quantitativas foram expressas em medidas descritivas: mínimo, máximo, média e desvio-padrão. Houve elevação do número de discentes, docentes e profissionais de apoio participantes das ações de responsabilidade social. Destaca-se o aumento da adesão dos alunos de Fisioterapia, Farmácia e Bioquímica, e do curso técnico de Enfermagem. Realizaram-se 1109 atendimentos de saúde, destacando-se a auriculoterapia e a acupuntura. Evidencia-se a inserção da instituição no espaço geográfico e socioeconômico local e regional, elemento essencial à consolidação do seu Núcleo de Responsabilidade Social.

Descritores: Responsabilidade Social; Documentos; Serviços de Saúde Comunitária.

ABSTRACT

This article assesses social responsibility actions developed by a Brazilian private academic institution from July 2017 to July 2018. It is a descriptive, longitudinal and quantitative study based on the academic technical reports, attendance lists and half-year reports produced by the Social Responsibility Center of the Sena Aires Faculty of Science and Education, located in Valparaíso de Goiás, state of Goiás, Brazil. The study's quantitative variables were expressed in descriptive measures: minimum and maximum levels, averages and standard deviations. Its findings include an increase in the number of students, faculty members and support professionals participating in social responsibility actions. A highlight is the increase in the levels of adherence by undergraduate students of physiotherapy and pharmacy and biochemistry, and by technical-level nursing students. A total of 1109 health care services were provided in the period, notably auriculotherapy and acupuncture. These findings evince the institution's insertion in its local and regional geographic and socioeconomic environment – an essential element for the consolidation of its Social Responsibility Center.

Descriptors: Social Responsibility; Documents; Community Health Services.

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INTRODUCTION

The Institutional Development Projects of Higher Education Institutions (IES, in the Brazilian acronym) express the mission of training their students to articulate learning and teaching processes as a means to benefit and foster the academic and social fields. Among other elements, IES investments in the training of health professionals require institutional actions aimed at the community, in order to promote social inclusion, economic development and improvements in the local quality of life and infrastructure.¹⁻²

The importance of the internal and external communities as a central focus of IES actions must be a part of their activities, considering the key local needs that they seek to minimize and address. By introducing approaches, behaviors and actions to promote well-being and health among their internal and external audiences, with a view to social inclusion and the defense of the environment, social memory, artistic creativity and cultural heritage, IES can lay down the foundations of their Social Responsibility mission.³

The institutionalization of Social Responsibility as one of the main axes of an IES for its teaching and extension activities is established by article 207 of the Brazilian Federal Constitutional of 1988, and regulated by article 43 of the country's Guidelines and Foundations for National Education (Law LDB 9394/96).⁴ Social responsibility is an instrument aimed at consolidating the inseparable linkages among scientific initiation, teaching and extension by raising quality local data and relying on the academic community to meet its needs, reformulating actions to improve the local and regional impacts of educational institutions.

The scope of social responsibility covers effective changes of approach from a management perspective aimed at improving the quality of relations while adding value to all participants by an effective and comprehensive growth process. In this regard, the academic activities developed by the Sena Aires Faculty of Sciences and Education (FACESA) in Valparaíso de Goiás express a constant concern with the evolution of the institution's social commitments, by providing quality education to its students while cherishing the conscious exercise of citizenship as an essential value of their personal and professional training, including ethics and continuous enhancement.⁵⁻⁶

Social responsibility must be attained by educational processes marked by the defense of citizenship, ethical principles, and critical thinking among students and faculty members in relation to social, economic, political and cultural processes, while encouraging their creativity in the identification of problems and solutions that consider their broad cultural and educational setting.⁷

By developing actions to prevent diseases and promote health in the community at the reach of the institution's students and faculty members, all participants can reap benefits. Students, as apprentices, can increase their knowledge and strengthen the linkages between practice and theory in their educational path; faculty members, on their turn, can experience the local community's reality and tailor their teaching process to meet the local social, biological and psychic demands; and, finally, the community can benefit from the voluntary activities offered by the institution. Considering the current context of training and work of health professionals, it is also important to recognize that a multi-professional feature must be encouraged from early professional training on, to enable exchanges of information among diverse knowledge fields while observing the particularities of each area.⁸

Thus, it is important to demonstrate how private institutions are acting in a responsible way vis-à-vis the local and regional communities where they are inserted, to seek the common good and implement actions focused on the problems identified in different local groups. Bearing this orientation in mind,

the aim of this article is to assess the social responsibility activities developed during a one-year period in 2017-2018 at FACESA.

METHOD

This is a descriptive, longitudinal and quantitative study. Its research is based on secondary data both from written and unwritten sources. Despite the fact that it assesses secondary data from documents, it does allow for the construction of new interpretations.⁹ Its data covers the period of July 2017 to July 2018, and was collected from the academic technical reports, attendance lists and half-year reports of FACESA's Social Responsibility Center, covering the second semester of 2017 and the first semester of 2018.

The Social Responsibility Center establishes half-year programs for its activities, which are executed according to theme axes defined by the center's coordinators based primarily on the profile of activities of FACESA's academic staff and supervisors, and on the adherence to teaching, social responsibility and scientific initiation activities of its courses. All social responsibility actions are linked to an undergraduate course unit at FACESA (both for the class and distance teaching modalities). Activities are recorded via a) the attendance of participant academics; and b) the technical reports produced on each action carried out by the institution's academic staff members. After each semester, a Report of Activities is issued covering the activities developed by the Extension Center.

The following variables were obtained from these reports: implemented activities, number of participants (students, academic staff and administrative employees), the courses taken by participant students, and educational level (higher education or technical level). A databank program was established for the organization and assessment of data via Excel (Office 2017) spreadsheets using the software *Statistical Package for Social Science* (SPSS), version 17.0. Qualitative variables are expressed in absolute values (n) and percentages (n%). Quantitative variables are expressed in descriptive measures: minimum and maximum values, averages and standard deviations.

RESULTS

The analysis of the Center's reports covering the second semester of 2017 identifies five social responsibility actions, which were carried out based on the following theme axes: Prevention and Control of Chronic, Infectious and Contagious Diseases; the *Pink October* Campaign; Workers' Health; and finally, Prevention and Control of Hypertension and Diabetes. Figure 1 shows the total number of academic staff members who participated in these theme axes in 2017 and 2018.

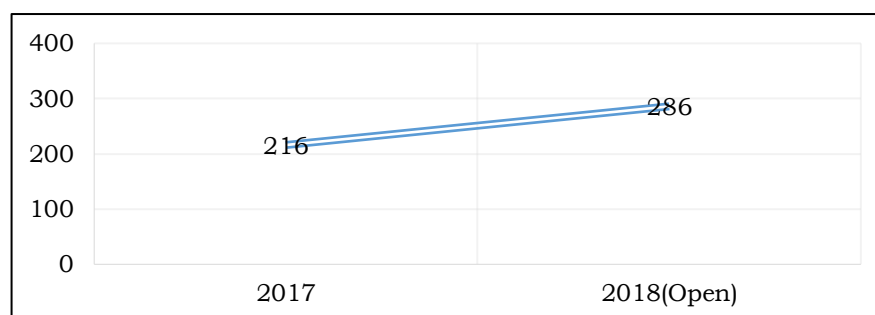


Figure 1-Number of FACESA academic staff members who participated in social responsibility activities from July 2017 to July 2018. Valparaíso de Goiás, 2018

In the second semester of 2017, a total of 216 academic staff members participated in these activities. This number increased to 286 by the end of the first semester in 2018, with 70 other academic staff members participating in the activities. Figure 2 below accounts for the number of developed actions and academic staff and technical support employees who participated in social responsibility actions from July 2017 to July 2018.

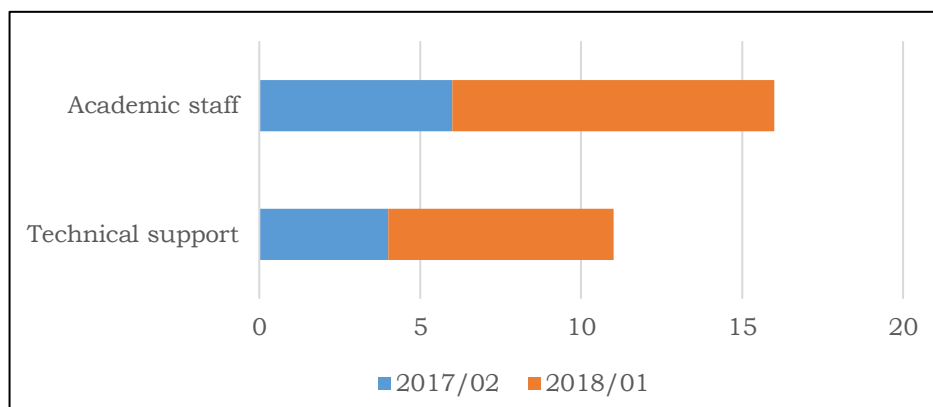


Figure 2- Number of actions by academic staff and technical employees who participated in FACESA's social responsibility activities in July 2017 – July 2018. Valparaíso de Goiás, 2018

Thus, Figure 2 shows an increase in the number of professionals who provide technical support to FACESA's social responsibility events, as well as in the number of academic employees who participated in these events in the studied period.

Figure 3 shows the number of students who participated in social responsibility actions, by course, in the period of July 2017 – July 2018:

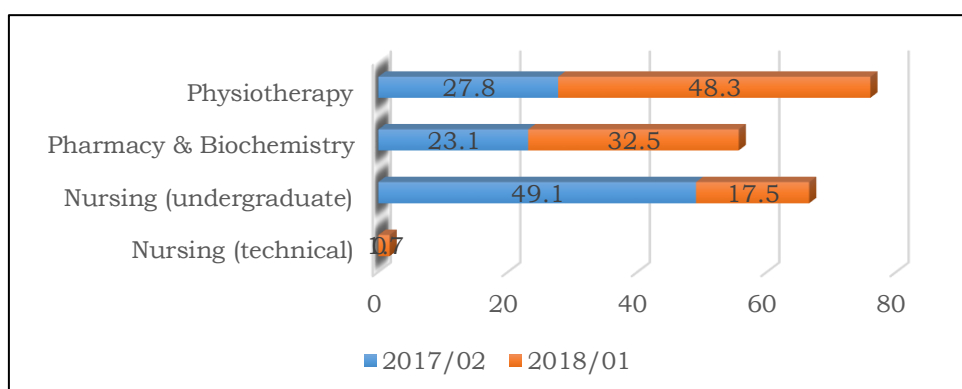


Figure 3- Percentages of FACESA students, by course, who participated in social responsibility actions in July 2017 – July 2018. Valparaíso de Goiás, 2018

Figure 3 shows a predominance of nursing students (49.1%) in the second semester of 2017. On its turn, in the first semester of 2018, it shows an increase in the participation of physiotherapy (48.3%) and pharmacy & biochemistry (32.5%) students, and also of nursing (0.7%) students (technical level). It also shows a decrease in the participation of undergraduate nursing students, in the period. Figure 4 presents the results of an analysis of the community health services provided by the Social Responsibility Center in the

first semester of 2018.

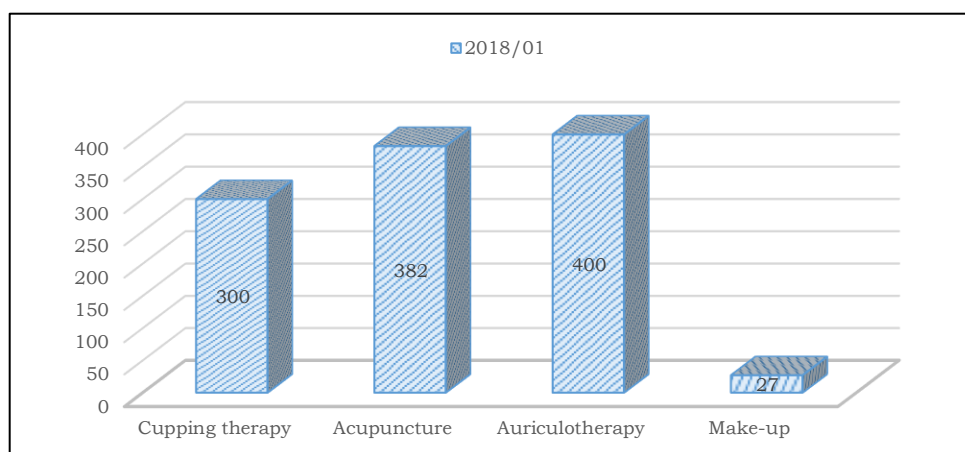


Figure 4- Community health services provided by FACESA' Social Responsibility Center in the first semester of 2018. Valparaíso de Goiás, 201

From a total of 1109 services provided in the second semester of 2018, Figure 4 shows a predominance of auriculotherapy and acupuncture sessions, followed by cupping therapy – all of them in the physiotherapy field.

DISCUSSION

Understanding the tripod-structure of higher education that associates teaching, research and extension is extremely important for the efforts of Higher Education Institutions to promote critical and reflexive training among their students, thus enabling them to be introduced to key and undiscussable practices of the teaching and learning process.¹⁰⁻¹¹

A Higher Education Institution must provide its students with academic training based on updated educational methodologies, while considering them as social practices that take place both in the formal education-process and informally, when students are effectively faced with the social demands of their professional lives.¹² Based on the definitions of the contents explored in educational praxis, student reflection emerges informally and spontaneously, as well as formally and in a systematic, intentional and organized way, on the educational path of a unique and distinctive professional.¹²

Thus, by increasing the plurality of its social projects, an IES provides its students with a holistic view of their profession, oftentimes inviting them to overcome fragmented worldviews and encouraging them to develop teaching abilities by articulating diverse knowledge areas and skills.¹²

By so proceeding, professionals can improve their insertion in the globalized world and avoid massification and homogenization pressures that inhibit new knowledge forms and critical thinking. They can then develop the necessary ability to distinguish among things, to unite them, based on a clear perception of differences and inequalities. In terms of teaching, one must bear in mind that multidisciplinary work is a necessity, but it will only make sense if one can identify and observe the established disciplines.¹²

It is important to highlight that after defining and developing its social responsibility extension projects, FACESA was capable of maintaining student interest and approximating its students to its activities, therefore overcoming traditional dissociations and allowing students to experience practical and real situations. The development of these activities is not easy, but they enable some distinctive elements in students' training and the emergence of a view of the professional world that is indispensable for individual maturing, in which

the importance of an interdisciplinary outlook can be perceived as a basis for providing effective and quality assistance to the population. It is expected that FACESA students will soon be able to remodel their professional curricula as professionals with distinctive qualities in the labor market, including a critical and reflexive view of the daily reality and a consideration of the subjective elements involved in the relations of the population they will assist.¹³⁻¹⁴

FINAL REMARKS

This study found an increase in the number of academic staff members and students who participated in FACESA's social responsibility actions, as well as in the number of collaborating employees who provided their technical support to them. An increase was also observed in the participation levels of undergraduate physiotherapy, and pharmacy and biochemistry students, and technical nursing students, in social responsibility activities in the period of July 2017 to July 2018. On the other hand, a decrease was observed in the participation of undergraduate nursing students in the same period. In the 12 months of activities covered by this assessment, FACESA's academic community provided a total of 1109 community health services, notably auriculotherapy and acupuncture sessions.

The data points to an increase in the number and quality of actions with higher participation levels by FACESA students, academic staff members and technical employees, and to the consolidation of the institutions' Social Responsibility Center. The considerable number of services and other actions developed in the period show that FACESA's institutional insertion in the local and regional setting can produce benefits to the society and promote health in comprehensive and inclusive ways, as well as to students, who may enhance their learning based on up-to-date technical procedures in the provision of humanized and comprehensive care to different sectors of the society.

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