

ONE DAY UNIVERSITY PROGRAM: GETTING TO KNOW THE ESCOLA DE ENFERMAGEM DE RIBEIRÃO PRETO

PROGRAMA UNIVERSITÁRIO POR UM DIA: CONHECENDO A ESCOLA DE ENFERMAGEM DE RIBEIRÃO PRETO

PROGRAMA UNIVERSITARIO POR UN DÍA: CONOCIENDO LA ESCOLA DE ENFERMAGEM DE RIBEIRÃO PRETO

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ABSTRACT

Objective: to report an experience of guided tour of high school students of public schools in the city of Ribeirão Preto and Region, through participation in the University Program for one day. **Method:** a descriptive study, type experience report, developed in the *Escola de Enfermagem de Ribeirão Preto* (EERP) of the *Universidade de São Paulo* (USP), in the period from April 2016 to June 2017. **Results:** a total of 545 students participated in the guided tour, which resulted in the approximation of candidates with the veterans, students and professionals in the EERP, elucidating information concerning forms of entry into higher education, the existing courses, programs of support for the retention and student training, as well as on the professional career. As for the momentum developed, was reported greater satisfaction in relation to the activities in teaching laboratories, involving skills practice with a simulator of low fidelity. Students reported that the visit was primarily for the understanding of the roles of the professional nurse, and the fields of professional activity, which could contribute positively in choosing the profession, consciously and assertive. **Conclusion:** the strategy of monitored visit set up in action innovative that favored social integration and enabled the scientific learning. However, it is important to maintaining and expanding opportunities and incentives from the public universities that will motivate the entry and residence in higher education, in a continuous and diligent. Thus, the activities of culture and university extension will provide affirmative actions to achieve the transformation and the sustainability of society.

Keywords: Education, Primary and Secondary; Students; Access to Information.

RESUMO

Objetivo: relatar uma experiência de visita monitorada de alunos do ensino médio de escolas públicas da cidade de Ribeirão Preto e região, por meio da participação no Programa Universitário por um dia. **Método:** estudo descritivo, tipo relato de experiência, desenvolvido na *Escola de Enfermagem de Ribeirão Preto* (EERP) da *Universidade de São Paulo*, no período de abril de 2016 a junho de 2017. **Resultados:** totalizaram 545 alunos na visita monitorada, o que propiciou a aproximação dos candidatos com os veteranos, egressos e profissionais da EERP, elucidando informações referentes às formas de ingresso no ensino superior, aos cursos existentes, aos programas de apoio à permanência e formação estudantil, como também à carreira profissional. Quanto à dinâmica desenvolvida, foi relatada mais satisfação em relação às atividades em laboratórios de ensino, que envolveram prática de habilidades com simuladores de baixa fidelidade. Os alunos referiram que a visita colaborou principalmente para a compreensão das funções do profissional enfermeiro e dos campos de atuação profissional, o que poderá contribuir positivamente na escolha pela profissão, consciente e assertivamente. **Conclusão:** a estratégia de visita monitorada se configurou em ação inovadora que favoreceu a integração social e possibilitou o aprendizado científico. Contudo, torna-se premente a manutenção e ampliação de oportunidades e incentivos advindos das universidades públicas que motivem o ingresso e a permanência no ensino superior, de maneira contínua e diligente. Destarte, as atividades de cultura e extensão universitária propiciarão ações afirmativas para que se possa alcançar a transformação e a sustentabilidade da sociedade.

Palavras-chave: Ensino Fundamental e Médio; Estudantes; Acesso à Informação.

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RESUMEN

Objetivo: presentar la experiencia de estudiantes secundarios de escuelas públicas de la ciudad de Ribeirão Preto y de la zona, que participaron en la visita guiada del programa Universitario por un Día. **Método:** estudio descriptivo, tipo informe de experiencia, realizado en la Escuela de Enfermería de Ribeirão Preto (EERP) de la Universidad de San Pablo, entre abril de 2016 y junio de 2017. **Resultados:** participaron 545 estudiantes en la mencionada visita, que significó contacto de los estudiantes con veteranos, egresados y profesionales de la EERP, aclarando información sobre las formas de ingreso a la educación superior, a los cursos existentes, a los programas de apoyo a la permanencia y formación estudiantil y a la carrera profesional. El informe señala más satisfacción con las actividades en los laboratorios de enseñanza, que incluían práctica de destrezas con simuladores de baja fidelidad. Los estudiantes informaron que la visita los ayudó, principalmente, a entender las tareas del enfermero y sus campos de actividad profesional, lo cual podría contribuir positivamente a la elección de la profesión, consciente y asertivamente. **Conclusión:** la estrategia de la visita guiada se configura en una acción innovadora que favorece la integración social y permite el aprendizaje científico. Es importante, sin embargo, mantener y ampliar las oportunidades e incentivos de las universidades públicas que motiven el ingreso y permanencia en la educación superior, de forma continua y diligente. Las actividades de cultura y extensión universitaria podrán así propiciar acciones afirmativas para lograr la transformación y la sostenibilidad de la sociedad.

Palabras clave: Educación Primaria y Secundaria; Estudiantes; Acceso a la Información.

INTRODUCTION

Since the mid-1960s, population growth and urbanization have played an important role in the permanent and exponential quest for education. In this context, the university emerged as the peak of personal and professional competitiveness, making the forms of student admission guaranteed to a minority group of candidates.¹

From this perspective, we highlight the Decree 464, February 1969, which contributed to the entry into higher education in Brazil, through the implementation of unified classificatory vestibular competitions, in which the candidates were admitted considering their score in theoretical tests, up to the number of vacancies specified previously, regardless of the minimum grade.²

However, the Brazilian economic crisis of the 1980s reflected drastically in national education, with higher education being considered synonymous with social prestige for individuals in a favored financial situation. In the following decade, even with the resumption of growth and opening of new opportunities for entry into higher education, the social stratification that had previously been ingrained in the culture of Brazilian universities remained.¹

Therefore, scholars criticize the profile of pre-university courses and secondary schools, which invest in the formation of candidates merely competitive, devaluing their primary role, which is to train critical and reflexive individuals, able to assert opinions about the professional career.^{1,3}

Researchers point out that this competition has an inhibiting effect on the high school student of a public school, regarding their entry into the universities, which in turn does not have the number of vacancies enough to meet the present social demand. In addition, the student is faced with financial difficulties and possible training deficits that lead him to postpone higher education for future ages or opt for private institutions, where he may find himself in a position of equality with others.⁴

In this context, the public university assumes symbolic, mythical, unattainable role, marking borders between the can-

didates. In this way, the importance of the formative character of these institutions is emphasized, in the face of a socio-humanitarian commitment, as well as of the active institutional reception in the transition from high school to higher education, to minimize the difficulties that the student will meet during university education.³

Thus, regarding the democratization of higher education in public schools, it is necessary to implement programs that clarify the phenomenon of academic transition to high school students for public universities to encourage early admission and student stay.^{4,5}

In line with these programs, on October 11, 2012 the Decree 7,824 to regulate the Law 12,711, dated August 29, 2012, and provide for admission to federal universities and federal institutions of technical secondary education, aimed at students who have completed high school in public schools.⁶

To this end, it is essential that the candidates be involved with veterans, graduates and practitioners in integrative practices, with the aim of enabling students to get to know the institutions, welcome the candidate and encourage their motivation and, consequently, contribute to the learning process from a playful experience that favors changes in the understanding of performance based on experience, in addition to traditional models.⁷

Given the magnitude of the above, this research aimed to report the experience of the "Programa Universitário por um Dia" at the *Escola de Enfermagem de Ribeirão Preto* of the *Universidade de São Paulo*, for students enrolled in high school public schools in the city of Ribeirão Preto and the region surrounding it, since this program is an affirmative action that contributes to the confrontation of the educational inequalities and offers to high school students of state public schools the opportunity to know the *Universidade de São Paulo*, its forms of entrance, the courses existing programs, support programs for permanence and student training, and more specifi-

cally, information on EERP-USP Nursing undergraduate courses, professional careers and labor market opportunities.

METHODOLOGY

This is a descriptive study about an experience report that emerged from the activities developed in the *Programa Universitário por um Dia* at the *Escola de Enfermagem de Ribeirão Preto da Universidade de São Paulo* (EERP-USP).

The program was an innovative initiative of EERP-USP, which took place in partnership with the Teaching Board of the Ribeirão Preto Region, selecting public secondary schools in the city and the region and inviting its students to experience a college day at the site.

The funding came from the *Pró-Reitoria de Cultura e Extensão Universitária e de Graduação* for the acquisition of publicity material and monitoring scholarships for postgraduate students who accompanied the visits. In addition, the program was supported by EERP-USP, which financed meals for visiting students, as well as plastic mugs, support material (pencil, pen, bag, folder) and buses for students' round-trip transportation from their school of origin to the EERP. For the planning and execution of activities, the institution also contributed to the release of teachers and technical-administrative staff, as well as classrooms, laboratories and simulators and other facilities.

The visits were previously scheduled through electronic registration and took place on Fridays mornings and afternoons with groups of approximately 40 students. In the programming, lectures were presented with information about the university and undergraduate courses in Nursing. In addition, a presentation and demonstration of the EERP-USP virtual tour was performed.⁸

Visitors also had the opportunity to have lunch at the university restaurant and meet with students from other courses. Subsequently, they took part in a cultural tour of the *campus* of Ribeirão Preto to know the main units of support to the student, such as library, university residence, sports center, basic health unit, among others.

At the EERP-USP facilities, the students were welcomed with the presentation of the "Timpanosurdo Battery" with a rhythm show and university hymns. Later, the student groups were accompanied by the program monitors to know the available infrastructure. Thus, the visitation occurred in the main localities within the unit.

The program also had the participation of visitors in theoretical-practical activities in the laboratories of the *Centro de Simulação de Práticas de Enfermagem* of EERP-USP. In addition, at the scheduled intervals students were given snacks and, at the end of the visitation, they were invited to fill out an evaluation form of the activities carried out, with space for comments and suggestions.

For the current research, data collected during visits between April 2016 and June 2017 were used. The analysis of the information of the evaluation sheets was done through descriptive statistics, with coding of all variables. Then, this was typed in a software Microsoft Excel® 2010, employing the consistency analysis of double typing. The data was imported into the software Statistical Package for the Social Sciences® (IBM SPSS), version 24 of 2016, for frequency and percentage analyzes.

The sample of this study comprised 545 students participating in the *Programa Universitário por um Dia*, where the sample loss was represented by 16 students (2.9%), justified by the absence of 12 students (2.2%) at the end of activities and four students (0.73%) who did not return the evaluation form after completion. Absences occurred due to early departure authorized by the parents and the home school address due to personal reasons.

Because it is an experience report using public opinion, with a database which information is aggregated, with no possibility of individual identification, there was no application of the Informed Consent Form nor was it registered and evaluated by the *Comitê de Ética em Pesquisa* and the *Comissão Nacional de Ética em Pesquisa* (CEP/CONEP). Therefore, information will not be disclosed to identify the schools or the students, thus ensuring the confidentiality of the participants with the safeguard of the information given in confidence, and under the protection of unauthorized disclosure of the participant, respecting the one recommended in Resolution 466/12 of the *Conselho Nacional de Saúde* and Resolution 510/16 of the *Conselho Nacional de Saúde*, item V of the sole paragraph and item IV of the second article of that resolution.^{9,10}

RESULTS AND DISCUSSIONS

The practice of the visit of high school students to universities has been widely adopted by several institutions in the country to attract young people from public education to the university training scenarios. The main purpose of this strategy is to meet the public policies that encourage access, expansion and equity in higher education, as well as the motivation for student admission and stay.^{3,4,7,11-14}

The *Programa Universitário por um Dia* at the *Escola de Enfermagem de Ribeirão Preto* of the *Universidade de São Paulo* (EERP-USP) received a total of 545 students from high school in the city of Ribeirão Preto and its region, between April 2016 and June 2017.

It is worth mentioning that 529 (97.1%) students completed the evaluation form, ranging from 14 to 20 years old (mean of 16.67 years old and median of 17 years old). Still, most of the students were female - 334 (63.1%), 188 male (35.5%) and seven (1.3%) omitted this information (Figure 1).

Gender

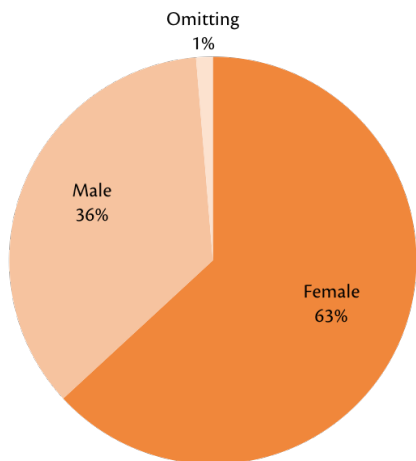


Figure 1 - Distribution of participants in relation to sex.

Regarding the relation of students to work, the clear majority (42.1%) reported that they did not work, while 83 (15.7%) reported having an employment contract and 17 omitted this information (3.1%), according to Figure 2. However, according to research on the same theme, several high school public youths are inserted in the labor market with the purpose of helping their families. In line with the planning of the visit proposed in this research, it is considered that this data may not correspond to the reality of the totality of the young people in the participating schools, since the visitation extended to the daytime period and, therefore, made the participation of the students who worked at that time.³

Work

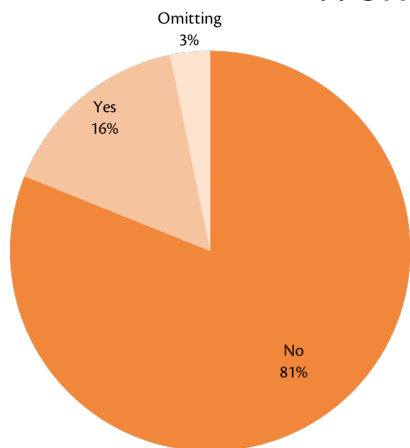


Figure 2 - Distribution of participants in relation to work.

In addition, all visitors came from public schools, as was reported in other papers on the subject.^{7,12}

When asked if they had previously visited the *Universidade de São Paulo*, 247 students (46.7%) answered that they had not, 223 (42.2%) indicated that they knew of some faculty

or space within the *campus* of USP in Ribeirão Preto and 59 visitors (11.2%) did not answer this question, as shown in Figure 3.

Previous visit to USP

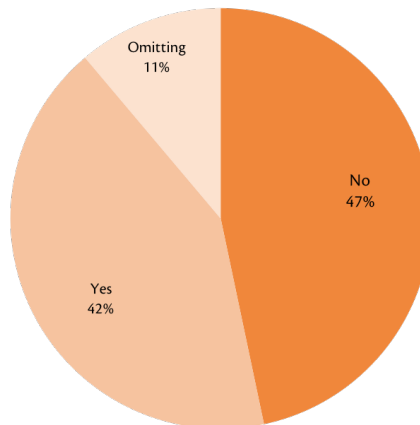


Figure 3 - Distribution of participants in relation to the previous visit to University of Sao Paulo.

From this point of view, it is worth noting that the experience in the university environment enabled the student to experience beyond the physical space of the school, propitiating the consolidation of learning for real life. This strategy allowed the student to explore aspects of a practical nature and helped in the formation directed towards the palpable and social world.

Regarding the students' opinion about the program developed during the visit, 382 students (72.2%) showed great satisfaction in knowing the laboratories of the *Centro de Simulação de Práticas de Enfermagem* of EERP-USP, while 369 students (69.8%) highlighted positive aspects in visiting the University and the EERP, and 207 visitors (39.1%) indicated that the guidance provided on the entrance in higher education was of great value in the possibility of making more assertive decisions in the choice of future careers, as shown in Figure 4.

Liked the most

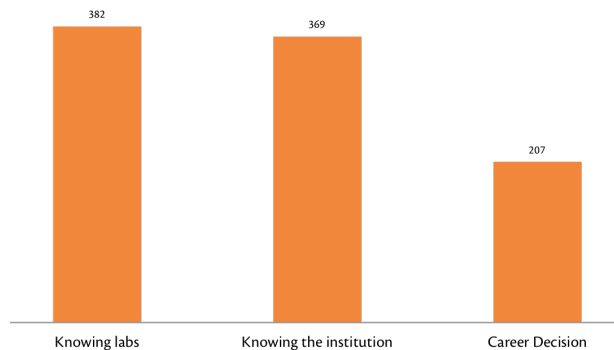


Figure 4 - Activity that you liked the most among the options of the Program.

In this context, the visitation took place in the main facilities of the School. At the *Centro de Memória Gleite de Alcântara*, students briefly learned the history of the EERP and the collection of furniture, books, objects, photos and historical documents. Subsequently, visitors were taken to the *Centro de Recursos e Apoio ao Ensino Gleite de Alcântara* CRAE), which is a space to support students and teachers for reading, studying and developing individual and small group work and has a collection of periodicals, books, dissertations, these and other didactic materials.⁸

The students were also able to visit the laboratories of the *Centro de Simulação de Práticas de Enfermagem* of EERP-USP, like those found in hospitals, health units and domiciles, intended for curricular and extracurricular activities of undergraduate, postgraduate, education and for health research. In line with the institutional mission, it seeks to generate and disseminate nursing and health knowledge that contributes to the scientific advancement of the profession, employing as a teaching-learning strategy clinical simulation, contributing to the training of nurses and professionals in related areas, with technical, scientific, ethical and political competence. During the visit, there was an exhibition of the main simulators in the center, which have interactive functions supported by highly complex technologies. Finally, there was a demonstration of use that counted on the participation of the visitors.⁸

The lectures provided information about the gratuity of the teaching at USP, the forms of access, the undergraduate courses offered, the programs to support student stay granted and the exchange opportunities. In addition, they elucidated issues related to Nursing graduation, nurses' functions and professional market trends.

In this respect, the program resulted in a motivating strategy to clarify important aspects of the academic and

professional career related to Nursing courses. Thus, it is important to emphasize that the university's role must go beyond the intramural perspective and contemplate subjects inherent to the different aspects of the social, economic and cultural life of its student.⁵

Regarding the evaluation of the activities offered by the program, the theoretical-practical class on care for cardiorespiratory arrest, which was better classified by 513 students (97%), was highlighted. It is important to clarify that the dynamics was carried out within the EERP-USP teaching laboratories and addressed the theme Basic life support with the use of automatic external defibrillator, with practical demonstration of cardiopulmonary resuscitation maneuvers with defibrillator and individual training of students, in specific simulators for this purpose.

The positive evaluation of 478 students (90.4%) in relation to the practical class on domestic accidents, carried out in the primary care laboratory of EERP-USP, was added. In this activity the students were divided into two groups, in which each group visited the simulated house with the intention of observing possible evidence or identifying situations that could put the most vulnerable residents, such as the elderly and children, at risk for the occurrence of domestic accidents. At the end, by means of open discussion wheel, all the risks were approached dynamically by the participants. As a reward for participation, both classes received amenities.

Figure 5 shows the evaluations of the activities offered.

These activities aimed to promote social integration and contribute to the scientific learning of visitors, as they provided them with experiences not usually experienced in classrooms, due to the theoretical majority of the contents. The participation of the students in practical activities made possible the knowledge, even if punctual, of some of the skills required in nursing undergraduate courses.¹¹

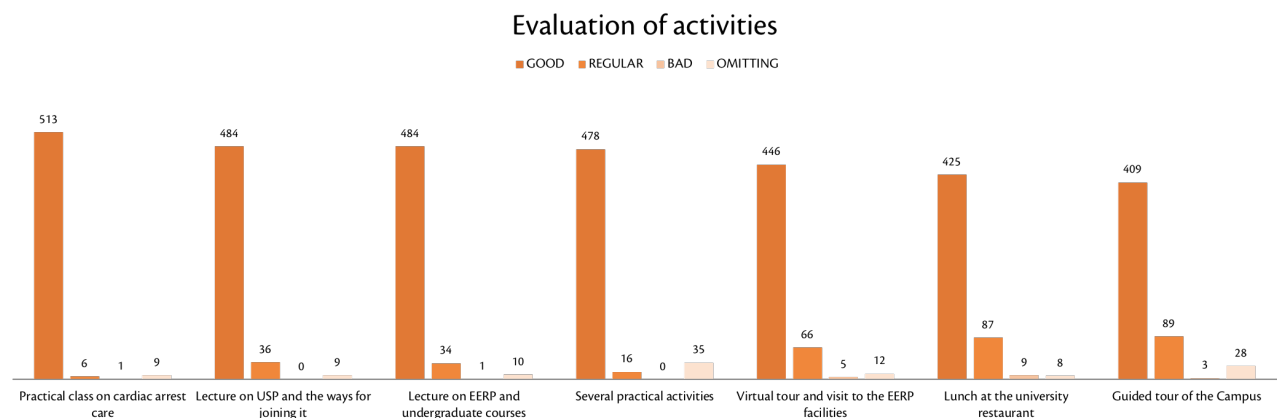


Figure 5 - Evaluations of activities offered by the program.

Regarding the spontaneous comments issued by the visitors, there were praise for the program, expressed by 109 (51%) students who related to the schedule of the visit, organization of activities and amenities delivered. In addition, 50 (24%) of them referred to the contribution of the program to the personal life of the visitor in relation to the choice of the profession, in a conscious and assertive way, as well as to the understanding of nurses' competences and professional fields. Similar results were found in studies that approached the theme, according to Figure 6.¹¹

CONCLUSION

The "Programa Universitário por um Dia" at the *Escola de Enfermagem de Ribeirão Preto* at the *Universidade de São Paulo* (EERP-USP) was in line with public higher education policies aligned with diversity and inclusion. In view of this, its innova-

tive character was evidenced, which corroborated to encourage the process of insertion of high school students of public schools and to harmonize existing social and ethnic differences.

As a highlight of the program, it was identified, by the high number of students, that gratuitousness may have favored the participation of schools. The schedule was set up as attractive, providing visits and the active participation of students in the proposed activities. In addition, it favored the social integration and contributed to the scientific learning.

Faced with the elucidations we have, we must consider the importance of strategies coming from universities that are able to expand opportunities and motivate the entry and permanence of students in higher education, in a continuous and diligent manner. Therefore, the activities of culture and university extension will promote affirmative actions based on the offering of information and practical experiences, so that the transformation and sustainability of society can be achieved.

DISTRIBUTION OF COMMENTS

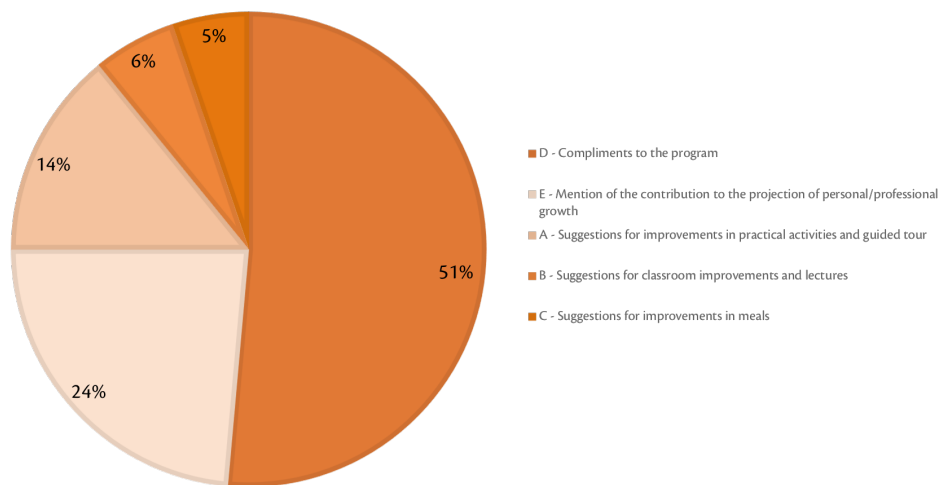


Figure 6 - Classification of comments received by the Program.

DISTRIBUTION BY AGE

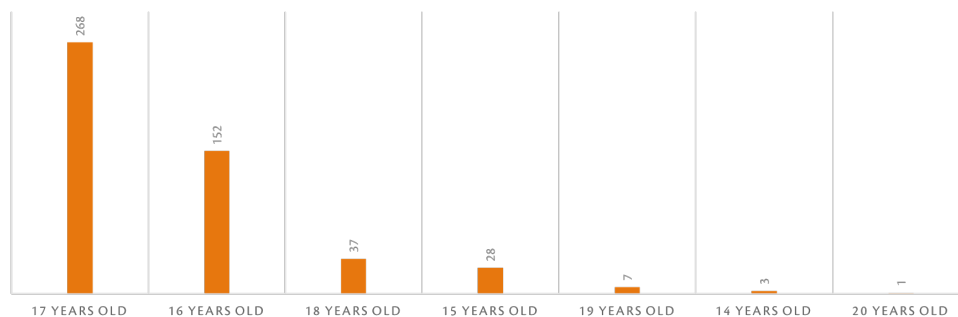


Figure 7 - Distribution by age.

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