

Experiencing an extensionist action of the academic leagues in the itinerary of the student of Medicine

Vivenciando uma ação extensionista das ligas acadêmicas no itinerário do discente de Medicina

Viviendo una acción de extensión de las ligas académicas en el itinerario del estudiante de Medicina

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Abstract

An Academic League is formed, primarily, by students and professors of a certain course (or courses), united by the common interest of developing activities of teaching, research, extension, culture and / or affirmative policies in several areas of academic formation. This study aims to report the importance of health leagues in the construction of the formative itinerary, especially, based on an experience report from the construction of the 1st Academic League Symposium of Recôncavo of Bahia, with the main theme "Interconnecting the Children's Health" highlighting childhood as a stage of the life cycle that requires socio-cultural, political-economic and individual transformations. For this purpose, 15 Academic Leagues, mostly with medical students, were divided into groups to coordinate the event's activities: conferences, courses, practical stations and presentations of scientific papers. Providing students with the competence of an autonomous and critical-reflexive professional with the capacity to meet the population's health demands, striving for the articulation of attitudinal knowledge and skills to act at different levels of health care. The result of this experience shows that developing activities that enable student protagonism where students can exercise skills such as leadership, management, communication and teamwork are fundamental for both the growth of the

university and the development of students, in order to deal with future challenges, making the Leagues tools of important value in the academic itinerary of the student in the health field.

Keywords: Education higher; Community relations; Academies and institutes; Teaching.

Resumo

Uma Liga Acadêmica é formada, primariamente, por discentes e docentes de determinado(s) curso(s), unidos pelo interesse em comum de desenvolver atividades de ensino, pesquisa, extensão, cultura e/ou políticas afirmativas em várias áreas da formação acadêmica. O presente estudo tem por objetivo relatar a importância das Ligas em saúde na construção do itinerário formativo, especialmente, a partir de um relato de experiência oriundo da construção do I Simpósio de Ligas Acadêmicas do Recôncavo da Bahia, com a temática principal “Interligando a Saúde da Criança” destacando a infância como uma etapa do ciclo vital que exige transformações socioculturais, político-econômicas e individuais. Para tal finalidade, 15 Ligas Acadêmicas, majoritariamente com discentes do curso de Medicina, foram divididas em grupos para coordenarem as atividades do evento: conferências, cursos, estações práticas e apresentações de trabalhos científicos. Proporcionando ao discente a competência de um profissional autônomo, crítico-reflexivo com capacidade para atender as demandas de saúde da população, primando pela articulação dos conhecimentos e competências atitudinais para atuar nos diferentes níveis de atenção à saúde. O resultado dessa experiência mostra que desenvolver atividades que possibilitem o protagonismo estudantil onde os discentes possam exercitar habilidades como liderança, gestão, comunicação e trabalho em equipe são fundamentais tanto para o crescimento da universidade, quanto para o amadurecimento dos discentes, a fim de lidar com desafios futuros, tornando as Ligas ferramentas de importante valor no itinerário acadêmico do estudante da área da saúde.

Palavras-chave: Educação superior; Extensão comunitária; Academias e institutos; Ensino.

Resumen

Una Liga Académica está formada, principalmente, por estudiantes y docentes de determinado(s) curso(s), unidos por un interés común en desarrollar políticas docentes, de investigación, de extensión, de cultura y/o afirmativas en diversas áreas de la formación académica. El presente estudio tiene como objetivo relatar la importancia de las Ligas de Salud en la construcción del itinerario de formación, especialmente a partir de un relato de experiencia surgido de la construcción del I Simposio de Ligas Académicas del Recôncavo da Bahia, con el tema principal "Interconectando Salud da Criança ” destacando la niñez como una etapa del ciclo vital que requiere transformaciones socioculturales, político-económicas e individuales. Para ello, 15 Ligas Académicas, en su mayoría con estudiantes de medicina, se dividieron en grupos para coordinar las actividades del evento: conferencias, cursos, estaciones prácticas y presentaciones de trabajos científicos. Dotar al estudiante de la competencia de un profesional autónomo, crítico-reflexivo, con capacidad para atender las demandas de salud de la población, procurando la articulación de conocimientos y competencias actitudinales para actuar en los diferentes niveles de atención a la salud. El resultado de esta experiencia demuestra que desarrollar actividades que permitan el protagonismo estudiantil donde los estudiantes puedan ejercitar habilidades como el liderazgo, la gestión, la comunicación y el trabajo en equipo son fundamentales tanto para el crecimiento de la universidad como para la maduración de los estudiantes, de cara a enfrentar los desafíos futuros. , haciendo de las Ligas herramientas de importante valor en el itinerario académico del estudiante en el área de la salud.

Palabras clave: Educación Superior; Extensión Comunitaria; Academias e Institutos; Enseñanza.

1. Introduction

League is defined as pact, union and alliance. This definition leads us to consider why we use it to represent the union between academics for a given purpose (Santana, 2012). The Academic League (LA) in health is formed by students and professors of a certain course (or courses), united by a common interest: to develop activities of the teaching-research-extension tripod in the health area (Carneiro et al., 2015).

Academic Leagues (LAs) operate in accordance with the principle of the inseparability of this tripod in Brazilian universities, based on the Federal Constitution of 1988, which regulates that “Universities enjoy didactic-scientific, administrative, financial and patrimonial management autonomy and will obey the principle of inseparability between teaching, research and extension” (Brasil, 1988; César, 2013). And considered a broader concept of the University, in addition to this tripod, cultural and political activities / affirmative actions are added (Ufrb, 2019). Inseparability is a guiding principle of the quality of university production that favors the approximation between university and society, contributes to the theoretical and practical autonomy of students, allowing them to develop self-reflection and meaning to the social role of academic work (César, 2013; Chesani *et. al.*, 2017).

The first Academic League of Brazil appeared at the Faculty of Medicine of the University of São Paulo, called League to Combat Syphilis, in the 20s of the last century. Soon after, several Leagues started to appear in the Medical Universities of the country, mainly during the military dictatorship, with the objective of discussing about the academic teaching method existing at the time (Moreira, 2011; Santana, 2012). Approximately a century after the emergence of the first LA, there is the expansion of medical courses and, consequently, the accelerated creation of Academic Leagues throughout the country (Soares et al., 2018).

This expansion is explained by the fact that the Academic Leagues provide numerous benefits to its members, among which we can mention the contact with colleagues from several years of graduation; influence on the choice of specialty; participation in scientific events; obtaining responsibility in organizing scientific activities; score in the medical residency test; development of autonomy among members; improvement of teamwork; development of knowledge multiplier students; and, the student's approach to health care practice (Silva & Flores, 2015; Toledo *et al.*, 2019; Pontes & Torreão, 2019).

LAs contribute to the formation of the student's Academic Curriculum and also to the formation of their “hidden curriculum”, which runs between the development of values and attitudes related to academic knowledge and skills, cognitive complexity, practical competence, interpersonal competence and humanitarianism (Santana, 2012).

The job market, which is increasingly demanding complex competences and skills, leading to greater competition among individuals due to neoliberal capitalism, has motivated students to seek to participate in Academic Leagues, in the search for the development of a new academic itinerary, which goes through more individual potentialities currently needed (Soares et al., 2018).

The strengthening of university activities promotes professional training that goes beyond technical and theoretical aspects, bringing, the fusion of these with variables belonging to society such as ethics, politics, economics and culture, transcending simple notions of comprehension or understanding of the human being (Paula *et al.*, 2019). Thus, the present study aims to report the importance of Academic Leagues in health in the construction of the formative itinerary from an experience report arising from the construction of the 1st Academic League Symposium of the Recôncavo of Bahia.

2. Methodology

This is an experience report, bringing the practice experienced in the extension activity "I Symposium of Academic Leagues of the Recôncavo da Bahia", promoted by members of the Medicine course of the Health Sciences Center (CCS) of the Federal University of Recôncavo da Bahia (UFRB), in the city of Santo Antônio de Jesus, in 2017.

The experience report aims to describe a lived experience that can contribute to the construction of knowledge in the area of activity, where the experience is described in detail in a contextualized way (Estrela, 2018), as predicted by Santana et al. (2021) in the actions experienced by the Academic League of Fundamental Bases in Nursing at the University of the State of Rio de Janeiro (UERJ).

The Academic League Symposium of the Recôncavo of Bahia arose from the need for a scientific event that encompassed all the LAs of the CCS / UFRB, in order to promote a more comprehensive exchange of interconnected experiences, extending knowledge to the entire academic and external community. University students, especially those who relate to the biological and health areas, tend to allow more academic spaces that favor the exchange of academic and professional experiences, in order to achieve a diverse and parallel formative itinerary provided by the curricular matrix of their courses (Faria *et al.*, 2019).

In this context, in 2017, fifteen Academic Leagues from CCS / UFRB interacted for the creation and execution of this unique event that dialogued with all the training areas involved, highlighting the Leagues and their respective logos in illustrative board (**Frame 1**). Given these circumstances, a scientific search for topics that favored a “single voice” from the different areas of formation of the LAs was carried out.

3. I Symposium of Academic Leagues in the Recôncavo of Bahia

Since the creation of the Medicine course at the Federal University of Recôncavo of Bahia (UFRB) (Ufrb, 2013) students seek to develop activities that promote the enrichment of learning.

Based on the teaching-research-extension tripod, in addition to affirmative and cultural policy activities, as well as being inspired by the experiences of other prominent public universities in the country, Academic Leagues are born in the Health Sciences Center (CCS) of the UFRB (Ufrb, 2015), nonprofit academic associations, with the main objective of improving in a specific area of the medical field.

Thus, with the understanding that life cycles could be approached in order to provide a linearity of editions, the “I Symposium of Academic Leagues of Recôncavo of Bahia: interconnecting the Children's Health” (**Figure 1**) emerged, showing, according to Quinteiro (2019), childhood as a stage of the life cycle that requires socio-cultural, economic, political and individual potential transformations.

Endorsing as a principle the National Policy for Comprehensive Child Health Care that aims to align programs and resources to consolidate and expand achievements such as reducing child and maternal mortality and reducing malnutrition (Macêdo, 2016), still allowing a great impact in the promotion of integral health of the mother-fetus and rejoicing of all society (Santiago, 2013; Rego, 2015).

At this juncture, the LAs were divided into groups to coordinate 4 major conferences that were socialized on digital platforms through publicity posters (Figure 1).

The first conference “Zika and Microcephaly” was guided by LACAP, LADIRB, LAGORB, LigAPed and LAUON and proved to be important for the need to update in the context of the Zika Virus Congenital Syndrome epidemic, addressing the pathological anatomy caused by the virus, the process of transplacental transmission, contributions from obstetrics and ultrasound. The second conference “The child in the Primary Care Network” was guided by LAAPPS, LACMED, LAEM, LAGERB and LAONCORB and made possible explanations regarding intergenerationality, foot testing and the challenges of Child Health in the context of Primary Care.

The third conference, “Child management in medium and high complexities”, was held by LACARB, LIACIT, LAMIRB, LANERB and LAURGEM, addressing head trauma, congenital heart disease, burns, cardiopulmonary resuscitation in neonatology and seizure disorders. The last conference aimed to promote a discussion that showed the importance of the multidisciplinary team working together, thus, “Cerebral Palsy: diagnosis and early intervention” had a pediatric neuropsychiatrist and physical therapist who reported the interlocation of these areas in the face of this pathology.

Frame 1 - Leagues participating in the 1st Academic Leagues Symposium of Recôncavo da Bahia.

Academic League and its Logo		
		
Academic Pathology League of Recôncavo of Bahia (LACAP)	Academic League of Infectious Diseases of Recôncavo of Bahia (LADIRB)	Academic League of Clinical Medicine (LACMED)
		
Academic League of Gynecology and Obstetrics of Recôncavo of Bahia (LAGORB)	Pediatric Academic League of Recôncavo of Bahia (LigAPed)	Academic League of Endocrinology and Metabology (LAEM)
		
Academic League of Obstetric Ultrasonography and Neonatology (LAUON)	Academic League of Primary Care and First Aid (LAAPPS)	Academic League of Surgery and Trauma at UFRB (LIACIT)
		
Academic League of Oncology of Recôncavo of Bahia (LAONCORB)	Academic League of Cardiology of Recôncavo of Bahia (LACARB)	Academic League of Geronto-Geriatrics of Recôncavo of Bahia (LAGERB)
		
Academic League of Intensive Care Medicine of Recôncavo of Bahia (LAMIRB)	Academic League of Neurology of Recôncavo of Bahia (LANERB)	Academic League of Urgency and Emergency at UFRB (LAURGEM)

Source: The authors / August (2017).

Figure 1 – Programming with the logo of the Academic Leagues Symposium of Recôncavo of Bahia: “Interconnecting the Children's Health”.



PROGRAM

FRIDAY - 08/04/2017
 08:00 am to 12:00 pm - **ACCREDITATION**
 Place: Health Sciences Center - CCS/UFRRB

02:00 pm to 05:00 pm - **PRE-SYMPOSIUM SHORT COURSES**
 Place: Health Sciences Center - CCS/UFRRB

- Short Course 1: Outpatient follow-up of the at-risk baby under the clinical context of the physiotherapist
 Mariana Andrade - Physiotherapist
- Short Course 2: Wounds and Coverings on Children's Health
 Academic Leagues of Wounds and Coverings
- Short Course 3: Atopic dermatitis in children*
 Laila Beatriz Leal MD - Pediatrician
 *Tagging of the case at 8:00pm
- Short Course 4: Anatomy of bone development
 Study Group of Human Anatomy

SATURDAY - 08/05/2017
 Place: IFBA's Auditorium

08:00am - **OPENING SESSION**

08:30 am to 10:00 am - **CONFERENCE I: ZIKA AND MICROCEPHALY**

- 08:30 am - **LAGEOB** - Zika and microcephaly: what is the role of obstetrics?
 Maria Nígia MD - Gynecologist and Obstetrician
- 08:50 am - **LADRB** - Zika: transplacental transmission and its fetal repercussions
 Dr. Fabiana Lopes - Virologist
- 09:40 am - **LAUDN** - Contribution of ultrasound to the diagnosis and segment of microcephaly
 Cristóvão Brito de Andrade MD - Gynecologist and Obstetrician
- 09:50 am - **LACAP** - Pathological anatomy in microcephaly caused by Zika virus.
 Dr. Jorge Nêta - Cellular Immunology and Experimental Pathology

10:00 am - **EVALUATION OF SCIENTIFIC WORK AND COFFEE BREAK**

10:30 am - **CONFERENCE II: THE CHILD IN THE PRIMARY CARE NETWORK**

- 01:30 am - **LAGEOB** - Intergenerationality
 Dr. Cláudia Fêdo - Nurse
- 01:50 am - **LADN** - Foot Print
 Mariana Cardoso - Nurse
- 02:10am - **LAAPPS** - The challenges of child health in primary care services
 Marcia Rosalbocha Rosa MD - Pediatrician

02:40 pm - **PRACTICAL STATIONS**
 Place: Health Sciences Center - CCS/UFRRB

- LAAPPS - Basic Life Support in Children
- LACAP - Pathological Anatomy: aid to diagnosis
- LACARD - The cardiological clinic: from anamnesis to the therapeutic process

08:00 am - **CONFERENCE III: CHILD MANAGEMENT IN MEDIUM AND HIGH COMPLEXITIES**

- 08:00 am - **LIACIT** - Craniocephalic trauma in children
 Emmanuelle Vasconcelos MD - Neuropediatrician
- 08:40 am - **LACARB** - Congenital heart diseases
 Joseli Roberto MD - Cardiologist
- 09:00 am - **LAURSEM** - Burns in children
 Fabia Quintão MD - Cardiologist
- 09:20 am - **LAMRE** - Cardiopulmonary resuscitation in neonatology
 Jusara Argola MD - Pediatrician
- 09:40 am - **LANERD** - Cerebral disorders
 Emmanuelle Vasconcelos MD - Neuropediatrician

10:00am - **COFFEE BREAK**

10:30 am - **CONFERENCE IV: CEREBRAL PALSY: DIAGNOSIS AND EARLY INTERVENTION**

- 10:30 am - Emmanuelle Vasconcelos MD - Neuropediatrician
- 10:50am - Mariana Andrade - Physiotherapist

02:00 pm - **PRACTICAL STATIONS**
 Place: Health Sciences Center - CCS/UFRRB

- LA DWD - Introduction to Chest X-Ray
- LA MRE - Myths and Truths about organ donation
- LA NERE - Contribution of hippotherapy to the development of children with cerebral palsy
- LA DNG DRB - Live clinical case
- LIGAP DR - Foreign-body airway obstruction (FB AO) in children: What to do?
- LA UDN - Neonatal resuscitation
- LA URSDM - Trauma's ABCDE

Weak authors:



Support:



Source: The authors (2017).

Concomitant to the conferences, the pre-symposium courses were held, with the following themes: outpatient follow-up of the at-risk baby under the clinical context of the physiotherapist, wounds and coverage in the child's health, atopic dermatitis in the child and anatomy of bone development. In addition, there were also some practical stations led by the participating LAs, allowing subscribers to have a dynamic experience.

As one of the bases of LAs is research, this was represented through the presentation of scientific works in the poster mode, aiming to encourage the production and scientific dissemination among LAs.

Aligned with what the University proposes, health professionals involved in childcare must develop their activities, based on the improvement of current public policies to ensure more quality care for children (Macêdo, 2016). This performance

includes the school, prenatal, delivery and immediate care for the newborn, seeking to reduce the problems in the perinatal period (Silva, 2017).

However, it is necessary to invest in the qualification of human resources training for this area, with an emphasis on public policies, with a view to health promotion and prevention and, consequently, better quality of life for the population. In this context, the role of the Academic League emerges, seeking to bring the academic closer to their future professional practice (Rocha *et al.*, 2016).

The Symposium had a total participation of 163 people, of which 141 were undergraduate students at UFRB, 10 professors at UFRB, 6 students from other HEIs and 6 people from the general external community. This event made it possible to promote an update on Child Health, in addition to important discussions on the topic in question and its consequences in health care networks. Through the multiprofessional approach it was also possible to promote a broader view of the importance of an interdisciplinary team in the health service.

4. Contributions to the Discent Formative Itinerary

Admission to an Academic League is not a mandatory requirement for training future professionals. However, the academy increasingly encourages students to participate in these groups, mainly because they provide training based on reality and by fostering teamwork, critical reflection and autonomy through self-management of their learning process (Soares *et al.*, 2019).

In addition to being an extension and scientific initiation space, LAs are tools for social integration with newly graduated students. It is known that entering higher education is always marked by academic challenges, new rules of behavior and different responsibilities. In this adjustment period, the feeling of belonging to the university environment arising from participation in an LA alleviates the difficulties and anxieties that arise in this new stage of the students' lives (Soares *et al.*, 2019).

The LAs of the CCS / UFRB are mostly created by medical students, reflect the national scenario, in which there has been a significant increase in the number of Academic Leagues working in the undergraduate medical course (Moreira *et al.*, 2019). However, they are open to students from all CCS undergraduate courses, such as bachelor's degrees in Nursing, Nutrition, Psychology and Interdisciplinary in Health. In this way, interdisciplinarity is present within the discussions of the Leagues, fostering a constant challenge for organizers and the binders, in a beneficial way.

Actions of non-exclusive health leagues, in their foundation and formation, for medical students can be seen in the works of Silva, Almeida *et al.*, (2020) [from the creation of the Academic League of Trauma and Emergency, aimed at students of the Nursing course at the Educational Foundation of the Municipality of Assis (São Paulo)], by Ferreira *et al.* (2021) [in the Academic League of Functional and Sports Nutrition (LANFE), founded by academics from the Nutrition course at the University of the State of Rio de Janeiro (UERJ)] and in the work of Oliveira *et al.*, (2021) [in the Humanization League of the Federal University of Triângulo Mineiro, located in the interior of the state of Minas Gerais-Brazil and formed by undergraduates from the Psychology, Nursing, Physiotherapy, Nutrition, Biomedicine, Occupational Therapy and Medicine courses].

Among the main motivations that lead students to participate in an LA are the desire for early contact with the practice, the possibility of recognition of the student as a professional adult, interaction with academics from other periods of training, identification with a group, the combating stress and professional qualification, which allows them the competence of an autonomous, critical-reflective professional with the capacity to resolve issues in decision making to better meet the population's health demands (Cavalcante *et al.*, 2018).

The autonomy conferred to the student in the decision to participate or not in a league makes it a space free of academic formalities, making the students learn with more enthusiasm. In this space, the student, in addition to channeling his desires (practical experience in his area, social integration, improvement of the curriculum, among others), also learns on his own

initiative, in an exercise of self-management of his learning, with more pleasure. Although formalities exist, these are, in most cases, agreed upon by and with their peers, attenuating for the student the hierarchical environment of the teacher-student relationship (Hamamoto, 2011).

Transcending educational practices to health work actions, the Leagues contribute to interdisciplinarity, by allowing students from different undergraduate courses, to interact in the same space and together produce knowledge on related topics. This relevance is denoted in the need for health schools to include interdisciplinarity in their curricula, although students can also, by themselves, seek multidisciplinary and multiprofessional work, which will certainly contribute to their professional and personal development (Hamamoto, 2011).

In addition to actions promoted by the Leagues themselves at CCS/UFRB, their participation in institutional events is relevant for the diversity of activities programmed in them, such as, for example, integrating proposals in the “Reencôcavo Saúde Seminar and Academic Week”, which, in addition to from an academic moment, it constituted, in the years 2016 to 2020, an opportunity to strengthen the bond with Santoantoniense society and other municipalities in the Recôncavo da Bahia (Brazil) (Silva et al., 2021) .

Reinforcing the considerations previously mentioned, regarding the contribution of the LAs in the student training process, Queiroz *et al.* (2014) argue that it is possible to perceive the growth and cognitive development of students who participated in activities such as those developed in Leagues, showing a directly proportional correlation of this development with the frequency in the proposed activities. In addition, they state that it is clear that the approach to clinical practice is a great moment of reflection for the student on personal and professional recognition, in an attempt to consolidate self-esteem.

Active participation in an LA has repercussions not only in the personal sphere, but also in the curriculum, improving performance through complementary and professional training, becoming an auxiliary tool in the future insertion in the labor market (Souza, 2018). In this way, the experiences provided by the Leagues Symposium allowed participants, binders or not, the opportunity to get to know the work of several academic leagues, their theoretical productions, as well as some of their practical activities. Those who were not yet ligantes could get to know the proposals of each LA and, thus, increase their arsenal of possibilities to join any of these groups. For newcomers at the University, this became even more poignant, as it facilitated the insertion of these students in academic life, their extracurricular learning spaces and integration with students from different periods.

Thus, in addition, several studies show that more than half of the leagues directly participate in scientific events, which encourages responsibility in the organization and participation in scientific activities, as well as gaining knowledge to the leagues' students and, why not say, to other academics who do not. are directly linked to those activities (Denem, 2014; Soares et al., 2018; Cavalcante *et al.*, 2018).

In addition to participation as a member, the experience of running an academic league can become another beneficial point when you become a member of it. Referring to this scenario with the job market, the future space for the binders to operate, the idea is clear that organizational capacity, the maintenance of visibility in the academic-scientific environment as well as in social networks and in the community, are primary to the formation of employees. Students (Souza, 2018).

Corroborating the narrated elements, Abreu-Reis *et al.* (2012), point out that, through the activities developed by the LAs, there is a stimulus for the execution of social assistance projects that allow the binder to experience dealing with human suffering, communicating bad news, and even perceiving the feeling of helplessness in front of a network ineffective attention.

The population's health is complex and requires a holistic view that is capable of incorporating the subject in its biopsychosocial totality. Thus, health training must guarantee an interdisciplinary dialogue between different forms of knowledge, based on the objectives of health promotion and comprehensiveness, in accordance with the principles and guidelines of the Unified Health System (Varjabedian et al., 2015). Therefore, the LAs must excel in the articulation of attitudinal

knowledge and skills to act at different levels of health care, through actions of promotion, prevention, recovery and rehabilitation, in the individual and collective spheres, with social responsibility, allowing the student not only scientific development, but also the exercise of citizenship (Soares *et al.*, 2019). In the health area, it is beneficial to have an assistance network integrated with the environment in which it operates, serving as a space for new experiences aimed at humanization (Silva, 2017).

With the provision of Resolution No 033/2019 (Ufrb, 2019) which provides for the standardization of procedures for the formation and operation of LAs within the scope of UFRB (which has the nature of working in a multi-campus) in addition to health, the Center for Exact and Technological Sciences (CETEC) registered the Engineering Academic League Civil.

Currently at CCS / UFRB, in addition to the medical course leagues, there are also registered LAs from the Nutrition and Psychology courses, with the participation of students from the Nursing and Bachelor of Health courses: Academic League of Mental Health at the Federal University of Recôncavo of Bahia (LIASME), Academic League of Legal Medicine (LAMEL), Academic Family Health League (LASF), Academic Health, Exercise and Sport League of the Federal University of Recôncavo of Bahia (LASEE), Academic League of Orthopedics and Recôncavo of Bahia Traumatology (LAOT), Academic Dermatology League of Recôncavo of Bahia (LADERB), Academic League of Health and Clinical Psychology (LAPSCLIN), Academic League of Plastic Surgery of Recôncavo of Bahia (LACIP) and the Academic League of Gastronomy and Nutrition (LAGAN), resulting in a total of twenty-four leagues for the year 2020. It is noteworthy, at this point, that the Academic Leagues Symposium probably contributed positively to the growing movement of creating LAs in this institution, as it brought more visibility to this activity so important in the experience within the academy.

5. Conclusion

The “I Academic League Symposium of Recôncavo of Bahia: interconnecting the Children's Health” is pioneering at CCS / UFRB as a powerful agent that facilitates knowledge by valuing and stimulating student participation in the formative itinerary, surpassing the technical and theoretical aspects, and thus strengthening, in addition to the university teaching-research-extension tripod, also cultural activities and affirmative actions.

Integrating the fifteen existing Academic Leagues in a single event, dealing with their various specialties from the perspective of child health, allowed the students of LAs, as well as all participants, a broad and multiple experience, contemplating the diverse perspectives of thinking about Children's health. The symposium proved to be an important visibility tool for both the Academic Center and the LAs, being a real showcase for them.

The Academic League is a permanent building space that allows students to emerge as actors in the transformation of space and reality that are inserted, developing skills and experiences that present themselves as a differential in the construction of their professional profile. These skills, as previously mentioned, are configured as a “hidden curriculum”, as they escape the conventional formative itinerary, transcending simple notions of understanding or understanding of the human being.

The result of this experience shows that developing activities that enable student leadership where students can exercise skills such as leadership, management, communication, teamwork, creativity, problem solving and autonomy is fundamental for both the growth of the university and the maturity of students, so that they can face professional challenges with more security and humanity. Thus, the importance of LAs as tools of relevant value in the student academic itinerary for the health area is evident, as well as expanding to other areas of knowledge.

After the experience of this event, the organizers have perspectives of other sequential actions using the same format and with other aggregating themes, as well as the possibility of reporting, in the format of an e-book, the individual experiences of these Leagues in teaching actions, research, extension and affirmative action and their relevance in the Recôncavo region of Bahia.

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