Integrative project in times of pandemic: The challenge of meeting real demands in a situation of social isolation

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ABSTRACT
The year 2020 will certainly be marked by the Pandemic caused by the spread of the new Coronavirus, a highly contagious virus that killed more than 995 thousand people worldwide by the end of September this year. As a result of the Pandemic, the Government of the State of Rio Grande do Sul decreed physical/social isolation measures and the suspension of classes to contain contamination. Institutions at all levels of education had their face-to-face classes suspended. Within this context, the University Center of the Campanha Region (Urcamp) quickly adapted to reality, starting to carry out its activities remotely, starting in the second half of March. Thus, all undergraduate courses were challenged to use technological resources, in real time, in order to maintain quality teaching also in the virtualized modality.

Keywords: Pandemic, Social isolation.

1 INTRODUCTION

1.1 BACKGROUND

The year 2020 will certainly be marked by the Pandemic caused by the spread of the new Coronavirus, a highly contagious virus that killed more than 995 thousand people worldwide by the end of September this year. As a result of the Pandemic, the Government of the State of Rio Grande do Sul decreed physical/social isolation measures and the suspension of classes to contain contamination. Institutions at all levels of education had their face-to-face classes suspended. Within this context, the University Center of the Campanha Region (Urcamp) quickly adapted to reality, starting to carry out its activities remotely, starting in the second half of March. Thus, all undergraduate courses were challenged to use technological resources, in real time, in order to maintain quality teaching also in the virtualized modality.

Among the numerous challenges imposed by reality, the professors of the Integrative Project (IP) needed to solve the following problem: Is it possible to continue the practical application, a prerequisite of the IP, presenting services and solutions to real demands of the community within the scope of the Psychology course in times of social isolation? It is important to clarify that the Integrative Projects are curricular components of the institution's 'Graduation i' and were inserted in the curriculum of the courses so that "... Students could put into practice, on a weekly basis, the contents learned, solve real problems and at the end of the semester, present a product and/or service to the community

meeting a demand of the same. (TABORDA, Attila Foundation. University Center of the Campanha Region. Pedagogical Project of the Psychology Course, 2020).

In this context, we report here how the Implementation of IPss in two modules of the Psychology course: Module I: The Psychological Perspective and Module III: Constitution of the Individual, in a contingent of 64 academics, in a situation of social isolation.

1.2 OBJECTIVES

1.2.1 The objectives of this experience report were

- Report the basic assumptions necessary to enable the execution of Integrative Projects in a situation of social isolation in times of Pandemic resulting from COVIDE-19;
- Demonstrate how the experience of the practical application of the Integrative Projects was lived in the period of social isolation.

1.3 METHODOLOGY

When faced with the challenging moment imposed by the reality of the Pandemic and the reduced number of demands registered by the Community on the Sou i Platform:

> The Sou i Integrative Projects Platform is a communication channel between students, the community and companies, where Urcamp fulfills, in one more instance, its community character. Through a new teaching methodology, the institution strengthens ties, providing experience to academics and solving the problems of partners who register (Urcamp, 2019).

The teaching psychologists responsible for the IP joined the Structuring Teaching Nucleus (NDE) of the Psychology Course, which endorsed the real demand imposed by the context of the pandemic by recognizing that it is the responsibility of the psychologist in situations of public calamity or emergency, to provide professional services, without aiming at personal benefit. Still basing the demands and actions of the PI on the fundamental principles of the Code of Ethics of the Professional Psychologist, we sought themes capable of "... contribute to promoting the universalization of the population's access to information, knowledge of psychological science, services, and ethical standards of the profession." And finally, based on Article 19 of the Code of Ethics of the Psychology Professional, "The psychologist, when participating in activities in the media, shall ensure that the information provided disseminates knowledge about the attributions, the scientific basis and the social role of the profession" (CFP, 2005).

For this purpose, it was necessary to define themes capable of responding to the demands imposed by the pandemic situation, in line with the possibility of enabling practices, even if at a distance, and developing the competencies (*hard and soft skills*) of each module. The first module, whose generating theme is: *The psychological look*, had 22 students enrolled and the third module,

whose generating theme is: *Constitution of the Individual*, had 44 students, all distributed in groups of a maximum of four members. The formation of the groups took place by drawing lots in the first module, as most of the students did not know each other personally. The themes were chosen and only in case of more than one interested group was it necessary to draw lots. The titles of the projects presented in Module I were as follows: Pregnancy in times of Covid-19; Students' mental health in times of pandemic; Psychology as a tool for the prevention of drug use in adolescence; The importance of the psychology professional; Relationship between parents and children in a period of social isolation; Anxiety about the professional future of adolescents graduating from high school. In Module III they were: Residencial Guenoas - life in a condominium in times of social isolation; Use of licit and illicit drugs in adolescence in high school - literature review and coping actions based on a Booklet from A to Z; Mothers in social isolation - collaborative proposals; Affective bond - mother x child, where it all begins; What is the behavior of the elderly and their symptoms in the face of social isolation during the COVID-19 pandemic? - research, literature review and coping actions; Those who see faces, do not see autism - the worsening of the condition of socio-family relationships during social isolation in centers with individuals with ASD; The importance of preventive dialogue in the face of suicide - literature review and proposals for action. All the groups of Module III, in addition to the proposal that make up the PI, also concluded with the elaboration of a scientific article.

Directly, throughout the semester, via Google Form, Facebook, Instagram, Google Meet and return to the requesters, the actions reached approximately 400 (four hundred) people, already indirectly, or without effective interaction, it is believed that the number is much higher, considering the contemplated proposals, such as awareness, support, motivation, tips and suggestions to face the period of social isolation developed, mainly, via social networks.

Supervisions were carried out weekly, from March to June, synchronously in large groups or scheduled by working groups according to the week's planning. The work of the groups was developed according to the objective of each IP, with the use of social networks in order to establish a closer contact with the target audience, scientific initiation with the use of google forms in order to understand the moment that the individuals were going through, interviews and virtual meetings through platforms such as the meeting, All actions planned with the supervision and mentoring of a professional in the area and carried out by the students.

At the end of the semester, an internal Exhibition was held in the Course where the students previously recorded their presentations in up to 10 minutes and transmitted them to their classmates, mentors and a panel composed of the PI professor and another guest professor. On this occasion, colleagues voted for the PI that would represent the Module in the Institutional Integrative Projects Exhibition.

The professors of the course also encouraged the students to publish their work in the 14th. Exhibition of Community, Extension and Integrator Projects that took place at the end of October during the online event Congrega Urcamp 2k20, a technical scientific event of the Southern Half of Rio Grande do Sul.

2 THEORETICAL FRAMEWORK

The challenges imposed on the education sector in 2020 were immeasurable and even though there was already a firm movement to transform traditional teaching at Urcamp through the use of active methodologies and problem-based learning

> Currently, it is recommended that the learner be the protagonist of his/her learning, therefore, the institution adopted the hybrid model of education, where the theoretical contents are sent to the student, through the virtual platform, so that the classroom space is for exchanges and debates and discussions, all made possible through active teaching methodologies (TABORDA, Attila Foundation. University Center of the Campanha Region. Pedagogical Project of the Psychology Course, 2020).

No one could have imagined that our teachers and students would be put to the test in record time. Fava says, "As we ponder the challenges of the future, it is necessary to accept that some things are constant. For example, students are driven by passion, curiosity, engagement, dreams. They also need to develop a solid foundation of fundamentals, of liberal arts, of analytical capacity of deductive and inductive reasoning." (FAVA, 2018. p. 182)

According to Matel (2013), the development of scientific disciplines emerged at the end of the nineteenth century. Psychology, strongly influenced by philosophical thought, is part of the Human Sciences, and one of its fields of study is human learning, understood by different theoretical assumptions. Thus, the conception of how one learns is not based on a single theory, justifying the difficulty in finding a consensus on the matter, since different ideas, conceptions and theories that explain human learning coexist.

We know that there are different ways of apprehending and learning the data of a given reality, since cognition is associated with the way "the *person acquires, stores and uses knowledge*". (Matel apud Hayes & Allisson, 1994, p. 53).

At the beginning of the last century, the school valued logic and linguistics as the fundamental skills for a person to be considered intelligent and the assessment of these skills constituted the core of the instrument created by Binet, who tested children in the verbal and logical areas, at the beginning of the twentieth century, the *Stand Ford Intelligence Scale*, which has remained for a long time as a reference and sometimes still is. Over the decades, we have come to the new concepts of emotional intelligence and currently to the concepts of *hard skil and soft skil.*

The identification of learning styles allows the planning and application of student-centered teaching strategies and provides guidelines for the individualization of teaching and, according to Bender (2003), when the different styles of students are known and respected and the act of teaching is adapted to this fact, students can reach positive levels of learning and can be raised to the condition of being the protagonist of their learning path. Teaching many as if it were one, a principle that characterized the school for a long time, had as its essence the standardization, the standardization of techniques and procedures and disregarded the particular ways in which each one learned.

3 RESULTS AND DISCUSSION

After the presentations of the IPs in the internal Exhibition of the Course, a qualitative non-probabilistic research for accessibility was carried out with the application of a structured instrument, elaborated in the "Forms" tool of the Google platform with three open questions where the students were able to express their opinion on the strengths, weaknesses and suggestions on the process of supervision, elaboration and application of the IP in the midst of the Pandemic of Covid-19.

Although only 45% of the students answered the descriptive instrument, it is believed that the fact that the answers were not requested during the evaluation period or requested the identification of the students makes these data more significant and reliable.

The analysis of the content of the descriptive questions brought to light two categories of analysis as follows:

1) Face-to-face vs. online modality
2) Skills development (*hard* and *soft skills*)

3.1 FACE-TO-FACE VS. ONLINE MODALITY

The interaction of the Module I class took place practically in the online modality, and the students entering the Course had a few weeks of face-to-face classes before the institution went into quarantine, which required greater adaptation capacity of individuals in the formation of groups, for example. According to one of the students in the first semester of the course, "the only deficit found was that we were unable to meet in person. But, even so, everyone was very present" (PI – The Psychological Look, SIC, 2020). On the other hand, academics from Module III said that "the project itself occurred normally, I would say even better than in the face-to-face way, since we produced much better with individual supervision for each group as we did this semester, instead of working broadly in the classroom with all colleagues, we were able to optimize time objectively (PI Constitution of the Individual, SIC, 2020).

> It is necessary to understand the University as a place of questioning, of restlessness and never as a place of truths. There is the place where the construction of a certainty is accompanied by

the clarity that it is temporary; it's historic. It is the place to doubt the certainty that has been produced. This is research spirit (BOCK, 2015).

Which leads to thinking that the world is in a moment of uncertainty where there is no right way to do it. It is time to give new meaning to teaching practice and teacher-student relations. Rethinking doing things responsibly and with ethical commitment through the opening of spaces for discussion in order to listen to those involved in the teaching-learning process.

3.2 COMPETENCE DEVELOPMENT

Through the PIs, the central component of the module, students are able to apply the concepts learned within a thematic axis or generating theme developed in the other curricular components. Thus, they acquire a set of skills and competencies for professional performance. In addition, students also develop interpersonal relationship skills, as they have to carry out the project in a group. According to one of the academics when he said that "It adds competencies in the tangent to collective development" (PI – The psychological look, SIC, 2020).

> The integrative project is extremely important because it makes us study about various subjects, it also makes us get out of our comfort zone and get to know different worlds. And thus, making us build new bonds with different people, whether they are colleagues, mentors, teachers, advisors or volunteers" (PI Constitution of the Individual, SIC, 2020).

"If students are able to establish relationships between what they learn intellectually and the real, experimental and professional situations linked to their studies, learning will certainly be more meaningful and enriching" (CAMARGO; DAROS, 2018, p. 7).

As recommended by the DCNs, the training courses in psychology are committed to providing the professional with knowledge in such a way that they can develop the following competencies and skills: health care, decision-making, communication, leadership, administration and management, permanent education. (PPC, 2020). This is confirmed by those of the students of the course "((...)) I learn more in developing a project than in all the other components" (Mod. III, SIC, 2020). "It's a very good way to interact with other people, to use what we've learned in a productive way where we can help others" (Mód. I, SIC, 2020).

By rescuing the objective of the Psychology course, which aims to "promote student protagonism, through the stimulation of autonomous learning practices, as well as real experiences provided by internships and integrative projects, building a systemic view of reality." (TABORDA, Attila Foundation. University Center of the Campanha Region. Pedagogical Project of the Psychology Course, 2020) It is also observed the understanding that the PI is part of a process, as one of the students of the first semester brought when he said: *"In general, it was very good! I believe that in the coming*

semesters it tends to improve, due to the greater understanding of what the integrative project is and the maturation resulting from the study" (PI – The psychological look, SIC, 2020).

4 FINAL THOUGHTS

It can be inferred that the aspects scored as deficient by the students are more related to the pandemic itself than to the dynamics or work methodology for carrying out the PI. That the willingness to learn is greater than the difficulties imposed by distance.

The presentation of the experience reports of the integrative projects carried out in the anxiogenic scenario of pandemic and social isolation, in an online event with more than 1500 registrants, demonstrates how much our academics are broadly developing their skills and will certainly have a differentiated professional profile.

It is also considered as a significant result that attests to the quality of the works produced the approval of the expanded abstracts in the largest technical scientific event in the southern half of Rio Grande do Sul - Congrega Urcamp 2k20 and the first place in the award in the area of Human Sciences of one of the integrative projects developed in the first semester of the Course, which had as its title: Student Mental Health in Times of Pandemic (Kohn et al, 2020).

The award of an IP project by students of the first semester of the Psychology course, which dealt with the theme of students' mental health, reaffirms the purpose of IP by fulfilling the role of integrating the knowledge of the curricular components and taking students out of their comfort zone, making them truly protagonists, both in their learning and in the search for solutions to real problems in the community.

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