






Review Article

University outreach in occupational therapy: scoping review in Brazilian literature

A atividade de extensão na terapia ocupacional: revisão de escopo na literatura nacional

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Abstract

Introduction: The university outreach allows the interrelation between the university and society and the democratization of academic knowledge. **Objective:** To analyze and characterize the national literature regarding the university outreach of Brazilian Occupational Therapy. **Method:** Scope review in the Brazilian Journal of Occupational Therapy, *Revista de Terapia Ocupacional USP* and *Revista Baiana de Terapia Ocupacional*. The keywords “university extension”, “extension activity”, “extensionist activity” and “extension” were used. Analysis of quantitative data using simple statistics of frequency and average and qualitative data by thematic categorization. **Results:** The sample consisted of 43 publications, with 25 original articles, 17 experience reports, and 1 Editorial published between 2003 and 2020. The publications addressed an activity, project, and/or extension program with different objectives, participants, locations, and actions implemented. Some studies, in addition to describing the outreach activities, presented recurrent themes that led to the creation of four thematic categories “Inseparability between teaching and research”; “University’s relationship with the community”, “Teaching-learning process” and “Student training”. **Conclusion:** It was found that the university outreach carried out by professors of Occupational Therapy courses in Brazil were carried out in an integrated manner with teaching and research. This university outreach has favored the relationship between society and the university since the projects/activities have responded to social demands and favored the democratization of academic knowledge. Such projects/activities have had a positive impact on the teaching and learning process of undergraduate students in Occupational Therapy in Brazil because they provide critical and reflective training.

Keywords: Community-Institutional Relations, Scientific and Technical Activities, Occupational Therapy, Education, Higher.

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Resumo

Introdução: A extensão universitária possibilita a inter-relação entre a universidade e a sociedade, além da democratização do conhecimento acadêmico. **Objetivo:** Analisar e caracterizar a literatura nacional referente à extensão universitária da terapia ocupacional brasileira. **Método:** Revisão de escopo nos periódicos: Cadernos Brasileiros de Terapia Ocupacional, Revista de Terapia Ocupacional da USP e Revista Baiana de Terapia Ocupacional. Foram utilizadas as palavras-chaves “extensão universitária”, “atividade de extensão”, “atividade extensionista” e “extensão”. Realizou-se a análise dos dados quantitativos por meio de estatística simples de frequência e média e dos qualitativos por categorização temática. **Resultados:** A amostra foi composta por 43 publicações, sendo 25 artigos originais, 17 relatos de experiência e 1 editorial publicados entre 2003 e 2020. As publicações abordavam sobre atividade, projeto e/ou programa de extensão, sendo diversos os objetivos, participantes, locais e ações concretizadas. Alguns estudos, além de descrever as atividades de extensão, apresentaram temas recorrentes que propiciaram a criação de quatro categorias temáticas: “indissociabilidade entre ensino e pesquisa”, “relação da universidade com a comunidade”, “processo de ensino-aprendizagem” e “formação discente”. **Conclusão:** Verificou-se que a extensão universitária realizada pelos docentes dos cursos de graduação em terapia ocupacional no Brasil foi realizada de forma integrada com o ensino e a pesquisa. A extensão universitária tem favorecido a relação entre a sociedade e a universidade, uma vez que os projetos/atividades têm respondido às demandas sociais e favorecido à democratização do saber acadêmico. Tais projetos/atividade têm impactado positivamente no processo de ensino e aprendizagem dos graduandos em terapia ocupacional no Brasil, pois propiciam uma formação crítica e reflexiva.

Palavras-chave: Relações Comunidade-Instituição, Produção Científica e Tecnológica, Terapia Ocupacional, Ensino Superior.

Introduction

The disputed outreach university

The first outreach university experiences in Brazil took place between 1911 and 1917, at the *Universidade Livre de São Paulo*, with conferences and weeks open to the people, without addressing social or economic problems. In 1931, the “*Estatuto da Universidade Brasileira*” already defined the outreach university as activities that presented solutions for social commitments of national interest. The 1950s and the beginning of the following decade were marked by popular mobilization and social reforms; at that time, outreach activities moved from the focus of knowledge dissemination to the search for answers to the country's socioeconomic, political, and cultural reality (Freire, 1977; Carbonari & Pereira, 2007).

However, with the civil and military coup of 1964 and the enactment of the University Reform (Law 5.540/68), the actions of Higher Education Institutions and their autonomy were restricted and the inseparability between teaching and research was established, directly impacting the conception of outreach university, breaking with any

character of dialogue with the community or as a project of social transformation and reinforcing the welfare model (Nogueira, 2001; Carbonari & Pereira, 2007; De Paula, 2013).

In 1975, the *Conselho de Reitores das Universidades Brasileiras* (Council of Rectors of Brazilian Universities) defines outreach university as the provision of services, university feedback, and their integration. Despite the indisputable presence of the community in outreach university activities, this relationship occurs unilaterally: “the extension action does not expose the contradictions that generate the problems faced by the community and disarticulates its capacity to organize and transform reality” (Carbonari & Pereira, 2007, p. 24).

In the 1980s, once again marked by social movements, the university shared and built the democratic project with society. Thus, the outreach university activities become essential for these practices; however, it occurs with the present dispute between emancipation and welfare (Carbonari & Pereira, 2007).

In the last decade of the last century, the inseparability between teaching, research, and outreach university are resumed. The outreach university was inserted as one of the functions of the university, to disseminate to society the knowledge and information resulting from scientific, technological and/or cultural production produced in the institution, promote the universalization and improvement of basic and the formation and qualification of professionals, bringing the two school levels closer together (Brasil, 1996).

The outreach university followed the paradigm changes that occurred both in the understanding of its educational function and in those that happened with the society (Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras, 2006). Its functions, actions, scopes, and objectives can be diversified and depend on the socio-historical processes of each region, as well as on university autonomy in the face of the political agendas of the management and power instances that it is linked.

Also, the consensus on the activities, functions, and objectives must be supported by solid democratic and ethical pillars to, above all, respond to the social commitment and to face the processes of exclusion and social inequalities, together with the social function of the public university, secular, free, of quality and for everyone. However, the ideological, discursive, and political debates about outreach university respond to different and contradictory poles of argument and decision.

Even so, over the years, we can see that outreach university has become an instrument of the interrelationship between the university and society, oxygenating the university and democratizing academic knowledge through the exchange of knowledge with communities. In this way, it represents a two-way street that can offer multiple possibilities for transforming society and the university (Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras, 2012).

This exchange of systematized, academic and popular knowledge has consequences on the production of knowledge resulting from the confrontation with the Brazilian and regional reality, the democratization of academic knowledge, and the effective participation of the community in the university's activities. In addition to providing this dialectical process between theory and practice, an outreach university activity can be considered as part of an interdisciplinary work that favors an integrated view of

society's needs with the ability to seek answers to them (Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras, 2006).

Currently, the outreach university can contribute to the formulation and development of policies through its action and reflection both in academia and in social spaces, as it articulates teaching and research, favoring interaction and dialogue with different sectors of the civil society and fulfilling the social commitment of the University, which is primarily public (Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras, 2012).

Outreach university activities are considered to be those that directly involve communities outside higher education institutions (HEIs) and are linked to student training in following the institutional standards of each HEI. The outreach university activities, in line with the political pedagogical projects of each course, also fall into the following modalities: programs, projects, courses and workshops, events, and/or service provision. According to current guidelines for outreach in Brazilian higher education, outreach university activities should be part of the curriculum of undergraduate courses, comprising at least 10% of the total curricular workload (Brasil, 2018).

Thus, we emphasize the concept of the outreach university as a training agent of a professional citizen who integrates knowledge and actions of the university and the community, transforming it into an instrument of change in the institutions where it is developed and especially in the society in which it is applied.

It is necessary to conceive them as alternative strategies “to global capitalism, giving universities an active participation in the construction of social cohesion, in the deepening of democracy, in the fight against social exclusion and environmental degradation, in the defense of cultural diversity” (Santos & Filho, 2008, p. 66-67).

Outreach university and training in occupational therapy

Occupational therapy is recognized for its plural practices translated into care, care processes, workshops, groups carried out individually or collectively, in services, public, private or third sector spaces, in hospital, clinical, community or territorial settings, focused on people, groups and communities during the life.

Undergraduate courses in occupational therapy in Brazil have carried out outreach university activities (Silva & Poellnitz, 2015), as teaching in occupational therapy requires theoretical and practical knowledge, involving not only the teacher and the student, but also the whole community often referred to as individuals of occupational therapeutic intervention, such as patients, users, clients, participants, people, groups and/or other collectives and communities.

Thus, outreach university activities aimed at serving the population have become a recurrent practice in courses, as they favor teaching through practice and their respective theories. For example, there is a record that, in the last 17 years, the professors of the occupational therapy course at UFSCar carried out 425 outreach activities (Figueiredo et al., 2020).

Nascimento & Souza (2017) reported in 2012 that the *Instituto de Ciências da Saúde* (ICS) of the *Universidade Federal do Pará* (UFPA) was awarded 77 outreach university scholarships. Considering the amount of 2,573 students enrolled per course at the ICS, the scholarship holders represented: 1% of dentistry students, 1% of physiotherapy, 2%

of nursing, 2% of pharmacy, 3% of medicine, and 5% of occupational therapy. This percentage of scholarships for occupational therapy students was related to 80 outreach projects in operation in the accounting period.

Since teaching in occupational therapy occurs through theoretical and practical foundations, the practice and the direct relationship with people, groups, and communities reflect and question the theoretical contents. As we intervene in the real needs of these groups, new ways of thinking and doing health, education, and social assistance are discovered. With this, there is a need to produce new knowledge and theoretical assumptions (Emmel, 2010).

Thus, professors of occupational therapy courses have produced knowledge in the integration between the pillars of the university. They are teaching, research and outreach activities. From this perspective, research constitutes an indispensable tool for generating new hypotheses, rooted and grounded in the life and real needs of the population. The formative activities provided by teaching and through outreach university generate new questions. Therefore, they are inducers of new proactive social hypotheses and practices (Pivetta et al., 2010). This articulation has occurred in situations in which professors and students are in the field, to implement the theoretical-practical learning-teaching process. On the one hand, it provides assistance to the demands of the individuals involved and participants in the practices and, on the other hand, it reformulates and builds data about the effectiveness, relevance, and consequences of the actions employed, confirming, refuting, or modifying the theoretical foundations (Emmel, 2010).

In this sense, the outreach university activities have promoted the access, permanence, and qualification of the public services, expanding the actions offered by these spaces. It also assisted in the continuous training of professionals, developing assistance to the community through the integration between teaching, research, and university extension. Furthermore, it has contributed to the dissemination and expansion of the possibilities of acting in occupational therapy with the communities (Figueiredo et al., 2020, p. 23).

Despite the outreach practice being present in occupational therapy courses in Brazil, through an initial literature review on this topic, no studies were found that systematized how outreach university has been carried out and what scientific production has been generated from them. Considering the importance of knowing the role of outreach activities in student and teacher training, its articulation with teaching and research, and the possible factors linked to a successful practice of outreach university, this study aimed to analyze the production of scientific literature on outreach activities in the occupational therapy area.

Methodology

This is a scope review study, which aimed to map publications of occupational therapists linked to the outreach university activities, seeking to support the debate on the importance of this for training in occupational therapy.

The scoping review should identify the concepts and gaps in a given area of knowledge, preferably aimed at areas that have not been reviewed previously (Arksey & O'Malley, 2005), as is this study.

The parameters indicated by Arksey & O'Malley (2005) were adopted and replicated by O'Brien et al. (2016), Peters et al. (2015), Colquhoun et al. (2014), and Tricco et al. (2016). Thus, this study was carried out in five stages:

1. establishment of research questions;
2. search for studies through different sources;
3. sample composition based on search and inclusion/exclusion criteria;
4. Collect information regarding the survey question.
5. description of the results obtained through numerical and thematic/conceptual analysis with respective discussion.

The research questions that conducted this study were:

What were the objectives of the Brazilian occupational therapy outreach university activities?

Which people, groups, and communities were participants and protagonists in these outreach activities?

Where did the outreach activities take place, what was the duration and who were the team members?

Did the articles refer to the inseparable relationship between outreach university, teaching, and research?

Did the articles mention the outreach university activity to favor the relationship between university and community?

Did the articles refer to the role of outreach activities in the theoretical and practical teaching-learning process?

Did the articles refer to the impact of outreach activities on student and teacher training?

Data collection and analysis procedures

We analyzed three national journals in the occupational therapy area: the *Cadernos Brasileiros de Terapia Ocupacional* of UFSCar, the *Revista de Terapia Ocupacional* of the University of São Paulo and the *Revista Baiana de Terapia Ocupacional*. To search for articles, we used the keywords “university extension”, “extension activity”, “extensionist activity” and “extension”.

As a criterion for inclusion and composition of the sample, we considered publications available online in journals, regardless of the objectives, population, or methodology of the study, published from 1990 to 2020 and prepared by occupational therapists as a scientific article or experience report on the theme of Therapy Occupational and University Extension.

This period is justified by the online availability of these materials on their websites: the *Cadernos Brasileiros de Terapia Ocupacional* at UFSCar starts in 1990, the *Revista de Terapia Ocupacional* of USP from 2002 and the *Revista Bahiana de Terapia Ocupacional* has some volumes in 2004, 2005, 2007, 2012 and 2013.

In this sense, we excluded publications that, despite appearing in the search, did not contain the descriptors in the text or that, even containing the descriptors, were not produced by occupational therapists and/or were not extension projects/activities carried out and reported by occupational therapists.

We used a form to record the information, consisting of the title, author, year of publication, type of publication, objectives of extension activities, target audience, places where they were carried out, duration, and team members.

A total of 363 publications were identified in the *Revista de Terapia Ocupacional* at USP, 101 in the *Cadernos Brasileiros de Terapia Ocupacional* at UFSCar and 1 in the *Revista Baiana de Terapia Ocupacional*. Figure 1 shows the number of articles found by keyword in each journal and those excluded for being in duplicate and for not meeting the inclusion criteria. After removing the duplicated articles, the articles were read in full. According to the inclusion/exclusion criteria, the sample consisted of 43 publications, 21 from the *Cadernos Brasileiros de Terapia Ocupacional* from UFSCar added to 22 from the *Revista de Terapia Ocupacional* from USP.

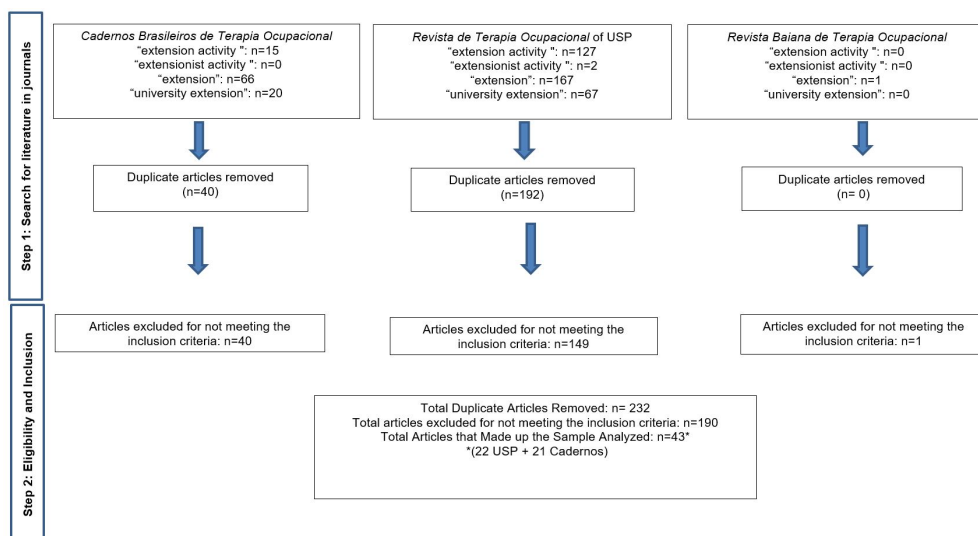


Figure 1. Sample Composition Flowchart.

We adopted the mixed method of data analysis (DePoy & Gitlin, 2011) and quantitative analysis was performed by summing the publications found and performing simple frequency statistics, presenting the results in graphs and tables. A qualitative analysis of the themes that appeared repeatedly in the publications was also carried out, which were categorized by the thematic similarity that is described and discussed according to interpretation and inference.

Results

Regarding the year of publication of the 43 publications recovered from 2003 to 2020, we found that, except 2006, there were publications in all other years. The number of publications per year varied, and the highest number of publications are the

following: 2019 (n=9), 2016 (n=6), and 2009 (n=4). In an equal amount of publications, the following are cited: 2012, 2013, 2014, and 2018, with 3 publications; 2003 and 2005, with 2 publications; and 2004, 2007, 2008, 2010, and 2011, with 1 publication in the year.

Among the types of publication, there were 25 original articles, 17 experience reports, and an editorial. These publications encompassed a multiplicity of objectives, as well as the activities, projects, and programs had different focuses, participants, places, and work teams. Table 1 shows the 43 publications, specifying whether they were an original article or an experience report, the topic addressed in the publication, and a synthesis of the extension activity.

Table 1. Characterization of the publications of the final sample.

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
1 Della Barba et al. (2015).	Experience report	Participants' assessment of an Integration Teaching, Research and Extension Curriculum Activity (<i>Atividade Curricular de Integração Ensino, Pesquisa e Extensão - ACIEPE</i>) about the activity and its impact on professional training and continuity.	ACIEPE coordinated by a professor from the Department of Occupational Therapy (DOT) of the <i>Universidade Federal de São Carlos</i> (UFSCar) aimed at training educators in the municipal network of early childhood education and undergraduate students of the Occupational Therapy course at UFSCar in promoting child development in the daily life of the family and the school.
2 Garcia et al. (2012).	Original article	Opinion of professionals from the pediatric ward of a University Hospital, located in the interior of the State of São Paulo, about the Storytelling outreach activity carried out in the context of child hospitalization.	Implementation of activity with children and adolescents hospitalized in the pediatric ward as a strategy for welcoming and promoting the confrontation of hospitalization and professional training of undergraduates in the Occupational Therapy course at the <i>Universidade de São Paulo</i> (USP) Ribeirão Preto campus.
3 Correia & Akerman (2015).	Experience report	It reports an interdisciplinary experience of outreach university aimed at participatory local development promoted by the ABC School of Medicine, Santo André, S.P., in the riverside city of Araguaiana, MT.	Provision of health, social and environmental education assistance to a riverside population. Occupational therapy specifically focused on the engagement of individuals and groups in activities of daily life to build daily support for the maintenance and inventiveness of life.
4 Lima et al. (2016).	Experience report	It presents the Performance Artist's Comprehensive Health Care Program of the Specialized Service in Occupational Health of the <i>Hospital das Clínicas</i> of the Federal University of Minas	Individual and collective assistance actions for disease prevention, promotion, and health surveillance of musician artists. Professional training of participating students

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
		Gerais and reports on the actions developed by the interdisciplinary team.	and production of knowledge from the outreach experience.
5 Galheigo & Angeli (2008).	Original article	It presents the ACCALANTO Project, which develops teaching, research, outreach activities in the scope of occupational therapy and child and adolescent health, from the perspective of integrity and humanization of care and integral protection of childhood and youth.	Reception of the needs of children and adolescents hospitalized in a pediatric ward and their families/caregivers, caused by the process of illness and hospitalization and by the conditions of social vulnerability to which they are submitted.
6 Alves et al. (2012).	Original article	It describes the socio-demographic, injury/trauma, and functionality/disability profile of people assisted in the outreach university project Rehabilitation of Hands in the Context of Occupational Therapy, exclusively dedicated to hand therapy, carried out in a rehabilitation center linked to a university hospital.	Care for patients with hand injuries or wounds who are referred for therapeutic-occupational rehabilitation in a rehabilitation center linked to a university hospital.
7 Noordhoek et al. (2009).	Original article	It describes the experience of occupational therapy in the outreach university project Group Guidance to Individuals Affected by Rheumatic Diseases, a partnership between the occupational therapy department and the Rheumatology Service of the Faculty of Medicine of the <i>Universidade Federal de Minas Gerais</i> .	Guidance group for promoting the health of people with rheumatic diseases by offering activities that help in knowing about the disease and its functional impacts to help transform the behavior of the participants.
8 Silva et al. (2018a).	Original article	It shows the results of the integrated teaching, research, and outreach university program, Art, Culture, Youth and Creative Enterprises, of the Department of Occupational Therapy at the <i>Universidade Federal de São Carlos</i> .	Mapping of young artists in the city of São Carlos, training and capacitation of young people to meet the demands presented, the composition of a group based on the field of Culture in the creative economy, with respective and evaluation of the process.
9 Costa et al. (2015).	Experience report	It shows a technology, created in the Paramex Extension Project of the Department of Mechanical Engineering of the <i>Universidade Federal de Minas Gerais</i> , aimed at helping in the learning or rehabilitation of a person	Development of educational, rehabilitative, or assistive technology devices, adaptations, or sound instruments to assist in therapeutic intervention with people with Down syndrome, cerebral palsy, intellectual

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
		undergoing treatment at the Music Therapy Clinic of that university.	deficit, depression, on the autistic spectrum, among others.
10	Lorezon & Marquetti (2016).	Experience report	It reports the Action Workshop process as an integral part of the outreach university project. Action as a precursor of human thought at the <i>Universidade Federal de São Paulo</i> , Santos campus, for patients of a mental health service.
			It carries out occupational therapeutic intervention processes with a group of patients of a Psychosocial Care Center in Santos. The workshops provided experiences that involved bodily sensibilities so that unique therapeutic projects could be elaborated with a proposal for interventions.
11	Sato et al. (2014).	Original article	Opinion and behavior of people with cognitive complaints about the participation in the Memory Stimulation Program (MSP), developed by the Laboratory of Gerontology of the Occupational Therapy Course, Faculty of Medicine, <i>Universidade de São Paulo</i> .
			Experience of sharing knowledge of people aged 60 years or more, residents in the community, and participants of groups to stimulate memory and relational cognitive functions in <i>Centro Saúde Escola, Centro de Convivência e Cooperativa</i> . Participants are encouraged to express their knowledge of the topics discussed and reflect on possible applications in everyday life.
12	Correa & Santana (2014).	Original article	It describes the results of the outreach university project Promoting the Occupational Performance of Individuals with Visual Dysfunction from the Occupational Therapy course at the <i>Universidade Federal do Paraná</i> (UFPR).
			Occupational therapy intervention in the occupational performance of visually impaired children and adolescents who attended Elementary School in the Special Education modality at <i>Escola Professor Osny Macedo Saldanha</i> , maintained by <i>Instituto Paranaense de Cegos-IPC</i> .
13	Baldani & Castro (2007).	Original article	It discusses the unfolding of occupational therapy actions with a child at social risk from the fieldwork carried out in the outreach university project “Territorial actions in occupational therapy at the interface of Art and Health Promotion” at the <i>Universidade de São Paulo</i> , São Paulo campus Paul.
			Care for children between 4 and 6 years old at social risk in the city of São Paulo provided by the group PACTO in daycare centers, church halls in the neighborhood, among other spaces.
14	Castro et al. (2011).	Original article	Critical analysis of the practices that made up the set of outreach university proposals for the Occupational Therapy
			Interdisciplinary practices in the interface of Art and Health with the socially vulnerable population composed of men and women,

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis	
		Course at the <i>Universidade de São Paulo</i> .	young people, adults, and the elderly population, with a focus on facilitating access to experimentation, creation, production, and artistic and cultural enjoyment, and production of health and quality in everyday life.	
15	Almeida (2004).	Experience report	It describes one of the health promotion outreach university experiences with adolescents in the Educational Unit of FEBEM in Ribeirão Preto, developed by an occupational therapist and psychology students, as part of the activities of the STD/AIDS Studies and Prevention Center team and Drug misuse (NEPDA) of the Department of Psychology, Faculty of Philosophy, Sciences and Letters, <i>Universidade de São Paulo</i> , Ribeirão Preto campus.	Promotion of space for FEBEM's young interns to express their ideas, feelings, and communicate inside and outside the institution.
16	Monteiro et al. (2015).	Original article	It describes the constructions of gender relations in the discourse of adolescent girls participating in the outreach university project Analysis of the Use of Playful Resources in the Promotion of Sexual and Reproductive Health in Adolescents at the Department of Occupational Therapy at the <i>Universidade Federal de Pernambuco</i> (UFPE).	Interventions, through playful resources, on changes in the body, sexuality, gender relations, sexuality, pregnancy, and STDs, relate their impact on the occupational performance of female adolescents between 12 and 15 years old. Analysis of recreational resources used to promote sexual and reproductive health among adolescents.
17	Justa & Holanda (2012).	Original article	It analyzes the outreach experience carried out by the Group of Socio-Theatrical Expressions in Occupational Therapy (GESTTO) of the Department of Occupational Therapy at the <i>Universidade de Fortaleza</i> , a project in partnership with the Occupational Therapy Service of the Integrated Medical Care Center (NAMI), subsidized Health Unit by the aforementioned university	Health promotion, through the use of the artistic language of the theater, with adolescents from 14 to 18 years old, regularly enrolled in school, residents of the Dendê community, and at social risk.

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
		aimed at assisting adolescents at social risk.	
18	Lima & Silveira (2009).	Original article	It shows the first group of outreach activities focusing on elderly people living in the city of São Paulo in the Permanent Artistic Compositions and Occupational Therapy Program (PACTO) of the Department of Occupational Therapy at the <i>Universidade de São Paulo</i> , São Paulo campus.
			It proposes work on the art/health interface that aims to promote aging with quality of life, prevention, and improvement of biological and psychosocial factors, expanding the action of the elderly people in their environment, facilitating the inclusion of the aging subject in networks of exchange and social interaction.
19	Oliver et al. (2003).	Original article	It presents the teaching, research, and outreach project of the Department of Physiotherapy, Speech Therapy and Occupational Therapy of the Faculty of Medicine of the <i>Universidade de São Paulo</i> , São Paulo campus, aimed at assisting the community and people with disabilities assisted in the Health District Escola Butantã, zone west of São Paulo and residents in the community of Jardim D'Abril and Jardim Boa Vista in its surroundings.
			Individual support for the construction of life projects, promotion of citizenship and participation in social life, holding forums for social organization around the specific needs of people with disabilities. Transformation of local culture regarding disability through sociocultural activities with circulation in public spaces, social and affective exchanges, facilitating coexistence between people with and without disabilities, building experiences for a culture of validation of people with disabilities.
20	Angelli et al. (2009).	Editorial	Presentation by the PACTO group of the Department of Occupational Therapy at the <i>Universidade de São Paulo</i> , which has articulated teaching, research, and outreach activities to provide its participants with the opportunity to develop creative, artistic, and intellectual potential.
			It develops creative, artistic, and intellectual potential by accompanying people in the community, patients of the health service or not, in group activities and/or providing access to cultural events.
21	Coutinho et al. (2009).	Original article	It reports the experience of the Leisure with Art Program for the Elderly population (<i>Programa Lazer com Arte para a Terceira Idade - LAPTI</i>), a collaboration between the Laboratory of Studies and Researches Art and Body in Occupational Therapy of the Department of Occupational Therapy at the <i>Universidade de São Paulo</i> , São Paulo campus,
			It focuses on the elderly people, retired or not, introducing them to a contemporary artistic praxis. The activities are centered on studio practices and commented appreciation of selected works from the MAC USP collection in conjunction with information that historically contextualizes contemporary works, artists, and artistic movements.

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
		and the Museum of Contemporary Art at USP (MAC USP) focusing on some significant actions and their consequences for the construction of occupational therapy practices in the cultural area.	
22	Gomes et al. (2014).	Original article	It shows the effects of the Education for Rheumatic Patient outreach program of the Integrated Health Education Department of the <i>Universidade Federal do Espírito Santo</i> in a Rheumatology Service of the Cassiano Antônio de Moraes University Hospital in Vitória, Espírito Santo.
23	Dutra et al. (2018).	Original article	Perception of students and participants of three outreach projects Educate to Recycle, Advisory on Sustainable Events and Sustainability and Innovation, from the Environmental Engineering department of the <i>Universidade Federal do Triângulo Mineiro</i> of a socio-educational nature, about sustainable practices changing daily habits and involvement in also sustainable occupations.
24	Silva et al. (2019).	Experience report	It shows the proposal for teaching, research, and outreach activities in social occupational therapy, articulated with the METUIA Program, for undergraduate and graduate students at the <i>Universidade Federal de São Carlos</i> (UFSCar).
25	Francelino & Bregalda (2020).	Original article	It shows the contributions of the “University Extension in Occupational Poetry” project of the Department of

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis	
		Occupational Therapy at the <i>Universidade Federal da Paraíba</i> , aimed at training students in the occupational therapy course of that department.	the other, which could have an impact on the formation and production of more sensitive and humanized professional practices, through the use of art and poetry.	
26	Della Barba et al. (2017).	Experience report	Experiences of undergraduate students in the outreach activity “Training undergraduate students in Occupational Therapy and community health agents to promote child development surveillance actions in primary health care” by the Department of Occupational Therapy of the <i>Universidade Federal de São Carlos</i> .	Formation and training of occupational therapy students, community health agents, and family members regarding child development surveillance and comprehensive child care actions in primary health care.
27	Silva et al. (2018b).	Experience report	It reports the experience from a compilation of outreach university projects aimed at the homeless population and focused on the Specialized Reference Center for Social Assistance for Homeless Population in the city of São Carlos.	Acting from art and culture to promote creative strategies and offer the homeless population spaces for belonging, construction, and strengthening of social support networks and links to promote actions, creations, and experiments.
28	Meneses et al. (2016).	Experience report	It reports the implementation and development of the OT Clicking university outreach project of the Department of Occupational Therapy at the <i>Universidade de Brasília</i> , Ceilândia campus, describing its characteristics, objectives, and academic and community contributions.	It aims to promote the social and digital inclusion of elderly people residing in the community or a long-term institution, through computer workshops, cognitive stimulation workshops, leisure workshops and manual activities, informative lectures, and socialization activities.
29	Silva et al. (2015a).	Experience report	It describes the role of occupational therapists in the Sweet Life outreach project aimed at caring for overweight and obese adults and elderly people in the city of Natal.	It provides health education through recreational, cognitive, bodily, physical, and productive therapeutic occupational activities.
30	Macedo et al. (2016).	Original article	Through reports from students of the occupational therapy outreach project and the Guarani Youth of Espírito Santo: Cultural Dialogues and Workshops, from the Department of Occupational Therapy of the <i>Universidade</i>	Creation of interventions, focusing on the problematization of identity issues, socialization and interaction between Guarani and Tupiniquim youth from the villages of Aracruz and other Guarani communities, group activities, activity workshops, community activities, and

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis	
		<p><i>Federal do Espírito Santo</i>, the theoretical-methodological knowledge of occupational therapy is articulated and deepened with the Guarani people, unveiling the issues of ethnicity and culture, and their relationship with the technical actions of the occupational therapist.</p>	<p>individual follow-up with children and young people. From the insertion of occupational therapy students in the Guarani <i>Três Palmeiras</i> village, in the city of Aracruz, located on the Espírito Santo coast, 83 km away from the capital, Vitória, instruments, and resources are thought such as theater, dance, drawing, games, community meetings, collective efforts for the physical organization of the territorial space, as well as multimedia resources and materials produced by the Indians such as documentaries, texts, and blogs.</p>	
31	Angeli & Fonseca (2015).	Original article	<p>It shows part of the problems, reflections, and potentials experienced by the professor and undergraduate students in occupational therapy, in the period 2010-2014 (interns, volunteers, and scholarship holders), in the construction of the TOCCA Project - Occupational Therapy, Body, Culture and Arts - of the Occupational Therapy course at the <i>Universidade Federal de Santa Maria</i>.</p>	<p>The project is part of the basic protection network of the east side of the city, interacting with the Social Assistance Center and with some institutions that make up the social assistance network in this region. In particular, it worked with the association of residents of the “<i>Estação dos Ventos</i>” subdivision and with the Integral Protection Unit, the social project of <i>Casa Espirita Fernando do Ó</i>. Part of the team's actions also take place in the regular monitoring of meetings of the Municipal Council for Social Assistance and, eventually, meetings of the Municipal Council for the Rights of Children and Adolescents.</p>
32	Bardi et al. (2016).	Experience report	<p>It reports the experience of the METUIA program of the Department of Occupational Therapy of the <i>F Universidade Federal do Espírito Santo</i>, which illustrates, from the perspective of social occupational therapy, the cultural workshops and the individual and territorial monitoring undertaken over six months, in the sociocultural context of a peripheral community in the municipality of Vitória, ES.</p>	<p>Empower children and young people in the Santos Reis neighborhood, belonging to the São Pedro region, Espírito Santo, towards the appropriation of community space, jointly building forms of autonomy and social participation and strengthening their desires and life projects, following the culture local. Carrying out intersectoral actions and activities regarding health, education, social assistance, sports, culture, and leisure, promoting reflections on differences and social problems in the daily life of youth in this place.</p>

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
33 Luiz & Macedo (2013).	Original article	It describes the performance of the outreach project “Swimming and Aquatic Activities for Special Populations” of the Department of Occupational Therapy at the <i>Universidade Federal de São Carlos</i> , which aimed to provide Occupational Therapy in the aquatic environment for populations with special needs.	Improvement in the quality of life of children and their companions, teenagers, and adults with special needs in the city of São Carlos. The Occupational Therapy service in the aquatic environment was aimed at increasing body awareness, motor, sensory and cognitive development, promoting self-esteem and personal fulfillment, developing creativity, affection, and socialization.
34 Joaquim et al. (2014).	Experience report	Presentation of the outreach activity to the group of mothers of premature babies hospitalized in a <i>Santa Casa de Misericórdia</i> in the interior of the state of São Paulo conceived and implemented by a professor from the Department of Occupational Therapy at the <i>Universidade Federal de São Carlos</i> .	Promotion of support, information, and guidance on care and interaction of mothers with their hospitalized babies through the proposition of group activities by Occupational Therapy. The activities were designed to help mothers cope with the situation experienced in a healthier way and closer to a recognized daily life. The activities also focused on caring for the children during and after hospital discharge. The group constituted a place where mothers could expose themselves and share their anxieties, fears, and sufferings, to minimize these feelings, in addition to talking and reflecting on how to reorganize their daily lives, visualize support networks, in the family or outside, and recognize their autonomy and potential for this care.
35 Oliveira et al. (2003).	Original article	It shows reflections and experiences of treatment resulting from the outreach project Occupational Therapy Intervention in Oncology of the Department of Occupational Therapy at the <i>Universidade Federal de São Carlos</i> .	Occupational therapeutic intervention with people undergoing cancer treatment considering the biological, psychological, social, and cultural aspects of each individual. To provide students of the Occupational Therapy course with experience in the field of work of the profession in oncology and with the patients assisted, aiming beyond clinical processes.
36 Zanni (2005).	Original article	It describes the provision of assistance from the outreach project called The Intervention of Occupational Therapy in	Improvement in interpersonal relationships and reduction of aggressive behavior of a 17-year-old teenager on the autistic spectrum

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
37 Peruzzolo et al. (2015).	Original article	Water of the Department of Occupational Therapy at the <i>Universidade Federal de São Carlos</i> , which provided Occupational Therapy assistance in the aquatic environment for an adolescent on the autistic spectrum.	through occupational therapy in the aquatic environment, in the city of São Carlos.
38 Carrasco (2005).	Original article	It describes an intervention proposed through an outreach university project in a nursery of a municipal daycare center in a suburban neighborhood.	Occupational therapy intervention in the context of early childhood education, specifically in a daycare center for children between 0 to 2 years old and the educators. It aimed at reflecting and transforming the model of understanding of childhood by the institution and by the educators, as well as the vision they had about the role of the institution in the child's life and how they could carry out an active process of building their work environment. The proposed actions started from the consideration that the child is an active being and capable of making choices in his development process.
39 Silva et al. (2015b).	Original article	It reports the experience of the <i>Talentos Juvenis do Gonzaga</i> extension project of the Occupational Therapy department at the <i>Universidade Federal de São Carlos</i> , analyzing the use of media and interactive	Promotion of spaces for creation and emancipation, promotion of art and culture, development of activity workshops with the creation and use of a blog, among other media resources, with adolescents and young people in situations of social

Table 1. Continued...

Author/ Year	Original article or experience report	Theme addressed in the publication	Extension activity synthesis
		resources for the empowerment of subjects in situations of vulnerability and expansion of the possibilities of communication and social participation.	vulnerability who attend the Elaine Viviane Youth Center.
40 Joaquim et al. (2016).	Experience report	It describes the teaching and learning process of occupational therapy students in an outreach university project of the Occupational Therapy department at the <i>Universidade Federal de São Carlos</i> aimed at monitoring the risk mother-infant dyad in a non-intensive nursery in a city hospital from the interior of the State of São Paulo, at home after hospital discharge.	Qualification of students to understand risky births, the initial mother-infant bonding in the hospital environment, monitoring child development and problem-solving, in addition to understanding themselves as subjects of their education.
41 Della Barba & Minatel (2013).	Experience report	It reports the experience of the occupational therapist's performance in the extension project called "Collaborative Consulting in School Inclusion of Children with Developmental Disorders Occupational Therapy Performance Proposal", by the Department of Occupational Therapy at the <i>Universidade Federal de São Carlos</i> .	Provision of collaborative consultancy in two early childhood education schools in the regular education network located in small towns in the region of the municipality of São Carlos, support and guidance on the possibilities of school inclusion for children with developmental disorders.
42 Almeida et al. (2015).	Experience report	To show and discuss the conceptual and practical references of the outreach university project called The Territory and its Protagonists: New Perspectives for Childhood and Youth, developed by the Metuia Project nucleus of the Occupational Therapy Department of the <i>Universidade de São Paulo</i> , São Paulo campus.	Activities and situations in occupational social therapy focusing on youth, their families, and professionals at the Social Assistance Reference Center in the districts of Vila Sônia, Butantã, Morumbi, Rio Pequeno, and Raposo Tavares do Butantã. To enable the collective construction of new points of view about childhood and youth and, in particular, about those considered to be in a situation of vulnerability or social risk.
43 Joaquim et al. (2010).	Experience report	To describe the implementation of the outreach university project Rescue of the Daily Life of Games for Babies and Children in the Pediatric Ward of the Occupational Therapy department at the <i>Universidade Federal de São Carlos</i> .	It provides the rescue of the routine of playful activities during the hospitalization period and that are appropriate to the clinical condition and age group of babies and children hospitalized in a pediatric ward of a hospital in the interior of São Paulo.

We found actions with different execution times in the period of occurrence of the outreach university activities. Some projects have a duration of up to 6 months (n=4), projects that lasted from 6 months to 1 year (n=11), those that had the duration of their activities in a period of 1 to 5 years (n =11), and projects that report their existence for 5 or more years (n=14), and 3 publications did not specify the duration of the activities.

The work team of the activities were occupational therapist professors (n=43) and professors from other areas (n=2) and composed of undergraduate students in occupational therapy (n=35), students from another undergraduate course (n=7), graduate students (n=4), occupational therapists from the place where the extension was performed (n=13), administrative technicians from UFSCar (n=2), psychologist (n=2), musician (n=2), physician (n=2), art educators (n=2), speech-language therapist (n=1), nutritionist (n=1), artist (n=1) and curator of art(n=1).

The places where the outreach activities took place were diverse and some activities took place in more than one place. They are the teaching, research and outreach laboratories (n=9), spaces or services linked to social assistance services (n=9), hospital (n=6), health-school services (n=5), schools (n=4), social centers (n=4), daycare centers (n=3), swimming academy (n=2), spaces provided by religious institutions (n=2), Febem (current Home Institution, n=1), home (n=1). In 4 publications, locations were not specified.

The target audience, participants, and/or protagonists of the outreach university activities were also varied and covered all life cycles or courses. In the figures below, we illustrate the characteristics, identifications, among other references to approach the participants of the activities, grouped by babies and children (Figure 2); adolescents and young people (Figure 3); adults and elderly population (Figure 4).

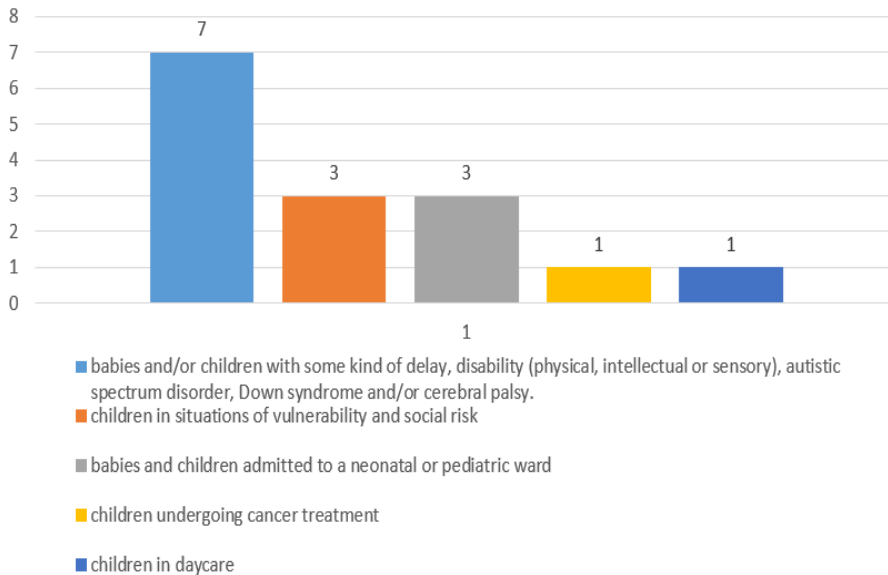


Figure 2. Characterization of babies and children.

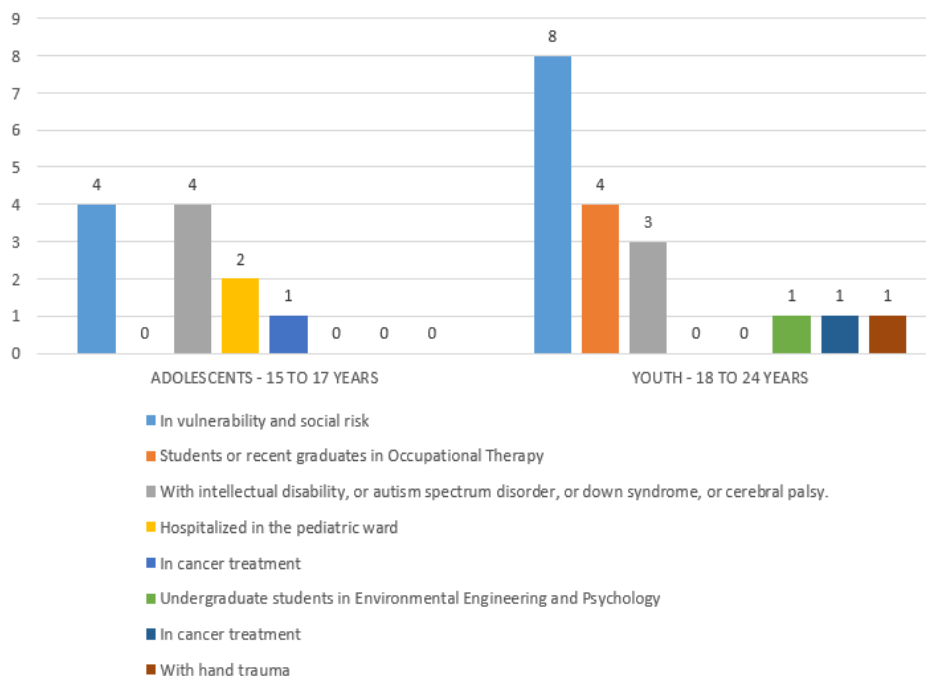


Figure 3. Characterization of adolescents and young people.

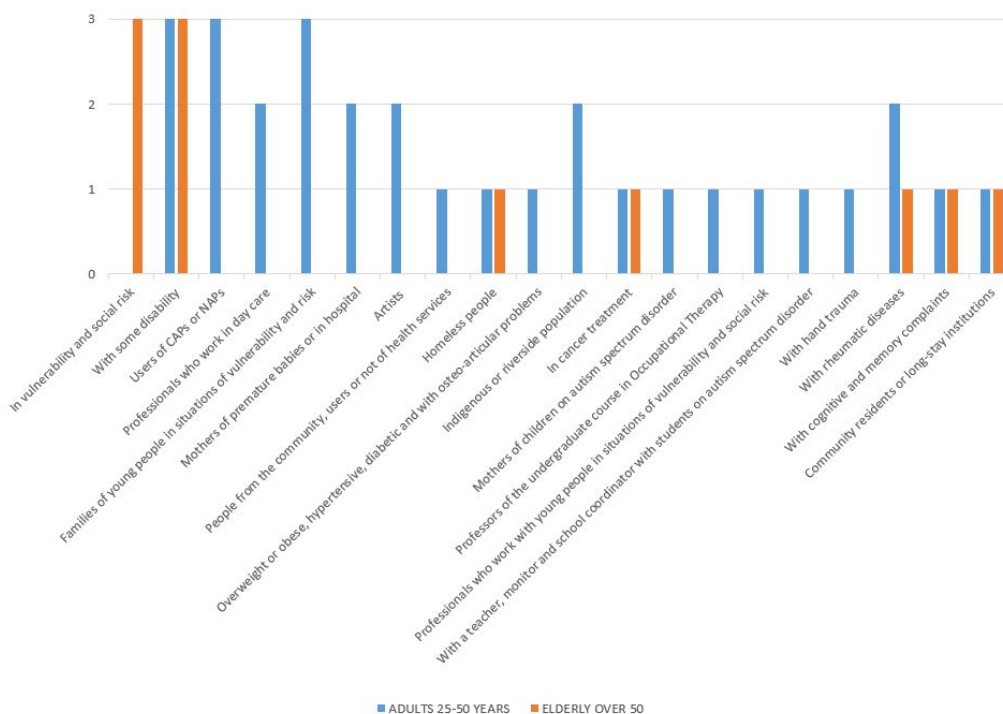


Figure 4. Characterization of adults and elderly.

Among the 43 publications of the sample, we found that, in some publications, there was a reflection and debate on themes such as the inseparability between outreach university, teaching, and research, the relationship between the university and society, the role of outreach activities in the process of teaching-learning and the impact of this on student and teacher training. Some publications contained more than one of these themes, which will be presented below grouped in their respective thematic categories.

Inseparability between Outreach University, Teaching, and Research

Some publications reported that outreach university has been inseparable from teaching and research.

For Meneses et al. (2016), the outreach university project developed in social and digital inclusion of the elderly population has allowed an important articulation between teaching, research, and university extension with the participation of professors, scholarship students, and volunteers.

Several authors reported that their projects implemented in the context of occupational therapy in an interface with different areas or fields, such as rehabilitation with an emphasis on the territory of Oliver et al. (2003), on child and adolescent health by Galheigo & Angeli (2008), on art with health by Angelli et al. (2009), from the education of people with arthritis by Gomes et al. (2014), in the health of overweight and obese people by Silva et al. (2015a) or culture in the creative economy of Silva et al. (2018a), were conceived and implemented in the interconnection with teaching and research.

Della Barba et al. (2017) and Angeli & Fonseca (2015) point out that the construction of teaching, research, and outreach university projects in occupational therapy, simultaneously with the constitution of the undergraduate course, has been the reality of public university professors.

Della Barba et al. (2015), specifically on the Curriculum Integration Teaching, Research and Extension Activity (ACIEPE) implemented, explain that it is an educational, cultural, and scientific experience that involves teachers, technicians, and students to stimulate the relationship of different segments of society through the articulation of teaching, research, and outreach activities.

Macedo et al. (2016) report that outreach university projects are likely to unfold in a research field, developing studies that involve both the community to which outreach activities are offered and the faculty, students, and technicians involved in the process of practices. In this sense, Joaquim et al. (2016), aiming to enrich the teaching and research process with outreach university, defined as an investigative issue how to teach occupational therapy students to work with mothers in the context of their babies' hospitalization, based on the hypothesis that meaningful learning comes from articulation between the theoretical foundation provided by teaching, the practice experienced with the outreach activity and the reflection adjacent to the research.

Dutra et al. (2018) mention that the relationship between outreach university and teaching is linked both to the process of training people and the generation of knowledge, with the student as a protagonist in their training.

In this direction, Coutinho et al. (2009) indicate that, by outreach university, an advance is also created in academic discussions, systematization, and exchange of

experiences, leading to the construction of theoretical and methodological models that support the development of research in occupational therapy, according to the specificity of the area or field in focus.

Lima et al. (2016) report that, based on the outreach university experiences, researches are developed, such as the evaluation of the effectiveness of this activity with the participants.

The outreach university activity favoring the relationship between the University and the Community

In some publications, the outreach activity was indicated as favoring the relationship between the university and the community, enabling the university to provide assistance and care for the real demands of different people, groups, and communities, fulfilling part of its social commitment.

This relationship was evidenced by Correia & Akerman (2015), who reported that outreach university is characterized as a communicative practice between the higher education institution and the social community context, through concrete and contextualized actions in a given social reality that generate a mutual and dialogic relationship between the actors that allows their engagement in the transformations of their social issues.

Examples of communicative practices between university and society are referred to in the outreach university proposals by Lima et al. (2016), who acted in the prevention and health promotion of musician workers; Alves et al. (2012) provided care to patients with a hand injury or trauma; Noordhoek et al. (2009), in the proposal for an orientation group for people with rheumatic diseases; or from Silva et al. (2018a, 2018b), who worked in the education and training of young cultural workers and people living on the streets with a focus on building and strengthening networks, participation, and citizenship, among others.

Macedo et al. (2016), in the implementation of the proposed outreach activity, started from the understanding that it can – and should – apply beyond the welfare character, playing a fundamental role in communication between university and society. In this direction, Bardi et al. (2016) report that the cultural workshops proposed for young people living in a peripheral community were perceived as being of interest to the community since public services of this type were non-existent. Silva et al. (2019) report on transformations in the use of public space in a square by young people from a neighborhood on the outskirts and in social vulnerability after their approach and connection with the project team and a proposal to carry it out with the local community.

Macedo et al. (2016), with the outreach university activity with the Guarani people, by unveiling issues of ethnicity and interculturality, enabled greater interaction between the indigenous community and the university and specifically review the technical actions of the occupational therapist with this group.

Della Barba et al. (2015), in an outreach university activity aimed at the continuing education of educators in daycare centers in the municipal network on the promotion of child development, highlighted the importance of bringing the university closer to

the community through the implementation of actions that empower the subjects involved in the school contexts and family.

Francelino & Bregalda (2020), in the project dedicated to training occupational therapy students for humanized and sensitive care, identified outreach university as a possible strategy for social transformation, in which the student who is part of the project is an agent of transformation.

In this sense, Coutinho et al. (2009) point out that actions arising from the outreach university activity favor the creation and implementation of public policies that include the occupational therapist in their different ways of acting.

The outreach university favoring the teaching-learning process

Some publications reported that the outreach university activity favored both the theoretical and practical teaching-learning process, being referred to as a powerful space for reflective learning, based on issues of the reality of the other and that instigates the questioning of the ways of thinking and doing of the people involved.

Sato et al. (2014) pointed out that the outreach activity consisted of a teaching strategy for a practical subject on geriatrics and gerontology in an undergraduate course in occupational therapy. For Della Barba et al. (2017), the outreach university activity promoted the diversification of teaching-learning scenarios.

Gomes et al. (2014) reported that the outreach university encouraged students to participate in an experiential teaching-learning process, which related theory with practice and emphasized the importance of a pedagogical, humanistic training based on a social and preventive vision so that the professional being trained can interact with the community and provide an effective contribution.

In this sense, Silva et al. (2015b) report that the outreach university project enabled students to have a class in a real field, unveiling and articulating knowledge from the classroom to the practical terrain of the individual. For Silva et al. (2018b), the training of students through outreach activity sensitized them to social demands, fostering a critical view, so as not to guide their actions towards the reproduction of the status quo.

Joaquim et al. (2016) point out that the outreach university project students experienced recognizing themselves as health professionals, whose actions have consequences both on the other, the target subject of the intervention, as well as on themselves, as the action of the other has an impact on us and mobilizes us to seek changes in our performance.

Joaquim et al. (2010) mention that, because the activity involves theoretical foundations to be acquired through readings and discussions of texts and carrying out a practical action, there was the possibility of reflecting on theoretical knowledge through lived practice, confronting theories with demands from the real world, experience, being able to reorient their practice in a perspective of care that respects the diversity and singularities within it.

Dutra et al. (2018) reported that students participating in outreach projects had the opportunity to deepen theoretical knowledge from experience in a real context of practice and, in addition to theoretical and practical learning acquired in an outreach university project, there was the opportunity to know and relating to people from different areas, based on interdisciplinary practice.

Together, outreach university was also mentioned by Meneses et al. (2016), Galheigo & Angeli (2008), Coutinho et al. (2009), and Francelino & Bregalda (2020) as the possibility of creating and/or qualifying internship fields, which consequently enables the provision of a service that is either non-existent before or expanding the possibilities of care, including specialized care and resources offered by the network of assistance from the municipalities involved.

Impact on student education

Some publications showed a positive impact of outreach university on student training, and the contribution of this was in the sense of enabling the exercise of relating to people, groups and communities participating or protagonists of interventions and propositions and/or with other professionals, to put into practice the theory seen in the classroom and the development of a critical and sensitive view.

Della Barba et al. (2015) found the possibility of preparing future professionals to work in different teams and new territories for occupational therapy, as well as the construction of new models of care.

Joaquim et al. (2016, p. 398) report that, as for the graduation in occupational therapy, as it lasts for a few years and the professional activity remains for decades, it is essential that the training of a professional focuses on “learning to know, the learning to do, learning to live together and learning to be, ensuring comprehensive health care with quality, efficiency, and resoluteness”.

For Silva et al. (2015b), experiences in outreach university practice enabled students to build a professional posture, contact with specific views of other areas of health, learn to learn and discuss health promotion and the “empowerment” of individuals as promoters of their health, enabling training centered on health and not on disease.

Dutra et al. (2018) reported that participation in projects of a socio-educational nature and sustainable practices helped to train students as multipliers in the process of raising awareness in the local community regarding their co-responsible role in environmental protection actions. The students who participated in the Dutra et al. (2018) indicated that the outreach university allowed the formation of a critical citizen professional, capable of working in an interdisciplinary way, with participation in the project being important for both professional and personal growth.

Francelino & Bregalda (2020) recognize that the outreach university project provided students with an improvement in sensitivity, a leading role in the training process, and recognition of their role as an agent of social transformation.

Outreach university activities are also recognized as spaces for teacher training, teachers recognize that the professional trajectory in which the extension is present subsidized their training, for their skills as a teacher and researcher.

Oliveira et al. (2003) report that the outreach university activity brought benefits both for the people assisted and for the professional growth of the students who made up the work team when they experienced a field of work considered new for the time and with specific demands from the oncology clientele.

Discussion

The publications dealt with activity, project, and/or outreach programs, with varied objectives, participants, places, and actions promoted by occupational therapy. No other review on occupational therapy and outreach university activity was found so that these results could be discussed.

However, some studies presented recurring themes that led to the creation of thematic categories on the inseparability of teaching and research, the university's relationship with the community, the teaching-learning process, and student education, open to discussion with the existing literature.

Regarding inseparability, the outreach university was not designed and carried out under this principle, and its first legal reference in Brazil occurred by Decree number 19,851 which stated that the objective was to raise the level of the general culture of the people through courses, conferences and practical demonstrations, resulted in activities that benefited only the class that already had access to higher education (Brasil, 1931). In 1961, even with the enactment of Law number 4,024, the outreach university practice continued, aimed at those who had completed the high school cycle (term used at the time) or who had graduated, being able to carry out training courses, specialization, and/or professional improvement (Brasil, 1961).

However, from 1960 to 1964, there is a record of the beginning of the occurrence of outreach university activities unrelated to the University and promoted by the National Union of Students (UNE), which defended the role of the student in the social reality of communities and the exchange of experiences between participants. However, this type of outreach activity was prevented during the military regime under the belief that it did not include a student activity in line with the ideal of “development and security” of the period. In addition, the government at the time put into practice two projects: one called the Rural University Center for Community Training and Action Program (*Programa Centro Rural Universitário de Treinamento e Ação Comunitária - CRUTAC*) and the other *Rondon* Project instituted at national level by Decree-Law 67,505 (Leite & Nunes, 2009).

In 1968, Law number 5.540/68 was enacted, the Basic Law of University Reform, which recognizes the inseparability between teaching and research, despite still having the guiding influences of the beginning of the century that determine the conduct of courses (European origin) and the provision of services (American strand).

According to Nogueira (2001), outreach university as a promotion of courses or provision of services becomes restricted to a level that prevents it from reaching its academic dimension. Hardly, in these activities carried out in isolation, there is articulation with other academic activities – teaching and research. Furthermore, when carried out without institutional planning, they often assist a single clientele from the social strata who can pay for these services and who, in general, already have access to higher education.

It was only in 1975 that outreach university activities began to receive a new conceptual model from the elaboration, by the Ministry of Education and Culture, of the University Extension Work Plan, which advocated extension as a way for the Higher Education Institution to extend its service to organizations, other institutions, and populations in general, making teaching and research accessible to them.

In this new conception, an outreach university is no longer a tool that assists only a portion of society and starts to provide an exchange between academic knowledge and popular knowledge. In addition, it also includes teaching participation that was previously denied (Nogueira, 2001).

Resolution 7, of December 18, 2018, is the most current Brazilian legislation that establishes the guidelines for outreach in Brazilian higher education. In Article 3, outreach university is considered as an “activity that integrates the curriculum and the organization of research, constituting an interdisciplinary, political, educational, cultural, scientific, technological process, which promotes transformative interaction between higher education institutions and other sectors of society” (Brasil, 2018).

Thus, the different extension proposals must be considered inseparably with teaching and research, combined with community participation and necessarily transformative, generating debates and collectively producing knowledge for all those involved.

Pivetta et al. (2010) point out that the principle of inseparability between teaching, research, and outreach university reflects a concept of quality of academic performance capable of favoring critical self-reflection, theoretical-practical emancipation, and the meaning of social responsibility provided by the approximation between the university and the community.

Teaching, research, and outreach university, as complementary and interdependent activities, need to have equivalent values in the university system, at the risk of developing split and reductionist knowledge. The quality and success of professionals trained by universities most depend on the level of interaction and articulation between the three pillars of knowledge (teaching-research-extension) (Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras, 2006).

However, with the new guidelines that govern the outreach university (Brasil, 2018), the requirement is for articulation and not indissociability, which promotes openings for other ways of conceiving activities. Therefore, the use of the term articulation does not represent an obligation and expands the discursive dispute about the meanings and uses of extension.

Regarding the university's relationship with the community, in continuity with the changes mentioned above, in November 1987, the National Forum of Pro-Rectors of Extension of Brazilian Universities (*Fórum Nacional de Pró-Reitores de Extensão das Universidades Brasileiras*) was created. Since then, it has sought to promote progress in reflection and understanding about university outreach university. The concept promoted by this forum is based on the concept that the university should participate and/or promote actions aimed at overcoming the conditions of inequality and exclusion existing in Brazil. In this sense, outreach university assumes the role of promoter of the relationship between the University and sectors of society (Fórum de Pró-Reitores de Extensão das Universidades Públicas Brasileiras, 2012).

For Nunes & Silva (2011), outreach university works as a two-way street, enabling the community that receives the services provided by the university to learn and the university to learn from the popular knowledge of this community. Thus, there is an exchange of knowledge, each with its particularities, but without ignoring any.

Pivetta et al. (2010) report that outreach university practices also result in the production of new health care technologies and other areas, as well as a reflective, ethical,

dynamic teaching-learning process and in interaction with the micro and macro-social reality.

In this direction, the teaching-learning process provided by the outreach activity occurs through knowledge that is built in a dialogued way between professors, students, and the applicability of theories and assumptions.

According to Oka (2014), the construction of knowledge in the outreach project has the characteristic of being dialogued all the time, as it is considered how the content is transmitted, placing the learner in the process, that is, the construction of knowledge happens with the graduating and not for the graduating. Through conversations and discussions, problems are detected and means can be found to intervene in that situation, anchored in the knowledge acquired through reading, sharing, and reconstruction of the world, impregnating the theoretical content acquired during graduation with meaning.

Thus, the outreach university activity promotes knowledge and this happens through the mechanism of experience. That is when students put into practice the theory received in the classroom when they improve their communication and expression skills, and, mainly, when they develop skills for decision making in face of various aspects of the future field of action (Lima et al., 2017).

In addition, Nogueira (2001) states that outreach university provides subsidies for the improvement of the student's curriculum and the creation of new courses and internship fields.

Therefore, the outreach activity constitutes a positive pedagogical tool for student education.

Figueiredo et al. (2020), Pattera & Figueiredo (2018), and Pattera et al. (2015), in research on the outreach university activities developed and implemented by the professors of the Department of Occupational Therapy at UFSCar, obtained among the results that the outreach activity allows students to come into contact with the different demands of different people, groups and communities and multiple contexts. In addition, they know, test, build tools, protocols and make resources in an attempt to meet these demands. From the participation of students in outreach activities, questions have been raised that lead to investigative thinking, culminating in the production of the Final Papers and Scientific Initiations arising from these experiences.

For the student, there is not only one outreach university project, but several that can participate according to their interests and availability of time. Oka (2014) argues that everyone has their reasons for participating in the activities: be it the exchange of experiences, changing their world and offering their contribution to modify and improve the world of the other, grow as a person, as a professional, develop skills to teamwork, promote health and disease prevention. The outreach activities provide the integration between popular knowledge and scientific knowledge, which makes it possible to assume future professional performance.

Finally, Pattera & Figueiredo et al. (2018) report that students of the Occupational Therapy course at UFSCar annually have the opportunity to carry out outreach university activities of different types and with different objectives. From 2000 to 2017, 409 outreach activities were offered, of which 354 were of the assistance type and directed to the community, 52 academic events such as study weeks, seminars, symposiums, courses, among others, 7 Integration Curriculum Activities Teaching,

Research and Extension (*Atividades Curriculares de Integração Ensino, Pesquisa e Extensão - ACIEPE*)¹ and 5 were related to the publication of *Cadernos Brasileiros de Terapia Ocupacional*.

With this, there is an increase in student education, enabling various experiences, from those of a scientific nature to contact with reality and social demands, both favoring student education based on reflection, dissemination, and updating of knowledge and commitment to a society less unfair (Figueiredo et al., 2020).

Conclusion

Based on the results found, outreach university is inseparable from teaching and research, favoring the articulation between the university and society in occupational therapy training. Together, the outreach activities have been characterized by an academic practice articulated with social demands, favoring the dialogue between the University and Society, assistance to the community(ies), and the democratization of academic knowledge. The great concentration of outreach university activities is carried out by public universities that have strategies to articulate teaching, research, and extension that are different from most private Higher Education Institutions, which are absent from this function and responsibility.

It was possible to verify that the outreach activities developed by occupational therapist teachers were aimed at the production of practices, knowledge, and actions that respond to complex social problems. The reflection of this production was present in the diversity found in different individuals, groups, communities, and/or populations. All life courses have been identified. Outreach university activities were carried out in plural spaces, from the university such as services, projects, centers, and in the community in which the sectors of health, education, social assistance, and culture were identified. Thus, we recognize that the power of work is associated with the possibilities and teaching and university autonomy in being able to promote such diverse outreach activities, and demonstrates the incredible potential that occupational therapy has developed in the integration between teaching-research-extension.

In addition, the implementation of outreach university activities has positively impacted the teaching and learning process, especially in occupational therapy, transforming the teaching career and providing critical, reflective, and citizen education, through direct contact with communities that encourage resoluteness actions and its demands, generating and updating practices, techniques, reflections, and experiences.

Finally, the number of publications found represents only 3.4% of all publications contained in the three journals analyzed, which suggests the need for further studies and publications related to outreach university in occupational therapy.

Likewise, the university community is in constant conflict regarding different political, economic, cultural, and ideological forces and crossings, dimensions that cross and define positions on present issues. Some of them are the inclusion of outreach activities in undergraduate curricula, the relationship, and dispute between public-

¹ ACIEPEs are complementary curricular activities to the mandatory ones contained in the curriculum of each undergraduate course. They have a semester duration of 60 hours and students are free to do it or not and choose which one they want to do. This modality of university extension represents the integration between teaching, research and extension, and the workload completed is reverted into curricular credits.

private, the difficulty of public funding, and the need to maintain and expand the achievements achieved with the expansion of universities. In addition, the challenges of historical deconstruction of elitization, colonization and university restriction, recovery, and historical restoration of groups excluded from this space, among others, are mentioned. These confrontations are associated with social demands that must make up the conscious training of future professionals.

In addition to dealing with issues such as the advancement of technology and interference in all aspects of life, the extinction of countless jobs, the downsizing of public services, emergencies about environmental issues, constant crises, among others, demand training even more so with social and human skills, with the ability to solve problems and conflicts, critical thinking to respond to real and urgent social problems. Thus, we have to find new and urgent solutions from which extension activities will certainly be essential.

After all, outreach university, in addition to the university's function, incorporates a range of activities that can be used to improve theoretical and practical knowledge associated with the real problems and demands of people, groups, and communities in which the occupational therapist works and to enhance, promote and expand the scope of practices and fields of knowledge and plural actions, aware of the responsibility and political ethical commitment with people, groups and communities.

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Author's Contributions

Mirela de Oliveira Figueiredo was responsible for guiding the work and analyzing it. Renata Batistão and Roberta Giampá Roiz performed the literature review and part of the data analysis. Carla Regina Silva and Claudia Maria Simões Martinez produced new analyzes and contributed to the text production. All authors are responsible for writing and reviewing the manuscript and have approved the final version of the text.

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