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PROFESSIONAL VOICE:

Integrated Practices of Teaching,
Research and University Extension

Maria Fabiana Bonfim de Lima-Silva
Aline Menezes Guedes Dias de Araújo
Patrícia Brianne da Costa Penha
Gabriella Lucena Feitosa
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PREFACE

Maria Fabiana Bonfim de Lima-Silva

This e-book is a collection of experiences from my insertion, in 2011, as a professor in the Department of Speech Therapy at the Federal University of Paraíba (UFPB). Upon joining this institution, I developed an extension project called the Voice Advisory Program for Teachers (ASSEVOX), based on the knowledge I gained during the period in which I took my master's and doctorate, at the Pontifical Catholic University of São Paulo (PUC-SP), under the guidance of the Professor Dr. Leslie Piccolotto Ferreira and Prof. Dr. Zuleica Camargo.

So, in the following year, with the desire that extension students could experience the reality of professors through practical experiences that went beyond the walls of the university, I submitted ASSEVOX to the UFPB 2012 Probex Notice, but unfortunately we did not receive the scholarship. Even so, with a pioneering group of six students, we started our actions through a Fluex project (Project only with volunteer students) in a private school with the objective of promoting vocal health for teachers and the school community. I remember that we went through several challenges, because the room that the school gave us for collection was not a clean, pleasant environment, however, we did not get discouraged and cleaned, painted the walls and renovated the entire room. Shortly after the renovation, we started our vocal health assessments and workshops. I remember to this day that many teachers were surprised by our act of cleaning the room, as no one had ever done anything to improve that room, and they said: "*It was an abandoned room*"; "...it was a real storage room for the school, now there is another room, well *organized and clean*".

It is worth noting that in the first meeting with the director of this school, it was emphasized that we would carry out vocal assessments of the teachers, but that after these procedures, the teachers participating in the project would receive the reports with the diagnosis and then participate in voice experience workshops with content theoretical and practical, within the school. In addition, our team inserted vocal health actions in the school calendar events (student day, teacher's day, family day, among others).

Then, in 2013, we took an important step towards ASSEVOX, we managed to get the project approved with a grant in the Probex 2013 Notice, and we entered into a partnership with the Department of Education and Culture of João Pessoa (SEDEC-JP). Thus, between 2012 and 2019, with the support of the Edital Probex and Fluex (UFPB), more than 60 extension workers participated in our project, from undergraduate, graduate and other courses (Psychology, Physiotherapy, among others). Currently, ASSEVOX has managed to cover 15 schools in the public and private network, including kindergarten, elementary and

high school. In addition, during these seven years, in person, we carried out an average of 420 vocal screenings, 44 voice experience workshops and 21 lectures. In the last lecture, held in 2019, we were invited by SEDEC-JP to talk about the importance of voice in teaching work and handling voice amplifiers, in which my doctoral student Patrícia Penha and I presented relevant data from the research developed by ASSEVOX and strategies correct handling of microphones (voice amplifiers). It is worth noting that more than 500 amplifiers were delivered to the teachers participating in this event.

Such actions carried out during this period, yielded us several products, including participation in local, regional and national events (congresses, seminars, meetings), 10 publications of scientific articles in national and international journals, 14 book chapters, 73 complete, expanded abstracts and annals, 21 course conclusion works, 31 scientific initiation works, 5 dissertations, among others.

However, in the first months of 2020, we were surprised by the onset of the SARS-CoV-2 pandemic, a rapidly spreading respiratory syndrome. Since then, several measures by the World Health Organization (WHO) have been taken to prevent the spread of this virus, including social distancing. This fact brought as the main impact to the ASSEVOX project the impossibility of carrying out the actions (workshops, screening and attendance) in person. As a result of these various changes, the project had to reinvent itself and adapt to the new reality, using digital platforms to continue developing its activities and contributing, more than ever, to society and the academic community. In addition, the project, which was previously aimed only at teachers, expanded its target audience to all voice professionals (teachers, telemarketers, digital influencers, actors, singers, telejournalists and others) and thus came to be called Vocal Advisory Program for Voice Professionals (ASSEVOX).

According to this new appearance, ASSEVOX showed itself to have solid foundations and an excellent potential to adapt to new situations. In this period, we idealized to make our *Instagram* profile a digital magazine, containing information accessible to voice professionals and the entire community. Through meetings, we create content, develop means of interaction and broaden our view of the most diverse forms of health promotion. With this, we continue with our scientific initiation projects, discuss book chapters, participate in open classes and regional events, publish scientific articles and, above all, drive our dreams!

Currently, we had the project "Analysis of the effects of a distance vocal health program for teachers in the state of Paraíba" approved in the Universal Demand Notice n° 09/2021, promoted by the Foundation for Research Support of the State of Paraíba (FAPESQ), which brings unprecedented insofar as there are no other proposals in force in the state with the purpose of assisting and supporting the essential professional for the development of our society, such as the teacher. issues related to the health and quality of life of several educators in the state, especially those who do not have the financial possibilities or conditions to be accompanied by a professional speech therapist.

This *e-book* is part of a beautiful journey full of challenges. A path traveled with dedication, responsibility and union. Therefore, we invite you, the reader, to know a little more about the work performed by the ASSEVOX group over these 10 years.

I wish you a good read and that this work is an inspiration for all those who wish to tread the paths of university extension, teaching and research.

PRESENTATION

This *e-book* entitled “**Professional Voice: Integrated Teaching, Research and University Extension Practices**” is the result of an extension project called “Vocal Advisory Program for Voice Professionals” (ASSEVOX), which has been developed since the year of 2012 with the support of the public notice for the Extension Scholarship Program (PROBEX) of the Federal University of Paraíba (UFPB), whose main objective is to promote vocal health and prevent voice disorders in the most diverse professionals who depend on it to perform their work.

In this work, 14 chapters were gathered that explain from the experience of students and teachers who participated in the voice advisory program, to themes related to the prevention of voice disorders, vocal health promotion and around expressiveness. In them, there are studies about teachers, telemarketers, telejournalists and digital influencers. The purpose of this e-book is to expand the knowledge of undergraduate, graduate and Speech-Language Pathology professionals, as well as all those interested in studying voice professionals. In addition, we hope to encourage and drive the development of research through the vision and experiences of a university extension.

It is important to highlight that this work is composed of results of scientific initiation research and experiences around the ASSEVOX university extension. The chapters were prepared by students (undergraduate and graduate students) and by professional researchers from UFPB and other institutions (UNIPÊe PUC-SP) who, in a responsible and qualified way, proposed to explain their studies with current and relevant themes for the scientific community and society as a whole.

We wish you a great read!

Maria Fabiana Bonfim de Lima-Silva
Aline Menezes Guedes Dias de Araújo
Patrícia Brianne da Costa Penha
Gabriella Lucena Feitosa
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EXPERIENCES OF EXTENSIONISTS PART OF A VOCAL ADVISORY PROGRAM FOR VOICE PROFESSIONALS - ASSEVOX

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ABSTRACT: The voice is an important vehicle of communication, being a significant instrument that mediates the educational process, in which vocal health must be understood as being effective, accessible and healthy, and must be produced without effort, in order to guarantee the listener's attention. **Objective:** This chapter seeks to describe the experiences lived by students who are part of a Vocal Advisory Program for Voice Professionals (ASSEVOX), which aims to accompany and guide from a vocal and communication point of view: actors, singers, journalists, teachers, telemarketers and other communication professionals. **Methods:** Observational and descriptive, the study consisted of filling out a semi-structured questionnaire with 13 questions, developed through Google Forms.

Results: The data obtained reveal that during the 10 years of activity of the extension project, the average age of the participants is 24 years old, who are formed by students and professionals from Speech Therapy, Physiotherapy, Digital Media Communication and Psychology. Among the reports, it was possible to observe that participation in the vocal assistance program contributed to the formation of the members, as it provided an expansion of knowledge about vocal health, application of protocols and instruments for vocal assessment. **Conclusion:** The activities developed by the extensionists of the program contributed to their professional and academic training, while favoring a deeper understanding of issues related to the promotion and prevention of vocal health.

KEYWORDS: Voice, students, Speech-Language Pathology, Community Extension.

1 | INTRODUCTION

Vocal health is considered an important aspect of general well-being, and promotes an impact on the quality of life of voice professionals, such as professors, who use their voices as their main work tool, this resource appears to be important. in the relationship and communication between the teacher and the students, with relevant implications in the teaching-learning process (CEREST/CCD, 2006; VILLAS BOAS et al., 2012).

Vocal disorders can be observed among

teachers, in order to interfere in vocal quality, as well as in communication, and as a result of the aggravation, these professionals request removal from work in search of treatment (PRAES-FILHO et al., 2020).). Thus, it is necessary to understand the risk factors for vocal health, which can develop or worsen voice disorders among teachers and other voice professionals.

The factors that can cause voice disorders can be of environmental, organizational or associated with individual issues (GIANNINI; PASSOS, 2006; FREITAS et al., 2019). Thus, as a protective measure, it is important to carry out actions to promote and prevent the vocal health of voice professionals, such as teachers, singers, actors, journalists and other communicators.

Faced with the observation of demands from the community in Paraíba, in relation to vocal care, the university extension project Programa de Assessoria em Voz para o Professor (ASSEVOX), its first name, sought from its initial constitution to provide vocal assistance to public school teachers. and private spaces of João Pessoa. The funding of this project by the Probex 2012 Public Notice, from the Federal University of Paraíba (UFPB), contributed to the training of students, as they provided the realization of activities aimed at promoting vocal health and the well-being of teachers, which in the period of 2021, maintains a partnership with the Secretary of Education and Culture (SEDEC) of João Pessoa.

ASSEVOX is based on the concept of health promotion, which covers actions at the primary level (lectures, guidelines, lives and posts on social networks), secondary level (vocal assessments with the application of self-perceptive assessment questionnaires sent by Whatsapp, Instagram or Google Forms and use of software for voice analysis), and tertiary level (teleservice in voice therapy groups through digital platforms). The workshops/ teleservice held have a theoretical-practical approach and can be in the face-to-face or hybrid teaching modality.

The workshops proposed by the project seek to address important themes for vocal self-care, through the presentation of theoretical content such as: anatomophysiology of voice production; vocal psychodynamics; concept of normal voice/adapted voice/altered voice; expressiveness; main vocal pathologies; vocal care; importance of physical and organizational space for the proper use of voice; the impacts of using a face mask on the voice during the Covid-19 pandemic; and guidance on habits, posture and communication during professional activity remotely. Also in the workshops, practical contents are presented involving: vocal warm-up and cool-down techniques; breathing exercises and articulation of speech sounds; and cervical and body stretching.

In 2020, due to the SARS-CoV-2 pandemic and the isolation measures to reduce the spread of the virus, this project, after reflections on the continuity of actions aimed at the university community and its relevance for the training of students, sought to adapt their

actions to continue promoting vocal health promotion and welfare strategies. Among them, the use of social networks and the expansion of its target audience to all voice professionals, thus changing its title to Vocal Advisory Program for Voice Professionals (ASSEVOX).

In 2020, ASSEVOX activities were organized through biweekly meetings on the Zoom and Google Meet platforms, synchronously between the executing team: extensionists, employees and coordinators. During the meetings, activities were discussed and planned, which were also carried out through social networks, such as Instagram and Facebook, containing posts with expository content, videos, quiz and stories, seeking to reach voice professionals, undergraduate students in Speech Therapy and related areas, Speech-Language Pathology teachers and the general population about vocal health care.

ASSEVOX is supported by the teaching, research and extension triad, which is based on the ideal that extension is a space that promotes student autonomy and protagonism, with a view to the professional future. Furthermore, it values the point of view of extension workers and the knowledge acquired during their training, which facilitates the performance of important skills for the full exercise of Speech-Language Pathology and Audiology.

In view of the above, this chapter aims to report the experiences of the members of the Vocal Advisory Program for Voice Professionals (ASSEVOX), in relation to the knowledge acquired during the period of participation (2012 to 2021) in the extension activities.

2 | METHODS

The descriptive research used the quantitative-qualitative approach to obtain the data. The ASSEVOX extension project is linked to the research project "Voice of the Teacher: analysis of the effects of an intervention program" approved by the Ethics Committee in Research with Human Beings on May 27, 2021, under process number 091/13 (CAAE: 10719513.5.0000.5188).

For this research, 43 members of ASSEVOX, who participated in the project activities from 2012 to 2021, responded to the form provided. Of these, 38 were women and 5 men, with an average age of 24 years, the prevalence of members comes from the Speech Therapy course (n=39) with students or professionals, followed by Psychology courses (n=1), Communication of digital media (n=1), Physiotherapy (n=1) and Dentistry (n=1).

The questionnaire elaborated on the Google Forms platform contained 13 questions involving objective and discursive questions, which were divided between sociodemographic and perspectives on the academic trajectory and its relationship with ASSEVOX. The availability of the questionnaire occurred through the propagation of the access link through social networks (Whatsapp and Instagram) and emails, among the members of ASSEVOX. All data obtained were analyzed descriptively.

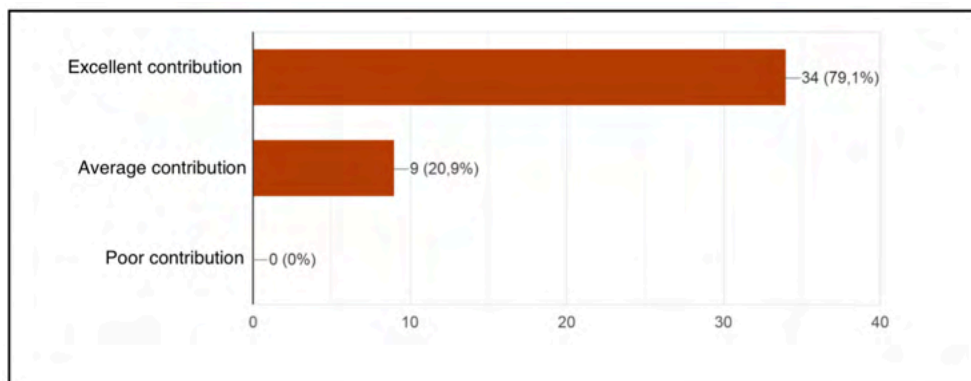
3 | RESULTS AND DISCUSSION

The answers obtained with the application of the semi-structured questionnaire allowed us to observe the students' perception about the influence of the ASSEVOX extension project on their academic formations. To this end, the six descriptive questions were designed with the aim of revealing the students' understanding of the points discussed through the speech.

Research, extension and teaching are pillars of the Federal Universities of Brazil, and together they positively impact society in general, as well as enrich the student training process. This triad has contributed to the realization and dissemination of scientific knowledge, as pointed out by Lobato et al. (2012). This way, the proposal of the ASSEVOX extension project aims to impact the training of its extensionists and help its target audience, that is, different voice professionals, such as teachers, singers, journalists, actors and other communicators.

Among the information obtained, it is possible to verify that the average permanence of the members in the program is four semesters, that is, two years, in addition, the entry has occurred since the first semester of the course. Furthermore, it was possible to observe the interdisciplinary character of the project, although the prevalence of extension workers are speech therapists, the opening to other scientific fields has allowed ASSEVOX members to share knowledge, although their specificities of the field of action are maintained.

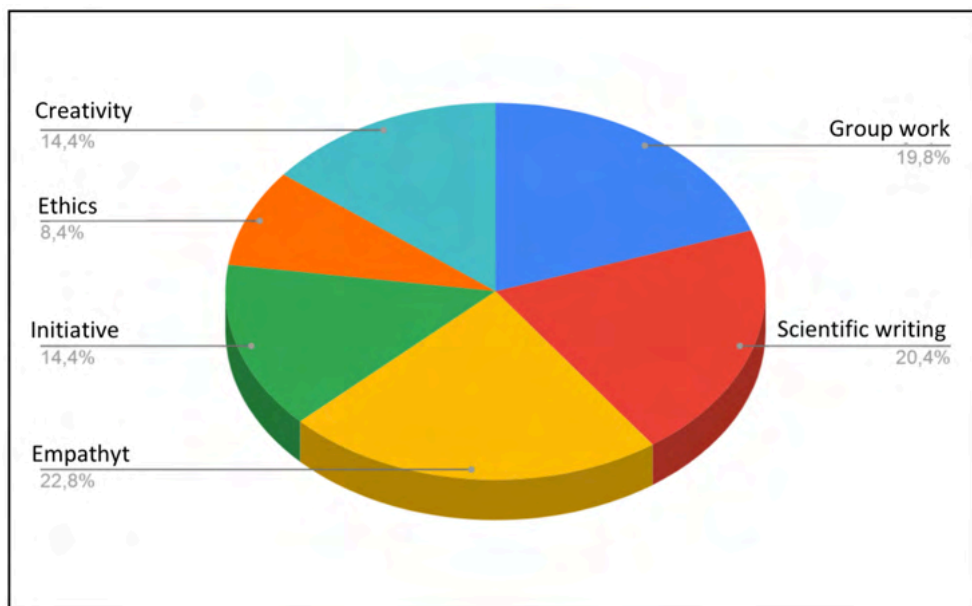
Goulart (2004). highlights the importance of extension as a learning mechanism in accordance with teaching processes, in which students in communities provide services. Thus, when asked about the contribution of the academic training project, 79.10% indicated a significant impact, while 29.90% showed a moderate impact (Graph 01).



Graph 1. Contribution of ASSEVOX in the professional training of extension workers.

Source: survey data, 2021.

According to Dubeux (2018), the projects developed at Universities provide civil society with access to different services, as well as contributing to the exchange of knowledge between professors, students and the community in which it is inserted. In this sense, the purpose of ASSEVOX is to provide those involved with the development of scientific and professional skills, such as: group work, empathic and ethical communication, consequently, enabling the arrival of dynamic information to the external community (Graph 02).



Graph 2. Skills acquired by ASSEVOX extension workers.

Source: survey data, 2021.

Through the analysis of the answers contained in the questionnaire, it was possible to observe that the participation in the project promoted an increase in empathy and a greater perception of group work, as well as an improvement in scientific writing and creativity (Graph 02).

According to the reports, after joining ASSEVOX, it was possible to expand different subjects, for example, on the professional voice, as well as in relation to evaluation and intervention practices. Students who had taken subjects in the voice area in the Speech-Language Pathology course reported having experienced theoretical knowledge with the extension project.

ASSEVOX has contributed to the training of students, through activities focused on monitoring its audience, that is, on the evaluation and vocal intervention of teachers, singers, actors, journalists and other voice professionals. This way, the action of extension

workers in the community has been beneficial in terms of fixing theoretical content, as well as for the acquisition of other professional skills. In addition, the work of professionals from different areas allows the expansion of action possibilities, for example, the psychological orientations during the workshops.

As reported, participation in the extension program allowed undergraduate students to observe the knowledge acquired during the curricular subjects in practice, as well as allowing the on-site verification of the speech therapist in school spaces, while for postgraduates it favored professional maturation. Regarding the interaction with voice professionals, the members reported that they analyzed this practice as acting without empathy and distant from the claimant.

According to Telles and Acre (2015), extension experiences are important for academic training, as it is in them that learning activities are experienced in practice in an interdisciplinary way. To this end, an adequate support network is necessary for the consolidation of guidelines in the process of articulation between teaching and performance. Thus, it is possible to highlight that the activities undertaken by ASSEVOX allow students to expand their knowledge about vocal health, whether from a general point of view or in relation to its qualitative specificities.

Regarding the integration of theoretical knowledge and academic experiences, both provided by the extension project, all students (n=43) reported having expanded their perception of voice, especially that of communication professionals. According to Jezine (2006), university extension is a fundamental part of the training of professionals, insofar as their social dynamics occur through the production of integrated relationships between teaching and research practices, that is, they presented a theoretical and practical vision.

The study conducted by Maciel et al. (2021), indicated that Speech-Language Pathology graduates, during graduation, participated in extension projects that present greater chances of entering the job market, due to the various skills acquired. According to the report of ASSEVOX members, the skills, competences and experiences provided during their participation are of great importance, as they were responsible for critical and professional improvement.

As indicated by the project members, they felt able to relate the extension activities with the anatomical, audiological and educational and clinical Speech-Language Pathology and Audiology field contents, in addition to having a better understanding of the professional voice area through discussions and actions. developed by ASSEVOX.

According to Paula et al.(2020) in the academic context, university extension activities are an in loco source for the learning of students (undergraduate and graduate students), like the experiences within the work context of each professional. The promotion of the perception of health promotion and early intervention were central points during the

ASSEVOX actions, in which the extension workers, when participating in the planning and execution stages, acquire different skills.

Students who started in the project, since the beginning of their graduations, indicated that they understood the use of important instruments for vocal assessment. Thus, the practices subsidized the understanding of the construction of workshops and effective training to work in the area of professional voice, the experiences on the guidelines of the target audience are pointed out by the extension workers as important points in academic training.

The students reported the use of the following instruments for voice assessment: Vocal Health and Hygiene Questionnaire (QSHV), Quality of Life in Voice (QVV), Vocal Production Condition – Teacher (CPV-P), Screening Index for Speech Disorder Voice (ITDV), Job Stress Scale (JSS), Corporal Pain and the Vocal Analysis Profile Scheme (VPAS), as well as Praat and Sound Forge software for observation of voice samples. According to Casa Nova et al. (2010), students graduated in Speech-Language Pathology and Audiology need to undergo technical training so that they can develop their activities with the population in a more effective and quality way. In addition, their actions must be directed to the prevention, promotion, protection and rehabilitation of health.

In general, the use of the instruments contributed to the understanding of their application and the speech-language pathology work with voice professionals, as well as broadening their perception from a practical point of view, since such instruments were used extensively under the supervision of speech therapists and ASSEVOX coordinators.

In general, students emphasized being able to make theoretical and practical associations about the acquired knowledge and curricular contents, as the experience with voice professionals favored the establishment of academic learning. The curriculum of Speech Therapy courses in Brazil has encouraged academic training with pedagogical practices in which students participate in seminars, tutoring, workshops, training experiences, so that their training acquires a professional character in line with the demands of the population (TRENCHÉ; BARZAGHI; PUPO, 2008).

When asked about participation in other activities, such as scientific initiations, about 51.00% (n=21) of extension workers said they had participated, and this experience contributed to the evolution of academic writing, scientific thinking, reflection on the performance professional training, participation in events and writing articles and academic abstracts. The challenges presented in the project, due to their complexity, were of paramount importance in the maturation of academic thinking.

When using the aforementioned protocols, the members report obtaining greater basis for characterizing the voice, especially that of the teachers. For Pivetta et al. (2010), undergraduate and graduate students, when participating in extension, research and

teaching practices, build skills such as autonomy and critical thinking about social practice, and thus can act in order to transcend merely theoretical teachings, because they are able to contextualize and observe situations in a broader way.

Regarding teaching activities at undergraduate and graduate levels, about 25.00% of extension workers (n=11) reported having participated in teaching activities. These activities were important for the students, because when they participated in the planning and execution stages of the classes, they were able to theoretically and practically reflect on the teaching actions.

In view of the pandemic context resulting from Covid-19, the members claimed to have developed remote activities during this period, which were measured by technological resources that provided dynamism and increased creativity, in addition to new experiences with the target audience. The subjects reported that the digital context positively incorporated online meetings, which were used for planning and debating ASSEVOX project actions.

According to the reports, the continuity of the project, during the pandemic context, made it possible to carry out theoretical deepening, as well as allowing the exploration of new approaches to the dissemination of scientific content, such as social networks (Instagram and Facebook), through a more accessible language aimed at society. Among the adjustments experienced by the extension, the use of social network platforms, such as Instagram and Facebook, it was possible to promote greater interactivity with the community, as the space allows the dissemination of guidelines on self-care and vocal hygiene respecting the appropriate guidelines. speech therapy.

4 | CONCLUSION

It can be concluded that the period of entry and exit of the students, associated with the reports in the extension activities, were significant insofar as, when they left after four semesters integrating the extension, the students presented skills that helped in the practices of the supervised internship.

In addition, the extension workers stated that, through the activities and experiences provided by the ASSEVOX extension, they were able to grow professionally and personally.

Finally, the extension workers interviewed reported that their perception of the application of evaluation questionnaires and the development of actions to promote and prevent vocal health contributed to their training as future speech therapists. Regarding the activities developed in the pandemic period, it was possible to observe a greater proximity to the entire community, in which the informative actions disseminated through digital media, made it possible to promote vocal health.

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