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*Artículos científicos*

## **Impacto de la asignatura Servicio Social dentro del programa educativo de la licenciatura en Enfermería**

***Impact of the Social Service Subject Within the Educational Program of the Nursing Degree***

***Impacto da disciplina Serviço Social no programa educacional do curso de Enfermagem***

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## Resumen

En México, el servicio social en las universidades es una actividad temporal y obligatoria para los estudiantes. El programa educativo de la licenciatura en Enfermería de la Coordinación Académica Región Altiplano de la Universidad Autónoma de San Luis Potosí (UASLP) incorporó la asignatura de Servicio Social como un espacio de formación y de acompañamiento para los alumnos prestadores de servicio social. El objetivo del presente trabajo fue evidenciar el impacto de la asignatura en cuestión en la formación de los alumnos de la licenciatura en Enfermería. Se trata de una investigación descriptiva y transversal. Se analizaron cuatro generaciones, del 2015 al 2018, con 166 alumnos, y se contrastaron las acciones educativas del programa con los resultados del Examen General de Egreso de Enfermería aplicado por el Centro Nacional para la Evaluación de la Educación Superior (Ceneval). En cada una de las generaciones, se incorporaron diferentes estrategias educativas a partir de exámenes diagnósticos a los alumnos de la materia Servicio Social. De las cuatro generaciones en estudio, 2015 a 2018, se obtuvieron resultados con testimonio de satisfactorio y con testimonio de sobresaliente: 93.3 %, 73.3 %, 75.0 % y 84.3 %, respectivamente, cifras por encima de la media nacional del 2017, que fue de 53.2 %. Al evidenciar, a través de una prueba estandarizada, los alcances significativos en la evaluación de los cuatro desempeños que son considerados por el Ceneval, a saber, “Educación y promoción de la salud”, “Cuidados integrales al paciente”, “Técnica y procedimientos y “Gestión, administración e investigación”, se ha demostrado el impacto positivo que la asignatura de Servicio Social tiene en el programa de la licenciatura en Enfermería de la UASLP.

**Palabras clave:** educación en enfermería, examen general de egreso, recursos humanos en salud, servicio social.

## Abstract

In Mexico, social service in universities is a temporary and compulsory activity for students. The educational program of the degree in Nursing of the Coordinación Académica Región Altiplano of the Universidad Autónoma de San Luis Potosí (UASLP) incorporated the Social Service subject as a training and support space for students providing social service. The objective of this work was to show the impact of the subject in question on the training of

students of the Nursing degree. It is a descriptive and transversal investigation. Four generations were analyzed, from 2015 to 2018, with 166 students, and the educational actions of the program were contrasted with the results of the General Nursing Exit Exam applied by the Centro Nacional para la Evaluación de la Educación Superior (Ceneval). In each of the generations, different educational strategies were incorporated from diagnostic tests to the students of the Social Service subject. Of the four generations under study, 2015 to 2018, results were obtained with a satisfactory testimony and with an outstanding testimony: 93.3 %, 73.3 %, 75.0 % and 84.3 %, respectively, figures above the national average of 2017, which was 53.2 %. By demonstrating, through a standardized test, the significant achievements in the evaluation of the four performances that are considered by Ceneval, namely, "Education and health promotion", "Comprehensive patient care", "Technique and procedures and "Management, administration and research", the positive impact that the Social Service subject has on the UASLP Nursing degree program has been demonstrated.

**Keywords:** education in nursing, general exam for graduates, human resources in health, health services, social service.

## Resumo

No México, as instituições de ensino que formam graduados em enfermagem têm o serviço social como atividade temporária e obrigatória. O programa pedagógico da Licenciatura em Enfermagem da Coordenação Acadêmica da Região Altiplano da Universidade Autónoma de San Luis Potosí incorporou a disciplina de Serviço Social como um espaço de formação no qual é prestado apoio aos alunos que prestam serviço social durante a sua realização. O objetivo deste trabalho foi demonstrar a abrangência da disciplina Serviço Social na formação dos alunos provedores da mesma na Licenciatura em Enfermagem, utilizando como ferramenta indireta a avaliação nacional dirigida aos egressos desta profissão. Esta pesquisa foi realizada de forma descritiva e transversal, na qual foram revisados os resultados da implantação do Serviço Social como disciplina. Foram analisadas quatro gerações, de 2015 a 2018, com 166 alunos, onde as ações educativas do programa foram comparadas com os resultados do Exame Geral de Saída de Enfermagem aplicado pelo Centro Nacional de Avaliação do Ensino Superior. Diferentes estratégias educacionais foram incorporadas a partir de testes diagnósticos aos alunos do Serviço Social, em cada uma das gerações, com

impacto positivo nos resultados da avaliação externa nacional. Das quatro gerações em estudo, 2015 a 2018, os resultados foram obtidos com testemunho satisfatório e com depoimentos marcantes: 93.3 %, 73.3 %, 75,0 % e 84.3 %; respectivamente, estando todos acima da média nacional de 2017, que foi de 53.2%. Com esses resultados, ficou demonstrado o impacto que a disciplina de Serviço Social tem no programa educacional do Curso de Graduação em Enfermagem, ao mostrar por meio de um teste padronizado os avanços significativos na avaliação dos quatro desempenhos considerados por este teste: educação e promoção da saúde, atendimento integral ao paciente, técnica e procedimentos e gerenciamento, administração e pesquisa.

**Palavra-chave:** educação em enfermagem, exame geral para graduados, recursos humanos em saúde, serviços de saúde, serviço social.

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## Introduction

Social service is that professional action willing to contribute to the development of a group, community or institution, to the extent that some activity or intervention is carried out in favor of people (Cano, 2004). In Mexico, social service emerged to provide shelter, with the knowledge and services of future professionals who were being trained in universities, to the most unprotected classes in the country, and acquired the characteristic of mandatory during the government of President General Lázaro Cárdenas in its management, 1934 to 1940 (Ramírez, 2012), and it is not only provided for the benefit of society, but also the State. This is why it has a moral and ethical connotation related to social solidarity. Furthermore, for many educational institutions, it is the only means of repaying society for the financial support received for its creation and development, as well as for students the means of compensating for the privilege of having received free school education.

The laws that govern it have been amended, but it is still necessary to do so in order to obtain the academic or professional degree as a technician, superior technician or professional with a degree (Presidency of the Republic, March 30, 1981). In our country it continues to be one of the means, along with professional practices, which are also carried out in both public and private institutions, to complement training or comprehensive education and support the actions and activities that teachers and students must carry out in

order to achieve the performances that will lead them to achieve the competencies proposed in the study plans (Cano, 2004).

Due to its growing contribution to the processes of maintenance or recovery of the health of the individual, the family or the community in the different stages of life, nursing has turned out to be a fundamental discipline in the health team (Alvarado, 2012; Balderas, 2012). The academic training of the nursing staff evolves along with the technological advancement of health services, the country and the international order (Marriner, 1993, 1997). This with the aim of offering quality health services according to the different roles that the nursing professional performs in the different areas: hospital administration, training, preventive care, specialized care, among others, as well as in the investigative work for the solution of health problems affecting the population (Marriner, 2009).

Nursing care consists of doing for someone what the person cannot do for themselves with respect to their basic needs, it also includes training to improve health through teaching, understanding the expression of feelings, the contribution to improve the quality of life of the patient and their family in the face of the new experience they must face (Ministry of Health, September 2, 2013).

Nursing social service is the academic period of social projection that is developed in units of first, second and third level of care and in which the student applies the knowledge, skills and aptitudes acquired in the school cycles (Universidad Autónoma de San Luis Potosí [UASLP], 2013). In the same way, it favors the student to acquire the skills and abilities necessary to become professional and the security for each of their interventions in the care, teaching, administrative and research fields. To support the implementation of social service, strategies were established in the Annual Social Service Operational Program of the Nursing degree of the Altiplano Region Academic Coordination [Coara] (2017, 2018), and the regulations that support it provide the social service provider regulation and a point of reference and organization to achieve the planned goals (UASLP, 2013).

The curriculum for the Bachelor's Degree in Nursing at Coara has a subject called Social Service, which has a program-guide for the teacher to support the student in the insertion process and during the development of their social service in the institutions of health and social assistance, companies and educational centers. This subject also aims to strengthen the knowledge acquired to achieve the graduation profile, which can be evidenced through the results achieved by graduates in the standardized national knowledge test known

as the General Exam for the Graduate Degree in Nursing (EGEL-Enfer), applied by the National Center of Evaluation for Higher Education (Ceneval). It should be noted that, firstly, Ceneval (2018a) is an external evaluating body; and second, that the EGEL-Enfer allows to identify the level of mastery or performance achieved by the applicant with respect to the knowledge and skills that the technical council of the exam has defined as necessary to start effectively in professional practice.

The EGEL-Enfer Annual Results Report 2017 indicates that 53.2% of the students who took the exam obtained testimony of satisfactory or outstanding performance, 39.8% and 13.4%, respectively, and 46.8% did not obtain the testimony (Ceneval, 2017). All these students were active, practiced or had practiced as graduates in this area of health, with the support of the corresponding regulations and being part of the personnel of health institutions (Ceneval, 2018b). This same perception is manifested by patients when they are cared for: by distinguishing that it is the social service providers who often attend them, they request that the care professionals be trained (Mendoza, 2017).

This concern to achieve the levels of correspondence between professional training and performance in social service of students of the degree in Nursing is shared with other universities in the country (Arriaga, Cruz, Morales and Vicente, 2016; Carmona, González and Crespo, 2012; Sánchez, Guzmán and Baeza, 2018). Along these lines, Navarrete, Barrera and Martín (2010) propose to strengthen the comprehensive training of social service providers, reinforce attitudes of solidarity with the communities and improve the articulation of the substantive functions of higher education institutions through social service.

Therefore, the objective of this work is to demonstrate the scope of the Social Service subject in the training of the student providers of this in the Nursing degree. The national evaluation directed to the graduates of the career will serve as an indirect tool to achieve this purpose.

## **Method**

### **Study type or design**

The research is quantitative, descriptive and transversal. The results of the exams in the Social Service course and the EGEL-Enfer carried out by the generations that graduated



in 2015, 2016, 2017 and 2018 were reviewed and contrasted, as has been done in other studies from other institutions (Barrera, Canepa y Santiago, 2016).

## Scenarios

The Social Service subject is part of the Nursing degree, it is located in the ninth and tenth semester of the current study plan and has a duration of 12 months with 60 credits (UASLP, 2013). Thus, it complies with article 16 of the Social Service Regulations of the UASLP, namely:

The duration of the social service must not be less than 480 hours, which will be covered in a period that corresponds to six continuous months, nor may it be more than 960 hours covered in the course of twelve continuous months for the program or project, which for reason of its nature has to operate continuously, it will adhere to the internal regulations or the provisions of the respective study plan (UASLP, 2015b, pp. 6).

Likewise, as it is mandatory, it complies with article 2 of the same regulation, which positions it as a requirement for a bachelor's degree and as a complementary learning experience (UASLP, 2015a).

The subject is theoretical-practical and takes place in real environments. Students attend first and second level healthcare institutions, as well as companies in our community or foreign cities, they also support social assistance and education institutions. Therefore, learning is established in a mixed, face-to-face and virtual modality. In the first modality, the social service provider carries out the activity in real scenarios, where they have contact with the users of the health system or users who require health care and attention, as well as contact with the different professionals in the health care area. health that guide you in this stage of your training. In the virtual modality, the student receives contextualized and meaningful learning according to the experiences she is attending in real scenarios, with learning strategies in projects, problems, cases and conflict resolution. In short, it is an active, transformative and collaborative learning that forms and strengthens you as a future nursing professional (UASLP, 2015a, 2017).

The EGEL-Enfer is a national, specialized and standardized test that assesses the knowledge and skills that are critical to practice as a nursing professional. The requirement to present it is to cover 100% of the credits of the bachelor's degree or, where appropriate, to

be studying the last semester of the degree (Ceneval, 2018a). The exam consists of two sessions lasting four hours each; It must be done in a space with a computer service, comfortable and ventilated. For the Nursing degree of this institution, the EGEL-Enfer is an essential requirement to obtain the degree and it is presented when the social service is concluded.

## Population

The Social Service subject has been taught on four occasions, a direct impact on 166 students enrolled in this subject, who, upon completion of the subject, have taken the EGEL-Enfer (table 1).

**Tabla 1.** Historial de los alumnos que cursaron la asignatura de Servicio Social en el noveno y décimo semestre de la carrera de Enfermería

Generación	2010-2015	2011-2016	2012-2017	2013-2018	Total
Alumnos	37	43	35	51	166

Fuente: Elaboración propia

## Selection criteria for the study population

The inclusion criteria was for all students to complete the Social Service course and, upon completion, present the EGEL-Enfer. The exclusion criterion was applied to those who did not accredit the subject or dropped it, or did not present the EGEL-Enfer.

## Definition of the population

The population was the total of four generations of the Nursing degree, who enrolled and completed the Social Service course and presented the EGEL-Enfer, that is, 166 students.

## Data collection

The results obtained in the Social Service subject and in the EGEL-Enfer were collected identifying the student and the generation to which he belongs; Through the numerical expression obtained in the different activities and contrasted with the result obtained from the EGEL-Enfer.



The Social Service course has a single promotion: it is annual and begins on August 1 and ends on July 31 of the following year. The first generation attended it in 2014, the subsequent generations attended it in 2015, 2016 and 2017. The course is organized with a monthly, face-to-face and compulsory eight-hour session at the school facilities, and the objective of each session is that the teacher in charge advises on the topics that guide and prepare the student in the topics selected in the academic program (table 2) using the problems and real cases that students face in the daily life of the provision of their social service; Furthermore, in this session a diagnostic test of knowledge is applied to them that allows them to self-evaluate and reinforce their training.

The subject is evaluated through four partial exams. The average of these endorses the accreditation or non-accreditation of the subject. The diagnostic evaluations carried out on students from the third generation (2012-2017) are now more important, not only are they a framework to select the topics with the greatest deficiencies and necessary to strengthen, but they also promote and guide educational intervention of an expert teacher, who provides asynchronous and synchronous counseling outside the 12 face-to-face sessions.

**Tabla 2.** Programa académico de la asignatura de Servicio Social de la licenciatura en Enfermería de la Coara (UASLP, 2010)

<p>Unidad 1. Contextualización y normatividad del servicio social.</p> <p>Tema 1. Normatividad del servicio social.</p>
<p>Unidad 2. Educación y promoción a la salud.</p> <p>Tema 1. Promoción a la salud y prevención de riesgos.</p> <p>Tema 2. Acciones de detección, atención y control de enfermedades.</p>
<p>Unidad 3. Cuidados integrales al paciente.</p> <p>Tema 1. Valoración y diagnóstico en el proceso de enfermería.</p> <p>Tema 2. Planeación, ejecución y evaluación del proceso de enfermería.</p> <p>Tema 3. El recién nacido sano.</p> <p>Tema 4. El recién nacido enfermo.</p> <p>Tema 5. Paciente de un mes a cuatro años.</p> <p>Tema 6. Obstetricia, diferentes tipos de aborto.</p> <p>Tema 7. Obstetricia, embarazo, parto y puerperio.</p> <p>Tema 8. Vía aérea y ventilación.</p> <p>Tema 9. Sistema cardio-vascular.</p> <p>Tema 10. Sistema metabólico.</p> <p>Tema 11. Sistema genito-urinario.</p> <p>Tema 12. Sistema gastrointestinal.</p> <p>Tema 13. Sistema tegumentario.</p> <p>Tema 14. Terapia intravenosa.</p> <p>Tema 15. Periodo perioperatorio.</p>
<p>Unidad 4. Técnicas y procedimientos.</p> <p>Tema 1. Técnicas de valoración física.</p> <p>Tema 2. Técnicas de confort para el paciente.</p> <p>Tema 3. Administración de fármacos y tratamientos.</p> <p>Tema 4. Administración de soluciones y transfusión sanguínea y sus hemoderivados.</p> <p>Tema 5. Prevención y complicaciones.</p> <p>Tema 6. Higiene.</p>
<p>Unidad 5. Administración e investigación.</p>

Tema 1. Gestión y administración de los recursos de enfermería.

Tema 2. Investigación.

Fuente: Elaboración propia

The diagnostic evaluation for its design considered the curriculum of the Nursing degree, which consists of 53 subjects that are grouped and strengthened in five professionalizing and transversal thematic fields: Nursing, Biomedical, Social Human, Instrumental and Comprehensive Training (UASLP, 2013, 2015a), so to evaluate the knowledge, a diagnostic test was carried out with 166 items that contemplate each of these fields. But the final result of the Social Service subject considers only two types of evaluations, self-evaluation and hetero-evaluation (with an internal advisor and an external advisor). Students were assessed three times a year and the assessors delivered an enriched grade with their personal rubrics.

Self-assessment is a rubric that considered three sections: continuous assessment, performance in situated learning, and integration and processing of collaborative work. These rubrics receive an equitable weighting, 33.3% each, and also include the work carried out by each student in order to integrate the transversal competences of the UASLP (2017) educational model: ethical-value, communication and information, social responsibility and others. Thus, the first considered the monthly reports, exam and participation, in addition to the discipline of the students; the second, attendance and punctuality, presentation, discipline, collaboration, productivity, interpersonal relationships and integration, and application of knowledge, and the third, quality, responsibility, collaboration, creativity, discipline, attendance and punctuality.

The internal evaluation consisted of a series of periodic examinations that were applied during the social service, which contemplated the topics reviewed in the 12 sessions. The partial results had to allow the detection of learning deficiencies (acquired knowledge) and support the feedback, which was carried out in the classroom with the presentation of the topics and virtually through private social groups, reading and answering questions.

The academic work was programmed and reviewed using the annual schedule as a tool, which is updated in each generation, and contemplates the delivery of a report at the end of each monthly session, which allows monitoring by the Academy of Social Service of the race. The main learning activity each year has consisted of presenting a real clinical case with the methodology of the nursing care process. And to substantiate the case, the students

integrated three nursing diagnoses, which had to comply with the requirements of using international goals for patient safety, nursing quality indicators, official Mexican standards, clinical practice guidelines and specialized assessment techniques. as well as two procedures related to the clinical case, supporting the pathophysiology (Balderas, 2012; Marriner, 2009; Ministry of Health, January 3, 2017; UASLP, 2017).

In order to supervise the cognitive-instrumental training of the students, two visits were made to the affiliation units, with prior authorization from the institution or company to go and interview the external advisor, in order to evaluate the discipline and the performance of the students. For data collection, the Social Service program was articulated by a subject teacher, who is responsible for this area, and was verified by the career coordinator; the first one collected the evaluation data, processed and averaged them, to finally, with the second, analyze and specify the new strategies. And to measure the impact of Social Service as a subject, the results of the EGEL-Enfer were used as a reference (Pérez and Pinto, 2020).

The EGEL-Enfer is structured with 162 items, which are divided into four main areas: "Education and health promotion", "Comprehensive patient care", "Techniques, procedures" and "Management, administration and research". Each area is awarded a score and performance level: 700-999 not yet satisfactory, 1000-1149 satisfactory and 1150-1300 outstanding (Ceneval, 2017). The EGEL-Enfer results of each generation are delivered to educational agencies in electronic format. The list contains the name of the student, the score obtained in each of the four knowledge areas and the performance result, data that are analyzed by the Academy of Social Service.

### **Analysis and treatment of data**

The data were collected in an Excel spreadsheet and the study variables for the analysis of the sample by generation were: final grade of the subject, the results of the diagnostic evaluation and of the final evaluation (test of 166 questions), carried out in this period of the subject and the results by area of the EGEL-Enfer.

## Results

So far, this subject has been taught to 166 students from all four generations; this study, however, was carried out from the third generation. The first tool that was applied to the students was the diagnostic test, with 166 items proposed in a weighting from 0 to 10, for a value of 6.0, 100 correct items are required. The results obtained for the 2012-2017 generation is 6.3 ( $\pm 0.05$ ) and for the 2013-2018 generation it is 6.2 ( $\pm 0.05$ ); 77.8% and 69.1% of the students passed these generations, respectively. These results invited self-reflection: they allowed students to identify their areas of opportunity and contextualize their objectives, on the one hand, and allowed the academy to redouble its efforts to guarantee the graduation profile of these and future students, on the other. It was observed that the theoretical knowledge was integrated into clinical practice, and the comments made by their external advisors were: "Most of the students work in a precise and coherent way with the context".

The health units at the second level of care social service centers evaluated the students with satisfactory results. This was confirmed in the preparation period for the application of the internal final exam, since the students correctly contextualized the case problems, worked collaboratively in the classroom and through virtual means, through asynchronous sessions they resolved conflicts, each work Fully complied with the program requirements; The preparation objective was reached when the students, through brainstorming, gave each other feedback, reviewed the theoretical knowledge acquired in previous semesters and integrated this into a solution process.

The internal final exam obtained a higher performance. The results obtained were: 8.6 ( $\pm 0.05$ ) for the 2012-2017 generation and 8.3 ( $\pm 0.05$ ) for the 2013-2018 generation, on average they had to achieve 133 correct reagents out of 166 for a value of 8.0; 100% and 92.8% of students passed these generations, respectively (table 3). These results confirm the positive impact that the Social Service course has on the achievement of the graduation profile. As contrasted with the results of this exam, the 2012-2017 generation obtained 57.1% of testimony in their different areas, and the 2013-2018 generation, 84.3%. The improvement strategies that were implemented were: the teaching of an extraordinary course with relevant nursing topics, as well as the organization and flexibility in the programming of the course in order to guarantee attendance, and the involvement of several teachers in the training.

These strategies increased the results of the EGEL-Enfer external evaluation that was taken as a reference for evaluating the impact of the Social Service course.

## Discussion

The Social Service subject has been redesigned according to the needs detected in the students. In 2010 this subject was created and from 2015 onwards it was readjusted, specifically the planning for the development of the program. The national results of EGEL-Enfer 2017 show that, of the 16,144 supporters, 13.4% obtained outstanding performance testimony, 39.8% satisfactory performance testimony and 46.8% still unsatisfactory; the sum of the percentages with outstanding testimony and satisfactory testimony of the 2017 report is 53.2%. In contrast, the sustaining students of the generations 2015 to 2018 of the Bachelor of Nursing in La Coara have obtained results mostly above the national average: 75.7%, 41.9%, 57.1% and 84.3%, respectively (table 3) . It is important to note that from the third generation on, outstanding testimonials increased, results without testimonials and satisfactory testimonials decreased. The latter indicates that the level of performance is being favorably homogenized through the strategies applied in the subject.

**Tabla 3.** Resultados del examen de egreso de los alumnos de las cuatro generaciones de la licenciatura en Enfermería de la Coara

Resultados del sustentante	Generaciones de la licenciatura en Enfermería (número de alumnos sustentantes y porcentaje del resultado)			
	2010-2015	2011-2016	2012-2017	2013-2018
Aún no satisfactorio	9 (24.3%)	25 (58.1%)	15 (42.9%)	8 (15.7%)
Desempeño satisfactorio	22 (59.5%)	14 (32.6%)	15 (42.9%)	22 (43.1%)
Desempeño sobresaliente	6 (16.2%)	4 (9.3%)	5 (14.3%)	21 (41.2%)
Excelencia	1	0	1	4
Total de alumnos	37	43	35	51

Fuente: Elaboración propia



With regard to EGEL testimonies, Ceneval instituted an award of academic excellence to the supporters who achieve an exceptional level of performance in this exam. The results of EGEL-Enfer in 2017 show that 304 supporters obtained this distinction, coming from 35 higher education institutions, representing 1.9%. It is relevant to mention that the Nursing career has increased the results of students with testimony of academic excellence of the generations under study: one, zero, one and four students, respectively, have obtained it; This is equivalent to 2.7%, 0.0%, 2.9% and 7.8%, which again shows to be above the national average, therefore, the impact measured indirectly through the results of EGEL-Enfer is positive and verifiable for the Nursing career.

## Conclusions

Since its creation and normalization, the Social Service has always pursued these three objectives in a general way: 1) to benefit the most vulnerable sectors of society by relying on the scientific and technical knowledge existing in higher education institutions; 2) strengthen the comprehensive training of social service providers to reinforce attitudes of solidarity with the communities, and 3) strengthen the articulation of the substantive functions of the institutions (National Association of Universities and Institutions of Higher Education [Anuies], 2012; Galván , 2009).

The Social Service course of the Coara not only added these objectives in its creation, but also considered the regulations in force for the practice of nursing in the National Health System and health education (Ministry of Health, September 2, 2013 , January 3, 2017), which establishes the criteria for the practice of nursing and the use of establishments for medical care. With this, it was sought to support the training of human resources that respond effectively to the needs of the population in the health area. Also, as has always been sought, that the Social Service program of the Bachelor of Nursing in La Coara have collegiate actions so that the student complies with the regulations, the graduation profile and supports to consolidate the link of the bachelor's degree with the social sectors .

The work carried out has an objective impact, evidences the training acquired by the social service providers, as well as the theoretical-practical knowledge evaluated through a national exam.

The subject has allowed to integrate and strengthen student learning, make it interesting and interactive through different means, techniques and learning strategies,

members of the Social Service academy and with the students; thus, performance with their own initiative and vocation for their profession has been promoted. However, it is desirable that the Social Service subject be readjusted to the epidemiological context and to the new needs and urgencies of the community to which the social service is provided. On the other hand, it is necessary for the program to reduce the generational percentage of students without testimony through personalized strategies according to the needs of the students.

The subject in question allowed systematizing the analysis of the experiences that the student acquires in real spaces; propose intervention, care, and improvement strategies in the different spaces where the student performs social service; monitor students in the spaces where they are assigned to social service and learn about the perspectives of student performance from their external advisers; establish areas for improvement to the educational program of social service, and have a favorable impact on the results of the external evaluation EGEL-Enfer.

### **Contributions to future lines of research**

Future lines of research to continue this project will be: 1) to carry out a qualitative evaluation of the perception of clients that students attend to during social service; 2) evaluate the results in the EGEL-Enfer obtained by these generations and the following generations and analyze the program of the subject of Social Service to strengthen the graduation profile; 3) propose and evaluate new teaching-learning tools that strengthen the Social Service subject program; 4) carry out a qualitative evaluation that collects the experiences of students and their tutors or advisers in their social service stay; 5) redesign the matter of Social Service so that it adapts to the epidemiological context and to the new needs and urgencies of society. Each of these future lines of research are necessary contributions to strengthen the social service and skills of future nursing professionals.

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