



Journal of Nursing

Revista de Enfermagem

UFPE On Line

ISSN: 1981-8963

CASE REPORT ARTICLE

CONTRIBUTIONS OF THE HUMAN ANATOMY MONITORING IN THE ACADEMIC FORMATION OF NURSING STUDENTS: EXPERIENCE REPORT

CONTRIBUIÇÕES DA MONITORIA DE ANATOMIA HUMANA NA FORMAÇÃO ACADÊMICA DE ESTUDANTES DE ENFERMAGEM: RELATO DE EXPERIÊNCIA

CONTRIBUCIONES DEL SEGUIMIENTO DE LA ANATOMÍA HUMANA EN LA FORMACIÓN ACADÉMICA DE ESTUDIANTES DE ENFERMERÍA: RELATO DE EXPERIENCIA

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ABSTRACT

Objective: to describe the contributions of Human Anatomy monitoring in the academic formation of Nursing students. **Method:** descriptive study, in the format of experience report, conducted in a Higher Education Institution with nursing students. **Results:** it was possible to observe that the monitoring facilitated the learning of nursing academics in Human Anatomy, provided the student monitor the experience of teaching, aided in the mediation between nursing students and the Human Anatomy professor and enabled the students to better quality training in Human Anatomy as future nursing professionals. **Conclusion:** the contributions of Human Anatomy monitoring should be emphasized, both for academics and for student-monitor, as well as for the professor who teaches this curricular unit. **Descriptors:** Monitoring; Human Anatomy; Nursing.

RESUMO

Objetivo: descrever as contribuições da monitoria de Anatomia Humana na formação acadêmica de estudantes de Enfermagem. **Método:** estudo descritivo, tipo relato de experiência, realizado em uma Instituição de Ensino Superior com estudantes de enfermagem. **Resultados:** foi possível observar que a monitoria facilitou o aprendizado dos acadêmicos de enfermagem em Anatomia Humana, proporcionou ao acadêmico-monitor a experiência de docência, auxiliou na mediação entre acadêmicos de enfermagem e docente de Anatomia Humana e possibilitou aos acadêmicos a formação de melhor qualidade em Anatomia Humana como futuros profissionais da enfermagem. **Conclusão:** devem-se ressaltar as contribuições da monitoria de Anatomia Humana, tanto para os acadêmicos quanto para o acadêmico-monitor, bem como para o docente que ministra esta unidade curricular. **Descritores:** Monitoria; Anatomia Humana; Enfermagem.

RESUMEN

Objetivo: describir las contribuciones del seguimiento de la anatomía humana en la formación académica de estudiantes de enfermería. **Método:** estudio descriptivo, tipo relato de experiencia, realizado en una institución de enseñanza superior con estudiantes de enfermería. **Resultados:** se pudo observar que el seguimiento facilitó el aprendizaje de los académicos en enfermería en anatomía humana, brindó al académico-seguuidor experiencia en docencia, lo auxilió en la mediación entre académicos en enfermería y docentes de anatomía humana y posibilitó a los académicos la formación de una mejor calidad en Anatomía Humana como futuros profesionales en enfermería. **Conclusión:** se deben destacar las contribuciones del seguimiento en anatomía humana, tanto para académicos como para el académico-seguuidor, así como para docentes que suministra esta unidad curricular. **Descriptores:** Seguimiento; Anatomía Humana; Enfermería.

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INTRODUCTION

Monitoring is a relevant tool in university education, for the opportunity to broaden the experiences that contribute to university education.¹ Human Anatomy is one of the oldest medical sciences, studying structures and functions of the human body,² and is seen as a complex discipline. By those students who view their study in a merely decorated way, as it results in a superficial acquisition of information, and in the formation of a less efficient memory.³

The monitoring of the Human Anatomy Course is part of the Nursing course in the context of teaching, extension and research for undergraduate courses in the health area. The Bachelor's degree in Nursing is recognized by the MEC Ordinance No. 134, of July 27, 2012. In its curricular matrix, according to Resolution CONSEPE No. 17J / 20.11.2012, it is inserted the Human Anatomy curricular unit, offered to the students of the first period of the undergraduate course, with a theoretical workload of 40 hours and practice of 40 hours, totaling 80 hours, being able to be monitored by such unit only Nursing students who have already been approved in such a component, after the first period of the course.

The study of Human Anatomy is inserted in the training of nursing students, emphasizing not only theoretical learning but also the practice related to Human Anatomy, important for the provision of health care. Thus, this study aims to describe the contributions of the Human Anatomy monitoring in the academic training of Nursing students.

METHOD

A descriptive study, an experience report type of article, descriptive study carried out in a Higher Education Institution of the city of João Pessoa-PB, from August to December 2014 and from August to December 2015. The nursing student has become Monitor of the Human Anatomy curricular unit through a specific selective process, consisting of three phases: lectures, theoretical and practical assessment. After evaluation, the selected monitor initiated the activities of the monitoring, with the guidance of the teacher of the unit.

The practical experiences in the Human Anatomy monitoring were offered to the students in the first period of the Nursing course and to the academics of other courses in the health area of the same institution,

with approximately 60 nursing students, having as an inclusion criterion being enrolled this Curricular unit.

Human Anatomy monitoring was held in the laboratory complex of the university, during the afternoon shift, having twelve hours a week of mandatory workload for its accomplishment, and the Human Anatomy monitor-academic is responsible for accomplishing this activity, with the guidance of the Teacher of such curricular unit of the Nursing Course

As criteria for the monitoring participation, in addition to the fact that students should be attending this curricular unit, the nursing students should also be equipped with the individual protection equipment required by the laboratory to which the monitoring took place, such as a lab coat, gloves, closed shoes, mask, among others, according to the need of the studies. In addition, the activities developed were based on theory and, mainly, on practical experiences in the laboratory, with the aid of the academic-monitor in order to contemplate the study of the anatomical contents in their totality.

Therefore, the following were used as methodological resources to carry out these activities: questions addressed to the students, to collect previous knowledge related to the theme; synthetic and/or cadaveric parts made available by the laboratory; practical scripts on the subjects studied; books; practical experiences in the laboratory; theoretical-practical simulation before the practical evaluations, in order to verify the learning of the curricular unit; practical tests in monitoring.

RESULTS AND DISCUSSION

During the practical experience in monitoring, it was observed how important this experience was for both students who participated more frequently and those who participated less frequently.

Among this activity contributions in the academic training of nursing students, it was possible to observe as results: this activity facilitated the teaching-learning process of nursing academics in Human Anatomy; it also provided the academic-monitor with a teaching experience; it aided in the mediation between the nursing students and the Human Anatomy professor and enabled the academics to obtain a better-quality training in Human Anatomy as future nursing professionals.

In this process of learning Anatomy in higher education, we can highlight the monitor's role. The monitoring activity has, in

its essence, the intention to provide the academic-monitor with "training" beginning in a future teaching career.⁵

In the monitoring activities, the students presented many difficulties related to the human anatomy learning. The latter, when participating in the monitoring, experienced to study and deepen their anatomical knowledge through practical activities, where the student had the possibility to know the human anatomy in detail, according to the contents studied.

The social relations established during the monitoring, with teachers and colleagues, can be considered as a stimulus for the personal development of the monitor and can be an incentive for the future exercise of teaching.¹

The academic-monitor had the role of guiding and clarify possible doubts from other students, in order to help them build the knowledge of Human Anatomy. In addition, and taking into account the complexity level of anatomical subjects, this activity facilitated the teaching-learning process of nursing students in Human Anatomy.

Considering the academic-monitor's role of orienting, clarifying and facilitating the teaching-learning process of students, through monitoring and experience exchange previously acquired in the unit, the monitor had a teaching experience in his own academic life and aided in the mediation between the nursing students and the professor of Human Anatomy.

This discipline seeks the understanding of the morphofunctional organization of the main organic systems of man and requires the student to learn technical and specific terms, which will guide him in his professional practice.⁵ In addition, all contributions described above provide students with a better-quality training in Human Anatomy as future nursing professionals, with positive results.

CONCLUSION

With the accomplishment of this work, it is necessary to emphasize the contributions and the importance of the Human Anatomy monitoring, both for the students, as for the academic-monitor, as well as for the professor who teaches this curricular unit. Therefore, it is convenient and important to encourage the experience of monitoring in universities, whether as a student or academic-monitor, in undergraduate courses in health, especially in academic nursing.

Thus, this work becomes relevant through the results presented and can serve as an

example for other works to be developed, considering the factors that may interfere in the academic training of undergraduate courses in the health field.

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Submission: 2016/06/19

Accepted: 2017/01/03

Publishing: 2017/08/01

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