



ACADEMIC MONITORING: IMPORTANCE AND CONTRIBUTION TO THE FORMATION OF NURSES

MONITORIA ACADÊMICA: IMPORTÂNCIA E CONTRIBUIÇÃO PARA A FORMAÇÃO DO ENFERMEIRO

MONITORIA ACADÉMICA: IMPORTANCIA Y CONTRIBUCIÓN PARA LA FORMACIÓN DEL ENFERMERO

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ABSTRACT

Objective: to understand the importance and contribution that academic monitoring provides to the education of nurses. **Method:** exploratory and descriptive study with a qualitative approach, carried out in a public university in the interior of Paraíba, from April to July 2014 with nine students of the Nursing Course. The data were produced after interviews and analyzed by the thematic content analysis technique. **Results:** three categories were identified: “The experience and expertise in the academic monitoring program,” “The monitoring contribution in nursing education”; and “The importance of monitoring the development of activities in the field.” **Conclusion:** on the possibilities of the academic monitoring program, it becomes essential to the education of nurses, and higher education institutions should promote them and value them to add the skills and abilities of the nurse. **Descriptors:** Education; Nursing; Education.

RESUMO

Objetivo: compreender a importância e contribuição que a monitoria acadêmica proporciona à formação do enfermeiro. **Método:** estudo exploratório e descritivo, com abordagem qualitativa, realizado em uma universidade pública no interior da Paraíba, no período de abril a julho de 2014, com nove estudantes do Curso de Enfermagem. Os dados foram produzidos após entrevistas e analisados pela Técnica de Análise de Conteúdo temática. **Resultados:** foram identificadas três categorias: “A vivência e experiência em um programa de monitoria acadêmica”, “A contribuição da monitoria na formação do enfermeiro”; e “A importância da monitoria para o desenvolvimento das atividades em campo”. **Conclusão:** diante das possibilidades do programa de monitoria acadêmica, este se torna essencial à formação do enfermeiro, devendo as instituições de ensino superior promovê-las e valorizá-las, de forma a somar às competências e habilidades do enfermeiro. **Descritores:** Ensino; Enfermagem; Educação.

RESUMEN

Objetivo: comprender la importancia y contribución que la monitoria académica proporciona a la formación del enfermero. **Método:** estudio exploratorio y descriptivo, con enfoque cualitativo, realizado en una universidad pública en el interior de Paraíba, en el período de abril a julio de 2014 con nueve estudiantes del Curso de Enfermería. Los datos fueron producidos después de las entrevistas y analizados por la Técnica de Análisis de Contenido temático. **Resultados:** se identificaron tres categorías: “La vivencia y experiencia en un programa de monitoria académica”, “La contribución de la monitoria en la formación del enfermero”; y “La importancia de la monitoria para el desarrollo de las actividades en campo”. **Conclusión:** frente a las posibilidades del programa de monitoria académica, este se torna esencial para la formación del enfermero, debiendo las instituciones de enseñanza superior, promoverlas y valorizarlas, de forma a sumar las competencias y habilidades del Enfermero. **Descriptores:** Enseñanza; Enfermería; Educación.

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INTRODUCTION

Nursing education is linked to health practice established at a certain time and in a given society. Since its inception to the present time, nursing education aims at the training of human resources to meet the population's health needs, rather than what is indicated by the public health policy of each period it is strongly influenced by socio-political and especially economic factors.¹

Resolution 3 of 7 November 2001 of the National Health Council - CNE, establishes the National Curriculum Guidelines for Undergraduate Nursing Course, pointing in its Article 4, that nursing education should aim to provide the professional knowledge necessary for the exercise of skills and general and specific skills. Skills and general skills of nurses are health care, decision-making, communication, leadership, administration and management and permanent education. The nurse's skills and specific skills are: act professionally, understanding human nature in its dimensions, in their expressions and development phases; incorporating science/art of care as a professional tool of interpretation; develop technical and scientific training which gives quality to professional practice; recognize health as a right and decent living conditions and act to ensure comprehensive care; properly use of new technologies, both information and communication, for nursing care.²

Based on the provisions, the current Political Pedagogical Project of the Bachelor in Nursing - PPCBE of the Education and Health Center, of the Federal University of Campina Grande CES/UFCG, proposes a broad and flexible training, because it is understood that a course of pedagogical project is a living instrument, indicator of course, subject to adjustments resulting from constant changes in social scenery³. It also emphasizes the need for ongoing reflection on the education of nurses, which should not be based only on the contemplation of the techniques essential skills for professional practice, but also in creating media for skills and abilities to promote change in consistent conditions and determinants of health.

The PPCBE of the Education and Health Center at the Federal University of Campina Grande, provide enrichment activities to create opportunities and enhance the skills

and abilities acquired during the course, necessary for the proper performance of the future profession.

The complementary activities in the CES/UFCG nursing course are paid in curriculum component "Flexible Complementary Activities" through formalized process of the Coordination of Nursing Course. They are part of the composition of these activities to student participation in Scientific Initiation Scholarship Program PIBIC-CNPq and other development agencies; participation in programs and extension projects, academic monitoring, specific healthcare seminars, educational workshops, conferences, academic weeks, among others.³

The Academic Monitoring is an educational activity that is provided for in Law 9394, which specifies that the graduation students can be availed in teaching and research activities of higher education institutions - HEIs. Thus, having the chance to pass on their knowledge to students monitored, with the opportunity to experience teaching in performance monitoring.⁴

Resolution 26/2007 that approves the Regulation of Education graduation at the Federal University of Campina Grande in its Section I shows the monitoring program in its Article 107 and 108 mentioning its goals. These are based on the possible establishment of new methodologies and teaching experience; promoting academic cooperation between students and teachers; creating theoretical and methodological deepening conditions and the development of skills related to teaching; providing the graduate student the opportunity to improve their didactic-pedagogic and academic potential.⁵

In this perspective, Article 109 shows that the monitoring program has two modes: Interest bearing monitoring and the Voluntary Monitoring, so that both meet the same goals and follow the same rules. If there is a need to address the three pillars of higher education (teaching, research, and extension), monitoring appears as a proposal to enrich the knowledge necessary for the professionalization of students. Therefore, monitoring should seek to develop ways of thinking and behavior to independent scientific work, acting as a collaborator of academic production.¹

From the intention to establish a dialogical relationship between monitor-student, literature emphasizes that both the educator and the student learns with the teaching-learning relationship. Both establish a relationship in which they are subjects of their process, overcoming the alienating intellectualism and authoritarianism of the teacher. In this case, the monitor is one that contributes to the development of critical consciousness of the student.⁶

Some difficulties and disagreements about meet the monitor’s expectations as a result of the various activities on a daily basis are observed in daily monitors and teachers, leaving them often without spaces to suit their needs learning from the mentors. In this perspective, this study is justified by the need to discuss the importance of academic monitoring activities and their influence on the formation of the nurse. Given this reality this study aims to understand the importance and contribution that academic monitoring provides to the education of nurses.

METHOD

Exploratory and descriptive study with a qualitative approach, developed in a campus of UFCG, located in the state of Paraíba, from July to August 2014. Nine students of the course of Bachelor of Nursing participated, who met the following inclusion criteria: have developed activity monitoring of academic subjects in the professional training; have had at least a half of experience with academic monitoring; properly enrolled in the semester in which the collection of data was collected. Those who stopped their studies in the semester of data collection were excluded. The determination of the number of participants is related to the data saturation criterion, which occurs when the collection of data to produce new information or these are redundant.

The data were produced through individual interviews, recorded and transcribed upon prior approval of the participants. Two guiding questions for the apprehension of reality were formulated: Do you find important the existence of monitoring in the academic training? How academic monitoring influences in your training as a nurse?

The empirical data produced in this study followed the steps recommended by the qualitative method of content analysis in the category of thematic analysis.⁷ This type of analysis involves systematic steps: encryption of data; the categorization of data and the interaction of the core themes. Thus, the analysis began with the reading and rereading of interviews, seeking to identify the focus of importance and contribution of academic monitoring and the skills learned by students. Thus, it was possible to identify the categories.⁷

By being a research with human beings, the project was submitted to the University Hospital Research Ethics Committee Alcides Carneiro under number 575 241 and Protocol CAAE 22017413.7.0000.5182, as recommended by Resolution 466/12 of the National Health Council⁸. Participants signed the consent form in two ways, getting one and the other with the main researcher. The subjects involved in the research were informed and clear about its goals to meet ethical principles. When presenting the results, the letters “EM” were used to identify the student monitor, followed by Arabic numerals that represent the result of carrying out interviews.

RESULTS AND DISCUSSION

Participants in the study were all female, aged between 21 to 23 years old. One was in the seventh period of the course, five were in the eighth and three in the ninth; with 4 of them having monitoring activities as volunteers and 5 as scholars in the basic course: Human Pathology, Human Physiology and Human Histology and vocational cycle: Semiotics and Semiotics of Nursing II, Obstetric Nursing, Nursing in Adult’s Health II and Women’s health.

The content analysis of the interviews enabled the grouping of participants’ perceptions regarding the understanding of the importance and contribution that academic monitoring provides the education of nurses, constituting three categories: *“The experience and expertise in academic monitoring program,” “The contribution of monitoring in nursing education”; and “The importance of monitoring the development of activities in the field.”*

♦ *The experience and expertise in academic monitoring program*

The participants reported that the experience as monitors gave them a rich experience, where they held the first contact with teaching, and so they could reflect on this other possibility of professional practice for nurses.

The experience is unique because, for those who want the area of teaching, having the experience, reduces the issue of fear of public speaking, shyness decreases a lot, and you give a little to the students and learn a lot from them (EM 6).

To improve the curriculum and deepen knowledge on the subject. It is a very good experience because it makes the student becomes more developed in academic activities; for teaching, if you follow the teaching career, you get more experience EM 7).

An academic monitoring program should function as an initiating activity to teaching. The student receives the functions of a classroom lectures to colleagues, reviewing and answering questions on the content taught by the teacher, assisting in the development of issues and work and activities of correction. Experiencing these situations, the monitor, even as amateurs, begins to experience teaching.⁹

It is important to highlight that the Academic Monitoring should be guided to prepare the students to enter the teaching profession and to this end, these opportunities should be offered to develop activities that guide the teachers' actions, especially for the university.¹⁰

The reports of the monitors also point out that the monitoring provided an opportunity to search and the exercise of scientific knowledge and other essential tools to nurse' practice as creativity and teamwork.

By giving guidance for the students, the monitors need to feel safe about the issues addressed in the classroom, thus seeking to study more and improve their technical skills especially manual dexterity, as well as working group interaction, leadership, among others.

It was a subject I very grown during the course, before the program content that it brings, so it had these benefits for me, in a way I acquired knowledge and scientific, technical ability to develop activities during the course (EM 2).

It was a part that I was always interested and always enjoyed it, and the opportunity to take the course, met

and liked the subject, and decided to do the monitoring. For me, it was very significant because it enabled while improving nursing student, especially in the practice (EM 4).

One of the ways to acquire skills in any professional activity is to develop the exercise of doing. Once the pedagogical action does not take place in the realm of abstractions, but in its realization and this is the result of pedagogical work, the activities of preparation to teaching must meet the technical and subjective requirements of what being a teacher⁹.

The logic that "the teacher teaches, helps the student to learn," argued that the learning process involves stimulating communication, interpersonal relationships and deepening of interdisciplinary knowledge. Therefore, it is understood that, for the student to acquire skills and preparation for teaching, he needs to exercise these fundamentals, because the practice is the result of the dialectical relationship between this situation and the individual's habitus, since the habitus is a knowledge acquired through successive learning processes of products and social relationships.¹⁰

Therefore, the student acquires knowledge becoming necessary to practice the relevant activities so that he can incorporate new habitus, in this reality of academic monitoring as part of an essential tool for professional future.

♦ **The monitoring contribution in nursing education**

When participants were asked about the monitoring contribution in academic training, the students said that through this, the academic form an educator profile by the gain of technical and scientific skills, strengthening and improving the knowledge acquired in the course of their training, enabling them to act as nurses, especially in health education issues.

You create a great bond with the students. You learn a lot; you have the support of the teacher, the guidance counselor. So, it is very important as a nurse; I think the future for when you are giving talks, making wheels of conversations, making health education, you will be better able (EM 6).

Through monitoring, there is the chance to experience a bit of teaching. It will serve mainly for those who want a teaching career. It will provide a basic

experience and affirm our sure want to follow or not this career (EM 1).

It assists (monitoring) you open, learns how to enhance the content, dealing with other people. Also in professional practice, because my course was practical. So, we also followed in stages and reinforced the nursing activity practices (EM 5).

It influences the matter of much learning, you know, because, whether you like it or not, you search, you do work, you interact more with students, other teachers, and that helps a lot (EM 8).

The importance of monitoring for nursing education refers mainly to the study process and the development of educational activities among the population, as well as the stimulus for inclusion in teaching.

Study shows that its contribution to the formation of the nurse are related mainly to the role of educator that he develops in the areas where he operates, is the training of other professionals in the development of scientific studies and assistance operations in its various spaces.^{4,12}

Added to this, the exercise of monitoring is a necessary subsidy for teaching practice as the student monitor and complements their knowledge, acquire skills, ability to interact and work posture in certain situations, whether in academia or professional, that is monitoring acts as an important practice for student training to be characterized as a starter activity to teaching.¹⁴

The experience as a monitor and the guidance of teachers can enhance the interest in deepening the themes that comprise the training of nurses, considering that the act of teaching makes up the nursing work process, and covers both vocational trainings at different levels as education in health in many areas of its operations.¹²

In this perspective, we understand that the monitoring activity consists of a learning environment in the academic context collaborating in the process of training and improvement in the quality of education. Therefore, producing more qualified graduates for the labor market.

♦ The importance of monitoring for the development of activities in the field

The practice of monitoring takes place in different areas and can be in the classroom,

in the laboratory, in the library, even in the field.

While we help our colleagues, we also strengthened our knowledge, and we are studying that subject again. Moreover, in practical time in the lab, where it may be done this procedure again, hence improving as nurses. (EM 4).

As monitors, we watched the students on stage at the moment and in the nursing lab, we had just also experienced a bit of practice we often did not see the stage of time while attending the course. So, in the hospital, we saw that every day is different cases at that time, we had just experienced other practical experience (EM 9).

So, we performed the stage with the students. I also had the opportunity to practice, not only to do but to observe, monitor the patients. So, there is a very big development because you are there, not only learn in the classroom, but you develop in right field, you make the practices (EM 6).

The exercise of monitoring revealed the impact on the development of the interpersonal relationship, when the student monitor shows a better relationship with their classmates and other groups from the development of work in groups, socializing with diverse people, becoming more tolerant, respectful of differences, plurality. The relationship with teachers is also included in this item. Through monitoring, the students approach the student/teacher with a more realistic view of this performance.¹²

The monitor, as the most advanced student, collaborates with the teacher in the teaching and learning of other students, developing their learning while participating in educational activities. This practice favors a space in academic life that enables the creation of differentiated links to the university, with the knowledge and educational issues.¹⁵⁻¹³

The time for the development of monitoring activities can be planned in the classes outside the classes, or both, depending on the convenience of those involved and their purpose. The monitor is considered an agent of the teaching-learning process, able to enhance teacher-student-institution relationship.¹²

Thus, the monitoring has been a space where the academic discuss their doubts, do or redo exercises, experiments, developing their learning mediated by the student monitor.

In the importance of monitoring for carrying out field activities, some respondents reported that it subsidized more confidence by providing more experience in performing procedures bringing an optimization of the care provided.

Because from that greater knowledge and a developed skill can offer greater security to develop the procedures, which in turn are thoroughly trained, which ultimately offer a faster and more effective patient care (EM 2).

Because it carries out the activities with more security and mankind, more human. Moreover, because already acquired some experience in practice. In both be going to the students, you will also learn in practice the same, that is, you are already doing with ease (EM 3).

Acquired security does not benefit only the monitor in the assistance offer, but also in the performance of their assistance, the fact that by seeing a professional with precise attitudes and passing trust, the patient will feel more inclined to receive their care.

The student monitor process is an agent of the process of teaching and learning about the guiding teacher, from the analysis and reflection carried out on educational planning and classes taught evaluating them, these actions relevant to the role of the teacher¹⁶⁻¹⁷. Thus, the development of human potential is directly linked to the ongoing process of exchange of experiences and knowledge of which are part of students and teachers, who interceded for communicative action, raise questions, provoke research, promote discoveries and foster the creation and innovation of this knowledge.¹⁰⁻¹

Given this, the construction of knowledge in this perspective, it is through dialogue and enhancement of interpersonal relationships to achieve new positions as teacher and student attitudes on the experience of social relationships and exchange of experiences that allow new ways of thinking knowing and doing.¹⁵

CONCLUSION

This study described the understanding of the importance and contribution of the academic monitoring the training of nurses through student-monitors, allowing to reveal the importance of this activity in their formation. In the speeches of the students can be seen that to be a monitor is a unique opportunity to encourage teacher training, and an important moment to be considered for the preparation of future professionals. Moreover, the performance improvement is attributed to its formation by the student monitor due to the activity developed by them in monitoring. Once the facilitator position, the monitor operates from the perspective of the teaching function, is the collaboration in the educational planning and exposure classes, either by necessity to clarify doubts, overcoming individualism and directing the expectations of the other, it leads them to search the expansion of knowledge, prepared to support the other through their learning, resulting in autonomy and responsibility in conducting their learning project.

The role of academic monitoring encourages the development of search and critical analysis of theoretical information to be selected as a support for the monitor and the student to be guided. Thus, the preparation for the exercise of teaching, through monitoring, promotes overcoming difficulties, personal or otherwise, either with other students, either with the teacher, because of the social relationships resulting from the activity, expanding them. Thus, the relationships established during monitoring with teachers and peers, as well as being a stimulus for personal development monitor can serve as an incentive for the future exercise of teaching.

Monitoring constitutes an important tool in university education, the experiences of expansion opportunities that contribute to academic education. Given these possibilities, it becomes essential to the education of nurses, should higher education institutions, promote them and value them to add skills and nursing skills.

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