



# Journal of Nursing

Revista de Enfermagem

UFPE On Line

ISSN: 1981-8963

## CASE REPORT ARTICLE

### MONITORING IN ACADEMIC CARE BASIS FOR THE INDIVIDUAL AND THE FAMILY: AN EXPERIENCE REPORT

#### MONITORIA ACADÊMICA EM BASES PARA O CUIDAR DO INDIVÍDUO E FAMÍLIA: UM RELATO DE EXPERIÊNCIA

#### MONITORIA ACADÉMICA EN BASES PARA EL CUIDADO DEL INDIVIDUO Y LA FAMILIA: UN RELATO DE EXPERIENCIA

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#### RESUMO

**Objetivo:** relatar a experiência de monitoria na disciplina de Bases para o Cuidar do Indivíduo e da Família I e II. **Método:** estudo descritivo, tipo relato de experiência, realizado a partir da monitoria da atividade curricular na disciplina de Bases para o Cuidar do Indivíduo e da Família I e II, no segundo semestre de 2014 e no primeiro semestre de 2015, do Curso de Graduação em Enfermagem da Universidade Federal de Goiás/UFG, Regional Jataí/GO. **Resultados:** percebemos a importância de pôr em prática conhecimentos adquiridos em aulas teóricas da disciplina de Bases e da associação de conteúdos aprendidos em outras disciplinas. **Conclusão:** a atividade proporcionou uma experiência gratificante com o compartilhamento de aprendizagem; também forneceu maior interação com os acadêmicos de outros períodos do mesmo Curso e auxiliou na descoberta de competências e habilidades como futura Docente. **Descritores:** Enfermagem; Laboratórios; Educação em Enfermagem.

#### ABSTRACT

**Objective:** to report the experience of monitoring in the subject Care Basis for the Individual and the Family I and II. **Method:** a descriptive study type experience report, carried out from the monitoring of curricular activity in the subject Care Basis for the Individual and the Family I and II, in the second half of 2014 and the first half of 2015, in the Nursing Graduate Course of the Federal University of Goiás/UFG, Regional Jataí/GO. **Results:** we realized the importance of practice the knowledge acquired in lectures, both in the subjects Care Basis and content association learned in other subjects. **Conclusion:** the activity provided a rewarding experience, with the learning sharing; also provided greater interaction with scholars from other periods of the same course and helped in the discovery of skills and abilities as a future Teacher. **Descriptors:** Nursing; Laboratories; Nursing Education.

#### RESUMEN

**Objetivo:** relatar la experiencia de monitoría en la disciplina de Bases para el Cuidar del Individuo y de la Familia I y II. **Método:** estudio descriptivo, tipo relato de experiencia, realizado a partir de la monitoría de la actividad curricular en la disciplina de Bases para el Cuidar del Individuo y de la Familia I y II, en el segundo semestre de 2014 y en el primer semestre de 2015, del Curso de Graduación en Enfermería de la Universidad Federal de Goiás/UFG, Regional Jataí/GO. **Resultados:** percibimos la importancia de poner en práctica conocimientos adquiridos en aulas teóricas, tanto de la disciplina de Bases y de la asociación de contenidos aprendidos en otras disciplinas. **Conclusión:** la actividad proporcionó una experiencia gratificante, con la división de aprendizaje también, forneció mayor interacción con los académicos de otros períodos del mismo Curso y auxilió en el descubrimiento de competencias y habilidades como futura Docente. **Descritores:** Enfermería; Laboratorios; Educación en Enfermería.

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## INTRODUCTION

Monitoring is a learning space for students and requires the application of knowledge and skills in a particular group of students. Therefore, it is necessary that the student has an affinity for the subject he wants to act, which should favor their personal, academic and professional growth. Similarly, the affinity for the theme will also contribute to the monitor assist students in training quality.

Monitoring is an activity to develop skills related to teaching and also acquiring, updating and reviewing knowledge in the specific area, and contributing to the teaching-learning process of students monitored.<sup>1</sup> Also, monitoring can be considered as a facilitator for the theoretical and practical development, improving the technical skills and theoretical development, aimed at academic improvement.<sup>2</sup>

Developed by the teacher advisor, Monitoring aims to contribute a quality education to students. When the monitor has the student experience on the same subject, he is better able to understand the difficulties involving it "as showing more sensitivity to the problems and feelings that the student may face in situations like eve of assessments, readings accumulation, and work, start and end of semester, etc."<sup>3:356</sup>

Although the monitoring program frequently occurs in the school, there are few studies available in Brazil regarding this issue, especially in health. In Brazil, Law N° 9.394, of December 20, 1996, in Article 84 provides that - "the students of higher education can be availed in teaching tasks and research by the respective institutions, exercising monitoring functions, according to their income and their syllabus".<sup>4</sup>

At the institutional level, Resolution 1190 of 2013 deals with the functioning of the monitoring at the Federal University of Goiás. In this paper, we highlight some objectives of this program, such as collaboration with teachers and students in education activities; encouragement of the participation of students in teaching and learning activities; development of skills for teaching and contribution to the improvement of graduation courses.<sup>5</sup> In this way, the objective of this report is:

♦ To report monitoring experience in the subject of Care Basis for the individual and the Family I and II.

## METHOD

A descriptive study of experience report type carried out from a monitoring project of

curricular activity in the subject Care Basis for the Individual and the Family I and II of the Undergraduate Course in Nursing at the Federal University of Goiás (UFG), Regional Jataí/GO.

The experience of monitoring in the subject of Care Basis for the Individual and the Family was held in the second half of 2014 and the first half of 2015. This course is part of the curriculum of the degree course in Nursing, given in two semesters. In the 3<sup>rd</sup> period, the course has a total workload of 120 hours divided between lectures (50 hours) and practical (70 hours). In the 4<sup>th</sup> period, Care Basis of the individual and the family II has a total workload of 150 hours, divided between lectures (70 hours) and practical (80 hours). The classes took place in the nursing laboratory in the first meeting of the semester, and the other classes at a health institution in the municipality of Jataí/GO.

The quality of monitoring here reported is the paid mode, in which the student receives a scholarship to help him financially during graduation. Thus, for the student can claim the job on this monitoring, it is necessary that he has already been approved in the subject. The selection process consists of two steps: the first day, the written test is carrying out; on the second day, a practical test and interview are done. At the end of the selection, only two candidates will be approved: one that will fill the vacancy with remuneration and one for the job as a volunteer.

After classification, the distribution of schedules is performed, along with the teacher of the course, with 12 hours per week. These hours are distributed throughout the week, respecting the monitoring of academic class time divided into three days of the week.

Under any circumstances, monitoring has employment link with the university and the monitors cannot build another kind of paid scholarship at the University, except food and housing.

The teaching plan includes that the student enrolled in the course must run in the nursing lab at least four procedures of nursing techniques with a monitor supervision. At the end of the semester, the student is evaluated for the presence and implementation of procedures performed. A facilitator instrument used with students at the beginning of the course is the description of nursing technologies.

This material contains all the procedures and steps that students should develop them. A roadmap assessment procedures are part of

the description, as a checklist format. We believe that this methodology helps to strengthen the study of the students to see how they are performing the procedures in which the student can involve theoretical knowledge, develop the practical ability, confidence and security in the performance of techniques. In the time available for monitoring, the student-monitor remain in the laboratory. The scheduling could be done in advance by e-mail so that the monitors can provide care properly for everyone.

## RESULTS

While performing the monitoring, we realized the importance of practicing the knowledge acquired in lectures, both in the subject of basis care and association and previously learned content interrelationship in other subjects. We found that students require that the monitor has knowledge of the contents that were taught in the classroom. Consequently, this requires the need for a new position of the monitor or stop being only student-viewer for student-helper. Skills such as responsibility, manual dexterity, and safety to play the role assumed become required.

The number of group members to perform the monitoring ranged from two to 12 students due to the difficulty of reconciling the times with the students. It is complemented that the monitoring may occur in the classroom, laboratory, library and others. It is believed that the study environment interferes with the learning process, and there is the need for a quiet place to promote communication, expression of ideas and feelings, participation and commitment to actions to be taken.<sup>3</sup>

All monitoring meetings were held in the nursing laboratory. Monitoring related to various techniques were held, such as dressing, preparation, and administration of injectable drugs, drug administration routes, bed bath, check vital signs, nasogastric and nasoenteric survey, systematization of nursing care (SAE) among others.

## DISCUSSION

During the monitoring process, some difficulties can be seen, as the conflict between the time available for the monitors and students. The most disturbing were to reconcile the graduation activities with the monitoring carried out because the course is integral.

Several studies have reported the importance of monitoring in the teaching-learning process in different undergraduate

nursing subjects.<sup>6-8</sup> Corroborating our results, a research on the experience of monitoring by students of nursing course at the State University of Santa Catarina (UDESC ) during operation in the academic monitoring of the subjects of Nursing Care System: Semiotics and Semiology I and II, concluded that this activity allows the improvement of academic potential, knowledge and greater affinity with the handling of materials/equipment, making them agile and skilled in the practical and theoretical stages activities. To monitor the student, there was personal and professional growth, the opportunity to develop leadership together with students, by contact with the teaching, improving learning in undergraduate, specifically in the area of the fundamentals of nursing.<sup>9</sup>

We highlight another study, also conducted with nursing students in the performance of their monitoring activities in the Semiotics and Semiology subjects in a higher education institution in the city of Natal, Rio Grande do Norte. The authors concluded that through this experience the monitors were able to develop teaching, research, and extension that enabled the consolidation of diverse knowledge; also scored some factors that hindered the performance of monitoring activities, such as the inadequacy of the students on the standards of biosafety and institutional force to attend the laboratories and the lack of certain materials that could come to enrich the process of teaching and learning.<sup>10</sup>

In a report of a nursing students experience at the Federal University of Juiz de Fora (UFJF), the authors concluded that the results of participation as a monitor is acquiring greater security in carrying out the activities and high professional growth. From the establishment of the dialogic relationship between the teacher-tutor and student-monitor, there is the shared construction of knowledge that, in turn, qualifies the process of teaching and learning in nursing graduation, empowering students to be future professionals.<sup>11</sup>

Given the above, it was revealed that the monitoring could be considered as a mechanism to strengthen the teaching-learning graduation. We believe that it is also a space that allows the student to work his anxiety about the practical classes that run in health institutions. At this time, the student can simulate situations that occur in real health care environment.

We emphasize that the experience exchange process between the actors involved - monitor, student, and teacher - contributes



to the growth of all. Among the many contributions that monitoring provides, we understand that it “is a facilitating tool for the development of theoretical and practical of the student, but not materialized as the single instrument and responsible for his qualification”<sup>12:220</sup>

## CONCLUSION

The monitoring provided a rewarding experience in learning to share, both with students and with the teacher in charge of the subject. It also provided greater interaction with scholars from other periods of the same course, assisting in the discovery of skills and abilities as a future teacher and motivated me to follow this path. The monitoring could contribute to the formation of the student-monitor in his first steps toward teaching.

It is of great importance that nurses in their training process carry out extracurricular activities to the relationship between theory and practice in monitoring activities, allowing for improvement in skills required of their profession, but also to build a critical consciousness and awaken the vocation for the teaching career with the help of the tutor teacher who has so much importance in this process.<sup>11</sup>

This experience strengthened the importance of monitoring in the course of nursing and provided a relative education extra classes in learning for all involved. Similarly, it favored the development of strategies for planning and evaluation of care, communication, interpersonal relationship and critical thinking - skills needed for the training of critical and reflective nurses about their practice.

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Submission: 2016/01/22

Accepted: 2016/06/23

Publishing: 2016/08/01

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