



**USE OF ACTIVE METHODOLOGIES IN TEACHING NURSING PRACTICES**  
**USO DE METODOLOGIAS ATIVAS NO ENSINO DE PRÁTICAS DE ENFERMAGEM**  
**USO DE METODOLOGÍAS ACTIVAS EN PRÁCTICAS DE ENFERMERÍA**

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**ABSTRACT**

**Objective:** to report the experience of academic monitoring of the discipline Theoretical Basis and Practice of Nursing I. **Method:** this is a descriptive study, type experience report, conducted by a monitor of the discipline Theoretical Basis and Practice of Nursing I, of the course. Bachelor of Nursing degree. The experiment was carried out from February to June 2019. The results were presented as a report. **Results:** it is believed that the construction of didactic models was of paramount importance, as these models helped in the realization of the practical classes with the teacher and the monitor during the monitoring times. **Conclusion:** it is evident that monitoring is fundamental in the training of the academic monitor and the academic-student, emphasizing the importance that is implied in their future life as a nurse. It was contributed by the use of active methodologies, workshops and didactic models built in the monitoring, in the formation of the students, being their effective use in the academic environment; Monitoring contributes to the formation of competences and skills of future Nursing professionals, who so need theory and practice to improve their decision making, often in critical situations. **Descriptors:** Education, Nursing; Methodology; Education, Higher; Nursing; Laboratory Experiment; Learning.

**RESUMO**

**Objetivo:** relatar a experiência da monitoria acadêmica da disciplina Bases Teóricas e Práticas da Enfermagem I. **Método:** trata-se de um estudo descritivo, tipo relato de experiência, realizado por um monitor da disciplina de Bases Teóricas e Práticas da Enfermagem I, do curso de bacharelado em Enfermagem. Realizou-se a experiência durante os meses de fevereiro a junho de 2019. Apresentaram-se os resultados em forma de relato. **Resultados:** acredita-se que a construção dos modelos didáticos foi de suma importância, pois tais modelos ajudaram na realização das aulas práticas com a docente e com o monitor nos horários de monitoria. **Conclusão:** evidencia-se que a monitoria é fundamental na formação do acadêmico-monitor e do acadêmico-aluno, ressaltando a importância que se implica na sua futura vida como enfermeiro. Contribuiu-se, pelo uso das metodologias ativas, das oficinas e dos modelos didáticos construídos na monitoria, na formação dos discentes, sendo eficaz seu uso no ambiente acadêmico; a monitoria contribui na formação de competências e habilidades dos futuros profissionais de Enfermagem, que tanto precisam da aproximação entre teoria e prática para o aperfeiçoamento de suas tomadas de decisões, muitas vezes, em situações críticas. **Descritores:** Educação em Enfermagem; Metodologia; Ensino Superior; Enfermagem; Experiências Laboratoriais; Aprendizagem.

**RESUMEN**

**Objetivo:** informar la experiencia de monitoreo académico de la asignatura Bases Teóricas y Prácticas de Enfermería I. **Método:** se trata de un estudio descriptivo, tipo informe de experiencia, realizado por un monitor de la asignatura Bases Teóricas y Prácticas de Enfermería I, del curso de licenciatura en Enfermería. El experimento se llevó a cabo de febrero a junio de 2019. Los resultados se presentaron como un informe. **Resultados:** se cree que la construcción de modelos didáticos fue de suma importancia, ya que estos modelos ayudaron en la realización de las clases prácticas con el maestro y el monitor durante los tiempos de monitoreo. **Conclusión:** es evidente que el monitoreo es fundamental en la capacitación del monitor académico y del académico-alumno, enfatizando la importancia que implica en su vida futura como enfermero. Fue aportado por el uso de metodologías activas, talleres y modelos didáticos construídos en el monitoreo, en la formación de los estudiantes, siendo su uso efectivo en el entorno académico; el monitoreo contribuye a la formación de competencias y habilidades de los futuros profesionales de Enfermería, que necesitan teoría y práctica para mejorar su toma de decisiones, a menudo en situaciones críticas. **Descriptores:** Educación en Enfermería; Metodología; Educación Superior; Enfermería; Experimento de Laboratorio; Aprendizaje.

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## INTRODUCTION

In Brazil, the academic monitoring is supported by Law No. 9,394, of December 20, 1996, which establishes the guidelines and bases of national education, stipulating, in Article 84, that: "Higher education students may be used teaching and research tasks by the respective institutions, performing monitoring functions according to their performance and study plan".<sup>1</sup> Monitoring is known to be a learning space for academics and requires the application of knowledge and skills to a certain group of students. Therefore, it is necessary that the student has affinity for the discipline in which he is willing to act, which should favor his personal, academic and professional growth.<sup>2</sup> It is added that another space that could increase the ability and knowledge of the academic monitor would be that the HEIs had programs that would put the academic monitors in clinics under supervision, as this would enable an experience that would enrich the transmission of the content acquired by the monitor to the other academics.<sup>3</sup> It is cautioned, however, that providing access to students from disadvantaged backgrounds without the necessary support is not an opportunity for such students, as many of them are unable to complete their studies because they lack academic, social, financial and personal support.<sup>4</sup>

In the context of this training, it becomes especially relevant academic tutoring, understood here as an educational support tool through which the student-tutor and the supported student have the opportunity to deepen knowledge, strengthen theoretical and practical skills and clarify doubts, solving the inherent weaknesses for an area of knowledge.<sup>5</sup> In the monitoring of the discipline Theoretical Bases and Practices of Nursing I, inserted in the Bachelor of Nursing course, much student experience is required, as it is the basis of the technical-scientific contents and methods to provide nursing care.

Nursing care is based on the profession's own knowledge and on the human, social and applied sciences and is performed by professionals in the social and daily practice of assisting, managing, teaching, educating and researching. Nursing is committed to the production and management of care provided in different socio-environmental and cultural contexts in response to the needs of the person, family and community.<sup>6</sup> The use of active methodologies, such as the TBL (Team-Based Learning), workshops and didactic models built during the monitoring, as a way to satisfy students' learning, is concretized here.

Active methodologies bring many advantages, including student satisfaction and motivation provided by this strategy (even when the subject was not considered as interesting to them),

student accountability for prior preparation, student involvement throughout the class, enhancing effective interpersonal communication and critical individual and team thinking for decision making, promoting metacognition, and forming communities of practice.<sup>7</sup>

The challenge is to deliver a curriculum in which students can thrive to create an environment that fosters confidence and growth, an environment that respects individuality and diversity, an environment where students learn to hear their own voices and truly understand themselves and their place in the world around them.<sup>8</sup>

## OBJECTIVE

- To report the experience of academic monitoring of the discipline Theoretical Bases and Practices of Nursing I.

## METHOD

It is a descriptive study, of experience report type, conducted by a monitor of the discipline of Theoretical Bases and Practices of Nursing I, of the baccalaureate course in Nursing, of the Regional College of Bahia - UNIRB - Arapiraca Unit, Alagoas, Northeast Brazil.

In order to participate in the monitoring, the academic had to go through a selection process promoted by the Higher Education Institution (HEI), through the voluntary monitoring program, consisting of two phases:

1st phase: theoretical test was applied (grade from zero to ten points, with seven being the minimum grade to qualify for 2nd phase); the second phase consisted of the assignment of the grade of the subject in the transcript, for which the student competed for monitoring, with the average of the sum of the two phases as the final result. The experiment was carried out from February to June 2019, with a workload of eight hours per week divided into two days, and the activities were performed at the institution's Semiology and Semitechnical Laboratory, under the supervision of the advisor and with the implementation. weekly seminars and the resumption of practical concepts on the respective theme of the class.

Monitoring was directed to students of the 2nd and 3rd periods of Nursing duly enrolled in the discipline, which were approached scientific methods and techniques, using active methodologies such as TBL (Team-Based Learning) and workshops with application of theoretical and practical knowledge during the lecture of the teacher, as well as instruments and materials that, together, promoted the team and individual development of students, strengthening learning in the classroom, the laboratory and at home. We used models that simulated gloved peripheral

venous access, similar to those previously produced9 (Figure 1).



Figure 1. Didactic model to simulate peripheral venous access. Arapiraca (AL), Brazil, 2019.

The deltoid muscle (Figure 2), the muscles of the back-gluteal and ventro-gluteal region (Figure 3) were constructed with VAS, which consists of an

artisanal mass modeled from one muscle until it is similar.



Figure 2. Didactic model of deltoid muscle. Arapiraca (AL), Brazil, 2019.



Figure 3. Didactic models of the gluteus maximus, middle and minimum muscles. Arapiraca (AL), Brazil, 2019.

## RESULTS

It is described that, throughout the monitoring, the relationship between theory and practice went together, allowing students a unique experience: putting into practice all the knowledge acquired in the classroom. It is noted that the meetings that took place at the UNIRB-Arapiraca Semiotics and Semiotecnology Laboratory were, for the student-monitor, a favorable environment for transmitting the discipline's techniques to the supported academics.

For example, pressure measurement techniques, physical examination, calculations and medication administration, peripheral venipuncture, dressings, bed bath, among many other techniques were taught. To facilitate students' learning in the classroom, active methodologies such as Team-Based Learning (TBL) and workshops were used to increase student participation, individually and in groups, as well as teaching materials built during simulated body parts, such as hands made from latex gloves, for peripheral venipuncture, and muscles of the ventro-gluteal and back-gluteal region, made from VAS mass, to simulate the administration of medicines, allowing students a reality of what the technique would be like, since these materials proved to be quite realistic for the applicability of the techniques. Learning encompasses the growth and development of the whole person, covering at least four major areas: knowledge; affective-emotional; skills and attitudes and values.

This learning model involves the student as a person, valuing their ideas, feelings, values, culture, society and personal experiences.<sup>10</sup> It is pointed out that the didactic models were quite flexible in their application; This means that the dimensions can be directed to different audiences who have lived, have lived or will still experience the teaching experience. It is inferred that the experience time and the different experiences

lead to the composition of the models in a remarkably different way.<sup>11</sup>

It is believed that the construction of the didactic models was of paramount importance, as these models helped in the realization of the practical classes with the teacher and the monitor during the monitoring times. It is understood that the moments with the students were very important to get an idea of what the teaching career is like. The interrelationship obtained in monitoring was used for the exchange of knowledge between both sides, as monitoring also serves as a way of fixing the knowledge obtained and gaining future professional visibility.

## DISCUSSION

The academic monitoring of Theoretical Bases and Practices of Nursing I was shown to be fundamental in the development of the student monitor. Through the experience gained, the monitor in the teaching practice was stimulated, being one of the factors that contribute the most in its formation. Among the contributions of the monitoring activity are the correct orientation of the techniques; doubts answered; past knowledge; memorization of the names of practice materials; the experience gained in teaching by the academic monitor, among others that contributed to the scientific growth of students.

Through the use of Team-Based Learning (TBL), the students approached the taught contents, standing out as an effective and useful tool. Through this methodology, students were made to make previous readings, which ensured greater absorption of content. Didactic materials built to be used for peripheral venipuncture and medication administration by students were widely used, being an indispensable tool in the laboratory.

Students could be trained enough to gain skill with the use of syringes, scalp and jelco, serving



as a viable alternative for their low cost as they were made with materials accessible to all audiences. The workshops provided students with a dynamic that emphasizes the importance of group work, creativity and in-depth reading of the themes as a way to master the subject in question, being shared with the other groups in the classroom. It is clear that such a method can and should continue to be used in academic activities.

## CONCLUSION

It is evident that monitoring is fundamental in the formation of the academic monitor and the student-student, emphasizing the importance that is implied in their future life as a nurse. Through the use of active methodologies, workshops and didactic models built in monitoring, it was contributed to the training of students, being effective their use in the academic environment.

They became the meetings between teacher and monitor in the planning of very important weekly activities in the teaching and learning process, as past experience facilitated the transfer of the content to the students. It is known that, in view of the experience obtained, monitoring is a relevant teaching tool in higher education institutions, especially those in the Health area, as it contributes to the formation of competences and skills of future Nursing professionals, who so need approach theory and practice to improve decision-making, often in critical situation.

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