CONTRIBUTIONS OF SEMIOLOGY AND SEMIOTECHNICAL MONITORING II FOR NURSING TRAINING: AN EXPERIENCE REPORT

CONTRIBUIÇÕES DA MONITORIA DE SEMIOLOGIA E SEMIOTÉCNICA II PARA FORMAÇÃO EM ENFERMAGEM: UM RELATO DE EXPERIÊNCIA

CONTRIBUCIONES DE LA SEMIOLOGÍA Y SEMIOTÉCNICA II SEGUIMIENTO PARA LA FORMACIÓN EN ENFERMERÍA: INFORME DE EXPERIENCIA

Altamiro Tributino de Lira Neto\superscript{10}, Jackelyne Oliveira Costa Tenorio\superscript{10}

ABSTRACT

Objective: To report the experience lived during the monitoring of the discipline of Semiology and Semitechnics II, so that this activity will be more valued and disseminated by the components of higher education. Method: this is a descriptive study, based on experience reports along with theoretical-practical activities developed during the monitoring of the discipline of Semiology and Semitechnics II, which were carried out in a higher education institution in Alagoas, from 2018 to 2019. Results: monitoring provided the monitor student with personal and academic growth, favoring the development of skills in the field of teaching, leadership, communication and problem solving, as well as practical improvement and broadening the perspective on the different processes in addition to strengthening interpersonal relationships during the process. Final considerations: the experience in the monitoring program strengthens the teaching-learning process, expanding the knowledge and skills acquired by the student monitor, obtaining a positive gain in their academic trajectory and in the provision of care in the future.

Descriptors: Education; Monitoring; Semiology; Nursing.

RESUMO

Objetivo: Relatar a experiência vivenciada durante a monitoria da disciplina de Semiology e Semiotécnica II, para que essa atividade venha a ser mais valorizada e divulgada pelos componentes
Objetivo: Dar a conocer la experiencia vivida durante el seguimiento de la disciplina de Semiología y Semiotecnía II, para que esta actividad sea más valorada y difundida por los componentes de la educación superior. Método: se trata de un estudio descriptivo, basado en relatos de experiencia junto con actividades teóricas y prácticas desarrolladas durante el seguimiento de la disciplina de Semiología y Semiotecnía II, que se llevaron a cabo en una institución de educación superior en Alagoas, de 2018 a 2019. Resultados: el seguimiento proporcionó al alumno monitor un crecimiento personal y académico, favoreciendo el desarrollo de habilidades en el campo de la docencia, el liderazgo, la comunicación y la resolución de problemas, así como la mejora práctica y la ampliación de la perspectiva sobre los diferentes procesos además de fortalecer las relaciones interpersonales durante el proceso. Consideraciones finales: la experiencia en el programa de seguimiento fortalece el proceso de enseñanza-aprendizaje, ampliando los conocimientos y habilidades adquiridos por el alumno monitor, obteniendo una ganancia positiva en su trayectoria académica y en la prestación de cuidados en el futuro.

Descritos: Educación; Vigilancia; Semiología; Enfermería.

Nursing undergraduate at Tiradentes University Center - UNIT/AL1@https://orcid.org/0000-0003-4753-3114
Master's student at the Euro-Atlântico-Portugal University Institute2@https://orcid.org/0000-0002-0788-0552
INTRODUCTION

The academic monitoring program is offered by IES - Higher education institutions and technical level institutions, with the objective of integrating teaching with teaching practice, placing the student "student-monitor" in the role of mediator in the teaching and learning process, providing a vast experience still in the academy, making it deepen the level of knowledge in the discipline and promoting interaction between students.¹

Governed by Federal Law No. 9,346/1996, monitoring allows monitor students to be introduced to teaching during their graduation period. According to its Art. 84, students are included in teaching and research actions, exercising academic monitoring according to their educational performance. As well as each institution has its norms about the monitoring program, soon the way each one selects, applies and develops its activities becomes individual.²

The monitoring experience becomes "valued" in the academic environment, and makes the monitor student a reference in the academic environment, since he is directly connected to students and teachers, answering doubts, sharing knowledge and in constant exchange of knowledge, always in contact with both sides, understanding the wishes and interests of the students themselves and trying to minimize them by sharing them.³

Paulo Freire states that “there is no teaching without a student, those who teach learn by teaching, and those who learn teach by learning”. Therefore, the teaching-learning process can be described as an exchange, in which, through the interaction between teachers and students, learning is built, thus breaking the unilateral traditionalism that still exists, in which only the teacher was the bearer of all knowledge, therefore the monitoring it becomes a means of strengthening this process.⁴

The current report arises from the interest in sharing the positive experience of the monitor student with a focus on the discipline of Semiology and Semiootechnics II, which is the discipline that aims to investigate the signs and symptoms presented by the patient/user, guided by anamnesis and physical examination. It also refers to the study and construction of procedural skills necessary for comprehensive care to the user, since teaching and study permeate other areas of knowledge and complement each other for clinical practice.⁵

Thus, given the above, it is questioned how the experience lived during the monitoring program with the discipline of Semiology and Semiootechnics II contributes to professional training in nursing and in the interpersonal relationships established throughout the process.
OBJECTIVE

Report the experience lived during the monitoring of the discipline of Semiology and Semiotecnhics II, so that this activity will be more valued and disseminated by the components of higher education.

METHOD

Descriptive study, based on experience reports about the monitoring of the Semiology and Semiotecnhics II discipline, during the practical activities of the Bachelor's Degree in Nursing at Tiradentes University center - UNIT/AL. The present study is based on the experiences that took place during the monitoring classes. The theoretical-practical activities were developed in the laboratory of nursing practices at the Tiradentes University Center - UNIT/AL in the city of Maceió-AL, Brazil, in the period between March 2018 and March 2019.

The monitor students were selected from the notice linked to the rectory and pro-rector's office for the institution's extension, entitled Voluntary Monitoring Notice No. 01/2018, going through five stages: a) enrollment, b) theoretical test, c) practical test, d) curriculum analysis, e) interview. The selection process took place at the institution itself, with a total of 32 applicants, with only four (4) students being selected at the end, for the evaluations, the selection process had the help of three (3) professors from the field of knowledge.

The discipline of Semiology and Semiotecnhics II is part of the mandatory curriculum of the undergraduate nursing course, and is allocated to the 4th period, having its theoretical-practical development totaling 120 hours. With 40 hours directed to expository activities and dialogues in the classroom and 80 hours directed to practice in the nursing laboratory and emergency care units in Maceió-AL. The focus of the discipline is the physical examination and nursing procedures for the patient in general.

The class is composed of about sixty students, depending on the institution's demand, in the theoretical part they are all together with the allocated professor, in the practical part it is subdivided into groups of up to five students plus one professor, the two parts of the discipline occur simultaneously. In the case of monitoring, those interested make an appointment in advance on the days made available by the monitors, the groups for practical study are composed of up to ten students plus the available monitor.

The methodological instrument used in the theoretical classes were dialogued expository classes, videos, dynamics, resolution of clinical cases, elaboration of evolutions and nursing records, seminars and the role-play methodology. The practical part of the course is taught initially in the laboratory and later in the health units. The development of procedural skills begins in nursing
laboratories, a theorization about the practice is taught, soon after the practical activity is developed, in the health units, the student is responsible for providing care to the individual, always accompanied by the allocated teacher.

The student monitor of the discipline fulfilled a weekly workload of eight hours for one year, exercised his role monitoring, guiding and encouraging the development of the discipline's work, guiding students in the correct handling and use of materials available in the laboratory, monitoring and guiding groups of theoretical and practical studies related to the discipline, preparing and organizing didactic and/or audiovisual material for classes, developing and teaching mini courses and presentations during academic events. All activities performed by the monitor student were directly supervised by the professor responsible for monitoring.

**RESULTS AND DISCUSSION**

During the monitoring period, the entire experience proved to be important in the trajectory of the student monitor. The beginning of monitoring took place from an inaugural class, promoting the presentation of its format, with the interaction of student monitors and the responsible teacher. In the nursing practices laboratory itself, there was a moment of initiation of the new phase, full of expectations and discoveries that drive even more the search for knowledge and updates in the field of action.

The entire process began with a moment of exchange, establishing important interpersonal connections that provided greater fluidity in the entire teaching-learning process during monitoring. Relationships that transcend beyond students and teachers, also reaching laboratory technicians and other professionals indirectly inserted into the laboratory, offering the student monitor an additional look at other work processes that permeate the focus of monitoring, with an additional gain in knowledge.

In addition to a broader view of the different work processes and how they complement each other, increasing your networking can bring future benefits, the visibility that the monitor student has is a great opportunity to leave a good impression, since he is in constant contact with several professors, students, laboratory support professionals and maintains frequent communication with the coordination of their course and extension of the institution, since one of their future employers may be there or seek information from these professionals.

So, the monitoring program in general provides the student monitor with the possibility of improving their skills, thus achieving a better academic potential, contributing to a greater range of
security and accuracy, thus awakening stimuli for fields such as teaching, communication, leadership, coping with problems, among other essential aspects of the profession.6

The leadership role is constantly explored by monitoring. The monitor student is responsible for guiding other students during the practical learning process in the laboratory, guides and supervises theoretical and practical study groups, organizes and delivers mini courses that need organization and preparation, further exploring this aspect, aimed at taking decisions, proactivity, leadership and problem solving, preparing the monitor student so that in the future, when he possibly encounters similar moments, he can deal more easily with situations, as he has already experienced something similar.7

The insertion of the student monitor in the field of teaching is even more present, even during graduation, it awakens interest not only in welfare practice, but also in teaching, providing a broader look at their profession and the various interfaces of action that it offers. In addition to making him acquire a broader knowledge, since he is in constant deepening of theoretical and practical contents, he soon finds himself in the position of knowledge conductor.8

In addition to the teaching experience during monitoring, which generates stimuli for the exercise of teaching in health, interpersonal relationships become more solid, and the teaching-learning process is made in a more effective and active way, so the monitor student is more connected and at ease with other students and teachers, making this whole process flow in a lighter and more pleasant way. Since all this makes him better develop his communication skills, know how to express himself better didactically, get a better body posture in front of others and be able to develop faster clinical reasoning.9,10

During the entire period of the monitoring program, the growth of the monitor student was notorious, the improvement in their way of expressing themselves, the way of communicating, the fluidity in carrying out procedures, the resourcefulness to solve clinical problems during the monitoring, the way leadership and problem solving. Implications arising from monitoring that will reflect positively on the quality of nursing care provided by this future professional nurse.

Thus, students gain greater confidence and practical skill for when the moment of contact with the patient arrives, and that these methods are implemented in a lighter and more dynamic way, with dexterity and agility, bringing safety to the patient.10

CONCLUSION

The monitoring program in the Semiology and Semitechnics II discipline represented a positive gain for the monitor student, providing the expansion of their knowledge, their technical and
scientific skills, and their communication potential, based on the assumption of the act of exchange of knowledge among the students and teachers themselves throughout the process. Thus contributing to their professional training, from the point of view of deconstruction of verticalized practice, since the entire teaching-learning process takes place in a shared way.

The present study highlights the contributions and importance of the monitoring program in the academic trajectory of the monitor student, showing how positive the program is during the student’s passage through the academy, and it is pertinent that there is a greater incentive for the monitoring experience, both for the student and student monitor, as in universities, in undergraduate courses, and especially in nursing education. Thus, the current report becomes relevant through the results presented and the similarities of conclusions with other studies already published, which reinforces the reasoning of the report in question.

CONTRIBUTIONS

We inform that all authors contributed equally in the design of the research project, data collection, analysis and discussion, as well as in the writing and critical review of the content with intellectual contribution and in the approval of the final version of the study.

CONFLICTS OF INTERESTS

Nothing to declare.

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Correspondence

E-mail: Altamiro.tributino@souunit.com.br

Submission: 08/16/2020
Accepted: 09/03/2021

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