RESUMO
Objetivo: relatar a experiência de estágio à docência do Mestrado Acadêmico em Ciências do Cuidado em Saúde da Universidade Federal Fluminense. Método: estudo descritivo, do tipo relato de experiência, desenvolvido junto a acadêmicos do 4º período do Curso de Enfermagem durante o ensino teórico-prático da disciplina de Fundamentos de Enfermagem I, acerca da utilização de jogos educativos de perguntas e respostas com vistas ao aprimoramento técnico-científico das temáticas medicinação e vacinação. Resultados: houve a melhora do desempenho acadêmico frente às temáticas abordadas. Conclusão: os jogos favoreceram a aprendizagem dos temas abordados, proporcionam dinâmica aos conteúdos antes vistos como meramente de memorização e o estudo deixa de ser visto como uma obrigação, mas agradável. Descritores: Conduta do Tratamento Medicamentoso; Vacinação; Materiais de Ensino; Enfermagem.

ABSTRACT
Objective: reporting the internship experience to teaching of the Academic Masters of Science of Care in Health, Fluminense Federal University. Method: a descriptive study, of the type experience report, developed with academics from the 4th period of Nursing during the theoretical and practical teaching of the discipline of Nursing Fundamentals I, about the use of educational games of questions and answers with a view to technical-scientific improvement of thematics medication and vaccination. Results: there was an improvement of the academic performance across the subjects addressed. Conclusion: the games favored the learning of the subjects covered, provide dynamic content to once seen as merely memorization and study longer seen as an obligation, but nice. Descriptors: Medication Therapy; Vaccination; Teaching Materials; Nursing.

RESUMEN
Objetivo: presentar la experiencia de prácticas para la enseñanza de la Maestría Académica de Ciencias de la Atención en Salud, Universidad Federal Fluminense. Método: estudio descriptivo, de tipo informe de la experiencia, desarrollado con académicos del cuarto periodo de Enfermería durante la enseñanza teórica y práctica de la disciplina de Fundamentos de Enfermería I, en la utilización de juegos educativos de preguntas y respuestas con miras a la mejora técnica-científica de las temáticas medicación y vacunación. Resultados: hubo la mejorad el rendimiento académico frente a los temas abordados. Conclusión: los juegos favorecen el aprendizaje de los temas tratados, proporcionan contenido dinámico a una vez visto como una mera memorización y el estudio ya no es visto como una obligación, pero agradable. Descriptores: Terapia medicamentosa; Vacunación; Materiales de enseñanza; Enfermería.

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INTRODUCTION

The administration of medication is shown as one of the activities those require greater responsibility of the nursing staff. According to Law n.7.498, of July 25th, 1986, which provides for the regulation of nursing practice is private to nurses participate in the “planning, implementation and evaluation of health care plans”, being in these activities the preparation and administration of medications. Still regarding the code of ethics and legislation of nursing professionals, the COFEN Resolution n. 311 of February 8th, 2007, shows aspects that guide professionals involved in the preparation and management of drugs and vaccine.

The nurse should perform administration of medications primarily venous so carefully, since the inadequate preparation and administration expected can cause side effects, and in many cases tend to be severe and even fatal. It is important for professionals to administer a drug be aware of drug interactions, because the mixture of drugs is a determinant factor of interaction. Studies indicate that nursing technicians prepare and administer prescribed medications without regard to the dosage form, dosage and possible interactions with other drugs.

The application of vaccines is also an extremely important and extremely procedure performed within the practice of nursing, especially for professionals working in the Basic Health Units, but it is clear that although there professionals working for years in the vaccination room, they do not receive specific training to work with immunobiological. Introduced training to handle and apply immunobiological is fundamental to the nursing profession, particularly for those working in this role, because when you make the immunization, the nursing professional makes use of the procedure consists in inoculating an antigen in the bloodstream aimed at producing specific antibodies against infectious disease.

Care focused on administering vaccines require as much as in the administration of technical, scientific, ethical and legal responsibility for drugs that their development takes place safely, without promoting malpractice, negligence or recklessness on the part of the professionals involved with the client.

The most common questions about the theme medication administration are facing generic or brand names as well as the similarity they have names, prescription and administration. Thus, it is necessary that future nursing professionals have dominion over the issues at stake so that the factor of doubt for nursing assistants and technicians arise, he is able to remedy.

With regard to questions related to the immunization program, we can point out the adverse effects, the efficacy and vaccination schedules adopted, especially in individuals who have not followed properly or need to perform the schema update vaccinal. Upon the foregoing, it is imperative that nursing professionals to appropriate the necessary preparation and administration of drugs and biopharmaceuticals thereby promoting patient safety, and therefore technical and scientific knowledge, this justification and relevance of this experience report.

OBJECTIVE

- Reporting the internship experience to teaching the Academic Master of Science of Care in Health, Fluminense Federal University.

METHOD

This is a descriptive study of a reporting experience, about the performance as a graduate student at the nursing students of the 4th period of Nursing, Fluminense Federal University, during the implementation of the educational strategy of educational games of questions and answers on the issues medication and vaccination.

The strategy was implemented in a group of 28 students entered into the theoretical and practical teaching of the discipline of Nursing Fundamentals I, in the period from November to December 2013, and was based on the elaboration of cards containing questions and three choices of answers on the issues mentioned.

The game that addressed the issue of vaccination was called “Vaccine Show” and, which had as focus of approach Medication, is known as “Who am I?” Since the end of the tips the participant should know about what medication was being questioned.

For the development of the educational games were used as a data source the following materials: Vaccination Standards Manual; Manual of procedures for Vaccination and the Dictionary of Drug Administration in Nursing.

THE EXPERIENCE

Scholars of the 4th period of Nursing, Fluminense Federal University have various fields of theoretical work where practical during the semester. One of these fields is a
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At the end of this experiment were identified as insertion of dynamic games in college favors the teaching-learning process. The playful tends to keep students motivated and provided an immediate result in theoretical and practical activity.

The limitation found in the course of the activities was the lack of prior knowledge by the students of questions inserted in the game. The absence of this knowledge is the result of the lack of independent studies classes taught soon after, this deficit must be detected and the search for knowledge stimulated because the professional category in question needs to present pharmacological knowledge 11 and on biopharmaceuticals that are specific weapons against diseases.

The results envisioned by the strategy of the games was increased incentive to attend the proposed activities, interest in the issues addressed, improved interaction with peers, good results in evaluations proposals for discipline when referring to a theme of the game and excellent performance in fields of work, administering medications and vaccinations.

We conclude that games favored the learning of the topics addressed, to bring dynamic content before seen merely memorizing and studying is seen not as an obligation, but nice.

REFERENCES

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