

Contribution of academic monitoring to the teaching-learning process: Experience report of monitors in the discipline Nursing Care in Emergency and Trauma

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Abstract— *Objective: To report the experience of monitors of the discipline Nursing Care in Emergency and Trauma in the performance of their academic activities, from August to December 2019. Method: Experience report presenting the experiences of the monitors of the Nursing course at UNAMA (University of the Amazon), Belém, State of Pará, Brazil, on the dynamics developed in the teaching-learning process in the discipline Nursing Care in Emergency and Trauma, taught in the 7th semester of the undergraduate nursing course, in the period referring to the second semester of 2019. Result: During the monitoring experience, activities were carried out in the realistic simulation laboratory, as well as in the classroom, with the purpose of reinforcing the contents of the curricular component, as well as clarifying possible doubts from students about the health care process addressed in classroom by the professor. It is considered that the relevance of academic monitoring in higher education goes beyond the acquisition of a curricular title; because in addition to fostering an*

intellectual gain in the teaching-learning process, it contributes substantially to the knowledge of the monitored students and, especially, in the relationship between the tutor and the monitor student, significantly favoring the exchange of knowledge. Conclusion: The monitoring contributed to promote the capacity of the monitors in terms of concentration, argumentation and mastery over the group. We emphasize the importance of preparing studies and research carried out and exchanging knowledge that contribute to the intellectual, emotional and social empowerment of student monitors, thus revealing new professional perspectives, with security, competence and skills for a qualitative action in the health teaching process.

Keywords— Mentors. Learning. Education, Nursing.

I. INTRODUCTION

Academic monitoring, governed by Federal Law no. 5.540 / 1968, allows students to act as moderators in the teaching-learning process and to participate in the organization and planning of pedagogical strategies together with teachers. This experience provides an introduction to the teaching context and, in addition, allows the monitor stimuli to improve technical skills and competences, interpersonal and intrapersonal relationships and leadership skills⁽¹⁾.

The academic monitoring program was introduced with the aim of adding values and learning to all academic practices since November 28, 1968, which provides the stimulus for performance and proactivity in the discipline sought, allowing some benefits for the academic, such as: scholarship, tuition discounts if it is linked to a private Higher Education Institution (HEI), among other benefits⁽²⁾. Furthermore, monitoring provides remarkable learning and significant professional training to the health demands that emerge from the population, as well as allowing students to enter the context of educational and leadership practices in favor of their preparation for professional practice⁽³⁾.

The educational practices introduced in the monitoring program of the Nursing Course provide knowledge and health promotion for the entire community, as they are extension practices of a university character that provide feedback, both for other academics and for the teacher responsible for discipline⁽⁴⁾.

Although this teaching-learning strategy is relevantly common in universities, there are still few studies that address the theme.

In the meantime, the guiding teachers conceive of monitoring as a modality that needs systematic coordination in person or at a distance (via e-mail) and supervision, to better prepare the monitors in the administration and promote assistance to other students, representing a strategy of investment in dynamic and co-participative learning⁽⁵⁾.

Monitoring allows the student to live experiences and awaken to being a teacher, as it helps in the teaching-learning process and helps to strengthen the academic trajectory of colleagues in the acquisition of skills, solidification of theoretical and practical knowledge and incentive to search for new knowledge scientific⁽⁶⁾.

In research on the role of monitoring in the development of academic training, it was shown that 88.6% of students improved their performance with group work, 74.14% developed new teaching methods, 40% developed the habit of reading and 68% declared improvements in posture in seminar presentations⁽⁷⁾.

In this understanding, the student, in the role of monitor in collaboration with the teacher, performs a fundamental activity, in addition to performing his duties in the classroom and laboratories, other related activities, which include teaching, research and extension, corroborating for meaningful learning and strengthening the academic community⁽⁸⁾.

The discipline Nursing Care in Emergency and Trauma has an extensive course, requiring the monitor and teacher to adopt active teaching methodologies aimed at critical formation, creative and reflective, carried out through practical classes, in which one can simulate situations of real care, allowing familiarity with the necessary materials and equipment, techniques and the correct sequence of care, through simulations, dramatizations and repetitions of procedures⁽⁹⁾.

In this conception, the study proposes to expose the contributions of academic monitoring of the discipline of Nursing Care in Emergency and Trauma, for the teaching-learning process in the training of professional nurses. The experience report is understood as an experience, which goes beyond a mere summary description about some activity, because when reading it, it is possible to know more accurately the experience described. It also makes it possible, from a theoretical point of view, to compare it with other similar experiences, allowing for greater reflection on the theme addressed.

Thus, the realization of this study is justified by enabling greater discussion and expansion of new studies on the subject, in addition to providing subsidies for the development of future research that focuses on the theme. Thus, the objective of this study was to report the experience of monitors of the discipline Nursing Care in Emergency and Trauma in the performance of their academic activities, from August to December 2019.

II. METHOD

Experience report about the experiences of the monitors of the Bachelor of UNAMA (University of the Amazon), Belém, State of Pará, Brazil, about the dynamics developed in the teaching-learning process in the discipline Nursing Care in Emergency and Trauma, from August to December 2019.

The descriptive method was used. Therefore, a critical analysis of the activities developed during the period subscribed with the monitors of the discipline and the reports developed at the end of the academic semester was carried out.

The discipline of Emergency Nursing Care and Trauma is a mandatory curricular component of the undergraduate nursing course, being taken in the seventh academic period of this HEI Theoretical-practical, with a total workload of 80 hours.

The monitoring activities were developed by students who had already taken the course. In addition, students were approved in an internal selection process instituted in the first semester, with entry in the second semester of 2019, through the request of the professor in charge of the discipline, of the academic board of UNAMA in agreement with the coordination of the Nursing Course.

The selection process consisted of a written test, an interview with the judging committee, chaired by the professor responsible for the discipline and an analysis of the candidates' academic performance. In this process, three monitors were selected, one with a scholarship and two volunteers, who were subsequently distributed in the three shifts.

The monitoring activities were developed both in the classroom and in the realistic simulation laboratory, where there was an opportunity to develop competencies and skills in the preparation of the activity plan, when exercising with students, clarifying doubts about the subjects taught or remembering the practical maneuvers developed in the previous semesters, aligned with the curriculum design, always under the supervision of the teacher responsible for the discipline.

The monitors fulfilled a mandatory workload of 20 hours per week in accordance with the selection notice, 12 hours of which are intended for attending the student in the monitoring room or in the realistic simulation laboratory, 4 hours for the study of the discipline and 4 hours for academic production. The times were distributed to the 3 monitors throughout the week, in the morning, afternoon and night shifts.

III. RESULTS AND DISCUSSION

The activities carried out by the monitors, range from class follow-up, activities, guidance, clarification of students doubts, and because it is a discipline that includes practical workload with curricular internships at the hospital level, there was also a need to carry practical laboratory classes, so that students have the opportunity to carry out and review the procedures related to the discipline.

The proposal to combine the activities inherent to teaching, participation in the removal of doubts after classes and active participation during theoretical and practical classes simulated in the laboratory, emerged from several moments of debate between the teachers responsible for the discipline, aiming to combine items fundamental for the training of the future nurse.

From the survey of the needs of the class, the monitor scheduled a meeting with the teacher responsible for the discipline, aiming to define the dynamics of the class, as well as deciding exactly how the monitor's collaboration would be in the teaching-learning process. At the time, the monitors were guided by the teacher as to the aspects inherent to the didactic behavior and the theoretical-practical contents to be taught.

In this perspective, the monitoring contributed to the academic scope self-sufficiency with regard to decision-making, related to the act of giving discipline reviews, indication of materials for reading and carrying out simulated activity in the laboratory, in favor of active and qualitative learning, both in the classroom, and for professional and personal life, allowing better interpersonal relationships between students and monitors, teachers and the university, solidifying learning⁽¹⁰⁾, because even though certain disciplines present a certain degree of difficulty, the monitor collaborates with building knowledge, expanding training, cooperating to incorporate attitudes that facilitate the learning of skills, attitudes and competences⁽¹¹⁾.

In the meantime, monitoring is recognized as a pedagogical strategy of great scope and relevance, which enables the intellectual improvement of the monitors with

regard to the acquisition of skills related to teaching, raising reflections and strengthening the training of health professionals from an understanding teaching that values the construction of knowledge from the perspective of more critical and reflective thoughts⁽¹²⁾.

The monitoring program is an essential component of the teaching process. Such activity contributes to the training of health professionals in line with the sociopolitical assumptions of the current health system, in Brazil the Unified Health System (SUS), and enters the scenario of discussion about the education of the student, in addition to being a space that favors the construction of knowledge for the monitor, students and teachers; it allows immersion in teaching to the monitor, an intervention to improve the quality of teaching at graduation and a support plan in which the most advanced students help their colleagues in the search for knowledge⁽¹³⁾.

In this context, the monitoring activities started loaded with anxiety, as such activity is permeated with uncertainties, especially with regard to emotional and behavioral skills, from how to react to doubts to the posture and vocabulary accessible to students.

The monitoring project is a pedagogical support service made available to students with an interest in deepening the knowledge related to a given discipline, as well as enriching the academic curriculum, envisioning better results in terms of competitiveness in selections in the graduate, Lato or Stricto Sensu processes, among other academic processes.

The higher education nursing course is one of the courses in the world that most benefit from monitoring activities, with the objective of making it possible for students to get closer to their future work environment⁽¹⁴⁾.

For this activity to achieve its purposes, this resource must be idealized through effective communication and exchange, where both the teacher and the student learn from each other in the course of the teaching process, breaking with traditional models of unilateral and verticalized teaching, conceiving such space and activity as a fundamental strategy, propelling and consolidating teaching⁽¹⁵⁾.

Despite the recognized importance attributed to the academic monitoring program, research carried out in a private institution in Fortaleza-CE, Brazil, showed low interest from students in participating in the monitoring program, justified by the lack of incentive of some HEIs to attract and encourage students for activities of this kind, as well as an unsatisfactory financial contribution offered by the programs⁽¹⁶⁾. Another factor that contributes to lack of interest is the lack of time in the curricular component so

that the monitors can incorporate academic activities and diversify the monitoring work plan⁽¹²⁾.

Academic monitoring is characterized as an important teaching-learning method, as it stimulates attitudinal skills in the student monitor, subsidizing the improvement of teaching, through the improvement of nursing care practices, based in motivating and dynamic teaching strategies with the potential to consolidate the qualitative curricular practices essential for working with the teacher⁽¹⁷⁾.

In this context, moving to the practical field, it was possible to perceive that the hours available for laboratory practices favor student learning, as they have the opportunity to simulate the performance of procedures that are routinely part of their professional life and, previously develop their manual skills before direct contact with patients in the internship fields.

It should be noted that in this process, the act of preparing classes to teach students is of great relevance and importance, because through this experience it is possible to contribute to the empowerment of the monitor, taking into account that the monitoring activities go beyond the acquisition of a curricular title, having positive impacts on the personal aspect of the monitor, contributing substantially to the students' knowledge, a trusting relationship between the tutor and the monitor student, thus favoring the exchange of knowledge and consolidation of the teaching-learning process.

The monitoring contributes positively due to the contextualization of the subjects compiled in clinical cases and directed studies, put into practice through simulated practical classes in the laboratory, thus allowing to broaden the horizons regarding the actions inherent in making nurses in the labor Market. The teacher had a fundamental role in this process, guiding and solving doubts, so that the class taught would occur satisfactorily.

One of the benefits obtained from this experience was the improvement of theoretical and practical knowledge, from an expanded view of the teaching-learning process. In addition, the monitoring provides subsidies for the academic to develop a practice with greater security, within the best practices in care and scientific evidence.

The importance of the monitoring program in academic training was evidenced, since guiding other academics encourages to seek more knowledge, in addition to improving skills and allowing greater interaction with academics and teachers in the process of teaching-learning-teaching.

IV. CONCLUSION

From the results, it was demonstrated that the monitoring is a scenario of active construction of knowledge and development of skills, attitudes and competences, which are relevant to the personal and professional growth of the student. In addition, the activities developed are essential in the teaching-learning process, with significant benefits for both students and the teacher, as they provide significant exchange of knowledge between the actors involved.

In view of the objectives of the monitoring program, it is concluded that these were achieved, as there was an improvement in academic training and in the learning of the student monitor, as well as providing interaction between these actors and the others involved.

It is considered that a well-trained monitor contributes to the insertion of excellent professionals in the job market, since decision making and autonomy are instigated, and a commitment to other students from previous semesters is reinforced in the scope of monitoring activities, ratifying responsibility in the social role as a professional future.

It is understood that the study brings important contributions to the reflection regarding the effectiveness of academic monitoring in the teaching-learning process and its relevance in the context of higher health education. The study can also contribute to advances in research on the subject and, potentially, to the improvement of undergraduate nursing, impacting on the training of professionals much better prepared to meet the health needs that emerge from their reality in different human groups and health cycles life.

Monitoring contributes to the construction and reframing of knowledge inherent to the profession, in the perspective that knowledge is dynamic, is constantly changing and, therefore, the search cannot be stagnant. The process contributes to identify and share with the health and nursing teams knowledge that supports qualified care action, corroborating the role of nurse educator still in their training.

From the results of this study, the need for further study on the topic by the academic community is reiterated, considering its relevance.

Despite the lack of studies at national and international levels, dedicated to investigating the teaching-learning process and the relationships that permeate the implementation and evaluation of monitoring programs, especially in the training of nurses, with its implications for professional performance, further studies are suggested.

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