

**Contributions of monitoring in Fundamentals of Nursing II in the academic education of nursing students:  
experience report**

*Contribuciones del seguimiento en Fundamentos de Enfermería II en la formación académica de estudiantes de enfermería: relato de experiencia*

*Contribuições da monitoria em Fundamentos de Enfermagem II na formação acadêmica de estudantes de enfermagem: relato de experiência*

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**Abstract**

The aim was to describe the contributions of the Fundamentals of Nursing II monitoring in the academic education of Nursing students. Descriptive study, type of experience report, carried out in a Higher Education Institution with nursing students in the city of Rio de Janeiro. It was possible to observe that the monitoring facilitated the learning of nursing students in Fundamentals of Nursing II, provided the academic monitor with the teaching experience, helped in the mediation between nursing students and a professor of Fundamentals of Nursing II and made it possible for academics to train students. better quality in this discipline as future nursing professionals. It should be emphasized the monitoring contributions of this subject, both for academics and for the academic monitor, as well as for the teacher who teaches this course.

**Descriptors:** Bachelor of Nursing; Nursing Professors; Nursing Education.

**Resumén**

El objetivo fue describir los aportes del seguimiento de Fundamentos de Enfermería II en la formación académica de los estudiantes de Enfermería. Estudio descriptivo, tipo de relato de experiencia, realizado en una Institución de Educación Superior con estudiantes de enfermería de la ciudad de Rio de Janeiro. Se pudo observar que el seguimiento facilitó el aprendizaje de los estudiantes de enfermería en Fundamentos de Enfermería II, brindó al monitor académico la experiencia docente, ayudó en la mediación entre estudiantes de enfermería y un profesor de Fundamentos de Enfermería II y posibilitó que académicos para formar estudiantes de mejor calidad en esta disciplina como futuros profesionales de enfermería. Cabe destacar los aportes de seguimiento de esta asignatura, tanto para los académicos como para el académico-monitor, así como para el docente que imparte esta asignatura.

**Descriptoros:** Licenciatura en Enfermería; Profesores de Enfermería; Educación de Enfermería.

**Resumo**

Objetivou-se descrever as contribuições da monitoria de Fundamentos de Enfermagem II na formação acadêmica de estudantes de Enfermagem. Estudo descritivo, tipo relato de experiência, realizado em uma Instituição de Ensino Superior com estudantes de enfermagem na cidade do Rio de Janeiro. Foi possível observar que a monitoria facilitou o aprendizado dos acadêmicos de enfermagem em Fundamentos de Enfermagem II, proporcionou ao acadêmico-monitor a experiência de docência, auxiliou na mediação entre acadêmicos de enfermagem e docente de Fundamentos de Enfermagem II e possibilitou aos acadêmicos a formação de melhor qualidade nesta disciplina como futuros profissionais da enfermagem. Deve-se ressaltar as contribuições da monitoria desta matéria, tanto para os acadêmicos quanto para o acadêmico-monitor, bem como para o docente que ministra esta unidade curricular.

**Descritores:** Bacharelado em Enfermagem; Docentes de Enfermagem; Educação em Enfermagem.



## Introduction

The nursing graduation aims to insert the student with technical and scientific competence for the development of care, management, teaching and research activities<sup>1</sup>.

To maximize the learning possibilities for students when performing nursing procedures, there are complementary academic activities developed through academic monitoring<sup>2,3</sup>. Monitoring is a relevant tool in university education, due to the opportunity to expand experiences that contribute to their training<sup>4</sup>.

Teaching in the undergraduate nursing course should promote the acquisition of knowledge and behavioral changes, without losing sight of the link between theory and practice<sup>1,3,4</sup>.

The discipline of Fundamentals of Nursing II seeks to develop in the student knowledge, attitudes and skills that enable him to provide nursing care to the individual in his life cycle, in its technical and scientific aspects, supported by semiology, clinical reasoning, professional ethics and in the systematization of care, in situations that require less complex nursing interventions<sup>5</sup>. The discipline is based on the theoretical assumptions of Wanda de Aguiar Horta (theory of basic human needs) with a view to being a complex discipline by those students who view their study in a merely decorated way, as it results in a superficial acquisition of information processing, and in the formation of a less efficient memory<sup>4-7</sup>. The monitoring of the Curricular Unit Fundamentals of Nursing II is inserted in the Nursing course in the context of teaching, extension and research<sup>7</sup>.

The Bachelor of Nursing course is recognized by the MEC Ordinance No. 824/014 DOU, of January 2, 2015. In its curricular matrix, is inserted the curricular unit Fundamentals of Nursing II, offered to the students of the fifth period of the undergraduate course, with a theoretical and practical workload of 132 hours, and only Nursing students who have already been approved for this component, after the fifth course period, can be the monitor of such unit. The study of Fundamentals of Nursing II is inserted in the training of nursing students, emphasizing not only theoretical learning, but also the practice related to semiology and semiotics, important for the provision of health care<sup>8</sup>.

Thus, this study aims to describe the contributions of monitoring this discipline in the academic training of nursing students at a university in the city of Rio de Janeiro.

## Methodology

Descriptive, descriptive study, of a descriptive nature, carried out in a Higher Education Institution in the city of Rio de Janeiro, from August to December 2020<sup>9</sup>.

The Nursing student became the monitor of this discipline through a specific selection process, consisting of theoretical and practical evaluation. After evaluation, the selected monitor started monitoring activities, with the guidance of the unit's teacher. Practical experiences in monitoring this subject were offered to students in the fifth period of the Nursing course, with approximately 60 nursing

students, with the inclusion criterion of participation in the course<sup>10</sup>.

The Fundamentals of Nursing II monitoring was carried out by means of digital platforms Skype, WhatsApp, Zoom to preserve social distance due to the pandemic of COVID-19, ten hours a week of mandatory workload were established for its accomplishment, being the academic monitor of said course responsible for carrying out this activity, with the guidance of the professor of the nursing course.

As criteria for participation in the monitoring, in addition to students must be taking the course, nursing students should have ninety percent presence in the discipline. In addition, the activities developed were based on theory and, mainly, on practical experiences in the laboratory, with the help of the academic monitor, in order to contemplate the study in its entirety<sup>8,10</sup>. For this reason, the following methodological resources were used to carry out these activities: questions addressed to students to survey previous knowledge related to the theme; practical scripts on the subjects studied; books; experiences; conducting theoretical simulations, before assessments, to verify the learning of the course; and practical tests in monitoring<sup>11,12</sup>.

## Experience Report

During the practical experiences in the monitoring, it was noted how important these were both for the students who participated more frequently and for those who participated less frequently<sup>9,12</sup>.

Among the contributions of this activity in the academic training of nursing students, it was possible to observe as results: it facilitated the teaching and learning process of nursing students in Fundamentals of Nursing II; provided the monitor academic with a teaching experience<sup>7,8,10</sup>; assisted in the mediation between nursing students and the teacher, enabling students to provide better quality training as future nursing professionals. In this learning process in higher education, the role of the monitor stands out<sup>13</sup>.

The monitoring activity is, in essence, intended to provide the monitor academic with the start of a future teaching career<sup>5,15</sup>. The academics showed up at the tutoring sessions with many difficulties related to the learning of the discipline<sup>5</sup>. The latter, when participating in the monitoring, lived the experience of studying and deepening their knowledge, through theoretical activities, where the student had the possibility to know in detail the elaboration of the nursing diagnosis, semiology and nursing semiotics, medication calculation, registration, and documentation of Nursing<sup>3,7,15</sup>.

The social relations established during the monitoring, with teachers and colleagues, serve as a stimulus for the monitor's personal development and can be an incentive for the future exercise of teaching<sup>15</sup>. The monitor academic exercised the role of guiding and removing possible doubts from academics to build knowledge together<sup>13,14</sup>.



In addition, taking into account the level of complexity of the subjects studied, this activity facilitated the teaching-learning process of nursing students in Fundamentals of Nursing II<sup>10,12</sup>. Bearing in mind also the role of the academic-monitor to guide, clarify and facilitate the teaching-learning process of the academics, through the monitoring and exchange of the experience previously lived in the unit, he exercised a teaching experience in his own academic training and assisted in mediation between nursing students and the teacher<sup>6,8</sup>.

This discipline presents the principles, concepts and techniques that constitute the pillars of nursing practice hitherto unknown to them and that will guide you in your professional practice<sup>2</sup>. In addition, all the contributions described above provide academics with better quality training as future nursing professionals, with positive results<sup>5,7,10</sup>.

### Conclusion

With the completion of this work, the contributions and the importance of monitoring in Fundamentals of Nursing II should be emphasized, both for academics and for the academic monitor, as well as for the professor who teaches this course unit. Monitoring demands a proactive attitude from the monitor, contributes to the improvement of teaching, through innovation in nursing care practices,

motivating teaching strategies that can consolidate curricular practices.

Academic improvement was noted in the face of the opportunity to experience theoretical and practical activities, enabling the revision of the contents, and allowing further study through constant updating and insertion in activities in different realities. Since in the position of facilitator, either through collaboration in pedagogical planning and in the presentation of classes, or through the need to clarify doubts, overcoming individualism and directing the expectations of the other, this leads them to seek to expand their own knowledge, of your learning, resulting in autonomy and responsibility in the conduct of your learning project.

Academic monitoring sought to encourage the development and critical analysis of academics; the reflection of this action are students more committed to the quality of their learning. The relationships established during the monitoring with teachers and colleagues, in addition to being a stimulus for the personal development of the monitor, can serve as an incentive for the future exercise of teaching. Monitoring is a relevant tool in university education due to the opportunity to expand experiences that contribute to academic training. Given these possibilities, it becomes essential to the training of nurses, and higher education institutions should promote and value them to add to the skills and abilities of nurses.

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