

Initiation in scientific research in nursing: the importance of monitoring*Iniciación a la investigación científica en enfermería: la importancia del seguimiento**Iniciação em pesquisa científica na enfermagem: a importância da monitoria***Wenderson Bruno Herculano da Silva¹**

ORCID: 0000-0001-5288-4264

Michelle Amorim Ferreira¹

ORCID: 0000-0001-5585-4925

Tatiana Araújo de Lima¹

ORCID: 0000-0001-8930-0672

Paulo Roberto Ferreira Machado¹

ORCID: 0000-0003-3578-6907

Raphaella Nunes Alves¹

ORCID: 0000-0001-6779-1685

Cristiane Maria Amorim Costa¹

ORCID: 0000-0003-1089-2092

Wender Garcia Ramos da Silva¹

ORCID: 0000-0002-0711-4081

Tháisa Orona Machado¹

ORCID: 0000-0001-6335-4816

Carolini Moreira Mattos¹

ORCID: 0000-0002-3139-9419

Júlia de Souza Lopes¹

ORCID: 0000-0002-7012-862X

¹Universidade Veiga de Almeida. Rio de Janeiro, Brazil.

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Corresponding author:

Michelle Amorim Ferreira

E-mail: maferreira.enfuva@gmail.com

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Introduction: Higher education can provide conditions for an ethical and committed education, where it prepares professionals who work by mobilizing transformations and fulfilling their citizen, social and political role. Higher education institutions must offer nursing training that is in line with the globalized world, their work organization, their ways and conditions of life and the health of different population groups¹. The Brazilian university has gone through several transformations in recent years, instigating the debate between teaching and research. Undergraduate research can be a path to the intellectual autonomy of young people, who now have the real possibility of exercising their creativity and building critical thinking. Another benefit of research for the student is that it can allow the articulation between the various knowledges, that is, research can constitute one of the paths for the execution of interdisciplinary projects, which also involve overcoming the theory and practice dichotomy. In addition, the research can provide the student with moments of great satisfaction². The construction of academic knowledge from research carried out during the undergraduate period, as a university student, can also contribute to the formation of qualified professionals in their professional sphere and to the increase in the country's scientific production. However, it is observed that although universities enable the development of such skills for the investigative sector, offering disciplines focused on scientific research since the early stages of undergraduate courses, some students only seek to develop thinking focused on research in the last year of graduation when they are required to prepare the course conclusion work, when these students are put to evidence the way to question, interpret and problematize reality. This can have a great impact on the development and training of more and more technical professionals³⁻⁵. Understanding that human and academic development actions are essential to higher education, Law No. 5.540/1968 regulated academic monitoring, establishing norms for the organization and functioning of higher education and its articulation with secondary schools, which were later reiterated by Law no. 9.394/1996, which establishes the guidelines and bases of national education from the perspective of the use of students for teaching and research activities through their performance and technical-didactic capacities⁶⁻⁸. Scientific research around Nursing knowledge has been evolving in scope, relevance, and depth. However, when comparing Nursing with other areas of knowledge, it appears that there is still a need to advance in qualified scientific production. Thus, it is highlighted that the encouragement of research should start in nursing education, providing subsidies and a critical-reflective view¹. The construction of knowledge from undergraduate research can contribute to the formation of competent professionals in the investigative process, with a view to increasingly qualified care. Therefore, the development of nursing research at undergraduate level is a strategy to generate qualified nurses and to strengthen Nursing as a science in construction and profession⁵. It was found that often the higher education course does not allow the development of such research-oriented skills, since students are not motivated to do so, which contributes to the teaching of a technical practice that does not articulate the component investigative⁵. It is noticed that many students have difficulties when developing their course completion work (TCC), evidenced in the way of questioning, interpreting and problematizing reality.



Main Objective: Implement scientific research monitoring in the undergraduate nursing course at Veiga de Almeida University.

Specific Objectives: Allow students (instructors and advisees) to develop personal relationship and communication skills; to allow the advisor professor of the research initiation project to make better use of the orientation time to deepen the scientific content; allow the supervised students to deepen their understanding of the contents.

Methodology: This study was approved by the Ethics and Research Committee of Veiga de Almeida University (CAAE: 38847320.7.0000.5291). It was an exploratory-descriptive qualitative approach study. The methodology proposed for the study referred to stimulating knowledge for research. For this research biweekly monitoring was applied remotely through web conferences. Being carried out by the active methodology, during the second semester of 2020, where 5 monitors, students between the 7th and 10th period of the undergraduate course in Nursing at the University Veiga de Almeida who are part of the Academic League of Collective Health (LASC-UVA), taught and guided fourteen students of research initiation projects, from the 1st to the 5th period of the same course, regarding the use of information technologies that helped them in research and in the preparation of a scientific research project. The monitors, under the supervision of the project's guiding professor, acted from the registration and preparation of the Lattes Curriculum, outlining the parts of a scientific project, searching for works in scientific databases, registering and submitting the project to the Ethics and Research Committee at Platform Brazil, until the project was submitted to the Scientific Initiation Program at the University Veiga de Almeida (PIC-UVA). The inclusion criteria were Nursing undergraduates from the 1st to the 5th period, duly enrolled in the Tijuca course and campus; students inserted in the scientific initiation project or academic leagues at the University Veiga de Almeida. After the active monitoring period, at the end of the 2020.2 semester, data was collected through an electronic questionnaire designed and adapted based on a study⁵, composed of a single and open question, which was applied both to professors who advise the research initiation projects, as well as to students (instructors and advisees), which aimed to meet the objectives of this investigation: What is your perception of the benefits of monitoring in initiation in research? For data analysis, Bardin's methodology was used, which uses the technique of coding the contents of the participants' speeches, "where the analyst seeks to categorize the text units (words or phrases) that are repeated, inferring an expression that represents them". The choice of this method aims to understand the various senses and meanings of the collected data^{9,10}.

Results: This study had the participation of 19 students from different periods of the Nursing course, including students from the 9th period who were starting the subject of

monograph I, of these, 5 were monitors. Fortnightly meetings were held with the research groups that were formed to start the monitoring project on scientific initiation. In these meetings, the monitors identified that the students had major limitations when it came to research, they did not have knowledge about the differences between the types of research, the methodologies that can be used, the scenarios that can be achieved or the impacts that the researcher can achieve with your findings. A work of knowledge construction began, in which classes were given on the different aspects of research, the differences between them, the benefits of becoming a researcher, the scope and benefits that a researcher can achieve. As an aid to the research group, two short courses were given on preparing and updating the Lattes Curriculum and organizing bibliographical references in the Mendeley program. Students were instructed to use the Health Sciences Descriptors (DeCS) and to search for articles in different scientific databases (SciELO, VHL, PubMed, VHL REGIONAL, LILACS and MEDLINE). More advanced in the projects, they then learned to submit field research on Plataforma Brasil. As the classes progressed, there was a need to divide the groups into 3 different classes with a similar number of students in each. So that attention could be paid to each group and each objective chosen by them, as each group chose a different object of study to be researched. The research began with an integrative literature review, so that they understood the basis of academic research and the importance of the theoretical framework. They developed a critical and analytical look at the databases, where they could select the articles that were used by them in their research. They took classes on the Brazilian Association of Technical Standards (ABNT) and other types of formatting, such as Vancouver, and how to correctly reference articles and authors during the production of a scientific article. Given the initiation of searches in scientific databases, students were able to start their own searches in the literature and developed their queries and searches for answers. After identifying the object of study and the selected articles, these 3 groups were able to start academic writing. The article was divided into 5 different parts: introduction, methodology, result, discussion, and conclusion. Those involved were able to produce their content step by step until the work was completed and submitted to the journals. As the weeks went by, there was a notable evolution in the academic writing of those being monitored and in their perception of their university development. Currently, this group has 3 articles submitted and approved in different journals, 5 field researches approved by the submission CEPs and 9 articles in production and a more efficient development in their course conclusion work.

Conclusion: Based on the results obtained, it is concluded that, at the beginning of the second semester of 2020, the students who voluntarily participated in the research monitoring offered by LASC-UVA had a very limited knowledge about the various types of existing research, did not understand the importance what research they have on



the progress of science, and they felt incapable of having scientific productions during their student years. Today it is observed that students have developed both in scientific research and in improving academic writing. Everyone was able to participate in the elaboration of a research, either

through integrative review or through field research or both, and today they understand the scope that their findings and scientific production will bring as a benefit to their academic and professional lives.

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