

**Technical-scientific development and production in times of pandemic:
a report from the academic league of nursing fundamentals***Desarrollo y producción técnico-científica en tiempos de pandemia:
un informe de la liga académica de fundamentos de enfermería**Desenvolvimento e produção técnico-científica em tempos de pandemia:
um relato da liga acadêmica de fundamentos de enfermagem***Daniele Pinto Freire¹**

ORCID: 0000-0001-7895-8663

**Juliana Assumpção de Paiva
Furtado¹**

ORCID: 0000-0002-7937-8617

Letícia Matias Ferreira¹

ORCID: 0000-0002-7211-0263

Mariana Rodrigues de Carvalho¹

ORCID: 0000-0002-5389-6416

Vitória Axt Gomes da Silva¹

ORCID: 0000-0002-3004-8406

Felipe Kaezer dos Santos¹

ORCID: 0000-0002-2430-467X

Patricia Britto Ribeiro de Jesus¹

ORCID: 0000-0003-4523-3740

¹Universidade do Estado do Rio
de Janeiro. Rio de Janeiro, Brazil.**How to cite this article:**

Freire DP, Furtado JAP, Ferreira LM,
Carvalho MR, Silva VAG, Santos FK,
Jesus PBR. Technical-scientific
development and production in
times of pandemic: a report from the
academic league of nursing
fundamentals. Glob Acad Nurs.
2022;3(Spe.3):e313.
<https://dx.doi.org/10.5935/2675-5602.20200313>

Corresponding author:

Patricia Britto Ribeiro de Jesus
E-mail: patty.brj@gmail.com

Chief Editor: Carolyn dos Santos
Guimarães da Fonseca
Executive Editor: Kátia dos Santos
Armada de Oliveira

Submission: 04-09-2022

Approval: 05-16-2022

Abstract

The aim of this article is to describe an experience report based on the creation and development of the Academic League in a public university in the state of Rio de Janeiro. It is believed that the leagues contribute to the training of undergraduate students, in an attempt to offer different experiences and thus promote meaningful learning. The methodology is characterized as a descriptive study of the experience report type. Observing the results, it was seen that most of the target audience were nursing students, professionals and professors, with an average interaction of 33.4 likes on Instagram[®] and 108 likes on Youtube[®]. The academic league of Fundamentals of Nursing is still under construction, intending to bring even more practical and theoretical knowledge, focusing on the fundamental bases of nursing, regarding the training of practical nursing skills, dissemination of knowledge related to care and nursing theories.

Descriptors: Nursing; Nursing Process; Nursing Research; Social Media; Teaching.**Resumen**

El objetivo de este artículo es describir un relato de experiencia a partir de la creación y desarrollo de la Liga Académica en una universidad pública del estado de Río de Janeiro. Se cree que las ligas contribuyen a la formación de los estudiantes de pregrado, en un intento de ofrecer experiencias diferentes y así promover un aprendizaje significativo. La metodología se caracteriza por ser un estudio descriptivo del tipo relato de experiencia. Al observar los resultados, se observó que la mayor parte del público objetivo eran estudiantes, profesionales y profesores de enfermería, con una interacción promedio de 33,4 me gusta en Instagram[®] y 108 me gusta en Youtube[®]. La liga académica de Fundamentos de Enfermería aún está en construcción, con la intención de traer aún más conocimientos prácticos y teóricos, centrándose en las bases fundamentales de enfermería, en lo que respecta a la formación de habilidades prácticas de enfermería, difusión de conocimientos relacionados con el cuidado y teorías de enfermería.

Descriptores: Enfermería; Procesos de la Enfermería; Pesquisa en Enfermería; Medios de Comunicación Sociales; Enseñanza.**Resumo**

Objetivou-se nesse artigo descrever um relato de experiência a partir da vivência de criação e desenvolvimento da Liga Acadêmica em uma universidade pública do Estado do Rio de Janeiro. Acredita-se que as ligas contribuam com a formação dos estudantes na graduação, na tentativa de ofertar experiências diversas e assim promover uma aprendizagem significativa. A metodologia se caracteriza como um estudo descriptivo do tipo relato de experiência. Observando os resultados, viu-se que a maior parte do público atingido foram estudantes, profissionais e professores de Enfermagem, com uma interação média de 33,4 curtidas no Instagram[®] e 108 curtidas no Youtube[®]. A liga acadêmica de Fundamentos de Enfermagem ainda se encontra em construção pretendendo trazer ainda mais conhecimentos práticos, teóricos, com foco nas bases fundamentais de enfermagem, no que tange ao treinamento das habilidades práticas de enfermagem, disseminação dos conhecimentos relacionados ao cuidar e teorias de enfermagem.

Descriptores: Enfermagem; Processos de Enfermagem; Pesquisa em Enfermagem; Mídias Sociais; Ensino.

Introduction

The training of professionals in the health sciences has led universities to promote collaborative teaching, capable of involving professors, students, managers, users and the community itself, in search of the creation of a learning process based on problematization for the transformation of health reality rather than the mere transmission of knowledge¹. With the publication of the National Curriculum Guidelines (DCN) in 2001, the teaching-research-extension tripod was strengthened as a way to promote critical-reflective teaching, with a view to training professionals who are socially engaged with their own reality².

In this sense, the Academic Leagues (LA) are inserted as a means of providing diversity to teaching-learning through acting in different scenarios, active interaction between subjects, encouraging professional emancipation, autonomy, and respect for diversity. ALs are made up of groups of students interested in deepening and disseminating knowledge about a particular area of knowledge¹. It is a relatively recent model that has been built from the sharing of experiences and possibilities.

To this end, it develops extracurricular activities such as courses, training, research, internships in different fields and content production, among others. By their nature, AL promote the deepening of the teaching carried out at universities, ensuring the graduate more experience and autonomy in their journey¹. Thus, the AL promote the instrumentalization of its participants so that they become producers and multipliers of knowledge.

This teaching-learning strategy contributes to the improvement of health training, in addition to meeting the demands of society and the policy for reorienting professional training in health. Students participate in an AL motivated by the desire to diversify their experiences in the field of Nursing, experiencing insertion in the field of action, qualification of the curriculum, and reinforcement in teaching-learning³.

ALs have progressively taken on prominence in the training of nurses, as they bring students closer to professional practice, through actions related to teaching, research and university extension⁴. ALs are characterized by bringing together a group of students organized by students under the tutelage of a coordinating professor, responsible for guiding the activities to be implemented around a theme².

The experience lived by students in the League of Fundamentals of Nursing (LIFENF) of the Faculty of Nursing of the State University of Rio de Janeiro (ENF/UERJ), strengthens their skills and competences, offering them the opportunity to follow the performance of specialized professionals, becoming a critical, reflective professional, endowed with autonomy and committed to the quality of nursing care⁵.

LIFENF develops as a university extension project. For that, it has the coordination of a professor, in addition to the collaboration of three other professors, all from the Department of Fundamentals of Nursing at UERJ (DFEN/UERJ).

LIFENF is managed by the students themselves, organized into boards. In total, it has the participation of 06 (six) students from various periods of the undergraduate nursing course at UERJ.

LIFENF's guiding principle is knowledge related to fundamental nursing. Its actions comprise skills training activities and realistic simulation with a view to developing nursing skills and disseminating knowledge related to care based on nursing theories.

With the COVID-19 pandemic, and the necessary imposition of social distance, we had the interruption of face-to-face activities, as well as the practices carried out. Instigated by the need to continue their actions, LIFENF members developed several action strategies through social networks. In this way, social media has become an important work tool.

Nowadays, society is increasingly connected through social media. It is through them that scientific production, which was once more restricted to academic and research environments, has become more accessible. In this way, the use of these networks provided the dissemination of scientific knowledge, democratizing access to content to different audiences, and thus allowing information, debate and speed in the dissemination of relevant content to all social media⁶.

In the context of the current COVID-19 pandemic, social media emerge as a means of transmitting news quickly to the entire population in general⁷. It must also be considered that social media are increasingly present in the daily lives of populations, enabling communication. In this sense, it also made it possible to hold events and disseminate content from different areas, including nursing.

Therefore, associating the use of social media and the dissemination of scientific and technical information regarding nursing activities was the resource used so that LIFENF's extension activities could overcome the University's barriers, reaching the population interested in the subject.

Providing quality content production aimed at developing theoretical and practical nursing skills has become the challenge to be faced by LIFENF. In this sense, there was a great commitment from its participants to maintain the frequency and relevance of the contents disclosed, in compliance with all the ethical assumptions of the profession and society.

Thus, this report aims to describe the experience of students of an academic league of Fundamentals of Nursing regarding the technical-scientific production developed in times of pandemic.

Methodology

Descriptive study of the experience report type on the participation of undergraduates in the AL of Fundamentals of Nursing.

This study consists of an experience report about the activities carried out by the Academic League of Fundamentals of Nursing of the Faculty of Nursing of the State University of Rio de Janeiro (UERJ), carried out from the experience of the members of the league, students and nursing professors and seeks to describe the activities



carried out in 2020 and 2021 in which events were held in the format of Lives on the Youtube® platform, in addition to educational posts on the Instagram® platform, with the aim of providing information to students and health professionals, in addition to promoting reflections on the topics covered.

Due to the COVID-19 pandemic, the planning was carried out virtually, where the group created a schedule of events in the format of Lives, in addition to planning the posts that were made on the league's social networks, as well as the guests and the matters involved. After the planning of all the members of the league, the events brought together subjects related to the fundamentals of nursing, exposing some topics such as, for example, "The importance of fundamental bases in the training of nurses".

For data collection, the following were used: data obtained from social networks – Instagram® and Youtube®, files created by the management and stored and shared by Google Drive® in order to bring the information and actions arising from the collective meetings.

Experience Report

During the COVID-19 pandemic, it was necessary to use social networks as a means of disseminating health education. With this in mind, the League of Fundamentals of Nursing, after discussions and studies, invested in public events online through Youtube®, in addition to weekly publications in the form of posts and videos on Instagram®.

The popularization of virtual activities with the use of Youtube® and Instagram® caused by the pandemic has driven extension activities in general to use strategies that bring comfort and cheer to the academic environment, keeping students united, regardless of the course, and creating alliances between the various academic areas⁸.

So that the League's posts and activities could take place, the entire student and faculty management group met in advance on a previously scheduled date and remotely and virtually. At the meeting, it was decided together how the themes of Fundamentals of Nursing would be developed and what would be the best way to engage followers in the publications. During the meetings, it was of great importance to emphasize that the focus would not only be on describing nursing procedures, but involving all the fundamental bases.

Thus, after the meetings that sometimes took place fortnightly or monthly, decisions were based on the selection of students in agreement with the professors and thus the themes defined for each publication. After group approval, the publications took place and from them, it was

possible to evaluate how the views, likes, shares and saved posts occurred.

And so, there were publications on the Instagram® platform based on references such as books and study sites on the subjects. Posts were made on the themes Nursing Theories, Systematization of Nursing Care, Nursing Process, Biosafety, Health-Disease Process, Florence Nightingale, Anamnesis, Cardiac Physical Examination, Respiratory Physical Examination and Health Services Waste. In addition, such posts were mostly accompanied by videos of experts in the field explaining the content.

As a way of evaluating the content presented, some questionnaires or "quizzes" were prepared and published in the form of a temporary post or "story" so that followers could select the correct answer from the publication made on the main page. Usually, when using social networks, you can facilitate communication or even promote rapprochement with students. In addition, social networks can also be used, in an intentional and pedagogically planned way, in the teaching-learning process.

Public characterization

As for the public that attended the events held on the Youtube® platform, the following characteristics were surveyed: gender (female/male), age and country of origin. Analyzing the data, it is clear that the majority of the public was composed of females, aged between 18 and 24 years old, and had Brazil as their country of origin.

On the Instagram® platform, little can be analyzed. The followers, it is noted that they are, for the most part, nursing students from the appropriate institution. Nursing professionals and teachers are also among the followers.

Number of posts on Instagram®/interactions

In this sense, in this section we will describe the number of posts made on the social network Instagram® and the interactions that occurred based on this scientific information. With the advent of the pandemic, the social network became one of the important means of linking information and Instagram® played an important role in this process. Thus, Chart 1 will describe the subtitles that were created and disseminated on the network and the data obtained.

In total, eighteen posts were published, with an average of 33.4 likes. All posts were prepared based on references from websites and books previously studied and approved by the league members, as well as their responsible teachers.

Chart 1. Posts published within the theme of Fundamentals in Nursing, Instagram®. Rio de Janeiro, RJ, Brazil, 2021

Post caption description	Interaction/ likes (04/05/2022)
Nursing theory	53
Dorothea Orem	58
Virginia Henderson	39
Systematization of Nursing Care	40
Nursing process	40



Biosafety part 1	14
Biosafety part 2	31
Health-disease process	29
Florence Nightingale - comics	33
Anamnesis	17
Physical exam	26
Cardiac physical exam	17
Respiratory physical examination	23
Health service waste	35
Neurological physical examination part 1	47
Neurological physical examination part 2	24
Head and neck physical examination	38
Physical examination of the abdomen: digestive tract	37

In Chart 2, the videos that were shared and produced by the network will be described. The idea developed was that in the same week of posting, one was related to content using images and texts, and on another

day a video where a professor or nursing professional addressed the theme focusing on the practice of that theory presented.

Chart 2. Videos shared within the theme of Fundamentals in Nursing, Instagram©. Rio de Janeiro, RJ, Brazil, 2021

Video description and caption	Guest	Interaction/ views (04/05/2022)
Callista Roy and its application in practice	Patrícia Britto	139
Dorothea Orem and its application in practice	Joyce Arimatea	87
Virginia Henderson and its application in practice	Felipe Kaezer	132
SAE and its application in practice	Bruna Barreto	198
Nursing process and its application in practice	Advi Moraes	129
Biosafety and its application in practice	Felipe Kaezer	142
Health-disease process and its application in practice	Helena David	110
Hand hygiene with alcoholic preparation	Students of the 2nd period of the Faculty of Nursing	97
Hand hygiene with soap and water	Students of the 2nd period of the Faculty of Nursing	136
Florence Nightingale and its application in practice	Maria Lelita Xavier	51
Anamnesis and its application in practice	Viviane Ganem	57
Nurses' practice in cardiorespiratory physical examination part 1	Allan Peixoto	58
Nurses' practice in cardiorespiratory physical examination part 2	Allan Peixoto	42
Get vaccinated!	Students participating in the academic league	131

In total, fourteen videos were posted, with an average of 108 views, promoting the dissemination of information and interaction through comments and shares. With the help of professors and other Nursing professionals, such as undergraduates from the State University of Rio de Janeiro, these videos work as complements to the posts made, in order to bring more knowledge to the viewer of the Academic League networks.

Number of Youtube© posts/interactions

Five live events were held on the Youtube© platform, namely: “The importance of fundamental bases in nursing education”, “I LIFENF-UERJ online Symposium - Reflections on nursing practice”, which was held in two following days, “82nd SBEN: The Practice of the Nurse in the cardiorespiratory physical examination” and “82nd SBEN: Nursing work in the context of crisis - reflections on the fundamental bases”.



We have the presence of Nurses who are specialists in different areas to discuss the topics. With these events, an average of 65.4 views was obtained, with interactions in the comments during the transmission. It can be noted that the events remain accessible on the league's channel, and with that there is the possibility for new people to watch the events and for people who have already watched them, to revisit the content.

Final Considerations

It is concluded that academic leagues equip their participants so that they become multipliers of acquired knowledge. Thus, the academic league as an extension project becomes a collaborative teaching-learning strategy in improving education in the area of health, by meeting the

demands of society and the policy of reorienting professional training in health.

It is hoped, therefore, that this experience report can contribute in order to stimulate the formation of new academic leagues in the area of Nursing, as well as integration and partnership of teaching, research and extension actions between educational institutions and health services. In addition to reinforcing that despite the limitations caused by social distancing, the use of social media has become an important ally in the scientific dissemination process for all extension projects that have been restricted from face-to-face activities. Thus, a horizon of exchanges and experiences can be envisioned, which can strengthen our practices and discussions in favor of strengthening the nursing profession.

References

1. Araújo CRC, Lopes RE, Dias MAS, Neto FRGX, Farias QLT, Cavalcante ASP. Contribuição das ligas acadêmicas para a formação em enfermagem. *Enferm. Foco* 2019;10(6):137-142. <https://doi.org/10.21675/2357-707X.2019.v10.n6.2802>
2. Ferreira DAV, Aranha RN, Souza MHFO. Ligas acadêmicas: uma proposta discente para ensino, pesquisa e extensão. *Interagir: pensando a extensão. Interagir.* 2011;16:47-51. <https://doi.org/10.12957/interag.2011.5334>
3. Araújo CRC, Lopes RE, Sousa FWM, Oliveira EN. Ligas acadêmicas e extensão universitária: contribuições na aprendizagem do estudante de enfermagem. *Rev. Gestão e Saúde.* 2021;12(1):108-118. <https://doi.org/10.26512/gsv12i01.31997>
4. Panobianco MBM, Caetano EA, Sampaio BAL, Magalhães PAP, Moraes DC. A contribuição de uma liga acadêmica no ensino de graduação em enfermagem. *Rev Rene [Internet].* 2013 [acesso em 25 dez 2022];14(1):169-178. Disponível em: <https://www.redalyc.org/articulo.oa?id=324027985019>
5. Santana AOM, Abreu LRS, Soares MS, Vilhegas TFS, Moraes VS, Santana VSFV et al. Liga acadêmica das bases fundamentais em enfermagem e as ações extensionistas: um relato de experiência. *RSD.* 2021;10(12):e426101220772. <https://doi.org/10.33448/rsd-v10i12.20772>
6. Navas ALGP, Berti L, Trindade ER, Lunardelo PP. Divulgação científica como forma de compartilhar conhecimento. *CoDAS.* 2020;32(2):e20190044 DOI: 10.1590/2317-1782/20192019044
7. Domingues PHS, Faustino AM, Cruz KCT. A Enfermagem em destaque na pandemia da COVID-19: uma análise em mídias sociais. *Enferm. Foco.* 2020;11(Esp.2):97-102. <https://doi.org/10.21675/2357-707X.2020.v11.n2.ESP.4000>
8. Costa CMA, Matta TF, Santos Junior EC, Araujo LM, Martins ERC, Spíndola T. Saberes e práticas de alunos de enfermagem na atenção à saúde das minorias sexuais. *Glob Acad Nurs.* 2020;1(3):e42. <https://dx.doi.org/10.5935/2675-5602.20200042>

