

PERCEPTION OF NURSING STUDENTS ABOUT ACADEMIC MONITORING OF SCHOLARSHIP STUDENTS IN THE TUTORIAL EDUCATION PROGRAM**PERCEPÇÃO DOS ACADÊMICOS DE ENFERMAGEM SOBRE MONITORIA ACADÊMICA DE BOLSISTAS DO PROGRAMA DE EDUCAÇÃO TUTORIAL****PERCEPCIÓN DE LOS ESTUDIANTES DE ENFERMERÍA SOBRE EL SEGUIMIENTO ACADÉMICO DE BECARIOS DEL PROGRAMA DE EDUCACIÓN TUTORIAL**

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ABSTRACT

Objective: To describe nursing students' perceptions of the monitoring provided by scholarship holders of the Tutorial Education Program. **Methods:** This cross-sectional study was conducted from January 2019 to June 2021, with students regularly enrolled from the first to the fifth semester of a nursing course at a public university in the northeast. An instrument was used to evaluate Didactics, Content, Planning, Profile and Relevance during the exposition of contents in the meetings, in addition to open questions about monitoring. Data was organized using Microsoft Excel 2019. The responses were customized into simple frequencies organized in a table by domain. **Results:** Of 286 students who participated in the study, 81.42% considered didactics, content (89.16%), planning (80.93%), profile (83.91%), and recognition of scholarship holders Tutorial Education Program (89.85%). **Conclusion:** The participation of fellows from the Tutorial Education Program as monitors proved to be relevant, as their peers considered them notoriously satisfactory.

Descriptors: Tutoring; Nursing; Teaching.

RESUMO

Objetivo: Descrever a percepção dos acadêmicos de enfermagem quanto às monitorias ministradas pelos bolsistas do Programa de Educação Tutorial. **Método:** Estudo descritivo e transversal. Realizado de janeiro de 2019 a junho de 2021, com alunos regularmente matriculados do primeiro ao quinto semestre do curso de Enfermagem de uma universidade pública do Nordeste. Utilizou-se um instrumento que avaliou Didática, Conteúdo, Planejamento, Perfil e Relevância durante a exposição dos conteúdos nos encontros, além de perguntas abertas sobre as monitorias. Os dados foram organizados no *Microsoft Excel 2019*. As respostas foram apresentadas em frequências simples, organizadas em tabela por domínios. **Resultados:** Dos 286 alunos que participaram do estudo, 81,42% consideram a didática, conteúdo (89,16%), planejamento (80,93%), perfil (83,91%) e relevância dos bolsistas do Programa de Educação Tutorial (89,85%), satisfatórios. **Conclusão:** A participação dos bolsistas do Programa de Educação Tutorial como monitores mostrou-se relevante, pois seus pares consideraram as monitorias notoriamente satisfatórias.

Descritores: Tutoria; Enfermagem; Ensino.

RESUMEN

Objetivo: Describir la percepción de los estudiantes de enfermería sobre el seguimiento impartido por becarios del Programa de Educación Tutorial. **Método:** Estudio transversal. Realizado de enero de 2019 a junio de 2021, con 286 alumnos regularmente matriculados del primero al quinto semestre de la carrera de Enfermería en una universidad pública del nordeste. Se utilizó un instrumento que evaluó Didáctica, Contenido, Planificación, Perfil y Pertinencia durante la exposición de los contenidos en el fechas. Los datos fueron organizados en Microsoft Excel 2019. Las respuestas fueron presentados en frecuencias simples, organizados en tablas por dominios. **Resultados:** Los estudiantes clasificaron la enseñanza como satisfactoria (81,42%), contenido (89,16%), planificación (80,93%), perfil (83,91%) y relevancia de los becarios (89,85%). **Conclusión:** La participación de los becarios del Programa de Educación Tutorial como monitores resultó ser relevante, pues en las evaluaciones sus desempeños fueron notoriamente satisfactorio.

Descriptor: Tutoría; Enfermería; Enseñando.

INTRODUCTION

The Tutorial Education Program (PET) linked to the Higher Education Secretariat of the Ministry of Education (SESu/MEC), created in 1979, formerly called the Special Training Program, is present throughout the national territory and proposes to develop activities of social impact that contemplate the inseparability of the university tripod of teaching, research and extension. The PET is made up of a tutor professor and fellows - undergraduate students - who are previously chosen through a selection process.

One of the activities that encompasses the teaching axis is the introduction to teaching within the university environment, developed from academic monitoring, which aims to provide pedagogical support to students in the course of the disciplines of higher education courses. Students from the program who have already taken the course and obtained satisfactory performance in the discipline are able to develop the role of monitor.

Thus, it should be noted that the participation of the PET scholarship holder in teaching initiation is voluntary, since the scholarship student is already linked to SESu/MEC, unable to occupy two simultaneous scholarships. However, the student has responsibilities similar to that of

an academic monitoring fellow, being in charge of supporting students, assisting the professor of the discipline, developing activities for content fixation, meeting deadlines and being available to the class.

In view of this, according to the Manual of Basic Guidelines¹ of the PET Programs across the country, among the specific objectives and attributions of the scholarship students, the practice of actions that provide pedagogical experiences within the course stands out, in addition to the need for continuous interaction between the scholarship students and the academic body, both students and professors, in order to promote rapport and bond.

The complementary activities offered at the University are relevant to enrich the curriculum and the student's profile. In academic monitoring, he should review the content that has already been taught by the teacher in different ways to help the student understand. In this way, their autonomy is worked on, developing a proactive professional who seeks to explore new ideas.² Therefore, it is important that academics value these activities not only in order to complement the course load, but knowing that they will be contributing to their future insertion in the job market.

The practice of monitoring is supported by Law 9.394/96, which

addresses the guidelines and bases of education. The referred Law portrays that this activity must be developed by the student according to his/her performance and affinity in the discipline. In this way, a teacher-student interaction is developed, experienced in the classroom during the teaching-learning process. In addition, the professor can use selection processes to choose the monitor that can vary between written tests, oral presentations or even the student's grade in the discipline.³

So that monitoring is consolidated and is always in an updating process, there is a continuous evaluation of monitors through the participation of students of the discipline.⁴ Given the above, this study

aimed to describe the perception of nursing students regarding the monitoring provided by scholarship holders of the Tutorial Education Program.

METHOD

This is a descriptive and cross-sectional study carried out from January 2019 to June 2021, with students regularly enrolled from the first to the fifth semester of the Nursing course at a public university in the Northeast. For the development of this study, the checklist for observational studies Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) (2007).⁵ (Table 1)

Table 1– STROBE Statement

	Item No.	Recommendation	Page No.
Title and Abstract	1	Indicate the study design in the title or abstract, with a commonly used term	01
		Provide an informative and balanced summary of what was done and what was found in the abstract	01
Introduction			
Context/Justification	2	Detail the theoretical framework and the reasons for carrying out the research.	02
Goals	3	Describe the specific objectives, including any pre-existing assumptions.	-
Method			
Study design	4	Present, at the beginning of the article, the key elements related to the study design.	03
Context	5	Describe the context, relevant locations and dates, including periods of recruitment, exposure, monitoring (follow-up) and data collection.	03-04
Participants	6	Present the eligibility criteria, sources and methods of selecting participants.	04
Variables	7	Clearly define all outcomes, exposures, predictors, potential confounders, and effect modifiers. When necessary, present diagnostic criteria	-
Data Source/M Measurement	8*	For each variable of interest, provide the source of the data and details of the methods used in the evaluation (measurement). When there is more than one group, describe the comparability of assessment methods.	04

Bias	9	Specify all measures taken to avoid potential sources of bias.	-
Study size	10	Explain how the sample size was determined.	04
Quantitative variables	11	Explain how quantitative variables were treated in the analysis. If applicable, describe the categorizations that were adopted and why.	-
Statistical methods	12	Describe all statistical methods, including those used to control for confounding.	-
		Describe all methods used to examine subgroups and interactions	-
		Explain how missing data was handled	-
		If applicable, describe the methods used to consider the sampling strategy.	-
		Describe any sensitivity analysis.	-
Results			
Participants	13*	Describe the number of participants at each stage of the study (e.g. number of potentially eligible participants, screened according to eligibility criteria, actually eligible, included in the study, completed follow-up and actually analyzed)	05
		Describe the reasons for losses at each stage	-
		Evaluate the pertinence of presenting a flow diagram	-
Descriptive data	14*	Describe participant characteristics (e.g., demographic, clinical, and social) and information about exposures and potential confounders.	-
		Indicate the number of participants with missing data for each variable of interest	-
Outcome	15*	Describe the number of outcome events or present the summary measures	-
Main results	16	Describe unadjusted estimates and, if applicable, estimates adjusted for confounders, as well as their precision (eg, confidence intervals). Make it clear which confounders were used in the adjustment and why they were included.	-
		When continuous variables are categorized, enter the cutoff points used	-
		If relevant, consider transforming relative risk estimates into absolute risk terms, for a relevant time period	-
Other reviews	17	Describe other analyzes that have been performed. Ex: analyzes of subgroups, interaction, sensitivity.	-
Discussion			
Main Results	18	Summarize the main findings relating them to the objectives of the study	05
Limitations	19	Present the limitations of the study, taking into account potential sources of bias or imprecision. Discuss the magnitude and direction of potential biases.	09
Interpretation	20	Present a cautious interpretation of the results, considering the objectives, limitations, multiplicity of analyses, results from similar studies and other relevant evidence.	07-09
Generalization	21	Discuss the generalizability (external validity) of the results.	07-09
Other information			
Financing	22	Specify the source of funding for the study and the role of funders. If applicable, provide such information for the original study on which the article is based.	-

Legend: * - provide information separately for exposed and unexposed groups.

Source: translated by Malta et. al (2010).

The study population consisted of all students who attended the monitoring courses related to the disciplines of Human Anatomy, Pharmacology, Physiology and Biophysics, Histology and Embryology, Semiology and Semiotics and Adult Health, which had the participation of fellows from the Nursing PET as monitors. The monitoring of the disciplines took place weekly at lunchtime, between 12:00 and 1:00 pm, in a pre-established place with the class, classrooms or laboratories, in the case of the Human Anatomy discipline.

However, during the pandemic, it was necessary to modify the methodology of subject monitoring. The first change was the adaptation to the online environment, through the use of virtual meeting platforms such as Google Meet and WhatsApp. The frequency was maintained, however there was a flexibility in the hours, including the night shift, 18:00.

The average number of participants per monitoring varied according to the discipline and the total number of students enrolled in each class, initial semesters had a greater number of participants, due to the dropout process of university classes during the course. As an inclusion criterion, the participation of more than 50% of attendance in the monitoring was considered, excluding students who were disconnected from the university. Finally,

the quantitative sample was 286 students, selected by convenience.

The study data were collected through a form via the Google Form platform, developed by the monitors, validated by the professors of the respective disciplines and by the PET tutor. The form was sent through groups with students on the WhatsApp social network. In order to preserve the identity of the interviewees, the form was filled out anonymously.

The form, made up of 14 questions, aimed to evaluate the performance of the scholarship holders who participated as monitors of the referred disciplines, with regard to the five domains: Didactics, Content, Planning, Profile and Relevance during the exposition of the contents in the meetings, in addition to a space for suggestions and improvements. The answers followed a five-point Likert-type scale, in which in each domain the student completed excellent, excellent, good, regular and not enough. Students were also asked to answer two open questions: "Do you want to make any kind of comment about Petiano who was a monitor in your semester?" and "Would you like to make a comment about the petiano who was a monitor in your semester?".

The data were organized in the Microsoft Excel 2019 program. The answers will be presented in simple frequencies,

organized in tables by domains. The most complete and non-repeating comments were selected. This study was submitted to the Ethics Committee of the State University of Ceará and received approval number 1,507,307.

RESULTS

286 students participated in the monitoring evaluation, of which 229 (80.06%) considered excellent both the resources, procedures and techniques and the quality of the didactic material shared during the meetings 237 (82.86%). (Table 2)

Table 2- Distribution of responses to the monitoring evaluation questionnaire carried out by PET Nursing fellows, Fortaleza, Ceará, Brazil, 2021 (N=286).

DOMAINS	ITEMS	ANSWERS				
		Great F(%)	Excellent F(%)	Good F(%)	Regular F(%)	Not enough F(%)
DIDACTIC	Use of resources, procedures and techniques	229 (80.06)	48 (16.78)	9(3.14)	-	-
	Quality of teaching material	237(82.86)	44(15.38)	5(1.74)	-	-
CONTENT	Domain of explicit content	256(89.51)	27(9.44)	2(0.69)	1(0.34)	-
	Mastery of the resources used	254(88.81)	29(10.13)	3(1.04)	-	-
PLANNING	Planning of course activities	231(80.76)	42(14.68)	11(3.84)	2(0.69)	-
	Class material selection	246(86.01)	36(12.58)	2(0.69)	2(0.69)	-
	Adequacy of teaching methods and techniques	232(81.11)	47(16.43)	5(1.74)	2(0.69)	-
	Time management	217(75.87)	62(21.67)	7(2.44)	-	-
PROFILE	Guidance and monitoring of activities proposed to students	223 (77.97)	46 (16.08)	13(4.54)	2(0.69)	2(0.69)
	Punctuality and attendance	242(84.61)	41(14.33)	3(1.04)	-	-
	Proactivity	253(88.46)	31(10.83)	2(0.69)	-	-
	Deadline accomplishments	242(84.6)	41(14.33)	3(1.04)	-	-
RELEVANCE	The monitoring helped in the development of the discipline	256(89.51)	19(6.64)	5(1.74)	4(1.39)	2(0.69)
	Degree of satisfaction with PETiano monitoring	258(90.2)	25(8.74)	2(0.69)	1(0.34)	-

Caption: F - frequency

Source: authors

As for the content domain, 256 (89.51%) classified it as "Excellent" and 254 (88.81%) similarly evaluated the domain of the resources used. Concerning the planning of activities during monitoring, 246 (86.01%) considered the selection of class

material excellent, followed by adequacy of teaching methods and techniques 232 (81.11%).

Regarding the profile of the monitors, 253 (88.46%) students considered that the monitors were proactive 253 (88.46%), punctual and regular, 242 (84.61%). In the

last domain, relevance, 258 (90.2%) considered themselves satisfied with the monitoring and 256 (89.51%) considered that the monitoring helped in the progress with the subject (Table 2).

As a way of reinforcing the quantitative responses of the questionnaire, the students' comments on the monitoring are presented below. The open questions were: "Do you want to make any kind of comment about Petiano who was a monitor in your semester?" and "Would you like to make a comment about the petiano who was a monitor in your semester?". The responses were divided according to the following theme: didactics, qualification, planning and profile. It is noteworthy that despite guarantees regarding anonymity, there were no negative reviews.

Regarding the didactics of the scholarship holders, the comments were positive and satisfactory for the methodological conduction of each monitoring:

Only praise, he has a wonderful didactics and what he does for that captivates the students so much, I am very grateful to have him as a monitor. (Student 1)

Excellent, the methodology used makes the content much simpler to understand. (Student 2)

As for qualification, it was found through the comments that the scholarship holders have mastered the contents explained, evidenced by the comments:

Monitoring was excellent. Explains super well and demonstrates security and mastery of content. In addition to the interest and concern for student performance. (Student 3)

Very objective and always passes on the contents in a clear way, demonstrates a lot of security and mastery of content during the monitoring. (Student 4)

About the planning, it was evident that the monitoring was well elaborated, so that the positive comments emphasized the design and organization of the fellow in front of them:

Very well organized, always willing to help. (Student 5)

Very well planned monitoring. (Student 6)

As for the profile, it was found that the scholarship holders had a great performance within the disciplines to accompany the students and have an active search for their doubts, in order to solve them:

An incredible human being. He is a person who really enjoys helping others, an exceptional and fantastic monitor. I am

grateful to have had tutoring with him, in which, in addition to being a tutor, I gained a friend, because whenever I need help in other disciplines, he is always willing to help. (Student 7)

Commitment to discipline and learning from it is notorious. In addition to the competence in transmitting the content. The monitor-student bond is great, and facets such as cooperation, assistance with queries and flexible schedules (as far as possible) have been greatly developed. The monitor positively marked my semester. (Student 8)

Regarding the last domain, relevance, the importance of the role of the scholarship holder for the performance of students in matters related to the discipline in which they were inserted was ratified:

It was perfect, I managed to clear up doubts, and the tutoring made this discipline less complicated and difficult. (Student 9)

Just thank you for the teaching days and congratulate you for all the resourcefulness and mastery of the content that was passed on to us. Classes were essential for the semester. (Student 10)

He was simply essential for me to understand the discipline better. An amazing

person and an excellent monitor. (Student 11)

DISCUSSION

This study aimed to evaluate the monitoring of scholarship students in a Tutorial Education Program (PET), through the perception of monitored students. It should be noted that PET fellows are academics in the process of training who, when developing the activities required by the program, underwent an evaluation of their teaching activities as monitors. In this way, in general, the monitored students considered the monitoring as satisfactory in their various domains, didactics, content, planning, profile and relevance.

The literature points out that security on the subject is easy and the language in teaching materials can provide better interaction with students, in addition to being able to build horizontal knowledge and ease of understanding. Techniques such as seminars and dynamic presentations with students can be an important tool for building teaching and learning.⁶ A study that used social networks in its research reiterates that increasing new teaching tools during tutoring can bring benefits to traditional tutoring, resulting in the production of materials and portfolios that meet academic demands.⁷

As for the planning, it was evidenced that the resources used by the monitors, such as slides, posters, interactive games and procedures on mannequins, facilitated the student's learning process. These findings corroborate a study carried out in the state of Pernambuco, with students of technical nursing education, where specific nursing techniques and procedures were carried out, as well as the collective construction of a Standard Operating Procedure during monitoring. At the end of the period, it was noticed that the use of these methodologies, in addition to improving the retention of the content by the student, also made them more active and responsible for their learning process.⁸

Furthermore, the students considered that the monitoring activities constituted moments of learning exchange between the monitors and the students and also brought the possibility of strengthening bonds between different semesters, as demonstrated in the written observations about the monitoring. For the students, the monitor "positively marked my semester." These results demonstrate that students qualify monitoring as an organized strategy, which brings mutual benefits, and a responsibility on the part of monitors that makes them protagonists of good teaching.

Thus, monitoring the monitors with the class is essential during the monitoring

period. In this sense, a study carried out by monitors of a discipline of the biological sciences course reiterated the students' perception of their monitors, emphasizing that the student-monitors had as attributes availability, proactivity, ability to resolve relevant doubts.

Regarding the punctuality, proactivity and attendance of the monitors, the student who participates in the PET develops several activities with deadlines and demands throughout his trajectory in the group. Soon, he approaches a work routine and naturally develops a prudent attitude towards his activities.¹¹ Furthermore, the Petiano monitor, when faced with monitoring activities, brings experiences already lived as a scholarship holder, which can corroborate the positive results.

It is worth noting that one of the obstacles encountered was the adequacy of schedules due to the specific curriculum schedules for each semester. Thus, the difficulty in reconciling schedules is not only found in the related study, but also in a survey carried out in Rio Grande do Norte that pointed out as one of the main challenges for monitors, the difficulty of adapting their schedules with the supervisees. Also, the unavailability of students for monitoring is highlighted, which subsequently compromises

attendance and consequent bond between the binomial.¹²

The relevance of monitoring domain represents its importance as a communication tool between students and teachers of the discipline, as well as its impact on academic results. Academic monitoring activities are considered a pedagogical support for students, used by disciplines in order to deepen content and/or solve difficulties of some topic presented by students.¹³ It also contributes to the development and qualification by stimulating the importance of scientific research, reinforcing the teaching-learning activity of the Nursing Process, which is being taught/learned in the same way that will culminate in the performance of the future professional and in the production of health care for the user who will seek the health service.⁹

Being a monitor involves exchanging with others, which is an enriching process that favors growth for all involved and provides new challenges as the student expands their knowledge, creating new goals and improving their daily learning.

The students' suggestions and comments about the monitoring confirm the quantitative results, in which they showed satisfaction in their speeches. One can highlight comments of thanks, compliments about the organization, didactics and

proactivity, showing, therefore, that this knowledge exchange between students provides learning and experiences for both, thus being a benefit for all.

As a limitation of this study, the pandemic period caused by COVID-19 stands out, because due to the recommendations of social isolation, there was a change from the face-to-face to the digital sphere, which certainly harmed not only the tutoring, but the classes as a whole. Moreover, this study is limited to students of a Nursing course at a public university, which prevents the generalization of the results. Finally, data collection was carried out online and some students may not have had access to the form, which may have resulted in selection bias in the study population. This is an important issue in online surveys and must be considered.

CONCLUSION

The participation of fellows from the Tutorial Education Program as monitors proved to be relevant, since, according to the evaluations, their performances were notoriously satisfactory. In view of this, the importance of engaging students from the Tutorial Education Program in academic monitoring is highlighted, since, in addition to boosting the group's teaching activities, they provide impacts on the individual

academic performance of the scholarship holder, as well as contributions to the academic community as a whole, through the respective activity performed by the students.

However, the importance of evaluating the activity is also highlighted, in which students will be able to report their difficulties and guide which didactics are best suited to each subject. In addition, the evaluation helps in the publication of data that contribute to the scientific community and suggests new studies on the subject.

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