

Health research monitoring: a tool for nursing academic education**Monitoria de pesquisa em saúde: ferramenta para formação do acadêmico em enfermagem****Tutoría de la investigación en salud: una herramienta para la formación del estudiante de enfermería****Received: 25/03/2021****Approved: 01/06/2021****Published: 01/01/2022****Lucas Fernando Antunes Gomes¹****Nayara Paula Fernandes Martins Molina²****Bethania Ferreira Goulart³**

This is an experience report carried out in 2019, in a city in the interior of the state of Minas Gerais. It aimed to describe the perceptions of the student-monitor regarding the subject of Health Research. There was a participation of 12 hours per week, in a total of more than 100 hours, considering an activity outside of the classroom (45 hour program). There were four training activities and the construction of a work platform with the students that the monitor would support. Academic monitoring provided the monitor with individual and professional growth, enabling them to expand their knowledge in the area of scientific research, as well as the improvement of the teaching-learning binomial. Participating in the monitoring program for a student who aspires to follow the academic trajectory provided the beginning of professional construction and, with the help of professors, it was possible to follow a path and become familiar with various teaching methodologies.

Descriptors: Research; Nursing research; Education, Nursing.

Este é um relato de experiência realizado em 2019, numa cidade do interior mineiro, com objetivo de descrever as percepções do discente-monitor a respeito da disciplina de Pesquisa em Saúde. Houve a participação de 12 horas semanais, num total de mais de 100 horas, considerando e então uma atividade além da sala de aula (disciplina de 45 horas). Ocorreu quatro atividades de treinamento e a construção de uma plataforma de trabalho junto aos discentes que o monitor apoiaria. A monitoria acadêmica proporcionou ao monitor o crescimento individual e profissional, possibilitando expandir seus conhecimentos na área de pesquisa científica, bem como o aperfeiçoamento do binômio ensino-aprendizado. Participar do programa de monitoria para um discente que almeja seguir a trajetória acadêmica, propiciou o começo da construção profissional e com a ajuda das docentes, foi possível trilhar um caminho e familiarizar-se com diversas metodologias de ensino.

Descritores: Pesquisa; Pesquisa em enfermagem; Educação em enfermagem.

Este es un informe de experiencia realizado en 2019, en una ciudad del interior del estado de Minas Gerais, con el objetivo de describir las percepciones del estudiante-tutor respecto a la asignatura de Investigación en Salud. Hubo la participación de 12 horas semanales, un total de más de 100 horas, considerando entonces una actividad más allá del aula (asignatura de 45 horas). Hubo cuatro actividades de formación y la construcción de una plataforma de trabajo con los estudiantes que el tutor apoyaría. La tutoría académica proporcionó al tutor un crecimiento individual y profesional, permitiéndole ampliar sus conocimientos en el área de la investigación científica, así como la mejora del binomio enseñanza-aprendizaje. La participación en el programa de tutoría para un estudiante que pretende seguir el camino académico proporcionó el inicio de la construcción profesional y, con la ayuda de los profesores, fue posible seguir un camino y familiarizarse con diversas metodologías de enseñanza.

Descriptores: Investigación; Investigación en enfermería; Educación en enfermería.

1. Nursing undergraduate at the Universidade Federal do Triângulo Mineiro (UFTM), Uberaba, MG, Brazil. ORCID: 0000-0003-3626-6946 E-mail: lucantunesuftm@gmail.com

2. Nurse. Specialist in Gerontology. Master and PhD in Health Care. Substitute Professor of the Nursing Course at UFTM, Uberaba, MG, Brazil. ORCID: 0000-0001-8771-9242 E-mail: nayara.molina@uftm.edu.br

3. Nurse. Specialist in Public Health. Master and PhD in Nursing. Adjunct Professor of the Nursing Course at UFTM, Uberaba, MG, Brazil. ORCID: 0000-0003-2855-6767 E-mail: bethaniagoulart@yahoo.com.br

INTRODUCTION

The monitoring program is a teaching and learning model that contributes to the integrated development of the student in teaching, research and extension activities at undergraduate level. It is understood that it is a resource for the improvement of higher education, through new techniques and didactic experiences that intend to consolidate the link between practice and theory¹, contributing to training in an expanded perspective.

The referred program is understood as a mechanism to improve teaching, being the admission of monitors carried out by the professors responsible for the discipline of interest to the student-monitor².

Monitoring provides a chance for group learning and development by enabling professional construction³ by bringing the monitor closer to teaching, an experience that significantly contributes to the professional development of the academic. In addition, monitoring aims to provide mutual assistance between student-monitor and professor⁴, as well as facilitating the dialogic educational relationship between student-monitor, professor and students taking the course.

In the health scenario, relevant for the need to train health professionals committed to citizenship, with critical thinking, being coherent with new health policies, actions and services, scientific research works to understand and continually redefine its practices to break the biomedical model⁵.

According to the *Política Nacional de Ciência, Tecnologia e Inovação em Saúde - PNCTIS* (National Policy on Science, Technology and Innovation in Health), Health Research is determined by the production of studies and development of innovations, aimed at improving the well-being of the population. It is necessary to go beyond the disciplinary point of view to the sectoral point of view, in order to fully include research activities related to public health⁶. In this context, it is evident that health practices based on research and evidence optimize the capabilities of the workforce and provide high quality care⁷.

Including the student in scientific research is contemporary that the search for knowledge is complex. Training, often based on technicality, does not cover the entirety of the professional scenario. To immerse oneself in research groups, get in touch with reality and combine theory and practice, enable students to learn more concretely⁸.

The participation of academics and health professionals in research groups can promote the development of knowledge production, which separates the health area from the old technician paradigm and allows for examined/considered actions in practice. This commitment contributes to the consolidation of a career based on its scientific foundation, generating and using science⁹. The role of the student monitor in the Health Research discipline provides an approximation of this actor with the teaching-learning processes and reveals the context of Post-Graduation *stricto sensu* as a future possibility.

The discipline of Health Research becomes essential in academic training, as it requires the researcher, and the student in question, through their body of knowledge, to prepare a project and analyze the material obtained, as well as scientific writing¹⁰, or that is, experiences teaching and research practice.

This study aims to report the perceptions of the student-monitor regarding the monitoring carried out in the Health Research discipline.

METHODS

This is a descriptive study of the experience report type, carried out from the student experience in monitoring the Health Research discipline at a Federal University in a municipality in the interior of Minas Gerais. The experience in said monitoring took place from March to July 2019.

The monitoring selection process was carried out in compliance with the public notice², which included a theoretical test that assessed knowledge about the components of the discipline, and was conducted by the responsible professors.

The subject of Health Research is the curricular component of the 2nd semester of the Undergraduate Nursing Course, being mandatory in nature. In addition, it has a workload of 45 hours/class, with 21 hours of theoretical classes, taught by two professors and 24 hours of practical classes, involving training with the institution's librarians and periods reserved for the construction of the research project.

The methods and strategies used in the theoretical classes for the teaching-learning of students involved lectures, training on the Academic Works Manual according to the rules of the Brazilian Association of Technical Standards (ABNT) and a database search with the Institution's librarian, in addition to seminars, discussion groups and shifts to clarify doubts in the construction of the project. To carry out the activities of the discipline, the students were divided into four groups, with two groups using the quantitative methodological approach and the other two using the qualitative approach.

The monitor of the discipline fulfilled a workload of 12 hours per week, making monthly reports of their activities and getting involved in the monitoring and guidance, along with the professors, in the stages of elaboration of a research project by the four groups of students. Furthermore, it was present in the proposed didactic training and in group discussions, under the guidance and supervision of the professor, who sought to resolve doubts.

The elaboration of the research project started with the choice of subject, theme and outline of the theme. Subsequently, each stage of their scientific project was presented in detail by the professors (introduction, justification and objectives, methods, schedule, financial resources and expected results), in addition to the presentation of qualitative and quantitative approaches and, at the end of the course, an oral presentation was held evaluation of the built project.

RESULTS

There was a participation of 12 hours per week, in a total of more than 100 hours, considering and then an activity outside the classroom (45 hour discipline).

To perform their duties, the student-monitor prepared teaching material so that the language was accessible to students (Table 1), offered guidelines for the development of the project, using virtual communication networks and face-to-face meetings, as well as guidelines regarding the presentation of the project, which was one of the requirements for approval in the discipline. The student-monitor became a facilitator of the activities proposed for the students.

The evolution of the students was evidenced both in group discussions with the professor and the monitor and in the presentations, based on the support of the student-monitor.

Table 1. Didactic material prepared by the student-monitor. Uberaba, Minas Gerais, Brazil.

| | Methodology¹¹ |
|----------------------------|--|
| Type of study | Briefly explain how the study will be prepared. Choose the type of research and design (Ex.: Descriptive study with a qualitative approach). |
| Place of study | Address generally where the research will be carried out. |
| Investigation scenario | Present specifically where the study will be carried out. |
| Study participants | Indicate who and how many participants will participate in the investigation. |
| Inclusion criteria | Explain what criteria participants will have to meet to be included in the study. |
| Exclusion criteria | Explain which criteria will exclude participants from the study. |
| Data collection procedures | Detail how the study data will be collected. |
| Data analysis procedures | Explain how the researcher(s) will analyze the collected data. |
| Ethical procedures | Present which ethical criteria will be adopted so that the study is not made impossible; for research with human beings, follow Resolution 466/2012 (At this stage, the Informed Consent Form - ICF is explained). |

Source: Germano; Castro, 2010¹¹.

The activities developed by the discipline and monitoring sought to contemplate the role of professional nurses and the contribution of health research. Students were able to familiarize themselves with a topic of study and thus deepen their knowledge and propose objectives to be studied.

Training with the institution's librarian was important, since the topics covered were of paramount importance, complementing the theoretical classes and adding knowledge. The trainings were organized in four days, being two days referring to the "Bibliographic Search – Database in Health" and two days for the "Training on ABNT norms".

The discipline had a final meeting with evaluation of the discipline as a whole, both by the professors and by the monitor student and other students, so that all members involved in the teaching-learning process exposed positive and negative factors.

Academic monitoring provided the monitor with individual and professional growth, enabling them to expand their knowledge in the area of scientific research and improve the teaching-learning binomial.

The approach to the practical experience of teaching enabled the monitor to revisit internal concepts such as shyness and introspection. From this movement, such emotions could be controlled, facilitating and enhancing the exchange of knowledge between students and monitor.

DISCUSSION

Monitoring encompasses the curriculum theme, in which the monitor will work based on their knowledge or skills, or both, with a group of students. The monitor, determined to assist in the development of the student's teaching-learning, acts as a bridge between the professor and the student. However, the student who can take advantage of this assistance needs to be curious about the quest to build their knowledge³, which can be evidenced in the construction of materials and studies of the themes to obtain prior knowledge added to a deepening of the subject so that the tacit knowledge becomes materialize and be transposed to the other.

The monitor experience reveals possibilities for learning both for the beginning student in the discipline and for the monitor student. Through monitoring groups, the monitor can share the knowledge already acquired and improve according to any doubts that may arise¹².

The participation of the student-monitor in the processes related to the discipline, whether in participation in classes or in helping students in evaluative aspects, provides, in addition to mutual assistance, the construction of new didactics and pedagogical models, as it is a bridge between the professor and the students, the monitor-student can transmit feedback from both parties. Monitoring is identified as a potential consolidator of the pedagogical plan due to the possibility of the monitor being integrated into meetings to monitor learning and assessment processes³.

When experiencing peer education, whether in the construction of materials or in the tutoring itself, the student-monitor has the opportunity to obtain skills and knowledge acquired through practice, in an effective and productive way¹³.

Research can offer the construction of health based on Evidence-Based Practice (EBP), which allows for a more effective targeting of health actions; and as a study points out, teaching since graduation on this theme enables its development. It is indicated as a strategy to achieve this goal even within educational institutions, the reformulation of curricular matrices¹⁴. Thus, by requiring the student to actively search for scientific knowledge to prepare the research project, the discipline helps to strengthen the perception of this actor regarding EBP.

Another study carried out from the perspective of nursing students reveals that the monitoring by students provides the construction of the relationship between student-monitor and professors, which contributes to the idealization and reflective judgment on the daily activities inherent in the profession¹⁵. In the experience lived by the student-monitor, this fact was materialized in their close communication with the professors responsible for the

discipline and also in the participation of discussion groups, in which the student-monitor can get to know the dynamics of teaching-learning up close, depending on the desired professional practice.

CONCLUSION

The proposal of monitoring in its essence enabled the creation of links between the binomial student-monitor and student who is taking the course. Considering the context of Health Research, it was clearly noticed, in addition to the strengthening of this link, the fluidity in the constant exchange of knowledge and the increase in the scientific capacity and ability of the monitor to share their knowledge.

The opportunity to participate in the monitoring program for a student who aspires to follow the academic path provides the beginning of professional construction and with the help of professors, it is possible to follow a path and become familiar with the various teaching methodologies.

The link between monitoring and the Health Research discipline provided the monitor's proximity to scientific knowledge, from writing to the presentation of a research project, in addition to experience in the dimension of teaching and learning, reconstructing itself with experience. For the monitor, the link between students and professors proved to be a success factor for the engagement and good use of students throughout the course.

The construction of this experience report, having been carried out from the perspective of a single monitor, despite being a limitation, does not make it unfeasible since the intention was to reveal the perceptions experienced, in the specific context, as a singular experience.

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CONTRIBUTIONS

Lucas Fernando Antunes Gomes collaborated in the design, collection and analysis of data and writing. **Nayara Paula Fernandes Martins Molina** and **Bethania Ferreira Goulart** contributed to the design, data analysis, writing and review.

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