

116 - ACADEMIC MONITORING: IN FOCUS THE EXPERIENCE WITH EPIDEMIOLOGY IN NURSING COURSE OF UFRN

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INTRODUCTION:

According to International Association of Epidemiology the goal of Epidemiology is study the factors that determines the frequency and distribution of diseases in human communities (ALMEIDA FILHO e ROQUAYROL, 2003). According to these authors the Epidemiology analysis populational distribution of diseases and damages to health, the factors that determines it and events associated with collective health. Besides, it proposes specific measures of prevention, control or eradication of diseases and gives litmus test that serves as support to planning, administration and evaluation of health actions; actions that allow to consider the epidemiology as the science that studies the health-disease process in populations.

Intrinsically related to Epidemiology, Environmental Health is nowadays a widely discussed topic in several sectors of society, because in the midst of a global environmental crisis, reign conflicts of interest and the unsustainability of the current development model, making it urgent to review the concepts and values present. In Brazil, the improvement and expansion of the National Epidemiological Surveillance (NES), which allows greater participation of local health systems, especially with the Pact Program Integrated (PPI), the Community Health Agents Program (CHAP) and Strategy in Family Health (SFH), together with the restructuring and consolidation of Sanitary Surveillance in the country, with the incorporation of environmental surveillance, resulted in increased demand for a qualified formation in Epidemiology (TEIXEIRA, 2005, p.11).

It is often the health professionals who have a responsibility to collect epidemiological data and contribute to the formation of a body of knowledge in health that allow to decide based on evidence about treatments, interventions and health policies (GONÇALVES & FERRINHO, 2007, p.24).

Nursing as a profession in the health field whose essence and the instrument of their actions is the care of human beings in the individual, family and community, should develop the care from the perspective of health promotion, disease prevention, recovery and rehabilitation of health. Thus, in designing assistance, establish action plans for services, evaluate them and to help in development of programs, this professional will necessarily have to use epidemiological methods (GONÇALVES & FERRINHO, 2007, p.24).

Thus, it is evident that to attend its responsibilities, the nursing requires knowledge of Epidemiology and the links established between health and the environment and this knowledge should be offered in the curriculum of the course of graduation in Nursing. Using this as tools of knowledge, management and transformation, the professional becomes able to build and to know epidemiological profiles of populations and act in the process of transformation in health situations.

Souza et al. in his research about the importance of this knowledge to the production of knowledge from this category, concluded that the epidemiology contributes as a research tool for nurses, as it allows the evaluation of care provided to the users of health services, analyze the socioeconomic and morbidity profile in a certain population, reflect about conditions of health's workers and combine the learning to knowledge production in nursing (SOUZA et al., 2008, p.62).

The IV Master Plan for the development of Epidemiology in Brazil stood out as problems in forming the theme for research and teaching, the insufficient discussion about the teaching of Epidemiology in graduate and inadequate teaching methods and instructional resources, proposing as a strategy to solve the quest the pursuit for guarantee of a good quality of training in Epidemiology taking into account its relationship to public health (TEIXEIRA, 2005, p. 15-16).

The basic proposal of the Epidemiologia education permeates the mainstream education, it is considered the actual health system and the professors hold the knowledge of practice of services to contribute with the transformation of health assistance for the population by encouraging the formation of professionals committed to the interests of public health (GOMES, 1994; GONÇALVES & FERRINHO, 2007).

For this purpose, should be encouraged in the academy's stance a future nurse's conscious and committed in this context, with an academic background that answers the demands of his role in the several areas of society in which it operates.

The Initiation Program to Teaching emerged as a sideline activity from the political projects of educational of courses essential to the formation of the student. The academic monitoring of UFRN, aims in accordance with the Resolution n° 013/2006, contribute to the improvement of undergraduate education through the development and implementation of projects involving education monitors, seeing also to contribute with the academic formation process and arousing the interest in the teaching profession (UFRN, 2006).

The Academic Monitoring is characterized as a way to help professors in their teaching and to integrate the student monitor in entire educational process, offering the opportunity for students to deepen their knowledge in a particular discipline and involve them in the field of education, developing skills and promoting their interest in teaching practice (LOPES, 2005 apud BORSATTO et. al., 2006).

The monitoring in Epidemiology and Environmental Health, in its teaching project for the year of 2008, aimed to contribute in improving the teaching of the discipline through activities of technical capacitation and construction of critical sense of the students in relation to the health and services reality, according to the principles of educational-project-political of the Nursing course of the University, making it necessary to participate actively in monitoring in the teaching-learning process (UFRN, 2008).

Considering the monitoring as a service of educational support offered to students interested in deepening content and contribute to the improvement of teaching practice in a particular discipline and in order to improve the quality of education, this study aims to presents the experiences lived as monitors in the discipline in question.

It is important to emphasize that the construction of this report as a method of showing the perception as nursing student about participating in the monitoring program, so that the account of the experiences expressed here is important because it aims at supporting the scientific production in nursing, especially by the student community linked the practice of monitoring, with emphasize on the contributions of this experience in the formation of student and teaching-learning process. With the same importance, the aim is also to help promote reflections on the role in monitoring and encouraging ways to

strengthen it as an activity that qualifies the academic, professional and student staff.

METHODOLOGY:

The work is to report experience while monitoring in the discipline of Epidemiology and Environmental Health of a Nursing student UFRN during the period from August, 2008 to September, 2009. For its construction, especially in terms of importance of the objectives and relevance of the systematization of the experience, data were collected through literature review for original articles published in refereed journals, book chapters, papers published by government institutions, policies and regulations institutional. It was used also, with emphasis, data from their own lived experience, in this case, the perception coming from memory and observation of the subjects involved, which makes up a key element for the analysis of the reality given by the experience, as noted Lakatos (2007).

REPORTING THE EXPERIENCE:

The opportunity to become monitors was achieved through a selection process established by Bidding Procedure. The instruments used were the written discourse test of specific knowledge in the area and availability of time, being selected one of the students enrolled, who begins to perform their activities during the afternoons of Tuesdays and Thursdays, days on which the discipline is taught, and eventually on other days of the week, according to the need for discipline and possible availability of student-monitor.

The discipline of Epidemiology and Environmental Health is part of the curriculum of the course of nursing in UFRN, being offered in the third year of the course with a workload of 120 hours of theoretical and practical training. The discipline aims to find out the theoretical framework of social epidemiology, the policy of health environmental and the Information System in Health; to analyze the social phenomena and their relationships in the health-illness process and in health policies; to understand the type of surveillance in health and know the practice of the nurse in sanitary, epidemiological and environmental surveillance and ultimately elaborate an epidemiological profile of a given area according to the practice field of the student and propose solutions to the problems identified (UFRN, 2008).

The subjects covered are related to the proposed objectives of teaching the subject, as stated on the menu of the component program curriculum, so that points to the relevance of the study of Epidemiology as a fundamental pillar in the formation of health professionals.

The experience in monitoring in the discipline began with meetings with the coordinators in which it was discussed about the role of monitor, professor and student in the educational process with emphasis on program goals of teaching beginners to the university and gives its meaning as an activity that qualifies the education and formation of student-monitor.

To carry out the activities the monitoring considered develop them in order to meet the objectives proposed in the project of education. Among them, are emphasize the participation in planning meetings of the theoretical and practical lessons with the professors of the discipline, moments where were discuss the work and teaching methods so far adopted, consisting of ways to me as a former student of the discipline and monitoring, contribute to the improvement of education.

Act in the classroom, preparing lesson plans and teaching them under the supervision of the professor, was essential for the growing admiration and aspiration for a career in teaching. The moments of dialogue and exchange of experiences with students in and outside the classroom and during field activities were also equally essential to incorporate a more qualified role of teaching.

Other activities performed are related to the preparation of papers on discipline in the University's local events that involved the articulation of students who have gone through this discipline voluntarily participate as monitors in booths that exposed issues related to Epidemiology and Environmental Health, an activity perceived as essential to spread the importance of this knowledge in the academic community and external community that participates in events like this made by the University.

In addition to these more active activities, monitoring has also developed the more traditional with auxiliary character, including preparation of didactics and evaluative materials, publishing notes, update passbooks, joint with institutions that contribute to the discipline, book places to activities, among others. Participation in these activities had its significance for building skills in teaching practice, since activities are inserted into its routine necessary to the educational process.

It is significant that in some semesters there was a degree of difficulty in maintaining regular attendance about participation in class room within a few inconsistencies in schedules made impossible the assiduous performance in this regard. In addition, although there was no established time guidelines for the monitor with the student, considering the character of the discipline and the availability of both subjects, students' needs were not affected, since these could be addressed in any upcoming meetings.

The relationship and proximity to students, now also provided in the design and construction of professor, caused a sharp awareness of how to be "professor", in the perspective that these moments with the students, calm down the responsibility that to assume the professor paper, ends in the multiplication of attitudes and interfered with the process of formation of them, going to try the other side of the relationship professor-student.

One characteristic of this experience concerns the importance, especially during the dialogues with students and participation in the classroom, the need to study and continuous updating of knowledge and a methodological contributions to substantiate the pedagogical act and think in greater interaction with students during class. On that point, we should stress that the monitoring was sensitive to the difficulties presented by the students, noticing also that these difficulties were linked, mostly to little affinity with the discipline, situation that demanded to try to show the importance of this knowledge in professional practice terms of monitoring view and remove the doubts about the required tasks, being essential for this update of knowledge not only of discipline, but also educational and establish a relationship of empathy and sharing of experiences with the students.

FINAL CONSIDERATIONS:

The experience in the educational activity brought to the figure of the monitor that experienced the awareness of the size of the teaching-learning process and the subjects involved, becoming the point of view of the monitor, in a changing academic experience of immense value to the construction of professional future.

This perception could be built when it experienced the development of skills and teaching skills and improved the knowledge in a particular discipline, and why not also add that this knowledge was rebuilt during the relations of the monitor with the students, in discussions with professors and in their daily activities. It stands out in this context that the teaching profession provided the enlargement of the monitor view as nursing student to enable the internalization of other meanings on the commitment to the formation process and the design of a search required by the student of a complete formation.

It should be emphasized that during the experience could be recognized as a former student of the discipline, the methodological approach of the theme still needs to change, especially as to create ways to add more students in the teaching-

learning process making it subject in the knowledge construction during lessons in class, and thus build it allied with the practice, something challenging and transforming. The monitoring acknowledges that some of these changes are part of their role and that due to difficulties in participating diligently in class, as already stated, could have acted more actively in this perspective.

It is also about the opportunity to report this experience, which contributed substantially to the monitor, to enhance their ability to build knowledge and disseminate its experience.

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ABSTRACT

Epidemiology is a science that studies the factors that determine the frequency and distribution of diseases in populations, constituting an indispensable knowledge on the nurse formation. The Academic Monitoring emerges as a way to help professors in their teaching and to integrate the student monitor in entire educational process. With this understanding, this work presents the experiences of an academic nursing in UFRN in monitors in the discipline of Epidemiology and Environmental Health, and aims to promote reflection on monitoring and encouraging ways to strengthen it as an activity that qualifies the academic formation. For this, we used the story of experience, and thus needed from the memory and observations about the experience.

The activities were developed by the monitor aiming to attend the objectives proposed in the project of education. Were accomplished participations in planning meetings with the professors, prepared lesson plans and taught under the supervision of the teacher, exchange of experiences with students during classroom and field activities, Essentials activities to the admiration and increasing demand for teaching and incorporating a more qualified role of educator. During this process it was necessary to study and continuous updating of knowledge about the discipline and also a methodological contributions to substantiate the pedagogical act. Through this experience, we could realize its enormous value to the construction of the Professional future, since it allowed an awareness of the size of the educational process, the development of skills and teaching skills and knowledge enhancement.

KEY WORDS: epidemiology; academic monitoring, teaching-learning process.

TUTORAT UNIVERSITAIRE: FOCALISANT L'EXPERIENCE AVEC EPIDEMIOLOGIE DANS LE COURS DE SOINS INFIRMIERS DE L'UFRN

RÉSUMÉ:

L'Epidémiologie est la science qui étudie les facteurs déterminants de la fréquence et la propagation des maladies parmi les populations et se constitue comme une connaissance indispensable à la formation de l'infirmier ou infirmière. Le tutorat universitaire apparaît comme un moyen d'aider le professeur dans son activité d'enseignant et d'intégrer l'élève moniteur dans le processus pédagogique. D'accord avec cette compréhension, cette étude présente les expériences vécues par une étudiante en Soins Infirmiers de l'UFRN comme monitrice de la discipline « Epidemiologie et Santé Environnementale » et a pour but de promouvoir la réflexion sur le tutorat et stimuler les moyens de le renforcer comme une activité qui enrichie la formation universitaire. Pour cela, on utilisa le récit d'expérience et, ainsi, on eut besoin des mémoires et des observations à propos de ce qui fut vécu. Les activités furent développées par le moniteur visant à atteindre les objectifs proposés dans le projet

d'enseignement. On réalisa la participation en réunions de planning avec le corps d'enseignants, l'élaboration des plans de leçons, enseignées sous la supervision du professeur, le partage d'expériences avec les élèves dans la classe et pendant les activités pratiques, lesquelles sont indispensables à l'admiration et l'aspiration croissante par les enseignants visant à une meilleure incorporation du rôle d'éducateur. Au cours de ce processus, il y eut besoin d'études et actualisations permanentes des connaissances sur la discipline, de même qu'une conception méthodologique pour soutenir l'act pédagogique. Le long de cette expérience, on put apercevoir son énorme valeur pour la construction du futur professionnel, puisqu'elle permit la sensibilisation en ce qui concerne l'importance du processus éducatif, le développement d'habilités et compétences pédagogiques et le perfectionnement des connaissances.

MOTS-CLÉ: Epidémiologie. Tutorat universitaire. Processus enseignement-apprentissage.

MONITORIA ACADÉMICA: ENFOCANDO LA EXPERIENCIA CON EPIDEMIOLOGÍA EN EL CURSO DE ENFERMERÍA EN LA UFRN

RESUMEN:

la epidemiología es una ciencia que estudia los factores que determinan la frecuencia y distribución de las enfermedades en las poblaciones humanas, así es un conocimiento indispensable en la formación de enfermería. La monitoria académica surge como una forma de ayudar a los profesores en su enseñanza y para integrar el monitor en todo el proceso educativo. Con esta comprensión, este estudio presenta las experiencias de un académico de enfermería de la UFRN monitor de la disciplina de Epidemiología y Salud Ambiental, con el objetivo de promover la reflexión sobre el control y el fomento de formas de fortalecerlo como una actividad que describe la formación académica. Se utilizó el relato de la experiencia, y por lo tanto fue necesario la memoria y observaciones acerca de la experiencia. El plan de estudios fue desarrollado por la monitoria para cumplir los objetivos propuestos en el proyecto de enseñanza. Hicieron participación en las reuniones de planificación con los profesores, planes de estudio preparado y enseñado bajo la supervisión del maestro, intercambio de experiencias con los estudiantes en aula y actividades de campo, actividades esenciales para la admiración y aspiración creciente a la enseñanza, y para la incorporación de un papel más cualificado de educador. Durante este proceso era necesario estudiar y actualizarse continuamente acerca los conocimientos sobre la disciplina, también una contribución metodológica para ayudar el acto pedagógico. A lo largo de esta experiencia, puede percibir su enorme valor para la construcción de los futuros profesionales, ya que permite una conciencia de la magnitud del proceso educativo, el desarrollo de destrezas, habilidades de enseñanza, desarrollo y mejora de los conocimientos.

PALABRAS CLAVE: Epidemiología, monitoria académica, proceso enseñanza-aprendizaje.

MONITORIA ACADÊMICA: ENFOCANDO A EXPERIÊNCIA COM EPIDEMIOLOGIA NO CURSO DE ENFERMAGEM NA UFRN

RESUMO:

A Epidemiologia é uma ciência que estuda os fatores que determinam a frequência e a distribuição das doenças nas populações, constituindo-se em um saber indispensável na formação do (a) enfermeiro (a). A Monitoria Acadêmica surge como uma forma de auxiliar o professor na sua atividade docente e de integrar o aluno monitor em todo o processo pedagógico. Com esta compreensão, este trabalho apresenta as experiências vivenciadas por uma acadêmica de enfermagem da UFRN na monitoria da disciplina de Epidemiologia e Saúde Ambiental, e tem como objetivos promover reflexões sobre a monitoria e incitar formas de fortalecê-la como uma atividade que qualifica a formação acadêmica. Para isso, utilizou-se o relato de experiência, e assim, necessitou-se da memória e das observações sobre a vivência. As atividades foram desenvolvidas pela monitoria visando atender aos objetivos propostos no projeto de ensino. Foram realizadas participações em reuniões de planejamento junto ao corpo docente, elaborados planos de aulas e ministradas sob a supervisão do professor, troca de experiências com os alunos em sala e durante atividades de campo, atividades imprescindíveis para a admiração e aspiração crescente pela docência e para uma incorporação mais qualificada do papel do educador. Durante este processo houve a necessidade de estudo e atualização contínua dos conhecimentos sobre a disciplina e também de um aporte metodológico para substanciar o ato pedagógico. Ao longo dessa experiência, pôde-se perceber seu enorme valor para a construção do futuro profissional, uma vez que permitiu uma sensibilização sobre a dimensão do processo educativo, o desenvolvimento de habilidades e aptidões pedagógicas e o aprimoramento de saberes.

PALAVRAS-CHAVES: epidemiologia; monitoria acadêmica; processo ensino-aprendizagem.

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