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APRESENTAÇÃO

O XIX Simpósio de Pesquisa e Extensão Acadêmica da Faculdade de Ciências Médicas de Minas Gerais e III Simpósio Internacional de Pesquisa e Extensão Acadêmica teve como temática a popularização da ciência. O objetivo do evento foi promover a divulgação das atividades de pesquisa apoiadas pelo Setor de Pesquisa e Extensão no ano de 2023.

O evento aconteceu no dia 02/09/2023 e se destacou por promover trocas de experiências entre os alunos de todos os cursos da FCMMG e convidados externos, enriquecendo a interdisciplinaridade na instituição. Além das apresentações de trabalho pelos discentes, foram realizadas diversas palestras por pesquisadores de reconhecida excelência nacional e internacionalmente.

O simpósio contou com a palestra intitulada “Trajetória e estratégias de internacionalização da pesquisa científica” ministrada pelo Prof. Henrique Araújo Lima, da Faculdade de Ciências Médicas Minas Gerais, com vínculo com a Universidade Federal de Minas Gerais, e pesquisador financiado pelo Bill & Melinda Gates Foundation. Foi também ministrada a palestra “Como fazer comunicação científica para a população” do Prof. Daniel Dias Ribeiro do Hospital das Clínicas da Universidade Federal de Minas Gerais. Foi apresentada a mesa redonda “Carreira acadêmica no Brasil e no exterior” do Prof. Pedro de Castro Lopes, da Faculdade de Ciências Médicas Minas Gerais e da Dra. Ísis Baroni, Postdoc Research Fellow at MGH. Além disso, o Prof. Leonardo Oliveira Pena Costa, da Universidade Cidade de São Paulo, UNICID, ministrou a palestra intitulada “Qual a importância da popularização da ciência?”. Por fim, a palestra “Saúde física e mental em pacientes oncológicos: comunicação de más notícias” foi ministrada pelo Prof. Pedro William Machado de Almeida, da Universidade Federal de Minas Gerais.

Uma inovação apresentada no evento deste ano foi a utilização de pôster digital. As apresentações neste formato resultaram em maior satisfação dos alunos, além de ser uma ação sustentável uma vez que evita o uso de papel para impressão.

Espera-se que a publicação dos trabalhos apresentados no evento possa fortalecer o Simpósio de Pesquisa e Extensão, além de incentivar uma maior participação de outros alunos em atividades de pesquisa, extensão e ligas acadêmicas.

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**Coordenador do Setor de Pesquisa e Extensão
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EXPERIENCE REPORT

Experience report on a healthcare management internship performed by leaders of the academic League of Health Entrepreneurship: Term 2022/23

Relato de experiência sobre um estágio de gestão em saúde executado por ligantes da liga acadêmica de empreendedorismo em saúde: Vigência 2022/23

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ABSTRACT

Introduction: The Academic League of Health Entrepreneurship (LAES) in 2022 started with its first extracurricular internship, aiming to promote the development of skills related to innovation, finance and business within health care. **Objective(s):** Describe and discuss the learning of the leaders during the internship program in Health Management in the Management of Care Practices (GPA) sector of a private hospital in Belo Horizonte. **Methods:** It's about an experience report based on the experience of interns in GPA. **Results:** The interns participated in activities related to monitoring critical health indicators. Which were fundamental for the analysis of the quality of care services, allowing the operational protocols for cardiorespiratory arrest, sepsis and prevention of thromboembolic events to be parameterized and monitored by the management. In addition, they were responsible for updating and monitoring the Global Daily projects, in this activity the costs of hospitalizations were raised and detractors identified, which are inappropriate behaviors that generate large unnecessary costs for health care. **Conclusion:** The internship opportunity in the area of health management provided students with direct experience with fundamental tasks to ensure the efficient performance of care services. As a result, it is possible to state that this experience played a significant role in the development of professionals capable of seeing the hospital environment in a comprehensive way, recognizing the importance of monitoring quality indicators and protocols for the execution of safe, excellent and financially viable care.

Keywords: Entrepreneurship in Health; Quality Indicators in Health Care; Private Health Administration.

EXPERIENCE REPORT

The relevance of the academic League of Sexual and Reproductive Health in learning: An experience report of directors

A relevância da Liga Acadêmica de Saúde Sexual e Reprodutiva na aprendizagem: Um relato de experiência dos diretores

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ABSTRACT

Introduction: Academic leagues are university student associations that aim to build the academic tripod—Teaching, Research, and Outreach—in a specific area of interest. The Academic League of Sexual and Reproductive Health (LASSER) brought together students who are interested in the fields of sexology and reproduction to participate in monthly classes, community activities, also scientific production. **Objective:** To report the experiences of LASSER directors in uniting research, teaching, extension for the academic and professional training of students from different health courses. **Method:** The teaching was conducted through in-person and online classes, delivered monthly by expert professors in the field, with dedicated moments for addressing students' doubts. The outreach was performed in collaboration with a philanthropic institution, with the goal to establish closer ties between the students and the community. For this purpose, the target audience was divided into children (6–13 years), teenagers (14–18 years), and the elderly (above 60 years). As for the research, it will be conducted simultaneously with the outreach program to identify the impact of aging on sexual health of elderly women attending the chosen institution. **Results:** During this period, 10 classes will be taught covering topics related to child sexual abuse, violence against women, sexuality in the female, male, elderly populations, as well as discussing the current panorama of STIs and in vitro fertilization. The research is pending approval from the Research Ethics Committee to commence. The outreach projects will address themes concerning sexual health across different age groups, allowing participants to develop important skills for clinical practice—such as addressing sensitive subjects—to create social impact by democratizing access to meaningful knowledge, information about sexual and reproductive health. **Conclusion:** LASSER was able to provide the necessary activities for the education tripod, which was essential for the academic and professional development of the directors.

Keywords: “Health Education”; “Community-Institutional Relations”; “Health Research”.

EXPERIENCE REPORT

Application of theoretical and practical knowledge provided by an academic league of palliative care: An experience report

Aplicação de conhecimento teórico-prático proporcionado por uma liga acadêmica de cuidados paliativos: Um relato de experiência

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ABSTRACT

Introduction: According to the World Health Organization, palliative care is the assistance provided by a multidisciplinary team that improves patients and their families' life quality in an illness life-threatening scenario. Furthermore, the inclusion of extracurricular activities that includes palliative care in Medical college curriculum leads to knowledge that empowers future physicians to deal appropriately with illness and terminality issues. For this reason, the *Liga Acadêmica de Cuidados Paliativos (LACPA)* comes as a complement for the students, providing them a deep immersion in the topic of palliative care practices. **Objective:** To detail the experience of LACPA's directors in the elaboration of projects aimed at the integral practice of health with the development and implementation of lectures and extension activities based on assistance in palliative care. **Methods:** An experience report of the current board of directors during 2023. The Scielo and Pubmed databases were used to search for articles as a theoretical basis for planning the league's activities. **Results:** The league directors made great efforts to plan activities seeking for palliative professionals who could teach different lessons and planning practical activities in institutions that work with different audiences, such as Long-Term Care Facilities for the Elderly and a pediatric foundation that supports children with cancer. Extension visits will take place in both types of institutions and the members will be responsible for promoting talks, dynamics and games considering the targeted audience. In addition, research will be carried out evaluating difficulties of caregivers of children in the above foundation. **Conclusion:** The activities prepared by LACPA allow the members to expand their theoretical and practical knowledge about palliative care, resulting in a more comprehensive academic education and a more holistic and humanized patient care.

Keywords: Palliative Care; Health Programs and Plans; Humanization of Assistance.

EXPERIENCE REPORT

Informative extension activity in the field of geriatrics: An experience report

Atividade extensionista de caráter informativo na área da geriatria: Um relato de experiência

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ABSTRACT

Introduction: Technological advances in medicine brought the benefits of greater longevity. It also changed the morbidity and mortality profile of the population, represented as an increase in chronic degenerative diseases—mainly systemic arterial hypertension and diabetes mellitus. The concern with elderly’ health conditions has motivated the development of studies on human aging. These surveys are essential in directing public policies to elderly population, offering knowledge to individuals, as the current Brazilian health system still needs to be adjusted and organized for the different demographic and epidemiological profiles resulting from the increase in life expectancy. **Objective:** Describe the experience of medical students in an geriatrics informative extension activity. **Methods:** In the second semester of 2023, the project entitled Knowledge Week was performed, in which students from the Academic League of Geriatrics and Gerontology went for a week, in alternate shifts, to public places to discuss the Prevention of Systemic Arterial Hypertension and Type 2 Diabetes Mellitus with the population, and deliver informational materials. **Results:** The project created a direct connection between medical students and elderly population, improving health awareness and knowledge dissemination. Through face-to-face interactions, students successfully communicated essential information on preventing systemic arterial hypertension and type 2 diabetes mellitus. This effort played a vital role in enhancing public understanding of these chronic diseases and empowering the elderly in taking proactive steps towards maintaining their health. **Conclusion:** “Knowledge Week” highlights the key role of medical students in approaching aging-related chronic diseases. Direct contact with the elderly population sharing insights on chronic diseases empowered individuals to manage their well-being. This experience underscores the importance of informed outreach in driving positive healthcare changes. The initiative of medical students is really important in promoting healthier aging and improving healthcare protocols.

Keywords: Health of the Elderly, Public Health; Medical students; Health education

EXPERIENCE REPORT

Conversation circles on combating violence against women and promotion of health education actions: An active and welcoming listening environment

Rodas de conversa no enfrentamento da violência contra a mulher e promoção de ações de educação em saúde: Um ambiente de escuta ativa e acolhedora

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ABSTRACT

Introduction: Violence against women has different consequences and is currently one of the main public health problems in the country. Therefore, care by health professionals is a common practice, however, there are many challenges that deserve greater attention. **Objective:** Carry out health education and secondary violence prevention actions, through conversation circles with puerperal women in a situation of social vulnerability sheltered in an Institution linked to the Municipality of Belo Horizonte and the caregivers who work there helping mothers. **Methods:** Five face-to-face meetings were held, in the conversation circle model, by medical and nursing students with a theoretical basis on the topics raised by the target audience, such as self-care, violence against women, food introduction and first aid actions in newborns and children. **Results:** From the meetings held, a listening and welcoming environment was achieved, in which women felt safe to exchange experiences, allowing a positive bond between participants and beneficial consequences on quality of life. During the conversation circles, the puerperal women's gratitude for being welcomed at the shelter and the opportunity for self-care away from drugs can be seen. In the house they have the opportunity to take care of their children with the support of caregivers. For the academics, the project enabled reflections on different realities and the development of new skills that will enable training as more empathetic health professionals with a more sensitive look, who are able to see beyond the patient's comorbidity, perceiving their vulnerabilities and enabling a more humanized care. **Conclusion:** The project allowed the reality of the participants to be transformed, reaching the proposed objectives and awakening changes in academics and participants. Thus, the importance of this Academic Extension and the need for its continuation are perceptible.

Keywords: Violence Against Women; Health Education; Women's Health.

EXPERIENCE REPORT

The experience of an academic league of gastroenterology with the application of informative extension for community education: An experience report

A experiência de uma liga acadêmica de gastroenterologia com a aplicação da extensão informativa para educação da comunidade: Um relato de experiência

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ABSTRACT

Introduction: Considering the inseparability of teaching, research, and extension, educational institutions, through their students and student organizations such as academic leagues, must dedicate efforts to promote change and transformations in the community. In this context, gastroenterology represents a set of pathologies with significant impact on the population, given their high prevalence and their effect on quality of life. **Objective:** To report the experience of members of the academic league of gastroenterology at a medical school in Minas Gerais in informative extension activities, aiming to clarify the impact of this project on the dissemination of scientific knowledge to the community. **Methods:** An informative extension project was carried out, in which members of an academic gastroenterology league, organized into groups of 2 to 4 people, created educational posts on predetermined gastroenterology topics to be disseminated through the league's social networks. The posts consisted of slide presentations (minimum of four slides) and videos (up to one minute in duration) on each theme. The topics were divided into four main axes: prevalent diseases (e.g., gastroesophageal reflux disease–GERD); common tests (e.g., upper gastrointestinal endoscopy); neoplasms (e.g., colorectal cancer); and parasitic diseases (e.g., schistosomiasis). **Results:** 24 out of 27 league members participated in the project, producing a total of 52 materials, which went through the dissemination process, which reaches approximately 300 users. **Conclusion:** The conducted extension project had a direct impact on the population by providing referenced information in high-quality scientific materials, creating the possibility of changing the quality of life through knowledge about the most prevalent diseases and common medical tests in the field of gastroenterology. Additionally, the students had the opportunity to gain active knowledge on the subject.

Keywords: Community-Institutional Relations; Scholarly Communication; Gastroenterology; Health Education.

EXPERIENCE REPORT

Superheroes: A new perspective on pediatric care

Super-heróis: Uma nova visão para o atendimento pediátrico

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ABSTRACT

Introduction: Humanizing child healthcare environments involves more than just structural aspects; it encompasses applying good behavioral practices to reduce fears and uncertainties of the unknown. Given this situation, it is understood that investing in humanization in the pediatric hospital is indispensable to promote actions, which allow the child to feel welcomed, loved, and cared for, characterizing care for the child. **Objective:** To report the experience of nursing, physiotherapy, medical students in developing a humanization in pediatric care through playful activities in waiting rooms and the weighing room of a university outpatient clinic in Belo Horizonte, MG. **Methods:** Weekly meetings were held between February and July 2023, where the students dressed up as superheroes in the hospital. During the action, children were encouraged to have the courage to be attended to in the nursing section and pediatric examination rooms. At the end of each consultation, children received a certificate titled “Certificate of Courage,” coloring pages, stickers featuring princesses and heroic characters. **Results:** The students noted the importance of humanization in reducing levels of stress and anxiety in the pre-appointment phase, observing the enthusiasm of the children after the superhero intervention and their curiosity about the attire. This closer connection among professionals, patients, and families led to an improvement in treatment acceptance and well-being in the waiting room, reducing nervousness and anxiety. **Conclusion:** The conducted activities were successful and met the proposed objective, being more relevant for children under 10 years of age. The practice of academic extension enhanced the students’ abilities to develop health education, communication, teamwork, and research skills. **Keywords:** Integrative Pediatrics; Humanization of Care; Child Health; Outpatient Care. **Financial support:** Supported by the Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Use of study tools to promote cytology and histology tutoring: An experience report

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ABSTRACT

Introduction: Cytology and Histology are essential for understanding the functioning of living organisms. In light of this, aiming to assist the learning process and facilitate the understanding of 1st-year Medicine students regarding this subject, tutoring sessions were developed. From March to July, the monitors conducted activities that included attending classes, clarifying doubts, and creating supportive tools. **Objective:** To describe the development of study tools to aid students benefiting from tutoring in their studies. **Methods:** The dynamics of tutoring were based on attending classes in the laboratory to assist students, developing support materials to complement their studies, and conducting in-person reviews. The created tools included the construction of flashcards with the content covered in class and question forms related to the theoretical subject. After the submission of these materials, in-person classes were held before practical exams, focusing on resolving doubts and reinforcing the covered content. **Results:** The tutoring experience was perceived as positive by the monitors, as they were able to improve their teaching, cognitive, and interpersonal skills, stimulated by the responsibility of assisting students' learning. Additionally, the adopted methodology allowed for the creation of a connection between the monitors and the students, who demonstrated participation in the offered activities. Among the approaches, the theoretical-practical review obtained the highest adherence, and among the materials developed, the flashcards were better evaluated by the students. **Conclusion:** After the tutoring experience, it was possible to realize that the objective of using the tools was fulfilled, since the students were able to adhere and positively evaluate these methods. In addition, the experience contributed to the professional training of the monitors, since it required technical knowledge, creativity and communication skills between co-workers and students. **Keywords:** Health Education; Mentoring; Cytology; Histology.

EXPERIENCE REPORT

Experience report on the dynamic review activity carried out by Medical Pathology I monitors

Relato de experiência sobre a atividade dinâmica de revisão realizada pelas monitoras de Patologia Médica I

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ABSTRACT

Introduction: Pathology is the science dedicated to analysing organs and tissues in order to assist in the diagnosis of diseases. It is known the relevance of the discipline for understanding the pathophysiology of diseases and the clinical and laboratory changes of patients. In this sense, a dynamic review activity was applied to the students of the discipline of Medical Pathology I produced by the tu tors to fix the knowledge of the content taught. **Objective:** To report the experience of the dynamic review activity based on clinical cases and images prepared by the tutors. **Methods:** The experience carried out by the tutors used slides created on the Canva platform with clinical cases, macro and microscopic images and questions related to diseases of the digestive and nervous systems that were addressed during the classes of the discipline. The activity was applied in person with the active participation of students who answered the clinical cases as they were presented, with discussion among them and the possibility of discussing doubts and solidifying knowledge. **Results:** The clinical cases were answered by the students based on the clinical history of the patient and the anatomopathological analysis, with an approximate percentage of 90% correct answers. **Conclusion:** The dynamics managed to address the diseases and anatomopathological characteristics of the oesophagus, stomach, intestines, liver, pancreas and brain, so that students were stimulated to develop clinical reasoning through active methodology, while reviewing the content for the practical test. In addition, the activity provided the monitors with the challenge of creating a simple learning tool that would attract the students' attention, in addition to allowing them to deepen their knowledge of Medical Pathology I, which is a fundamental discipline for medical training.

Keywords: Academic Training; Teaching Methods; Pathology.

EXPERIENCE REPORT

The impact of Child and Adolescent Health II tutoring on academic training: An experience report

O impacto da monitoria de Saúde da Criança e do Adolescente II na formação acadêmica: Um relato de experiência

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ABSTRACT

Introduction: Academic tutoring is an extracurricular activity in which a student performs teaching tasks. This activity provides an introduction to teaching, improves the quality of education, and enhances medical training. The subject Child and Adolescent Health II has a practical tutoring program aimed to improve the clinical examination. **Objective:** To report the experience of medical students during tutoring activities. **Methods:** This is an experience report about the activities carried out by monitors in the discipline of Child and Adolescent Health II in the first half of 2023, with a workload of 120 semester hours. After selecting the monitors, which took place through curriculum analysis, a meeting was held to align tasks. The monitors were responsible for monitoring the attendance of 5th period students in pediatrics, assisting them during anamnesis and physical examinations. **Results:** Throughout the tutoring process, it was possible to observe the development of essential skills for medical practice. This was made possible by the active participation of the students and the commitment of the monitors, who dedicated themselves to preparing the monitoring sessions and encouraged active engagement, creating an enriching learning environment. This approach resulted in the improvement of communication, autonomy, research, and active learning skills for both students and monitors. At the end of the tutoring period, the students demonstrated increased confidence in their abilities, while the monitors refined their leadership skills and deepened their knowledge of the subject. **Conclusion:** Academic tutoring is important for medical training, benefiting both monitors and 5th period students by developing interpersonal and technical skills.

Keywords: Mentoring; Education, Medical; Pediatrics.

Financial support: Faculdade de Ciências Médicas de Minas Gerais

EXPERIENCE REPORT

Gamefication as an active learning method in student tutoring of the subject of human anatomy: An experience report

Gameficação como metodologia ativa de aprendizagem na monitoria da disciplina de anatomia humana: Um relato de experiêcia

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ABSTRACT

Introduction: Human Anatomy is considered one of the pillars of medical knowledge, being essential for the training of excellent professionals. In this sense, it is essential to use active teaching methods to arouse interest and promote student learning, such as gamification. **Objectives:** To report the experience of monitors of the Discipline of Human Anatomy II (DHAI) of the Medicine course regarding the implementation of gamification in monitoring activities. **Methods:** This is a qualitative study—experience report—based on the experiences and bibliographical survey carried out by the DHAI monitors, during the first half of 2023. After the theoretical-practical classes, the students attended the tutoring sessions, having the opportunity to identify the structures in corpses with the help of monitors and anatomical atlas. Subsequently, a game-based questionnaire was prepared on open platform, which was shared with the academics, thus being a dynamic, playful and didactic learning tool. After answering the questionnaires, the monitors had access to the results and feedback from the students, who evaluated, at the end of the activity, their perception of learning and safety for the tests. **Results:** There was an increase in the consolidation of the content and the perception of safety for taking the tests by the students who answered the questionnaire, in addition to their positive evaluation of the methodology. **Conclusion:** The application of gamification reinforced to academics the importance of anatomical knowledge for medical training, contributing to a greater understanding of the contents addressed and the perception of learning. However, the need for further studies to quantify the effectiveness of this methodology is emphasized. Finally, the importance of this extracurricular activity for the monitors is highlighted, as it contributes to the improvement of anatomical knowledge and provides initial contact with teaching. **Keywords:** Mentoring, Anatomy, Active Learning

EXPERIENCE REPORT

Active methodology as a form of practical approach in neuroanatomy tutoring

Metodologia ativa como forma de abordagem prática na monitoria de neuroanatomia

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ABSTRACT

Introduction: The active methodology is a teaching and learning method centered on the students themselves and because of that it combines a series of strategies that aim to enhance the educational processes to the best of their abilities. The use of this type of learning technique inside the field of neuroanatomy proved to be effective, since it is a field of study in which the three-dimensional view and repetition are fundamental for learning. At the same time, it is of utmost importance that the student is able to have contact with natural anatomical pieces to consolidate the knowledge obtained in theory. **Objective:** This study aims to show the importance of the student being the protagonist of his/hers learning process and the instructor encouraging him/her, as a teaching assistant. **Methods:** This is an experience report, qualitative methodology, based on experiences. For this, a critical analysis was carried out on the importance of using active methodologies as a form of teaching approach in the area of medical neuroanatomy. **Results:** During the practical classes, the monitors encouraged the students to create a familiarity with natural anatomical parts, with the intuition to develop learning in a more autonomous way. After the explanation by the teacher and monitors, mentees were encouraged to pass on what was learned to each other, with the aim of bringing them closer to teaching, not as passive recipients, but as the main authors of the educational work. **Conclusion:** Therefore, it is concluded that active learning emerges as a new standard for providing quality, collaborative, engaging and motivating education.

Keywords: Mentoring; Neuroanatomy; Academic Performance.

EXPERIENCE REPORT

The use of digital platforms as a learning methodology in the academic tutoring of Pathology II: An experience report

O uso de plataformas digitais como metodologia de aprendizagem na monitoria acadêmica de Patologia II: Um relato de experiência

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ABSTRACT

Introduction: Technology is increasingly being incorporated into different contexts today, including the academia. Thus, it is essential to improve and use technological tools in different disciplines of the medical curriculum, using these resources as allies of professors, students and academic monitors in the teaching/learning process. **Objective:** To describe the experience of using digital platforms as teaching-learning tools in monitoring Medical Pathology II, in the first half of 2023. **Method:** The monitors participated in practical classes, with demonstration of parts, slides and presentation of contests questions. Complementarily, digital platforms were used during monitoring. Two commented questionnaires were elaborated, using the Google Forms platform, with questions referring to the topics of the discipline. Two virtual synchronous meetings were also held, via Google Meet. In these meetings, the Google Presentations platform was used to discuss the studied images, reviewing relevant topics for each pathology. **Results:** The first and second questionnaires showed 122 (61% of the class) and 43 (21.5% of the class) respondents, respectively. Participants reported that both were important for consolidating the knowledge acquired during classes, demonstrating good acceptance of the study method using contextualized questions. Synchronous meetings helped to review the topics studied and were important both for fixing the contents, as well as for relieving the stress generated by the moment of evaluation, since they made it possible to resolve doubts. Regarding the monitors, the experience also contributed positively, as they had to resort to reading books and scientific articles for the development of questionnaires and synchronous meetings, the latter also enabling training in communication and oratory skills. **Conclusion:** Experience suggests that the use of digital platforms is an effective and promising method for improving teaching and learning, deserving investment by other teachers and monitors.

Keywords: Learning; Educational Technology; Mentoring.

EXPERIENCE REPORT

Academic monitoring of operative technique: An experience report

Monitoria acadêmica de técnicas operatórias: Um relato de experiência

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ABSTRACT

Introduction: Surgical skill is a fundamental pillar in medical education. The subject of the Operative Technique is the first contact with the area in the academic trajectory, and its workload is divided between theoretical and practical classes. It is essential that students absorb the taught content, applying it in practical classes with the help of monitors, which facilitates learning. **Objective:** To report the experience acquired by the monitors of the subject of Operative Technique on Medicine course, during the first half of 2023. **Methods:** This is an experience report based on the activities of the subject's monitors. Monitoring consists of weekly follow-ups of practical classes, which took place in groups of 5 students in the laboratory of college, also active participation, helping students to perform the proposed techniques and to handle the instruments. **Results:** During the classes, there was involvement of the students with the monitors, resulting in a better solidification of the taught content and greater efficiency in carrying out the techniques. It is observed that participation in the classes in the laboratory, where the students have closer contact with the professor of the subject and monitors, is an enriching opportunity. Applying in practice the surgeries learned in theory makes it easier for the student to better visualize how the procedures are performed in reality. Moreover, the monitoring program requires frequent studies by the monitors, allowing them to consolidate the content, since they need to master the appropriate technique to transmit it to the students. **Conclusion:** It is concluded that monitoring is a positive experience for both involved sides. Both the students, who receive greater help in understanding and carrying out the appropriate techniques, also the monitors, who get contact with teaching and the opportunity to expand their knowledge.

Keywords: Surgery, Learning, Techniques, Monitoring.

EXPERIENCE REPORT

Performance of medical students monitoring Skills Training VII: An experience report

Atuação de acadêmicos de medicina na monitoria de Treinamento de Habilidades VII: Um relato de experiência

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ABSTRACT

Introduction: The practice of Academic Monitoring is an opportunity for curriculum enrichment, as well as the consolidation of learning within the discipline, contributing to the development of monitored students and the application of interpersonal skills essential throughout medical education. This experience allows monitors to awaken to the teaching experience and develop the aptitudes required in the teaching-learning process. **Objectives:** To report the experiences and knowledge gained by medical students during the monitoring of the Training of Skills VII discipline at a private medical school in Minas Gerais, Brazil. Additionally, to demonstrate the significance of monitoring as a learning tool for the academic and professional development of the monitors. **Methods:** This is an experiential report based on the students' involvement as monitors in the Training of Skills VII course in the medical undergraduate program. The monitoring sessions took place in a Realistic Simulation Laboratory in Belo Horizonte-MG, from March to July 2023. **Results:** The monitors were responsible for preparing weekly lessons, assisting in the preparation of materials to be used in the laboratory, instructing students in techniques covered by the curriculum of the discipline, addressing doubts about the subjects, and conducting scenarios for skill training. Professionally, this experience allowed monitors to integrate practice into their education, acquire educational didactic techniques, and have the opportunity to review fundamental techniques for medical training. From an academic perspective, it was an enriching experience for the development of interpersonal skills and the consolidation of knowledge in various areas of medical practice. **Conclusion:** The practice of monitoring provided a new student experience, enhancing semiological techniques, improving clinical reasoning, fostering doctor-patient relationships, enriching scientific knowledge, and above all, developing didactic skills, bringing monitors closer to the teaching profession.

Keywords: Academic Monitoring; Realistic Simulation; Academic Formation.

EXPERIENCE REPORT

The tutoring's relevance in Skill Technique V (pediatric skills) subject as a complementary tool in medical education

A relevância da monitoria de Técnica de Habilidades V (habilidades pediátricas) como ferramenta complementar na formação médica

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ABSTRACT

Introduction: Competency-based learning plays a vital role in medical education, highlighted in global guidelines outlining the skills medical students should develop. Objective Structured Clinical Examination (OSCE) was developed to address this need for standardized and reliable assessment as it has become a crucial tool for evaluating clinical skills, knowledge, attitude, communication and professionalism in medical students and residents. Therefore, an Institution offers Skill Techniques V (ST V) discipline, which uses the OSCE method to evaluate its students and provides tutoring for them to enhance their skills and assist their future medical colleagues in pediatrician care. **Objective(s):** Report the experience as a ST V monitor in Medicine program during the first semester of 2023, in order to describe the activities that were carried out during the monitoring classes. **Methods:** This is an experience report as monitors of Skill Techniques 5 (skills for pediatric procedures) subjects in the Medicine course at a Medical Institution during the first semester of 2023. **Results:** The tutoring was conducted twice a week for a small group of 7-9 students, following a content review and technique training model supervised by the monitors. In addition, the tutoring provided an opportunity for those students who wanted to repeat the pediatrician techniques more than once and for those who missed classes. Furthermore, during the last sessions, small OSCE simulations were conducted, where the monitors selected the most common techniques for daily ICU procedures and performed 5 timed stations to help the students prepare for the real exam. **Conclusion:** Finally, the Academic Tutoring in the ST V discipline facilitates the practice's taught consolidation in order to improve students and tutors ability and confidence in OSCE exam and to minimize error chances when providing humanized care to the patient, which demands a crucial level of knowledge and technique for the future physician who will provide pediatric care.

Keywords: Tutor; Medical education; Professional Competence; Patient Simulation.

EXPERIENCE REPORT

Benefits of Physiology I tutoring practices for student monitors: An experience report

Benefícios das práticas de tutoria de Fisiologia I para os alunos monitores: Um relato de experiência

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ABSTRACT

Introduction: The Physiology I course is one of the fundamental pillars in the field of Medicine, aiming to comprehend the processes and mechanisms governing the functioning of the human body in homeostasis. In this context, tutoring becomes a valuable tool not only to assist students in learning this subject but also for the tutors to experience a process of academic, professional, and personal growth. **Objective:** To report the benefits that Physiology I tutoring offered to the tutors based on their subjective perception. **Methods:** Experience report from the mentoring practice during the first semester of 2023 for the Physiology I course in a Medical school in Minas Gerais. Tutors were selected at the beginning of the semester and assigned to assist in the “Experimental Physiology” (FEX) classes in laboratories on a weekly or bi-weekly basis. They were also responsible for answering student questions online and creating pre-exam questionnaires to aid students’ studies. **Results:** Tutoring proved to be a beneficial tool for the mentors, providing them with opportunities for academic and personal growth. Tutors had the chance to deepen their understanding of the taught content, contributing to a more profound and comprehensive grasp of the subjects. Moreover, mentoring serves as an excellent way to develop essential skills, such as communication and didactics. The experience also encourages the enhancement of organizational and time-management abilities, as tutors need to balance their regular academic responsibilities with tutoring tasks. **Conclusion:** The Physiology I tutoring period has proven to be a highly rewarding semester for the individual development of mentors. It allowed for a deeper engagement with the subject matter, the development of social skills, the refinement of organizational competencies, and the establishment of bonds with responsible professors and fellow students.

Keywords: Medical Education; Mentoring; Physiology.

EXPERIENCE REPORT

Cytology and histology academic tutor as a learning tool

Monitoria acadêmica de Citologia e Histologia como uma ferramenta de aprendizado

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ABSTRACT

Introduction: The discipline of Cytology and Histology is dedicated to the study of cells and tissues of the human body and how these structures are organized to form organs. Students may often face difficulty during the learning process. It is, therefore, necessary to implement some learning strategies, such as tutoring, that help in understanding the discipline taught. **Objective:** To report the experience of academics during the tutoring of Cytology and Basic Histology for students of the Physiotherapy course. **Methods:** The tutoring took place with great adherence from students, during two days of the week: in person, in classroom, and remotely, through on-line platforms. Didactic materials were prepared, such as: slides with representative images of the main themes and lists of exercises, in order to solve doubts regarding the theoretical and practical contents. The content was reinforced, interactively, through quizzes and games. Histological slides were reviewed using histological atlases available on online platforms. **Results:** The tutoring provided greater theoretical and practical knowledge for both the tutors and the tutorees. The understanding and improvement in academic performance could be observed during discussions on the themes throughout the semester, in the quality of the seminars and podcasts presented and in the grades improvement in the final summative assessment. In addition, tutoring allowed the maintenance of a good interpersonal relationship between the students and also with the teacher. There was an exchange of knowledge and contribution to the teaching-learning process. **Conclusion:** The experiences acquired during tutoring are marks that were certainly imprinted in our intellect, having contributed not only to our personal growth, but also to our professional growth, thus favoring the development of skills in the areas of physiotherapy and teaching.

Keywords: Cytology and Histology¹; Academic Tutor²; Graduation³

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EXPERIENCE REPORT

Support for Skills Training in the refinement of medical education: An academic Teaching Assistantship experience report

Suporte ao Treinamento de Habilidades no refinamento da educação médica: Um relato de experiência de monitoria acadêmica

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ABSTRACT

Introduction: Undergraduate Teaching Assistants (UTAs) are academic cooperators that assist in the learning process. Thus, it is essential that universities allow the exchange of knowledge between students, ensuring quality in medical education. By assisting, UTAs reinforce content and practice to their students while gaining lifelong experience and content attainment. **Objective:** To report the experience of academics of Medicine in working as voluntary UTAs for the discipline named “Skills Training I” (“Treinamento de Habilidades I”). **Methods:** Descriptive study, of the experience report type, regarding the experience of two UTAs enrolled in the second term of Medicine at a private Higher Education Institution in Belo Horizonte (Minas Gerais, Brazil), while supporting students of the first term. The medical abilities and class themes that the discipline required were: Handwashing; Sterile Glove Dressing; Paramentation; Anthropometry; Vital Signs (Body Temperature, Pulse Rate, Respiration Rate and Blood Pressure); Venipuncture; Blood Collection; Intraosseous Puncture; Dilution and Subcutaneous, Intramuscular and Intradermal Routes of Administration. Once a week, the UTAs encouraged their classes to train and improve the procedures and techniques, performing in the five minutes stipulated for each question in the Objective Structured Clinical Examination, that occurred at the end of the term. **Results:** It was observed that the students who attended the Teaching Assistantships improved their knowledge of procedures and their skills in performing complex techniques that required more dexterity and execution time (such as Vital Signs and Intraosseous Puncture). **Conclusion:** It was testified that, when training a procedure with many steps, it could still be compatible with short time. Practice and time control in Teaching Assistantships showed to be essential for skill development in medical students and to guarantee the quality of the procedures performed. **Keywords:** Education; Learning; Medicine; Simulation Training; Time Management.

EXPERIENCE REPORT

Practical pre-test reviews in Medical Neuroanatomy monitoring as an instrument for knowledge consolidation: An experience report

Revisões pré-prova prática na monitoria de Neuroanatomia Médica como instrumento de consolidação do conhecimento: Um relato de experiência

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ABSTRACT

Introduction: Monitoring is a pedagogical tool that aims to facilitate the teaching and learning process, favoring the improvement and consolidation of the subjects studied by students. In this sense, the use of didactic strategies during monitoring, such as pre-test reviews, represent an important tool for expanding and retaining content, as well as for clarifying doubts. **Objective:** To describe the pre-test practical review activity, developed in the Medical Neuroanatomy monitoring, during the first half of 2023, as a facilitating instrument of the learning process. **Methods:** Reviews were carried out during extracurricular hours, by the subject's monitors, on the eve of the practical tests. Cadaveric pieces and synthetic models were distributed on the laboratory benches, separated by subjects, in order to review the main topics covered during the classes. In this context, the students' active participation in the identification of anatomical structures was encouraged and doubts were clarified. **Resultados:** It was observed that the activities carried out had an impact on the students' learning, given that the students who participated in the reviews reported improvement and demonstrated a stronger grasp of the content. Furthermore, there was an increase in confidence perception for exam performance, as well as an overall superior performance in practical neuroanatomy exams. **Conclusão:** The pre-exam reviews in the mentoring program were valuable for consolidating the subject, allowing students to review and reinforce content through questions about anatomical pieces. Doubts were addressed and gaps in knowledge were filled, resulting in better performance in practical exams. Additionally, active participation and targeted questions to the students generated greater confidence for exam taking. Finally, the role of pre-exam reviews and the importance of encouraging student participation in the learning process are highlighted.

Keywords: Teaching; Mentoring; Neuroanatomy.

EXPERIENCE REPORT

Biochemistry teaching assistantship: Diabetic ketoacidosis scenario

Monitoria de Bioquímica: Cenário de cetoacidose diabética

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ABSTRACT

Introduction: Diabetic ketoacidosis is a serious complication resulted from poor glycemic control, low concentration of insulin circulation and excessive release of counterregulatory hormones, in which gluconeogenesis and glycogenolysis associated with reduced peripheral use of glucose promote a hyperosmolar hyperglycemic state. Considering the relevance of this subject and the high incidence of diabetes, undergraduate teaching assistants and students discussed its symptoms, treatment and laboratory tests during biochemistry classes and elaborated with professors a realistic scenario of diabetic ketoacidosis. **Objective:** Experience report of a realistic scenario conducted by undergraduate teaching assistants and professors, in which students should carry out the diagnosis, propaedeutics and indicated therapy based on the knowledge acquired in biochemistry class. **Methods:** A patient simulator connected to a multiparameter monitor, which provided heart rate, respiratory rate and blood pressure was used to simulate a type 2 diabetic woman, who hadn't had a diagnosis before. The patient was obese and presented typical symptoms of diabetes decompensation, such as polyuria, polydipsia and polyphagia. The simulator evolved with nausea, Kussmaul breathing, confusion and loss of consciousness. **Results:** The academics conducted the case by formulating the anamnesis, doing the physical examination, and requesting laboratory tests as glycemia, glycosylated hemoglobin, bicarbonate and arterial blood gas test. The treatment included hydration, correction of electrolyte and acid-base disorders and the administration of insulin. At the debriefing, students were able to review their decisions at the simulation and completely understand the case. **Conclusion:** Considering this scenario was their first realistic simulation experience, academics were able to work as a team, practice clinical reasoning and conduct the case based on the theoretical knowledge acquired in the first semester of medical school. In conclusion, realistic simulation promotes the training of technical skills, decision-making, leadership, crisis management and teamwork.

Keywords: Simulation Training; Biochemistry; Diabetic Ketoacidosis.

Financial support: Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Hospital clowning as a humanization tool in medical education: Experience report

Palhaçaria hospitalar como ferramenta de humanização na formação médica: Relato de experiência

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ABSTRACT

Introduction: The humanization of health care has been shown to be crucial for promoting a more complete and sensitive approach to the patient, especially in hospitals. Hospital clowning, an example of laughter therapy, emerged at the end of the 20th century as an innovative approach that uses creativity and humor to bring comfort and emotional connection to patients and caregivers. Thus, this activity was implemented in the discipline Formative Practice in the Community I, in which the authors were monitors. **Objective:** Emphasize the relevance of using hospital clowning as a way to promote humanization in medical education. **Methods:** The discipline took place in three stages. Initially, preparatory classes were held to stimulate creativity, improve social skills and develop each student's character/clown. In the next step, the monitors and students made fortnightly playful visits to a university hospital in Belo Horizonte, where they interacted with patients and companions through music, origami techniques, magic and active listening. Finally, the students produced and shared reports and reflections on their experience with their colleagues. **Results:** Positive results were noted in the well-being of hospitalized individuals, temporarily mitigating the impacts of hospitalization. It was observed that the patients requested that the clowns visit more frequently, which demonstrated the public's satisfaction with the activity. From the point of view of students and instructors, the experience provided a deeper understanding of the human dimension of medicine, emphasizing the importance of empathy, active listening and a patient-centered approach. **Conclusion:** The inclusion of hospital clowning in medical education through the subject Formative Practice in the Community I proved to be important not only for hospitalized patients, but for the promotion of humanistic medicine. Thus, the doctor-patient relationship becomes more integral, broadening its focus beyond the purely pathophysiological aspect.

Keywords: Laughter Therapy; Humanization of Care; Medical Education; Social Skills.

EXPERIENCE REPORT

Challenges and benefits of biochemistry monitoring

Desafios e benefícios das monitorias de bioquímica

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ABSTRACT

Introduction: Biochemistry is an essential discipline in courses in the health area, and academic monitoring plays a fundamental role in helping to learn this discipline. **Objective:** To describe the benefits and challenges encountered during Biochemistry monitoring for medical students. **Method:** At the beginning of the academic semester, a selection of monitors was carried out and assigned to follow the practical classes, during which they presented clinical cases relevant to the topics studied. The strategy aimed to promote a practical approach to content. In addition, at reserved times, the monitors assisted the students by answering questions about the discipline in person and also through a form to clarify doubts. **Results:** The results of the implementation of Biochemistry monitoring were positive. The practical approach to the content not only allowed academics a deeper understanding of the concepts studied, but also encouraged reflection on how to apply this theoretical knowledge in real medical practice. In addition, the opportunity for the monitors to share their knowledge in an applied way with the students was rewarding and enriching. This dynamic methodology not only made the classes more engaging and relevant to medicine, but also enriched the learning process for both students and instructors. On the other hand, it was observed that the monitoring to answer questions faced challenges in relation to the students' adherence. Despite the efforts of the monitors, there was a low demand throughout the semester, with the most expressive demand on the eve of tests. **Conclusion:** Biochemistry tutoring plays an important role in the academic training of medical students. The hands-on approach with presentation of clinical cases provided a more meaningful learning experience. However, it is essential to reflect on the low adherence to the monitoring to clarify doubts, seeking strategies to make this support more attractive and accessible to students. **Keywords:** Biochemistry; Mentoring; Learning Transfer; Learning.

EXPERIENCE REPORT

Experience report about the practice of monitoring in Research and Extension at Faculdade de Ciências Médicas de Minas Gerais (FCMMG)

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ABSTRACT

Introduction: Research and Extension monitoring plays a crucial role in the academic training and professional development of students at the Faculdade de Ciências Médicas de Minas Gerais (FCMMG). This form of assistance provides benefits both to the students involved in research and extension projects and to the institution as a whole and to the monitors through active learning, consolidation of knowledge, development of leadership skills and stimulation of research and extension. **Objective:** Describe the experience as a monitor in the context of helping, clarifying and directing students about research and extension projects and their relevance. **Methods:** Monitoring and assistance of students with research and extension projects already approved and in progress at the Faculdade de Ciências Médicas de Minas Gerais (FCMMG). Monthly meetings were held with students, in addition to continuous contact with the monitor for clarification and resolution of doubts. **Results:** The monitoring provides the monitor with the opportunity to better understand the research and extension process and to assist students in their own projects. It is necessary for the monitor to keep up to date with project notices, which leads to a search for knowledge so that it is possible to assist students in the best possible way. Thus, it is possible to affirm that monitoring is of great importance in academic training. **Conclusion:** The monitoring provides a unique experience in the academic sphere in order to help students in the research and extension processes and, as a consequence, allows better and more accurate research and extension projects produced in the faculty. In addition, it keeps the monitor updated and in constant contact with the projects for possible help, clarifications and resolutions.

Keywords: Research; Projects; Student.

EXPERIENCE REPORT

Pathology in focus: Learning methodology based on projects for resolving clinical cases in the subject of General Pathology

Patologia em Foco: Metodologia de aprendizagem baseada em projetos para resolução de casos clínicos na disciplina de Patologia Geral

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ABSTRACT

Introduction: General Pathology is a discipline that introduces the study of diseases. The use of project-based learning (PBL) consists of a methodology that involves students in order to encourage teamwork, link theory and practice and favor learning based on cooperation, through exchanges and interactions. Therefore, the mentor job consists of seeking innovative strategies to complement the learning process. In this sense, the study of clinical cases emerges as a stimulus to learning, because by connecting Pathology with clinical situations, it contributes to reinforce prior knowledge and improve the students' clinical reasoning. **Objectives:** To report the experience of the General Pathology mentors using clinical cases as a teaching-learning strategy. **Methods:** The mentors prepared six clinical cases with different themes covered in the course, which were made available to the students. For the resolution of clinical cases, the PBL methodology was used, and it was divided into three phases. The first one consisted of preparation, the second one of group discussion and the third one consisted of presentation of the drawn clinical case. The activity was called Pathology in Focus. The class was divided into six groups to raise diagnostic hypotheses and identify pathological mechanisms. In the third phase, the students were invited to present their conclusions to the rest of the class, receiving feedback from the teacher, who clarified doubts and reinforced the key concepts. **Results:** The application of the PBL methodology was an experience that promoted satisfaction, critical thinking and conciliation between practice and theory. The students were participative, so that a stimulating and interactive approach was provided; therefore facilitating the assimilation of the proposed content. **Conclusion:** The content approach using clinical cases through active methodology was a positive experience, which provided not only the understanding of pathological processes, but also the development of clinical reasoning.

Keywords: Clinical Reasoning; Pathology; Project Based Learning; Active Methodology.

Financial support: Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Remedoar project: The contributions of the monitor in a extensionist activity at a solidarity pharmacy

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ABSTRACT

Introduction: The discipline “Formative Practice in the Community” was implemented with the aim of training professionals who understand the needs of a population, through extension activities. Among these is the REMedoar Project, carried out in a solidarity pharmacy at a Belo Horizonte’s ambulatory, which aims to collect and supply medicines to the needy population of the region. This project count with university tutoring which was performed by the author. **Objective:** Report the experience regarding the tutoring of “Formative Practice in the Community II—REMEDoar Project”, which was developed in the first half of 2023. **Methods:** For the organization of the pharmacy, the academics, with the participation of the monitor and the professor, put the medicines in alphabetical order, label the shelves and divide the medications into categories. A large volume of antihypertensive drugs was identified, so an organization in baskets labeled with the name of the medicines was carried out by the students, with the help of the monitor. In addition, correct disposal is recommended, using specific bins for each medication, according to its category and expiration date. **Results:** The monitor experienced her teaching skills, helping students organize medicines in a systematic way, which made the flow of medications effective, facilitating the search for them in the pharmacy by volunteers, their supply to the community, and their correct disposal. **Conclusion:** The extensionist activity was beneficial to the population served, promoting the optimized distribution of medicines to those who needed them, as well as the correct and safe disposal. The monitor’s activity was productive both in guiding the academics and in interpreting the project’s results. **Keywords:** pharmacy, solidarity, ambulatory care facilities, mentoring

EXPERIENCE REPORT

Enhancing knowledge through academic monitoring of the Semiology of Systems at a university hospital: An experience report

Aprimoramento de conhecimento por meio da monitoria acadêmica de Semiologia dos Sistemas em um hospital universitário: Um relato de experiência

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ABSTRACT

Introduction: Academic monitoring promotes knowledge consolidation by uniting theory and practice, facilitating the exchange of knowledge among teachers, monitors and monitored academics, which contributes positively to the teaching and learning processes of involved people. The subject of Semiology of Systems presents great relevance in the academic background due to the topics covered in the classes that are essential to the development of a good performance in the following periods, also in the professional life as a doctor in the future. **Objective:** To detail the experience of two monitors of the subject of Semiology of Systems in academic monitoring carried out at a university hospital. **Methods:** An experience report of two medical students from the sixth and seventh periods as monitors of the subject of Semiology of Systems. This monitoring was given during sixteen weeks of the first semester of 2023 with a total workload of 120 hours. **Results:** The monitors accompanied the students in patient care and assisted them in the execution of semiological techniques. Highlighting the strengths of the medical interview, beyond the physical examination performed by the students and the weaknesses they have to improve to obtain better results. Subsequently, discussion groups were held to construct the clinical reasoning based on the signs and symptoms presented by the patients. In this perspective, the construction of a useful interpersonal relationship made it easier for the students to ask for help, which established an effective exchange of knowledge among teachers, monitors and monitored students. **Conclusion:** It is considered that the experience was gratifying and added in a unique way to the academic background of the monitors, since there was improvement of technical, social, emotional and communicative skills due to the fact that they had experienced teaching as students.

Keywords: Mentoring; Students, Medical; Hospitals, University; Hospital Medicine.

EXPERIENCE REPORT

Academic monitoring in a surgical clinic: An experience report

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ABSTRACT

Introduction: The National Curriculum Guidelines (NCGs) for the Undergraduate Course in Medicine emphasize the significance of continuous learning, in which health professionals must have responsibility and commitment, in addition to preparing the next generations. Additionally, it highlights the essential training of the physician to perform fundamental clinical and surgical procedures in the context of ambulatory care and early teaching and mentoring skills. **Objective:** This work aims to report the experience of academic monitors in the field of medicine. **Methods:** This is an Experience Report of medical students in the eighth period, tutors of the discipline of Clinical Surgery I, that was developed weekly in the first half of 202 at Faculdade de Ciências Médicas de Minas Gerais in Belo Horizonte. **Results:** Analyzes of clinical cases were conducted, offering guidance to students on topics relevant to the area, accompanying consultations in the surgical clinic and participating in the performance of surgical procedures under the direct supervision of the professor. Through these activities, contact with previous knowledge was established, allowing the transmission of knowledge, which played a fundamental role in solidifying our learning and teaching skills. New uncertainties and unique situations reinforced the importance of continuous updating and prolonged exposure to the practice of a discipline. The dedication to treating patients with zeal and responsibility was manifested on a daily basis and was incorporated. Additionally, the refinement of the surgical techniques, and pedagogical tools, stands out, through observations made both by the professor and by the assistance provided to the students. Furthermore, the need to establish effective links and promote an interdisciplinary dialogue with other areas of health, such as nursing, pharmacy, social assistance, among others, which collaborate synergistically within this field, became evident. **Conclusion:** The monitoring activity effectively played its most significant roles in the educational trajectory of the students who were able to get involved in this experience, fully aligning itself with the notable principles of the National Curriculum Guidelines.

Keywords: Academic monitoring; Surgery; Medicine.

EXPERIENCE REPORT

Active methodology in learning the discipline of Human Anatomy I

Metodologia ativa no aprendizado da disciplina de Anatomia Humana I

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ABSTRACT

Introduction: Academic tutoring is a teaching-learning modality that contributes to the academic training, professional and personal growth of students and teachers, being a means of exchanging knowledge and experiences. The proximity of the tutor to the teacher and students makes the tutor become a facilitator of the teaching and learning process. Tutoring triggers a process of building autonomy, in which tutor and student become agents of the knowledge production process. In this context, the active methodology also stands out as an enhancer of the learning process. **Objective:** To report the experience of physiotherapy students in the use of active methodology during the tutoring of the discipline of Human Anatomy I. **Methods:** The tutoring took place in the first semester of 2023 and was conducted by two students of the physiotherapy course. They took place on Tuesdays at 8 pm through the Google Meet platform, and on Fridays at 1 pm, in person at a private institution in BH. Through online game platforms, such as Kahoot and Quizizz, reviews of the discipline's content were carried out, in order to test students' knowledge, stimulate and facilitate study, and also transmit the contents in a relaxed way. **Results:** Great interest was shown in the games played. It was notorious the motivation of the students to study the content to do better during the competitions. Connectivity problems and access difficulties were negative points, however, students had great adherence to the methodology. **Conclusion:** It is concluded that the active methodology carried out through online games was a facilitator in learning the discipline. The tool also contributed to the development of the tutors, who were encouraged to set questions of different levels of difficulty and to direct the content of the tutoring according to the demands presented.

Keywords: Tutoring; Active Learning; Games.

Financial support: Research and Extension sector of the Faculdade de Ciências Médicas de Minas Gerais

EXPERIENCE REPORT

The role of monitoring in the consolidation of learning: Experience report in the monitoring of Pharmacology Applied to Medicine

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ABSTRACT

Introduction: Pharmacology is a discipline that devotes its attention to the study of drugs and their interactions in the human body. The discipline Pharmacology Applied to Medicine, belonging to the curriculum of the undergraduate medical course of a medical education institution, aims to teach and learn in-depth knowledge of drugs with regard to their pharmacokinetic aspects, as well as how to use them correctly in the treatment of the main comorbidities present in clinical practice. **Objective:** The present article aims to expose experiences lived by medical students during monitoring in the first semester of 2023 and to propose a discussion about its role in consolidating learning. **Method:** This is a qualitative study based on descriptive and observational methods, based on the monitoring diary and face-to-face meetings to exchange experiences between monitors, advisors and students. **Results:** Academic monitoring permeates the teaching-learning process, especially in health courses, where theoretical knowledge is as important as practice, in addition to the development of behavioral, social, ethical, psychomotor and psycho-affective skills. Learning is a multidimensional term that applies to both teaching and learning, in view of a process of knowledge exchange between students and monitors, adding knowledge to both parties. As the literary Cora Coralina states: “Happy is the person who transfers what he knows and learns what he teaches.” **Conclusion:** Monitoring is an experience that awakens the desire to teach, placing the student in an initial role of stimulating the teaching-learning process in his colleagues, while consolidating it in himself. Medical training requires, in addition to the teaching of technical content, the mastery of practical experiences and the improvement of skills that only a true integration between teaching, research and extension can provide.

Keywords: pharmacology; monitoring; teaching-learning process.

Financial support: supported by the Faculdade Ciências Médicas de Minas Gerais

EXPERIENCE REPORT

The importance of monitoring in the teaching-learning process: Semiology of Systems

A importância da monitoria no processo ensino-aprendizagem: Semiologia dos Sistemas

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ABSTRACT

Introduction: The monitoring program, an educational project that aims to promote active and constructive learning, provides students with opportunities to monitor intellectual growth and development of skills related to teaching. The discipline of medical semiology involves training medical students in interview and physical examination techniques, activities that monitors can fully assist. **Objective:** Report the experience of medical students as monitors of the Systems Semiology discipline at a University Hospital. **Methods:** This is a descriptive study, based on an experience report. Under the guidance of the discipline coordinator, the monitors were divided into fixed weekly shifts lasting six hours. The monitoring lasted six months (February to July 2023), in which the academics accompanied and assisted the students of the 5th period of the medical course in semiological practice. **Results:** The monitoring program proved to be a successful tool in the discipline of systems semiology, as it is a phase of development of clinical reasoning and portrays important aspects of the medical art, allowing the improvement of the monitor's academic training. Several semiological maneuvers, fundamental for the exercise of a good medical consultation, were more consolidated by the monitor due to the constant demonstration of these when teaching to other students. Furthermore, the study during the pre-teaching process provided greater involvement of the academic with teaching. Therefore, the dynamic and effective process of building and consolidating knowledge through monitoring becomes visible. **Conclusion:** The experience enabled the exchange of knowledge and experiences among all those involved in active teaching—professors, monitors and students. In addition, the doubt-solving environment was conducive to strengthening relationships with students, expanding academic autonomy, increasing medical knowledge and acquiring teaching-related skills. **Keywords:** Teaching; Medical Education; Tutoring.

EXPERIENCE REPORT

The use of an online form as a teach-learning strategy in General Pathology monitoring: An experience report

A utilização de um formulário online como estratégia de ensino-aprendizado na monitoria de Patologia Geral: Um relato de experiência

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ABSTRACT

Introduction: Technological innovation has not only impacted social change in recent years but has been the prime driver of educational transformation. Using innovative instructional strategies in the classroom can make the job duties of educators easier and more effective. There are many different types of teaching methods such as technology-based learning and inquiry-based learning. Applying them can support students with different abilities and learning styles to feel engaged and interested in the material. **Objective:** Report the experience of applying an online form, prepared by the General Pathology monitors, as a complementary material for the first practical evaluation activity study related to the discipline syllabus. **Methods:** This is an experience report on the use of an online questionnaire during General Pathology monitoring, carried out in the first half of 2023, at a private College in Belo Horizonte. **Results:** A form was prepared containing 19 questions, in which 16 was open-ended and 3 was multiple choice, related to the content and defined by the reference matrix of the discipline's first practical evaluation activity. For the theoretical basis and to define the number of items, in addition to their respective levels of difficulty, reference bibliographies were used. After responding and sending the questionnaire, feedback about all the questions was provided for the students, along with the justifications for the topics addressed. **Conclusion:** The online form construction provided the monitors the opportunity to deepen their knowledge about the topics addressed and to apply effective educational methodologies in both teaching and learning.

Keywords: Teaching; Pathology; Mentoring.

EXPERIENCE REPORT

Experience report of academic monitoring in research and extension

Relato de experiência de monitoria acadêmica em Pesquisa e Extensão

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ABSTRACT

Introduction: Academic monitoring is an opportunity for students to contribute to the education process and share their knowledge with students seeking assistance. Research and Extension monitoring enriches the interpersonal relationship between the monitor, students, and professors responsible for Scientific Initiations, allowing the monitor to develop organization, communication, and responsibility skills. **Objective:** To report the experience as a monitor for the Research and Extension discipline in the Medical course. **Methods:** Scheduling meetings on-line three times during the semester with the student scholars of the FAPEMIG/UNIVERSAL, Voluntary IC, PROBIC/Master's, and PROBIC/INOVA tender documents. The meetings were focused on the progress of the projects and provided a moment for the students to ask questions and make complaints. **Results:** In the first semester of 2023, I had the opportunity to be a monitor for Research and Extension, and during this period, I learned about the relevance of this area. In this context, Research and Extension monitoring encompasses various projects of Scientific Initiations, and it is the monitors' responsibility to track the progress of these projects and report any difficulties encountered by the students to the responsible professors. To carry out my activities as a monitor, I needed to master the four tender documents for which I was responsible, in the total of 21 projects, and this allowed me to deepen my knowledge about the functioning of Scientific Initiations. I witnessed the creativity and perseverance of the students contributing to the educational institution that provided them with the tools for intellectual development. **Conclusion:** It is concluded that the presence of a monitor is indispensable for the college, and it is an opportunity to get an amateur understanding of the profession of a university professor. Therefore, Research and Extension monitoring is essential in the academic environment and allows all involved parties to deepen their academic knowledge.

Keywords: Education; Research; Students.

EXPERIENCE REPORT

Clinical examination development strategies in monitoring teaching in fundamentals of semiology: An experience report

Estratégias de desenvolvimento do exame clínico na monitoria de ensino em fundamentos de semiologia: Um relato de experiência

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ABSTRACT

Introduction: The subject “Fundamentals of Semiology” serves as the basis of medical training, acting as a gateway to the development of clinical reasoning through patient anamnesis and physical examination. In this first interaction between the student and the patient, the student acquires and refines skills to effectively conduct a case, enhancing the process of anamnesis and physical examination, in addition to formulating diagnostic hypotheses. Practical activities rely on the help of monitors, who assist teachers in classes taught at a University Hospital. **Objective:** To report the experience of the monitors of the Fundamentals of Semiology discipline during the first half of 2023. **Methods:** The monitors provide teaching support to the teachers by selecting patients admitted to the hospital, enabling students to engage in clinical interviews and physical examinations, previously requesting their permission to participate. Additionally, while professors accompany a portion of the student group, the monitors are in charge of closely monitoring and guiding the rest, helping and offering suggestions to improve the academic performance at that moment. **Results:** The assistance and teaching provided by the monitors during classes were well accepted by the students, who were engaged, participatory and interested in asking questions and discussing with the monitors. In addition, the physical examination and the discussion of the cases after the patient’s evaluation are productive for both parties, promoting the fixation of the content. Despite the positive results, the reduced number of patients willing to participate became a challenge given the high number of students. **Conclusion:** The monitoring program was well accepted by the students, who showed interest and active participation; And also by teachers. Additionally, post-patient evaluation case analyses proved advantageous for both parties, contributing to the consolidation of knowledge. **Keywords:** Mentoring; Semiology; Learning.

EXPERIENCE REPORT

Performance of medical students as monitors of the discipline “Skills Training VI”

Atuação de estudantes de medicina como monitoras da disciplina “Treinamento de Habilidades VI”

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ABSTRACT

Introduction: Academic monitoring constitutes a profoundly enriching experience, encompassing both personal growth and the honing of clinical skills. Through monitoring, individuals serving as monitors cultivate communication and teaching proficiencies, while concurrently expanding their network and solidifying their knowledge within the discipline. Meanwhile, students have the opportunity to practice and ask questions about the subject, learning from a different perspective than their teachers. **Objective:** To analyze the learning process as monitor from discipline ‘skills training vi’. **Methods:** Experience report based on experiences lived in a semester of monitoring from April to June 2023 with ten lessons in total, which approached topics previously studied with teachers such as pelvic and breast exams. **Results:** Collaborating with the professors overseeing the “Skills Training vi” discipline, the monitors provided students with weekly opportunities to practice Gynecology and Obstetrics techniques in the realistic simulation lab. As advisors, the monitors elucidated the objectives and instructions of each simulation, assisted students in the proper utilization of resources and equipment, and offered constructive feedback following each session. Over the course of the program, a remarkable progression in the students’ clinical skills was observed. Engaging in scenario replays and deliberate practice bolstered their confidence in their technical aptitude. The classes offered significant opportunities for the monitors in personal development and academic trajectory, in which their social and mental abilities were evolved while adding values such as commitment and proactivity to their professional training. **Conclusion:** After a semester as academic monitors, it became evident that this resource holds significant value and importance in consolidating students’ learning. This approach enabled them to learn from their mistakes while interacting with simulated patients, all without real-world consequences. Furthermore, the experience improved the teaching skills of the monitors, who felt their abilities were increased and developed during the semester.

Keywords: Mentoring; Medical School; Students.

EXPERIENCE REPORT

Teaching assistance in operative techniques: An experience report

Monitoria em técnicas operatórias: Um relato de experiência

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ABSTRACT

Introduction: After medical students at Faculdade de Ciências Médicas de Minas Gerais (FCM-MG) complete the Operative Techniques (OT) course, they can apply for its teaching assistance program. The program is characterized as an academic activity that stimulates cooperation between different grade students and it does so while introducing the senior students to teaching activities. **Objective:** Report experiences acquired during a semester as teaching assistants for the OT course and suggest improvements to it. **Methods:** This abstract regards an experience report based on the experiences of two teaching assistants for the OT course during the first semester of 2023. **Results:** Positive and negative aspects could be noted. Amongst the positive ones, should be mentioned the possibility to engage in teaching activities, such as instructing students on certain techniques or giving small lectures when asked by the responsible professor, which are not common in early stages of graduation and requires preparation, such as reviewing and deepening in the topics addressed in OT. Moreover, the direct contact with professors that work in areas of interest to the teaching assistants creates opportunities for networking that can contribute to the development of more qualified professionals. Regarding the negative topics, it is worth mentioning the need for a more organized way to build the schedules and to pass on information to the teaching assistants. **Conclusion:** With that said, teaching assistance in OT is an opportunity for academic and professional improvement. The larger time spent in the laboratory helps in the acquaintance and proper usage of surgical material. It allows students to review important topics of surgical techniques, its theoretical content and improve their own performance while helping junior students to better understand and perform these techniques. This teaching interaction with other students is a unique aspect of teaching assistance that develops skills no other academic activity provides.

Keywords: Medical Education; Surgical Procedures; Mentoring; Teaching

EXPERIENCE REPORT

Tutoring of basic and systems pharmacology: An experience report

Monitoria de Farmacologia Básica e dos Sistemas: Um relato de experiência

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ABSTRACT

Introduction: The monitoring proposal is based on assistin learning process of the monitor and his students, improving the theoretical-practical relation of the discipline and providing exchange of experiences. In the subject of Basic and Systems Pharmacology, the main contents of pharmacokinetics and pharmacodynamics are taught, as well as important medicines.

Objective: The purpose of this work is to report the experience of medical students from the *Faculdade de Ciências Médicas de Minas Gerais* who carried out the monitorship of Basic and Systems Pharmacology in the first half of 2023. **Methods:** To report the experience of monitorship Basic and Systems Pharmacology carried out in the first half of 2023. **Results:** It was proposed the preparation of simulations at Google Forms platform to help the academics study before the tests. The aim was to review the topics taught in class in order to allow students to prepare for academic regular tests. Google Forms is an excellent tool for this purpose, since it is a free technology and provides feedback on the student's performance both for him and for the evaluators. The monitors prepared questions and provided explanations on the platform for each topic in multiple-choice questions and the expected answer in discursive questions. Therefore, the student can use an excellent method of study training for the test in just one tool. Finally, the contact of each monitor of the discipline is also available full time, making it possible to ask questions during the semester. **Conclusion:** Because it is an accessible and easy-to-use platform, Google Forms is an excellent tool for monitoring Pharmacology, helping students to self-assess their learning. It is concluded that the good optimization of the monitorship is directly related to the platform, as well as the rich experience that the monitors have acquired through the first semester of 2023.

Keywords: Mentoring; Pharmacology; Forms; Education.

EXPERIENCE REPORT

Monitoring in surgical clinic: An experience report

Monitoria em clínica cirúrgica: Um relato de experiência

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ABSTRACT

Introduction: Monitoring in medical graduation promotes collaborative learning, strengthening content understanding, improving communication and leadership skills among students. It brings benefits not only to those monitored, but also to the monitors, by solidifying knowledge and developing essential skills for their medical careers. **Objectives:** To report the experience of two monitors of the discipline of Clinical Surgery II at Faculdade de Ciências Médicas de Minas Gerais. **Methods:** Descriptive study, of the experience report type, based on the experience of two surgical clinic monitors in a minor surgery outpatient clinic in the year 2023. **Results:** The monitors' activities began in March 2023. Weekly, they attended the outpatient clinic for small procedures at Faculdade Ciências Médicas and accompanied a group of about 6 students and the professor in charge. Throughout the semester, the monitors had an experience of what teaching would be like, helping students and answering questions. As an average of 8 patients were seen during the working hours, practical and theoretical knowledge about outpatient surgery was reinforced. The experience added skills such as autonomy, effective communication, critical thinking, teamwork and problem solving. **Conclusion:** Surgical clinic monitoring allowed its members to deepen their theory and practice on outpatient surgery, in addition to improving social and emotional skills. This is an extremely important academic activity to encourage a career in teaching.

Keywords: Medical Education; Mentorship; Surgery.

EXPERIENCE REPORT

The relevance of the role of monitoring in the course “Child and Adolescent Health II” in the learning process: An experience report.

A relevância do papel da monitoria de “Saúde da Criança e do Adolescente II” no processo de aprendizagem: Um relato de experiência.

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ABSTRACT

Introduction: Child and adolescent health promote comprehensive healthcare for children and their families based on evidence. Therefore, direct contact and in-depth knowledge about the subject become essential through monitoring, allowing learning consolidation. **Objective:** To report the experience gained by monitors in the Child and Adolescent Health II (SCA II) course of the private Medical School of Belo Horizonte, describe their roles, and present the advantages of this practice. **Method:** This is a qualitative study based on the student experience in monitoring the SCA II course at the Medical School during the 2023 first semester, with a workload of 6 hours/week. The monitors attended practical classes in the outpatient clinic and assisted students during consultations, especially in the children’s physical examination. They addressed doubts that arose during patient care, aided in the application and organization of the OSLER evaluation exam, also provided patient care as requested by the college.. The third-year medical students were also assisted in navigating the outpatient clinic’s MV PEP system, conducting comprehensive consultations, and clarifying theoretical-practical content. **Results:** Significant improvements were revealed in the monitors’ intellectual, cognitive, and interpersonal competencies. The active engagement in discussions of real clinical cases enhanced the solidity and comprehensiveness of their learning experience. The exchange of experiences among monitors and students facilitated collaborative learning, and fostered a supportive environment, encouraging greater student participation and establishing positive relationships between monitors and students. Students demonstrated increased interest and confidence during patient care. It also highlighted opportunities for research, outreach, and curriculum enhancement. **Conclusion:** Monitoring with a dynamic and responsible approach provides greater exposure to the medical specialty of interest. It contributes to the development of essential skills for academic and professional progress. The experience provides a deeper and more contextualized learning journey, benefiting monitors and students.

Keywords: “Teaching”; “Mentoring”; “Pediatrics”; “Comprehensive Health Care”.

EXPERIENCE REPORT

Systems Semiology monitoring: An enriching journey in medical education

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ABSTRACT

Introduction: Academic monitoring serves as an indispensable tool in medical education, affording students a practical and enriching immersion into the subjects at hand. Functioning as a conduit between theoretical knowledge and pragmatic application, monitoring substantiates the cultivation of clinical, interpersonal, and pedagogical competencies. Within this context, I share my experience as a monitor within the Semiologia dos Sistemas discipline, executed at the Hospital Universitário Ciências Médicas. **Objective:** The aim of this undertaking is to delineate the trajectory, experiences, and insights derived from monitoring the Semiologia dos Sistemas discipline within the medical program at Faculdade de Ciências Médicas de Minas Gerais. This report underscores the pivotal significance of monitoring within the sphere of medical education. **Methods:** This account constitutes an experiential report, emanating from my tenure as a student monitor during the Semiologia dos Sistemas discipline, spanning from March to July of 2023. **Results:** In the capacity of a monitor, I participated proactively in practical sessions, offering guidance to students, elucidating uncertainties, instructing on semiological techniques, assisting in patient identification, and collaborating on the construction of didactic materials—always in concert with our mentoring faculty. Thus, over the course of the monitoring tenure, I had the opportunity to delve deeply into the intricacies of semiological methodologies and their practical applications within clinical medicine. The hands-on engagement with students in hospital activities has fostered the cultivation of keen clinical observational skills, as well as the refinement of effective communication with patients. **Conclusion:** The practice of monitoring has exerted a substantial impact upon my professional and academic maturation. Through the medium of monitoring, I have garnered a more profound comprehension of clinical practices, fortified my pedagogical and communicative aptitudes, and forged invaluable relationships with peers and professors. The role of monitoring has unequivocally substantiated itself as an enriching and pivotal experience in the trajectory of my educational pursuits within the realm of medical academia.

Keywords: Academic Monitoring; Medical Education; Systems Semiology.

EXPERIENCE REPORT

Report on mentoring in the formative practices in the community discipline—“Projeto Geloteca”

Relato sobre monitoria na disciplina de práticas formativas na comunidade—“Projeto Geloteca”

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ABSTRACT

Introduction: The introduction of the Práticas Formativas na Comunidade (PFC) discipline in the curriculum of the medical course at a private college in Belo Horizonte in the year 2021 represents a significant milestone. This extensionist discipline aims to establish a connection between students and the community, promoting mutual and transformative benefits. One of the initiatives undertaken by students, with the assistance of the authors, was the “Projeto Geloteca”, which aims to promote the habit of reading among young students facing vulnerability.

Objective: Report on the experience regarding the supervision of “PFC III—Projeto Geloteca” carried out in the first semester of 2023. **Methods:** Initially, it was observed that the main demand of the community was difficulty in learning, especially in writing and reading. Thus, after a collaborative exchange of ideas among the discipline’s students, teachers, monitors and the community, the decision was made to implement the project. Gelotecas are custom community-use libraries housed within old and non-functional refrigerators, offering children access to books without the lending procedures, return dates, and bureaucracy of traditional libraries. This makes the pursuit of reading a lighter and more enjoyable process, fostering a reading habit.

Results: The creation of this innovative library involved everyone, from the search for the refrigerator, its cleaning and design. Creating a bridge between the students of the PFC III discipline, the monitors, and the young library users, who also play a crucial role, taking care of the books for a healthy rotation of the collection, thus maintaining the quality of the project. **Conclusion:** In this discipline, mentoring presents challenges, as it involves not only theoretical training but the need to address field demands and establish interpersonal relationships. The actions developed were relevant for all parties involved, contributing to the development of essential skills for a humanized approach to work.

Keywords: Mentoring; Community-Institutional Relations; Reading.

EXPERIENCE REPORT

The use of active and playful teaching strategies during tutoring in the traumatoorthopedics course for physiotherapy

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ABSTRACT

Introduction: The use of active and playful teaching strategies is fundamental in the educational process as it promotes a more effective and engaging approach for students. The selection of strategies should take into consideration students' characteristics, learning objectives, and the educational context. **Objective:** To present active and playful teaching strategies employed during the tutoring of the traumatoorthopedics discipline in the physiotherapy course. **Methods:** Throughout the academic term, approximately 8 in-person tutoring sessions were conducted at a private higher education institution in Belo Horizonte. During these tutoring sessions, active teaching strategies were employed, including practical activities and problem-solving through a playful platform (*Kahoot*), where students competed against each other to achieve the highest score. **Experience Report:** The use of these teaching strategies in the tutoring sessions was crucial for student engagement. The dynamic of reviewing the discipline's content in a practical and playful manner kept the students motivated during the learning process. According to participants' accounts, this approach also facilitated a smoother and more comprehensive assimilation of the covered content. The content review through problem-solving on the *Kahoot* platform was a strategy designed to generate, in addition to knowledge construction, student entertainment. They were encouraged to participate and compete for the highest score among themselves. Throughout the activities, students made efforts to recall and absorb the content while enjoying the process. **Conclusion:** The use of active and playful teaching strategies was essential in creating a stimulating, inspiring, and effective learning environment, enabling students to become active, creative, and prepared learners. For the tutor, devising and implementing unconventional teaching strategies represented a significant opportunity to develop new teaching skills, as well as enhance traditional teaching methodologies.

Key-words: Orthopedics; Teaching; Problem-Based Learning.

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EXPERIENCE REPORT

Relevance of Research and Extension monitoring in academic development: An experience report

Relevância da monitoria de Pesquisa e Extensão no desenvolvimento acadêmico: Um relato de experiência

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ABSTRACT

Introduction: The Research and Extension sector develops activities that produce knowledge in practice, beyond the classrooms, through the Scientific Initiation Program, Extension Projects and Academic Leagues. The monitoring in the sector allows us to know the management processes in an environment that stimulates scientific activity, creativity and critical and analytical thinking. **Objective(s):** To present the experience lived in the Research and Extension monitoring at a private Faculty in Belo Horizonte, describe its functions and benefits. **Methods:** Monitoring of scientific initiation activities in bimonthly meetings using a structured instrument that uses the Google Meet platform. Support to researchers through WhatsApp application and organization of events using 5W2H planning tool. **Results:** The use of online tools for monitoring research and extension activities is favorable because it allows participants to connect from anywhere with an internet connection, saving time and travel costs. In addition, instant responses via whatsapp allow the resolution of doubts in extremely reduced time, which optimizes time. For event organization, the use of the 5W2H process as a management tool proved to be extremely effective in dividing tasks and coordinating actions. **Conclusion:** The monitoring acted on the scientific, cultural and management processes. From this perspective, it is identified that the use of online communication tools and management processes are applied effectively in monitoring.

Keywords: Mentoring; Applied Research; Scientific Communication and Diffusion.

EXPERIENCE REPORT

The importance of mentoring practices in Fundamentals of Semiology: An experience report

A importância das práticas de monitoria em Fundamentos de Semiologia: Um relato de experiência

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ABSTRACT

Introduction: The teaching-learning process is complex and the subject Fundamentals of Semiology has an extensive content, that is essential for medical practice. It is the basis of the practice of Clinical Medicine, being a fundamental element in the diagnosis of diseases, since it aims to obtain information from the patient through anamnesis and physical examination. By gathering clinical data and performing a thorough analysis, it is possible to create a clinical reasoning that will guide the propaedeutics, diagnosis and treatment plan. In this context, monitoring practices contributes to recover individual potential of the students, enabling practical learning.

Objective: Describe the experience of Fundamentals of Semiology mentoring and explain the importance of the discipline. **Methods:** This is an experience report written by the monitors of Fundamentals of Semiology, from the Medicine course of Faculdade de Ciências Médicas de Minas Gerais, during the first semester of 2023. The activities were based on the monitoring of practical classes at a University Hospital. **Results:** The practical approach of the semiological systematization proved to be crucial for the academic's understanding of a well-developed anamnesis and physical examination. The evolution of the students over the period is clear, and that is confirmed through the Osler evaluation, in which all showed good performances. As a consequence, for the monitors who followed the whole process, the experience also became enriching, because by revisiting the discipline with a different view and role, we were able to improve our skills, since Medicine is an area of constant learning. **Conclusion:** Due to the proposed narrative, tutoring in Fundamentals of Semiology proves to be a mutual learning tool, in which tutors can help students who are starting to understand the clinical thought, and at the same time improve their knowledge, evolving their medical evaluation.

Keywords: Learning; Monitoring; Semiology

EXPERIENCE REPORT

The surgical clinic academic tutoring in the consolidation of medical students's knowledge and surgical technique

A monitoria de clínica cirúrgica na consolidação de conhecimento e técnica cirúrgica de acadêmicos de medicina

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ABSTRACT

Introduction: Outpatient surgery, a fundamental practical part of the discipline of Surgical Clinic, brings the student the opportunity to learn and improve manual skills essential for performing minor surgeries. The opportunity to be a monitor of the discipline as an academic allows to consolidate knowledge and improve surgical skills with differential, benefiting the student enormously, in addition to assisting professors in their tasks. **Objective(s):** To show the experience of two academic mentors of the discipline of Surgical Clinic I of the Faculdade de Ciências Médicas de Minas Gerais and discuss the benefit of the programme for their theoretical and practical learning. **Methods:** Qualitative study with descriptive and observational methods based on the experience of the academic mentors throughout the semester of their participation in the programme and exchange of experience and discussion with the supervisor. **Results:** Repetition is a valuable tool for the consolidation of knowledge, and this strategy is applied in the frequency of the monitor's contact with the practice of outpatient surgery, promoting such a benefit through frequent use of surgical techniques and continued contact with several cases, whose diagnostic criteria and applicable conduct plans are recalled from the student's previous studies, contributing to reinforce and deepen the knowledge on the subject more and more. In addition, the role of academic mentor encourages the student to develop a sense of responsibility and leadership, being responsible for guiding and supervising other academics. **Conclusion:** The academic mentoring of the discipline Surgical Clinic I allows the improvement of manual skills and consolidation of knowledge by the opportunity to practice surgical techniques and have contact with varied cases frequently, in addition to stimulating proactivity and leadership, providing a differentiated preparation for the rest of the course and also for the labour market. **Keywords:** Mentoring, Ambulatory surgical procedures, Knowledge.

EXPERIENCE REPORT

The practice of cadaver dissection by Human Anatomy I teacher assistants as a facilitator of learning and of content transmission: An experience report

A prática de dissecação de cadáveres por monitores da Anatomia Humana I como um facilitador da aprendizagem e da transmissão de conteúdos: Um relato de experiência

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ABSTRACT

Introduction: Within the disciplines of medical school, Human Anatomy is a foundation that teaches essential content for the shaping of future Physicians. In this sense, the use of active practices is a crucial strategy for comprehension of the anatomy course. Nevertheless, cadaver dissection's utility is frequently questioned. **Objectives:** To describe the experiences of Human Anatomy I Teacher Assistants (TA) from Faculdade de Ciências Médicas de Minas Gerais (FCM-MG), Brazil, with a focus on the importance of dissecting cadavers. **Methods:** This report was written to showcase the experiences of two TAs as they worked alongside students to further their knowledge of Human Anatomy. It was granted to them permission to dissect fresh cadavers at FCMMG. Such responsibility allowed them to take knowledge received from dissecting into teaching sessions. To show all the skills needed to dissect a cadaver, a former TA held a class. Some topics discussed in said class were: the correct and safe use of surgical equipment and the basic techniques of dissection. Thereafter the two current TAs held on average three teaching sessions per week, and various dissections during the semester. The goal was to enhance their practical repertoire of Human Musculoskeletal Anatomy. **Results:** Throughout the semester, the dissection practices facilitated the understanding of Human Anatomy. This can be inferred because—through the practice of applying theoretical knowledge derived from contact with dissection guides to the technique of exposing structures via dissection—the understanding of anatomical dispositions and relationships became considerably more palpable for TAs. Consequently, it was possible for the TAs to externalize their knowledge more clearly for students. **Conclusion:** In addition to the intrinsic value of cadaver dissection, which involves the development of dexterity, it enabled TAs to learn Human Anatomy in a tangible and active way—which facilitated the transmission of important knowledge.

Keywords: Medical school; Human anatomy; Cadaver dissection.

EXPERIENCE REPORT

Academic teaching program

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ABSTRACT

Introduction: Academic teaching program is an extracurricular activity in which students from higher semesters help younger colleagues, under the supervision of a professor. This practice brings benefits to the training of both the monitors and the monitored in the medical course. The monitors can deepen their knowledge, enrich their curricula and develop communication skills. **Objective:** The aim of this work is to report the experience of monitoring the subject of Surgical Technique, offered in the Medicine course at Ciências Médicas de Minas Gerais. **Methods:** The academic selection process begins with a curriculum assessment of candidates using the BAREMA system. Students approved for the second phase take a practical test in the Surgical Techniques laboratory. Therefore, candidates with the best performance are selected for the Academic teaching program. **Results:** The Monitors follow the practical classes taught by the teachers on a weekly basis. With this, monitors have the opportunity to deepen their knowledge, develop communication skills, strengthen interpersonal relationships, in addition to helping students with practical techniques. The selection process demanded an exceptional commitment from the monitors, considering that in order to achieve approval, it was necessary to dedicate themselves intensely to the general studies examined in the discipline. Furthermore, senior students faced an additional difficulty in reconciling monitoring schedules with commitments for the semester in progress and also preparing for the topics taught in practical classes. **Conclusion:** The monitoring of Surgical Techniques is of extreme conversion in the training of the students, the students and the monitor. This experience helps in the academic, interpersonal and professional development of medical students. It creates a collaborative learning environment, contributing to a more solid and complete medical education. **Keywords:** Medicine; Surgical Techniques; Academic Teaching Program.

EXPERIENCE REPORT

Monitoring practice in Surgical Clinic I at Faculdade de Ciências Médicas de Minas Gerais: An experience report

Prática de monitoria em Clínica Cirúrgica I na Faculdade de Ciências Médicas de Minas Gerais: Um relato de experiência

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ABSTRACT

Introduction: The Surgical Clinic I discipline is an essential part of the Medical School curriculum, focusing on the development of clinical and surgical skills in an outpatient setting. In this context, students have the opportunity to learn about the diagnosis, treatment, and follow-up of patients requiring less invasive and less complex surgical interventions. The discipline aims to provide students with a comprehensive understanding of outpatient surgical approaches, highlighting the importance of preoperative assessment, clinical decision-making, and enhancing communication skills with patients. **Objective:** This work aims to describe the experience as a monitor, both in terms of consolidating content and developing ambulatory surgical techniques. **Methods:** Attending classes and assisting students. Participating in case discussions at the end of each session. Providing personal contact for students. **Results:** The student monitoring proved beneficial for both parties, as the monitor working in conjunction with the professor managed to distribute attention to the students, addressing doubts and increasing the efficiency of the class. Furthermore, it became a unique opportunity for monitors to review content in the practice of a previously studied subject, enhancing the utilization and mastery of the curriculum. **Conclusion:** The tutoring of Surgical Clinic I proved to be a significant opportunity for learning both the theoretical and practical aspects of the discipline, as well as the development of medical content teaching skills. Additionally, since the monitor has already completed the course, they can convey previously seen experiences and content to the students. **Keywords:** Ambulatory surgical procedures; Dermatologic Surgical Procedures; Preceptorship.

EXPERIENCE REPORT

Experience report: Tutoring in fundamentals of basic pharmacology and systems at the Faculdade de Ciências Médicas de Minas Gerais (FCMMG)

Relato de experiência: Monitoria em fundamentos de farmacologia básica e dos sistemas na Faculdade de Ciências Médicas de Minas Gerais (FCMMG)

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ABSTRACT

Introduction: Tutoring plays a fundamental role in the educational process, providing students the opportunity to deepen their knowledge, develop pedagogical skills, collaborate with the learning of their colleagues, and promote cooperation between students and teachers. In the context of the discipline of Farmacologia básica e dos sistemas, tutoring plays a crucial role in helping students to understand the properties of drugs, their mechanisms of action and clinical applications. **Objective:** To report the experience and the learning acquired in the realization of the monitoring of Farmacologia básica e dos sistemas. **Methods:** Experience report on the practice experienced by the academic monitors of the medical course, in the first semester of 2023. The activities were based on several strategies of active methodologies applied in the classroom, such as clinical case resolution, gamification and concept maps. In addition, the monitors were available daily, on WhatsApp®, to clarify doubts, in addition to the preparation of pre-test simulations. **Results:** The tutoring allowed the monitor to review the content of the subject taught, in addition to furthering the proposed themes, through the writing of activities and support materials for the monitored students. Thus, creating an active method of revision enhances the learning of the subject. In addition, we had the opportunity to operate our knowledge of the clinical cycle, with the elaboration of case reports in such an important subject of the basic cycle. **Conclusion:** Tutoring provides a unique experience in the academic sphere in order to boost the search for deepening and updating the knowledge of the monitor's pharmacology and, as a consequence, allows a better consolidation of the student's knowledge and proactivity.

Keywords: Pharmacology; Tutoring; Active methodology

EXPERIENCE REPORT

Experience report on the practice of mentoring in Systemic Semiology at Faculdade de Ciências Médicas de Minas Gerais (FCMMG)

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ABSTRACT

Introduction: Medical Semiology is a theoretical and practical discipline within the Health Sciences that focuses on the signs and symptoms presented by patients. Through the practical execution of anamnesis and physical examinations, students are given the opportunity to develop essential skills in the medical field. In the context of Systemic Semiology mentoring, the mentor has the chance to review fundamental concepts and practices in a more applied and dynamic manner during their academic training. **Objective:** To describe the experience gained during the mentoring of the Systemic Semiology discipline. **Methods:** Mentoring and assisting students in the discipline under the supervision of semiotics teachers during practical activities at the University Hospital Ciências Médicas de Minas Gerais. Support materials were provided for reviewing content from theoretical and practical classes, along with contact with mentors for clarification and doubt resolution. **Results:** Mentoring offers the mentor the opportunity to review the content covered in the discipline, assist students as per the teachers' requirements, and even engage with patients. This is potentially favorable for content review and consolidation, as it provides the mentor with an active study methodology. Additionally, it is imperative for the mentor to have mastery over the subject matter, which prompts a quest for knowledge to effectively aid the Semiology students. Therefore, it can be affirmed that mentoring holds significant importance in academic formation. **Conclusion:** Mentoring provides a unique experience in the academic realm, serving to drive the mentor's pursuit of deepening their semiotic knowledge, consequently enabling improved knowledge development and student proactivity.

Keywords: Learning¹. Semiology². Mentoring³.

EXPERIENCE REPORT

Application of gamification as a teaching resource in General Pathology teaching

Aplicação da gamificação como recurso didático no ensino da Patologia Geral

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ABSTRACT

Introduction: General Pathology is a discipline that studies cellular and tissue reactions to various stimuli, and it is through this learning process that it became possible to apply theoretical science to clinical conditions, which is therefore extremely important for medical knowledge. Didactic games are a very used educational approach, as they combine elements of fun, interactivity and learning. Aiming to engage students, promote active learning and consolidate knowledge in a playful way, the use of gamification as a teaching tool in the study of General Pathology was described. **Objective:** To report the experience of using a didactic game in the General Pathology discipline, aiming to playfully consolidate the acquired knowledge. **Methods:** Through the Kahoot platform, a didactic game was created by the discipline monitors. The game was called Revisa Pato and consisted of 20 multiple-choice questions related to surgical specimens to determine the diagnosis. Subsequently, the game became available through an access link to 3rd grade students of the Medicine course at a private College in Belo Horizonte, MG. The template for the questions was made available to all students enrolled in the course, and the activity was carried out without consulting the teaching materials. **Results:** Revisa Pato proved to be an innovative strategy for revising the content of the General Pathology discipline, taught in practical classes, and the students' feedback was satisfactory. A total of 95 students accessed the link and of these, 77 completed the activity. **Conclusion:** The educational game proved to be a powerful tool in the teaching-learning process, fulfilling its role as an educational approach. In addition, the monitors improved their ability to work as a team, their knowledge in the field of Pathology and had contact with the teaching activity, which is of great value for their professional life.

Keywords: Gamification; Learning; Pathology.

EXPERIENCE REPORT

Academic tutoring of Medical Pathology II: An experience report

Monitoria acadêmica de Patologia Médica II: Um relato de experiência

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ABSTRACT

Introduction: The discipline of Medical Pathology II closes the study cycle of pathology at the Faculdade de Ciências Médicas de Minas Gerais. Previous concepts of anatomy and histology are resumed, adding new anatomical and clinical knowledge relevant to medical training, using the study of clinical cases, anatomical specimens and blades. **Objective:** To detail the experience of two Medical Pathology II monitors, highlighting the method of participation in class and the perception of student learning and tutor training. **Methods:** The monitors did the study of the topic easily one week before the class. Weekly, the discipline's monitors selected about two multiple-choice medical residency questions associated with the subject under study, which were taught and answered by the monitors in the room with the students, under the supervision of the professor. The monitors also helped in demonstrating the anatomical pieces. At the end of the semester, at the suggestion of one of the monitors, there was the opportunity to complement the work with the presentation of part of one of the discipline's themes, which consisted of an academic teaching experience. **Results:** By selecting questions and studying the content, the monitors improved clinical thinking. In addition, by presenting and resolving questions with the students and by presenting part of one of the discipline's themes, including the emotions felt for doubts, the monitors developed oratory, communication and discussion skills. The participation of the monitors was positively evaluated by the students throughout the semester. **Conclusion:** The experience of monitoring Medical Pathology II contributed greatly to the training of monitors and students. With the weekly tutoring classes, it was possible to establish a closer bond with the students to fix doubts about the content, as well as help with the proposed activities in the classroom.

Keywords: Mentoring; Medicine; Pathology.

EXPERIENCE REPORT

The anatomy monitoring in the medicine course as a initiation of teaching activity: An experience report

A atividade de monitoria de anatomia no curso de medicina como iniciação em atividade docente: Um relato de experiência

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ABSTRACT

Introduction: The subject of human anatomy deals with contents that involve the understanding of the structures of the human body systems, using practical classes, plastic and organic anatomical models, along with theoretical classes, with a deeper approach to the subjects and provision of images, digital models and reference books. The anatomy mentoring serves as a complementary activity for students who have already taken the subject, allowing them to develop and apply their knowledge of the discipline in order to assist new students in their learning process. **Objective:** This abstract aims to describe the experience of medical students during the mentoring activity and how this influenced their academic formation and promoted an initiation into teaching practice. **Methods:** The monitor's activities involved participating in practical classes, support the professors and assisting them as needed. Subsequently, they prepared to hold monitoring shifts at fixed times during the week, in which the monitors were available to solve students' doubts or reinforce concepts that they needed help with. Additionally, during evaluation periods, they assisted in the preparation and implementation of functional evaluation activities. **Results:** Throughout the period in which the student monitors worked, they were able to expand their anatomical knowledge, developing a greater ease in identifying structures, thus expanding their medical capabilities. An improvement was also observed in the didactics and dynamism of the monitoring shifts conducted by the monitors, as well as the development of a better monitor-student relationship, which promoted greater efficiency in the content transmission and in the reinforcement of students' knowledge. **Conclusion:** It can be concluded that the experience was enriching for the enhancement of the monitors' knowledge, as well as a favorable development of their teaching techniques and didactic, thus promoting greater confidence and experience for the monitor to act as future educators.

Keywords: Anatomy; Mentoring; Teaching; Learning

EXPERIENCE REPORT

Perspectives and importance of Applied Pharmacology monitoring in Medicine: An experience report

Perspectivas e importância da monitoria em Farmacologia Aplicada à Medicina: Um relato de experiência

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ABSTRACT

Introduction: Monitoring is an essential practice in the context of higher education, as it plays a fundamental role in enhancing students' academic development. This practice contributes to a more active teaching and learning process for both the monitor and the student (BONFÁ-ARAÚJO; SANTOS, 2020). By establishing a collaborative environment for knowledge exchange, monitoring not only strengthens students' understanding of the content but also enriches the educational experience for the monitor. **Objective:** To share and analyze the importance of monitoring the Applied Pharmacology discipline in Medicine. **METHODOLOGY:** Monitoring was conducted in the first semester of 2023 at Faculdade de Ciências Médicas de Minas Gerais (FCMMG). During this period, activities in the form of multiple-choice questions were developed, covering the topics taught throughout the semester. **Discussion:** During academic formation, the learning process should be active, cognitive, and constructive, aided by both students and faculty. Monitoring is an instrument that assists in the comprehensive formation of the student, as well as contributes to teaching improvement by establishing new practices that strengthen the connection between theory and practice. With the aim of encouraging students to take a more active role in their learning, this monitoring opted for review activities through questions and tasks using the Kahoot platform, in addition to online availability for addressing doubts. Monitoring also allows the monitor to engage in programs that contribute to their academic, professional, and personal development, while also enabling a deeper dive into a specific area of study (TRINDADE et al., 2022). **Conclusion:** Monitoring provided benefits for students and monitors alike, offering a learning-rich experience and reflections on pharmacology both academically and personally, fostering the strengthening of interpersonal relationships. **Keywords:** Education; Problem-Based Learning; Medical Education.

EXPERIENCE REPORT

Semiology as the basis of a good doctor-patient relationship: An experience report as a monitor

A Semiologia como a base da boa relação médico-paciente: Um relato de experiência como monitor

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ABSTRACT

Introduction: Semiology is a fundamental discipline for the clinical reasoning of medical students, considering that it is at this moment that the student has a more effective contact with the techniques of anamnesis and physical examination. In addition, the academic discusses different diseases and differential diagnoses, which will allow him to solidify his entire theoretical and technical repertoire from semiology classes. **Objective:** Report the experience lived as a monitor of the discipline of Semiology of Systems (ss), with data from the literature together with learning related to patient-centered medicine. **Methods:** This is a descriptive observational study of the experience report type, carried out based on the weekly experience as a semiology monitor, which accompanied the students of the 5th period of the medical course in hospital care at the Hospital Universitário Ciências Médicas (HUCM) during the first semester of 2023. **Results:** Activities as a monitor during the semester were varied and dynamic, based on monitoring 5 hours a week of different subgroups of students in class 75C. In this sense, monitoring of students was carried out during patient care and assistance in the physical examination. Subsequently, discussions of the clinical cases took place, based on the data collected by them in the anamnesis and physical examination of the patients, being the ideal moment to solidify the knowledge of clinical medicine, in addition to the recurrent practice of the fundamental medical triad: semiology (anamnesis and physical examination), workup and treatment. **Conclusion:** The systems semiology monitoring program was very enriching and the lessons learned this semester will be fundamental for the trajectory as a student and future physician, as it was possible to develop several fundamental skills for medical practice, in addition to participating in case discussions clinicians and solidify the doctor-patient relationship.

EXPERIENCE REPORT

Experience report of medical school students in relation to monitoring *Saúde da Criança e do Adolescente II*

Relato de experiência de alunas do curso de Medicina em relação à monitoria de Saúde da Criança e do Adolescente II

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ABSTRACT

Introduction: *Faculdade de Ciências Médicas de Minas Gerais* (FCMMG) allows its students to carry out the monitoring program of the subject of *Saúde da Criança e do Adolescente II* (SCA II) from the sixth period of medical graduation. Academic monitoring is configured as an activity that requires the sharing of knowledge between monitors and students, in order to help professors. **Objective:** To share experiences lived as monitors, enabling improvements in the SCA II monitoring program. **Methods:** This is an experience report, conducted from the experiences of two monitors of the SCA II discipline, during the 7th period of the FCMMG Medicine course. **Results:** Despite being the first semester with SCA II monitoring at FCMMG, a situation which required changes and adaptations on the part of the monitors, also the teaching staff, a feasible experience resulted in improvements in the outpatient flow. In addition, there is the gain of knowledge, resulting from preparatory studies and the acquisition of teaching skills, through the transfer of information to those monitored. Moreover, monitoring provided networking opportunities, through direct contact with students and professionals in the field. It is emphasized, however, the need for greater adherence by professors regarding the help of monitors so that all students have the opportunity to be accompanied and instructed by monitors. **Conclusion:** Monitoring provides expansion of knowledge and helps in the training of medical students. As a subject, SCA II permits to witness the daily life of pediatrics, contributing to academic and professional development. At last, in view of the benefits that the monitoring of SCA II brought to students and professors, it is recommended that it can be continued for the next semesters, since the increase in the student's ability to perform complete pediatric consultation and well-organized.

Keywords: Mentoring; Personal Satisfaction; Pediatrics.

EXPERIENCE REPORT

Benefits of mentoring in learning and understanding Human Physiology in Physiotherapy graduation

Benefícios da monitoria no aprendizado e compreensão da Fisiologia Humana na graduação de Fisioterapia

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ABSTRACT

Introduction: Monitoring is a space for the development of pedagogical skills through the execution of activities that promote greater retention and better teaching. The discipline of Human Physiology in the physiotherapy course is focused on the professional field of these practitioners and plays an important role in understanding biological and functional processes. For future physiotherapists, this discipline enables them to deeply comprehend the repercussions of dysfunctions in the body and correlate effective, compassionate, and evidence-based treatments.

Objective: To describe the importance of teaching strategies addressed in monitoring in student formation, directed towards the learning of human physiology in the physiotherapy course.

Methods: Monitoring was conducted in classes held in the Physiology Laboratory and deliberate practices in the Realistic Simulation Laboratory (LABSIM). These classes involve simulations that reflect the reality of the field of practice. Videos and supplementary materials were shared to reinforce learning, and for weekly meetings, the focus was on clarifying doubts, correcting guided studies, conducting activities via Forms, and creating mind maps.

Results: A total of 13 meetings of 2 hours each were conducted through the Google Meet platform, with an average of 5 participants, with higher demand in the periods before evaluative activities. Additionally, 14 practical classes in the Physiology Laboratory and LABSIM were attended. Difficulties were identified during the meetings based on student reports, with content retention, practical application, and information volume being the most frequent. Study plans, absorption strategies, and associations were developed based on these reports. **Conclusion:** This experience demonstrated significant deepening in learning. Furthermore, the deliberate practices in LABSIM are an innovative activity in the physiotherapy course that enhances the students' ability to retain content. This experience offered monitors benefits in developing teaching skills and improving teaching methodologies.

Keywords: physiology; mentoring; learning

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EXPERIENCE REPORT

Benefits of academic monitoring during medical education of monitors: An experience report

Benefícios da monitoria acadêmica na formação médica dos monitores: Um relato de experiência

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ABSTRACT

Introduction: Human anatomy is a fundamental component of medical education, as understanding organs and systems is crucial for those involved in human health. In this context, the academic anatomy monitoring system stands out as a supplementary tool in building anatomical knowledge, resulting in several positive consequences for the academic and professional lives of the monitors. **Objectives:** To report the benefits of participating in the Human Anatomy II monitoring program in the Medicine course at a private college in Minas Gerais, Brazil, during the first semester of 2023. **Methods:** Experience report formulated based on the monitoring practice during the first semester of 2023. The monitoring program consisted of 6 weekly hours for each monitor, with 2 hours and 30 minutes allocated for practical class monitoring and 3 hours and 30 minutes for tutoring sessions with students for answering questions, viewing cadaveric specimens, and discussing the course content. The exact structure of each meeting was determined based on the monitors' and students' needs. **Results:** During the academic monitoring period, there was an observed enhancement in the retention of theoretical-practical content of the discipline by the monitors, a result of teaching and instructing new students. Furthermore, due to the monitors' roles as a bridge between professors and students and their ability to collaborate with peers, fellow students, and laboratory technicians, individual skills related to teaching, interpersonal relationships, and teamwork were also developed throughout the academic term. **Conclusion:** The monitoring program proved to be significantly useful and beneficial for the monitors, contributing for the construction of relevant knowledge related to human anatomy and fostering crucial individual virtues necessary for medical practice, such as effective teamwork. Thus, it constituted an enriching and valuable experience during the academic formation.

Keywords: Anatomy; Mentoring; Schools, Medical.

EXPERIENCE REPORT

Impact of Academic Leagues: Social and academic contributions

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ABSTRACT

Introduction: Academic Leagues represent groups of university students who come together with the aim of deepening their knowledge in specific areas. These extracurricular activities encompass teaching, research, and outreach, organized, structured, and led by scholars under the guidance of a professor. **Objective:** To analyze the social and academic impact resulting from the activities promoted by Academic Leagues, as well as the satisfaction of the involved members. **Methods:** Descriptive study with a quantitative approach on the teaching, research, and outreach activities carried out by the 25 academic leagues affiliated with a private educational institution in 2021/2023. Data were presented through descriptive statistics. **Results:** Between the years 2021 and 2023, a total of 2,747 outreach activities were conducted by 718 members, both remotely and in person. These initiatives impacted around 165,615 individuals in informative activities and 34,792 in social activities. The primary motivation of scholars (n = 180) to join the Leagues was the opportunity to experience their areas of interest (56%), followed by seeking improvements in their curriculum (37%). Research (n = 34) and outreach activities proved to be socially (69%) and academically (87%) relevant, fostering interdisciplinarity (84%), personal, and academic development (86%). **Conclusion:** Academic League activities have a substantial impact on society by enhancing student education, offering complementary learning, skill development, and research stimulation. These organizations play a crucial role as mechanisms for learning and social interaction, being essential in shaping prepared and engaged professionals. **Keywords:** University Extension; Academic leagues; Community Integration.

EXPERIENCE REPORT

Surgical Clinic mentoring at Faculdade de Ciências Médicas de Minas Gerais: An experience report

Monitoria de Clínica Cirúrgica na Faculdade de Medicina Ciências Médicas de Minas Gerais

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ABSTRACT

Introduction: The discipline of Surgical Clinical aims to perform small surgeries, exploring theory by applying it to practice in order to improve technical skills, in the best possible way for the patient. It is characterized as a discipline of extreme importance in the formation of a doctor, both in its practical and theoretical bias, because through it, the doctor learns to help the patient directly, as is the case of an exeresis of injury that harms some aspect of your life. In this way, the doctor can, in addition to providing his patient with therapeutic help, also act in a propaedeutic manner, as is the case with biopsies performed in the outpatient clinic. **Objective:** This work aims to describe the experience as a monitor, in the scope of the search for consolidation of the content and improving surgical skills. **Methods:** Assistance to professors of the surgical clinic discipline through direct assistance to students during surgeries, with discussions on the most relevant cases, also reinforcing the relevance of the theoretical part in a practical discipline. **Results:** It was possible to help students in a more individualized way, considering that there was a division with smaller groups of students, giving more space to solve doubts. In addition, monitoring was a great opportunity for mentors to have a deeper contact with patients who need surgical intervention, for improving surgical skills and actively review previously seen subjects. **Conclusion:** Mentoring is a very rich opportunity, both for the monitor and for the other academics. It is an experience with the power to enrich the content previously seen during the course, especially when it comes to practical disciplines, which bring us even closer to the medical routine that we will encounter in the future of the profession.

Keywords: Ambulatory Surgical Procedures; Academic Education; Mentoring.

EXPERIENCE REPORT

Analysis of the Satisfaction of medical students with the practical subject of *Saúde da Criança e do Adolescente II*

Análise da satisfação de estudantes de medicina com a disciplina prática de Saúde da Criança e do Adolescente II

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ABSTRACT

Introduction: The subject *Saúde da Criança e do Adolescente II* (SCA II) is aimed at students of the 5th period of Medicine at *Faculdade de Ciências Médicas de Minas Gerais*, being relevant for the development of anamnesis and physical examination techniques; in addition to being the student's first contact with the outpatient environment. **Objective:** To report the experience of two monitors in promoting a self-assessment questionnaire for students after the end of the school semester. **Methods:** Observation of the monitors during the school semester and application to the students of an online questionnaire via Google Forms carried out by the monitors and approved by the professors, with questions related to satisfaction and the skills acquired with the practical classes of SCA II. **Results:** 37 students answered the questionnaire. Regarding the anamnesis, 59.5% classified it as excellent, 35.1% as good, and only 5.4% as average, with 56.8% feeling safe with it and 32% reporting insecurity in the history of the anamnesis. Current illness and 8.1% in systems review. In the physical examination, 56.5% classified it as good and 40.5% classified it as excellent, only 3% as bad, also the greatest insecurities were in the genital examination, otoscopy, and cardiac auscultation, with 29.7%, 27.5 and 18.9%, respectively. At last, 56.8% of the students were able to correlate the outpatient classes with the theoretical part of the subject. **Conclusion:** Most students feel confident along with the anamnesis and the physical examination of a pediatric appointment. The greatest insecurities were in the physical examination, mainly in the genital examination, in the otoscopy, and in the cardiac auscultation. Although, it is necessary that there is a greater correlation of theoretical classes with the practical part, for a greater consolidation of their knowledge.

Keywords: Mentoring; Medical Education; Form.

EXPERIENCE REPORT

Academic tutoring of Skills Training V in a realistic simulation laboratory

Monitoria acadêmica de Treinamento de Habilidades V em um laboratório de simulação realística

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ABSTRACT

Introduction: The Skills Training subject is present in the curriculum of students since the first year of medical school. Classes take place in the Realistic Simulation Laboratory, a controlled environment that has advanced technology, robotics equipment, and methodology integrated with other healthcare areas, ensuring that students can acquire the skills needed for future practice. The experience report to be described refers to the tutoring of the Skills Training V subject, which addresses topics in the pediatrics field. **Objective:** Detail the experience of two tutors of the Skills Training V subject during the first semester of 2023, highlighting the didactics and organization of the tutoring, as well as the perception of the contribution to the learning of the students. **Methods:** For ten weeks, each tutor was responsible for reviewing a topic for a group of students, who could discuss possible questions and review and practice techniques learned in class. Moreover, in the last week, a review of the main contents was performed, with a similar dynamics to that employed in the final evaluation of the course, so that the students could train and memorize the correct execution of the techniques in the period of time available, in order to identify the contents that still needed to be studied. **Results:** Upon the conclusion of the tutoring, it was possible to notice that the students and the tutors made the most of this experience. In addition to allowing a positive exchange of experiences and knowledge among them, it acted as an important tool for academic training, so that its exercise allowed the complementation of the knowledge acquired so far and the acquisition of new skills. **Conclusion:** The experience of tutoring was extremely constructive, since it was an unique opportunity for personal and academic improvement, acting as an initial step within the teaching field.

Keywords: Learning; Mentoring; Pediatrics; Simulation Training.

EXPERIENCE REPORT

Report of experience of academic monitoring in Operative Technique at Faculdade de Ciências Médicas de Minas Gerais

Relato de experiência de monitoria acadêmica em Técnica Operatória na Faculdade de Ciências Médicas de Minas Gerais

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ABSTRACT

Introduction: Academic monitoring is an extracurricular activity that brings the student closer to the practice of teaching, in addition to enabling an enriching mutual exchange between the student body and faculty. The activity takes place under the guidance and supervision of the responsible teacher and provides teaching in a dynamic and participatory environment. The report in question describes the experience during one semester of the monitoring of the Operative Technique discipline of the medical course of the Faculdade de Ciências Médicas de Minas Gerais.

Objectives: The objective of this work is to describe the academic experience and the contribution of the activity in the learning process. **Methods:** The monitoring in Operative Technique was carried out during the first academic semester of the year 2023. The activities under the responsibility of the academic include the organization of the laboratory and the assistance to the professors in the topics taught and in the following practices. **Results:** During the period of validity of the monitoring, it was observed a greater consolidation of the theoretical-practical content and improvement in the safety and self-confidence of the monitors themselves to administer the class, bringing them closer to teaching. In addition, the bond established in a monitor-academic relationship proved to be an important tool in the contribution of teaching. However, it is essential that the monitors have a previous preparation to conduct the proposed activities with greater excellence and mastery of the content. **Conclusion:** The monitoring in Operative Technique is an enriching experience if there is dedication and planning on the part of the monitor, being fundamental the valorization of this practice by the institution and its professors.

Keywords: Academic mentoring; Operative technique; Teaching.

EXPERIENCE REPORT

Pedagogical analysis of medical students in the context of Peripheral Venipuncture Methods monitoring

Análise pedagógica de acadêmicos de medicina no contexto da monitoria de métodos de Punção Venosa Periférica

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ABSTRACT

Introduction: Peripheral Venipuncture (PVP) is one of the most frequently performed interventions in the hospital, since 80% of patients admitted in hospitals around the world use an intravenous catheter at some point of their hospitalization. That considered, it is essential that there is technique training and reinforcement regarding PVP on the part of medical students, and this is the main role of the monitoring that took place in Faculdade de Ciências Médicas de Minas Gerais in the first semester of 2023. After acting for six months in teaching students how to execute PVP for both blood collection and drug administration, this work will describe the experience that monitors had and their impressions of the process. **Objective:** Analyze, from the perspective of the monitors, the functionality and effectiveness of university PVP training methods, concerning student learning and performance. **Methods:** The monitors were selected through a curriculum evaluation followed by a practical test, in which they had to execute the techniques of the matter in front of a teacher. Successful candidates were associated with their respective student subgroups, and received a schedule of classes that would be taught throughout the semester. **Results:** It was noted that a large number of students attended the classes, demonstrating they had a notable interest in mastering the PVP techniques and being approved. As for the students' main difficulties, the monitors can cite the proper handling of materials, such as needles, vacuum tubes and simulation mannequins, also the administration of the amount of materials offered by the laboratory. However, the students' biggest challenge was to systematize and memorize the steps of each technique, without leaving anything behind. **Conclusion:** The monitoring was an edifying experience for both the students, who, despite facing obstacles, mastered indispensable medical techniques, and the monitors, who reinforced their skills and developed the ability to transmit knowledge.

Keywords: PVP; Monitoring; Training.

EXPERIENCE REPORT

Enhancing medical education through clinical case-integrated semiology system monitoring: An experience report

Aprimorando a educação médica por meio do monitoramento do sistema de semiologia integrado de casos clínicos

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ABSTRACT

Introduction: The experience detailed herein revolves around a semiotics system monitoring initiative aimed at medical students. This endeavor was intended to not only bolster their understanding of medical principles but also expose them to the practical intricacies of diagnosing patients. **Objective:** The primary goal of this monitoring exercise was to provide medical scholars with a dynamic learning platform, bridging the gap between theoretical knowledge and its real-world application. By integrating clinical case studies, the objective was to enrich their comprehension of medical concepts and hone their diagnostic skills. **Method:** Experience report, carried out from the student's experience in monitoring Systems Semiology in the undergraduate course in medicine. The monitoring took place at a University Hospital, in Belo Horizonte-MG, from February to July 2023. **Results:** The outcomes of this experience were highly encouraging. The students exhibited a notable enhancement in their ability to decipher clinical symptoms, evaluate patient histories, and propose accurate diagnoses. Through hands-on exposure to actual hospital cases, they gained a deeper appreciation for the complexities of medical practice. Moreover, their confidence levels in interacting with patients and their families significantly increased. **Conclusion:** In conclusion, the semiology systems monitoring initiative presented a valuable opportunity for medical students to bridge the gap between theoretical learning and practical application. By incorporating clinical cases, the students were exposed to the diverse and intricate nature of real-world medical scenarios. This hands-on encounter not only augmented their diagnostic proficiency but also fostered a sense of empathy and understanding towards patients. Such initiatives undoubtedly contribute to producing well-rounded and competent medical professionals who are not only equipped with academic knowledge but are also adept at addressing the multifaceted challenges of patient care. As medical education continues to evolve, integrating experiential learning methodologies like this can prove instrumental in shaping the physicians of tomorrow.

Keywords: Monitoring; Systems medicine; Academic education.

EXPERIENCE REPORT

The impact of mentoring Fundamentals of Semiology for students, teachers and the mentors themselves

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ABSTRACT

Introduction: In the discipline of Fundamentals of Semiology occurs the first contact of students with patients who are interviewed and examined by students. Subsequently, the teachers explain the semiological findings found and address the pathophysiology of the diagnoses that the patients had. The practical classes are attended by mentors, who assist the teachers and students.

Objective(s): Report the experience obtained in mentoring the discipline Fundamentals of Semiology. **Methods:** This is a descriptive study, an experience report, based on medical semiology mentoring for fourth period students conducted between March and July 2023. Mentors help select patients, supervise students during interviews and examinations, suggest improvements and correct errors. They also assist in discussing cases and reviewing medical records with students. In addition, the mentors collaborated in the application of 2 OSCE (Objective Structured Clinical Examination), a new approach to simulated assessment in medicine, used in the practical assessments of the module. **Results:** During the practical classes, it is possible to apply the knowledge acquired in the classroom, strengthening the fixation of the content. It is possible to correlate the findings of the physical examination with the anamnesis, fostering the development of clinical reasoning essential in medicine. The mentoring also benefits the mentors by reviewing crucial topics and broadening exposure to career-enriching clinical cases. **Conclusion:** Thus, it is concluded that the presence of mentors is beneficial for both students and teachers, contributing positively to the dynamics of the class in the hospital. In addition, experience as a mentor allows reviewing various topics of semiology, improving experience with clinical cases, as well as making it possible to act as a guide and organizer of academic teaching proposals.

Keywords: Mentoring; Medical History Taking; Physical examination.

Financial support: Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Theater for simulation of clinical cases applied during biochemistry monitoring to correlate theoretical contents with clinical practice – an experience report

Teatro para simulação de casos clínicos aplicados durante a monitoria de bioquímica para correlacionar conteúdos teóricos com a prática clínica – um relato de experiência

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ABSTRACT

Introduction: Biochemistry, being a part of the curriculum in the first semester of medical courses, is a subject that students often struggle to relate to medical practice. Therefore, the use of strategies and teaching resources becomes essential in order for students to visualize the subject in an applied manner and optimize their learning, thus valuing the content they have acquired. Objective: This report aims to describe the experience of biochemistry monitors who, through the development of clinical cases, simulated being patients so that the students could engage in medical consultations based on the biochemistry content they had previously learned in class. **Methods:** The clinical cases were developed throughout the semester of the monitoring program, using real medical cases as a basis. Subsequently, a script was created based on these cases, in which the monitors simulated being patients and answered questions to guide the consultation, allowing the students to establish the medical approach and reach the expected diagnosis. **Results:** It was observed that the students were interested in the proposal, as there was significant participation during the classes and a high level of engagement. As a result, the students were able to meet the previously defined expectations by establishing a focused clinical reasoning process that involved discussing the pathophysiology and requesting tests to determine the most appropriate diagnostic hypothesis. At the end of the activity, the students provided positive feedback, praising the methodology used and the monitors' approach. **Conclusion:** The results obtained reinforce the importance of using active methodologies to enhance the learning experience in biochemistry classes and, consequently, facilitate the assimilation of theoretical content into clinical practice. Therefore, dynamic activities with innovative methodologies are essential for a better consolidation of learning and the construction of a solid theoretical foundation for the rest of the course.

Keywords: Biochemistry; Teaching materials; Schools, Medical.

EXPERIENCE REPORT

Report on monitoring in the discipline of Formative Practice in the Community III: The build of a “Geloteca”

Relato sobre monitoria na disciplina de Prática Formativa na Comunidade III: A construção de uma “Geloteca”

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ABSTRACT

Introduction: Since the demanding of curricularization of extension activities proposed by the National Education Plan, the subject “Formative Practices in the Community” was added to the Curriculum Matrix of a private medical school in Belo Horizonte, in the year 2021. Among the discipline’s activities, the author acted as a monitor in the so-called “Conviver no Carmo Project”, whose performance was for the benefit of children in the public school system. **Objective:** Report the experience related to the monitoring of “PFC III–Projeto Conviver no Carmo” developed in the first half of 2023. **Methods:** Initially, recognition of the field and “social sponsorship” were established—a dynamic that united each autor of the action with two or three previously designated children for a closer and more personal interaction. In addition, the members of the dynamic were introduced to the target of the operation: an old and disused refrigerator, but which would be transformed into a playful and recreational library, or rather, an “Geloteca”. In a second stage, the refrigerator was renovated in partnership with “Projeto Geloteca BH”, responsible for the painting and the art on the refrigerator. Finally, the intervention involved supplying the “Geloteca” with dozens of literary works that instigated the students and re-signified the environment in favor of literacy and learning. **Results:** In line with contemporary academic guidelines, it was possible to cultivate skills related to communication and group work. In addition, in addition to the social objective achieved by the activity, all mobilization was rewarded with the construction of an affective bond with the local children. **Conclusion:** Even with the challenges imposed by conducting the dynamics and established interpersonal relationships, monitoring in this discipline was of great benefit for personal growth and development of useful skills for a complete and humanized academic shaping.

Keywords: Mentoring; Communication; Growth and Development; Literacy; Education;

EXPERIENCE REPORT

Case study as teaching approach of antibiotics in Medical Microbiology

Estudo de caso como abordagem de ensino de antibióticos em Microbiologia Médica

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ABSTRACT

Introduction: Case studies are teaching tools based on real situations that require the active participation of students in solving issues. **Objective:** To promote an active and collaborative approach to learning about antibiotics, during academic monitoring of Medical Microbiology offered in the first semester of 2023 at a private college in Minas Gerais. **Method:** Descriptive study, of the experience report type, about a case study on bacterial pharyngitis caused by group A Streptococci. The study was carried out with medical students in the fourth semester of medicine school, under the supervision of the monitor, during a class that occurred in May. The case was built from pre-established learning objectives, which were based on recognizing the main conditions, clinical repercussions related to gram-positive bacteria and the respective treatments. **Results:** A clinical case containing anamnesis and physical examination was presented to groups, with a picture of a characteristic clinical sign of the infection to help students understand and enrich the discussion. Subsequently, they were asked about diagnostic hypotheses, probable causative organism, conduct to be followed, possible complications and first-line treatment with antibiotics. Afterwards, questions were asked about antimicrobial alternatives to be used if the patient was hypersensitive to the first-choice drug, with the aim of stimulating the clinical thinking of the students. During the discussion of the case, the greatest difficulty observed by the monitor was the variety of complications that the disease in question can cause, with Rheumatic Fever being the only one cited. **Conclusion:** The case study carried out proved to be an efficient approach for discussing antibiotics, due to the stimulation of clinical thinking and team decision-making. This methodology can be used as a valuable educational strategy to address other topics in future academic monitoring, and contribute to the training of professionals better prepared to deal with clinical challenges in medical practice.

Keywords: Mentoring; Case study; Antibacterial agents.

EXPERIENCE REPORT

The academic monitoring of operative techniques as a teaching tool: An experience report

A monitoria de técnicas operatórias como ferramenta de ensino: Um relato de experiência

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ABSTRACT

Introduction: The admission to University is marked by the most varied possibilities provided by graduation, with academic monitoring being one of them. Academic monitoring is a modality of teaching and learning that contributes to academic education, not only as a possibility to improve the curriculum, but also to develop new skills inherent to teaching. In addition, monitoring stimulates and reinforces the importance of scientific research and production. **Objective:** Describe the experience as a monitor of the discipline of Operative Techniques, highlighting the importance of monitoring in the academic training, its advantages and the difficulties. **Methods:** Experience report developed from the experience of two Operative Techniques monitors, which in the FCMMG Medicine course is offered to students of the fifth semester of graduation. The monitoring program had a total of six and a half hours per week throughout the semester. The monitors accompanied and assisted students under the supervision of their teachers in practical classes. **Results:** When monitoring Operative Techniques, monitors were able to review content that had already been studied during the previous semester, managing to improve the techniques previously presented in the discipline, which are widely used later during graduation and at medical practice, such as sutures. In addition, the program allowed interaction with the students and expansion of contact through exchange of experiences. Dealing with personal difficulties was also a topic worked on, such as teaching skills. **Conclusion:** It is concluded that the monitoring program of Operative Techniques enriches the graduation experience. The teachings acquired from the guiding teacher and the monitored students are integrated into the intellectual and social load of the monitor, revealing new horizons and academic perspectives. As for the students, it allows them to solve doubts while exchanging experiences. And the teachers benefits from the interpersonal relationship established between monitor, monitored students and teachers.

Keywords: Mentoring; Teaching; Surgical Procedure

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EXPERIENCE REPORT

The importance of monitoring physical resources in physiotherapy in the learning process of applying electrothermal phototherapeutic resources in clinical practice

A importância da monitoria de recursos físicos em fisioterapia no processo de aprendizagem de aplicação de recursos eletrotermofototerápicos na prática clínica

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ABSTRACT

Introduction: Physical resources refer to therapeutic modalities that use physical agents, such as heat, cold, electricity, light and sound, to promote functional recovery and relieve pain. These attempts are scientific principles and employed in a personalized way to meet the specific needs of each patient. The physical resources applied in physiotherapy are based on biomechanical, physiological and thermodynamic principles. The discipline of physical resources is widely applied in the clinical practice of physiotherapy. Patients with musculoskeletal injuries, neuromuscular disorders, chronic wounds and inflammatory conditions may benefit from these complications. **Objective:** Acquire an expanded understanding of the practical application of therapeutic modalities and, through experiences during monitoring and participation in practical classes, understand, teach in a playful way and apply a careful selection of therapeutic modalities, considering the individual clinical particularities of each patient. **Methods:** During the first half of 2023, a total of 7 theoretical-practical monitoring sessions were carried out with the preparation of study materials and questions directed at students to establish the contents for monitoring and monitoring participants. **Results:** Through application based on scientific principles and the use of clinical evidence, physical therapy students and future professionals can offer personalized interactions that improve patients' quality of life and create a complete approach to rehabilitation. **Conclusion:** The monitoring of physical resources within the scope of physical therapy practice represented an enriching opportunity for expanding the understanding and mastery of therapeutic techniques in their practical applicability. The exposition of the content and interaction with the students proved to be of great value for the academic improvement and foundation of the professional trajectory in the field of physiotherapy.

Keywords: Mentoring, Physiotherapy, Learning, Physical resources.

Financial support: Monitoring scholarship of the Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

The experience in academic monitoring of medical pathology as a guiding tool for contact with the teaching activity

A vivência na monitoria acadêmica de patologia médica como ferramenta norteadora ao contato com a atividade docente

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ABSTRACT

Introduction: For the transmission of scientific knowledge in undergraduate courses in the health area, the figure of the academic monitor is traditional as an assistant to the work of the professor. In this sense, the monitors not only have the opportunity to review subjects that may be of interest to them, but also acquire the chance to develop their teaching techniques and skills. **Objective:** To report the experience of two monitors of Medical Pathology I with two activities developed during the monitoring program: synchronous online meetings, done before practical tests, and the elaboration of questionnaires for students to study before theoretical tests. **Methods:** Experience report developed from the experience of Medical Pathology I monitors with two activities developed during the monitoring program, mentioned above. In order to carry out the online meetings that preceded practical tests, the monitors developed clinical cases and asked open questions to the students. For the review of the theoretical tests, questionnaires were developed with 45 questions that covered all the themes of Medical Pathology I. **Results:** In total, 216 responses were received on the two forms designed to be revised for the theoretical tests. The students had access to their own grade and feedback for each question, so they could perceive their own difficulties and work on them before the official test. The online meetings were also guided by the monitors in order to solve doubts and stimulate clinical and pathological reasoning before the tests, impacting more than 200 students together. **Conclusion:** It is concluded that the monitoring program in Medical Pathology provides a broad exchange of knowledge that positively impacts both monitors and students. Review activities assisted students to be more familiar with the content of theoretical and practical tests and to have greater ease in fixing and learning extensive content.

Keywords: Education, Medical, Undergraduate; Teaching; Pathology.

Financial support: The authors had no Financial support for the production of this study. All expenses were solved by own financing.

EXPERIENCE REPORT

The use of study guides produced by monitors as a tool to facilitate the teaching-learning process in the discipline of human anatomy: An experience report

A utilização de guias de estudos produzidos por monitores como uma ferramenta facilitadora do processo ensino-aprendizagem na disciplina de Anatomia Humana: Um relato de experiência

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ABSTRACT

Introduction: The study of Human Anatomy plays a great importance at the initial knowledge of medical students, since future useful clinical skills related to anatomic aspects are learned at this stage of the course. In this context, academic monitoring gains prominence as a program designed to elevate the teaching-learning process through dynamic knowledge exchange among students and pedagogical strategies that facilitate comprehensive understanding and mastery of the subject. **Objective:** The present study aims to report the use of study guides, produced by anatomy monitors, as a tool that enhances the teaching-learning process in order to make the study of anatomy more productive and interesting. **Methods:** This is an experience report elaborated based on the monitoring of Human Anatomy I discipline, which took place in the first half of 2023, from February to July, with students of the Medical course at a private college education institution. During this period, the monitors created three study guides that included questions related to the subject's content and anatomical images of real body parts, accompanied by concealed structure names for students to complete. Each guide was prepared according to each practical exam: the first guide covered the skull, followed by the upper limb, and finally, the lower limb. **Results:** To measure the effects of this intervention, a questionnaire was applied to twenty-four students, all of whom positively evaluated the materials as a tool that contributed to their academic performance. **Conclusion:** Utilizing study guides afforded students a practical and productive study roadmap, including suggestions regarding materials and books conducive to the learning process. Moreover, the inclusion of questions and visual aids within these guides enabled the practice of memory recall, application of knowledge acquired in theoretical classes, and the identification of students' areas of vulnerability within each content of the discipline. **Keywords:** Learning; Anatomy; Mentoring.

EXPERIENCE REPORT

The use of flashcards and questionnaires with targeted questions on the learning of histology: An undergraduate teaching assistantship experience report

O uso de flashcards e questionários com perguntas direcionadas no aprendizado da Histologia: Um relato de experiência de monitoria acadêmica

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ABSTRACT

Introduction: The discipline Histology Applied to Medicine is essential for medical students, as it is essential for understanding the structure and functioning of tissues of the human body. However, many academics face difficulties in assimilating the contents, compromising their performance in the discipline. Thus, the use of flashcards and questions with directed questions can be effective in the teaching-learning process. **Objectives:** To evaluate the tools used in monitoring, based on the academic performance of second-year medical students. **Method:** Lists of exercises were prepared with directed questions and presentations with images of histological tissues in microscopy (flashcards model) and made available in PDF file so that students could study for the theoretical and practical tests. After carrying out these activities, the monitors corrected these exercises in meetings held through the “Google Meet” platform. After the end of the period, quantitative and qualitative data were collected on the influence of these learning methods, through a form answered by the students. **Results:** Of the academics who answered the form, about 80% had already studied through the two study strategies, 100% of them believed that the victims benefited from learning histology and approximately 90% resulted in a positive impact of the methods on the estimation grades. Most students who use the active study technique noticed an improvement in retaining and understanding the material. Students learned nomenclature and structure of tissues more effectively and had a better use of the study. **Conclusion:** The exercise techniques used provided academics with greater efficiency to recognize tissues on slides during practices, and also contributed to the fixation and contextualization of content for the theoretical test. Therefore, both are alternatives to be used in the teaching-learning process during the discipline of Histology Applied to Medicine. **Keywords:** Learning, Histology, Flashcards, Questionnaires.

EXPERIENCE REPORT

The role of academic tutoring as a tool to facilitate learning in complex subjects

O papel da monitoria acadêmica como uma ferramenta para facilitar o aprendizado em disciplinas complexas

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ABSTRACT

Introduction: The discipline of histology consists of the study of the structure and function of body tissues, which makes it the basis for understanding diseases related to defects at the cellular level. Because it is a complex field, many academics report difficulties throughout the study of the discipline, since it requires the understanding of images and abstract concepts. Therefore, the academic tutoring of this discipline is an important tool to facilitate their learning. **Objectives:** To report the experience of two medical students tutoring the discipline of histology in a medical school in Belo Horizonte – MG. **Method:** The students followed the theoretical-practical classes weekly to alleviate the students' doubts, assisting the professor to attend to everyone. In addition, theoretical-practical online meetings were held before exams week, in which a brief review of the content was made followed by a moment to resolve remaining doubts. Also, before their exams, students received questions about the content which fixed the knowledge through an active study methodology. **Results:** There was a significant adherence to the online reviews, which sometimes exceeded 200 participants—corresponding to more than 90% of the class. There was great interaction between students during the meetings, who demonstrated interest in answering questions that arose during individual studies. At the end of the semester, there were many positive feedback comments from students to the tutors. The medical students considered the aid useful and enriching. **Conclusion:** The results have shown the aggregating and empowering character of academic tutoring, both for the benefited student and for the student who exercises it. In challenging subjects, having the partnership of a colleague who has recently gone through the same experience successfully can be the differential that allows the achievement of the longed-for approval.

Keywords: Histology; Mentoring; Teaching Materials.

EXPERIENCE REPORT

The importance of operative techniques monitoring for monitors and medical students: An experience report

A importância da monitoria de técnicas operatórias para os monitores e acadêmicos de medicina: Um relato de experiência

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ABSTRACT

Introduction: Academic monitoring in the Surgical Techniques discipline consists of disseminating knowledge regarding the procedures performed in the field of General Surgery, through the teaching activity carried out by students during the graduation of the Medicine course. **Objective:** The present work describes the experience acquired by the monitors of the Operative Techniques discipline of the Medicine course at Faculdade de Ciências Médicas de Minas Gerais (FCMMG) in the first semester of 2023, as well as identifying the advantages of the monitor's support during the class, specifying their functions. **Methods:** This is an experience report based on the monitors experience in the discipline of Operative Techniques of the Medicine course of the Faculdade de Ciências Médicas de Minas Gerais (FCMMG) in the first semester of the year 2023. The monitors accompanied the classes with the objective of assisting in the preparation of specific materials for each theme and assisting the students who had any doubts regarding the surgical technique presented and trained during the class. **Results:** Monitoring had a positive impact on the graduation of the monitors, being a way to review and improve concepts of the discipline, to solidify theoretical knowledge for the academics and to practice their surgical skills. The students learned from the dressing and surgical instrumentation, to the step-by-step of a laparoscopic cholecystectomy, with space, time and materials necessary to perform the surgery and seeking to resemble the real procedure as much as possible. In addition, it provided the establishment of links between students, monitors and teachers, making the meetings pleasant and, consequently, facilitating academic learning. The possibility of curricular improvement and improvement of medical training was also noted. **Conclusion:** The monitoring of Operative Techniques promoted significant improvements in the academic and professional training of monitors and medical students, enabling a better learning process and training of surgical skills. **Keywords:** Mentoring; Deep Learning; General Surgery **Financial support:** Faculdade de Ciências Médicas de Minas Gerais

EXPERIENCE REPORT

Enhancing medical skills: Potential of simulation in training stations

Aprimorando habilidades médicas: Potencialidades da simulação em estações de treinamento

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ABSTRACT

Introduction: The discipline, Skills Training II, aims to present students with crucial techniques for medical practice, such as first aid, catheterization, and arterial puncture. To achieve this goal, mentoring plays a fundamental role, allowing students to clarify doubts and enhance procedures that may not have been fully understood during classes. Training stations, simulating medical care scenarios, can bring dynamism and realism to the techniques. **Objective:** To report the application of simulation stations as a means of enhance medical techniques during skills training mentoring. **Methods:** The monitoring was executed at a private medical university in Belo Horizonte during the first semester of 2023, involving second semester students and being conducted by a monitor. Stations were set up, each containing all the necessary materials for every technique. These stations were sequenced to allow students to transition easily. Additionally, the discipline textbook was made available, providing a reference for any doubts regarding the sequence of steps. Students were instructed to perform a specific skill on a simulator within a 5-minute timeframe. The activity was conducted in groups of one to five individuals, with intervals between stations for clarifying questions and correcting errors. At the conclusion of all stations, students had the opportunity to revisit the one that posed greater challenges and practice it once again. **Results:** Upon completing the simulation, the approach demonstrated its effectiveness. Students showcased increased composure and confidence in their abilities, exhibiting a notable improvement in executing techniques, alongside an aptitude for performing tasks with greater precision. **Conclusion:** Simulation stations have solidified themselves as an effective tool in skills training within the context of the teaching-learning process. Furthermore, mentoring played a vital role in fostering competencies such as communication, organization, flexibility, and teaching skills. The success of this approach underscores the significance of innovative and personalized educational strategies.

Keywords: Simulation Training; Learning; Mentoring.

EXPERIENCE REPORT

Immunology tutoring: A reflection on the culture of studying with a focus on evaluations rather than the construction of knowledge for medical education

Monitoria de Imunologia: Uma reflexão sobre a cultura de se estudar com foco em avaliações e não na construção de conhecimentos para a formação médica

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ABSTRACT

Introduction: Medical education is one of the most challenging fields within academia. Students face an intense workload, vast volumes of information, and multiple complex disciplines. In this demanding context, Immunology Applied to Medicine (IAM) proves to be crucial, providing the foundation for understanding the interactions of the immune system with diseases and treatments. However, this rigorous education often leads students to adopt an assessment-focused approach, neglecting a more comprehensive consolidation of knowledge. This scenario was clearly observed by IAM monitors in the first semester of 2023. **Objective:** Reflecting on the study culture of medical students and their tendency to prioritize the pursuit of satisfactory grades over a comprehensive understanding of the content. **Methods:** Throughout the semester, the monitors employed various methodologies to address students' doubts and encourage consistent learning, regardless of imminent assessments. Synchronous virtual office hours, WhatsApp-based sessions, and quizzes on topics covered in class were conducted on a weekly basis. **Results:** Despite the monitors' efforts to promote linear learning, participation in the monitoring sessions remained low outside of exam periods. During these moments, we observed an increase in engagement, suggesting a greater inclination to seek assistance only when the pressure of assessments became imminent. This reality persisted throughout the semester, even after attempts to tailor monitoring methodologies to the demands of the students themselves. **Conclusion:** It became evident that, despite the monitors' attempts to promote continuous learning, the majority of students sought assistance only close to assessments. This reflects a significant obstacle in medical education, as students fail to deepen their understanding and practical application of concepts. As future doctors, they need to realize that the constant pursuit of knowledge not only contributes to their success in exams but also empowers them to provide high-quality healthcare to patients.

Keywords: Mentoring; Health Education; Medicine.

EXPERIENCE REPORT

Use of the Realistic Simulation Laboratory (RSL) in Experimental Physiology (EXF) subject in Autonomous Nervous System (ANS) learning

Utilização do Laboratório de Simulação Realista (LABSIM) na disciplina de Fisiologia Experimental (FEX) no aprendizado em Sistema Nervoso Autônomo (SNA)

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ABSTRACT

Introduction: The harmony between components of the Autonomic Nervous System (ANS), sympathetic and parasympathetic, is essential for a functional human body and, therefore, they are targets of many drugs, which, when indicated, seek to restore the balance between both. However, the ANS can also be the target of substances that accidentally alter its functioning, resulting in intoxications, common entities in medical practice, which makes mastery of these essential. **Objective:** Learning, through practical resources, the physiology of the ANS. **Methods:** Use of the Realistic Simulation Laboratory (RSL) in the Experimental Physiology (EXF) discipline, creating scenarios of intoxication by pesticides and illicit drugs, such as cocaine, made possible by programming state-of-the-art realistic responsive mannequins. 2nd period medical students were selected and admitted to a phase of learning about physiology and body reactions to chemical compounds. Subsequently, they participated in interactive simulations in a controlled environment, with simulated clinical cases of poisoning. **Results:** The results showed the effectiveness of the simulation laboratory, giving academics the sedimentation of theoretical concepts, better ability to withstand complex clinical situations and greater confidence in decision-making related to medical emergencies due to intoxication. The learning experience was found to be engaging and realistic, increasing interest in the studies studied. Students developed essential practical skills for handling poisoning emergencies, which contributed to their preparation for future professional practices. **Conclusion:** RSL provides a valuable tool for teaching human physiology and the ANS, expanding understanding and a practical and efficient approach to the effects of intoxications. These simulations have improved academic training, promoting a safer and more appropriate approach in the treatment of related complex clinical cases, their use significantly increases the quality of medical education and the preparation of future professionals to deal with emergency situations.

Keywords: Monitoring; Physiology; Learning.

EXPERIENCE REPORT

Humanize to care: An extension project developed by medicine students in a pediatric ward of a university hospital

Humanizar para cuidar: Um projeto de extensão desenvolvido por estudantes de medicina na ala pediátrica em um hospital universitário

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ABSTRACT

Introduction: This paper presents the experience of the “Humanizar para cuidar” initiative, which targeted pediatric patients and their companions. The actions undertaken were developed by undergraduate medical students under the guidance of an instructor. **Objective:** To report the experiences of medical students while engaging in activities aimed at providing a more peaceful and humane hospital stay for children and adolescents. **Methods:** The project was carried out at a University Hospital in Belo Horizonte, Minas Gerais, during the first semester of the course as part of the Extension Project within the curriculum of the Medicine curriculum, promoted by the Faculty of Medical Sciences of Minas Gerais. Within the hospital, the students conducted a situational diagnosis in the pediatric area, identifying the ward’s demands. Based on this, a schedule was developed with playful practices, in accordance with Soares and Zamberlan (2001), involving playing during child hospitalization, as well as workshops suggested by the research participants. Visits for conducting these activities occurred fortnightly at the hospital, as part of the Community Formative Practice discipline. **Results:** The planned activities, focused on the well-being of the individuals present, were carried out, including reading circles, games, clay activities, and a themed event. It’s estimated that approximately 70 people were impacted throughout the project. **Conclusion:** The project’s objectives were successfully achieved, as the children demonstrated improved adaptation to the hospital environment through the nurturing provided by these activities. It was observed that the majority of patients exhibited less aggressive and anxious behavior towards illnesses and the hospital environment. Thus, the scientifically based therapeutic approach facilitated by these activities, where children interacted playfully with each other, stands out. Additionally, parents’ satisfaction with their children’s well-being was noted. Therefore, the “Humanizar para cuidar” project prioritized the holistic health of the individual. **Keywords:** Recreational Games, Humanization of Assistance, Child Health.

EXPERIENCE REPORT

Developing medical competencies: How Training Skills VII tutoring contributes to the education of students and monitors

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ABSTRACT

Introduction: The trajectory in medical education is marked by challenges, continuous learning, and an ongoing process of evolution. In this context, tutoring plays a crucial role in assisting students in developing essential skills, aligning with the educational, research, and extension proposal of undergraduate studies. **Objective:** To narrate the relevance of tutoring as an academic development tool, as well as to report the experiences lived and the knowledge acquired by medical students during tutoring in the subject of Skills Training VII (TH-VII). **Methods:** The TH-VII subject covers essential procedures in urgent and emergency situations, such as endotracheal intubation and central venous catheterization. Tutoring sessions take place weekly, each one exploring one or two of the skills previously presented in the classroom. With an average duration of one hour and forty minutes, the tutors actively assist the students in executing the procedures, addressing their doubts, and refining the applied techniques. **Results:** The experience of academic tutoring proved to be enriching, both for our team, by providing experience in teaching didactics, and for the students under guidance, through revisiting and improving essential medical formation skills in emergencies. The repetition of techniques on simulation mannequins stimulated the refinement of manual dexterity. Through this practical approach, we contribute to the formation of more skilled and confident professionals in critical scenarios. Simulations with mannequins provided a safe environment for learning, allowing learning through experimentation and errors. **Conclusion:** Tutoring assumes an extremely important role in the education of healthcare professionals, empowering them to effectively and competently face the diverse challenges presented in the medical field. Additionally, tutoring acts as an incentive for scientific deepening and enhances the didactic skills of those involved.

Keywords: Mentoring; Simulation Training; Teaching; Education, Continuing; Transfer, Psychology.

EXPERIENCE REPORT

The use of Google forms as a pre test review method in the tutoring of Medical Pathology I: An experience report

A utilização do Google forms como método de revisão para as provas na monitoria de Patologia Médica I: Um relato de experiência

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ABSTRACT

Introduction: Medical education in Brazil is going through a moment of constant transformation. Given the speed with which new information in the health area is produced, it is necessary to incorporate technologies into educational practice. Therefore, numerous technological tools started to be used in a pedagogically in education, aiming to facilitate and add to conventional learning methods. Thus, Google Forms, which had its notoriety consolidated during the pandemic, maintained its relevance and proved to be a great ally in the teaching-learning process, including during the exercise of academic tutoring. **Objective:** Report the experience with the use of Google Forms in tutoring Medical Pathology I. **Methods:** This is an experience report on the tutoring of Medical Pathology I in the first half of 2023. For the theoretical foundation, literature was organized on the use of Google Forms as a review tool for the tests applied in the discipline. **Results:** In the week before the tests, the tutors prepared a form on Google Forms containing 21 questions according to the topics previously discussed in the classroom. The questions were formulated from the description of clinical cases, aiming to adapt to the methodology used by the professors and stimulate the students' clinical reasoning. To this end, the tutors studied the subject's reference bibliography and researched published case reports, following the curriculum. In addition, feedback on the questions was inserted after the form was sent so that students had access to the answers and improved their preparation for the tests. **Conclusion:** To prepare the questions on the forms, the tutors needed to actively seek knowledge through the research of scientific articles, reading books, and studying medical residency questions. Furthermore, such theoretical enrichment had an impact on the tutors' performance in subsequent disciplines and outpatient consultations.

Keywords: Forms; Revision; Monitoring.

EXPERIENCE REPORT

Evaluation of facilitating learning strategies by basic cytology and histology monitors to medical course students: An experience report

Avaliação de estratégias facilitadoras de aprendizagem por monitores de citologia e histologia básica a alunos do curso de medicina: Um relato de experiência

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ABSTRACT

Introduction: Basic Cytology and Histology (BCH) are present in healthcare-related courses and involve the study of human cells and tissues using microscopes to analyze these components. Thus, it is observed that this subject contributes to the understanding of disciplines that address such structures macroscopically, such as anatomy and physiology. Therefore, monitoring BCH provides the monitor with the opportunity to delve deeper into the content, gain teaching experience, and assist students in achieving greater ease and understanding of the subject through learning techniques. **Objective:** Reporting the experience of BCH monitors in developing facilitating learning strategies targeted at Medical students. **Methods:** Explanatory revision classes were conducted for practical exams, review questionnaires for theoretical assessments using Google Forms, and online doubt-clearing sessions were held. Lastly, histological slide flashcards were created. **Results:** A satisfaction questionnaire was administered to the students, containing twelve questions conducted through Google Forms. It was observed that the majority of students engaged in the activities and materials provided, especially those focused on practical exams. Slide reviews and flashcards were considered relevant for studying. The theoretical review group discussions received a lower level of satisfaction, as did the online session for clarifying doubts related to the group discussions. Furthermore, the slides used in the review sessions were evaluated as highly consistent with those used in class. Finally, the assistance and explanations provided by the monitors received either a good or very good evaluation. **Conclusion:** During the monitoring period, there was a mutual exchange of knowledge between the monitors and the students. A horizontal relationship was established in the sharing of discipline-related knowledge, which aided both parties in solidifying learning and, particularly for the monitor, enhancing skills such as communication, leadership, and teaching. **Keywords:** Tutoring; Learning; Cytology; Histology.

EXPERIENCE REPORT

Tutoring activity in the teaching of lung neoplasms in the discipline of Medical Pathology I

Atividade de monitoria no ensino das neoplasias pulmonares na disciplina Patologia Médica I

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ABSTRACT

Introduction: Teaching assistance or tutoring is extremely important in the training of students as it brings them closer to teaching practice, enriching their academic experience. The discipline of Medical Pathology I, included in the curriculum of the fourth period, addresses several topics, among them lung carcinoma, which is extremely relevant because of its high prevalence in the Brazilian population. This is the first form of neoplasia addressed in detail, being the students' first contact with the main histological types of neoplasms, such as squamous cell carcinoma and adenocarcinoma. This represents an important step for the construction of histopathological knowledge. **Objective:** The objective of this work is to report the experience of the tutoring activity carried out in the discipline of Medical Pathology I, focusing on the theme of lung neoplasm. **Method:** Classes are both theoretical and practical with a workload of two and a half hours per week with one tutor per class to help students interpret microscopy slides and respond questions from residency exams. In addition, study materials are prepared for exams through questionnaires and tutoring meetings, both online and in person. **Results:** The tutoring activity in the teaching of pulmonary neoplasm provided a very rewarding experience. It allowed a unique opportunity to deepen the tutors' knowledge on the subject, improve communication skills and provide learning in a practical and applied way. These activities promoted better assimilation of the content. **Conclusion:** The teaching assistance in the discipline of Medical Pathology I proved to be a highly helpful auxiliary educational strategy, which was well received by the students. The direct interaction with the tutors allowed a deepening of theoretical and practical knowledge. Furthermore, it supported students, and contributed to the development of essential skills in the recognition of anatomopathological changes and clinical-pathological characteristics of this group of lung diseases.

Keywords: Pathology, Clinical; Mentoring; Lung Neoplasms.

EXPERIENCE REPORT

Academic mentoring in Basic Cytology and Histology as an important differential in academic training: An experience report

A monitoria acadêmica em Citologia e Histologia Básica como um importante diferencial na formação acadêmica: Um relato de experiência

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ABSTRACT

Introduction: Microscopy is fundamental to medical training, being present throughout the Medicine course. Since the subject of Basic Cytology and Histology is the introduction to this concept, it is essential that students adequately absorb the taught knowledge. Therefore, the presence of monitors is a facilitator of learning, in addition to having initial contact with teaching. **Objective:** To report the experience as monitors of Basic Cytology and Histology subjects, from the medical course, during the first semester of 2023. **Methodology:** Monitoring practical classes in Cytology and Basic Histology, assisting students in viewing slides under an optical microscope, performing slide reviews in the laboratory, holding online discussion groups, creating exercise forms about the taught content and solving any student queries through WhatsApp. **Results:** Monitoring requires frequent studies from monitors, allowing them to further consolidate content, as they need to master the material to transmit it to students. During the practical classes, there was a great involvement of students with the monitors when viewing slides under the microscope. In relation to the forms which were sent for partial and summative tests, 121 and 86 responses were received, respectively, from a total of 270 students. Furthermore, during moments of solving doubts and exercises, there was an intense interaction between both parties. **Conclusion:** It is concluded that monitoring allows monitors to have the opportunity to be in contact with teaching, also to consolidate and expand their knowledge about the subject, moreover, to develop autonomous and more responsible attitudes. It is also observed that monitoring is a practice which brings benefits to students, who receive greater help in understanding the content, inside and outside the classroom.

Keywords: Learning; Monitoring; Cytology; Histology.

Financial support: Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Use of realistic simulation in the approach of postpartum hemorrhage in medical schools: An experience report

A utilização da simulação realística na abordagem da hemorragia pós parto para estudantes de escola médica: Um relato de experiência

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ABSTRACT

Introduction: Postpartum hemorrhage (PPH) accounts for 25% of maternal deaths worldwide and is the second leading cause of maternal death in Brazil, most of which is preventable. Obstetric complications require the attention of well-trained healthcare professionals, and thus it is necessary to strengthen professionals' skills to manage obstetric emergencies. **Objective:** To analyze the importance of realistic PPH simulation for Medical students. **Methods:** This is a descriptive study of the PPH scenario based on an experience report in VI Skills Training discipline, attended by third-year medical students at the Faculdade de Ciências Médicas de Minas Gerais (FCMMG), as well as on the analysis of the guideline provided to the class and on the simulation *per se*. A systematic literature review was performed by analyzing data from BVS, Medline and Cochrane. **Results:** Literature reviewed showed the benefits of PPH simulations for Medical students, pointing to an increased confidence in performing the procedure, along with greater learning satisfaction. Furthermore, it was shown that having a structured guideline for the simulation is important. The procedures taught during simulations provided for in students' guideline are all laid down in Ministério da Saúde's protocol for PPH from 2015—such as Hamilton maneuver, Brandt-Andrews maneuver, among other operations. However, even though such abilities are developed during simulation, their greater exploitation is required in order to properly assist, teach and evaluate students' progress, due to the importance of a PPH emergency. **Conclusion:** The use of simulation training for PPH is relevant for systematization of the required procedure and acquisition of skills. Therefore, realistic simulation should be encouraged in medical schools. Further studies are needed to evaluate whether the training improves performance in real-life hemorrhages.

Keywords: Postpartum Hemorrhage; Obstetrics; Simulation Training.

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EXPERIENCE REPORT

Association between gastrointestinal disorders, socioeconomic and socioracial disparities: An experience report

Associação entre distúrbios gastrointestinais, desigualdades socioeconômicas e sociorraciais: Um relato de experiência

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ABSTRACT

Introduction: The gastrointestinal system comprises the mouth, pharynx, esophagus, stomach, and intestines. Previous studies indicate that socio-economic and racial factors impact the occurrence and management of gastrointestinal disorders. **Objective:** To report the experiences of psychology and medicine undergraduates investigating the association between the prevalence of gastrointestinal disorders and the socio-economic and racial status. **Metodologia:** In this exploratory, descriptive, and retrospective study, we accessed patient records from the gastrointestinal outpatient service of Faculdade de Ciências Médicas de Minas Gerais, stored in the mvsoul system. We documented variables like age, gender, skin colour, lifestyle habits, and diagnoses in Google Sheets. The Social Vulnerability Index will later categorise socio-economic statuses. Data collection runs from August to November 2023. Statistical analysis will be performed to define the variables significantly associated with gastrointestinal disorders. **Results:** Although the mvsoul system has some gaps in data, the collection process continues to run efficiently. The expected results will help to elucidate the relationship between gastrointestinal disorders and socio-economic and racial disparities. We emphasize the importance of the interdisciplinary methodology used in this study for framing hypotheses, curating data, and analysis. The experience gained from undergraduate research is vital, given the imperative to hone skills in scientific data extraction and interpretation for both professional advancement and societal betterment. **Conclusion:** This research augmented the analytical competencies of students, spanning from data acquisition to the examination of variables. Moreover, we identified certain deficiencies in the data storage system employed by our institution. We advocate for enhanced efforts in systematizing data collection processes to facilitate the progression of future retrospective studies. **Keywords:** Gastrointestinal Diseases; Socioeconomic Disparities; Racial Factors. **Financial support:** The present study has Financial support from the Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Art and Culture extension project

Projeto de extensão Arte e Cultura

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ABSTRACT

Introduction: Art can take various forms, such as music, drawings, dance, and poetry. In addition, art value lies in being a channel in which people express, represent, and communicate their knowledge and experiences. Therefore, medical colleges can use art as a tool for learning, contributing to the cultural and emotional growth of the students, fostering skills beyond those typically developed in the academic setting. In order to achieve those skills, a medical college from Belo Horizonte, aims to organize five artistic workshops every semester, offering different artistic perceptions about life and sickness itself. Those workshops will allow students from the healthcare field to experience and intensify different skills separately, enhancing the development of soft skills essential for shaping healthcare professionals capable of facing contemporary and future challenges. **Objective:** Report the students' experience of the project "Arte e Cultura no Desenvolvimento Humanístico do Profissional do Presente e do Futuro". **Methods:** Professionals outside the University, specialized in literature, music, dance, painting, and mobile video technology, conducted five workshops, each of them consisting of three sessions. The first session was meant for introduction and alignment, while the subsequent ones were dedicated to carrying out practical activities. The workshops were open to all college students and were promoted and publicized by the project members. **Results:** Attending artistic workshops leads to numerous benefits to medical students such as, enhancing their communication and observation skills and reducing anxiety and stress. Thus, through engagement in artistic activities, students were also encouraged to broaden their interests, areas of study, and abilities, as well as to dedicate time to engage in activities beyond the academic sphere. **Conclusion:** In conclusion, engaging in art-related activities, such as this extension project, can improve students skills and lead to a better quality of life of future healthcare professionals.

Keywords: Art; Students, Medical; Health Service Area.

Financial support: Faculdade de Ciências Médicas de Minas Gerais

EXPERIENCE REPORT

The importance of microbiology tutoring in the learning process

Importância da monitoria de microbiologia no processo de aprendizagem

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ABSTRACT

Introduction: Microbiology is of great importance for medical practice, as it allows a better understanding of pathogens and how to combat them. Tutoring makes it possible to confirm this knowledge. During tutoring, activities were carried out such as reviewing theoretical and practical content, carrying out exercises and discussing clinical cases. **Objective:** To describe the development of Microbiology tutoring from the point of view of two monitors. **Methods:** Bibliographic review of scientific articles in Portuguese and English indexed in the Pubmed and ScienceDirect databases since 2017. In addition to case studies, assistance in practical classes and additional support to the students through online materials during the semester. **Results:** The tutoring was well received by the students in both semesters, which motivated their interest and participation in the proposed activities. It was identified that throughout the year there were improvements in the planning and organization of activities, demonstrating greater use of resources between tutors and students. Tutoring is an important tool for student and tutor learning, allowing a deeper understanding of the theoretical content and its practical application, by improving the ability to critically analyze scientific articles. These skills are fundamental for the students to be able to evaluate the scientific evidence available to offer the best treatment to their patients. Which leads to increased student confidence in the discipline. It is important that there is organization and planning of activities to better serve the proposal. **Conclusion:** Tutoring develops skills that help in the training of health professionals, by improving student's theoretical and practical knowledge. It was an important opportunity for the shared construction of knowledge, showing results through the monitor's acquisition of experience and content fixation by the assisted students.

Keywords: Microbiology; Tutoring; Experience.

EXPERIENCE REPORT

The benefits of revision classes for the practicum test taught by monitors of the discipline of *Treinamento de Habilidades V*: An experience report

Benefícios das aulas de revisão para a prova prática promovidas por monitoras da disciplina de Treinamento de Habilidades V: Relato de experiência

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ABSTRACT

Introduction: The Objective Structured Clinical Examination (OSCE) of the *Treinamento de Habilidades V (THV)* discipline is a practicum test that assesses the performance of students in relation to pediatric-related competencies. This is fundamentally a practical discipline and, in this context, tutoring lessons, particularly the revision classes for the OSCE, become a significant tool for the consolidation of technical skills. **Objectives:** Report the experiences lived by the teaching assistants during the revision classes for the OSCE of the THV and analyze the benefits of this activity for the students. **Methods:** The report describes the experiences of two teaching assistants from the THV discipline at a private university, during the execution of revision classes for the OSCE exam. After a semester of weekly tutoring sessions, two revision classes per subgroup were scheduled. The techniques reviewed were selected based on the students' major challenges and the most common procedures in pediatric routines, such as orotracheal intubation and lumbar puncture. The groups were divided into trios and could spend up to 20 minutes at each station and in cases of doubts, tutors offered explanations. **Results:** Given that THV is fundamentally practical, the chance for procedure repetition is extremely beneficial. The opportunity to perform the main techniques in the revision classes contributed to the enhancement of abilities and to the consolidation of the contents taught during the semester. The practices in small groups promoted skill refinement, ultimately impacting the students' confidence and assertiveness in executing the technique. Furthermore, the tutors were supervising whether the procedure was being executed correctly, ensuring that the students comprehended the entire technique. **Conclusion:** The review for the OSCE of THV proved to be a valuable teaching tool. Students benefited from the opportunity to practice the procedures twice more in a dynamic manner, ensuring greater technical and emotional confidence for the exam.

Keywords: Simulation Training; Medical Students; Mentoring.

Financial support: There was no Financial support.

EXPERIENCE REPORT

From Anatomy Theory to Surgical Clinic: Experience as a teaching assistant in operation techniques

Da teoria anatômica à clínica cirúrgica: Experiência como monitor em técnicas operatórias

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ABSTRACT

Introdução: The practice of teaching assistants plays a fundamental role in enhancing students learning, with the monitor being responsible for assisting them during classes and providing support in understanding content and linking theory to practice. From this standpoint, both parties have the opportunity to develop theoretical-practical skills related to other subjects in the course. **Objective:** To describe the experiences of medical students serving as teaching assistants for operation techniques in enhancing the theories and practices of Anatomy and Surgical Clinic at a private college in Belo Horizonte. **Methods:** Discussions and skills training were conducted among teaching assistants enrolled in the 8th semester of the medical course and 5th semester students, addressing doubts in at least 2 weekly sessions with a total workload of 5 hours during the first semester of 2023 in the operation techniques subject. **Results:** The teaching assistant displayed a range of positive outcomes, illustrating the evident capacity of the entire process to foster a deeper mastery of content and address uncertainties, thereby rectifying inherent knowledge gaps within a specific field. The practice of revisiting characteristic topics such as sutures and a variety of surgical techniques significantly contributes to solidifying the understanding of Anatomy and Surgical Clinic through classes focused on procedures like Cholecystectomy and Hernioplasty with mesh fixation. In this way, the monitors revisit, study, and enhance their comprehension, concurrently contributing to the consolidation of knowledge for the aided students. **Conclusion:** The opportunity to be a monitor in this discipline offers students an enriching platform to refine their skills, especially for the assistant in the 8th semester of the course. The teaching routine enables the consolidation of techniques, creating an environment that allows us to recall and refine our knowledge in Anatomy and Surgical Clinic. This occurs both through attending classes and through explaining concepts to the students. **Keywords:** Anatomy; General Surgery; Learning; Students; Teaching.

EXPERIENCE REPORT

Implication of surgical clinic monitoring for students and monitors

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ABSTRACT

Introduction: Outpatient surgery goes beyond minor procedures, as it consists of a multidisciplinary approach and helps to avoid risk of hospital infections, as well as rationalization of costs for the health system. Mentoring is an opportunity to foster interpersonal relationships and collaborative work, benefiting both students and mentor. **Objective:** To report the experience gained in Surgical Clinic monitoring in medical education, with a particular focus on the performed procedures, understanding how monitoring positively influences aspects of academic learning, especially in the practical field. **Methods:** Assistance in carrying out procedures, identification of lesions, and assisting students with their attire during practices. Classes were held in the operating room and in the outpatient surgery office so that, together with the professor of the subject, the monitors helped both in the surgical practice and in the consultation, anamnesis and evaluation of the patient. **Results:** Monitoring plays a pivotal role not only in stimulating the teaching-learning process but also as a fertile ground for the emergence of new professional perspectives. During practical sessions, the opportunity to apply the knowledge acquired in the classroom becomes evident and is revealed as the monitor has the chance to actively participate in surgical procedures. This link between theory and practice is reinforced, providing a more tangible understanding of the addressed concepts. In addition to this fundamental connection, it is of utmost importance for the monitor to stay updated in their knowledge, thus ensuring the ability to deliver excellent assistance to the students. **Conclusion:** Monitoring not only enriches the monitor's learning but also serves as a rehearsal for future medical practice, fostering an environment where theory translates into concrete skills. As a result, monitoring emerges as an essential element in strengthening learning, preparing for the practice of medicine, and promoting a more enriching and interactive approach to medical education.

Keywords: Learning¹. Mentoring². Surgery³.

Financial support: Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Understanding the impacts of neuroanatomy monitoring: An enriching learning experience

Desvendando os impactos da monitoria de neuroanatomia: Uma experiência enriquecedora para a aprendizagem

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ABSTRACT

Introduction: The study of neuroanatomy plays a fundamental role in the education of medical students, providing an essential basis for understanding the complexities of the human nervous system. However, due to its richness of details, this discipline can become challenging for many. In view of this, medical neuroanatomy monitoring emerges as a pedagogical strategy, which aims to improve the learning process, conceptual understanding and practical integration of the expected contents. **Objective:** This project aims to evaluate the impacts of the practice conducted in the laboratory on the training of students, highlighting its effectiveness in improving academic performance. **Method:** This is an experience report, based on practical knowledge. For this, an analysis was carried out about the pedagogical strategy adopted by the monitors, which consists of stimulating the exercise of the active methodology, as a way of approaching teaching. **Results:** During the first half of 2023, an educational initiative was implemented with the aim of exploring an active teaching methodology in the laboratory's practical activities. Through a primary explanation of the content by the monitors to a subgroup, the students in this group were encouraged to pass on this theme to the other students, sharing the newly acquired knowledge. The active participation of academics made it possible to create a dynamic and interactive learning environment capable of promoting greater interest in the search for knowledge. This strategy facilitated the dissemination of learning among students, through methods that favored the development of communication skills, synthesis of information and integration of contents seen in theoretical classes. **Conclusion:** Neuroanatomy monitoring proved to be an ally in the students' learning process, providing significant benefits. Through the work of monitors, students were able to clarify doubts and obtain more individualized academic reinforcement, which contributed to a more effective learning of this complex discipline.

Keywords: Monitoring; Neuroanatomy; Students; Learning.

EXPERIENCE REPORT

The monitor's perspective on the final work proposed by the discipline applied immunology in medicine "In the place of the other": An experience report

A perspectiva do monitor acerca do trabalho final proposto pela disciplina imunologia aplicada em medicina "No lugar do outro": Um relato de experiência

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ABSTRACT

Introduction: Immunology is a discipline in which the application of contents in the clinical context is fundamental for learning. The practice provided by the activity "in the place of the other" helps to consolidate theoretical contents enabling the understanding of the studied mechanisms. **Objective:** To report the monitors' experience when following the activities of discipline. **Methods:** Experience report based on Immunology monitoring, which took place in the first half of 2023, at Faculdade de Ciências Médicas de Minas Gerais. The academic work in "In the place of the other", consists of simulating a medical consultation with the revelation of a diagnosis, through simulation, transposing the student to the patient's place. Students go through both the experience of being a medical team and a family, alternating groups during simulations. First, there is a presentation of the clinical case by the medical team, then the students go to the LABSIM where the simulation of the consultation takes place. Afterwards, the students return to the classroom and the case is discussed with the rest of the class, ensuring everyone's participation. **Results:** The monitors, when evaluating the students, were able to exercise their critical skills, analyzing punctuality, commitment to schedules and the quality of information. Also, they carried out a self-assessment, because they could see in the simulations, credible situations for outpatient practice, which can be improved through empathy, strengthening the doctor-patient bond. In addition, the discussion of the cases enriched the content that the monitors were experiencing in the Internal Medicine, during the seventh period, showing the application of Immunology. **Conclusion:** The work fulfilled its objective by allowing the monitors to exercise the role of evaluator and professor's assistant. In addition, it contributed to the training of monitors, reaffirming the importance of mastering Basic Cycle subjects in the practical environment of medicine.

Keywords: Teaching; Allergy and Immunology; Medical Education.

EXPERIENCE REPORT

Teaching anamnesis and general physical examination to medical students: Experience report in the Semiology of Systems tutoring

Ensinando anamnese e exame físico geral para estudantes de medicina: Relato de experiência na monitoria de Semiologia dos Sistemas

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ABSTRACT

Introduction: Medical Semiology is a theoretical and practical discipline that focuses on the study of signs and symptoms presented by patients. The discipline of “Systemic Semiology” in the undergraduate medical program at a university in Minas Gerais aims to address techniques of medical interviewing, general physical examination, and the physician-patient relationship.

Objective: To present experiences encountered by medical students during their tutoring activities in the first semester of 2023. **Method:** This is a qualitative study based on descriptive and observational methods, relying on the tutors’ diaries and face-to-face meetings for sharing experiences between the students and the mentor. The academic tutoring carried out between February and July 2023 at a university hospital of Belo Horizonte–MG, and the practice activities took place once a week, during six hours each day. The activity was carried out in three distinct stages: (1) autonomous study and review of the subject matter by the mentors; (2) meetings with students at a university hospital, assisting in conducting anamnesis and physical examinations; (3) discussion of the practices conducted. **Results:** The students demonstrated collaboration, engaging with interest in all stages of the activity, thus enhancing their technical learning of anamnesis and general physical examination. During discussions, special attention is given to the discoveries and difficulties experienced by students in practical activities, as well as the emotions encountered in each stage of the process. **Conclusion:** Academic tutoring promotes role reversal, placing students in a position to simultaneously teach and learn. In medical education, theoretical knowledge is as important as practical application, further combined with the development of behavioral, social, ethical, and emotional skills. In this regard, role reversal can assist medical students in learning both anamnesis and general physical examination, as well as developing essential skills for high-quality medical practice.

Keywords: anamnesis; physical examination; tutoring, medical students.

EXPERIENCE REPORT

The contribution of the practice of audiometry in the learning of students and monitors

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ABSTRACT

Introduction: Audiometry is an exam that delimits the hearing threshold, that is, the ability of a person to hear sounds at different frequencies and intensities. The results are recorded on a graph called an audiogram, which determines whether the person has normal hearing or some hearing loss, whether conduction, sensorineural or mixed. Therefore, carrying out this exam in teaching practice becomes relevant, since it helps students to interpret the exam and give diagnoses through the results obtained. **Objective:** To demonstrate the experience of two monitors in Human Physiology 2 in the first semester of 2023, regarding the handling of the audiometry machine, and how the practice of this activity contributed to the consolidation of knowledge. **Method:** The practical audiometry class consists of a theoretical class, followed by the practice of the exam and the realization of related clinical cases. Students are divided into groups of five, where one student enters the cabin and the others observe the practice. Subsequently, an activity on practice was carried out. The monitors were divided into two tasks, helping students in case of doubts and being responsible for monitoring the performance of the exam. **Results:** The practical audiometry class taught the students how to operate the audiometer, being the only moment of contact with this equipment during the medical course, and primarily how to interpret the test, analyzing the graph in order to provide diagnoses such as presbycusis and noise-induced hearing loss (NIHL). This practical experience, combined with the theoretical knowledge from physiology classes, provided students with a foundation for clinical reasoning when faced with an audiometry examination. **Conclusion:** The practice of audiometry contributes to consolidate the theoretical content and also helps in the development of other skills, such as communication.

Keywords: Learning, tutoring, audiometry.

EXPERIENCE REPORT

Experience report of Applied Immunology in Medicine tutoring: Challenges and perceptions

Relato de experiência da monitoria de imunologia aplicada à medicina: Desafios e percepções

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ABSTRACT

Introduction: Academic tutoring is commonly associated with a standard format with expositive meetings or in-person questions and answers (Q&A) sessions. Considering the low participation in tutoring when subjects are taught with rigid formats, the tutoring in Applied Immunology in Medicine (AIM) tried to adopt different approaches, to ensure the greatest benefit from the practice for both tutors and students. **Objective:** Report the AIM tutors' experience, challenges and perceptions about the tutoring program developed in 2023's first semester. **Methods:** This experience report was based on the AIM tutors' analysis, regarding the impact of the tutoring practice on the tutor's learning. The professor advised some tutoring approaches and methods limitations used in previous semesters. Different tools were applied—Q&A and WhatsApp' sessions, clinical cases and questionnaires—yielding distinct results and engagement levels. **Results:** Despite the efforts, the biggest challenge was the low demand and adoption to the tutoring program. Concerning the strategy evaluated as less effective, the Q&A sessions via Google Meet were little used by students. The low participation in some strategies led to frustration and a sense of usefulness among the tutors, limiting the immersive role in knowledge that tutoring could offer both tutors and students. On the other hand, WhatsApp' sessions and clinical cases via Google Meet were more useful, having a greater demand and playing a relevant role in tutors' learning. Students were more committed via this platform, sending more complex questions, which required sharing of knowledge between monitors to be answered. **Conclusion:** Flawed methods used in tutoring were responsible for frustration among the tutors, reducing the contribution to learning offered by monitoring. However, informal and flexible tutoring approaches proved to be more effective, contributing to the learning experience for both tutors and students, so an open dialogue between them is relevant to tutoring' success.

Keywords: Mentoring; Allergy and Immunology; Learning.

EXPERIENCE REPORT

The importance of tutoring in the “Child and Adolescent Health II” discipline for medical education: An experience report

A importância da monitoria da disciplina “Saúde da Criança e do Adolescente II” para formação médica: Um relato de experiência

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ABSTRACT

Introduction: The discipline “Health of Children and Adolescents II” (CAH II) represents a crucial step in medical education, focused on teaching child care. Its function is to train students by providing their first contact with outpatient care. Tutoring plays an important role, allowing students to assist during these consultations. **Objective:** To report their experience as monitors of the discipline SCA II. **Methods:** Providing support and guidance to students of the CAH II course during pediatric consultations at a university clinic under the supervision of professors. Groups were formed for discussion of clinical cases and clarification of content-related doubts after all the day’s consultations. **Results:** For the monitors, the program provided expanded contact with pediatrics and teaching practice, improving essential skills for the medical career such as confidence, leadership, autonomy and proactivity. In this sense, the monitors had the opportunity to experience a unique experience, by having the student’s view of the discipline and knowing the main difficulties faced by them, in addition to being able to see the teacher’s perspective throughout the process. Thus, tutoring was a transforming instrument in the academic trajectory, capable of multiplying knowledge, enriching the journey and awakening interest in the noble exercise of teaching. **Conclusion:** After the tutoring semester, it is perceived how the skills were improved and the knowledge solidified, providing the monitor and other students with a better personal and academic training, as well as the optimization of clinical reasoning. **Keywords:** Academic Tutoring; Pediatrics; Child care. **Financial support:** Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

The role of tutoring programs in facilitation of preparation for the Objective Structured Clinical Exam (OSCE)

O papel dos programas de monitoria na facilitação da preparação para o Exame Clínico Objetivo Estruturado (OSCE)

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ABSTRACT

Introduction: Objective Structured Clinical Examination (OSCEs) has become an internationally popular evaluation tool in health education. In comparison to the traditional methods, OSCE provides an application of theoretical knowledge into practical simulations based on real-life scenarios. The main purpose of the tutoring program in “Treinamento de Habilidades II” discipline is to prepare the students to execute important medical abilities in OSCE. **Objective:** Report the experience of tutors in “Treinamento de Habilidades II” subject. **Methods:** Descriptive experience report about tutoring programs in “Treinamento de Habilidades II”, a discipline that focuses on techniques such as Basic Life Support, indwelling catheter and arterial puncture. The program took place in the first semester of 2023 in a medical school in Belo Horizonte and the tutors had the responsibility of teaching, at least twice a week, from 7 to 10 pm, groups of 12 medical students in the “Laboratório de Habilidades e Simulação Realística”. The students had the opportunity to practice the techniques while being observed and corrected by the tutors. Considering the 5 minutes limit in each station of the OSCE and stressing conditions of the test, some students would repeat the techniques multiple times with a stopwatch in order to gain more confidence and familiarity with the techniques. **Results:** With the opportunity to repeat the abilities numerous times, the tutors observed a faster and better execution of the procedures by the students. However, there was not an avid accession since the tutoring occurred at night. **Conclusion:** Tutoring programs are extremely important to help students prepare for OSCE, creating a safe environment to practice essential techniques that are usually challenging. However, changes in the time of the tutoring could be made in order to provide more accession from the students.

Keywords: OSCE; Tutoring; Health education.

Financial support: Faculdade de Ciências Médicas de Minas Gerais.

EXPERIENCE REPORT

Evaluation of realistic simulation in gynecologic academic training

Avaliação da simulação realística no treinamento acadêmico em ginecologia

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ABSTRACT

Introduction: Tutoring is a crucial way for college students to improve their academic experience, due to the opportunity to engage in a conversation about academic matters and articulate their comprehension with others. Furthermore, tutoring helps students to boost organization and academic responsibility. In this light, tutoring of the discipline Skills Training VI at Faculdade Ciências Médicas de Minas Gerais embraces guidance through gynecological skills practice, such as childbirth, speculum examination and examination on pregnant women. **Objective:** To present the activities and skills developed during the tutoring experience and to evaluate their contribution to students' development. **Methods:** Experience report of two medical students who acted as tutors in the Skills Training discipline in the first semester of 2023. The activities included promoting educational lessons for freshmen students where they could practice and enhance their skills in gynecological and obstetric examination. **Results:** Throughout the tutoring program, it was noted that students felt more comfortable learning and asking questions among peers and without their professor's pressure. Therefore the graduates gained confidence with their skills and abilities to do the aforementioned procedures in class. Moreover, during the program, the tutors developed their abilities to teach less graduated students and, thus, they could enhance their own gynecological and obstetric examination. They also showed more interest in the discipline and were more active during the proposed activities. Ultimately, it also helped ease freshmen students' nerves to take the exam at the end of the semester, given that they had the opportunity to practice multiple times before said exam. **Conclusion:** The program proved to be a very effective tool, given that the students make known that the tutoring helped them during the final exam, both with their certainty and grades. Therefore, it is important to encourage this and other teaching methods by the Institution.

Keywords: mentoring; collaborative learning; academic success.

EXPERIENCE REPORT

A monitor's case report on surgical clinical monitoring

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ABSTRACT

Introduction: Monitoring programs exceeds an extremely important role in the academic education of medical students. It offers the opportunity for students to exchange knowledge with a variety of professionals, and also allows them to widen their knowledge in different subjects. The closer relationship with students and monitors enriches learning, promoting a more collaborative environment. **Objective:** This paper aims to report about the experience of two monitors in a surgical clinical monitoring, showing the important role it has on the student's and monitor's academic growth. **Methods:** This paper is a case report about the experience of two medical students who were monitors on the subject "surgical clinic 1", at Faculdade Ciências Médicas de Minas Gerais in the first semester of 2023. **Results:** The role of the surgical clinic monitor is extremely important in ambulatory care. Monitors assist on the preoperative preparation, ensuring everything is in place and working properly. It's also their job to guarantee students are learning, and doing what is best for the patients. Whilst monitors are accompanying students, they're also improving their surgical and teaching skills. Monitoring develops communication skills and leadership, contributing to monitor's personnel and professional growth. Moreover, the responsibility to guide and assist other students enriches the monitor's self esteem and confidence. Therefore, it leads to more prepared medical professionals, with better soft skills. **Conclusion:** Monitoring programs not only help students with theoretical and practical knowledge, but also enriches the monitors own academic and personal development.

Keywords: Monitoring, Surgical clinic, Experience.

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