

# Learning and teaching in monitoring with PBL in nursing

## Aprendizagem e ensino na monitoria com PBL em enfermagem

## Aprendizaje y enseñanza en seguimiento con PBL en enfermería

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### RESUMO

**Objetivo:** Descrever as vivências da monitoria para a disciplina do estudo do envelhecimento, no desenvolvimento das competências Conhecimentos, Habilidades e Atitudes por meio do método Problem-Based Learning (PBL). **Método:** Relato de experiência realizado com acadêmicos de enfermagem, no período de março a dezembro de 2023. O cenário de aprendizagem foi a disciplina "Práticas em saúde do idoso", inserida no quinto semestre do curso de Enfermagem. As atividades eram organizadas semanalmente e ofertadas de forma não obrigatória. A metodologia utilizada baseou-se na articulação dos pilares do desenvolvimento de competências (saber, saber fazer e querer fazer) e a estratégia de ensino o PBL. **Resultados:** Identificados fatores de enfrentamento e definida estratégias de superação garantindo a monitoria o papel de coadjuvante no desenvolvimento acadêmico dos estudantes. **Discussão:** A monitoria, ao promover uma postura ativa e horizontal, configura-se como uma ferramenta de transformação, e possibilita o aprimoramento dos conhecimentos, habilidades e atitudes que contribuem para a trajetória profissional, permitindo o atendimento às exigências das Diretrizes Curriculares Nacionais. **Conclusão:** O PBL, enriquece a experiência acadêmica, prepara para os desafios da prática profissional e reforça a necessidade do cuidado individualizado, estimulando o pensamento crítico e a resolução de problemas. **Descritores** Ensino Universitário; Monitoria; Educação em Enfermagem.

### ABSTRACT

**Objective:** To describe the experiences of monitoring the subject of the study of aging, in the development of competencies Knowledge, Skills and Attitudes through the Problem-Based Learning (PBL) method. **Method:** Experience report carried out with nursing students from March to December 2023. The learning scenario was the subject "Practices in the health of the elderly", part of the fifth semester of the Nursing course. The activities were organized on a weekly basis and offered on a non-compulsory basis. The methodology used was based on the articulation of the pillars of skills development (knowing, knowing how to do and wanting to do) and the PBL teaching strategy. **Results:** Coping factors were identified and strategies for overcoming them were defined, ensuring that monitoring played a supporting role in students' academic development. **Discussion:** By promoting an active and horizontal stance, mentoring is configured as a tool for transformation and enables the improvement of knowledge, skills and attitudes that contribute to the professional trajectory, allowing the requirements of the National Curriculum Guidelines to be met. **Conclusion:** PBL enriches the academic experience, prepares for the challenges of professional practice and reinforces the need for individualized care, stimulating critical thinking and problem-solving. **Descriptors:** Universities; Mentoring; Education, Nursing.

### RESUMEN

**Objetivo:** Describir las experiencias de seguimiento de la asignatura de estudio del envejecimiento, en el desarrollo de las competencias de Conocimientos, Habilidades y Actitudes utilizando el método de Aprendizaje Basado en Problemas (ABP). **Método:** Memoria de la experiencia realizada con estudiantes de enfermería desde marzo a diciembre de 2023. El escenario de aprendizaje fue la asignatura "Prácticas en la salud del anciano", perteneciente al quinto semestre de la carrera de Enfermería. Las actividades fueron organizadas semanalmente y ofrecidas de forma no obligatoria. La metodología utilizada se basó en la articulación de los pilares del desarrollo de competencias (saber, saber hacer y querer hacer) y la estrategia de enseñanza PBL. **Resultados:** Se identificaron factores de afrontamiento y se definieron estrategias para superarlos, logrando que el seguimiento desempeñara un papel de apoyo en el desarrollo académico de los estudiantes. **Discusión:** Al promover una postura activa y horizontal, la tutoría se configura como una herramienta de transformación y permite mejorar los conocimientos, habilidades y actitudes que contribuyen a una carrera profesional, posibilitando el cumplimiento de los requerimientos de los Lineamientos Curriculares Nacionales. **Conclusión:** El PBL enriquece la experiencia académica, prepara para los desafíos de la práctica profesional y refuerza la necesidad de atención individualizada, estimulando el pensamiento crítico y la resolución de problemas. **Descriptores:** Universidades; Tutoría; Educación en Enfermería.

## Introdução

Nursing education must promote technical and scientific training, grounded in ethical and humanistic principles and centered on the individual, considering both social and individual contexts<sup>1,2</sup>. To this end, Higher Education Institutions (HEIs) contribute to the development of professionals engaged in social demands and stimulate transformations and mobilizations in all environments<sup>3</sup> – an essential aspect when dealing with populations in vulnerable situations, such as the elderly.

Population aging has been viewed as a phenomenon that significantly impacts public health in several countries, especially in Brazil<sup>4</sup>. Since the Health Pact, Brazil has invested in and prioritized public policies aimed at promoting active and healthy aging. These include strengthening healthcare for older people, emphasizing the creation of healthcare networks, professional training, integrated care actions, and the provision of specialized geriatric and gerontology services<sup>5</sup>. Thus, undergraduate programs have incorporated specific courses that, in addition to encouraging political engagement, allow for the development of knowledge, skills, and attitudes directed toward the care of this population.

In this study, to understand the three fundamental pillars that support competency development, we adopted the framework defined by Parry<sup>6</sup>: knowing (previously acquired knowledge), knowing how to do (the professional's ability to apply knowledge in practice), and wanting to do (related to behavioral aspects) as tools in the teaching and learning process. From this perspective, the tutoring program allows students to reveal their individualities and potential, fostering initiative, critical thinking, leadership, people management, conflict resolution, and communication—extending beyond exchanges among students and faculty<sup>7</sup>.

Regulated by Law No. 5,540/1968<sup>8</sup>, tutoring plays a fundamental role in promoting collaborative learning and consolidating theoretical knowledge, providing students with practical experience and the enhancement of technical and pedagogical skills<sup>9</sup>. One strategy for integrating knowledge is the use of Problem-Based Learning (PBL), as it encourages student autonomy, critical thinking, and problem-solving, centering learning on the student and promoting an interdisciplinary approach<sup>10,11</sup>.

Accordingly, this study aimed to describe the experiences of tutoring in the course on aging studies, focusing on the development of Knowledge, Skills, and Attitudes competencies through the Problem-Based Learning (PBL) method.

## Method

This is a descriptive study, in the form of an experience report, based on the perspective of nursing students from a Private Higher Education Institution, conducted from March to December 2023. The setting was an institution that provides the necessary resources and support for tutoring activities, following the guiding principles of PBL.

The learning context was the course “Practices in Elderly Health,” included in the nursing curriculum and required in the fifth semester. The course

consists of 90 hours, of which 72 are theoretical and 18 are theoretical-practical. The theoretical foundation promotes discussions around active and healthy aging, grounded in gerontological nursing, addressing topics such as demographic, epidemiological, and political aspects; biopsychosocial and spiritual dimensions; clinical, functional, social, psychological, and environmental aspects; and an introduction to palliative care.

Participation in the tutoring program was determined through an institutionally mediated selection process, involving a letter of intent and an interview, which revealed the student's interest in pursuing a teaching career. In this sense, the "necessary knowledge for educational practice"<sup>12</sup>, where the educator acts as a facilitator of theoretical knowledge and creator of an inclusive and stimulating learning environment, committed to critical and emancipatory education, supports the promotion and awareness of students, aiming at social transformation. These aspects were decisive in the training and continuation of teaching-learning activities within the tutoring role.

Engaging with teaching during undergraduate studies provides a unique opportunity to broaden one's professional perspective and mature the various possibilities within the nursing field, enabling career management before graduation while simultaneously facing the challenges of teaching and learning. This practice involves dealing with insecurities and doubts as a current student while viewing it as a chance for personal and professional growth. Thus, embracing the understanding that this is a space for collaborative construction, overcoming difficulties, challenges, and adversities, has been fundamental to the development of the student as an educator in training.

Based on this understanding, tutoring activities were organized to take place once a week, with the day and time chosen collectively by the students. The sessions were offered to regularly enrolled students and were non-mandatory. This flexibility was due to the socioeconomic diversity of the group, which included students balancing work and study. The sessions were held remotely via the free Zoom platform, chosen for its accessibility and prior institutional use during the pandemic. Approximately 50% of students attended the sessions (n=21), with fluctuations near assessment dates.

Initially, meetings and discussions were held with faculty to align and structure the content knowledge, identify skills acquired as a former student of the course, and establish which skills and attitudes could be developed by the tutor and the students participating in the program. In the following sessions, contributions were listed based on the tutor's ideas and suggestions, which were evaluated and integrated, sharing individual perceptions on the development of activities. Chart 1 presents the fundamental pillars for competency development.

**Quadro 1-** Desenvolvimento de competências

Knowledge	Skills	Atitudes
<b>Preparatory Meetings for Monitoring</b>		
<ul style="list-style-type: none"> <li>-Understand responsibilities and roles</li> <li>-Know the pedagogical objectives of monitoring</li> <li>-Learn about the teacher's role and how monitoring fits into it</li> <li>-Familiarize with the practices and methodologies used by teachers</li> <li>-Get acquainted with the academic and administrative dynamics of the institution.<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>-Develop clear communication</li> <li>-Articulate and share information</li> <li>-Propose interaction with teachers</li> <li>-Apply discussed teaching practices and methodologies during monitoring</li> <li>-Collaborate in planning and creating a teaching plan and strategies for the semester</li> <li>-Adapt to changes and feedback during the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Be proactive in seeking to understand the monitor's role</li> <li>-Commit to fulfilling monitoring responsibilities and objectives</li> <li>-Develop and encourage respectful attitudes and openness to learn from teachers' experiences</li> <li>-Show interest in the academic dynamics and how monitoring can contribute to the educational environment</li> <li>-Maintain a collaborative attitude and willingness to work as a team</li> </ul>
<b>During Monitoring Meetings</b>		
<ul style="list-style-type: none"> <li>• Learn about academic and curricular planning</li> <li>• Understand the goals and objectives of the semester</li> <li>• Comprehend collaborative planning processes and their impact on teaching effectiveness</li> <li>• Recognize feedback as an effective and constructive tool and how it impacts the teaching and learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Be committed to planning and implementing strategies for a productive and successful semester</li> <li>• Be flexible and willing to adjust plans based on feedback and emerging needs</li> <li>• Be receptive and open to feedback, demonstrating willingness to listen and consider different perspectives</li> <li>• Commit to continuous improvement and be willing to make adjustments based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Be committed to planning and implementing strategies for a productive and successful semester</li> <li>• Be flexible and willing to adjust plans based on feedback and emerging needs</li> <li>• Be receptive and open to feedback, demonstrating willingness to listen and consider different perspectives</li> <li>• Commit to continuous improvement and be willing to make adjustments based on feedback</li> </ul>

Final Monitoring Session		
<ul style="list-style-type: none"> <li>• Understand successful strategies and practices, as well as coping factors</li> <li>• List personal challenges and lessons learned during the semester and how these experiences relate to key strategies for overcoming difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze reports and experiences to identify patterns and key points that impact the effectiveness of monitoring and the teaching-learning process</li> <li>• Propose solutions based on an integrated understanding of past and current experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Critically reflect on personal and others' experiences, showing willingness to learn from past experiences and identify areas for growth</li> </ul>

From the pillars, the following methodological proposals were articulated:

- 1- Flipped class, fostering exclusion a banking education, whose communication is vertical and has a unilateral power relationship<sup>12</sup> and stimulating the PBL method of teaching, making the student the center of knowledge; <sup>13</sup>
- 2- Encourage the realization of thematic courses made available free of charge by the Ministry of Health;
- 3- Promote theoretical/practical training of the assessment instruments of the functionality of the elderly/Multidimensional assessment;
- 4- Discuss real clinical cases with emphasis on the functionality of the elderly person, aligning the nursing process with the construction of a short, medium and long-term care plan, aiming at the promotion and preservation of autonomy and independence with a view to quality of life;
- 5- Foster the assistance network of the Unified Health System (SUS) to support the elderly (articulation of primary care, support networks, specialized services and hospital structure);
- 6- Strengthen multidimensional assessment from the perspective of gerontological nursing consultation;
- 7- Carry out theoretical exercises and develop playful activities, such as association games, in order to facilitate understanding and encourage the participation of students in the exposition and discussion of the contents.

## Results

Coping factors were identified and coping strategies were defined, ensuring monitoring and supporting role in the academic development of students (Chart 02).

**Chart 2 - Coping factors and coping strategies.**

Aspects Observed	Coping Factors	Overcoming Strategies	Benefits
Monitor Training	Compatibility of schedule between teachers and students	Hold preparatory sessions before the semester starts. Promote interaction between monitors with prior experience.	Improvements in self-confidence, security, and performance
Student Participation	Low interaction and involvement in discussions and activities	Provide at least two different methodological strategies. Evaluate with teachers activities that can help in grade construction.	Increased adherence, interaction, and improvement in learning
Difficulties with Theoretical Content	Specific difficulties in certain aspects of the course content	Adopt distinct methodologies. Hold meetings to address doubts and work on limitations. Provide feedback from the group to the teachers.	Improved understanding of content and better performance in assessments
Monitor Schedules	Compatibility of schedule between monitor and students	Use an online survey to plan activities based on most people's availability. Offer meetings at different days and times, including Saturdays, based on consensus.	Easier access to monitoring, promoting greater participation
Monitor-Student Interaction	Initial fear of participation due to fear of judgment	Create more informal and welcoming environments, promote continuous interaction between monitors and students throughout the semester.	Greater trust, participation, and openness to expressing doubts
Engagement with Proposed Monitoring Tools/Resources	Introduction of new tools/resources into the study routine	Provide practical demonstrations (e.g., courses, simulators, article searchers, etc.)	Higher adoption of tools and improvement in study references
Individual or Small Group Monitoring	Student-to-monitor ratio and time available for monitoring	Offer sessions in smaller subgroups, dividing time slots.	Targeted support and increased academic engagement
Promotion of the	Lack of awareness of how the	Communicate and encourage participation in monitoring through social	Increased recognition, participation,

Monitoring Program	program works and the activities held	media, posters, and direct interaction with students.	and interest in monitoring
Monitoring Results Assessment	Lack of a tangible tool to evaluate the effectiveness of actions	Develop a shared tool with the teachers	Easier dissemination of results and achieved goals

## Discussion

Because it has a purpose that goes beyond simple knowledge transmission, as it aligns with an emancipatory view of education and opposes a mechanistic and "banking" approach,<sup>12</sup> monitoring involves a joint discovery and learning experience, not just the transmission of technical information. It offers cognitive and emotional tools for reflective and sensitive nursing practice.

The active, yet more horizontal stance promotes a collaborative relationship with students, with an integration of activities that facilitate exchange between teachers and learners, valuing mutual sharing of knowledge and experiences.<sup>14</sup> Thus, monitoring is a transformative tool, promoting not only academic development but also the formation of citizens committed to the well-being and dignity of the elderly.<sup>12</sup>

From this perspective, this academic experience provides an opportunity to interact with students by sharing personal experiences on the topic, enhancing knowledge, skills, and attitudes (CHA) that will contribute directly and indirectly to their professional journey, bringing them closer to management and teaching.<sup>15</sup> This aligns with the requirements established by the National Curriculum Guidelines (DCN), considering the development of skills such as communication, leadership, decision-making, health care, continuous education, administration, and management as primary competencies for nursing training.<sup>16</sup>

Therefore, mastery of the presented competencies strengthens the development of critical-reflective thinking, providing greater confidence in decisions, which are supported by evidence-based practice.<sup>14,17</sup> From this perspective, the Federal Nursing Council, through Resolution COFEN No. 564/2017,<sup>18</sup> emphasizes that nurses' actions should be based on competencies that integrate ethical and legal principles, as well as technical-scientific and theoretical-philosophical foundations. And, for better understanding, the concept of competence involves a set of knowledge, skills, and attitudes (CHA) that are interdependent and fundamental for executing a specific task, aiming for high performance or success in its completion. This term has been used to assess qualification and to establish the improvement of a person for performing a particular function. Competence encompasses the total knowledge acquired through personal experiences, reflected in behaviors adopted in daily situations and activities.<sup>19</sup>

Knowledge represents "knowing," determined by cognitive aspects acquired throughout life, whether in schools, universities, or personal experiences. Skills correspond to "knowing how to do," related to the ability to perform specific tasks, both physical and mental. Finally, Attitude equates to

"wanting to do," manifested through behaviors presented in daily situations, closely related to beliefs, values, and emotional intelligence.<sup>20</sup>

Through experience, students can more dynamically practice the knowledge acquired during graduation, as well as improve technical and pedagogical skills such as leadership, teamwork, communication, and active listening. The proactivity and empathy developed are essential for effective and compassionate care of the elderly.<sup>2</sup>

## **Conclusion**

In academic training and in the construction of a broader and more humanized view of the care of the elderly, academic monitoring reveals itself as an enriching and transformative experience for students, providing not only an environment for collaborative learning, but also for professional development. Facing the challenges provided the opportunity to articulate feasible and real strategies, providing direct contact with the professional reality, allowing the development of technical, interpersonal and leadership skills. The experience of being a monitor provides the development of essential skills for future professional performance, such as the ability to work in a team, effective communication with the elderly and their families, empathy and ethics in care, fundamental skills for humanized care.

To this end, it is important to recognize the limitations of this study, since it is an experience report, which limits the generalization of the results to other institutions or disciplines. Furthermore, it is encouraged to investigate the impact of monitoring in different areas of knowledge and in different institutional contexts, in order to better understand the specific benefits and challenges associated with this pedagogical practice.

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