



The impact of the semiology tutoring in the teaching of medical semiology

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1 INTRODUCTION

Medical semiology is about understanding the signs and symptoms, both physiological and pathological, that define appropriate care. With semiology, the student, who once went through the basic cycle - understanding how the human body works in a healthy way -, starts to discern what is physiologically healthy or harmful through the development of the "medical eye", by being able to extract from the patient's history - anamnesis - and from the patient's body - physical examination - what is sick and how such a disease should be conducted (ROCCO, José Rodolfo, 2011).

Thus, it can be said that semiology is the basis for good medical practice, being the discipline through which the clinical cycle begins. This is the phase in which medical students have their first contacts with the patient (PORTO, 2013). To conduct this transition, the presence of monitors is fundamental for a solid foundation to be formed in this new medical cycle. Their role in teaching and guiding students so that they advance in clinical practice positively impacts the teaching of the discipline (Silva, Rose Mary Ferreira Lisboa da, and Nilton Alves Rezende, 2008).

That said, the importance of the monitors in offering students greater theoretical and practical assistance for a better use of the module should be emphasized. Thus, this study aims to evaluate the impact of semiology monitoring on the teaching of the subject for second-year medical students.

2 OBJECTIVE

To evaluate the impact of the Semiology Monitor on the teaching of medical semiology to second year medical students.



3 METHODOLOGY

This is an extended abstract based on the application of an evaluative instrument applied virtually to second-year medical students who were awarded the Semiology Monitor. It was a form with three multiple-choice questions and a fourth one for complementation with an additional optional comment; these assertives were used to evaluate the students' experience with the Semiology Monitor and to measure the impact it had on the teaching and learning process.

The evaluative instrument was shared via virtual platform for the two undergraduate classes that were contemplated by the Monitor, leaving the students free to answer it, if they so wished. The results were grouped and used as input for the construction of this manuscript. It is noteworthy that freedom of choice in participating or not in the study, the anonymity of the students, and freedom of opinion were guaranteed.

4 DEVELOPMENT

In order to seek a reliable evaluation regarding the development of the Semiology Monitor directed to second-year students of the Medical School of the Federal University of Cariri, an evaluation form was created via Google Forms. This tool was chosen due to the ease generated by the Internet for data generation, which were interpreted in order to generate future information about the impact of this activity of Teaching Initiation (MCGARRY, 1999).

In the Medicine course, there are three cycles: basic cycle, clinical cycle, and internship, and the Monitoria discipline, to which the monitoria activities were directed, considers a transition between the first and second cycles. Thus, it is important as a tool to consolidate the studies acquired in the first semesters of the course, as well as the development of clinical reasoning, generating the opportunity for students to care for their first patients throughout their training. Thus, having the assistance of monitors in the development of theoretical and practical activities served as a support line for a greater learning opportunity (BLIGH, 2022).

As a tool for monitoring the progress of students, the monitors adopted the performance of anamnesis corrections, each one being sent weekly via e-mail, so that errors could be pointed out and changes necessary to help them develop a better line of reasoning regarding the preparation of clinical histories, which are fundamental in the experience of the medical student and professional. With these corrections, students could realize what their main difficulties were, with the opportunity to solve their doubts and, thus, build a better semiology learning (SAUNDER, 1980).

In addition, prior to the practical classes in hospitals, the monitors conducted theoretical and practical workshops focused on the main systems addressed in the Semiology discipline: ectoscopy, vital signs, cardiovascular, respiratory, abdominal, osteoarticular and neurological. In this context, when performing their first interviews and physical exams, the students already had a greater intimacy



with the semiotechnique of the physical exam, being accompanied by the monitors in all the steps, being able to express their biggest difficulties and doubts (RELLY, 2003).

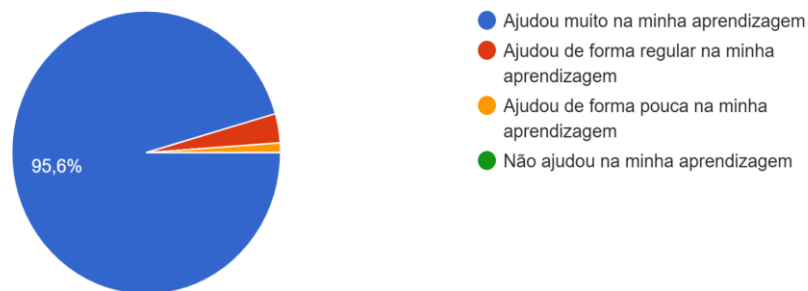
5 RESULTS

In order to evaluate the view of the students regarding the presence and support of monitors during practical classes and guidance in the process of writing the medical history and physical examination, a survey was conducted with students from two medical school classes, via virtual form, to assess the impact of this monitoring. Three questions were asked, in which the target audience was composed of ninety academics.

Graph 1: Graph regarding the contribution of the Semiology Monitor on student learning.

A correção realizada pelos monitores da anamnese e do exame físico contribuiu para sua aprendizagem como estudante?

90 respostas



In the first question, which was "Did the monitors' correction of the medical history and physical examination contribute to your learning as a student?", 95.6% responded that it helped a lot in my learning; 3.3% responded that it helped a fair amount in my learning; and 1.1% responded that it helped a little in my learning.

No que se refere a avaliar o impacto que a monitoria teve no seu aprendizado...

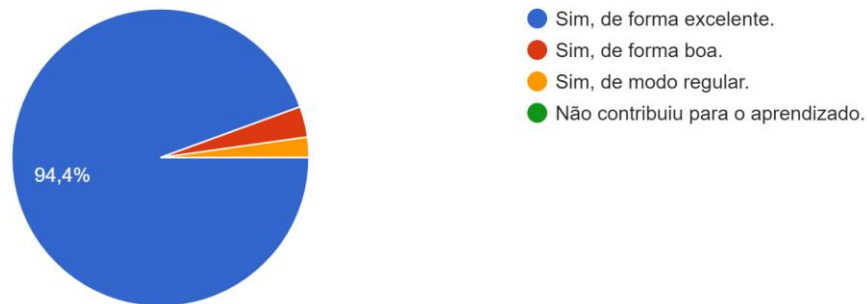
90 respostas





The second question referred to the impact that the mentorship had on the students' learning, in which a percentage of 94.4% reported that it contributed in an excellent way to their personal and academic formation, and 5.6% claimed that it contributed in some way to their personal performance and formation.

O auxílio dos monitores contribuiu para melhor entendimento do exame físico?
90 respostas



To finish the form, we asked about the contribution of the monitors' help to the understanding of the physical exam, and 94.4% of the interviewees said it was excellent, 3.3% good, and 2.2% regular.

6 CONCLUDING REMARKS

Therefore, the monitoring of medical semiology at the UFCA School of Medicine showed great positive impact among students and demonstrated fundamental importance for learning. Moreover, it is essential to continue this teaching tool with the improvement and resolution of any problems and difficulties encountered.



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