



ORIGINAL RESEARCH ARTICLE

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## CONTRIBUTION OF MENTORING IN NURSING CARE ON EMERGENCY AND TRAUMAS TO THE TEACHING-LEARNING PROCESS

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### ABSTRACT

**Objective:** Report the mentors' experience on the subject Nursing Care on Emergency and Traumas in the development of their academic activities, from February to June of 2018. **Method:** Experience report showing the living of three mentors from University of Amazon, Belem, State of Para, campus Alcindo Caceres, about the dynamic developed in teaching-learning process on the subject Nursing Care on Emergency and Traumas, taught at the 8<sup>th</sup> semester of Nursing graduation, during the first semester of 2018. **Results:** During the experience of mentoring, activities in the realistic simulation lab were made, as well as in the classroom, intending to reinforce the contents ministered by the professor, also answer some possible doubts of the students about the attention to the health approached in the classroom by the professor. The relevance of academic mentoring is more than the acquirement of a curricular title; besides the foment to an intellectual gain, it contributes substantially to the knowledge of the monitored students and, specially, in the relation Advisor professor- Mentor student, furthering significantly knowledge exchange. **Conclusion:** The mentoring contributed to promote mentors' capacity to concentration, argumentation and domain over the group. It's emphasized the importance of elaborating studies and researches done, and the knowledge exchanged that contribute to the mentors' intellectual, emotional and social empowerment, revealing new professional perspectives, as safety, competence and abilities in health education making.

## INTRODUCTION

Academic monitoring, governed by Federal Law n. 5.540/1968, allows students to act as moderators in the teaching-learning process and participate in the organization and planning of pedagogical strategies together with teachers. This experience introduces the context of teaching and, in addition, promotes to the monitor stimuli to improve technical skills and competences, interpersonal and intrapersonal relationships and leadership capacity (PINTO *et al.*, 2016). The academic mentoring program was introduced with the aim of adding values and learning to all academic practices since November 28th, 1968, which provides the stimulus of performance and proactivity before the wanted subject, allowing some benefits for the academic as: scholarship, a study of monthly discounts if it is linked to a private higher education institution (HEI), among other benefits (ABREU *et al.*, 2016). The educational practices included in the mentoring program of the Nursing Course make the knowledge and promotion in health for the whole community possible, since these are university extension activities that provide feedback to other academics, as well as to the responsible professor by the discipline (ALBUQUERQUE *et al.*, 2017). Although this teaching-learning strategy is relevant in universities, there are still few studies that address the theme. Guiding professors guide mentoring as a modality that requires systematic presential or distance orientation (via e-mail) and supervision, to better prepare the mentors in the administration and promotion of help to other students, representing a strategy of investment in a dynamic and co participative learning (FRISON, 2016).

A study carried out at the University of Rio de Janeiro (UERJ) with 11 nursing students about the activities of academic mentoring found that it is considered to have positive repercussions on interpersonal relationships, allowing a more realistic view, promoting overcoming difficulties and stimulating academics to be educators through the social relations between the mentor, students and the professor (ABREU *et al.*, 2014). Corroborating the study, a research about the role of mentoring in the development of academic training, showed that 88.6% of the students improved their performance with group work, 74.14% developed new teaching methods, 40% developed a reading habit, 68% reported improvements in posture in seminar presentations (VIZENCI *et al.*, 2016). In this context, the student acting as a mentor, in partnership with the professor, can develop other activities associated to academic mentoring, involving teaching, research and extension, such as the publication of scientific articles, collaborating to obtain other academic achievements of relevant value for the academic community (ALMEIDA *et al.*, 2016). The subject Nursing Care in Emergency and Traumas has an extensive menu, demanding from the mentor the need for theoretical and practical preparation, as well as many hours of study and dedication, enabling one to improve the practice due to the constant realistic simulation classes held in the laboratories, promoting to this the opportunity to act as leader in situations of one's competence (SILVA *et al.*, 2014).

In this conception, the study proposes to expose the contributions of the academic mentoring of the discipline of Nursing Care in Emergency and Traumas to the teaching-learning process in the training of the professional nurse. The experience report is understood as an experience that goes

beyond a mere summary description about some activity, because in doing its reading, it is possible to know more properly the experience described. It also allows, from a theoretical point of view, to compare it with other similar experiences, allowing a greater reflection on the thematic approach. Therefore, this study is justified by allowing a bigger discussion and expansion of new studies on the subject, as well as providing subsidies for the development of future research which has this thematic as focus. Thus, the objective of this study was to report the experience of the mentors of the quoted subject in the performance of their academic activities, from February to June 2018.

## MATERIALS AND METHODS

This is an experience report about the experiences of the three mentors of the subject Nursing Care in Emergency and Traumas, carried out at bachelor's degree in Nursing at the University of Amazonia (UNAMA), Belem, State of Para, Campus AlcindoCacela. The period was from February to June 2018. The descriptive method was used. Therefore, a critical analysis of the activities developed during the quoted period as mentors of the discipline and of the reports developed at the end of the academic semester. The subject of Nursing Care in Emergency and Traumas is a compulsory curricular component of the undergraduate Nursing course, being studied in the eighth semester of this HEI. It has a theoretical-practical nature, with a total workload of 200 hours. The mentoring activities were carried out by students who had already completed this discipline. In addition, the students were approved in an internal selection process instituted in the second half of 2017, with entry in the first semester of 2018, by the request of the academic professor of the discipline of UNAMA in accordance with the coordination of the Nursing Course. The selection process consisted of a written test, an interview with the judging committee, presided over by the professor in charge of the course and analysis of the academic performance of the candidates. In this process, three monitors were selected, one scholarship holder and two volunteers, who were later distributed in the three shifts.

The activities were carried out both in the classroom and in the realistic simulation laboratory. There was the opportunity to develop skills and abilities: in the elaboration of the activity plan, in exercising with the students, clarifying doubts about the subjects taught or reminiscing about the practical maneuvers developed in the previous semesters in accordance with the curricular design – always under the supervision of the professor responsible for the subject. The mentors fulfilled a mandatory workload of 20 hours per week in accordance with the selection notice: 12 hours of which were intended to assist the student in the mentoring room or in the realistic simulation laboratory; 4 hours for the study of the topic and 4 hours for the academic production. The schedules were made available by the 3 approved students during the week, in the morning, afternoon or evening shifts.

## RESULTS AND DISCUSSION

The activities carried out included attendance of classes and activities, orientation, clarification of students' questions; because it is a subject that includes a practical timetable (with curricular internships at a hospital level), there was also a need to hold practical classes in the laboratory, so that students had the opportunity to perform and review the procedures related

to subject. The proposal of allying the activities inherent to teaching to the participation in the withdrawal of doubt after the classes and to the active participation during the theoretical classes and practices simulated in the laboratory emerged from several debates among the professors in charge, aiming to combine fundamental items for the formation of the future nurse. From the survey of the need of the class, the mentor planned a meeting with the responsible professor, to define the dynamics of the class and to decide exactly how the mentor's collaboration in the teaching-learning process would be. In the opportunities, the mentors were guided by the teacher regarding the aspects inherent to the didactic behavior and the theoretical-practical contents to be given. In this duality, mentoring brought to the academic life autonomy in decision making, in what concerns to the act of ministering revisions of the topic, directing of proposals of reading and accomplishment of simulated practice in laboratory; it's done towards a qualitative teaching, either in the classroom either in the professional and personal life, facilitating the students' approach to the mentors, teachers and university (TAVARES *et al.*, 2017). Although some subjects present a certain degree of complexity, the mentor corroborates with the construction of knowledge, strengthening of the graduation, construction of facilitating postures regarding the acquisition of skills, attitudes and competences (AKINLA *et al.*, 2018).

In this scope, mentoring is recognized as a strengthening of the pedagogical project, by offering the mentor the opportunity to participate in the monitoring and evaluation meetings, where they can socialize the students' perceptions regarding the potentialities and fragilities of the pedagogical project and contribute with suggestions, in view of one's experience on both sides of the process, as a student and as a mentor (MATOSO, 2014). This institutional program is an essential component of the health education process. Its purpose is to stimulate and enable the mentors to practice teaching, providing the improvement in the learning of the subject, with consequent positive impact on their professional training (OLIVEIRA and MAZIERO, 2013). In this context, mentoring activities began to be loaded with anxiety, as this activity is permeated by uncertainties, especially regarding emotional and behavioral skills – from how to react to doubts until adherence to posture and vocabulary accessible to students. The program is a pedagogical support service offered to students interested in deepening the knowledge related to the subject taught by the professor, as well as strengthening the academic curriculum, seeing better results in selections in the graduate processes. The Nursing course is one of the most users' courses in the world of monitoring activities, aiming to enable the student to approach the work environment (ALAMALKAWI *et al.*, 2018). In order for this activity to reach its ends, the process must be permeated by dialogue and exchange, where professors and students learn while teaching, breaking traditional paradigms of unilateral and vertical passing of contents, being the academic mentoring mostly highlighted as a propellant and strengthening of this process (SMITH and PETOSA, 2016). However, in a study carried out in a private institution in Fortaleza-CE, there was little interest among students in participating in the mentoring program. This little interest was attributed to the lack of stimulation of some HEIs in attracting and motivating students to practice extension, as well as little financial contribution of the programs (FERNANDES *et al.*, 2016). Academic mentoring is demonstrated as a powerful teaching-learning tool, by stimulating attitudinal skills in the student mentor, contributing

to the improvement of teaching, through innovation in Nursing care practices. It's highlighted the motivating strategies and dynamizing of teaching with and this is a key factor in the development of qualitative curricular practices and is essential for working together with teachers (ANDRARDE *et al.*, 2018). In this context, starting from the practical field, it was possible to perceive that the hours available for laboratory practices favor student learning, since they have the opportunity to simulate the performance of routinely part of their professional life and, previously, develop their manual skills before direct contact with patients in the curricular internship fields.

It's emphasized that in this process, the act of elaborating classes to minister to the students is of great relevance and importance. Through this experience, it is possible to contribute to the mentor's empowerment, considering that mentoring activities go beyond the acquisition of a curricular title – it has positive impacts on the personal aspect of the monitor. This contributes substantially to the students' knowledge, trust between the tutor and the mentor, favoring the exchange of knowledge and consolidation of the teaching-learning process. Mentoring has a positive influence due to the contextualization of the subjects compiled in clinical cases and directed studies, put into practice through simulation in the laboratory, which allows to broaden the horizons regarding the inherent actions of the nurses in the labor market. The professor had a fundamental role in this process, guiding and correcting doubts, so that the lecture given occurred satisfactorily. Another benefit obtained from this experience was the improvement of theoretical-practical knowledge, from an expanded view of the teaching-learning process. In addition, the mentoring provides aids for the academic to develop a practice with greater security, within the good practices in the care and scientific evidences. The importance of the mentoring program in academic training was evidenced, since other academic leaders encouraged to seek more knowledge, as well as to improve the dexterity and to allow a greater interaction with the academics and teachers in the process of teaching-learning-teaching.

## Conclusion

From the results, it was demonstrated that mentoring is a scenario of active knowledge construction and development of skills and competences, which are relevant to the personal and professional growth of the student. In addition, the activities developed are essential in the teaching-learning process, with significant benefits for both students and professors, as they allow for the exchange of significant knowledge among the actors involved. In view of the objectives of the mentoring program, it was concluded that these were achieved, as evidenced by an improvement in the academic training and in the student's learning, as well as the interaction between these actors and the others involved. It is considered that a well-trained mentor contributes to the insertion of excellent professionals in the labor market, since the decision-making and autonomy is instigated, being reinforced within the scope of the mentoring activities a commitment to other students from previous semesters, ratifying their responsibility in the social role as a future professional. It is understood that the study brings important contributions to the reflection on the effectiveness of academic mentoring in the teaching-learning process and its relevance in the context of higher education in health. The study may also contribute to advances in research on the subject and, potentially, to the improvement of the

Nursing degree. This enables the formation of well-trained professionals to meet the health needs that emerge from their reality in different human groups and life cycles. Mentoring contributes to the construction and re-signification of the knowledge inherent to the profession, from the perspective that knowledge is dynamic, it is continuously transformed and, therefore, the search cannot be stagnant. The process contributes to identify and share with the health and Nursing team's knowledge for qualified care, corroborating the nurse's educator role still in his training. It reiterates the need for further study on the subject by the academic community, considering its relevance. Due to the lack of Brazilian studies that focus on investigating the teaching-learning process and the relationships that permeate the implementation and evaluation of monitoring programs - especially in the training of nurses, with their implications for professional performance – it's suggested an investment on this research line.

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