

# CONTRIBUTIONS OF TUTORING TO THE TRAINING OF NURSING UNDERGRADUATES

*CONTRIBUIÇÕES DA MONITORIA PARA A FORMAÇÃO DO GRADUANDO DE ENFERMAGEM*

*CONTRIBUCIONES DE LA MONITORÍA EM LA FORMACIÓN DEL ESTUDIANTE DE ENFERMERÍA*

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## ABSTRACT

**Objective:** To identify, in the literature, the contributions of academic tutoring to the academic and professional training of nursing undergraduates in Brazil. **Methods:** Integrative literature review, with searches conducted in the Virtual Health Library (VHL) using the descriptors “monitoring,” “nursing,” and “teaching,” combined with the Boolean operator AND. A total of 21 articles were selected after applying inclusion and exclusion criteria. **Results:** The findings showed that tutoring promotes the development of competencies such as communication, leadership, critical thinking, empathy, and autonomy, in addition to supporting teaching initiation and theoretical deepening. Difficulties were also identified, including schedule incompatibility, activity overload, insecurity, and low student participation. **Conclusion:** Tutoring represents an important formative activity, especially for integrating teaching, research, and community outreach. It should be understood as a shared responsibility among students, faculty, and educational institutions. When well-structured, it strengthens the comprehensive training of nurses and contributes to a critical and transformative professional practice.

**Keywords:** *Mentoring; Nursing; Teaching.*

## RESUMO

**Objetivo:** identificar, na literatura, as contribuições da monitoria para formação acadêmica e profissional dos graduandos de enfermagem no Brasil. **Métodos:** revisão integrativa da literatura, com buscas na Biblioteca Virtual em Saúde (BVS), utilizando os descritores “monitoria”, “enfermagem” e “ensino”, combinados pelo operador booleano AND. Foram selecionados 21 artigos após aplicação dos critérios de inclusão e exclusão. **Resultados:** evidenciou-se que a monitoria promove o desenvolvimento de competências como comunicação, liderança, pensamento crítico, empatia e autonomia, além de favorecer a iniciação à docência e ao aprofundamento teórico. Também foram identificadas dificuldades, como incompatibilidade de horários, sobrecarga de atividades, insegurança e baixa adesão discentes. **Conclusão:** a monitoria representa uma importante atividade formativa, especialmente por integrar ensino, pesquisa e extensão, e deve ser compreendida como responsabilidade compartilhada entre discentes, docentes e instituições de ensino. Quando bem estruturada, fortalece a formação integral do enfermeiro e contribui para sua atuação crítica e transformadora.


**Descritores:** *Monitoria; Enfermagem; Ensino.*

## RESUMEN

**Objetivo:** Identificar, en la literatura, las contribuciones de la monitoría para la formación académica y profesional de los estudiantes de enfermería en Brasil. **Métodos:** Revisión integrativa de la literatura, con búsquedas realizadas en la Biblioteca Virtual en Salud (BVS), utilizando los descriptores “monitoría”, “enfermería” y “enseñanza”, combinados con el operador booleano AND. Se seleccionaron 21 artículos tras aplicar los criterios de inclusión y exclusión. **Resultados:** Se evidenció que la monitoría promueve el desarrollo de competencias como comunicación, liderazgo, pensamiento crítico, empatía y autonomía, además de favorecer la iniciación a la docencia y el fortalecimiento teórico. También se identificaron dificultades, como incompatibilidad de horarios, sobrecarga de actividades, inseguridad y baja participación estudiantil. **Conclusión:** La monitoría representa una importante actividad formativa, especialmente por integrar enseñanza, investigación y extensión. Debe entenderse como una responsabilidad compartida entre estudiantes, docentes e instituciones educativas. Cuando está bien estructurada, fortalece la formación integral del enfermero y contribuye a una actuación crítica y transformadora.

**Descriptores:** *Tutoría; Enfermería; Enseñanza.*

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## INTRODUCTION

Nursing is a science, art and social practice committed to the promotion, prevention, recovery of health and the relief of human suffering in its multiple dimensions. It is based on its own integrated knowledge of the human, social and biological sciences, and its practice is developed along the lines of care, management, teaching, research and extension, making continuing education an essential instrument for the qualification and technical-scientific and ethical improvement of nursing professionals<sup>1</sup>.

The nursing professional's training is supported by the National Curriculum Guidelines, through Resolution No. 573 of January 21, 2018, based on a pedagogical approach that integrates theory and practice, and promotes the development of technical-scientific, ethical, critical and political skills.

In the Pedagogical Project for the Nursing Course (PPC), complementary activities should be included, as they contribute to the comprehensive training of future nurses, as well as strengthening their performance in all dimensions of care. Some examples of complementary activities are: scientific initiation, courses taken in the area of knowledge, non-mandatory internships, extension projects and monitoring (initiation to teaching)<sup>2</sup>.

Academic tutoring is a complementary activity, initially regulated by Law No. 5,540/1968<sup>3</sup>, which was later repealed by Law No. 9,394/1996<sup>4</sup>, which mentions, in art. 84, that tutoring allows students to perform well academically so that they can act in teaching and research activities, being inserted early into teaching practice.

In this scenario, monitoring is an important formative activity, as it provides students with the experience of teaching, through the mediation of knowledge under the guidance of the teacher<sup>(4) (i)</sup> and the Higher Education Institution (HEI) has the autonomy to define its program, generating its own regulations and respecting national standards<sup>2</sup>.

In addition to promoting an initiation into teaching, the experience of being a monitor favors the development of pedagogical, communicative and reflective skills, since, by accompanying the planning, mediation of learning and the daily life of the educational process, the student is inserted into an experience that goes beyond the traditional classroom<sup>5,6</sup>.

This is confirmed by Freire<sup>7</sup>, who states that teaching is not about transferring knowledge, but creating possibilities for its construction. The author advocates a critical and dialogical education, because the one who teaches learns by teaching and the one who learns teaches by learning, in other words, the educator and the student are mutually constituted in the process of constructing knowledge.

In this context, the role of the student in higher education is also transformed, as they cease to be mere passive recipients of content and become the protagonists of their training process.

In view of the above, this study is justified by recognizing the relevance of monitoring as a pedagogical tool in higher education, especially in the comprehensive training of future nursing professionals. Understanding the impact of this

complementary activity in the academic and professional spheres provides support for strengthening educational practices and improving institutional monitoring programs.

Thus, the following guiding question arises: can mentoring contribute to the academic and professional training of undergraduate nursing students in Brazil? The study aims to analyze, through an integrative literature review, the effects of monitoring on the training process of undergraduate nursing students, with an emphasis on academic and professional aspects.

## METHODS

This is an integrative literature review, carried out in April 2025, with the aim of identifying publications that address the theme of monitoring in the context of nursing education in Brazil.

The search was carried out in the Virtual Health Library (VHL), encompassing the LILACS, BDENF and IBECs databases. To search for the studies, the descriptors "monitoring", "nursing" and "teaching" were used, combined with each other using the Boolean operator AND. The search strategy used was: monitoring AND nursing AND teaching.

The inclusion criteria were then applied: articles available in full, in Portuguese. The exclusive use of the Portuguese language is justified by the fact that this study focuses on the reality of academic training in Brazil.

The exclusion criteria involved: theses, duplicate articles and studies which, after reading the titles and abstracts, did not directly address the proposed theme.

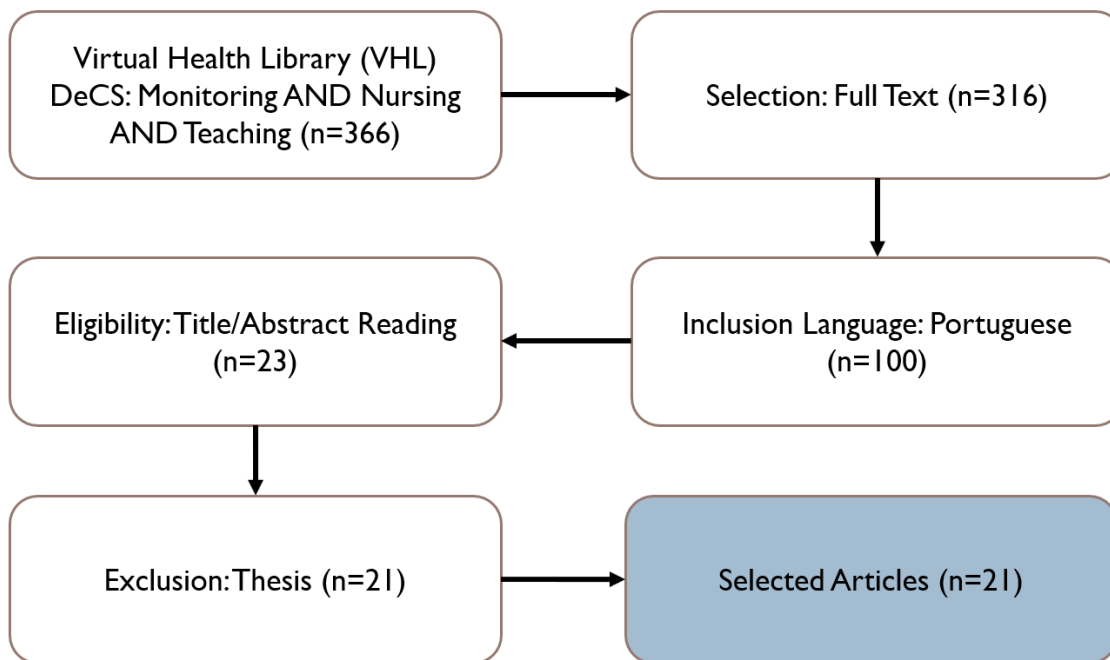
The studies were selected in three stages: reading the titles, reading the abstracts and reading the full texts. The data was analyzed qualitatively using thematic analysis, which allowed the findings to be categorized into axes of discussion previously defined after an exploratory reading of the articles.

Of the articles selected, only seven were published in the last five years. Considering the scarcity of recent studies on the subject, it was decided not to apply the exclusion criterion related to the date of publication, in order to allow a more comprehensive and in-depth analysis of the object of study.

This study is a literature review and therefore did not require approval by the Research Ethics Committee.

## RESULTS

In order to provide greater clarity on the results obtained from the process of selecting the studies included in this integrative review, figure 1 below shows a flowchart illustrating the process of selecting the articles. This graphic resource personifies, in a systematized way, the steps taken during the search, eligibility and inclusion of the articles, according to the previously established criteria. This representation aims to make the scientific rigor adopted in this research transparent.

**Figure 1** - Flowchart of the article selection process.

Source: authors.

After analyzing the selected articles, it was possible to identify two thematic categories that emerged from the content analyzed and which contribute to answering the guiding question of this integrative review. These are: the contributions of monitoring to the academic and professional development of the monitor; and the difficulties faced by monitors during monitoring.

Figure 2 below shows the organization of these findings by topic, associated with the respective studies that addressed them.

**Figure 2** - Results according to thematic categories

<b>Contributions to the Monitor's Academic and Professional Development</b>	<b>Articles</b>
Expansion and improvement of knowledge.	5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26.
Interpersonal relationships.	5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27.
Skills such as leadership, communication, security, autonomy, proactivity, ability to solve relevant doubts, responsibility, creativity, confidence, critical thinking, empathy.	5, 6, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25
Encouraging scientific production and participation in academic events.	5, 9, 17, 22.
<b>Difficulties Faced by Monitors While Monitoring</b>	<b>Articles</b>
Incompatibility, scarcity and scheduling conflicts between monitors and monitored students.	5, 15, 17, 23.

Heavy workloads, disorganization and difficulty in coordinating time when monitoring.	5, 15, 17.
Aspects such as shyness, insecurity, feeling incapable, lack of mastery, lack of creativity and tiredness.	5, 17.
Low student participation in the activities offered by the tutoring program.	5, 21, 23.
Inadequate biosafety and institutional laboratory rules, and lack of materials.	20.

Source: authors.

## DISCUSSION

Academic tutoring is an opportunity for teacher training for students, who are still beginners and eager to learn, since they can count on the important contribution of the teacher and all their experience, knowledge and skills. Thus, monitoring becomes a highly relevant training ground for developing the skills that enable monitors to work in various social spaces<sup>24</sup>. Within the context of desirable skills in a teacher, Gil<sup>8</sup> argues that teaching involves acting in multiple roles, requiring a diverse set of characteristics from the teacher: being accessible, up-to-date, a good listener, possessing technological and theoretical skills, being committed, creative, empathetic, flexible, reflective, a leader, among others.

In this context, being a monitor is a significant active learning strategy that helps stimulate teacher training and a moment to be considered for the preparation of future nursing professionals, since, in the position of facilitator, they act from the perspective of the role of teacher, either by collaborating in the pedagogical planning and presentation of lessons, or by the need to clarify doubts, overcoming individualism and directing the expectations of others<sup>13</sup>.

From this formative perspective, tutoring has stood out as an experience that contributes to the expansion and improvement of student-monitors' knowledge<sup>(5) (6,9) (26)</sup>, skills that are developed as a result of the requirement for in-depth theoretical study on the part of the teacher-supervisors, as well as the initiative of the monitors themselves in seeking to mediate discussions, clarify doubts and propose solutions to their colleagues<sup>5</sup>. Monitors have a greater opportunity to deepen their knowledge of the subject when compared to other students who have only taken the course during the corresponding period<sup>20</sup>; in this way, monitoring is also a favorable space for reviewing content and strengthening studies in the field<sup>23</sup>.

In addition to providing theoretical depth, tutoring fosters the development of interpersonal relationship skills, promoting student-monitor interaction with colleagues, teachers, coordinators and other members of the academic community<sup>5,6,9-27</sup>. This experience favors attitudes of tolerance, respect for diversity and the recognition of plurality<sup>5</sup>, and also enables the consolidation of the concept of a multidisciplinary team<sup>6</sup>, in addition to favoring the expansion of their network of relationships (networking), which can contribute to future professional opportunities, given the degree of visibility and interlocution achieved throughout their work<sup>10</sup>.

Corroborating these findings, Maran et al.<sup>11</sup> show that the performance of the monitored students improved significantly, possibly due to the guidance and interventions of the monitors. The authors also point out that mentoring is an important

tool and its role is in the construction and reconstruction of knowledge, as well as providing the student monitor with greater security, confidence, improvement<sup>11</sup> and skills such as communication, proactivity, critical thinking, empathy and autonomy, among other aspects that are essential to the profession<sup>(5,6,) (9,) (10) (,) (13,) (15,16,18,19) (22) (,)-(25)</sup>.

Within this context, according to Lira Neto, Tenório<sup>10</sup>, the role of leadership is constantly explored by the tutors, since the tutor is responsible for activities such as guiding other students through the learning process, guiding and supervising groups of theoretical and practical studies, among others. Because of all this, the student-monitor develops better communication skills, knows how to express themselves better didactically, has a better body posture towards others and is able to develop clinical reasoning more quickly<sup>10</sup>, as well as overcoming the embarrassment of speaking in public<sup>17</sup>.

In addition, contact with different teaching and learning methodologies allows the monitor to develop a critical and reflective view of the educational process, contributing to the formulation of their own methodology, and directly influences the construction of the teaching profile, if the student is interested in following this path<sup>20</sup>.

Still in this context, monitoring stands out as a space to encourage scientific production<sup>5,9,17,22</sup> as well as the use of information and communication technologies<sup>22</sup>, contributions generated by the opportunity to experience the planning, execution and evaluation of these works with the supervising teacher, which strengthens ties, deepens the concepts covered and arouses greater interest in the teaching-learning process<sup>5,22</sup>. Freire et al.<sup>17</sup> point out that it is part of the role of teacher-supervisors to encourage their students to take part in academic events with the aim of disseminating and making use of their knowledge and that, despite this, only a small number of teacher-supervisors or student-monitors reported disseminating their experiences in monitoring at scientific events.

Despite all the benefits described, the literature points to the challenges faced during the monitoring exercise, which have a direct impact on the experience and performance of student-monitors. One of the main obstacles is the incompatibility of schedules, due to the intense workload of the undergraduate course<sup>(5) (,23)</sup>, which makes the time available for the monitor to dedicate to monitoring activities limited and scarce<sup>17</sup>. In addition, there are conflicts between the available schedules of the monitors and the students being monitored, making it difficult to carry out joint activities<sup>15</sup>.

Among the challenges mentioned is the great demand for activities during the monitoring period, resulting in excessive workload<sup>5</sup>. Added to this is the disorganization during the monitoring period in terms of counting attendance, delimiting and guiding tasks<sup>5</sup>, and the difficulty in coordinating study time and individual activities with the availability of students' schedules<sup>17</sup>.

In addition to practical difficulties, subjective aspects such as shyness, insecurity, feelings of incapacity and lack of mastery of the content or pedagogical strategies are also cited as obstacles faced by monitors, especially in the first moments of their work<sup>5</sup>. These difficulties are aggravated by factors such as a lack of creativity in carrying out activities and tiredness due to the intense academic routine<sup>17</sup>.



Another obstacle often faced is the low participation and engagement of students in the activities offered by the tutoring program. In some cases, there is a lack of interest on the part of the students, with an increase in adherence only when there is a guarantee that participation will influence the subject's grade<sup>5,21,23</sup>.

In the context of laboratory activities, the monitors also reported difficulties related to students' inadequacy in complying with biosafety standards and institutional rules for using the spaces, and the lack of specific materials that could enhance the teaching-learning process during practicals, which was also pointed out as a limiting factor<sup>20</sup>.

## CONCLUSION

The findings of this review show that academic monitoring is a strategic complementary activity for the academic and professional training of undergraduate nursing students. By promoting a deeper theoretical understanding, the exercise of autonomy and the development of skills, mentoring strengthens a more comprehensive education that is aligned with the contemporary demands of care practice.

As well as boosting the learning process, these skills are essential for the ethical, technical and human development of nursing professionals, who act as educators in all areas of their practice, whether in care, management, teaching, research or extension.

It should be emphasized that monitoring does not come about solely through the work of the students, as it is a process that requires the commitment of the teacher-supervisors and also the support and institutional participation of the Higher Education Institutions (HEIs). It is up to everyone - students, teachers and HEIs - to recognize the strategic importance of this activity and to help ensure that it is valued, structured and integrated, thus consolidating monitoring as a powerful formative space, capable of linking teaching and learning and preparing more qualified professionals who are aware of their role in society.

Finally, we would like to highlight the scarcity of recent publications on the subject, which highlights the need for new qualitative and quantitative studies that explore academic monitoring from different perspectives, contributing to the strengthening of teaching initiation policies and the improvement of institutional training programs in higher education in nursing.

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