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Artículos científicos

Derechos y obligaciones del estudiante mentor de la Unidad Académica de Medicina Veterinaria y Zootecnia de la Universidad Autónoma de Zacatecas

***Rights and Obligations of Student Mentor of the Unidad Académica de
Medicina Veterinaria y Zootecnia of the Universidad Autónoma de
Zacatecas***

***Direitos e obrigações do aluno mentor da Unidade Académica de Medicina
Veterinária e Zootécnica da Universidade Autónoma de Zacatecas***

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Resumen

El presente estudio se llevó a cabo en el contexto de la Unidad Académica de Medicina Veterinaria y Zootecnia de la Universidad Autónoma de Zacatecas, donde se ha puesto en marcha el Programa Institucional de Mentorías del Centro Académico de Servicios Escolares (CASE), cuya función es orientar y dar acompañamiento a estudiantes de nuevo ingreso. Los mentores de la unidad en cuestión asesoran académicamente a los estudiantes de nuevo ingreso. Es por ello por lo que, para llevar esta labor, es necesario que los estudiantes mentores identifiquen sus derechos y obligaciones. Al conocer los beneficios y las responsabilidades del mentor, se espera que los alumnos se sientan aún más motivados para ejercer esta noble función, así como, cuantitativamente, obtener una mayor participación y un mejor rendimiento académico. El estudio tiene un enfoque metodológico cualitativo, y se apoya del método bibliográfico, analítico, sintético y descriptivo. Como parte de las conclusiones, se considera necesario que el estudiante mentor conozca sus derechos y obligaciones para que el proceso de acompañamiento se lleve a cabo eficazmente y que los estudiantes mentorados mejoren su rendimiento académico, su adaptación social y desarrollo de competencias.

Palabras claves: derechos, mentor, mentoría, obligaciones.

Abstract

This study was carried out in the context of the Unidad Académica de Medicina Veterinaria y Zootecnia of the Universidad Autónoma de Zacatecas, where the Institutional Mentoring Program of the Academic Center for School Services (CASE, by its acronym in Spanish) has been launched, whose function is orient and mentor new students. The mentors of the unit in question give academic advice to new students. This is why, in order to carry out this work, it is necessary for the student mentors to identify their rights and obligations. At the same time, by knowing the benefits and responsibilities of the mentor, it is expected that students feel even more motivated to exercise this noble role, as well as, quantitatively, obtain greater participation and better academic performance. The study has a qualitative methodological approach, and relies on the bibliographic, analytical, synthetic and descriptive method. As part of the conclusions, it is considered necessary for the mentor student to know their rights and obligations so that the mentoring process is carried out effectively and that the mentor

students improve their academic performance, their social adaptation and development of skills.

Keywords: rights, mentor, mentoring, obligations.

Resumo

Este estudo foi realizado no âmbito da Unidade Académica de Medicina Veterinária e Zootécnica da Universidade Autónoma de Zacatecas, onde foi lançado o Programa de Tutoria Institucional do Centro Académico de Serviços Escolares (CASE), cuja função é orientar e acompanhar novos alunos. Os mentores da unidade em questão aconselham os novos alunos academicamente. Por isso, para a realização deste trabalho, é necessário que os alunos mentores identifiquem os seus direitos e deveres. Ao conhecer os benefícios e responsabilidades do mentor, espera-se que os alunos se sintam ainda mais motivados para desempenhar este nobre papel, bem como, quantitativamente, obtenham maior participação e melhor desempenho acadêmico. O estudo tem abordagem metodológica qualitativa, e baseia-se no método bibliográfico, analítico, sintético e descritivo. No âmbito das conclusões, considera-se necessário que o aluno orientador conheça os seus direitos e deveres para que o processo de acompanhamento seja realizado de forma eficaz e que os alunos orientados melhorem o seu rendimento escolar, a sua adaptação social e o desenvolvimento de competências.

Palavras-chave: direitos, mentor, mentoria, obrigações.

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Introduction

In August 2005, the Autonomous University of Zacatecas (UAZ) implemented a new academic model called UAZ: Siglo XXI, which, since then, has required various support entities that allow the fulfillment of the expectations raised. As part of this student-centered model, the Center for Student Learning and Services (CASE) was created. To date, among the various experiences that have made the CASE meaningful, the support given to those students who are at risk of lagging, dropping out or failure through the Institutional Mentoring Program stands out (Cardoso, 2010).

The Institutional Mentoring Program of the Academic Unit of Veterinary Medicine and Zootechnics has been formally carried out since 2016 with the mission of providing new

students with an adequate reception. This is achieved with the help of the abilities and skills of the mentor student who voluntarily participates in the program, who are duly trained to perform such work by the CASE and by the unit coordinator.

The mentor must contribute to improving the mentee's attitude towards learning; advise him on the treatment and teaching requirements; inform about the processes, activities and obligations as a student, and advise on extracurricular activities; all of the above to create in him a better adaptation and, in general, a better university environment.

This research describes the rights and obligations of the student mentor of the Academic Unit of Veterinary Medicine and Zootechnics of the UAZ in order for him to better know what he has the right to participate as a mentor and what his duties are, which were stipulated to ensure social stability and a harmonious coexistence among students and to strengthen the program in question. As we have already mentioned, in the Academic Unit of Veterinary Medicine and Zootechnics the Institutional Mentoring Program facilitates the insertion of first-time students and prevents school drop-out, in addition to giving a true follow-up to the mentored students and support in the solution of academic problems.

The search for information made it possible to know the definition of mentoring. The descriptive method was applied with the purpose of describing the rights and obligations of the mentor student so that in this way they provide better academic advice to the newly enrolled mentor student in the Academic Unit of Veterinary Medicine and Zootechnics of the UAZ.

Mentoring

For the Dictionary of the Spanish language (Real Academia Española [RAE], nd), mentor means 'counselor or guide', 'teacher, godfather' and, in a third sense, 'tutor: person in charge of the custody of children in the main houses or young people and take care of their upbringing and education.'

According to Lozano (2005), "the concept of the tutor recalls the mentor, who was formerly the 'man in charge of the education of a young man'. Today he is the person who advises, guides and inspires another regarding this" (p. 83).

For its part, the Mosby Pocket Dictionary of Medicine, Nursing and Health Sciences (2010) defines it as "trusted, experienced advisor who offers valuable guidance to younger colleagues."

While Prieto (2017) mentions that the link established between both people is called mentoring and that in it there is a relationship of personal development, since a person with more experience or knowledge helps another less experienced or with less knowledge. Traditionally, the person receiving mentoring is called a protégé, disciple or apprentice (Prieto, 2017).

Currently, in university settings, mentoring programs are also developed not only between teacher and disciple, but also between peers. These programs are based on the fact that students can be competent and motivated to help other students succeed, as well as that students learn best in an environment of friendship, affection and encouragement. This is to connect the academic and the social.

Thus, peer mentoring is defined as an orientation strategy in which final year students, that is, more experienced students, help new students to adapt more quickly to university, under the supervision of a tutor professor (Sánchez, 2013). It should be emphasized that mentoring is an orientation to promote autonomy and leadership of the learning process and that it is completely applicable to university life at a distance.

Its objective is to provide the student with a support structure based on the accompaniment and advice provided by an external mentor. It provides academic and professional support: it helps to outline possible future plans, whether studying a postgraduate degree, joining the labor market or other possibilities, coupled with the fact that those involved forge the ability to work as a team (Camacho, 2018). Peer mentoring at the university is a means of welcoming and integrating new students; for academic support (Ávila, 2011).

In the words of Linares (2014), it is a process of continuous feedback, help and guidance among peers to enhance the performance and performance of an experienced student with another or other new entrants. For Rísquez (2008), mentoring is a dynamic process that commits both, mentor and mentee, to self-learning.

At present, new students do not know the ways of working and university culture and this makes it difficult for them to adapt. The image and the idea that they have of the university,

most of them, respond fundamentally to stereotypes of a model that has been left behind (Rodríguez, 2017). That is why mentoring becomes essential for new university students and, anticipating a bit, for the training of students in danger of failure.

Mentoring is a structured and trusting relationship that brings young people together with people who care about them, who offer guidance, support and encouragement with the aim of developing skills and character in the mentor (DuBois and Karcher, 2015, p. 4)

This action takes place between young people and older or more experienced people who act or work in non-professional training to establish a relationship based on support that benefits one or more areas of development of the mentor (Garringer, Kupersmidt, Rhodes , Stelter and Tai, 2015, p. 9).

Kochan (2013) establishes that mentoring is made up of two or more individuals voluntarily forming a mutual relationship of respect and trust, focused on objectives that encompass the needs and that promote the potential of the mentee (also called), not without taking into account the needs mentor and that the context is functional for both.

Undoubtedly, the figure of the mentor has received considerable attention from research on teacher training (Vaillant and Marcelo, 2015). It is imminent that the student mentor is an essential part of carrying out mentoring within an institution (Larose et al., 2011).

Many mentoring programs coincide in the positive results that they intend to achieve with the mentees, but they differ into two types according to the specific goals they establish: 1) programs with goals focused on the personal-social development of young people and 2) programs with goals oriented to academic achievement.

The activities should be established in the mentoring plan based on the support needs, interests and expectations expressed by the mentee, who stars and co-directs the process with their mentor. In other words, the mentee has an active role in determining and developing the specific support activities required. In this way, the main actor of the mentoring process in the mentor-mentee interaction is the student (Douglass, Smith y Smith, 2013).

A mentoring program has the objective of guiding and promoting in students the vocation of teaching in different areas of knowledge, it gives the opportunity to carry out training activities, in addition to acquiring skills and experience in the transmission of their knowledge (Borges, Rodríguez, Aguirre, Dorta and Noda, 2018).

The mentoring program is commonly structured in two modalities: individual and group (Gómez, 2012). The group modality has as a positive aspect the inclusion of a greater number of participants, in addition to understanding lower costs and saving time. On the other hand, in the individual mode the student receives special attention, according to their specific demands. In turn, Borges and Carvalho (2013) affirm that these programs can be developed formally and informally.

The peer mentoring programs aim to favor the university adaptation of new access students by facilitating reception, integration, information and advice for their academic and social integration with the purpose of jointly developing general and specific competences within a context of collaborative learning and a climate of trust (Fernández, 2014).

The mentoring program works to give guidance to new students by peers from higher courses, in order to facilitate their adaptation and academic and social integration in the life of the center and the training of second cycle students as mentors new income; In addition to all the aforementioned, social and relationship skills, orientation and leadership are strengthened in the mentors' peers, extrapolated to personal or professional development (Sánchez, 2012)

Several universities propose student orientation programs, without the need to be part of a mentoring network, in order to implement assistance, orientation and training mechanisms for new students, focusing their interest on helping them and, at the same time, in the formation of those who assume the role of mentor. In the latter, as we have already mentioned, social capacities and academic aspects are forged, mainly methodological strategies to reach the learner with energy (Díaz, 2013).

In the case of the UAZ, the CASE implements the Institutional Mentoring Program aimed at newly admitted students, which consists of training the mentor and helping the student in danger of failure. In more general terms, its objective is to contribute to the academic strengthening of the participating student, and, in this way, contribute to the achievement of a successful school stay and trajectory, as well as generate conditions that favor the

intervention of the different CASE programs in support of the student at academic risk, all within the framework of a comprehensive student care system. In addition, in order to rescue those aspects that provide feedback for the intervention action through mentoring, there is a continuous record of experiences (Cardoso, 2010).

Assuming the above, in order to have better results in the aforementioned mentoring program, the present work aims to define the rights and obligations of the mentor student of the Academic Unit of Veterinary Medicine and Zootechnics.

Method

The methodological approach is qualitative. It is supported by bibliographic, analytical, synthetic and descriptive methods. Among the main results, it stands out that formal mentoring improves academic performance. It is vitally important to know the rights and obligations of the mentor student of the Institutional Mentoring Program of the Academic Unit of Veterinary Medicine and Zootechnics.

The rights and obligations of the mentor student are fully identified with the objective of the Institutional Mentoring Program and with the characteristics of the tasks developed according to the mentor student, their particularities, where participatory methods in combination with traditional aspects stand out. (Cardoso, 2010).

Rights of the mentors of the Academic Unit of Veterinary Medicine and Zootechnics

- 1) To be part of the team of outstanding students of the Academic Unit of Veterinary Medicine and Zootechnics.
- 2) Receive a certificate that accredits work in the Institutional Mentoring Program of the Academic Unit of Veterinary Medicine and Zootechnics.
- 3) Maintain direct contact with the Coordination of Mentoring of the Academic Unit of Veterinary Medicine and Zootechnics.
- 4) Receive continuous training from the Coordination of Mentoring of the Academic Unit of Veterinary Medicine and Zootechnics.

- 5) Participate in the food grant from the dining room of the Academic Unit of Veterinary Medicine and Zootechnics based on their performance.
- 6) Release from your social service.

Obligations of the mentors of the Academic Unit of Veterinary Medicine and Zootechnics

- 1) Give support to mentees in guiding their trajectory.
- 2) Transmit the culture and institutional values.
- 3) Help and invest time and energy in the process of integration and development of the mentee in their school, social and emotional trajectory.
- 4) Communicate assertively and give constructive feedback.
- 5) Guide, guide, provide information and ideas and explore different options to achieve good results.
- 6) Establish a relationship of trust with the mentee.
- 7) Formulate an action plan for the accompaniment process.
- 8) Identify the needs and interests of the mentee.
- 9) Report the cases that arise to the tutor and that should be included in the student's file.
- 10) Prepare reports of the results of the communication that has been established with the mentees.
- 11) Maintain direct contact with the Coordination of Mentoring.
- 12) Maintain complete discretion in the process of accompanying mentees with people outside of this program.

Results

The Coordination of Mentoring of the Academic Unit of Veterinary Medicine and Zootechnics considers the training, formation and renewal of the institutional mentoring program important for the mentor student to carry out their role. This implies constant modification, due to the times that are lived today on quality and continuous improvement; and the definition of various aspects that had not been discussed previously, such as the

identification of the rights and obligations of the mentor student, which indicates progress towards comprehensive training.

Discussion

The mentoring program began in 2010 at the CASE of the UAZ. Formally, the Institutional Mentoring Program (Cardoso, 2010) is incorporated to give support to new students; It is regulated by the Coordination of Mentoring belonging to the CASE. The Academic Unit of Veterinary Medicine and Zootechnics of the UAZ joins this program officially in 2016, in order to stop the backwardness and school dropout of students. The present study aims to publicize the rights and obligations of the mentor student in order for the student community to recognize them and, from their dissemination, to obtain a greater participation of mentors in the future; all this to increase the quality of the mentor training program in question.

Conclusions

The Institutional Mentoring Program at the higher level is carried out with the purpose of achieving a prompt adaptation by new students, and thus reducing their insecurity when facing new educational scenarios, new teachers, new subjects, new strategies and new partners. In short, the program is designed to achieve a quick adaptation to the new educational scenario, avoid school dropouts and improve academic performance.

The role of the mentor student is paramount: it is the core part of the connection with the mentor student. In order to provide the academic advising strategies and provide the mentors with the essential elements that allow them to achieve their goals from the moment they enter college, you must have empathy and knowledge about the institutional mentoring program.

The mentor students, upon joining the mentoring program, have little or no knowledge about their rights and obligations, and this causes them to not carry out their mentoring work effectively. Consequently, to promote the design and implementation of the Institutional Mentoring Program, in this study six rights were defined, which protect and benefit the student mentor, and 12 obligations that they must fulfill in order to remain as a fundamental part of the mentoring team. mentoring. These are rights and obligations that allow us to continue with the commitment to academic and personal development so that, in this way,

the Institutional Mentoring Program and integration of values and principles of the students of the Academic Unit of Veterinary Medicine and Zootechnics are carried out properly. of the UAZ.

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