

## Produção científica de egressos de um programa de pós-graduação em enfermagem

Scientific production of graduates of a post-graduation program in nursing

Los graduados producción científica de un programa de postgrado en enfermería

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### ABSTRACT

**Objective:** The study's purpose has been to identify the scientific production of graduates from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program at *Universidade Estadual do Ceará*.

**Methods:** It is a descriptive, documentary and retrospective study. The research was performed using data from the records in the Academic Office of the Postgraduate Program and the *Plataforma Lattes (CNPq)*, which were collected in March 2016. Data were analyzed in a statistical program and presented in tables and graphs. **Results:**

From the 24 masters found by the study, it was verified that 33.3% practiced teaching; 83.3% were members of research groups; 100% had publications, where 66.7% were in article format, 25% in book chapters and 100% in congress annals; 16.7% supervised undergraduate students; 70.8% attended to academic boards; 20.8% had technical production; 45.8% taught courses. **Conclusion:** The development of strategies toward strengthening and consolidating the postgraduate program is clearly needed, which can be accomplished through teaching, research and extension.

**Descriptors:** Nursing; nursing research; academic institutions; education.

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## RESUMO

**Objetivo:** Identificar a produção científica dos egressos da 10ª turma do curso de mestrado acadêmico do Programa de Pós-Graduação Cuidados Clínicos em Enfermagem e Saúde (PPCCLIS), da Universidade Estadual do Ceará. **Método:** Estudo descritivo, documental e retrospectivo. Realizado através dos dados contidos nos arquivos da Secretaria Acadêmica do Programa e na Plataforma Lattes (CNPq) coletado em março de 2016. Os dados foram analisados em programa estatístico e apresentados em tabelas e gráficos. **Resultados:** Dos 24 mestres do estudo verificou-se que 33,3% exerciam a docência; 83,3% faziam parte de grupos de pesquisa; 100% possuíam publicações, sendo que 66,7% em artigos; 25% capítulos de livros e 100% em anais de congresso; 16,7% orientaram alunos da graduação; 70,8% participaram de bancas; 20,8% tinham produção técnica; 45,8% ministraram cursos. **Conclusão:** O desenvolvimento de estratégias necessárias ao fortalecimento e consolidação do programa de pós-graduação mostrou-se evidente, por meio do ensino, pesquisa e extensão. **Descritores:** Enfermagem; Pesquisa em Enfermagem; Instituições Acadêmicas; Educação.

## RESUMEN

**Objetivo:** Identificar la producción científica de los graduados de la clase 10 del título de máster académico en el Programa de Postgrado en Enfermería de Atención Clínica y de la Salud (PPCCLIS), la Universidad del Estado de Ceará. **Método:** Estudio descriptivo, documental y retrospectivo. Llevado a cabo a través de los datos contenidos en los archivos de la Oficina Académica del Programa y la Plataforma Lattes (CNPq) recogidos en marzo de 2016. Los datos fueron analizados por el programa estadístico y presentados en tablas y gráficos. **Resultados:** De los 24 maestros del estudio se encontró que el 33,3% tenían la enseñanza; 83,3% eran parte de grupos de investigación; 100% propiedad de publicaciones, y el 66,7% en artículos; 25% capítulos de libros y 100% en actas del congreso; 16,7% orientada estudiantes de licenciatura; 70,8% participó puestos; 20,8% tenían producción técnica; 45,8% cursos que se imparten. **Conclusión:** El desarrollo de las estrategias necesarias para fortalecer y consolidar el programa de graduados resultó ser clara, a través de la enseñanza, investigación y extensión. **Descriptor:** Enfermería; Investigación en Enfermería; Las instituciones académicas; Educación.

## INTRODUCTION

The research in Nursing progresses over the years presenting changes in the profile of the nurse according to each period, from the simple execution of care to scientific knowledge. During the 1940s, in the Article 71 from the University Statute of Brazil, the term postgraduate was used for the first time. Yet, it was only in 1965, through the Legal Opinion No. 977 that the Brazilian postgraduate course was regulated, and further consolidated by the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES)*.<sup>1</sup>

The Brazilian Postgraduate Programs are structured in areas of concentration, research lines, research projects and research groups, being necessary to register in the research directory of the *Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq)*. This structure provides the training of both Master's and Doctor's students capable of

performing practical experiences of the nursing profession, considering the diversity of areas of knowledge and practices.<sup>2</sup>

For the acquisition of the Master's Degree, the student is required a set of academic activities in which he includes the requirement of presenting a dissertation or other type of conclusion work compatible with the characteristics of the area of knowledge to which the course refers. Institutions may also consider the Master's Degree as the initial stage of the doctoral program.<sup>3</sup>

It is necessary to consider that the number of teaching nurses who hold a Master's Degree and a Doctor's Degree have experienced an accelerated expansion, due to the public policies focused on higher education, which has led to the expansion of postgraduate programs in Brazil, increased distribution of scholarships and index of titles of masters and doctors. It is hoped that these nurses, once they return to their work field, they will continue the production of research, despite the difficulties found in practice.<sup>4</sup>

The number of postgraduate publications is quite large. For the most part, the studies focus on public policy discussions on higher education, program structure, course implementation, mapping of graduation rates, and course evaluation.<sup>5</sup>

The postgraduate students are a relatively new population, but many master's and doctor's students have sought help to think about their future projects, to reflect on the role of researcher and teacher that the postgraduate program favors, as well as the strategies of facing academic and relational issues with colleagues and counselors.<sup>6</sup>

The Clinical Care in Nursing and Health Postgraduate Program from the *Universidade Estadual do Ceará (UECE)* responds to the need for training researchers and deepening research in the area of clinical nursing care. It is reiterated, therefore, that this research is based on the importance of knowing the production of students who were part of this program.

Thus, the study's aim is to identify the scientific production of graduates from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program at *UECE*, who have contributed in this research field.

## METHODS

This is a descriptive, documentary and retrospective study. The sample consisted of data from the records in the Academic Office of the Postgraduate Program and the *Plataforma Lattes (CNPq)*, considering the 24 nurses from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program at *UECE*. The choice for the search in the *Plataforma Lattes* was due to its vast amount of information, with increasing reliability and comprehensiveness, and also because it is adopted by most of the country's research institutions, universities and research institutes.

Data collection was carried out during March 2016, through an instrument developed by the researchers, covering the following information regarding the graduates: gender, current professional performance, research projects in progress and bibliographic production (full articles published in periodical journals, chapters of published books, papers published in annals of congresses), technical production, awards, lecturer or participation in round tables, courses taught, review of journals, guidelines (undergraduate and/or scientific initiation students) and attending to judging academic boards.

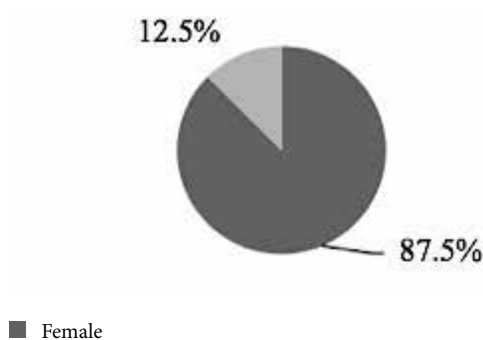
The data enabled the construction of a database tabulated in an Excel worksheet. Statistical Package for Social Sciences (SPSS) version 20.0 was used for the statistical data analysis. In the exploratory analysis, the absolute and percentage frequencies were calculated for the nominal variables. In the case of quantitative variables, average and standard deviation were presented. The results were presented in graph, figure and table format, allowing to the reader a better understanding of the information found.

Ethical and legal precepts were respected, and the graduates' anonymity was protected.

## RESULTS

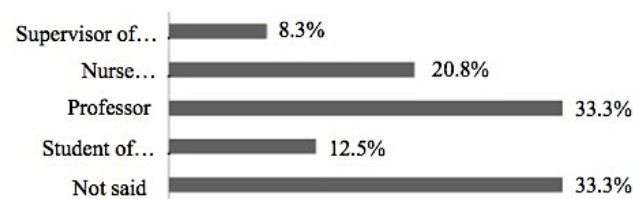
Out of the 24 graduate nurses from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program, 21 (87.5%) were female according to **Graph 1**.

**Graph 1** - Gender distribution of the 24 graduate nurses from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program. *Fortaleza, Ceará, Brazil, 2016*



Regarding the analysis of the professional performance of the graduates, it was verified that eight (33.3%) were teaching; five (20.8%) worked as care nurses; three (12.5%) reported being in the doctor's student; two (8.3%), trainee supervisors; and eight (33.3%) did not report their professional performance in their curricula.

**Figure 1** - Professional distribution of the 24 graduate nurses from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program. *Fortaleza, Ceará, Brazil, 2016*



It was found that 20 (83.3%) graduates were members of research groups. From those, 100% were from the *UECE*. Although they mentioned active participation in the groups, only 11 (45.8%) had a research project in progress.

Analyzing the bibliographical production of the graduates, it was verified that 16 (66.7%) had complete articles published in periodical, totaling 30 articles, with a mean of  $1.25 \pm 1.23$  per person. Of the 30 published articles, 17 (56.7%) were with the advisors. It was observed that six (25%) graduates had book chapters published, with a total of eight chapters, where all were with the respective advisors. It was verified that all the graduates had papers published in annals of congresses. The total number of papers published was 332, with an average of  $13.83 \pm 9.45$ .

Still analyzing the data in **Table 1**, it was observed that with regard to the supervisions, four (16.7%) graduates guided undergraduate students, making a total of 22 orientations; Only one (4.2%) directed students of specialization and scientific initiation. It was found that 17 (70.8%) graduates participated in a total of 93 boards, with a mean of  $3.88 \pm 7.69$ ; and four (16.7%) participated in 12 specialist judging boards.

**Table 1** - Distribution of the graduates according to bibliographic production, supervisions and attendance to boards and judging boards. *Fortaleza, Ceará, Brazil, 2016*

Variable	n	%
Complete articles published in periodical journals	16	66.7
Is the supervisor involved?		
Yes	17	56.7
No	13	43.3
Book chapters published	06	25
Is the supervisor involved?		
Yes	08	100
No	-	-
Publications in congress annals	24	100
Supervising undergraduate students	04	16.7
Supervising specialization students	01	40.2
Supervising scientific initiation students	01	40.2
Attended to academic boards	17	70.8
Attended to judging academic boards	04	16.7

It was found that five (20.8%) graduates had technical production, making a total of 12 productions; The same number of graduates was awarded with scientific productions in the nursing field; 11 (45.8%) delivered 38 courses, average of  $1.54 \pm 2.57$ ; 1 (4.2%) participated as lecturers or in round tables at scientific events; and 1 (4.2%) reviewed the journals.

## DISCUSSION

The feminization of the graduates from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program is consistent with the history of the feminization of the profession. In 2010, the *Conselho Federal de Enfermagem (COFEN)* [Federal Nursing Council] conducted an analysis of data collected in the Regional Nursing Councils and published the profile of the nursing professional in Brazil. The conclusion was that the majority (87%) of the professionals were female, single (49%), aged between 26 and 45 years (63%), living in the Southeast region (32%) mainly in the States of *São Paulo* and *Rio de Janeiro*.<sup>7</sup>

It is inferred that women are investing more in the career than the men. This occurs despite the fact that the woman performs other activities, such as raising children and domestic activities, in addition to paid work. In this aspect, there is an important gender cut that has determinants of the social insertion of women at work.<sup>8</sup> Other postgraduate courses present the same gender cut, since health and education are areas of work where there is predominance of women. The inclusion of women in teaching meant a transformation, since professor was a profession with more prestige in the 19<sup>th</sup> century, before its feminization from the 20<sup>th</sup> century.<sup>9-10</sup>

Nursing is a field of knowledge and practice that is getting consolidated and sounder. The nursing postgraduate program in Brazil, at the height of its 40 years, is still in full expansion. In the period from 2007 to 2010, there was a 62% increase in the number of master courses and 80% in the number of doctoral programs in the nursing field. In 2013, Brazilian nursing had 63 *stricto sensu* postgraduate programs, of which 41.3% (26) offered both master and doctoral courses; 33.3% (21) only offered master courses; 22.2% (14) offered professional master courses and 3.2% (2) offered exclusively doctoral courses.<sup>11</sup>

Despite the greater number of doctoral courses offered in Brazil in recent years, it has been observed that twenty graduates in question did not opt for a doctoral course right after getting the Master's Degree, most of them pursued a teaching or health service career. One of the great challenges for the Brazilian nursing is to accelerate the advance in technology and innovation of high quality. This, however, depends on the knowledge and knowledge produced by nursing graduate programs. So, it is necessary to overcome the barriers that discourage nurses from remaining in the academy by studying and stimulating them further to

produce and reproduce the scientific knowledge necessary for the actions of the professional practice.<sup>12</sup>

The majority of graduates work as professors, thus confirming one of the objectives of the program described by *CAPES*, which establishes the training, competence and performance of professors in scientific and technological production, in terms of quality and productivity.<sup>13</sup> It was also observed by the researchers that the health service area is also predominant among the graduates of the program, which leads to reflection on the need for integration between teaching and acting in service. One cannot perform a creative practice without a constant return to theory, and it is not possible to improve the theory without its confrontation with the practice.<sup>14</sup>

Participation in research groups is consolidated as a strategy to stimulate research and is configured as a moment of integration between undergraduate and graduate students. Through this articulation there will be an opportunity for the strengthening and a new elaboration of the teaching-learning scenario and, through its intellectual production, the graduate will contribute to leverage the recognition of nursing as a science and a profession.<sup>8</sup>

The *CAPES* evaluation model in recent years has become part of the solidarity indicator, according to the *Política Nacional de Pós-graduação (PNPG)* [National Postgraduate Policy] it is not enough that a program has achieved excellence in its field; it is necessary that this excellence can extend to other programs. The excellence, which is a necessary requirement, when isolated makes it difficult to consolidate the national science and technology system as a whole and tends to maintain excessively modest growth patterns.

The graduates from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program present their scientific productions for society and the *Plataforma Lattes* provides this visibility. The encouragement to publishing is a priority in the context of the teachers of the *stricto sensu* postgraduate program, but we identify that the publications in annals of events stand out in quantity to the publication in periodicals in the health area, being that approximately 35% of the class did not reach any journal publication. These data raise questions and propose hypotheses regarding the importance of scientific communication for nursing programs and practice.

Research as a means of change in society is only possible if it is disseminated in scientific events and through journals in health journals, specifically in the area of nursing.<sup>15</sup> Research is perpetrated to be read, employed, criticized and originated deliberations about the practice of the profession.<sup>16</sup> Through this broadening, the program will reach the indicator of solidarity in the *CAPES* evaluation.

One of the great challenges of Brazilian nursing is to accelerate progress in technology and innovation. This depends very much on the knowledge and knowledge produced by nursing postgraduate programs.<sup>12</sup> Nursing is a field of scientific knowledge, technological and innovational,

which has also a relevant social practice committed to the public health care policies from the *Sistema Único de Saúde (SUS)* [Unified Health System]. It is characterized as its own discipline that permeates several fields of knowledge.

## CONCLUSION

This study was able to show the profile of graduates from the 10<sup>th</sup> master's class of the Clinical Care in Nursing and Health Postgraduate Program at *UECE*. The predominance of the female gender in the findings is explained by the nursing trajectory itself.

The results made possible a brief discussion that points out the importance of the link between theory and practice of care, emphasizing that nurses should make efforts towards doing research, along with institutional support. It is also important to highlight the need for cultural exchange and guidance for putting the research knowledge into practice, since by including research in the care process the nurses can obtain outcomes such as quality and visibility of their actions.

The development of strategies needed to strengthen and consolidate postgraduate programs was evident, because it will enable the formation of human resources capable of meeting the population's demands through teaching, research and extension. Faced with this reality, it is suggested a greater participation of the nurses in public and institutional policies that influence teaching and care in postgraduate programs.

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