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## RESEARCH

### O perfil dos alunos do mestrado profissional no ensino da saúde

The student's profile of professional master's in health teaching

El perfil del estudiante de la maestría profesional en la enseñanza del área de la salud

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### ABSTRACT

**Objective:** describing the profile of students of Professional Mastership in Health Teaching (MPES). **Method:** this is a descriptive-exploratory study of a qualitative approach, conducted in Aurora de Afonso Costa Nursing School-UFF, Niterói, in 2013, from registration chips of students who attend the MPES. **Results:** when analyzing the registration chips there was verified that students are not so young in age and neither in the profession, they are mostly female and nursing graduate. **Conclusion:** the professional mastership is approaching the theory with the practice of highly experienced professionals in the health services, contributing to its transformation. **Descriptors:** Postgraduate education, Teaching, Health personnel.

### RESUMO

**Objetivo:** descrever o perfil dos alunos do mestrado profissional de Ensino na Saúde (MPES). **Método:** trata-se de um estudo descritivo-exploratório de abordagem qualitativa, realizado na Escola de Enfermagem Aurora de Afonso Costa - UFF, em Niterói, no ano de 2013, a partir das fichas de inscrições dos alunos que cursam o MPES. **Resultados:** ao analisar as fichas verificou-se que os alunos não são tão jovens de idade e nem de profissão, são em sua maioria do sexo feminino e graduados em enfermagem. **Conclusão:** o mestrado profissional vem aproximando a teoria da prática de profissionais com larga experiência de trabalho nos serviços de saúde, contribuindo com a sua transformação. **Descritores:** Educação de pós-graduação, Ensino, Pessoal de saúde.

### RESUMEN

**Objetivo:** describir el perfil del estudiante de la maestría profesional en Enseñanza de la Salud (MPES). **Método:** se trata de un estudio descriptivo-exploratorio con enfoque cualitativo, realizado en la Escuela de Enfermería Aurora de Afonso Costa - UFF, Niterói, en 2013, a partir de hojas de inscripción de los estudiantes que asisten la MPES. **Resultados:** analizando las hojas de registro fue verificado que los estudiantes no son tan jóvenes de edad ni profesión, son en su mayoría mujeres y con pregrado en enfermería. **Conclusión:** la maestría profesional se acerca la teoría con la práctica de los profesionales de gran experiencia en los servicios de salud, contribuyendo a su transformación. **Descriptor:** Educación de posgrado, Enseñanza, Personal de salud.

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## INTRODUCTION

**P**rofessional Masters (MP) was regulated in Brazil in 1998, being the most recent form of the *stricto sensu* Postgraduate program that in Brazil is at the height of its 50<sup>th</sup> anniversary.<sup>1</sup>

As Postgraduate model *stricto sensu*, the professional master is focused on the training of professionals in the various fields of knowledge, through the study of techniques, processes or issues that meet some of the labor market demand.<sup>2</sup>

Its appearance brought a lot of controversy in the academic world, due to their purpose, distinction from other courses *lato* and *stricto sensu*, harnessing market demand and mainly self-financing and self-sustaining character proposed.<sup>1</sup>

In 1998, CAPES submitted a new ordinance - n° 80/98, which provides for the recognition of professional masters. After eleven years, in 2009 more precisely, the Ministry of Education (MEC) by the CAPES, launched to rules concierge n° 07, where big points associated professional master relevance have been clarified, which include the validity and equal prerogatives of diploma professional master with any master's degree.<sup>1</sup>

Brazil currently has the 66 Postgraduate studies in nursing programs, totaling 96 courses. Of these, 15 courses are professional master's degree, 3 of them are offered in two federal universities of the State of Rio de Janeiro.<sup>3</sup> Among these is the Nursing School of the Federal Fluminense University, now called Aurora de Afonso Costa (EEAAC/UFF), which was established in April 19<sup>th</sup>, 1944, through Decree No. 1130, in order to train nurses with expertise and ability to meet the main demands arising from the health sector and develop research and extension activities, promoting scientific and technological development of the profession. The school includes the following *stricto sensu* Postgraduate studies program, Professional Masters in Nursing Care, Academic Program in Care Sciences - Master's and Doctorate and Master in Professional Education in Health.<sup>4</sup>

The Professional Mastership in Nursing Assistance (MPEA) was the first master's degree in nursing in the country, established in 2004<sup>5</sup>, as the Professional Masters in Education in Health (MPES) is the latest, open program in 2011. It is of one multi-course, with note 3 at CAPES - Triennial Assessment 2013 and aim to train professionals capable of producing results related to different areas of health-related activities in order to strengthen the SUS, through a broadening of theoretical and methodological foundations of science human, social and biological underlying the multidisciplinary field, with this targeted training for the professional field.<sup>4,6</sup>

The program has a multidisciplinary faculty, it act of nursing teachers, medicine, dentistry, psychology, pharmacy, education, social sciences, physical education and philosophy. The adoption of interdisciplinary perspective for a significant part of teachers,

allows a teaching-learning methodology with construction and deployment of content and strategies from knowledge shared for the establishment of a language of disciplines, releasing the reproduction of inertia of teaching isolated knowledge.<sup>6</sup>

Assuming that the professional mastership is a new type of Postgraduate *stricto sensu*, very relevant, and distinct from academic, this study aims to describe the profile of the students enrolled in the Professional Mastership in Education in Health (MPES) of the School Aurora de Afonso Costa - Fluminense Federal University (EEAACUFF).

## METHOD

This is a descriptive-exploratory study of a qualitative approach conducted in 2014.

The data were collected through the records of students enrolled in MPES - EEAACUFF, in the period 2011-2013. There were evaluated chips of inscriptions from three classes of MPES, for the years 2011, 2012 and 2013. Each class contains 13 students a total of 39 records. The data were organized in Microsoft Excel and analyzed as appropriate literature. The ethical aspects of Resolution 466/12 were respected.

## RESULTS AND DISCUSSION

In these three years of the MPES, the profile of the students was characterized as follows: 79% of students are female (Table 1). Despite the MPES being a nursing school, and the nursing course be dominated almost exclusively by women, the course has a multidisciplinary feature, but this did not contribute in the percentage of male students. The age range of MPES of students is of 30-39 years old and many of these masters are in a consolidated marital status (Table 1).

The Access to Postgraduate courses in the *stricto sensu*, for the location is a factor that discourages the professional to join one of these courses, as some regions of Brazil still are lacking Postgraduate courses strictly and consequently, professionals with title of Master and Doctor.<sup>7</sup> In this study, all students are Brazilians and 69% are natural from Rio de Janeiro (Table 1). This shows that despite the small number of professional master's programs in Brazil, and the absence of this course in many Brazilian states mainly in the regions of North and Northeast, most masters are natural in the same state where enrolled in the master's degree. With respect to homes of these students it was found that all reside in the state of Rio de Janeiro, the distribution is as follows: 13 reside in the municipality of Rio de Janeiro, 8 in Niteroi, 7 in São Gonçalo, 5 in Duque de Caxias and 6 in the mountainous region of the state (1 Resende, 3 Teresopolis, 1 of the Paraíba do Sul and 1 São José do Vale do Rio Preto). It can be noticed that 15% of students live at a distance of up to 175 km from the university.

**Table 1:** Numerical demand of the students enrolled in the programs of the MEPS of the EEAAC-UFF, according to gender, age, marital status and place of birth, 2011 a 2013, Niterói - RJ.

MPES Students		
	Number	Percentage
<b>Gender</b>		
Female	31	79%
Male	8	21%
<b>Age (in years)</b>		
20 - 29	3	8%
30 - 39	19	49%
40 - 49	9	23%
> 50	8	20%
<b>Marital Status</b>		
Single	13	33%
Married	21	54%
Divorced	3	8%
Stable union	1	2%
No answer	1	3%
<b>Origin</b>		
Rio de Janeiro	27	69%
Espírito Santo	2	5%
Minas Gerais	1	2%
Goiás	1	3%
Piauí	1	3%
Pernambuco	1	3%
No answer	6	15%

Regarding the profession of the students found the predominance of nurses at MPES (Table 2). This predominance is related to the fact that professional master be in a nursing school. It was found that 5 masters have another degree, 3 including nurses' degree: one in psychology, one in physiotherapy and other in dentistry. A physiotherapist made his second degree in nursing and another physiotherapist made a fresh graduate in print.

The inclusion of other professionals other than of course the specific area is a trend that has been observed in Postgraduate studies courses. The interdisciplinary approach is a matter of openness, sharing and dialogue with the difference in favor of all.<sup>6</sup>

The MPES is a course that values interdisciplinarity through building knowledge mediated by teachers' multidisciplinary and multi-professional students, as well as the realization of collective defense projects in an Integrated Research Seminar. This strategy overcomes the indulgence of submission of dossiers and defense projects and ideas in isolated and disciplinary stalls, which strengthen the expertise and monothematic, habits these valued and reinforced the culture of *stricto sensu* Postgraduate, sustained and fed back by stiffness institutional structures and the spirit of competitiveness.<sup>6</sup>

With regard to time of first graduation formation, it was found that most of the masters have more than 10 years formed. Most are egresses of a public university, many of these were graded at UFF; however, there is a strong presence of private university graduates students, representing 48% of master's.

It was found that 95% of master's students has or is attending one Postgraduation *lato sensu*, cursed the first 5 years of training for 65% of students (TABLE 2).

The specialties of postgraduate courses are: Family Health Strategy (12) Occupational Health Nursing (6), Teaching in higher education (4) Psychiatry (3) Oncology (3), Health Surveillance (2) gerontology and geriatrics (2) Acupuncture (2), CTI cardiology (2), CTI and Emergency (1), MBA in Health Care Management (1) and Sports Physiotherapy (1) Expertise for team ESF (1) , higher education Methodology (1) Nursing High Complexity (1) Pedagogical Training (1) Physical therapy in intensive care (1), Surgical Clinic (1), Promoting Health (1) Infection control (1), methodological process change (1), MBA in Healthcare Management (1) Hospital Administration (1), Directors of Nursing Services (1), people management (1), Geriatric Nursing (1) Management and Security health facility environment (1), health legislation and surveillance (1) Manages Development of Basic Health Unit (1) Sanitary Pneumology (1) and health service system management (1). With 10 nurses did their graduate studies in obstetrics.

The investment in vocational training of these students may not have been an early priority in their career; these professionals nor had opportunity to join a Postgraduate studies, and the *lato* Postgraduate, the first access to professional Postgraduate course. This lack of opportunity and or interest may be related to the fact that many of the students are coming from private universities, which unlike public universities do not offer many incentives for targeted scientific training for research, and the Work Course Conclusion (TCC) the only and last scientific paper in the graduation course. The little stimulus for research does not motivate the professional to carry out the master, because we know that strictly speaking course came to train future scientists, researchers and technicians able to develop research, which is essential to economic and industrial change in the country.<sup>7</sup>

A fact that draws attention is that most of the students are coming from public universities, and most did their graduate studies at UFF, or had a greater interaction with the research. This leads us to believe that the motivation of these students to perform Postgraduate *stricto sensu*, is not necessarily linked to the desire to be a teacher or worked directly linked to research, but rather on the need and desire to research their professional reality in search for change and improvement in health service provided.<sup>8</sup>

**Table 2:** Students enrolled in the programs of the MEPS of the EEAAC-UFF, second graduation, training time, the institution where he did graduation, Postgraduate *lato sensu* and time it took to join the Postgraduate *lato sensu*, 2011 a 2013, Niteroi - RJ.

MPES Student		
	Number	Percentage
<b>Graduate</b>		
Nurse	33	85%
Doctor	1	2%
Psychologist	1	2%
Nutritionist	1	3%
Pharmacist	1	3%
Physiotherapist	2	5%
<b>Training time (in years)</b>		
1 - 5	5	13%

6 - 10	14	36%
11 - 20	9	23%
21 - 30	8	20%
> 31	1	3%
No answer	2	5%
<b>Institution</b>		
UFF	14	38%
UNIRIO	4	10%
UFRJ	2	5%
A Federal University of another State	2	5%
Private Universities	16	42%
<b>Postgraduate <i>lato sensu</i></b>		
1 Postgraduate	23	59%
2 Postgraduate	9	23%
3 Postgraduate	3	8%
4 Postgraduate	2	5%
No answer	2	5%
<b>Time to join the 1<sup>st</sup> <i>lato sensu</i></b>		
< 5 years	24	62%
6 - 10 years	4	10%
11 - 20 years	2	5%
> 20 years	4	10%
No answer	5	13%

Regarding the employment of masters, it was found that 41% work in hospitals and only 16% work with teaching. Two of which professionals working in hospitals engaged in the nursing assistant function, 2 master's work in assisting and teaching, and one graduate student working in assistance and technical course (Table 3). These data reinforce the motivation of the student to perform professional master is directly connected to desire to investigate problems related to their professional activities.

The professional master is a form of training that seeks to deal with a problem proposed by the professional field of the student's performance, its routine work through the academic disciplinary knowledge, proposing new solutions and paths from the scientific, technological bases and innovation and not the teaching of specialized techniques.<sup>1</sup> This proposal has encouraged professionals to rejoin the gym to developing scientific knowledge and reflective about their practice, being the master a chance to change their professional reality, improving the quality of service.

The professional master advances in dynamic theory-practice integration as a way of overcoming the traditional training modes, distanced from the actual scenarios; however, the mere approach to the practice does not guarantee that this is reflective or promotes innovation in the professional field. In this sense, the professional master, as a place of development of knowledge, should not lose the sense of articulate teacher training to the formation of the researcher.<sup>9</sup>

The major challenge of this professional master in integrating rigorously research in its development process and achieve applicability of the results to transform the reality studied. The true sense of the university requires the integration of professional master's degrees in society to perform efficiently and clearly the studies and analyzes to reach an understanding of the socio-environmental conflicts and problems in the country and propose scientific and technical solutions.<sup>10</sup>

In teacher training students at trade masters are contained extremely important elements, such as questioning the intention to find solutions, methodological experimentation and coping with complex situations in different contexts of professional practice.<sup>9</sup>

The student of the professional mastership to take ownership of this knowledge, acquire new attitudes that modify the experience of daily work. The work becomes more enjoyable, conscious, disciplined, a place of learning, even an art, as his perception changes. The tension of boredom and tension of the unknown, the two causes of suffering work-related are transformed.<sup>9</sup>

**Table 3:** Numerical demand of the students enrolled in the programs of the MPES of the EEAAC-UFF, according to the area of employment, 2011 a 2013, Niterói - RJ.

	MPES Students	
	Number	Percentage
<b>Employment</b>		
Family Health Strategy	9	21%
Health Center	5	12%
Polyclinic	3	7%
Hospital	18	42%
Psychiatric Hospital or CAPS	1	2%
University	5	11%
Technical course	2	5%

## CONCLUSION

This study made possible to recognize the profile of the students of Professional Mastership in Health (MPES). Through it, it was possible to make a brief discussion that highlights the importance of interdisciplinarity in professional master's as a way to expand knowledge through the knowledge of other areas not specific, in addition to educational and social commitment of the professional master's degree and research product so this gain applicability and transformation of the reality studied.

It was evident in MPES the entry of more mature students and a wide professional experience, being an enriching construction of knowledge as the practice and theory are approximate and studies are done in order to improve the quality of service rendered to population.

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