



Knowledge and experience of students concerning the professional masters in nursing

Conhecimento e experiência de estudantes sobre o mestrado profissional em enfermagem

Conocimiento y experiencia de estudiantes sobre el maestro de enfermería profesional

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The objective of the study is to analyze the knowledge and experience of students concerning the Professional Masters in Nursing. We interviewed 12 students admitted to the masters in 2010, through focus groups. The study was conducted from 2010 to 2012. We used the content analysis, obtaining the following result: The masters holds great relationship with the practice aimed at transformation; it contributes significantly to the development of critical skills training, despite the existing social prejudice and the product of the masters aims at contributing directly to the service. We conclude that in nursing there is a fertile ground for the development of Professional Masters, its expansion is necessary and should consider the political project of the profession, which presupposes the formation of a critical nurse and endowed with strong social commitment.

Descriptors: Education, Nursing, Graduate; Teaching; Staff Development.

O objetivo do estudo é analisar o conhecimento e a experiência de estudantes sobre o Mestrado Profissional em Enfermagem. Foram entrevistados 12 estudantes ingressantes no mestrado no ano de 2010 por meio da realização de grupo focal. O estudo foi realizado no período de 2010-2012. Utilizou-se a análise de conteúdo para tratamento dos dados, obtendo-se o seguinte resultado: O mestrado guarda grande relação com a prática visando sua transformação, contribui significativamente para o desenvolvimento da capacidade crítica profissional, apesar do preconceito social existente, e o produto do mestrado visa contribuir diretamente com o serviço. Conclui-se que na enfermagem há um terreno propício ao desenvolvimento do Mestrado Profissional, sua expansão é necessária, devendo considerar o projeto político da profissão, que pressupõe a formação de um enfermeiro crítico e dotado de forte compromisso social.

Descritores: Educação de Pós-Graduação em Enfermagem; Ensino; Desenvolvimento de Pessoal.

El objetivo del estudio fue analizar el conocimiento y la experiencia de estudiantes acerca de la Maestría Profesional en Enfermería. Fueron entrevistados 12 alumnos admitidos en la maestría en 2010, mediante la realización de grupo focal. El estudio fue realizado de 2010-2012. Se utilizó el análisis de contenido para tratamiento de los datos, obteniendo el siguiente resultado: la maestría tiene gran relación con la práctica destinadas al cambio, contribuye significativamente al desarrollo de la formación de habilidades críticas, a pesar de los prejuicios sociales existentes, y el producto de la maestría se destina a contribuir directamente al servicio. Se concluye que en la enfermería hay suelo adecuado el desarrollo de la Maestría Profesional, su expansión es necesaria y debe considerar el proyecto político de la profesión, lo que implica formación de un profesional crítico y dotado de fuerte compromiso social.

Descritores: Educación de Postgrado en Enfermería; Enseñanza; Desarrollo de Personal.

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Introduction

The Professional Masters (PM) occurs in Brazil in the middle of decade of 90 as an answer to the need of diversification and pressure of the world of work. It constitutes a new model of post-graduation course, able to attend the demand of the country for professionals with knowledge of the national reality through the research and the applicability of the knowledge generated⁽¹⁾.

The construction of conceptual analytical marks is proposed, in articulation with sectors of the society, in order to create mechanisms of applicability of the results of the research. PM uses references to praxis, inasmuch as it prioritized the world of work. Differently from the Academic Masters (AM), whose determinant is to expose the masters student to scientific literature of the area and to the techniques of researches, qualifying him for the doctor's degree and for the professional teaching, PM requires an approximation among the works conducted by the university and the existing demands in the professional field. The researches designed in the PM generally produce interpretation of the political practices and the definitions of lines of action which provide shortening of the terms for applicability of the practice of knowledge⁽²⁾.

Currently we can say that PM is in a process of expansion in diversity theme areas, including the area of nursing. Nursing gathers essential characteristic for the development of this modality of post-graduation, once it constitutes a profession of social relevance, dealing with concrete problems of the daily life in health; the number of nursing with post-graduation *stricto sensu* is restrict, despite the significant number of courses of specialization implanted; and nursing is a strategic area of the SUS (Unified Health System).

It is known that to consolidate nursing as discipline of the field of scientific knowledge, it is necessary to strengthen the courses of post-graduation and invest in researches, once the establishment of a profession requires a systematic and prolonged

training developed by their peers, who produce and reproduce the necessary knowledge to the exercise of their professional actions in complex scenarios, guided by ethical acting and the exercising of the critical thought⁽³⁾. In this sense, MP is a possibility of expansion of the post-graduation course in nursing, directly contemplating the problems related to the world of work.

Despite the development of post-graduation in nursing in Brazil, scientific knowledge produced by the programs are not sufficiently publicized and seem not to have a significant impact on the professional practice and the health services⁽⁴⁾.

The system of evaluation in the country, strictly interpreted, contributed to consolidate a model of post-graduation markedly sequential: masters and doctors degree. This model has kept away the professional involved with the practice of post-graduation, privileging the recently graduated students and with experience of scientific initiation during graduation⁽⁵⁾.

The presence of the nurse in post-graduation course enhances his professional formation, interfering in the quality of care. When widening his knowledge, he favors the efficiency of the nursing actions⁽⁶⁾.

The current challenges for the development of the post-graduation in nursing are not new: expansion of the programs of post-graduation, especially for those regions which do not count on this level of teaching. Although the post-graduation in nursing presents expressive growth, it is still concentrated in the southeastern region, especially in the state of São Paulo, Brazil.

According to the information available at the site⁽⁷⁾ of Coordenação Superior de Aperfeiçoamento de Pessoal do Ensino (CAPES), the following courses are recognized in the country in the area of nursing: 46 courses of AM, 28 courses of Doctor's Degree (D) and 14 courses of PM. While in the area of medicine there are 181 AM, 170 D e 19 PM; in odontology 78 AM, 55 D e 22 PM and in collective health 41 AM, 30 D

e 32 PM. The total of PM in the greater area of health is 99, of those, collective health is the leader, with the highest number of programs. It is worth reminding that the areas of collective health and odontology started with PM before nursing. There is a significant growth of the PM in nursing in the country in the last years, increasing from five courses in 2011 to 14 in 2014.

However, it is worth highlighting that it is not enough to increase the number of courses, it is necessary that this growth is followed by institutional support for their own sustainability. The requirement of financing of PM, independently from the resources of government, can represent a filter through which only professionals who had been absorbed by companies or by public institutions go through, making the engagement of other professionals who did not attend to these conditions difficult⁽⁸⁾.

Besides the financial support, the PM requires receptive environment, institutional availability to implement new processes of management⁽⁹⁾, qualified faculty to act in this new model of teaching, new methods and curricular models⁽¹⁰⁾, among others.

An example of the complexity involved with the sustainability of PM is the first PM in nursing in Brazil, at the Universidade Federal de São Paulo (UNIFESP) in 2011 which offers only one class. The reasons why an institution with a consolidated program of post-graduation would interrupted the availability of PM is questioned. The knowledge of such reasons is of extreme relevance for the consolidation of the PM, not only from the organizational point of view of the national system of post-graduation, but also of democratization of the access to education by the workers of nursing, who intend to continue their studies after graduation, taking part in academic programs of high level of function.

The education in the professional masters in nursing has a commitment with the experience originated in the world of work aiming at transforming the practices of the institution where they work. For the nursing, PM a potential to qualify the care,

the education, the management and the research, in function of their own principles: applicability, flexibility, organicity, innovation and valuing of the professional experience, aiming at providing answers to the social needs of the profession⁽¹¹⁾.

However, we consider that the nurses themselves are not sufficiently informed about what PM is and the studies which deal with the experiences of the professional master's students in the area of nursing are still scarce.

Facing the relevance of the theme exposed, this study aimed at analyzing the knowledge and the experiences of students of post-graduation course of Professional Masters in Nursing.

Method

It is a qualitative exploratory field research, of case study type, with qualitative approach and based on data triangulation. It has as scenario the Program of Post-Graduation of a Nursing School of a Federal University, specifically the Professional Masters in Nursing (PMN), created in 2003.

The research was developed by a focus group with one and a half hours of length, applied through a pre-established script, starting from general questions to specific ones, in a non directed environment, under the moderation of one of the researchers and one observer who proceeded with the registering and recording the statements.

The subjects were 12 nurses, students admitted in PMN in the year 2010. All had a title of specialist, 86.6% were female, 73.3% reported to be white, 46.6% were married and 53.3% lived in the county of Rio de Janeiro, Brazil. They were from 27 to 59 years old, had been graduated from 6 to 20 years, working as nurses from 5 to 20 years, 67% came from public universities and 87% worked in public services of health.

The focus group allowed the researcher through a conversation in small homogeneous groups, to obtain information through the deepening and

interacting among the participants to check how the persons evaluated a certain experience, as they define a problem, and which opinion, feelings and meanings are associated to this problem⁽¹²⁾.

The statements obtained were recorded, the tapes were transcript and submitted to analysis of content. The analysis of content follows this order: pre-analysis, exploration of the material or codification and treatment of the result through the inference and interpretation of the data⁽¹³⁾.

The statements of the participants of the focus group were identified in the text by the initial E, followed by the number of identification.

The project was approved by the Committee of Ethics and Research of the Faculdade de Medicina/Hospital Universitário Antônio Pedro of the Universidade Federal Fluminense protocol CAAE no. 0213.0.258.258-10.

Results

The sense of the Professional Masters Degree for the Master Degree Students

One of the present ideas in the group is that the PM has a great relation with the professional practice. *The practice feeds PM and the product of our master's degree will feed the practice (E1). ... In the PM I look for the tools to improve assistance. It makes turn practice into a problem and I go back to it all the time (E4). In the beginning I felt difficulty to establish a relation of what I was studying in a PM with my assistential daily activities, but now I can see the results (E7). ... It is more significant for the nurses who work besides the patient's bed (E2). ... The professional practice per se is not satisfactory, there is a lot more to wish, once it is a very technician and fragmented (E5). PM is a help for the practice and an opportunity to rescue values for the nurse (E8). ...I found myself in PM, I have been working in nursing for years and I have never had a reflection with my colleagues on what I was doing. Today I do it all the time here, even at lunch time (E6).*

Another aspect pointed out is that PM places the student facing the student's feelings of pride and prejudice. *People in general either don't know PM or have*

prejudice against it. Our own school should be the first one to value PM and to worry about publicizing it, but this is not what happens (E11). ...Many professors here at school have prejudice, they say that PM is a waste of time, it doesn't work for the selection of the professors and with it we wouldn't do the Doctor's degree (E12). ...I, for myself, I am just going to be confident when I manage to go to Doctor's degree (E8). I am afraid to be discriminated for having done PM (E4). We, students, are the ones who need to provide more visibility to PM through our publishings (E9). ...There is prejudice also from work, my colleagues at the hospital which did AM look at me with disdain. But I kept on studying and saw that this is lack of disclosure of what PM is. In the past this would happen with engineering, but know they value MP a lot (E7). ... Despite being a self financed course, PM is very demanding (E10). I don't think AM can be better. We want to give something back to assistance, what is unimportant about this? I am proud of myself for being here (E3).

PM also promotes critical sense and the rescue of ethical values in the nurse. *PM helps me to reflect and put things together (E7). I learn a lot with the diversity of experiences of my colleagues here, all of them already have an experience with the nursing professional, the positions and functions held within nursing are many, the meeting is very rich (E6). ...At lunch time we discuss leadership in nursing very properly (E10). I try to hold my horses, but it is difficult because the institution follows other paths (E8). ...From the PM on I am rescuing the values that I cultivated in graduation, but the productivist logic of the service deteriorated (E5). ...PM is not just to obtain a title and improve salary, but to discuss ethical values. PM reignited my flame (E3).*

The master's student noticed that there are differences between AM and PM. *Why are there two types of master's degree? If there were only one, would it absorb people with different objects of the research, including on practice (E4)? PM must necessarily be turned to assistance, but it also has the academic scientific component (E1). ...In PM we cannot develop exclusive academic research, it is to discuss practice, isn't it? How could the assistential researches that we develop here fit in AM? (E10). ...There are researches in AM that are not suitable for the PM. This is also valid for the theoretical methodological approaches, for example, the phenomenology seems to be more related to the AM than to PM (E8). AM wouldn't be sufficient for me. I became a technician in time and PM helped me to integrate the technical acting with scientificity (E5). PM works to exchange experiences (E2). ...There are requirements*

in the PM that the AM can't have, for example, at least two years of professional experience, I think that all the nurses should leave university and work in assistance. You can't be a nurse without having taken care of someone at any time in your life. This is the type of nurse that goes straight to AM. It is complicated to teach something that you've never done. How to become a professor of an inherent practical profession without any professional practice? (E1). ...The difference between PM and AM is not only in the origin of the student (being in practice), nor in the focus of the problem, because a student of AM can also have this object turned to the professional practice, but the PM necessarily has a product directly turned to health service or to a company (E11).

Motivation of the nurses for the achievement of PM

Part of the group of master's students reported to have chosen PM because the academic master's degree was not suitable for their profile. *I went to an academic master's degree in collective health as a listener, but I didn't like it (E4). ...I would go to AM but just with my body, but without my heart. I would have to adapt myself to a research of the advisor (E8). ...I participated in a project of research to be admitted in the AM and I felt that the advisor just wanted my body, once the work of the research had to be hers, while I had my own interests regarding research (E5). I already had the project ready, but the AM didn't suit my profile and I didn't correspond to it (E1).*

Some report to accomplish master's degree in order to advance professionally. *I had to do the master's degree because it was a requirement of the work (E2). ... I don't regret having made the option for professional master degree, although I also work in the academic degree (E7). ...I will take a lot from here. Today I noticed how much new reading I need as well as more knowledge (E3).*

Relation with the health service after entering PM

The institutional recognition occurs in specific cases. *It changed the way to be treated. I was considered a bore for talking too much (E8). ...My image at the institution improved a lot, they didn't tolerate me, but now they will have to swallow me (E9). I am from an institution of science and technology, so I have support*

based on specific law (E1). ...My manager is interested in what I do in the master's degree. My colleagues incentivize me (E12). ...It is more like an exchange coin (E3). ...The support is greater from the medical team than from the nursing (E10). ...I receive support from all my team (E11).

Irony is experienced by the PM students regarding their peers and also the management. *A colleague from work asked how I could manage to go to the master's degree. They are ironical saying that I made it because I am pretty (E9). ...The relation with the management was never good (E8). ...the master's degree brought me discernment to direct what is worth facing (E2).Sometimes they disqualify me personally, others disqualify the PM (E7). ...Many of them do not support me because they think I am demanding. There are jokes about having a nurse in practice with scientific evidence (E1).*

Contribution of the PM for the work

Part of the master's degree students think that the PM will not bring contribution for their work due to the lack of support they received by part of their work to enter in the master's degree. *As soon as I started the masters, I quit. That's why, I can't take it back there (E11). ...The contribution will be for my professional and personal life (E1). ...The private institution doesn't help in anything, it seems that doing the masters degree is a waste of time (E3). ...I am not giving any feedback for the current job, but for a new area that is opening, because I have to change the object of my study (E9). ...It seems there is a drawback in nursing. It is so difficult for us to get a job! (E5). ...I will not give anything for those who gave nothing (E8).*

Other elements of the group – those who were incentivized by their work to do PM say that PM will bring contribution for the work. *The contribution is a two way road. I take it from work to school and from there to work (E6). My dream is to see may institution apply the nursing process (E1). ...I hope to able to make these changes. I don't want to do what the other did, become able and then leave (E3). ...I intend to go to other places, I don't want to be limited (E9). ...I have worked in this institution for years. I want to help it, but I want to live new things (E12). ...Sometimes I think that my job is the worst place in the world, but other times I see it is not so bad, so I want to improve it (E10).*

There are those who consider that there is

restriction in this contribution. *If they let me take it, I will take it...* (E4). *...My boss told me that PM is a waste of time* (E8). *...I know nurses that did important works for the practice in the master's degree and could not take them because they were not allowed* (E2). *...I work with the process of nursing and the research had a way to be applied, but it depends on the institutional will. It seems that there is no room for contribution in the institution* (E11). *...I think that there is no room for the applicability of our studies in the practice* (E8). *...We just want to survive* (E9). *...They told me that there is difficulty for the nurse to impose herself in the institution, and that's why I don't know if I am going to take something there or not* (E2).

Discussion

From the statements of the group researched, the following elements are outstanding to distinguish PM from AM: be turned to assistance, preserving the technical scientific component; projects of research related to the assistential practice; theoretical-methodological approaches pertinent to the development of researches directed to the professional practice; students with wide professional experience, which allow the exchanges of experiences among the students themselves; and academic production directed to the work.

The statements presented are according to the concept of the PM defined by Administrative Rule no. 17 of 2009 which establishes for the PM the objective of enabling personnel for the transforming professional practice⁽¹⁴⁾. The student highlights his initial difficulty to relate his object of study to his daily activities of work, requiring an adjustment in the language, once, traditionally, the university and the work do not dialog and PM brought this advancement in this proposal. It is important to highlight the opportunity of a greater reflection on the reality of work provided by the experience with the students-nurses of the PM, once at the health unit where they work, a routine of studies or analysis of the daily experiences is not yet established. The assistential practice of nursing is traditionally centered in technical procedures and not in a widened clinic concerning the established care,

although this might be suggested.

The habit of the dialog and of the reflection installed by the academic routine of the PM is significant in order to reach a critical and creative professional practice, able to bring innovations of procedures and processes applied by means of the incorporation of the scientific method, although the nurses present fear on the real possibility of promoting changes at work. Actually, in another study⁽⁴⁾, it is proved that the knowledge generated by the nurse during the courses of masters degree and doctor's degree are little valued or little applied by the managers of the health services.

The students talk about the social prejudice regarding PM experienced in and out of the university. The university and the academic community, although having to shelter PM due to the pressure of the world of work in the mid-90s, they did it without the substantial discussion of its introduction in the Brazilian post-graduation system. So, the PM has a significant rejection of the academic community. The controversy regarding the PMs results from the fact that the master's degree is a post-graduation title *stricto sensu* but present in the Brazilian scenario, being associated to the knowledge and the world of academy, where the PM is seen as a heritage of the courses of specialization, added with papers and turned to the market. A discussion defining the conceptual difference between the two types of course of master's degree is still necessary today, and they also happen between the PM and the Specialization Courses⁽¹⁵⁾. Maybe because of that, the student of PM is still today, in the scope of this own course, professors who do not understand the mission, the limits and the possibilities of PM. So, it is necessary that the professor of PM value the professional experience and search balance, which is the characteristic of the profile of the professional wanted.

Another aspect to be considered is regarding this dispute for resources after post-graduation. It is feared that the development of PM may jeopardize MA and the doctor's degree, causing the reduction of the

government investments made in them⁽¹⁵⁾.

Although CAPES itself had initially established many limits for the opening of the PM, delegating its financing to the private initiative and avoiding discussing about a policy of expansion of this modality of post-graduation *stricto sensu*, it evaluated until 2012 the programs of PM based on criteria established for academic masters degree. Only after 2013 the specific criteria for the evaluation of the professional master's degree were established in some areas, among them the area of nursing.

Despite the difficulties found, the student of the PM expresses pride in attending this kind of program, recognizing its value for himself and for his professional practice. The PM leads him to acquire new professional competences, the knowledge and the updating, these are necessary elements to guarantee the survival, both of the professional as well as of his own profession in the context that new public policies of health, which pursuit articulation between services and educational institutions aiming at approximating the reality of the work to the contents of the education in health⁽¹⁶⁾.

The statements of the students highlight ethical scientific values linked to the PM. The reflection considered as main objective of the AM is evoked to provide sense to what is experience by the student in the scope of PM. So, the prejudice is demystified concerning the agents of the practice once considered as deprived of theoretical or even academic interest with little potential to manifest the critical thought.

In a certain way, the development of excellence of PM, can be justified by the strictness of the system of evaluation applied by CAPES to the programs of post-graduation. The PM has no authorization from CAPES to work without complying with the requirements which are very close to those proper to AM.

In the AM, the prevalence of the research and the valorization of the bibliographic production happens in detriment of the technology or technique forging a profile of the professors (and learners), which starts with the selection of masters and students, forwarding to the requirements of the final work. The

lines of research and the consequent production of professors and students are essentially scientific. On the other hand, the production with tangible social impact (evaluation in the processes of patenting and verification of intellectual property) – more used to PM is still incipient⁽¹⁰⁾. More recently these aspects have been assimilated by CAPES. The concern with the criteria of evaluation specific for the PM have been a recurrent theme in the National Forum of the Professional Masters and in the Seminar of Assistance of Post-Graduation Course in the Area of Nursing held at CAPES in 2012 and 2013⁽¹¹⁾.

The students of PM perceived the distance existent between the AM and PM, highlighting the importance of the latter for the transformation of the professional practice and the methodological specificity of the processes of construction of knowledge in PM.

Actually, AM has as objective to show the masters degree student the scientific literature of the area, training him in activities of research, in order to qualify him for a professor of university level. The objective of the PM would be a clear direction to find the answer to a specific question proposed by the professional area or identified by the university, as something that must be investigated in the area. However, in the PM, as well as in the AM there must be a methodological formation and research. The formation for the research in the scope of PM is characterized by a greater dynamism and adaptive experience, once it is developed from the demands originated in the professional practice⁽⁸⁾.

From the papers presented, it is expected that in the AM they are a structured exercise of learning. In the PM they are turned to the interpretation of the practice, to the delineation of the lines of action from the knowledge of concepts and theories and the discussion of problems originated in the practice. MP is an opportunity of greater approximation between the works led by the universities and the existing demands in the social and professional field, providing a shortening of the terms between investigation and

its applicability⁽¹⁷⁾.

It is worth clarifying that PM provides identical degree and prerogatives, including for the exercise of teaching, and, like all programs of post-graduation *stricto sensu* has the national validity of the diploma conditioned to the previous recognition of the course⁽¹⁸⁾.

The students present in a first instance a denial related to the choice of the masters degree as a natural continuation of his professional life. A significant part of them had already gone through a process of selection to the AM and saw his initiative frustrated due to the inadequacy of profile and project. There are professional-students who choose to do PM instead of AM, due to the possibility of performing a work of research turned to the practice and not to the university. Because most of the students have been graduated for a long time, were old enough and with wide professional experience, it seems harder for them to follow a line of research of the AM. It is noticed that the student of the PM, facing his insertion in the professional area, adapts himself with more difficulty to the process of academic work and he is already challenged by an emergent problem of his professional experience.

Regarding the motivations to do the PM, like the other students of the post-graduation course, they search for professional improvement. Many times, resulting from the requirement from the work market, some of them want to stay exclusively in assistance, others aimed at working in the university and others already work in the service and in the university and want to improve. It is important to highlight that some students are surprised with the contribution of the reading and discussions made in the scope of PM concerning their personal and professional life. This datum reinforces the idea that the post-graduation improves the professional education of the nurse, qualifies his professional practice and enhances this knowledge and favors the search for scientificity in nursing⁽⁶⁾.

Part of the nursing-students considers that entering in the PM brought knowledge and personal prestige in the scope of this sector of work. Only in

the case of one institution, because it is of scientific nature, the access to the master's degree is seen as a right. Such fact leads us to reflect on the lack of value of the scientific dimension in the scope of the institution of health which is not directly related to the mission of teaching, of science, or of technology. In this case, could not the professionals referred to them benefit from the PM? Another aspect that is worth highlighting is the difference of support received by the social actor involved in the practice. What it seems is that this support is smaller among the peers themselves than among the others, which may indicate that doing the PM can still be considered a privilege of few.

In most cases, the access to the PM is a personal decision of high cost for the worker himself, a condition that not everybody is willing to cope with. The students resent that their employers are negligent or not committed at the time of entering in the PM. Despite that they keep the purpose to do the PM. Certainly, due to the requirement of new work market and productivist restructuring of economy, the demand for professional education comes from the worker themselves, in order to have better condition of competitiveness in the work market. Such demand converges to the interest of the companies, which verify advantages in the qualification of human resources and in the production of knowledge, keeping in mind the need of developing more competitiveness. This reflection finds resonance in a study already developed⁽¹⁹⁾ when it states that the restructuring of the productive system and the economic globalization has been directly interfering on the working force of the health professionals, imposing new requirements to the education and professional qualification.

The PM work is a device of interaction between the university and the work, favoring the mutual growth and the change. We understand that this important partnership can be reached through the development of political competence in the student-worker; a potential agent of change, whether in the academic or in the working scope. However, it should be highlighted that the change is not a condition

provided by the title of Master, but can be conquered in the day-by-day exercise of the critical reflection, resulting from a political formation committed with the transformation of the society, in the sense of the technical competence allied to the social justice. It is also necessary to consider that the conditions of change depend on the character of the totality and the specific process from which it is a moment. 'The modification of the whole is, actually, made after the accumulation of changes in the parts which compose it. Sectoral quantitative alterations are made until a critical point is reached, which shows the qualitative transformation of the totality'^(20:38).

The student of the PM must be prepared to operate changes in the services of health which depend on a critical consciousness of the reality and the education of a social commitment with the changing, which may come from the experience of the Master's Degree.

As to the fact that it needs an institutional or social authorization in order to implement the discoveries promoted by a work of master's degree, it is worth highlighting that even the works which are not read or incorporated by the service, served as learning for the researcher, who will not be the same facing his professional practice. Besides that, in all the fields of knowledge, many researches never overpass the theoretical stage, and, in many cases the number of readers of those works is very reduced⁽²¹⁾.

A final reflection on the meaning of permanent education in which the PM itself is inscribed is necessary. Permanent education, under the perspective defended by Freire, is based on the consciousness that human being has their finitude, due to the fact that, along history, he incorporated to his nature, not only the knowledge that he lived, but to know that he knew and, so he knew that he could see⁽²²⁾. So it is possible to understand PM as a device to learn more, to want more and be more able, an attitude which seems to extrapolate those exiguous objectives proposed by any course, including the Post-Graduation degree.

Final Considerations

The students described PM as a course directed to the nurses involved in the assistance, management and education in nursing. They highlight the existing prejudice in the service and in the university concerning this type of teaching, confronting it to the pride and personal satisfaction doing the course. The contribution of the PM for the formation of the critical thought and for the rescue of commitment and ethical values in the profession is highlighted.

The PM is different from the AM due to its strong adherence to the professional practice indicated as follows: origin of the students, focus on investigation/ problem of the study and product directed to the practice. The main motivation of the students to enter this program was their profile and their trajectory. It is said that the health services little incentivizes or stimulates the admission or permanence in the program. They show the value of the product of the PM for the work, but they fear not being able to implement changes in the practice due to the lack of interest and the elucidation of the managers of the health services.

So, it is concluded that in nursing there is fertile ground for the development of the PM facing the need to better enable the professionals for the health service or company. For its expansion it is necessary to consider the political project of the profession, that is, a critical nurse with strong social commitment. So, the Pedagogical Political Project of the PM, besides contemplating the practical-theoretical integration, must provide opportunity for the development of clinical and reflexive capacity of the student, which requires pedagogical mechanisms that provide the theoretical deepening of the themes developed in the scope of the course.

Collaborations

Tavares CMM and Leite MMJ contributed for the conception of the study, review of literature, data collection, data analysis, full writing of the manuscript and final approval of the version to be published.

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