



MAPPING OF NURSING SPECIALIZATION COURSES IN THEIR ENTIRETY AND CONTRADICTIONS

MAPEAMENTO DOS CURSOS DE ESPECIALIZAÇÃO EM ENFERMAGEM EM SUA TOTALIDADE E CONTRADIÇÕES

LEVANTAMIENTO DE LOS CURSOS DE ESPECIALIZACIÓN EN ENFERMERÍA EN SU TOTALIDAD Y CONTRADICCIONES

Josicélia Dumêt Fernandes¹, Rosana Maria de Oliveira Silva², Luíze da Silva Rezende da Mota³, Ana Carolina Pinto da Silva⁴, Lázaro Souza da Silva⁵, Carolina Marques Freitas⁶

ABSTRACT

Objective: to describe the panorama of the post-graduation courses for nurses in their totality and contradictions. **Method:** this study is exploratory-descriptive with quantitative approach. The postgraduate degree is offered in the Metropolitan Region of Salvador (BA), Brazil. The data collection was carried out in the computer lab at the Nursing School of the Federal University of Bahia/UFBA. In the data processing, the Microsoft Excel® Program was used, in which, later, a database was constructed, the variables were analyzed and presented in tables. **Results:** there were 72 specialization courses offered to nurses in 20 educational institutions, located only in the city of Salvador. **Conclusion:** the courses had varied characteristics, allowing greater accessibility and several possibilities for professionals. This study has led us to recognize that, while it is necessary to increase the number of skilled nursing professionals, it is also necessary that this expansion considers the health conditions of the population and the health services system. **Descriptors:** Education; Specialization; Nursing.

RESUMO

Objetivo: descrever o panorama da pós-graduação *lato sensu* para enfermeiros em sua totalidade e contradições. **Método:** estudo exploratório-descritivo, com abordagem quantitativa. A pós-graduação é oferecida na Região Metropolitana de Salvador (BA), Brasil. A coleta foi realizada no laboratório de informática da Escola de Enfermagem da Universidade Federal da Bahia/UFBA. No tratamento dos dados, foi utilizado o Programa Microsoft Excel®, no qual, posteriormente, foi construído um banco de dados, sendo as variáveis analisadas e apresentadas em tabelas. **Resultados:** foram identificados 72 cursos de especialização oferecidos para enfermeiros em 20 instituições de ensino, localizadas apenas na cidade de Salvador. **Conclusão:** os cursos possuíam características variadas, o que permitiu maior acessibilidade e várias possibilidades para os profissionais. O presente estudo nos levou a reconhecer que, ao mesmo tempo em que é necessário ampliar o número de profissionais de enfermagem qualificados, é necessário também que essa ampliação considere as condições de saúde da população e do sistema de serviços de saúde. **Descritores:** Educação; Especialização; Enfermagem.

RESUMEN

Objetivo: describir el panorama de la post-graduación para enfermeros en su totalidad y contradicciones. **Método:** estudio exploratorio-descriptivo, con enfoque cuantitativo. La post-graduación es ofrecida en la Región Metropolitana de Salvador (BA), Brasil. La recolección fue realizada en el laboratorio de informática en la Escuela de Enfermería de la Universidad Federal de Bahia/UFBA. En el tratamiento de los datos, fue utilizado el Programa Microsoft Excel®, en el cual, posteriormente, fue construido un banco de datos, siendo las variables analizadas y presentadas en cuadros. **Resultados:** fueron identificados 72 cursos de especialización ofrecidos para enfermeros en 20 instituciones de enseñanza, localizados apenas en la ciudad de Salvador. **Conclusión:** los cursos tenían características variadas, lo que permitió mayor accesibilidad y varias posibilidades para los profesionales. Este estudio nos llevó a reconocer que, al mismo tiempo en que es necesario ampliar el número de profesionales de enfermería calificados, es necesario también que esa ampliación considere las condiciones de salud de la población y del sistema de servicios de salud. **Palabras clave:** Educación; Especialización; Enfermería.

¹Nurse, Ph.D. in Nursing, Main Professor, Nursing School, Federal University of Bahia/UFBA. Salvador (BA), Brazil. E-mail: dumet@ufba.br; ²Nurse, Ph.D. Professor in Nursing, Nursing School, Federal University of Bahia. Salvador (BA), Brazil. E-mail: rosanaosilva@hotmail.com; ^{3,4,6}Nursing graduates, Nursing School of the Federal University of Bahia/UFBA. Scholar at the Institutional Scholarship Program/PIBIC. Salvador (BA), Brazil. E-mail: luize.rezende@hotmail.com; ana-carolina_pinto@hotmail.com; carol.mfreitas@gmail.com; ⁵Nurse, Master's degree student in Nursing, Graduate Program in Nursing, Federal University of Bahia/UFBA. Salvador (BA), Brazil. E-mail: lazolss@gmail.com

INTRODUCTION

Specialization is a modality of post-graduation aimed to qualify the professional to deepen the knowledge in a certain area of knowledge and expand their opportunities in the job market. Globalized economic and social development, technological innovations and expansion of health services, the increase in the offer of undergraduate nursing courses and a highly competitive labor market, requiring professionals specialized in certain areas of knowledge, have made to emerge the need for an investment of the professional in the search for their qualification.¹⁻³

The specialization courses were regulated by the Ministry of Education through Resolution CNE/CES 1 of June 8, 2007,⁴ but they lacked the definition of a body responsible for the regulation of these courses. This gap probably contributed to its expansion in educational institutions, particularly private, which recognized the great market that was being announced. On February 12, 2014, the Ministry of Education published Resolution CNE/CES 2,⁵ establishing the national registry of the provision of postgraduate courses (specialization) of institutions accredited in the Federal Education System⁶ for the recognition of these courses. On the other hand, when they perceived the demand of professionals who sought specialization courses, higher education institutions began to increase the quantity of the offer, mainly in the private sphere.¹⁻³

Despite the recognition that the expansion of specialization courses takes place throughout the country,^{six} we have observed a scarcity of published data. From this reality, the need for this study, justified by the need to know the panorama of the postgraduate course (specialization), more specifically in the Metropolitan Region of Salvador (BA), Brazil, has emerged, considering that, in the Northeast Brazil, Bahia was the state with the highest number of undergraduate courses, and that Salvador is the municipality with the highest number of courses.¹

Given these considerations, the following question was raised: What is the panorama of the postgraduate course program for nurses in the Metropolitan Region of Salvador?

The scope of the response to this questioning should allow the visibility of the reality of the specialization courses offered to nurses in the Metropolitan Region of Salvador, considering the importance of the work that these professionals perform in the health

services and their representativeness in the Unified Health System (SUS). It should also provide elements for the scientific and technological development of the area, as well as provide subsidies for public policies on health and education, particularly those that touch the nursing area.

OBJECTIVE

- To describe the panorama of the postgraduate course for nurses in their totality and contradictions.

METHOD

This study is exploratory-descriptive with a quantitative approach. The instrument used for data collection was a pre-coded form with closed questions, encompassing variables: teaching modality, administrative nature of the nurse training institution, course offer, type of course and area of expertise offered. In the instrument, there was the option “Not informed” to characterize the information that was not available for the courses. In this way, the data obtained by the variable were scorned, considered as sample loss of the study and the information available was analyzed. The collection period was from January to May 2014, in the computer lab of a Public Higher Education Institution of the city of Salvador. The keyword “specialization courses in nursing” was used, searched in sites and online pages of organizations that offer specialization courses in the Metropolitan Region of Salvador. This region encompasses 13 municipalities: Camaçari, Candeias, Dias d’Ávila, Itaparica, Lauro de Freitas, Madre de Deus, Mata de São João, Pojuca, São Francisco do Conde, São Sebastião do Passé, Salvador, Simões Filho, and Vera Cruz.

In the data processing, the Microsoft Excel® Program was used, and later, a database was constructed, with the variables analyzed and presented in tables.

Because it is research that involves data from the public domain, without involving human beings, there was no need for approval of the Research Ethics Committee, according to Resolution of the National Health Council 466/12.⁷

At the first moment, it was made the identification of the institutions that offer specialization courses for nurses, through a matrix containing data of identification and location. In the second moment, the courses offered were characterized by a pre-coded questionnaire with the following variables: teaching modality, administrative nature of the nurse training institution, course offer,

type of course and area of specialization knowledge offered. A database of these courses was then built and should be available for further study.

RESULTS

There were 72 specialization courses offered to nurses in 20 educational institutions, located in the city of Salvador.

Table 1 shows the characteristics of Nursing Specialization courses as to the modality of teaching and the type of the course.

Table 1. Characterization of specialization courses in Nursing in the Metropolitan Region of Salvador regarding the modality of teaching and type of the course, Salvador (BA), Brazil, 2015

Modality	n	%
Face-to-face	47	70
Distance	18	27
Concurrent attendance	2	3
Types of courses		
Theoretical	47	70
Theoretical-practical	10	15
Theoretical-practical with internship	10	15

Table 2 shows the characteristics of the specialization courses in Nursing, regarding the administrative nature and the nurse training institution.

Table 2. Characterization of nursing specialization courses in the Metropolitan Region of Salvador regarding the administrative nature and the nurse training institution, Salvador (BA), Brazil, 2015

Administrative nature	n	%
Private	18	90
Public	1	5
Philanthropic	1	5
Nursing training institution		
Yes	11	55
No	9	45

Table 3 shows the shifts offered of specialization courses in nursing in the Metropolitan Region of Salvador, Brazil.

Table 3. Shifts offered of nursing specialization courses in the Metropolitan Region of Salvador. Salvador (BA), Brazil, 2015

Shift	n	%
Morning/afternoon/evening	26	57,8
Morning/Evening	15	33,3
Afternoon/evening	3	6,7
Evening	1	2,2

Table 4 shows the knowledge area of nursing specializations offered in the Metropolitan Region of Salvador, Brazil.

Table 4. Area of knowledge of nursing specializations offered in the Metropolitan Region of Salvador. Salvador (BA), Brazil, 2015.

Specialization	n	%
Occupational Nursing	13	18
Emergency and Emergency Nursing	9	12.5
Obstetric Nursing	9	12.5
Nursing in Intensive Care	4	5.5
Nursing in Cardiology and Hemodynamics	4	5.5
Nursing in Oncology	3	4.2
Neonatal and Pediatric Nursing	3	4.2
Nursing in Nephrology	3	4.2
Medical-Surgical Nursing	3	4.2
Nursing in Public Health	2	2.8
Nursing Dermatology	2	2.8
Nursing in Emergency and Intensive Care	2	2.8
Nursing in Neonatal and Pediatric Intensive Care	2	2.8
Others	13	18

DISCUSSION

The Metropolitan Region of Salvador, in the State of Bahia, Brazil, has specialization courses in nursing with different characteristics and available to all kinds of possibility and interest of the professional. However, all the courses found are located in the city of Salvador.

This concentration of courses in the city of Salvador is justified by the macrocephaly in the metropolises, offering a vast network of health services of low, medium and high complexity, and several Higher Education Institutions in public and private sphere.⁸⁻⁹

This centralized supply of courses follows the trend of other regions of the country with metropolises of national importance, such as São Paulo and Rio de Janeiro, which concentrate many courses to the detriment of other cities in the region.⁹

Regarding the modality and type, of course, most course (70%) are theoretical and developed in the face-to-face teaching modality, but there is a significant number of courses in the distance modality. This modality appears as a possibility to make the knowledge more accessible and with greater power of comprehensiveness, with a flexible time and space for the professionals to do it,¹⁰ besides having a lower cost to be offered.⁶

The theoretical courses are questioned because they favor the commitment of the technical training of the professional without previous experience. Thus, distance education courses are questioned by the lack of hours of practical classes, since nursing is an eminently practical profession - a fact that can trigger a reflection on the training of these professionals and the quality of these courses.^{6,11,12}

Regarding the administrative nature and training institution, it was identified that all courses, regardless of the administrative nature of the organization, are subject to financial investment by the student. Thus, many private organizations offering specialization courses have been observed because of the interest and marketing logic of the educational sector with a large number of recent graduates who seek specializations as a way of being differentiated from the highly competitive labor market. Even, the course offered at the public institution needs investment by the student. As a result, the specialization courses began to highly grow, as a new lucrative possibility to offer what the market was looking for, who were more skilled professionals.¹³⁻⁵

Besides this reality, specializations in the country are strong in the Northeast, because, due to the difficulty of entering postgraduate courses and the expansion of Higher Education Institutions, they have become the best training opportunity for the work and insertion in the professional market.¹⁶

Regarding the courses, more than 50% of them were offered in the three shifts and on weekends, to meet the great demand for nurses who seek specialization and who do not have availability of time in the long working day.¹⁷

These courses have a greater flexibility of time and space in their offer, which is considered a facilitating factor since they can be adjusted according to the availability of students and teachers.¹⁷

Regarding the area of knowledge of specializations, the Occupational Nursing course was the theme most offered by the courses in the metropolitan region of Salvador, both in face-to-face and distance and semi-distance modalities. This concern for

specialized training in health workers is not something recent. In 1975, the Nursing School of the Federal University of Bahia offered the Specialization Course in Nursing of Labor, to meet the demand existing at the time: the installation of Petrobrás in Bahia in 1961 and the Petrochemical in 1978.¹⁸

The recent movement of migration of several industries from the center-south of the country towards the Northeast Region, attracted by the fiscal incentives offered by governments, triggered an increase in the offer of specialization courses in Occupational Health Nursing.¹⁷

Other courses with greater occurrence in the research were Nursing in Emergency and Obstetrics Nursing.

In the 1970s and 1980s, there were the training of obstetrical nurses, but without political incentives. With the presence of institutional barriers to the performance of these nurses, there was a deficit in the quantity of these professionals in this period. However, from 1990, important changes in the educational policy area began to occur, and new curricular guidelines were proposed, similar with the ideals of the Sanitary Reform. Between 1999 and 2004, 76 Obstetric Nursing Specialization courses were financed in the country and 1,366 obstetric nurses were qualified.¹⁹⁻²⁰

Subsequently, governmental actions and public policies encouraged the training of obstetrical nurses with the creation of the National Residency Program in Obstetric Nursing (PRONAENF). Also, the World Health Organization has designated obstetric nurses to deliver childbirth to reduce maternal mortality, contributing to the increase in the supply of courses in this specialty.²⁰

Another fact that stimulated the creation of new courses in obstetrics was the beginning of the *Rede Cegonha*, created in 2011 by the Ministry of Health, whose objective is to improve the quality and increase access to prenatal care, delivery assistance and Puerperium and the child up to 24 months old, so maternal and infant mortalities would be reduced.²¹

On the other hand, the high offer of the Emergency courses has its influence on historical conformation, in which hospitals were the largest market for health work.²

CONCLUSION

The study enabled to identify that the Nursing specialization courses in the Metropolitan Region of Salvador, which

encompasses 13 municipalities, are concentrated in its entirety in the city of Salvador. It is justified because this city concentrates all the services of the political-economic importance of the region. Although other municipalities have significant importance and contribution to the region's economy, Salvador has all the control of the services provided.

The courses had varied characteristics, allowing a greater accessibility and a range of possibilities for professionals.

The area of knowledge with the greatest offer was Occupational Nursing, which accompanied the industrial growth in the region and the search for professionals trained to work in Worker's Health area and being a theoretical course in its essence more easily flexible as to the possible modalities.

The need for newly qualified nursing professionals to act in the services is a reality. There was an imbalance in the supply of courses between the public and private schools and an unequal distribution of courses and vacancies offered by the various municipalities of the Metropolitan Region of Salvador, generating imbalances in the supply of skilled nursing workforce to the health services.

We identified a high amount of distance and eminently theoretical courses, without activities in the scenarios of health/nursing practices, hindering to develop skills and abilities in the area and qualified professional training.

This study has led us to recognize that, while it is necessary to increase the number of qualified nursing professionals, it is also necessary that this expansion considers the health conditions of the population and the health services system to effectively contribute to the consolidation of SUS.

FINANCING

Study funded by the National Council for Scientific and Technological Development (CNPq) and the State of Bahia Foundation for Research Support (FAPESB).

REFERENCES

1. Erdmann AL, Fernandes JD, Teixeira GA. Panorama da Educação em Enfermagem no Brasil: graduação e pós-graduação. Enfermagem em Foco [Internet]. 2011 [cited 2015 Sept 17];2(Supl1):89-93. Available from: <http://revista.portalcofen.gov.br/index.php/enfermagem/article/view/91/76>

2. Barbosa TSC, Filho AJA, Santos TCF, Gomes MLB, Oliveira AB, Souza MCF. Políticas de saúde e educação e a oferta dos cursos de especialização em enfermagem- 2001-2007. Rev Enferm UERJ [Internet]. 2011 [cited 2015 Sept 17];19(2):292-8. Available from: <http://www.facenf.uerj.br/v19n2/v19n2a20.pdf>
3. Velloso A. A pós-graduação no Brasil: legados e desafios. Almanaque Multidisciplinar de Pesquisa [Internet]. 2014 [cited 2015 Sept 17];1(1):4-15. Available from: <http://publicacoes.unigranrio.edu.br/index.php/amp/article/viewFile/2648/1241>
4. Brasil. Ministério da Educação. Conselho Nacional de Educação. Câmara de Educação Superior. Resolução n.º 1, de 8 de junho de 2007. Estabelece normas para o funcionamento de cursos de pós-graduação lato sensu, em nível de especialização [Internet]. Brasília, DF: Diário Oficial da União, 8 de junho de 2007 [cited 2015 Sept 17]. seção 1. p. 9. Available from: http://portal.mec.gov.br/cne/arquivos/pdf/rces001_07.pdf
5. Brasil. Ministério da Educação. Conselho Nacional de Educação. Câmara de Educação Superior. Institui o cadastro nacional de oferta de cursos de pós-graduação lato sensu (especialização) das instituições credenciadas no Sistema Federal de Ensino. Diário Oficial da União, Brasília, 13 de fevereiro de 2014 - Seção 1 - p. 4. Available from: <http://reitoria.ifpr.edu.br/wp-content/uploads/2015/03/02-de-12-de-fevereiro-de-2014.pdf>
6. Gozzi MP, Kenski VM. A especialização online no Brasil e as perspectivas para atendimento às demandas emergentes. Educação em Revista [Internet]. 2012 [cited 2015 Sept 17];13(2):81-92. Available from: <http://www2.marilia.unesp.br/revistas/index.php/educacaoemrevista/article/view/3289/2549>
7. Brasil. Conselho Nacional de Saúde. Comissão Nacional de Ética em Pesquisa. Dispõe sobre a pesquisa envolvendo seres humanos [Internet]. 2012 [cited 2015 Sept 17]. Available from: <http://conselho.saude.gov.br/resolucoes/2012/Reso466.pdf>
8. Ribeiro LCQ, Silva ET, Rodrigues JM. Metrôpoles brasileiras: diversificação, concentração e dispersão. Revista Paranaense de Desenvolvimento [Internet]. 2011 [cited 2015 Sept 17];120:177-207. Available from: <http://www.ipardes.pr.gov.br/ojs/index.php/revistaparanaense/article/view/232/674>
9. Silva SBM, Silva BCN, Silva MP. A Região Metropolitana de Salvador na rede urbana brasileira e sua configuração interna. Scripta Nova. Revista Electrónica de Geografía y Ciencias Sociales [Internet]. 2014 [cited 2015 Sept 17];23(479). Available from: <http://www.ub.es/geocrit/sn/sn-479.htm>
10. Okagawa FS, Bohomol E, Cunha ISKO. Competencies developed in a nursing management distance learning specialization course. Acta Paul Enferm. [Internet]. 2013 [cited 2015 Sept 17];26(3):238-44. Available from: http://www.scielo.br/pdf/apv/v26n3/en_06.pdf
11. Pereira AF, Nicácio MC. Formação e inserção profissional das egressas do curso de residência em enfermagem obstétrica. Rev. Enferm. UERJ [Internet]. 2014 [cited 2015 Sept 17];22(1):50-6. Available from: <http://www.e-publicacoes.uerj.br/index.php/enfermagemuerj/article/view/11418/8977>
12. Danilo DT, Carolina VT, Elenice VC, Eliete MS. Formação acadêmica e a prática profissional de enfermagem: interfaces para reflexão. Revista Baiana de Saúde Pública [Internet]. 2014 [cited 2015 Sept 17];38(1):155-62. Available from: http://inseer.ibict.br/rbsp/index.php/rbsp/article/viewFile/737/pdf_472
13. Okagawa FS, Bohomol E, Cunha ISKO. Specialization course in nursing management: improvement proposals from students' perspective. Rev Min Enferm [Internet]. 2014 [cited 2015 Sept 17];18(2):320-6. Available from: <http://www.reme.org.br/artigo/detalhes/930>
14. Silva KL, Sena RR, Tavares TS, Maas LW. Expansão dos cursos de Graduação em Enfermagem e mercado de trabalho: reproduzindo desigualdades? Rev Bras Enferm [Internet]. 2012 [cited 2015 Sept 17];65(3):406-13. Available from: <http://www.scielo.br/pdf/reben/v65n3/v65n3a03.pdf>
15. Barros J, Tavares SC, Costa A, Silva S. A Formação do profissional enfermeiro e o mercado de trabalho na atualidade. Gestão e Saúde [Internet]. 2013 [cited 2015 Sept 17]. Available from: <http://gestaoesaude.bce.unb.br/index.php/gestaoesaude/article/view/675>
16. Chaves VLJ. Perfil do financiamento e da expansão do setor público e privado da educação superior brasileira Pós-LDB [Internet]. Universidade Federal do Pará. 2010 [cited 2015 Sept 17]. Available from: <http://www.anpae.org.br/simposio2011/cdro>

[m2011/PDFs/trabalhosCompleto/comunicacoesRelatos/0534.pdf](http://www.facenf.uerj.br/v19n3/v19n3a14.pdf)

17. Zeitoune RC, Oliveira DR, Montalvão EA, Muniz HD. A formação dos profissionais de enfermagem do trabalho na perspectiva das instituições formadoras. Rev Enferm Uerj [Internet]. 2011 [cited 2015 Sep 17];3(19):420-5. Available from: <http://www.facenf.uerj.br/v19n3/v19n3a14.pdf>

18. Silva RM, Cordeiro AL, Fernandes JD, Silva LS, Teixeira GA. Contribution of a residency specialization program to professional know-how. Acta Paul Enferm [Internet]. 2014 [cited 2015 Sept 17];27(4):362-6. Available from: http://www.scielo.br/pdf/ape/v27n4/en_1982-0194-ape-027-004-0362.pdf

19. Justino ET, Przenyczka AR, Kalinke LP, Campos O. História da especialização em enfermagem Oncológica - Modalidade Residência - no hospital Erasto Gaertner. Cienc Cuid Saude [Internet]. 2010 [cited 2015 Sept 17];9(1):167-72. Available from: <http://www.periodicos.uem.br/ojs/index.php/CiencCuidSaude/article/view/8432/5750>

20. Vieira BDG, Moura MAV, Alves VH, Rodrigues DP. A prática dos enfermeiros obstetras egressos da especialização da Escola de Enfermagem Anna Nery. Rev Enferm UERJ [Internet]. 2012 [cited 2015 Sep 17];20(esp1):579-84. Available from: <http://www.facenf.uerj.br/v20nesp1/v20e1a05.pdf>

21. Brasil. Ministério da Saúde. Secretaria de Atenção à Saúde. Departamento de Ações Programáticas Estratégicas. Portaria nº 1.459, 24 de junho de 2011. Institui, no âmbito do Sistema Único de Saúde, a Rede Cegonha [Internet]. Brasília, DF: Diário Oficial da União; 2011 [cited 2015 Sept 17]. Seção 1. Available from: http://bvsms.saude.gov.br/bvs/saudelegis/gm/2011/prt1459_24_06_2011.html

Submission: 2016/10/22

Accepted: 2017/03/27

Publishing: 2017/06/01

Corresponding Address

Josicélia Dumê Fernandes
Escola de Enfermagem UFBA
Campus Universitário do Canela
Avenida Dr. Augusto Viana, S/N
Bairro Canela
CEP: 40110-060 – Salvador (BA), Brazil

English/Portuguese

J Nurs UFPE on line., Recife, 11(6):2459-65, June., 2017