



MEANING OF THE MASTERS FOR MASTER STUDENT NURSES

SENTIDOS DO MESTRADO PARA ENFERMEIROS MESTRANDOS

SENTIDOS DEL MÁSTER EN ENFERMERÍA PARA LOS ALUMNOS

Rejane Eleuterio Ferreira¹, Claudia Mara de Melo Tavares²

ABSTRACT

Objective: to describe the sense of accomplishment of the masters in Nursing for the students. **Method:** this is a qualitative, descriptive and exploratory study, with sociopoetic inspiration, carried out with nurses who study the Academic Master's Degree and the Professional Master's Degree at the Aurora Afonso Costa Nursing School, Federal Fluminense University. The data were produced, through the research group, with the accomplishment of an aesthetic experimentation, that worked the five senses, from the generating theme "What is the sense of being in the masters?" The following data are generated by the group. **Results:** it is informed that the main direction of nurses to attend the master's degree is related to the search for new knowledge, new meanings in a collective and interdisciplinary way aiming to improve the quality of assistance. **Conclusion:** the use of a creative technique for the production of the data was made possible by the device of the research group, which allowed the construction of knowledge that could hardly be possible with the use of traditional techniques of data collection. **Descriptors:** Nursing; Nurses; Education; Education Professional; Nursing Education; Professional Practice.

RESUMO

Objetivo: descrever o sentido de realização do mestrado em Enfermagem para os discentes. **Método:** trata-se de um estudo qualitativo, descritivo e exploratório, com inspiração sociopoética, realizado com enfermeiros que cursam o Mestrado Acadêmico e o Mestrado Profissional na Escola de Enfermagem Aurora Afonso Costa, da Universidade Federal Fluminense. Produziram-se os dados, por meio do grupo pesquisador, com a realização de uma experimentação estética, que trabalhou os cinco sentidos, a partir do tema gerador "Qual o sentido de estar no mestrado?". Geram-se os seguintes dados pelo grupo: mandala individual, cartaz coletivo e discussão. Realizou-se a Análise de Conteúdo Temática dos dados produzidos. **Resultados:** informa-se que o principal sentido dos enfermeiros cursarem o mestrado está relacionado à busca de novos conhecimentos, novos sentidos de forma coletiva e interdisciplinar visando à melhoria na qualidade de assistência. **Conclusão:** facultou-se, pelo dispositivo do grupo pesquisador, a utilização de uma técnica criativa para a produção dos dados que permitiu a construção de conhecimento que dificilmente seria possível com a utilização de técnicas tradicionais de coleta de dados. **Descritores:** Enfermagem; Enfermeiros; Educação; Educação Continuada; Educação de Enfermagem; Prática Profissional.

RESUMEN

Objetivo: describir el sentido de realización del máster en Enfermería para los alumnos. **Método:** se trata de un estudio cualitativo, descriptivo y exploratorio, con inspiración sociopoética, realizado con enfermeros que cursan el Máster Académico y el Máster Profesional en la Escuela de Enfermería Aurora Afonso Costa, de la Universidad Federal Fluminense. Se produjeron los datos, a través del grupo investigador, con la realización de una experimentación estética, que trabajó los cinco sentidos, a partir del tema generador "¿Cuál es el sentido de estar en la maestría?" Se generan los siguientes datos por el grupo: mandala individual, cartel colectivo y discusión. **Resultados:** Se informa que el principal sentido de los enfermeros cursar el máster se relaciona con la búsqueda de nuevos conocimientos, nuevos sentidos de forma colectiva e interdisciplinaria, que se refiere a la búsqueda de nuevos conocimientos, nuevos sentidos de forma colectiva e interdisciplinaria con el objetivo de mejorar la calidad de la asistencia. **Conclusión:** se ha facilitado por el dispositivo del grupo investigador la utilización de una técnica creativa para la producción de los datos que permitió la construcción de conocimiento que dificilmente sería posible con la utilización de técnicas tradicionales de recolección de datos. **Descritores:** Enfermería; Enfermeros; Educación; Educación Continua; Educación en Enfermería; Práctica Profesional.

¹PhD student, Fluminense Federal University / UFF, Rio de Janeiro (RJ), Brazil. E-mail: rejane_eleuterio@hotmail.com ORCID iD: <http://orcid.org/0000-0002-9328-174X>; ²PhD, Fluminense Federal University / UFF, Niterói (RJ), Brazil. E-mail: claudiamarauff@gmail.com ORCID iD: <http://orcid.org/0000-0002-8416-6272>

INTRODUCTION

Socio-poetics is developed and implemented widely, as a research method, in Brazilian Nursing. Socio-poetics was created in 1994, by the philosopher and pedagogue Jacques Gauthier, to defend the collective construction of knowledge by researchers and research subjects having, as a basic assumption, that all have diverse knowledge, whether intellectual, sensitive, emotional, intuitive, theoretical, practical, gestural, imaginary and spiritual. For the creator of the method, these knowledges differ as ways of knowing the world, and generally they express themselves through the body and emphasize intuition. Through this perspective, it leads to the expansion of learning and surrendering from researchers to copycats (as the research participants in Socio-poetics are called).¹⁻³

It is noteworthy, when considering this research modality, a viability of access to the senses that students of *Stricto sensu* Post-Graduation attribute to the courses of Academic Master's (AC) and Professional Master's (PM).

The *Stricto sensu* postgraduate course is presented as a proposal for the construction of reflexive, critical and social commitment knowledge. The advancement of the profession, the autonomy and the performance of the professional, and the improvement of the quality of health service, affecting both the assistance strategies and the pedagogical strategies, are influenced by the wisdoms and knowledge derived from this postgraduate modality.⁴⁻⁵

The *Stricto sensu* course is the top of the pyramid of the education system worldwide. However, it cannot be denied that the individual, by investing in their own training, obtains greater possibilities of insertion in the competitive labor market and ascends to the position of managerial or managerially increasing significantly the non-monetary gains, such as culture and social prestige, these privileges obtained by means of qualification in the masters programs.⁶

However, it is noted that the decision to enter a master's and / or doctorate course is complex and individual, being a unique experience in the students' lives. It is known that research that studies the transition from undergraduate to postgraduate studies is rare, that is, the factors that influence students' admission to the postgraduate course, that keep them in the course and that contribute to the conclusion are still little investigated and known.⁷

OBJECTIVE

- ◆ Describe the meaning of the master's degree in Nursing for their students.

METHOD

It is a descriptive-exploratory study, with an approach inspired by Sociopoetics. The sociopoetic expression is called the collective construction of knowledge. It was necessary, to use this method, to follow five basic orientations: research group; valorization of dominant cultures and resistance; thinking, knowing, researching with the whole body, balancing reason and emotion; privileging artistic forms of data production; the ethical, political, poetic and spiritual responsibility throughout the research process.¹⁻²

The data was produced in October 2014, in a classroom of the Aurora Afonso Costa Nursing School of the Federal Fluminense University (EEAAC-UFF), with 12 nurses who attend the AM and PM in this institution denominated co-researchers by sociopoetics.¹

The creative process was initiated in the research group with the presentation of the facilitators, the explanation of the research objectives and the stages of the artistic creation of the data. The signing of the Free and Informed Consent Form was then distributed, with a numbered presence list containing the following information: gender, age, type of master (academic or professional) and the period being studied or 2nd year). It was also requested that each one memorize the number related to the completion of the information as a form of temporary identification of the co-researchers. It was negotiated, soon after, the generating theme: "What is the sense of being in the master's degree?".

After the creation of the generating theme, a presentation dynamic was developed in which the copywriters were instructed to create a badge that identified them by means of symbols and / or drawings, not being allowed words or phrases. The identification number on the attendance list was requested on the badges. The following materials were used for the execution of this dynamics: sheets of cardboard paper, crayons of various colors, crepe tape, ballpoint pen and phosphorus.

After the design of the badges, the opportunity for each one to present itself and justify its design was made. The individual presentation time was counted while a match stick, given to each copier, remained lit. This dynamic of presenting a moment of relaxation

and creativity among the participants was treated. For the maintenance of anonymity, each copier has been identified from the drawings reproduced on the badge.

The technique of senses hearing, touch, taste, smell and vision was used for the production of data. In this technique, elements of nature or not are gathered so that the co-researchers have an aesthetic experimentation with the bodily senses and make a relation with the generating theme of the research. It is an aesthetic experimentation of a playful nature that seeks to sharpen the use of the five human senses as a form of marriage between the search for factual objectivity and the capture of the search for elements of human subjectivity. It is explained that, during the research group, the facilitator seeks to decentralize their points of view with the intention of understanding those of the others producing a succession of knowledge information open to new understandings of the reality marked by collective production.⁸

The co-researchers were seated during the trials. Each direction was worked out in an average of five minutes. During each experimentation, the facilitators were guided by the importance of concentration and memorization of the experience and reflection on the generating theme. "What is the sense of being in the master's degree?"

The copiers were sold and the first sense worked was the hearing. A song of relaxing character was used, and the co-researchers were instructed to sit comfortably in the chair with adequate breathing movements. The co-researchers were induced to memorize the sound experience and to reflect on the proposed question. They used a notebook and a CD in this dynamic and during the process everyone remained silent and relaxed.

It was reported, with the sound off and the participants blindfolded, that the next direction to be worked would be tact using the following materials: plush mouse, plush frog, gelatinous mass, cactus root, varnished turtle, gypsum bear, hair brush, soft neck rest, bridal veil, head massager, headset, steel sponge, wooden piece of massage and napkin to wipe hands.

The objects were handed over to the participants and they passed each other. There was anxiety and agitation in everyone with this experience. Expressions of disgust, satisfaction and fear were easily noticed in participants.

The objects were collected while the copycats remained blindfolded. The smell was

then worked on with the following materials: incense, candle, sprinkled scented paper, sunscreen, white glue in a pot, xylocaine gel in a pot, gelatinous dough and pieces of chocolate. These materials were passed among the copycats so they could smell them. Satisfied with certain aromas, such as perfume and chocolate, and dissatisfaction, with the glue and smells that they could not identify.

The palate was worked in the penultimate sense. As in the previous stages, they prevented the sense of sight through the use of a sale and were offered for the tasting: chocolate, soft candies, sour bullets and sweet candies. Agitation and anxiety were noted during this experience of using the palate and everyone expressed great satisfaction in savoring the chocolate and some showed dissatisfaction when trying the sour bullets.

Finally, the co-researchers were summoned to withdraw the blindfold and work the sense of sight. Objects such as: plush mouse, gelatinous mass, cactus root, varnished turtle, gypsum bear, hairbrush, soft neck rest, bridal veil, little clothe, coin pocket, wind vane, head massager, book, watch, yo-yo blanket, calendar, flowerpot and cell phone were exhibited. The copycats were shaken, who became speakers observing the objects.

Before moving on to the next step, a fifteen-minute break was made for the participants to go to the bathroom and have a snack. During the pause, spontaneous conversation was observed with the exchange of experiences with objects in tact and tasting of the palate, laughter and play with each other, showing great excitement with experimentation.

The copiers were returned to the wallets, they received drawing sheets and a crayon box was placed in the center of the room. The participants were instructed to make a mandala. They chose a wax chalk with the color preference for each and then they made a large circle on the paper and a dot in the center of the circle. Participants were then invited to make drawings representing each of the five senses worked using wax chalk in the colors of their choice. The facilitators recalled each direction in the order in which they were worked out. The mandala was drawn in ten minutes by the participants. The group then received the orientation to answer the question: "What is the sense of being in the master's degree?" Based on each of the senses worked during the dynamics and identifying the sheet with the number of the attendance list filled in at the beginning of the session.

A group-mediated discussion was determined when participants randomly explained the drawings and discussed the sensations experienced with the senses worked, answered the question of the research and talked about the experience of participation in the research group. Emotional copiers were shown to speak of the experience with the senses worked and of the sense of the masters course in the life of each one. After the discussion, one by one was invited to use a word to express the meaning of the master's degree, and a poster with these words: gratitude, creativity, horniness, new, knowledge, different, innovation, sense and team.

The activity was closed with the researcher's thanks to the co-researchers and a new contact was agreed if there was a need for more data production. There was a farewell with lots of excitement, animation and photos.

The data was recorded by means of a voice recorder complemented by observer

annotations. The recording was transcribed for analysis according to the Content Analysis, which followed the following steps: pre-analysis, material exploration and treatment of results. Ethical aspects were respected in accordance with the recommendations of the National Health Council Resolution 466/2012, which prescribes ethics in research with human beings, and the research was approved by the Research Ethics Committee under No. 695.428.

RESULTS

Figure 1 shows the profile of the copiers that participated in the production of data and, consequently, the main results organized from the Content Analysis.

Identification	Age	Sex	Type of masters	Period
Housekeeper	43	M	Professional	1 st
Red Cross	45	M	Professional	1 st
Sky	29	F	Academic	1 st
Fish	26	M	Academic	1 st
Rainbow	42	F	Professional	1 st
Heart	59	F	Professional	2 nd
Sun	26	F	Academic	2 nd
Smile	29	F	Academic	2 nd
Firefighter	34	M	Professional	1 st
A cloud	35	F	Professional	1 st
Green lamp	51	F	Professional	1 st
Queen	31	F	Professional	1 st

Figure 1. Profile of the co-researchers of socio-poetic research regarding their age, gender, type of master's degree and period. Niterói-RJ, 2014.

It was verified that the activity that stimulated the auditory sense made possible for the participants a relaxation, a memory and the reflection about the master's degree as a dream that was long desired and that is in the process of realization.

At first sensation, I drew this little doll, which is me here. In the realization of a dream, I dream I have been seeking for some time, a few years. Anyway, part of that dream is being in the master's degree. (Fireman, PM)

To do masters, for me, is to realize a dream that I have had since the day I entered university for the first time. (Fish, AM)

It is inferred that, in tact and vision, the senses given by the co-researchers were that being in the master's degree means producing new knowledge that contributes to a safe care.

The master's degree is the pursuit of the new. You're doing it on duty, you can do it on duty anywhere it's going to almost always

be the same thing. You may be in public or in private and it will almost always be the same thing. Working in management, as I have worked, working with continuing education as I work today and basically anywhere, you will do all of this [...]. And the question of the masters is exactly this: try to look for the new one and try to approach the academy from the tip, which is something that I think should exist and little happens (Sky, AM)

In the vision, I saw a flower, which is exactly that, I could plant something in my student, in my employee, so that I can actually offer a safe assistance for patients, my students, an organization, a systematization. (Cloud, PM)

Smells were associated by the co-researchers with the smell of a mixture of sensations that live in the masters, being the demand for new information and knowledge driven by the inter-disciplinarity of the course, a necessary element in the formation of the master's degree.

Smell sincerely [...] I could not recognize those smells, associate with a specific thing, I could not associate smell with it, smell of it. So it was a mixture for me, a mixture of sensations. I could not give a way, until a colleague asked me: "What is this that you drew? A game of the old? "Anyway, I do not know, I crossed the different information and this is what I have lived in the masters. In the end, it may come to have some form or not. But for now, it's a bit scrambled. (Fireman, PM)

In the sense of smell, I drew a glass of perfume. To make a perfume, you need several fragrances. I thought a lot about the union. All of this in a container just like it was at my core research. Where everyone, one helps the other. So all the fragrances make a very beautiful, very good thing. (Fish, AM)

Participants were expressed the good and bad side of being a master and one of the co-researchers made a tree with good and bad fruits. However, it was admitted that the two phases are necessary in the construction of knowledge, once again the interdisciplinary collective construction that gives "a good taste to the master's degree".

On the palate, I drew a lemon because of the sour taste. So the lemon, alone, is very bad, but if you are to add other ingredients in it are countless recipes. So, alone, here in the master's degree, it's very bad, but with other people, with other ideas, we are transforming that lemon. (Sun, AM)

Smells, bad or good, they need to be sensed, evaluated and, if necessary, undergo intervention. (Heart, PM)

DISCUSSION

It was revealed, through the knowledge built by the co-researchers, that the master's degree represents a feeling of gratitude for having the opportunity to be doing what they like - that is to study, develop creativity, acquire autonomy, new knowledge, new senses, collectively and interdisciplinary - to improve with the work team the innovations coming from this scientific construction environment, offering a differentiated service to the users of its services and, as teachers, to be able to plant this knowledge in the students using innovative methodologies so that they can face the reality itself and offer quality assistance.

The feeling of gratitude and satisfaction is also justified by the challenge of enrolling in the master's program, considering that the students enter the course through a process of intense and intense selection, in which they are evaluated in various intellectual, and only a few are selected.⁵

Nursing is highlighted as a field of knowledge that consolidates as a scientific discipline, a profession with its own technologies of care and innovation potential.⁹ It is believed that the professional training model should be consistent with the nurse's role, besides providing the formation of a scientific spirit for research consistent with the production of results and the construction of knowledge for the area of Nursing.¹⁰

It is evidenced for the co-researchers that the motivation of the nurse to attend the master's degree is through the search for new knowledge, reflecting the desire for transformation, that is, that the knowledge built in the master's degree can attribute to nurses a more active and autonomous in both his personal and professional life. It is said that dignity and freedom begin when the role of resignation and self-submission of spectators is broken and the status of object modeled by the conformism of the moment is abandoned, making the always uncomfortable decision to face and seek situate itself in a context.¹¹

It is clear that leaving this posture of accommodation and reproduction is not easy, especially for living in a capitalist society in which the only philosophy tolerated is that of alienation where employers seek, not satisfied with the disciplined workmanship, that the school should regulate a specialized labor force, but without general and political training, programmed according to the demands of the capitalist system.¹¹

It is perceived that this capitalist model annoys the masters. There is a displeasure when the copycats complain about the reproducibility at work and believe that the master's degree is an opportunity to acquire and develop new knowledge that helps to improve the practice, because, although the technique of the procedures is the same, each patient is a be unique, and there is a need to dialogue with other fields in the construction of knowledge.

Education is exposed as a liberating role in the life of students, since the university, especially the *Stricto sensu* course, allows the student to leave his or her thoughts rigid, submissive and to seek clarification of their doubts by becoming a reflective professional and critical.

It is hoped that learning will have a critical-reflective perspective and that, necessarily, it will suit the interests of the great contingent of Brazilian society in the search for social transformation.¹²

It is analyzed that it is up to the university to become a universe where this criticism and awareness can take place and where the issue of education is taken seriously. It is believed that all men philosophize when they question the purpose of their work, the implications of their life in society, the conditions of their existence. Education should be made a free space, where freedom triumphs over domination, in which this struggle proceeds beyond the classroom, out of school.¹¹

It is understood the co-researchers that, in the masters, they can solve doubts, reorganize information that they received to form parceled and, often, disassociated and to add knowledge of other areas with the purpose of modifying their practice.

The following statement is emphasized: "The philosophy *stricto sensu* is that which transmits to the masses in a systematized way what they received in a confused way",^{11: 34} ie in the masters, the student can reflect on their reality, in a multidisciplinary context, reorganizing the information coming from the common sense and the scientific information and acquiring a more conscious, active and interventionist.

The PM is rescued by many nurses dedicated almost exclusively to the care practice to attend a *Stricto sensu* postgraduate course because it is a training modality that seeks to address a problem proposed by the student's professional field of work, his routine of work, by means of academic disciplinary knowledge, proposing new solutions and paths.¹³ It is proposed the approximation between theory and practice by the professional masters in Nursing in Brazil that have been a highlight in Latin America.¹⁴

The co-researchers understand that Nursing, in its practice, works in a group, then, collective learning allows experiences that can be applied in their work environment, because, both in teaching and care, the work will be effective if there is a good interaction between the team, the master's degree being a great opportunity to produce collective knowledge, appropriating knowledge from other areas to broaden the vision of the teaching and health service and offering a more holistic service to the user.

There is the human being, in the individual and collective dimensions, as the purpose of all Nursing care practices. This purpose is presented in itself as a guarantee of respect and commitment to the integrality of being allowing interdisciplinarity with the aim of establishing the practice from different modes of interpretation and complexity.¹⁵

The faculty and the student body of the institution researched by a multi-disciplinary and multidisciplinary group are composed. It seeks to develop collective competence and interdisciplinarity in the student and teacher groups as a process of knowledge construction and action.¹⁶

It is observed, in the daily practices of teaching, the adoption of an interdisciplinary perspective by a significant part of the teachers who, in their teaching-learning methodology, build and mobilize contents and strategies, based on shared knowledge, dialoguing with the difference in favor of totality and freeing the teaching of the inertia of the reproduction of isolated knowledge.¹⁶

Interdisciplinarity is considered an important exercise insofar as it establishes connections with other areas through a dialogical action in the elaboration and (re) construction of new knowledge with a view to a better appropriation of its practices and scientific knowledge.¹⁷

The interdisciplinarity and the collective construction of knowledge by the co-researchers as a differential in the masters course were highlighted, since, besides motivating them in the production of scientific knowledge, reinforces the hope of a multi-professional transformation in favor of a health service of quality.

It is known that interdisciplinary teamwork is a requirement in the Unified Health System (UHS) and a fundamental condition for the development of the principle of integrality in health,¹⁶ that is, the level of motivation will influence according to each situation in which the individual finds himself in a pleasant collective environment where his or her abilities are being exploited, and is able to develop new knowledge, become even more motivated, more balanced, more productive, willing to produce more and better.

CONCLUSION

The use of a creative technique for the production of the data that allowed the construction of knowledge that would hardly be possible with the use of traditional techniques of data collection was facilitated by the device of the research group. It should be noted that in the production of the data, the co-researchers were able to reflect on their insertion in the master's degree, as well as on personal, professional and social motivations, positive and negative aspects related to the training process and the impact of the Master's program on the nurses' life.

It represents the accomplishment of the master's degree a dream idealized by these students seen as a professional achievement. It is related to the main sense of nurses attending the master's degree in the search for new knowledge, new meanings, in a collective and interdisciplinary way. It is generated, for them, through the empowerment related to the construction of new knowledge, autonomy to improve professional practice assistance or teacher.

They pointed to the interdisciplinarity and the collective construction of knowledge, by the co-researchers, as a differential in the masters course, since they seek a different knowledge from the traditional one and hope, through this tracing, a new future for themselves and for the profession.

As a part of the construction of knowledge in the master's course, the interdisciplinary approach of UHS is approached, since the health body is not formed by individual professions, but rather by a multi-professional team.

The study was limited by a reality that represents that group of students that are in the master's degree. More research is needed, however, in different contexts, with masters, doctoral students and graduates, trying to understand the meanings that lead them to study *Stricto sensu* and if this action of improvement of scientific knowledge will transform, in fact, the reality in the personal and professional spheres, as revealed in this study.

REFERENCES

1. Fonseca PIMN, Silveira PG, Tavares CMM, Carvalho JC. Plasticity creative possible by sociopoetic: a perspective of relaxation's creation. *Rev Port Enferm Saúde Mental*. 2017 Aug; 5(Spe):99-106. Doi: <http://dx.doi.org/10.19131/rpesm.0175>
2. Gauthier J. Sociopoetics as practice of integral research. *Rev enferm UERJ*. 2014 Nov/Dec; 22(6):848-52. Doi: <http://dx.doi.org/10.12957/reuerj.2014.15781>
3. Gauthier J. Sociopoética e formação do pesquisador integral. *RPDS*. 2015 Oct/July; 4(1): 78-86. Doi: <http://dx.doi.org/10.17267/2317-3394rpds.v4i1.459>
4. Carvalho V. About the professional identity in Nursing: punctual reconsiderations in philosophical vision. *Rev bras enferm*. 2013 Sept; 66(Spe):24-32. Doi: <http://dx.doi.org/10.1590/S0034-71672013000700003>
5. Galdino MJQ, Martins JT, Haddad MCFL, Ribeiro RP. Nursing mastership: feelings experienced by students. *Online Braz J Nurs*. 2016 Feb;10(2):501-7. Doi: <https://doi.org/10.5205/1981-8963-v10i2a10982p501-507-2016>.
6. Ferreira RE, Tavares CMM, Santos GS. Refletindo a partir da teoria do capital humano sobre as motivações do enfermeiro para realizar pós-graduação *stricto sensu*. *Rev Espaço Saúde*[internet]. 2014 [cited 2017 July 25] 15(Suppl):636-43. Available from: <http://www.uel.br/revistas/uel/index.php/espacoparasaude/article/viewFile/19608/14920>
7. Faro, A. Stress and stressors in graduate programs: a study with graduate students in Brazil. *Psic Teor Pesq*. 2013 Jan/Mar;29(1):51-60. Doi: <http://dx.doi.org/10.1590/S0102-37722013000100007>
8. Gauthier J. O oco do vento: metodologia da pesquisa sociopoética e estudos transculturais. Curitiba: CRV; 2012.
9. Erdmann AL, Pagliuca LMF. Knowledge in nursing: from the area representation to the Nursing Advisory Committee at CNPq. *Rev bras enferm*. 2013 Sept;66(Spe):51-9. Doi: <http://dx.doi.org/10.1590/S0034-71672013000700007>
10. Souza KMJ, Seixas CT, David HMSL, Costa AQ. Contributions of public health to nursing practice. *Rev bras enferm*. 2017 May/June;70(3):569-76. Doi: <http://dx.doi.org/10.1590/0034-7167-2016-0401>
11. Gadotti M. Educação e poder: introdução à pedagogia do conflito. 15th ed. São Paulo: Cortez; 2008.
12. Góes FSN, Côrrea AK, Camargo RAA, Hara CYN. Learning needs of Nursing students in technical vocational education. *Rev bras enferm*. 2015 Jan/Feb;68(1):20-5. Doi: <http://dx.doi.org/10.1590/0034-7167.2015680103p>
13. Ferreira RE, Tavares CMM, Santos GS, Manhães LS, Marcondes FL, Felipe TD. Motivational and demographical profile of academic and professional master students. *Rev Port Enferm Saúde Mental*. 2016 Oct;4(Spe):77-84. Available from: <http://dx.doi.org/10.19131/rpesm.0145>
14. Cassiani SHB, Zug KE. The advanced practice nursing role in Latin America: challenges, opportunities and implications for Universal Health Coverage. *Investig Enferm Imagen Desarr* [Internet]. 2015 Jan/June [cited 2017 Nov 7];17(1):9-11. Available from:

Ferreira RE, Tavares CMM.

Meaning of the masters for master nurses.

<http://www.redalyc.org/pdf/1452/145233516001.pdf>.

15. Ministério da Educação (BR), Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. Diretoria de Avaliação. Enfermagem [Internet]. Brasília: Ministério da Educação; 2016 [cited 2017 Oct 28]. Available from:

https://www.capes.gov.br/images/stories/download/avaliacaotrienal/Docs_area

16. Tavares CMM, Silva RMCRA. Real interdisciplinary possibilities in the context of professional master's degree course. Online Braz J Nurs [Internet]. 2014 Dec [cited 2017 Sept 20];13(0):362-5. Available from: <http://www.objnursing.uff.br/index.php/nursing/article/view/5073>.

17. Scochi CGS, Munari DB, Gelbcke FL, Erdmann AL, Gutiérrez MGR, Rodrigues RAP. The Strict Sense Nursing postgraduation in Brazil: advances and perspectives. Rev bras enferm. 2013 Sept;66(Spe):80-9. Doi: <http://dx.doi.org/10.1590/S0034-71672013000700011>

Submission: 2018/02/21

Accepted: 2018/10/12

Publishing: 2018/11/01

Corresponding Address

Rejane Eleuterio Ferreira
Rua Dr. Celestino, 74
Bairro Centro
CEP: 24020-091 – Niterói (RJ), Brazil

English/Portuguese

J Nurs UFPE online., Recife, 12(11):3030-7, Nov., 2018