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ORIGINAL ARTICLE

EVASION PROFILE OF STUDENTS IN THE NURSING RESIDENCE COURSE
PERFIL DA EVASÃO DE ALUNOS DO CURSO DE RESIDÊNCIA DE ENFERMAGEM
PERFIL DE LA EVASIÓN DE ALUMNOS DEL CURSO DE RESIDENCIA DE ENFERMERÍA

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ABSTRACT

Objective: to analyze the student evasion profile of a Specialization course in the Nursing Residency Mode. *Method:* this is a quantitative, documentary study, with data collection in the records of the dismissal of a nursing residence course. Nine classes were considered in the interval between 03/2006 to 02/2016, constituting the universe of 629 residents. Data was analyzed regarding the stage of the course, the specialty studied and the motivation of avoidance. *Results:* a total of 107 dismissals were identified, of which 46 (43%) were related to first-year residents (R1) and 61 (57%) were related to the second-year residents (R2). From the evasions counted, 96 (81.7%) were requested by the residents and 11 (10.3%) were defined by the coordination of the course. The dismissals were motivated especially by consecutive absences, infraction of the norms and option by employment bond. *Conclusion:* considering the relevance of a residency course, it is important to reflect on the different determinants of a resident's severance within the courses. It is also essential to carry out studies that not only analyze the motivations for the occurrence of evasion, but also present strategies to minimize this phenomenon. *Descriptors:* Nonmedical Internship; Education, Nursing; Student Dropouts; Work; Specialization.

RESUMO

Objetivo: analisar o perfil de evasão de alunos de um curso de Especialização na Modalidade Residência de Enfermagem. *Método:* trata-se de um estudo quantitativo, documental, com coleta de dados em registros de desligamento de um curso de residência de enfermagem. Contemplaram-se nove turmas no intervalo entre 03/2006 a 02/2016, constituindo o universo de 629 residentes. Analisaram-se os dados quanto a etapa do curso, a especialidade cursada e a motivação da evasão. *Resultados:* identificou-se, no universo consultado, um total de 107 desligamentos, sendo 46 (43%) referentes aos residentes do primeiro ano (R1) e 61 (57%) relativos aos do segundo ano (R2). Solicitaram-se, das evasões contabilizadas, 96 (81,7%) pelos residentes e 11 (10,3%) foram definidas pela coordenação do curso. Motivaram-se os desligamentos especialmente por faltas consecutivas, infração das normas e opção por vínculo empregatício. *Conclusão:* destaca-se, considerando a relevância de um curso de residência, a importância da reflexão, no âmbito dos cursos, acerca dos diferentes fatores determinantes do desligamento de um residente. Torna-se fundamental, além disso, a realização de estudos que não apenas analisem as motivações da ocorrência da evasão, bem como apresentem estratégias de minimização deste fenômeno. *Descritores:* Internato não Médico; Educação em Enfermagem; Evasão Escolar; Enfermagem; Trabalho; Especialização.

RESUMEN

Objetivo: analizar el perfil de evasión de alumnos de un curso de Especialización en la modalidad Residencia de Enfermería. *Método:* se trata de un estudio cuantitativo, documental, con recolección de datos en registros de cierre de un curso de residencia de enfermería. Se contemplaron nueve grupos en el intervalo entre 03/2006 a 02/2016, constituyendo el universo de 629 residentes. Se analizaron los datos sobre la etapa del curso, la especialidad cursada y la motivación de la evasión. *Resultados:* se identificó, en el universo consultado, un total de 107 cierres, siendo 46 (43%) referentes a los residentes del primer año (R1) y 61 (57%) relativos a los del segundo año (R2). Se pidió, de las evasiones contabilizadas, 96 (81,7%) por los residentes y 11 (10,3%) fueron definidas por la coordinación del curso. Se motivaron los apagones especialmente por faltas consecutivas, infracción de las normas y opción por vínculo de empleo. *Conclusión:* se destaca, considerando la relevancia de un curso de residencia, la importancia de la reflexión, en el ámbito de los cursos, acerca de los diferentes factores determinantes del cierre de un residente. Se hace fundamental, además, la realización de estudios que no sólo analizan las motivaciones de la ocurrencia de la evasión, así como presenten estrategias de minimización de este fenómeno. *Descriptores:* Internado no Médico; Educación en Enfermería; Abandono Escolar; Enfermería; Trabajo; Especialización.

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INTRODUCTION

With this study, the student evasion profile of a Specialization course in Nursing Residency Mode is focused. Course termination is understood to be evasion motivated by student demand or defined by course coordination.

Defaults are defined as the departure of the student from the higher education course, without its conclusion, by the Special Commission of the Ministry of Education and Culture.[1] It is known that the phenomenon of school dropout in university education is complex and, as such, should be analyzed insofar as it reflects different causes for dropping out of a course, as well as producing social, academic and economic impacts.[2] It is identified, in this sense, as a challenge for the academic management of undergraduate and postgraduate courses.

The Nursing Residency consists of a Lato sensu postgraduate teaching modality, in the form of a specialization course, characterized by in-service teaching, with 4,608 hours (80%) focused on practical and theoretical-practical activities and 1,152 hours hours (20%) directed to the theory. Therefore, the total workload of the course of 5,760 hours, distributed in 60 hours a week, during the period of 24 months, to be fulfilled with exclusive dedication to the course and offer of scholarship financed by federal, state and federal authorities or municipalities. It should be noted, according to the legal framework of the residency courses, that there is no possibility of locking up the course, being possible postponement of the term in case of maternity leave or for health treatment.[3]

It is reported that there are 12 residency programs in the institution on screen that correspond to the specialties in the clinical areas (Nursing Programs in Clinical Medicine, Nephrology and Intensive Care); (Nursing Programs in Surgical Clinic, Surgical Center and Cardiovascular) and the area of woman and child (Nursing Programs in Obstetrics, Neonatology, Pediatrics and Adolescent Health). The residency course is composed, in addition to these areas, by the Nursing Programs in Mental Health and Psychiatry and Nursing at Work.[3]

It is added that, with the growing demand of the world of work for a higher qualification, newly trained professionals seek to specialize by opting for postgraduate courses, in particular, residence, which has as principle the immersion in the work process, the cultural, scientific and professional improvement, in which the nurse improves several skills contained in his / her curriculum throughout his/her training.[4-6]

It is therefore the residence course in a continuing education, being essentially the practice of the professional practice in the real context of work, associated with activities, and the course also contributes to the transition from a newly trained nurse to a specialist.[7]

It was pointed out, in a study carried out with graduates of the Nursing graduation from two public universities located in Rio de Janeiro, the importance of the Nursing Residency course in the sense of approaching the newly graduated nurses of the work world. Thus, the course offers the opportunity to deepen knowledge and to exercise more widely the necessary skills in the daily practice of work practice.[7,8]

As a public policy for the training of human resources in the health area directed to the Unified Health System (UHS), the aim is to provide specific training in order to qualify professionals to transform practices, creating a differentiated culture intervention and understanding of health care under the UHS, from in-service training.[9]

Thus, the qualification of nurses in Nursing Residency courses as an element that offers the improvement of the professional practice, promoting the differentiated performance in the daily life of the work and contributing, thus, to the quality of Nursing care.

It refers, through studies[10-4] about undergraduate courses, which evasions occur for different reasons, such as: financial difficulty; lack of vocation; discontent about the didactic-pedagogical method of the institution; personal reasons such as serious illness or death; transfer of domicile and approvals in public tenders. Similar causes are identified for the causes related to the evasion of resident nurses in the screen course.

It was defined, considering the exposed problem, as the objective of this study, to analyze the profile of students' avoidance of a Nursing Residency course.

OBJECTIVE

• To analyze the student evasion profile of a Specialization course in Nursing Home Modality.

METHOD

It is a quantitative, documentary study, based on the administrative records and

pedagogical accompaniment in the universe of 629 students of Nursing Residency course from March 2006 to February 2016. Therefore, the records of dismissals, to nine classes of the specialization course in the Residency in Nursing modality. A university hospital of a public university in the city of Rio de Janeiro, state of Rio de Janeiro, where the residency course on screen was established, was considered as one of the authors of the course coordination. The data was collected in the months of April and May 2017.

The data was collected from the consultation of all the forms (n = 96) of request of course disconnection referring to the period under study: the document that is filled by the student when requesting his/her disengagement from the course. In addition to these data, the pedagogical follow-up records for each resident who were discontinued from the course by the coordination (n = 11) were evaluated, and the information included in the analysis of the evasion in the course of residence was evaluated. In such consultations, the stage of the course (first or second year) in which the resident nurse was at the time of evasion, the specialty studied by the resident, as well as the motivation of each occurrence.

RESULTS

A total of 107 (17%) cases of evasion were identified in the universe of 629 residents, among which the groups of 2008-2010, 2009-2011 and 2014-2016 stand out, with 11 (17.5%), nine (16%) and 11 (15%) evasions, considering the total number of residents enrolled in each class.

Among the 12 residency programs, it was revealed that the ones with the highest percentages of dismissal in the period were Clinical Medicine, with 11.2% (n = 12); Surgical Clinic, with 11.2% (n = 12); Cardiovascular Surgery, with 10.3% (n = 11); Adolescent Health, with 8.4% (n = 9) and Nephrology, with 8.4% (n = 9), considering a total of 107 cases of course avoidance.

It was verified that 67 (70%) occurred in the first year of the course and 29 (30%) in the second year. It is noteworthy that 23% (n = 22) of the dismissals requested by the residents occurred in the first month of the course. It is explained that during the first 30 days of the course, in case of student evasion and according to the legal framework of the residence courses, there is the possibility of joining other residents, avoiding the idleness of places.

It is described, in a study[14] carried out in the United States, the first year of the course as the period of greatest number of university dropouts.

As regards the justifications for evasion, 10.3% (n = 11) occurred due to coordination of the course whose reasons were: unexcused absences from the course activities for a period of seven or more consecutive days; reproach in practical and/or theoretical disciplines and unethical conduct.

The dismissals requested by the residents were represented 81.7% (n=96) of the total and these were justified due to the admission to a public institution from the competition (10.4% n=10), personal reasons (4.2% n= 4), option for another course of residence or new graduation (3.1% n=3) and in 11.5% (n = 11) of the cases, the residents did not present the motivation for the request to leave the course.

DISCUSSION

School dropout has been shown to be a problem that impacts education in different spheres, affecting students, educational institutions, education systems and society in general. It is known that the determinants of school dropout are multiple and varied in nature.[15-7]

It will be discussed, considering the similarity of the defining characteristics and the repercussions between graduation at graduation and post-graduation, as well as the small quantity of publications related to the subject in courses in the modality of residence, for this study, avoidance in the course of residence, seeking theoretical support in the literature on the subject related to undergraduate courses.

It was pointed out, in a study[16] conducted with Brazilian undergraduates, among the factors related to evasion, those referring to Higher Education Institutions (HEIs). These factors are related to the structural, organizational and functional elements of the HEI, involving the institution's objectives and principles, and especially factors related to the quality of the course and institution.

There are [16] factors related to the lack of perspective in the career, the low level of commitment to the course, the low participation in academic activities, the lack of support from the family, financial difficulties to stay in the course, such as the costing of course material, transportation and food, little identification with the course, fatigue and demotivation. The interaction between the individual and the academic and

social system of HEI is affected by such factors. It is from this context that the redefinition of the objectives, the commitment and the expectations of the student with the institution.

The university hospital offers reference to this study, residency courses among a few universities in Brazil, such as the Nursing Program of Work and Nephrology, which does not make this Nursing Residency course immune to drop-outs.

It is believed that Medical Clinic is a very comprehensive program about the range of pathologies covered, as well as the Surgical Clinic, and these programs have crowded sectors and many clients hospitalized outside the appropriate sector, such as clients hospitalized for diagnosis and treatment of neoplasms.

Therefore, it generates disorganization in the work process, and can be an element of demotivation for the resident. It is recalled that these two programs are the highest.

In the scope of the Adolescent Health Nursing Program, the service was interrupted because of organizational difficulties associated with the crisis in the university, which have limited the teaching-learning process in this program. It is also observed that the labor market in this area of care is very specific, constituting a limit for the employability of nurses specialists in the area, and such factors may have influenced directly and indirectly the evasion of residents.

Nurses from this program, in principle, have a vast field of work in the city of Rio de Janeiro, which offers structured programmatic actions in the field of adolescent health care, especially in the field of collective health. However, despite the fact that the course of the university on the spot stands out as a training center for professionals in this area, that the graduates of this program, when they entered through a competition in the SUS health services of the municipality of Rio de January, are not screened to develop health actions in the services directed to the adolescent public, and this would be an opportunity to incorporate qualified professionals in dealing with the adolescent public, besides strengthening the Program of Attention to Adolescents in Rio de Janeiro.

It is understood that, otherwise, intensive care programs such as Cardiovascular Surgery, Intensive Care and Neonatology, as well as Nephrology, are very specific. It is identified in the labor market strong demand for nurses trained in these areas, especially with practical experience, which motivates the residents of the area, generating adherence to the course in the face of other options and the factors of demotivation.

It should also be borne in mind that the resident is, in most cases, a newly formed, still in the discovery of his vocations and with the maturation of his preferences, and the latter may be in conflict come across an area that does not fit into your cravings. There is thus another motivation empirically identified with the residents who, upon leaving the course, opt for another area of specialization and, consequently, for the search for other HEIs that offer the new intended course.

It is determined, based on the undergraduate courses, similarity with the residence regarding the period in which the evasion occurs. This occurrence is observed, generally, at the beginning of the graduation course. In this sense, it is inferred that early evasion is based on the fragile link with the university institution.

It means entering a residence course a transition time for the resident nurse, the recent departure of an undergraduate course and entry into a postgraduate course as a professional. Feelings of pleasure and suffering can be produced by such a transition. It is therefore relevant that the institution provides the resident with emotional and psychological support, providing adequate support to these demands.

It is noteworthy that in a Nursing Residency course, especially occupied by recent graduates, the insertion in a complex setting such as the health service and, especially, in a hospital institution, can generate questionings, conflicts and dissatisfaction with the reflexes of the current scrapping process of health and education institutions, and such situation may result in the decision to evade the course.[16]

In a study, most students (61%) reported feelings such as sadness, loneliness, shame, guilt and anger as a result of the decision to leave the course.[17]

The multidimensionality of factors related to personal development and academic success is emphasized in a Chilean study[18] on avoidance. In this sense, it contributes to the approximation of reality through greater access to information, the construction of new knowledge, greater self-knowledge and the capacity for critical thinking, so that the student resigns the course after his/her choice, and redefine the choice, as well as direct the abandonment of the choice made.

In addition, the residents are evaluated in the context of the institution where they take the course or enter as students. In the context

of the political and economic crisis of the State of Rio de Janeiro, in the case of the course in question, important implications for residency courses were created regarding the precariousness of the condition of health services for care in health, in addition to the irregular payment of the aid grants. At that time several residents of the course were turned off due to the difficulty of subsistence, since there are students who depend on the scholarship to stay away from their families, since they come from other states in Brazil.

In terms of the causes of the evasion, the removal of a resident, whether from the student's decision or the coordination of the course, has implications for the former resident and for the course,[2,19-20] considering that a residency course is an important investment of the public policy of qualification of health professionals, since the student receives 24 fellowships,[9] currently in the amount of R$ 3,330.43 (three thousand, three hundred and thirty reais and forty-three cents) per month. In addition, the body of preceptors and teachers of the course are daily engaged in the development of a teaching-learning process that promotes the development of knowledge, skills and attitudes of each resident.

A dismissal is observed after the period of reclassification of the course event, which implies the impossibility of filling the vacancy and, therefore, negatively affects the purpose of a residence course and a governmental investment in the qualification of professionals directed to the Public System Thus, financial and educational investment has not reached its ultimate goal: the qualification of assistance to the users of the system.

They are presented in a different way by a student who is not very committed to his or her own development and who incurs improper conduct towards the institution, profession and assistance, difficult conditions for receiving the certificate of a specialization course and, In this way, the coordination of the course can identify the need to leave the course.

CONCLUSION

In conclusion, considering the identification of the evasion rate of the course of residence in the period from 2006 to 2016, of 17%, this information proves to know the evasion trends in each program, to deepen information about the motivations of evasion, besides to encourage the development of strategies to minimize evasion in Nursing Residency courses.

The importance of reflection on the different determinants of a resident's detachment, considering the effects of this event, individually and institutionally, as well as the impact on the socioeconomic and political spheres and on the educational and health systems are highlighted.

Considering the peculiarity of the course in contributing to the development of the professional practice of nurses, the relevance of carrying out studies that could analyze the motivation of the occurrence of evasion in residency courses are assured.

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