NURSING MANAGEMENT AND ADMINISTRATION: PERSPECTIVES OF STUDENT PERFORMANCE

GESTÃO E GERENCIAMENTO DE ENFERMAGEM: PERSPECTIVAS DE ATUAÇÃO DO DISCENTE GESTIÓN Y GERENCIAMIENTO DE ENFERMERÍA: PERSPECTIVAS DE ACTUACIÓN ESTUDIANTIL

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ABSTRACT

Objective: to analyze the perspectives regarding the competences of nursing students to perform in management and management activities in public health services. **Method:** this is a quantitative, analytical, cross-sectional study with 150 undergraduate nursing students. A questionnaire was used for data collection. Statistical analysis was used and results were presented in tables. **Results:** it is revealed that nursing supervision capacity was present in 80% of students, however, there was a worrying drop in this ability in the 10th period, with only 26.7% of students reporting having capacity. **Conclusion:** it is concluded that there are difficulties in the use of management and management tools and instruments by nursing students, suggesting further discussions and practical experiences in teaching institutions in the area of administration and management in order to improve the skills of graduates in this area. **Descriptors:** Health Management; Organization and Administration; Education in Nursing; Nursing Supervision; Job Market; Nursing.

RESUMO

Objetivo: analisar as perspectivas referentes às competências dos discentes de Enfermagem para a atuação nas atividades de gestão e de gerência nos serviços públicos de saúde. **Método:** trata-se de um estudo quantitativo, analítico, transversal, com 150 graduandos de Enfermagem. Utilizou-se um questionário para a coleta de dados. Empregou-se a análise estatística e se apresentaram os resultados em forma de tabelas. **Resultados:** revela-se que a capacidade de supervisão de Enfermagem esteve presente em 80% dos estudantes, contudo, existiu uma queda preocupante desta aptidão no 10º período, com apenas 26,7% dos estudantes referindo ter capacidade. **Conclusão:** conclui-se que existem dificuldades de utilização das ferramentas e instrumentos de gestão e gerência pelos discentes de Enfermagem, sugerindo-se maiores discussões e experiências práticas nas instituições de ensino na área de administração e gerência a fim de aprimorar as competências dos egressos neste quesito. **Descritores:** Gestão em Saúde; Organização e Administração; Educação em Enfermagem; Supervisão de Enfermagem; Mercado de Trabalho; Enfermagem.

RESUMEN

Objetivo: analizar las perspectivas sobre las competencias de los estudiantes de Enfermería para la actuación en las actividades de gestión y gerencia en los servicios de salud pública. **Método:** se trata de un estudio cuantitativo, analítico, transversal con 150 estudiantes de Enfermería. Se utilizó un cuestionario para la recopilación de datos. Se utilizó el análisis estadístico y los resultados se presentaron en tablas. **Resultados:** se revela que la capacidad de supervisión de Enfermería estuvo presente en el 80% de los estudiantes, sin embargo, hubo una caída preocupante en esta capacidad en el décimo período, con solo el 26.7% de los estudiantes que informaron tener capacidad. **Conclusión:** se concluye que existen dificultades en el uso de herramientas e instrumentos de gestión y gerenciamiento por parte de los estudiantes de Enfermería, lo que sugiere nuevas discusiones y experiencias prácticas en las instituciones de enseñanza en el área de administración y gestión con el fin de mejorar las habilidades de los estudiantes en esta área. **Descriptores:** Gestión de la Salud; Organización y Administración; Educación en Enfermería; Supervisión de Enfermería; Mercado de Trabajo; Enfermería.

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INTRODUCTION

It is known that the education of nurses is a topic that is widely discussed today and this is due to the socioeconomic transformations that emerged with globalization. Due to the increasing technological, scientific and industrial advancement, associated with the easy access to information and communication, changes in society and in the sectors that compose it, among them, the health sector, were promoted. The dynamics of health organizations tend to be continually changing, adapting to each new model of care that is linked to the characteristics and behaviors of society.¹

In this sense, there is a need for emerging transformations in the curricula of professionals working in this scenario, based on teaching that promotes skills, as proposed in the National Curriculum Guidelines for Undergraduate Nursing Courses (NCG / NUR), currently Effective from Resolution No. 03, November 2011. This proposal emerges as a reflection of a demanding and diversified UHS labor market with the need to improve and qualify professionals for the development of attention-oriented health care skills and abilities, decision-making, leadership, teamwork, communication, continuing education, administration and management, which are considered essential for their training.²⁻³

As far as employability aspects are concerned, until 2000 the private sector was the largest employer in the health sector, and its percentage corresponded to 54% of the bonds. However, it is observed that, in recent decades, the labor market of the Unified Health System (UHS) has shown significant growth, with the increase in the number of formal jobs, and such aspects have been influenced by the increase in accessibility to health services proposed by the principles and guidelines of this system, as well as from the municipalization of its care network.⁴

It is noteworthy that the decentralization of health services emphasized the process of municipalization and was one of the milestones that promoted the municipalities, administrative and financial skills to create health actions based on local needs and according to interactions between municipalities. The legality of this process comes from the Basic Operating Standards (NOB 01 and NOB 96) and applies to each new health policy.⁵⁻⁶

It is known that, at this juncture, a management and management network was structured, increasing the availability for the exercise of the work not only in the assistance area, but in administrative and managerial positions. However, management is already part of the nursing work process for years, as nurses try to reconcile the administrative models with their

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daily lives, whose main role is to care for the patient.⁴

In addition, care management is complex and requires a vision of managing the macro-environment and microenvironment where these aspects are interrelated, enabling direct and indirect customer care.⁴

The terms management and management, in the labor field, are defined as the health management functions that represent the knowledge applied in the management of organizations as a whole, in the ability to manage a larger system, where management aspects that consider the diagnoses are inserted in networks, public spheres, hospitals, laboratories, clinics and other health institutions and services. Professionals tend to plan, prevent, provide and control material and human resources for the proper functioning of the service; In addition, they develop care management with cognitive, analytical, behavioral and action skills.^{1,7}

It is clear that, in the postmodern world, the acquisition of managerial competence is possible and should be based on the teachings produced by individual experience from the experiences of the service in which it operates. All health professionals should be endowed with this competence and, above all, knowledge competence, where the proposals that make up the UHS should be widely studied, practiced and defended.⁵

It is emphasized that the improvement of these skills should be undergraduate, and the Nursing course is one of the few in the health area that has, in the curriculum guidelines, specific workload for the administration disciplines. Due to this possibility of formation, it is favored the articulation with the different knowledge, being able to build a professional practice that references not only the exchange of knowledge and skills, but also the improvement of personal and relational attitudes aimed at a common project for the transformation of reality into health.¹⁻²

In a study that outlined the profile of managers in Primary Health Care (PHC) services, from the publications between 2006 and 2015, there was a strong presence of nurses, being justified by the skills of integrating care in health, linking management and care. Thus, it is necessary for Higher Education Institutions (HEI) to graduate Nursing graduates with competencies in the administrative and managerial areas, as these aspects are part of the practical field of this category.⁸ From this the following guiding question of the research emerged: "What are the perspectives regarding the competences of Nursing students to perform in the management and management of public health services?".

It is stated that the hypothesis of this research is that due to the insufficient discussions and practical activities in the Nursing Administration disciplines, the students do not obtain the necessary competences to perform the complex management and management activities, having difficulties to act as graduates in the job market.⁹

OBJECTIVE

- To analyze the perspectives regarding the competences of nursing students to perform in management and management activities in public health services.

METHOD

This is a quantitative, analytical, cross-sectional study conducted in 2016 with undergraduate nursing students from a private college in Alagoas. Students were distributed among the ten periods of the course to ensure the participation of the various levels of academic development that make up the Nursing course. The sample consists of 15 students for each period, resulting in a total of 150 respondents.

It was used a questionnaire produced and already recognized through national and international literature, adapted to the Nursing course,¹¹ composed of 26 open and closed questions and arranged in five parts: sociodemographic profile of respondents; subjects' impressions of the course; teaching and learning process; labor market in Nursing and Collective Health (UHS and FHS). The questionnaire was delivered in the classroom by the researcher who was available to answer questions and accept possible dropouts during the completion of the

questionnaire. It is noteworthy that the average time to complete the instrument was 15 minutes.

Microsoft Excel® spreadsheet was used to tabulate the data and Statistical Package for Social Science application software - SPSS®, version 20, to analyze them. The analyses were performed based on the data type (nominal, ordinal, continuous and discrete) and, for the descriptive statistical analysis, were calculated: frequency; mean, standard deviation; mean standard error and 95% confidence interval. For the inferential analysis, the chi-square test was used, followed by Fisher's exact test, in cases of expected values lower than five. For comparison of means between groups, Student's t-test of independent samples was used. For all analyzes, differences between significant groups with p values <0.05 were considered. One also considered the detected differences in the variables between the groups that perceived themselves capable of performing activities related to their performance in the UHS.

They complied with the ethical recommendations, and the research was approved by the Research Ethics Committee of the Estácio de Alagoas College, with process number 1.380.775 and CAAE: 46912515.4.0000.5012, on December 23, 2015.

RESULTS

It was observed that the studied sample consisted of 150 Nursing students, who had a mean age of 27 years (average of 27.87 min-max of 17-53; standard deviation 7.181), with 88% being female and 46% natural from the interior of Alagoas (Table 1).

Table 1. Data regarding the characterization of the research subjects. Maceió (AL), Brazil, 2016.

Variables	n	%	Average	Min - Max	Standard deviation
Age	150		27.87	17 - 53	± 7.181
Sex					
Female	132	88			
Male	18	12			
Origin					
Maceió	66	44			
Interior of Alagoas	69	46			
Other capitals	6	4.3			
Other cities in the interior of Brazil	8	5.7			
Period(1 ^a - 10 ^a)	150	100			

It is revealed about the ability of the course to prepare for the job market, that 82% of respondents said they were supplied in relation to their education in Nursing. It was also mentioned

that they would dedicate 8 hours a day of their work activities to the public sector (94%) (Tabela 2).

Table 2. Frequency of the ability of the course to prepare for the job market and dedication of 8 hours daily of their work activities to the public sector. Maceió (AL), Brazil, 2016.

	n	%
Ability of the course to prepare for the job market		
Yes	123	82
No	10	6.7
Don't know	17	11.3
Would dedicate eight working hours a day to public service		
Yes	141	94
No	9	6

Another important finding was the expectation of acting in the profession in which 24.7% of

students, after graduation, have expectations of working exclusively in the public sector (Table 3).

Table 3. Frequency of work expectation after graduation. Maceió (AL), Brazil, 2016.

Variables	n	%
Job expectation after graduation		
Public sector	37	24.7
Private sector	2	1.3
Public and Private sectors	104	69.3
Teaching	4	2.7
Health Services Administration	1	0.7
Research	2	1.3

The association between the ability to supervise the nursing team in public health with the course period was also evaluated, with statistical difference ($p = 0.02$) in the various periods of the course in relation to the ability to supervise the nursing team. It is pointed out by the data that only from the 7th period began to

exist values higher than 80% of students who perceived themselves with this ability; however, there was a worrying drop in this aptitude in the 10th period, with only 26.7% of the students reporting having the ability to supervise the nursing team in public health (Table 4).

Table 4. Ability to perform the supervision of the Public Health Nursing Team with the Course Period. Maceió (AL), Brazil, 2016.

Variables	Yes		No		p value	OR	CI 95%
	n	%	n	%			
Able to perform nursing team supervision in public health							
Period	4	26.7	11	73.3			
1st	5	33.3	10	66.7			
2nd	4	28.6	10	71.4			
3rd	6	40	9	60			
4th	5	31.3	11	68.8	0.02	--	--
5th	7	46.7	8	53.3			
6th	12	80	3	20			
7th	9	60	6	40			
8th	10	66.7	5	33.3			
9th	4	26.7	11	73.3			
10th	4	26.7	11	73.3			

Fisher's exact test was performed considering significance of $p < 0.05$.

The association between the ability to hold administrative meetings with health managers, professionals and users to address public health

issues and the perception of the labor market in Nursing and Collective Health had no significant variables, as all values of p presented were always greater than 0.05 (significance parameter established) (Table 5).

Table 5. Association between the ability to hold administrative meetings with health managers, professionals and users to address public health issues and the perception of the nursing labor market and Collective Health. Maceió (AL), Brazil, 2016.

Variables	Yes		No		p value	OR	CI 95%
	N	%	N	%			
Job expectation after graduation							
Public sector	20	13.3	17	11.3	0.906	2.57	0.76 - 0.87
Private sector	2	1.3	0	0.0	0.906	2.57	0.76 - 0.87
Public and Private sectors	56	37.3	48	32	0.906	2.57	0.76 - 0.87
Teaching	2	1.3	2	1.3	0.906	2.57	0.76 - 0.87
Health Services Administration	1	0.7	0	0.0	0.906	2.57	0.76 - 0.87
Research	1	0.7	1	0.7	0.906	2.57	0.76 - 0.87
Estácio FAL's Nursing course is enabling them to enter the current job market							
Yes	71	47.3	52	34.7	0.18*	-	-
No	3	2	7	4.7	0.18*	-	-
Don't know	8	5.3	9	6	0.18*	-	-
The job market is conducive to future care nurses							
Yes	57	38	47	31.3	0.32*	-	-
No	15	10	17	11.3	0.32*	-	-
Don't know	10	6.7	4	2.7	0.32*	-	-
Where I would like to work							
Interior of Alagoas	30	20	29	19.3	0.382*	-	-
Maceió	30	20	18	12	0.382*	-	-
Big centers	9	6	12	8	0.382*	-	-
Don't know	9	6	4	2.7	0.382*	-	-
Other	4	2.7	5	3.3	0.382*	-	-
Want to specialize							
Yes	82	54.7	67	44.7	0.453*	0.45	0.37-0.53
No	0	0.0	1	0.7	0.453*	0.45	0.37-0.53
Has any teaching experience at UHS							
Yes	61	40.7	41	27.3	0.14	1.91	0.95 - 3.83
No	21	14	27	18	0.14	1.91	0.95 - 3.83
Feel prepared to work at the UHS							
Yes	65	43.3	48	32	0.15	1.59	0.75 - 3.36
No	17	11.3	20	13.3	0.15	1.59	0.75 - 3.36
Would do the disciplines that involve the content of public health if optional							
Yes	77	51.3	61	40.7	0.26	1.76	0.53 - 5.84
No	5	3.3	7	4.7	0.26	1.76	0.53 - 5.84

DISCUSSION

It is observed that the predominance of the age group in the study in question was 27 years old, approaching the results of another research conducted in 2015, where the average age of the students was between 21 and 26 years old, corresponding to 93.2% of nursing undergraduates. This indicates that young people start higher education at an earlier age, completing their university activities and entering the labor market, but often without emotional maturity to exercise the responsibilities arising from the profession.¹²

A study with newly graduated nurses in Montes Claros, Minas Gerais was analyzed, which revealed that the main difficulties encountered in the leadership and management process involved overcoming the prejudice of limited experience and young age in order to obtain credibility of the team in changing roles. Another aspect that happens in undergraduate nursing is the moderate number of dropouts that can be related, often, to the immaturity for choosing the profession.^{9,13}

In relation to the predominance of sexes in Nursing, it was shown that it is considered female, since 90% of the category is still composed of women; however, there is a tendency for the rise of male professionals and students in recent years, bringing new directions for training.¹⁴ It is reported that, in the research in question, 12% of students are male (Table 1), and this new profile was fact evidenced in another study, with 276 undergraduate students of the Nursing course of the Health Sciences Center (HSC) of UVA, in Sobral-CE, where the male presence comprised 21.4% (59) of the total of the students. Thus, a tendency of the market, which comes since 1990, to move towards gender equality in the profession, demystifying the historical culture of being an exclusive profession of women.¹⁵

It is important to highlight the profile of the students of the studied HEI, where the majority (46%) of the respondents (Table 1) live in the interior of the State of Alagoas and this profile is due to the increase in the number of vacancies in undergraduate courses. which occurred at a certain stage of UHS development. Due to the new health care model, an increase in nursing

professionals was necessary to meet the needs of the labor market focused on the political and social context. The expansion of the programs in Primary Health Care (PHC) led to the implementation of the Family Health Strategy (FHS) and the Family Strategy Support Center (FSSC), from the process of municipalization, to the imminence. However, this led to an excessive number of undergraduate Nursing courses, pointing to a reflection on the quality of this teaching and with what skills these professionals would be training.¹⁵

It is noteworthy that the overload of available professional nurses in the labor market favors the decrease in the average salary, increases the weaknesses of employment relationships, in addition to the surplus, often accepting precarious forms of work and salaries.¹⁶

The satisfaction of the students regarding their education for the job market is also noted, where 82% of the students of the researched HEI (Table 2) say they are satisfied, but 18% feel dissatisfied and such quantitative academic environment, can be understood as the daily changes that require often stressful adaptations and such situations can cause, in this population, problems in academic performance and the quality of care provided.¹⁷

In a similar study conducted with 130 undergraduate Nursing students, where the most stressful factors of academic life were evaluated, vocational training was highlighted in the 4th domain as the most stressful among the six domains studied (carrying out practical activities, professional communication, time management, environment, theoretical activities and vocational training). This was because academic education brought aspects related to the student's concern with the knowledge acquired in the academic phase, the impact of this formation on the future professional and the perception of possible activities to be developed after graduation.¹⁷

In this study, 94% (Table 2) of the respondents would dedicate 8 hours of their work activities to the public sector after graduation. This reflects a recent survey that outlined the profile of nursing in Brazil: of the 414,000 registered nurses in the Federal Nursing Council (COFEN), it was found that 270,000 nurses worked (65.3%). in the public sector, even though hospital activities are the most performed in this sector. The public scenario took on a particular and different meaning from the others, as it involves the production of Nursing goods and services, being the largest employer in the category.¹⁴

It is known that the Brazilian Health Reform (RSB) and the principle of decentralization and municipalization led to changes in the organization, operation and management of services, with the expansion of public jobs in the municipal sphere. The health care model started

to focus its actions on ABS, with the municipalities joining the FHS and other programs focused on this care network and, as a consequence, the health workforce became essentially linked to municipalities, with the diminishing importance and jobs at the federal level. It is noteworthy that, in 1992, the municipalities represented 41.6% of the total public jobs and, in 2005, increased their participation to 68.8%,¹⁸ thus, regarding the expectations of the possible graduates of the HEI studied for entering the public service, municipal power seems to have a greater absorption capacity.

It is emphasized that, in a study that evaluated the insertion of the recent graduate in the labor market, only 17.1% of them were successful through public tenders and 8.5% were able to act in this scenario by referring colleagues. Thus, it is noticeable that nursing graduates need to be well prepared for competitions, have a proper professional attitude and also have a good network of interpersonal relationships in order to facilitate their absorption in this sphere.¹⁹

As for the expectation of working exclusively in the public sector, it is shown that only 24.7% (Table 3) of the undergraduates claim to want this reality and, perhaps, this is due to the idea of the "multiple employment myth" where professionals in the sector health have the potential to operate in various locations. Differently from what was expected in this same study, it was observed that 58%, ie, more than half of COFEN nurses reported having only one job, reflecting some shortage of vacancies for the absorption of the professional category.¹⁴

Thus, an imbalance is attributed between the supply of jobs and the demand of professionals that have been intensifying since the growth of undergraduate nursing courses and, consequently, the number of graduates that are launched in the labor market each year. . In a survey conducted with nurses in search of their first job, 18.1% of the interviewees had psychological distress, and they had symptoms of depression because they had been unemployed for more than 18 months after graduation.^{16,20}

Even if public and private sector vacancies are added, they are insufficient to absorb the large percentage of professionals, leading to a detrimental relationship between the expansion of courses and employability, constituting a "reserve army". Moreover, changes and restructuring of the labor market led to outsourcing and temporary contracts, with the reduction of jobs and, when these are offered, they are precarious, informal, underemployed and with wage losses.²⁰

It also contributed to the current unemployment of graduates.²⁰ It becomes the first job a challenging step that accompanies the professional and, in this sense, in some research

conducted with recent graduates of Nursing, If, in the statements, the training did not address, for example, all the complexity that involves the management of people and processes in health, something peculiar to the competence of the professional nurse. It is known that Nursing leadership was a theme present in the undergraduate discussions, however, with a short time of internship in the Administration discipline, emphasizing, by them, the unpreparedness in dealing with the complexity of the intrinsic political and interpersonal aspects in the current labor market environment.⁹⁻¹⁰

It is pointed out that the administrative and managerial character of the professional practice of this category emphasizes nursing supervision as an instrument of private nurse management. It is understood that this tool is capable of promoting a planning, implementation and evaluation of comprehensive care to the user, aiming to define the working relationships, aiming at a nursing work orientation. In this sense, it is believed that the supervising nurse should maintain an ethical posture, with an impartial, flexible and leadership attitude,^{7,21} and, in this regard, 80% (Table 4) of the respondents, in the study in question, said they had the ability to exercise this competence and can be observed from the 7th period.

It is pointed out in the literature that leadership refers to the competence to seek daily changes necessary to ensure the quality of care to users, without forgetting the organizational factors and the needs of the team. Thus, it is understood that nursing supervision may vary according to the place, the institutional culture and the level of care in which it develops, also influencing the competences and skills of the supervisor, which are determined by scientific knowledge, clinical practice, management, communication, ethics, professional behavior, ability to teach and support staff. In Brazil, the nurse develops this supervision, necessarily, on the technical and elementary level, including the community health agents (CHA).^{7,22}

It was evidenced, in a recent study, that sought to understand the perception of nurses about their supervisory activity of Nursing in Primary Health Care (PHC), from the statements, that most of the respondents answered that performed this function daily, being an important action in the work process, regardless of the nurse's functional allocation. It stood out as a management tool that enables monitoring and contributing to the continuing education and performance of nursing team professionals, with the purpose of improving the quality of care to be provided to system users; however, an overload of functions was mentioned, as they also had to perform care activities.²²

In this sense, it is highlighted as a worrying factor in the study in question, the student's

ability to perform team supervision, which was reduced among students of the 10th period (26.7%) (Table 4). It is detailed, in this fact, in a study conducted in 2015, that the authors noticed similar behavior in their research with Nursing students from the last periods of the course, which pointed to a dissatisfaction with the curriculum and teaching issues, when compared to younger students. This is why, for such authors, possibly because such students have been in contact with the formative environment, both theoretical and practical, for longer, allowing them a broader and more critical view of the teaching-learning process.²³

Another activity present in nursing management practices is the planning of health actions, being one of the tools used by nurses and other professionals in the sector. It is understood that Strategic Health Planning (PES) is an instrument that aims to seek the best way to manage actions involving institutions so that current decisions reflect, positively and effectively, in the future. In public institutions, health professionals who work in the management / management of organs and health sectors are turned to the realization of social objectives through the practical use of this instrument.²⁴

It is expressed in the literature that this is a useful, flexible and effective tool for addressing the needs of management in every place of public administration, as it focuses on problems from a reality on which one intends to act, where it is needed, considers the various subjects that make up these scenarios, giving different meanings and degrees of relevance to the problems identified. It involves, by the act of planning, an exercise of reason and sensitivity, which includes activities of greater or less complexity in daily work and, from this perspective, enables the construction of plans to face current or future situations; thus, all organizational activity must precede planning.²⁵

It is noted that a favorable environment for deepening these interpersonal relationships, as well as solving local problems are the meetings with the health team and other process actors. It is possible in team meetings to provide greater clarity about the roles in the work process by providing collective tasks necessary for the efficiency and effectiveness of health practices. It is observed that such moments are common in the context of health work, however, the way these meetings are held may bring innovation content.²⁵⁻

⁶ In addition, the ability of meetings between managers, professionals and users to discuss public health issues, which the students of the study in question refer aptitude to develop such activity (Table 5).

Therefore, it is correlated that the meetings are tools stimulated by the National Humanization Policy (PNH) based on one of its fundamental

guidelines for co-management. It is pointed out that the proposition of humanization cultivates the ethic of emancipation of the subjects, affected from the dialogue built in a shared way, where the participants are committed to managing the work process to debate and build strategies that improve access and quality of the health services at all levels of care in order to improve relationships between workers, managers and users.²⁷

Regarding the need for administrative and managerial skills for nurses, a study conducted in 2017 aimed to analyze the management of the work process of the managers of the Basic Health Units (BHU), unanimously the sample with nurses in the role of manager and unit coordinator. This practice is regulated by COFEN, which establishes attributions of leadership, planning, organization, coordination and evaluation of nursing services, and communication is one of the main instruments of management exercise.⁷

It is pointed out that this communication is able to bring people together around projects, goals, objectives and work processes, obtaining significant results, motivating the group and creating a favorable working climate. Nurses assume this function due to their professional training, with technical and administrative capacity that, based on the DNC / NFE, brings as general competences: health care; decision making; the communication; the leadership; administration and management and continuing education.^{7,28-9}

It is assumed that these aspects are essential in the work process of nurses and it is up to the HEIs to provide the student, through Administration and Management disciplines, the ability to plan, organize, direct and evaluate the Nursing work process, providing opportunities for real practices for the realization of technical-scientific, ethical-political and socio-educational behaviors, so as to enable the formation of subjects capable of transforming personal, labor and social reality.²⁸

CONCLUSION

It was made possible, by the research data, the realization that the competences and skills related to the managerial and management function are inherent parts of the nurse's professional practice, therefore, it seems necessary to discuss the changes that are occurring in the world of work and in the health sector, based on client realities to build a more efficient professional profile.

It is noteworthy that the realities of completing higher education, in the current labor environment, do not guarantee employability, because, even with a higher demand for jobs in the public sector, the vacancies available do not keep up with the growing number of Nursing

professionals who have been inserted every year in the job market.

It is pointed out that, even for those who can enter this market, aspects of training are relevant to ensure the conquest and maintenance of work activity, as well as the quality of action of the processes that make up the health sector, as, for example, in management and management of health services.

It is noteworthy that the skills related to these areas, such as nursing supervision, brought an important concern, showing in this study that students in the last period of the course had a considerable decrease in this capacity, perhaps because they already had a practical reality and realized how complex it is to manage a team. Therefore, further discussions and practical experiences are suggested in educational institutions, in the area of administration and management, in order to improve these competencies in graduates.

It is also suggested to work the health planning tools in a way that students can, allied to this, improve their interpersonal relationships, with leadership attitudes, decision making and creativity, because, as referenced in the research, when Since the subjects do not develop a good relationship with the peers in the context, their capacity to plan health decreases considerably, since the dialogue between the actors of the health process and their relationships is essential for the use of management instruments.

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