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REFLECTIVE ANALYSIS ARTICLE

BEING A STUDENT OF A PROFESSIONAL MASTER'S COURSE: ANALYSIS OF THEIR FRAGILITIES AND POTENTIALITIES

SER ALUNO DE UM MESTRADO PROFISSIONAL: ANÁLISE SOBRE SUAS FRAGILIDADES E POTENCIALIDADES

SER ALUMNO DE UNA MAESTRIA PROFESIONAL: ANÁLISIS SOBRE SUS FRAGILIDADES Y POTENCIALIDADES

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ABSTRACT

Objective: to discuss the potentialities and weaknesses of master's students in search of personal and professional development. **Method:** qualitative, descriptive study, of reflexive analysis type. For its preparation, there was a previous review of studies in the literature, enabling a based and contextualized critical-reflexive approach. **Results:** the reflections carried out showed the lack of articulation between the training institutions and the work world, jeopardizing and weakening the students' participation in the academy and in the services. **Conclusion:** the studies verified the need for a broad debate, aiming at the creation of viable strategies for the professional development and the closer relations between the institutions involved. **Descriptors:** Education, Continuing; Schools; Health Human Resource Training.

RESUMO

Objetivo: discutir as potencialidades e as fragilidades dos mestrados em busca do desenvolvimento pessoal e profissional. **Método:** estudo qualitativo, descritivo, tipo análise reflexiva. Para a sua elaboração, houve uma revisão prévia de estudos na literatura, possibilitando uma abordagem crítico-reflexiva fundamentada e contextualizada. **Resultados:** as reflexões realizadas permitiram evidenciar a falta de articulação das instituições formadoras com o mundo do trabalho, comprometendo e fragilizando a participação dos mestrados na academia e nos serviços. **Conclusão:** os estudos constataram a necessidade de um amplo debate, visando à criação de estratégias viáveis para o desenvolvimento profissional e o estreitamento das relações entre as instituições envolvidas. **Descritores:** Educação Continuada; Instituições Acadêmicas; Capacitação de Recursos Humanos em Saúde.

RESUMEN

Objetivo: discutir las potencialidades y las fragilidades de los estudiantes de maestría en busca del desarrollo personal y profesional. **Método:** estudio cualitativo, descriptivo, tipo análisis reflexivo. Para su elaboración, hubo una revisión previa de estudios en la literatura, posibilitando un enfoque crítico-reflexivo fundamentado y contextualizado. **Resultados:** las reflexiones realizadas permitieron evidenciar la falta de articulación de las instituciones formadoras con el mundo del trabajo, comprometiendo y fragilizando la participación de los mestrados en la academia y en los servicios. **Conclusión:** los estudios constataron la necesidad de un amplio debate, visando la creación de estrategias viables para el desarrollo profesional y el estrechamiento de las relaciones entre las instituciones involucradas. **Descriptores:** Educación Continua; Instituciones Académicas; Capacitación de Recursos Humanos en Salud.

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INTRODUCTION

The Professional Master's Degree is a modality of *Stricto sensu* Postgraduate that qualifies professionals in several areas of knowledge. It presents an articulated curricular structure between the updated knowledge, the domain of the pertinent methodology and application oriented to the field of a specific professional activity.¹

The professional master's degree, created by opinion num. 977/65,² Newton Sucupira oriented the development of the postgraduate in Brazil and had as one of its objectives, the opportunity to qualify professionals for the labor market.³ Recognized as a *stricto sensu* post graduate course by opinion num. 17/2009, in its art. 3, highlights the proposal to qualify professionals for the development of a transforming practice with the incorporation of the scientific method, using innovative methods in problem solving.⁴ In this way, the training obtained in the professional master's degree enables professionals to use research as a new knowledge in the activities developed in practice.

To the graduates of the professional master's degree, the same prerogatives and degrees identical to those of the graduates in the academic master's degree are conferred, including, the teaching exercise.⁵

The professional master's degree seeks to make a qualitative change in the training of professionals who are already part of the world of work, keeping the same standard of quality and demand of the academic master's degree.⁶ As a prerequisite, the students are mostly students with professional experience, emphasizing the need with the services from which the students are born. Although it has the same scientific rigor as the academic masters, the professional master's degree still suffers the prejudice brought by the historical dichotomy between manual and intellectual work, where the professional master's degree would be represented by the manual work and the academic master's degree, by the intellectual masters.

The professional master's degree contributes with the services, taking proposals of a product that assists in the resolution of problems. The final work of the course should be linked to the real problems of the area of activity of the master's degree, aiming at improving the effectiveness and efficiency of public and private organizations, work processes, through the application of innovation technologies, collective discussion and construction to elaborate an end product. This could be application development,

teaching and instructional materials and products, processes and techniques; production of media programs, publishing, compositions, concerts, technical operation manual, experimental protocol or application in services; proposal for intervention in clinical procedures or relevant service; technological innovation projects and others, since previously proposed and approved by the Coordination Improvement of Higher Education Personnel (CAPES).

In view of the above, it can be seen that the professional master's degree requires, of the student, both the skills and competences required of a student of the academic masters, going beyond, when asked to develop a material, such as those listed above. This can be understood as an important tool in the integration and complementation between the problems arising from the social and professional field and the knowledge generated in the university.⁵ One of the requirements of the selective process of the program of the professional master's degree in Nursing is the presentation of an indication letter and stamped with the official logo of the institution of origin and signature of the immediate leader of the candidate, establishing the commitment of release of this candidate for the student activities of the course.

During the course, we observed that this release to masters is difficult and the commitments agreed upon by managers and immediate supervisors are not fulfilled. These changes cause stress, creative blocking, lack of motivation and some students can not fulfill the tasks that the master's degree proposes and that the work process demands. It is emphasized that the demand of the course is spontaneous and the admission of masters is done through a rigorous selection process. If approved in the stages of the selection process, the feeling is personal and professional satisfaction, which, during the course, is sometimes minimized mainly when there is not the proper support of the bosses.

It is based on the conviction that the formation of a health professional is based on the acquisition of technical skills and abilities to perform integral care, respecting ethical and moral aspects. Specifically for the nurse, the technical-scientific, ethical-political, and socio-educational competencies are outlined, as essential.⁷

The intention is to develop the capacity of this subject to be an active agent in the transformation of society, specifically, in the context where it is inserted, acting as a facilitator and promoter of dialogue with the

work team, in the management, in the integral practices of health and education. In this sense, the professional master's degree, provides conditions for this formative development, offering subsidies for the future master to offer a product that enable the necessary changes in the services where the professional is inserted.

Based on this brief contextualization, this study aims to reflect, discuss and share the experience of five masters of the professional master's degree course in Nursing, during the second semester of 2016 until June 2017, in order to broaden the debates and reflections on the lack of articulation of training institutions with the world of work, and how these conflicting relationships influence the academic development and professional practices of the masters.

OBJECTIVE

- To discuss the potentialities and weaknesses of the masters in search of personal and professional development.

METHOD

Qualitative, descriptive study, type reflexive analysis, based on the theoretical and methodological reference of the assumptions of the Institutional Analysis. For its elaboration, there was a previous review of studies in the literature, enabling a critical-reflexive approach based and contextualized, which narrates the experiences experienced in the daily life of the Master's Program of a Professional Master's Program.

Qualitative research recognizes the subjectivities and realities that can not be quantified, but are part of the social actors, researchers and their social representations.⁸

The Institutional Analysis (IA) was constituted France, in the 1960s and 1970s, based on a set of disciplines and movements that occurred in French society in the 1940s and 1950s, with interventions in the educational environment and psychiatric institutions.⁹

The first socio-analytic interventions were led by Lourau and Lapassade, in the 1960s, when they analyzed the institutions involved in any establishment/organization, schools or asylums.

The Institutional Analysis arose in Brazil in the 1970s, during the regime of the military dictatorship, the economic crisis in the health sector and in the context of the birth of the Sanitary Reform.¹⁰ It was introduced to some departments and research groups of Brazilian universities and other organizations, with the

arrival of Lapassade, at the Federal University of Minas Gerais and Lourau, on the occasion of an International Symposium in Rio de Janeiro. It is understood that the methodology of Institutional Analysis intervenes in groups and collectives, with the purpose of provoking autonomy and self-management of the subjects, through a reflexive process.

Institutional Analysis aims to understand a certain social and organizational reality, based on the discourses and practices of the subjects. It is developed in three types of research: theoretical and historical, represented by epistemological, conceptual and socio-historical studies; empirical studies, with the use of field observations and interviews; and socio-analysis, when an analyst performs an intervention commissioned by a group or organization.¹¹

The Institutional Analysis uses a method consisting of an articulated set of concepts, among which the most relevant are: institution, institution, institution, transversality, analyzer and implication.^{12,13}

The Institutionalist Movement conceives society as a network of institutions. It states that the purpose of these interpenetrating and interconnected networks, is to regulate the production and reproduction of human life, in society. The author emphasizes that institutions are not solid and palpable objects, but they are constituted by a set of laws and principles that prescribe or proscribe behaviors and values, that is, they say what should be what is not and what is indifferent.¹⁴ It explains that, while institutions are abstract entities, organizations are the materialization of institutions in the form of an establishment, of an entity, and that realize the options that the institutions distribute and the institutions enunciate. It explains that institutions, according to the form and degree of formalization they adopt, may be laws, norms and, when they are not explicitly stated, can be patterns, regularities of behavior. They produce a logic that determines the regulation of a human activity, clarifying what is prescribed and what should be outlawed. It complements that the institutions would not have visibility in the social reality if it were not through the organizations.¹⁴

Institutions express the guarantee of social order, encompassing norms and obligations of behavior in organized groups where the process of learning and socialization occurs.¹¹

The concept of an institution is polysemic when it says that institutions can not be defined as a stratum, an instance or a level of a particular social formation. On the contrary,

it is necessary to define the institution as an intersection of economic, political and ideological instances.¹⁴⁻⁵

In some historical moments, one can watch the movements of revolution of an institution, operating in her profound transformations. These forces, that tend to create and re-create them, are called instituting forces. Although the institute shows a tendency towards conformism and resistance to change, it is necessary to understand what was instituted as subjects open to an instituting policy, otherwise, it would not be realized.¹³

Hence, it is important to understand social life as a process in constant transformation, in search of greater fulfillment and creativity, where the complementary and contradictory relationship between the institute and the institution, remains permanently permeable, fluid and elastic.

The importance of observing contradictions within the body of the institute, including the contradictions within the instituting body, stating that there is no face-to-face, two warriors, the Institution and the Instituted, standing, ready to attack, everything is movement.¹⁶

Dialectically, the contradiction produces movement and this produces history. The institute plays an important historical role, because it acts to order the social activities essential for collective life. In order for the institutions to be efficient, they must remain open to the transformations with which the institute accompanies social change. However, the institution has a tendency to remain static and unchangeable.¹⁴ Other concepts used in institutional analysis are implication and overlap.

Implication involves the praxis, family history, libidinal, production relations, socio-political project and all knowledge activity of this subject.¹⁷ The concept of implication arose with institutionalists, in denying scientific neutrality in their interventions, understanding that every researcher is emotionally and professionally involved with its object.¹⁸

It is common for a researcher to have a very strong link with the institution in which the research will be carried out, to be influenced at the time of analysis and this overlapping, to prevent him from seeing some things.¹⁹

When a person is very engaged in certain political-partisan or associative entities, teaching or services, can develop an ideological blindness, preventing the person from being aware of the implication itself.²⁰

For this level of implication, René Lourau invented the word *sobreimplicação*, starting from the analysis of several situations, including, examples of executives who give life and, sometimes, death, by their companies.¹⁹

Another concept used in the Institutional Analysis is the one of transversality, and that can be considered a contrarian and complementary dimension to the generating structures of pyramidal hierarchization. It is intended that a maximum communication be made between the different levels and, especially, in the different senses. For the author, the transversality can be observed in groups. There are the object groups produced by the institution, and can be exemplified as the workers of a company in the Taylorist way. In this place, people are determined by the position occupied in the hierarchical structure of the institution. Another group is the subject group, where communication is free in all directions, allowing, the members of a group, to exercise their transversality from their many belongings, which denies their instituted positions.²¹

In cross-cutting, it is intended that a maximum communication be made between the different levels and, especially, in the different senses. The fact of sharing their problems, accepting the observations of others, being, somehow, denuded by the other's speech, allows a new law to be created for the group.

Much used in Institutional Analysis, the analyzer concept is the instrument through which the analysis emerges. That is, analyzer is a device that, once glimpsed, allows an analysis, a thinking about the institution from which it arises.²²

Institutions, with their norms and rules visible on the surface of social relations have a hidden face, which, during research, can reveal the non-said of the institutions that cross the people of a given organization or establishment.¹⁹ This face, which institutional analysis proposes to discover, is constituted in the analyzers. The role of the analyzer of a group would be to reveal situations capable of causing the group as a whole to no longer escape, so easily, from the truths they cover.²²

These concepts will mark the reflections of this report. It becomes important to know who the actors of this study are. The group is made up of five nurses who participated in the optional discipline of Institutional Analysis of the Professional Master's Program in Health Teaching: Interdisciplinary Training for the Unified Health System of the Aurora Nursing

School of Afonso Costa, Fluminense Federal University, located in the State of Rio de Janeiro, in the municipality of Niterói, which develop their practices in management, primary care, hospital care and professional education, being: three students who participated in the 2016 selection process; one student participated in the 2015 selection process; and one student participated in the 2014 selection process, finished the master's degree in December 2016 and continues to be active in the study group.

For better networking, information exchange and general guidance, a group was initially, created, by the teachers, in the WhatsApp application to facilitate communication. The technological communication resources used by the group have become tools of study and discussion, facilitating interactivity, sharing of knowledge and, above all, the analysis of the implications of all participants, students and teachers.

The analysis of the implications was not a confession, but it brought, to debate, the crossings that all participants carry from the various social institutions that are linked, be they religious, political or cultural, and tends to clarify why they act in this way and not that.

In this intention, the dimensions of the implications that must be analyzed are at the affective-libidinal level, historical-existential, structural-professional.¹⁸ In relation to interactivity, group communication happened, (and still happens!), at least three times a week, including, with the participation of the teachers. It is perceived that this type of interaction enables discussion and reflection, stimulates students' learning, building knowledge with the collective, through understanding and resolving conflicts, stimulating the protagonism of the subjects.

This interactivity refers to the transversality that comes to oppose a verticality, as observed in most of the relations between teachers and students, or even to a horizontality, where people do not have a definite place.²²

It is emphasized that neither vertically nor horizontally is there true communication if it is not carried out between all levels and especially, in the different senses. This experience made possible an analysis of the data that gave rise to two axes for reflections: the potentialities in the process of being a student of the professional master's degree and the weaknesses in the process of being a student of the professional master's degree.

RESULTS AND DISCUSSION

♦ The potentialities in the process of being a student of the professional master's degree

From the sharing of knowledge and work processes, the results began to reveal an increase in the critical reflections of the proposals of creative and effective strategies in solving problems presented in the group.

As a first result, we highlight the strengthening and affective bonds that happened in a procedural way, increasing the transversality of the group.

When transversality happens by valuing communication, space is opened for the social transformation of a subject group (object) into a subject group, from the collective consciousness and its relations with multiplicity.^{23, 24}

The second result was in relation to the positive changes in the academic and personal life of the group, such as the acquisition of knowledge about the Institutional Analysis and its concepts and the elaboration of masters projects applying this theoretical methodological reference.

As a third result, we emphasize the expansion of debates and the sharing of knowledge, increasing the possibility of relating theory and practice, changes in the practice posture for a professional of the academy, and especially, professional maturation.

The fourth result reveals the formation of a collaborative network that enabled the collective elaboration of 15 scientific papers presented at national and international events only in this period of the story.

Finally, we highlight the fifth result, the perception, by the participants, of the increase in the commitment of all, evidenced by the continuity in the progress of two masters, of the 2014 and 2015, selection process, who had difficulties to complete the dissertation, one of them managing to defend. The three students of the 2016 selection process, are fulfilling the master's agenda.

Despite the positive results, that reveal the potential of the professional master's degree and the way of conducting the orientation from discussion groups and debates always in the collective, some weaknesses could be highlighted, as can be seen below.

♦ The weaknesses in the process of being a student in the professional master's degree

To better understand the weaknesses and the changes that have occurred in the process of being a student of the professional master's

degree, an author makes it clear that every institution should be considered and analyzed considering its three moments: the instituted, that comprises the moment of universality, ie the ideology; standards systems; the transcendent values.^{19, 24}

The moment of particularity, the institute, which refers to the set of material and social determinations that deny the first moment.

The third moment, is that of singularity or institutionalization, which includes organizational forms, legal or not, which negate (preserving) the second moment, called institutionalization. These moments are being experienced by the group through the universality represented by student enrollment in master's, bringing, its institutions, the norms and rules that, make them people instituted with traces of instituting moments (ie, people who reproduce uncritically behavior inculcated and that, other moments, innovate in their social practice).

For example, it is observed that this group of students faces challenges from the moment of their enrollment in the selection process in order to comply with the rules of the edicts that, each year, requires more academic productions and publications; decrease the vacancies and require the letter of release of the workload of the immediate manager/manager.

It is noted that there are contradictions between the instituted aspects of the training institutions and the institutions of the world of work. Both establish norms and rules, often, disregarding the subjective issues of interpersonal relationships that exist between the individuals of the two institutions.

There are reports of master's students who are required to fulfill work hours of 11 hours a day, four times a week, to justify their absence, once a week, to meet the compulsory credits of the professional master's degree. Some masters are obliged to skip classes due to the manager's imposition, because, they are studying, they do not fulfill the working hours. They are still subjected to psychological distress caused by bullying from their co-workers, from the immediate boss and from the manager, due to the absence on the work day to study and from their own continuing education.

Another aspect, that reveals the contradictions of the professional masters, occurs when they are faced with the rigidity of its curricular structure. Often, this imposes rules and rules not flexible for the accomplishment of academic tasks that hinder

the life of the master. These conflicting relationships affect both academic development, and professional practice. It is a tense but, at the same time, important process of producing new knowledge and applying the products produced in public organizations in which the participants are professionally linked. These reflections were only possible from the sharing of adverse situations in the study group, which, led these questions to be thought of in the collective, allowed the expansion of knowledge about the problems that affect academic and professional practice.

When referring to the Institutional Analysis happens from the debates and involvement of the collective, having, as object of investigation, the negotiation processes, the analysis and the effects produced in the analysis, it can be said that what happened to the group of masters was a reflexive process that contributed to the transformation of situations and, consequently, of institutions.²⁵

When the reflections and individual implications in the collective are put to debates, many institutional barriers have been deconstructed, allowing a new look at theory and practice, and the object group, that started the masters degree, gradually becomes a protagonist group of their stories.

CONCLUSION

Some considerations: without ending, but understanding that the training process is continuous.

This study started by describing the objective of the professional master's degree, by qualifying professionals in several areas of knowledge, aiming at the construction of a product as a potent instrument capable of transforming professional practices instituted in instituting practices.

It was possible to observe, in the reflections carried out by the group, that the lack of articulation between the training institutions and the world of work, which compromises and weakens the participation of the students/masters in the academy, because they do not receive any form of support, reduction of working hours or financial incentive.

However, this process experienced by the students, even though it brings distress and suffering, is relevant to contribute to the world of academia and services, through its educational and training aspects.

It was also, pointed out that, there is a need for a broad debate aimed at creating viable strategies for professional development

and closer relations between the institutions involved.

We conclude the study considering that many of the potential of the professional masters are demonstrated in the results. The major challenge is to continue strengthening the group, by broadening the debate with teachers and higher authorities on institutional weaknesses in order to promote initiatives and significant advances for the effectiveness of professional qualification.

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