



SOCIODEMOGRAPHIC AND ACADEMIC PROFILE OF NURSING STUDENTS OF A PUBLIC UNIVERSITY

PERFIL SOCIODEMOGRÁFICO E ACADÊMICO DE DISCENTES DE ENFERMAGEM DE UMA UNIVERSIDADE PÚBLICA

PERFIL SOCIODEMOGRÁFICO Y ACADÉMICO DE LOS ESTUDIANTES DE ENFERMERÍA DE UNA UNIVERSIDAD PÚBLICA

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ABSTRACT

Objective: to identify the profile sociodemographic and academic graduate students in nursing. **Method:** a descriptive transversal study with a quantitative approach, conducted with nursing students from a public university of Rio Grande do Sul-RS, Brazil. The population consisted of 130 academic students. Data were collected through a form, between April and May 2011, and then we created a database in Excel spreadsheet program, programs analyzed by Statistical Analysis System (SAS) and statistics. For continuous variables, we used measures of central tendency and dispersion, for categorical variables: relative frequency (%) and absolute (n). The research project was approved by the Research Ethics Committee of UFSM under CAEE No 0380.0.243.000-10. Results: There was a predominance of female students (86.92%), aged between 20 and 24 years old (69.23%), unmarried (86.92%), without children (93.08%), living with family (60%) do not practice sport (70.77%), perform leisure activity (68.46%), participate in group research / study (64.62%) did not receive a paid scholarship (64.62%) not work (93.08%), do not have professional experience in healthcare (89.23%), did not attend another college (97.69%) are satisfied with the course (86.92%) and thought to give up the same (34.62%). **Conclusion:** knowledge of sociodemographic and academic of nursing students, allows us to understand the reality and the needs of, and assist the course coordinator and constitute an important tool to propose actions in interventional Education Program Course. **Descriptors:** nursing; nursing students; institutions of superior teaching.

RESUMO

Objetivo: identificar o perfil sociodemográfico e acadêmico de estudantes de graduação em enfermagem. **Método:** estudo descritivo, transversal com abordagem quantitativa, realizado com discentes de enfermagem de uma universidade pública do Rio Grande do Sul-RS, Brasil. A população foi constituída por 130 acadêmicos. Os dados foram coletados por meio de um formulário, entre abril e maio de 2011; em seguida, foi constituído um banco de dados em planilha do Programa Excel, analisados pelos programas Statistical Analysis System (SAS) e estatística. Para as variáveis contínuas, foram utilizadas medidas de tendência central e dispersão; para as variáveis categóricas: frequência relativa (%) e absoluta (n). O projeto de pesquisa teve a aprovação do Comitê de Ética em Pesquisa da UFSM sob o CAEE nº 0380.0.243.000-10. **Resultados:** houve predomínio de discentes do sexo feminino (86,92%), com idade entre 20 e 24 anos (69,23%), solteiros (86,92%), sem filhos (93,08%), residem com familiares (60%), não praticam esporte (70,77%), realizam atividade de lazer (68,46%), participam de grupo de pesquisa/estudo (64,62%), não recebem bolsa remunerada (64,62%), não trabalham (93,08%), não possuem experiência profissional na área da saúde (89,23%), não frequentaram outro curso superior (97,69%), estão satisfeitos com o curso (86,92%) e pensaram em desistir do mesmo (34,62%). **Conclusão:** o conhecimento das características sociodemográficas e acadêmicas dos alunos de enfermagem, permite compreender a realidade e as necessidades desses, além de auxiliar a coordenação do curso e constituir-se em uma importante ferramenta para proposição de ações interventivas no Projeto Pedagógico do Curso. **Descritores:** enfermagem; estudantes de enfermagem; instituições de ensino superior.

RESUMEN

Objetivo: identificar a los estudiantes graduados sociodemográficas y académicas de enfermería. **Método:** estudio descriptivo transversal, con abordaje cuantitativo, realizado con estudiantes de enfermería de una universidad pública de Rio Grande do Sul-RS, Brasil. La población de estudio estuvo constituida por 130 estudiantes. Los datos fueron recolectados a través de un formulario, entre abril y mayo de 2011, y entonces se creó una base de datos en el programa de hoja de cálculo Excel, programas analizados por el Sistema de Análisis Estadístico (SAS) y las estadísticas. Para las variables continuas, se utilizaron medidas de tendencia central y dispersión, para las variables categóricas: frecuencia relativa (%) y absoluta (n). El proyecto de investigación fue aprobado por el Comité Ético de Investigación de UFSM bajo CAEE No 0380.0.243.000-10. **Resultados:** se observó un predominio de estudiantes mujeres (86,92%), con edades comprendidas entre los 20 y los 24 años (69,23%), solteros (86,92%), sin hijos (93,08%), viviendo con la familia (60%) no practican deporte (70,77%), realizar actividades de ocio (68,46%), participar en el grupo de investigación / estudio (64,62%) no recibió una beca pagada (64,62%) no funciona (93,08%), no tiene experiencia profesional en el sector sanitario (89,23%), no asistir a otra universidad (97,69%) están satisfechos con el curso (86,92%) y el pensamiento a renunciar a los mismos (34,62%). **Conclusión:** el conocimiento de variables sociodemográficas y académicas de los estudiantes de enfermería, nos permite comprender la realidad y las necesidades de los y ayudar al coordinador del curso y constituyen una herramienta importante para proponer acciones de intervención en el Curso del Programa de Educación. **Descriptores:** enfermería; estudiantes de enfermería; IES.

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INTRODUCTION

The changes occurring in the political economy, technological and social, during the last years, have influenced changes in the health and education of future professionals who will work in this particular industry. In this sense, the training of nurses, was directed to a more critical and general education in order to adapt to the social reality and the new organization of the health sector.

It is noteworthy that these changes have provided growth and enhancement of the profession and especially the recognition of users and managers of health services.³ It is believed that this recognition is mainly due to professional training centers, which prepare students for that when nurses meet the demands required by the labor market.

In this context, is the Undergraduate Nursing, Federal University of Santa Maria (UFSM) in Rio Grande do Sul, whose Political Pedagogical Project aims at training contemporary, contextual and dynamic, based on the inseparability of teaching, research and extension, which aims to train the generalist nurse, critical, able to work in all dimensions of care and health in various scenarios as a promoter of citizen's health, family and community.

The graduate course in nursing, of UFSM, in the context of external evaluations in favor of quality, has been outstanding, with excellent assessment by the National Assessment of Higher Education (SINAES / MEC) getting top marks in the National Survey of Student Performance (ENADE) and four in the overall concept, having been among the top five nursing courses in the country in 2011 and first in the Rio Grande do Sul in 2010, the course was selected for obtaining the quality seal of System-ARCU SOUTH accreditation of undergraduate MERCOSUR, ongoing process.

However, until then, had not been any study on the profile of nursing students of this institution, data essential to the ongoing process of assessment and curriculum restructuring that may contribute to the development of strategies that address the needs of students.

Thus, with a view to the continuous improvement of training in Nursing Course UFSM, and believing that this becomes more appropriate in that the teacher knows and (re) meets the characteristics of learners, this study aims to:

- Identify the sociodemographic profile and academic graduate students in Nursing.

METHOD

This is a descriptive, exploratory, cross-sectional quantitative approach, developed with the students of Nursing, Federal University of Santa Maria (UFSM), Rio Grande do Sul, Brazil.

It included students from 1st to 8th semester, enrolled in Undergraduate Nursing, aged equal or over 18 years old. We excluded students who were not enrolled in vocational disciplines cycle (specific to nursing), and those who, during the period of data collection, would not complete the curriculum for exceeding the time limit training graduation (12 semesters).

The completion of data collection took place in classrooms, at time previously scheduled with students and faculty and with consent of course coordinator. The students who were not in the classroom were subsequently searched and scheduled time for delivery of the questionnaire. The collection took place between April and May 2011 by means of a questionnaire for sociodemographic and academic of students.

Addressed the following quantitative variables: date of birth, number of children, the number of subjects in the current semester, semester workload. And qualitative variables: gender, marital status, semester, year of commencement of the course, work experience in healthcare, higher education and other job has.

In regard to the Guidelines and Standards for Research Involving Humans (CNS Resolution 196/96), was made available to research participants a Term of Consent (IC), which was signed after exposure and clarification from researchers about the nature of the research.

After collecting the data, we constructed a database in Excel 2007 spreadsheet program and they were analyzed using the Statistical Analysis System (SAS), version 9.1, and statistical, version 7.1. For continuous variables, we used measures of central tendency (mean and / or median, maximum and minimum) and dispersion (standard deviation). Categorical variables were presented as relative frequency (%) and absolute (n).

This study is part of the project Stress, Coping, Burnout, Hardiness and Depressive Symptoms among nursing students, approved by the Ethics Committee (CEP) of the University under No. 0380.0.243.000-10.

RESULTS

During the period of data collection had 159 students enrolled in the nursing program, these 130 participated in the study. 10 students were excluded because they were not enrolled in vocational disciplines cycle, four for being under 18, three who will not integrate the course within 12 semesters and

be a part of this project as researcher. Among the students who met the inclusion criteria, four refused to participate and seven did not return the instruments. When considering the population able to participate in the study (141), it has 92.19% of individuals for research representativeness (130 students) and 7.8% losses.

Table 1. Distribution of the frequency of students, according to sociodemographic characteristics. RS, 2012.

Variables	n	%
Gender		
Female	113	86,92
Male	17	13,08
Age		
< 20	19	14,62
20 a 24	90	69,23
25 a 29	14	10,77
> 29	7	5,39
Marital status		
Married	7	5,38
Single	113	86,92
Other	10	7,69
Children		
Yes	9	6,92
No	121	93,08
With whom do you live		
Family	78	60,0
Friend, colleague	38	29,23
Alone	14	10,77
Sports		
Yes	38	29,23
No	92	70,77
Leisure Activity		
Yes	89	68,46
No	41	31,54
Total	130	100

It can be seen in Table 1 that the population is mostly female (86.92%), aged between 20 and 24 years old (69.23%), unmarried (86.92%) and childless (93.08%). Among the students participating in the survey 60% live with relatives, 70.77% do not practice sport and 68.46% held leisure activity.

Regarding the distribution of students per semester, the study identified the highest

percentage of students enrolled in the 2nd semester with (16.92%), followed by the 3rd semester (15.30%). Regarding the year of entry into the nursing program, showed that in 2010 38 students enrolled, representing 29.23% of the population.

Table 2. Distribution of students as participation in group research / study, and scholarship paid / type of scholarship. RS, 2012.

Variable	n	%
Research Group		
Yes	84	64,62
No	46	35,38
Scholarship paid		
Yes	46	35,38
No	84	64,62
Type of Scholarship		
Assistance	16	34,78
Research	13	28,26
Extension	4	8,70
PET	13	28,26
Total	130	100%

It can be seen in Table 2 that 64.62% of students participate in group research / study. As regards the aid of paid scholarship, 64.62% did not receive it, and among the fellows (46), the predominant type of scholarship assistance is (34.78%), ie, one in which the student develops care activities at

the University Hospital, under the supervision of nurses service.

Table 3 presents the distribution of students as extra work activities, past professional experiences and satisfaction with the course.

Table 3. Distribution of students as a work activity, work experience and satisfaction with the course. RS, 2012.

Variable	n	%
Work		
Yes	9	6,92
No	121	93,08
Work experience		
Yes	14	10,77
No	116	89,23
Another graduation		
Yes	3	2,31
No	127	97,69
Enjoying the course		
Yes	113	86,92
No	17	13,08
Give up		
Yes	45	34,62
No	85	65,38
Total	130	100

It is observed in Table 3 that 93.08% of the students have no work activity, 89.23% report no experience in health and 97.69% do not have another college.

There are though 13.08% of the students enrolled are not satisfied with the course and 34.62% have thought about giving up on it.

Table 4 presents the quantitative variables of population, with maximum and minimum values, average and standard deviations.

Table 4. Descriptive measures for age, number of children, time spent to get to university (minutes), number of courses, hours, and hours of daily study time devoted to group each week. RS, 2012.

Variable	Minimum	Maximum	Average	Standard
Age	18	47	22,5	4,27
Children	0	3	0,09	0,38
Time of the trip to the Colledge (minutes)	0*	75	37,57	15,76
Number of the subjects	2	10	5,30	3,13
Time	205	630	474,2	76,79
How many hours of study at home	0	7	2,19	1,39
Time of group (weeks)	0	20	5,25	5,02

* students who live in residence halls on campus study.

It was found in Table 4 that students, on average, are 22.5 years old, are enrolled at 5.30 disciplines, take 37.57 minutes to get to University, study 2.19 hours per day and 5.25 hours dedicated the research group / studies a week.

DISCUSSION

The results identified a predominance of females (86.92%) among nursing students in this study. Similar results were found in other studies, which obtained a percentage higher than 84% of women. The results can be explained by two trends already evident in the literature, one historically constructed as the relationship between the woman and the act of caring and the other refers to the relationship between the woman socially widespread and the option for courses enfermagem.⁸ However, studies comparison, about sex, show an increase in the percentage of men in that course. In the realized research with nursing students in São Paulo, males had 24.1% representation in decades past when this percentage fluctuated around 5%.

There was an average of 22.5 years old, ranging between 18 and 47 years old. This indicates a profile of young students, aged 20 to 24 years (69.23%), peculiar characteristic of public universities in the country. The

presence of young academics in the nursing program can be considered positive as these professionals may have more opportunities early, and experience the growth and evolution for the development of the profession. Moreover, the choice of profession may be immature, and increase the percentage of dropouts during graduation.

It was found that 86.92% of the students are single and have no children 93.08%, profile consistent with the average age of students and infers the reality of Brazilian women, who have opted increasingly for married-later and prioritize training and their insertion in the labor market. Both percentages are similar to a study conducted in the state of São Paulo, where approximately 90% of nursing students were single and had no children.

In relation to housing, there is highest percentage of students living with family (60%). This result can be interpreted in a positive manner, since parents are seen by children generally like professional models and provide support and encouragement as well as assist in overcoming problems, and share information about the world of work. The active participation of them in career decision may decrease the presence of anxiety, in addition to providing a context of trust for career choices.

Among the students 70.77% do not practice sport, and 68.46% develop leisure activity. These results were similar to other studies¹⁵⁻¹⁶ with college students, which had a lower percentage of individuals who practice physical activity.

Despite the opportunities for physical activity have increased in recent years, along with information about their benefits, assesses that the proportion of active individuals is around 60% of the global population. It's said that this proportion has local fluctuations according to political, social, cultural and biological. Thus, although scholars know the benefits of physical exercise, one sees the same little adherence to these activities.

With regard to the percentage of students per semester, we found a higher percentage of students enrolled in the 2nd semester with (16.92%), followed by the 3rd semester (15.30%). Regarding the year of entry into the nursing program, it was found that 38 students were admitted in 2010, representing 29.23% of the population.

It is noteworthy that in the course study offered, traditionally, 40 vacancies for entry to year, or 20 per semester, and increased its number of vacancies in 2010 to 50 in contemplating the Support Programme for the Restructuring and Expansion Federal Universities (MEETING) of UFSM.⁵ Thus, in 2011, joined by 46 students vestibular, however, scholars of the second half (August/2011) did not participate in the study because they did not start the course at the time of data collection.

It was found that 64.62% of students participate in research groups and studies, and that the average time devoted to the group is 5.25 hours a week. In this context we emphasize that teachers of nursing institution in the study have encouraged the participation of academics in research and extension developed together with research groups from the first half of the course.

The impact of participation in academic research projects in nursing is visualized in strengthening their professional identity, the achievement of autonomy in their actions, with consequent qualification of the labor process, and the formation of critical and committed professional future.

Furthermore, the insertion in groups favors a broader view of the research process as it connects with the themes and researchers with teachers. For membership groups, academics, participate in all phases of research, accompanying activities, such as

text production from the literature review, with electronic searches in libraries and virtual journals and bibliographic institution and group, with regular group meetings for discussions and deliberations; organizing and conducting seminars on the theoretical framework involved in the research, involvement in data collection, which favors contact with reality and draws parallels with the theoretical, active participation in the transcription process, preparing the database and analysis of the results and preparation of abstracts, posters and articles.

Thus, it is important to emphasize the appreciation of the students involved in research groups, from teachers, coordinators of courses, pro-rectors undergraduate and postgraduate Coordination of Improvement of Higher Education Personnel (CAPES), programs graduate, selection processes for specializations and especially its value in strengthening Masters and PhD. We highlight the growing participation of academics in scientific initiation scholarships, offered by the university, in partnership with major national funding agencies. Moreover, the increasing numbers of edicts that nurture the academic experiences abroad, strengthen research and study groups.

Regarding scholarships, 35.38% of all students receive some form of financial aid (scholarship), which may be of assistance (scholarship working in health institutions), research, extension or Tutorial Education Program (TEP). Among the grantees (100%) was predominant purse care (34.78%).

It is noteworthy that among students who lack scholarship (64.62%), 40.05% are enrolled in the first three semesters, periods in which the students do not meet the criteria required to develop activities in scholarship assistance, as this only can be gained from the fourth semester. Still, these initial semesters, students fall in groups research / study, which enables the achievement of financial aid, in most cases, only after the fourth semester.

There were the following percentages of students with scholarship: 20% in the 3rd quarter, 61% in the 4th quarter, 50% in 5th semester, 60% in 6th semester, 46% in the 7th semester and 66% in 8th semester. It is noteworthy that in the first two semesters at the time of data collection, no student received financial aid from scholarships.

The performance of activities by the student, the duration of the scholarship, may be an important event in the formation and qualifies for the professional world, as well as assists in financial matters. The scholarship

assistance can be seen as a positive experience when the grantee proposes to instigate a generalist, humanist, critical, reflective besides providing a pre-professional experience.

The participants in this study mostly have no work activity (93.08%), which can be interpreted as exclusive dedication to graduation. Study conducted in two institutions, one public (A) and one private (B), found that 92% of the institution's students do not perform gainful work activity, while 62.5% of students of the institution B perform such activity. For these authors search results may be related to the type of institution (public or private), as well as the time at which the courses are offered. In public schools the schedule in general is integral, in particular, partial (morning, afternoon or evening) which allows the student to enter the labor market. In this regard it is noteworthy that the institution is public and study the activities of nursing are developed full-time, which limits the possibility of developing student activity with concomitant employment contract with graduation.

Showed that 10.77% have professional experience in healthcare, low percentage compared to other studies^{7,9} who found percentages of 68.96% and 37.8% for students with professional experience in healthcare.

About having another 97.69% of college students did not have, they mentioned the nursing program as the first academic experience as it can be related to the young age of the study population. This fact was observed in another institution in which 4% of students had another course superior.

As for satisfaction with the course, there is a percentage of 86.92% which is satisfied with the same. This result is important since it can influence people satisfied professionally, positively, the quality of the environment in which they study and work.

However, 34.62% have thought about quitting the course, since it may also be related to age, mostly young students, and doubts about the future professional.

Accordingly, it is inferred that, knowing the sociodemographic characteristics of students and scholars of the nursing program, allows us to understand the reality and needs of these, besides being an important tool, the course coordinator, to propose actions in interventional Educational Project Course.

CONCLUSION

It was found that the studied population is predominantly female, average age of 22.5 years old, unmarried, childless, living with parents, do not exercise and have leisure activity. Participate in group research / study, not receive a scholarship, do not develop work activity, do not have professional experience in healthcare, do not have another college, are satisfied with the course and not even thought about giving up.

The results of this study, although they can not be generalized, because it is a specific reality, present important information about the sociodemographic characteristics of academic and nursing students from a public institution of higher education in the state of Rio Grande do Sul

Knowledge of sociodemographic characteristics and students' academic nursing can help coordinate travel and constitute an important tool for structuring the teaching-learning process, with the proposition interventive actions in Education Program Course. There are only few studies investigating nursing students. In this sense, it is suggested to invest in studies that focus on the profile of nursing students as well as organizing and updating courses, with an emphasis on curriculum and pedagogical process.

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