



ORIGINAL

Sociodemographic and professional profile of graduate nurses from an academic monitoring program

Perfil sociodemográfico e profissional de enfermeiros egressos de um programa de monitoria acadêmica
Perfil sociodemográfico y profesional de enfermeros egresados de un programa de tutoría académica

Emily Manuelli Mendonça Sena¹

 <https://orcid.org/0000-0003-3573-6096>

Dayara de Nazaré Rosa de Carvalho²

 <https://orcid.org/0000-0001-8569-3392>

Rafael Everton Assunção Ribeiro da Costa³

 <https://orcid.org/0000-0002-0798-890X>

Margarete Feio Boulhosa¹

 <https://orcid.org/0000-0003-1680-9368>

Mary Elizabeth de Santana¹

 <https://orcid.org/0000-0002-3629-8932>

Ivonete Vieira Pereira Peixoto¹

 <https://orcid.org/0000-0002-5463-9630>

¹Universidade do Estado do Pará. Belém, Pará, Brasil; ²Secretaria de Estado da Saúde do Pará. Belém, Pará, Brasil; ³Universidade Estadual do Piauí. Teresina, Piauí, Brasil.

ABSTRACT

Objective: To characterize the sociodemographic and professional profile of graduate nurses from an academic monitoring program, as well as the program's contributions to their professional performance. **Methods:** This is a descriptive and retrospective research study, with a quantitative approach and carried out in a virtual environment, using an online electronic platform for data collection and conducted with graduate nurses from the monitoring program of the University of the State of Pará (Universidade do Estado do Pará, UEPA). **Results:** It was evidenced that the graduates are predominantly women, aged between 27 and 30 years old, and scholarship holders. A significant number of them were attending *latu sensu* graduate programs, at the specialization and/or residency level, worked in assistance or in administration and management, had teaching experience and worked mainly in basic education. **Conclusion:** The academic monitoring program contributed to the professional performance of the graduate nurses analyzed, proving to be a mechanism to achieve the level of excellence desired by the national curricular guidelines in Nursing.

Descriptors: Mentoring. Education. Nursing. Teaching. Learning.

RESUMO

Objetivo: Caracterizar o perfil sociodemográfico e profissional de enfermeiros egressos de um programa de monitoria acadêmica, bem como as contribuições do programa para suas atuações profissionais. **Métodos:** Trata-se de uma pesquisa descritiva, retrospectiva, de abordagem quantitativa e realizada em ambiente virtual, utilizando uma plataforma eletrônica *online* para a coleta de dados, com enfermeiros egressos do programa de monitoria da Universidade do Estado do Pará (UEPA). **Resultados:** Evidenciou-se que os egressos são, predominantemente, mulheres, de idade entre 27 e 30 anos e foram bolsistas. Um número significativo destes inseriu-se em programas de pós-graduação *latu sensu*, a nível de especialização e/ou residência, trabalham na assistência ou gestão e gerenciamento, possuem experiência como docente e atuaram principalmente no ensino básico. **Conclusão:** O programa de monitoria acadêmica contribuiu para as atuações profissionais dos enfermeiros egressos analisados, demonstrando ser um mecanismo para atingir-se o nível de excelência almejado pelas diretrizes curriculares nacionais em Enfermagem.

Descritores: Tutoria. Educação em Enfermagem. Ensino. Aprendizagem.

RESUMÉN

Objetivo: Caracterizar el perfil sociodemográfico y profesional de enfermeros egresados de un programa de tutoría académica, al igual que los aportes del programa para su desempeño profesional. **Métodos:** Se trata de un estudio de investigación descriptivo y retrospectivo con enfoque cuantitativo y realizado en un entorno virtual, por medio de una plataforma electrónica en línea para recolectar los datos, con enfermeros egresados del programa de tutoría de la Universidad del Estado do Pará (UEPA). **Resultados:** Se puso en evidencia que los egresados son predominantemente mujeres de entre 27 y 30 años de edad y becados. Un significativo porcentaje de los participantes asiste a programas de post-gradúo *latu sensu*, en los niveles de especialización y/o residencia, trabajan en las áreas de asistencia o de administración y gestión, tienen experiencia como docentes y se desempeñaron principalmente en Educación Básica. **Conclusión:** El programa de tutoría académica fue útil para el desempeño profesional de los enfermeros egresados sujetos de este estudio, demostrando así que es un buen mecanismo para alcanzar el nivel de excelencia deseado conforme a las Directrices Curriculares Nacionales en Enfermería.

Descriptores: Tutoría. Educación en Enfermería. Enseñanza. Aprendizaje.

INTRODUCTION

In its article No. 207, the Brazilian Federal Constitution provides for inseparability between teaching, research and extension, which are constituent elements of the University tripod and pillars of Higher Education, on which all academic activities are based. Inseparability is a guiding principle of the quality of university production, that is, the University acts through integration of this triad. Thus, the three-dimensionality of the university practice becomes essential, characterized as autonomous, competent and ethical so that knowledge and opportunities can be offered to its students, aiming at their professional training.^(1,2)

In this scenario, academic monitoring stands out as an active teaching and learning modality that contributes to the integrated training of undergraduate students in the scope of teaching, research and extension. It can also be considered as a pedagogical support service for higher education students who seek to deepen theoretical knowledge in a given discipline and solve difficulties related to contents taught within the classroom, bringing the theory closer to the practice, in addition to being the first step for initiation into teaching.^(3,4)

The academic monitoring program was established by Federal Law No. 5,540/68, called the University Reform Law, which established the rules for the organization and functioning of Higher Education and its articulation with High School, determining the creation of the supervisor function, characterized as a paid activity, in addition to being considered a title for subsequent entry into Higher Education teaching. Subsequently, the law was repealed by Law No. 9,394/96, which established the National Education Guidelines and Bases, providing in its article 84 that higher education students could be incorporated into teaching and research tasks, exercising monitoring according to their academic performance in the undergraduate course and study plan.^(5,6)

In this changing scenario, the Law of National Education Guidelines and Bases (*Lei das Diretrizes e Bases*, LDB) established, in its article 53, that universities, in the exercise of their autonomy, would be ensured to define the curricula of their courses and programs offered. Thus, through Resolution No. 3 of the National Council of Education/Higher Education Chamber (*Conselho Nacional de Educação/Câmara de Educação Superior*, CNE/CES) dated November 7th, 2001, the National Curriculum Guidelines for the Undergraduate Nursing Course (*Diretrizes Curriculares Nacionais para o Curso de Graduação em Enfermagem*, DCNs/ENF) were approved, in which the fundamentals, competencies, skills and procedures related to the training of nurses in the national territory were described.^(7,8)

Thus, according to the DCNs/ENF, professional nurses should have a generalist, humanistic, critical and reflective training profile. In addition to that, they must be qualified to practice Nursing based on scientific knowledge and ethical principles, being able to identify and intervene on health-disease problems and situations, in addition to being able to act with social responsibility and commitment to

citizenship, aiming to promote integral health in human beings. For researchers in the area, the experience from the monitoring program favors personal and professional development and broadens the view on the situations in which it is possible to intervene, generating transformation in the health context and contributing to the training of critical and reflective nurses.^(8,9)

Among the educational institutions that seek to train professionals with the profile proposed by the DCNs/ENF is the “Magalhães Barata” Nursing School (*Escola de Enfermagem “Magalhães Barata”*, EEMB) belonging to the State University of Pará (*Universidade do Estado do Pará*, UEPA). As found in the Pedagogical Project (PP), EEMB was the first institution to train nurses in the state of Pará, even before the creation of the University itself, with a stance based on the ethical principles of the profession and understanding of public health policies, so that they become educators with the community and health team and know how to establish interpersonal relationships with the user/family/community/multidisciplinary team, always aiming at the quality of Nursing care.⁽¹⁰⁾

In this educational institution, monitoring was enacted by CONSUN Resolution No. 2,808/15 in order to increase learning spaces, encourage interest in teaching and improve the teaching quality. It is known that academic monitoring in Nursing is considered as a pedagogical support for the students who seek to improve themselves in terms of contents and/or solve difficulties in some theme, being fundamental for the teaching-learning process by providing skills development during the clinical practices in Nursing, whether in hospitals or in Primary Care.^(11,12)

In a survey of what has been produced on the theme at the national level, 18 (eighteen) studies were found in the databases of *Biblioteca Virtual em Saúde* (BVS), Journals Portal of *Coordenação de Aperfeiçoamento de Pessoal de Nível* (*Periódicos CAPES*), Scientific Electronic Library Online (SciELO) and *Biblioteca Digital de Teses e Dissertações* (BDTD). Therefore, it is noted that there are few studies in the Brazilian literature on the topic centered on the graduate's perspective; and the available articles have only a descriptive nature, not emphasizing the theoretical-pedagogical aspects related to the monitoring and training of health professionals.⁽¹³⁾

In a previous study on academic monitoring in EEMB it was possible to identify the students' understanding regarding the program's contributions to comprehend the purposes of the profession and areas that comprise the course, which should be exercised in the labor market in the future. However, the best analysis of the contributions of the monitoring program in professional performance can only be carried out when knowing the point of view of professional graduates, as it is them that confront the theoretical-scientific, technical, ethical and human baggage learned at the University according to the demands required in professional performance.^(14,15)

Given the above, this research is justified by the need to produce research studies on the graduates

from the academic monitoring program, given the gap in relation to the scientific production on the theme at the national level, with the objective of characterizing the sociodemographic and professional profile of graduate nurses from an academic monitoring program, as well as the contributions of the program to their professional performance.

METHODS

This is a descriptive and retrospective study with a quantitative approach and carried out in a virtual environment, using an online electronic platform for data collection. The research population consisted of graduate nurses from UEPA, who took part of the academic monitoring program in Nursing at the Belém, Santarém, Tucuruí and Conceição do Araguaia campuses.

In order to locate the graduates, the Coordination for the Support of Pedagogical Guidance (*Coordenação de Apoio à Orientação Pedagógica*, CAOP) was asked to provide the list of the supervisors in the period from 2006 to 2018. The reason for choosing the period was due to the fact that the first available official records of the program dated from 2006, with the last selection notice being published in 2018, until the time when the research was conducted. With this information, the first contact with the graduates was made by e-mail via Lattes curriculum, in order to present the research project, explain the objectives and invite them to participate in the study through the online instrument.

The data collection instrument in the virtual environment was created on the *Google Forms* platform and consisted of questions in order to identify the sociodemographic (gender, age and campus of origin), academic (monitoring modality and semester of performance) and professional (title, area of current performance and experience in teaching) data of the nurses, as well as the contributions of the monitoring program to professional performance in Nursing. The variables about the contributions of the monitoring program to the professional performance of graduate nurses were evaluated based on the Likert scale, resorting to five categories: (1) I totally disagree; (2) I disagree; (3) Neutral; (4) I agree; and (5) I totally agree.

To ensure reading and acceptance of the Free and Informed Consent Form (FICF), the first question of the form was about agreement to the form, with “I accept” as an essential condition to have access to and answer the rest of the questions. Thus, the data were collected between October 2020 and January 2021. After this period, the diverse information was processed using *Microsoft Office Excel*, version 2013, in order to calculate the absolute and relative frequencies.

The instrument was sent to 255 graduates, from a total of 306 names of former supervisors. A total of 78 filled-out forms were received and, after analysis, 70 were suitable to comprise the research data. As inclusion criteria, the study included graduate nurses from the academic monitoring program located through the Lattes curriculum who answered the

Sociodemographic and professional profile of graduate nurses.. invitation e-mail message. Graduates located via the Lattes curriculum without an updated email address and/or who did not work in the Nursing area were excluded from the study. It is noted that production of the study was approved by the Research Ethics Committee of the State University of Pará, as provided for in Resolution No. 466/2012 of the National Health Council, and obtained favorable opinion No. 4,210,087 (CAAE: 33868920.7.0000.5170).

RESULTS

From a total of 306 graduates, 255 were contacted, of which 78 answered the form and 70 were in due conditions to take part in the research. **Table 1** shows the participants' sociodemographic data, where it can be seen that the highest number of graduates was female: 57 (81%). The age group varied from 22 to 37 years old, with a mean of 28. The range from 27 to 32 years old presented the highest percentage, with 29 (41%) graduates. Regarding the graduation campus, it was noticed that 48 (68%) were enrolled in Belém.

In relation to the academic profile, it was verified that 65 (93%) graduates were scholarship holders in the program, that 43 (62%) were enrolled between the 4th and 8th semesters of the undergraduate course, and that 57 (81%) monitored only one curricular component, as shown in **Table 2**.

As shown in **Table 3**, regarding the professional profile and the academic qualification process, it was verified that 33 (47%) graduates were attending *lato sensu* graduate programs, at the specialization and/or residency level, that 20 (29%) attended *stricto sensu* graduate programs at the Master's degree level, and that 3 (4%) are PhD students. When asked if they had teaching experience, 50 (71%) answered “Yes”, with 22 (31%) working in Basic Education, 12 (17%) in Higher Education and 16 (23%) in both modalities. In addition to that, it was noticed that only 24 (34%) graduates were active, as professionals, in the area of the curricular component monitored during undergraduation.

Regarding the professional practice area, it was noticed that 30 (43%) nurses are working only in care or in administration and management and that 12 (17%) are only active in teaching or research; as well as that 26 (37%) work in care, administration and management, teaching and research simultaneously; 1 (1.5%) participant reported that, in addition to all these areas, he also works in Business Nursing and 1 (1.5%) nurse stated working only as an administrative technician in education. When asked about the contributions of the academic monitoring program, 68 (97%) participants answered that the activity supported their professional performance and two (3%) graduates reported that the monitoring program did not contribute to their professional practice, therefore ending data collection for these participants.

According to the Likert scale at the agreement level, 68 graduates returned the form, answering that the monitoring program contributed to their professional performance and evaluated questions related to the MP's contributions to skills

development according to the profile recommended by the DCNs/ENF. The answers can be seen in Table 4.

The contribution of the monitoring program to performance in Administration and Management was assessed. Among the participants, 42 (62%) totally agreed, 17 (25%) partially agreed, 7 (10%) were neutral, and 2 (3%) partially disagreed. Regarding development of communication, 60 (88%) interviewees totally agreed, 7 (10.5%) partially agreed, 1 (1.5%) was neutral and none of them disagreed. As for preparation for permanent

Sociodemographic and professional profile of graduate nurses.. education, 52 (76.5%) graduates totally agreed, 13 (19%) partially agreed, 3 (4.5%) were neutral and there were no disagreements. Regarding the contribution to assume leadership positions, 53 (78%) nurses totally agreed, 11 (16%) partially agreed and four (6%) were neutral, and there was also no disagreement. It was also asked whether the monitoring program assisted in decision-making, and 46 (68%) answered that they totally agreed, 18 (26%) partially agreed and 4 (6%) were neutral; there was also no disagreement.

Table 1. Sociodemographic profile of the graduate nurses from the academic monitoring program in Nursing. Belém, Pará, Brazil, 2021.

Sociodemographic variables	N	%
Gender		
Female	57	81
Male	13	19
Age		
22-26	26	37
27-30	29	41
31-34	11	16
35+	4	6
Graduation Campus		
Belém	48	68
Santarém	11	16
Tucuruí	9	13
Conceição do Araguaia	2	3

Source: Prepared by the authors (2022).

Table 2. Academic profile of the graduate nurses from the academic monitoring program in Nursing. Belém, Pará, Brazil, 2021.

Academic variables	N	%
Monitoring modality		
Scholarship holder	65	93
Voluntary	5	7
Enrollment semester		
1-4	10	14
5-8	43	62
9-10	17	24
Did you monitor more than one curricular component?		
Yes	13	19
No	57	81

Source: Prepared by the authors (2022).

Table 3. Professional profile of the graduate nurses from the academic monitoring program in Nursing. Belém, Pará, Brazil, 2021.

	N	%
Training		
Bachelor's Degree	14	20
Graduate studies - <i>Lato sensu</i> (Specialization/Residency)	33	47
Graduate studies - <i>Stricto sensu</i> (Master's Degree)	20	29
Graduate studies - <i>Stricto sensu</i> (PhD)	3	4
Did you have any teaching experience?		
Yes	50	71
No	20	29
Which is your teaching experience level?		
Basic Education	22	31
Higher Education	12	17
Basic and Higher Education	16	23
Does not apply	20	29

Source: Prepared by the authors (2022).

Table 4. Assessment by the graduate nurses about the contribution of the academic monitoring program for the professional practice in view of the Nursing competencies. Belém, Pará, Brazil, 2021.

	Disagrees (Totally)	Disagrees (Partially)	Neutral	Agrees (Partially)	Agrees (Totally)
Administration and Management	0%	3%	10%	25%	62%
Communication	0%	0%	1.5%	10.5%	88%
Permanent Education	0%	0%	4.5%	19%	76.5%
Leadership	0%	0%	6%	16%	78%
Decision-making	0%	0%	6%	26%	68%

Source: Prepared by the authors (2022).

DISCUSSION

Characterization of the graduate nurses from the academic monitoring program in Nursing

The prevalence of women (81%) confirms the assertion that, historically, Nursing is a female profession. Considering the Research Study entitled “Profile of Nursing in Brazil (PPEB)”, carried out in 2013 by the Oswaldo Cruz Foundation (FIOCRUZ), at the initiative of the Federal Nursing Council (*Conselho Federal de Enfermagem*, COFEN), it was evidenced that 85.1% of Nursing professionals in Brazil were female. In this sense, such data show that scenarios like this are common, as a similar distribution is also found in other research studies.^(16,17)

Regarding age, it is verified that the graduates belong to the age group between 22 and 37 years old, with a mean of 28. In a study on the perception of Nursing graduates about the contribution of the course to their training and performance in the labor world, the same mean was also found, thus characterizing a profile of young professionals. In a research study conducted in 2017, it was revealed that most of the freshmen from a Nursing course were aged between 19 and 23 years old. Thus, this young-age profile is justified by increasingly earlier admission to Higher Education.^(18,19)

Regarding the graduation campuses, it is noted that most of the graduate nurses from the monitoring program were from Belém. This is related to the fact that the municipality is the EEMB headquarters, a pioneer in implementation of the program at UEPA and also for offering the largest number of vacancies, according to the latest notices released. It is noted that the Nursing course was gradually taken to the inland with the objective of bringing professional qualification to the municipalities of the inland of the state, being implemented in Santarém (West region), Tucuruí (Southeast region) and Conceição do Araguaia (South region), respectively. In addition to that, there is predominance of supervisors who are scholarship holders (93%), considering that the monitoring program at the institution is taught under two modalities: scholarship holder and volunteer. Applicants are admitted in descending order of grades, filling the vacancies for scholarship holders and/or volunteers, respectively.^(10,11)

The offer of monitoring scholarships is extremely important for the effectiveness of the activities that the program demands since, supervisors often need to move to the practice loci and eat between the class shift and the monitoring shift; in addition to complementing other programs to encourage permanence of low-income students, such as the National Student Assistance Program (*Programa Nacional de Assistência Estudantil*, PNAES).⁽²⁰⁾ Therefore, the importance of maintaining monitoring scholarships in public universities is emphasized, as this provides better opportunities for good academic performance and reduction of problems such as course repetition and evasion due to the students’ insufficient financial conditions.⁽²¹⁾

Regarding the performance semester, for the purposes of this study, the UEPA Nursing course was organized in three cycles referring to the

10 semesters of the total duration of the undergraduate course: the basic period (1st to 4th semesters), where there are broader curricular components related to health sciences; the specific period (5th to 8th semesters), with more specific subjects inherent to the profession; and the supervised internship (9th to 10th semesters), which comprises an extension of the educational act for development of the professional practice in hospitals and in collective health. Given such information, it is noted that most (61%) of the graduate nurses worked as supervisors when they were between the 5th and 8th semesters. In a study on the evaluation of the undergraduate students’ knowledge about basic Nursing procedures, there were gaps in the knowledge of those attending the periods between the 5th and 9th semesters, especially regarding dexterity of topics related to the concepts about procedures, to the detriment of the technical steps. Such evidence can justify the high demand for the student monitoring program in the specific cycle, as monitoring also serves as a strategy to deepen theoretical knowledge in a given component, integrating theory and practice.^(22,4)

When considering the highest academic degree, it was noticed that, after graduation, a large percentage (47%) of the graduates continued the professional qualification process seeking to attend graduate studies at the specialization and/or residency levels. Likewise, in a research study carried out with Nursing undergraduates from the State University of Rio de Janeiro (*Universidade Estadual do Rio de Janeiro*, UERJ), it was evidenced that, of a total of 30 participants under study, 66.7% had already completed the *lato sensu* specialization, also covering the residency modality. Thus, it is noted that specializations and residencies are seen as a means for professional improvement and curriculum highlighting in the face of the demands of the labor market, which have increased, forcing nurses to search for programs that focus on qualification and improvement of their technical skills.⁽²³⁻²⁵⁾

In parallel, it is known that *stricto sensu* graduate studies are developed based on an academic or professional Master’s Degree or PhD program. The former aims at training for teaching and scientific research, and the latter is targeted at professional qualification at a higher level. In Nursing, this qualification modality is sought aiming at professional improvement to exercise the teaching practice. In this perspective, it is noted that the teaching practice is a multifaceted activity, which requires a set of theoretical and practical knowledge, skills and competencies in addition to those required through the training area. Therefore, preparation of Nursing professors should be based on principles that prioritize critical-reflexive training, without technicist reproductions, and that relate theoretical teaching to the reality of health services.^(26,8)

From this perspective, it is known that monitoring, in its essence, is a project that aims at stimulating initiation into teaching. An activity that promotes the interaction between the students and teachers themselves, in which the supervisor

acquires the character of a mediator, in addition to contributing to visualizing the breadth of the nurse being and allowing reflections on the professional practice in the various areas.⁽¹²⁾ Thus, according to the results found, fulfillment of this role was proven, given that a large percentage (71%) of the graduates had teaching experience during their professional career.

According to Law No. 9,394/96, Brazilian school education is divided into two cycles: Basic Education, which incorporates early childhood education, Elementary School and High School; and Higher Education.⁽⁶⁾ Thus, Nursing professionals will be able to work in the teaching and research areas, encompassing both Higher Education teaching and vocational education. In this research, it was verified that the teaching practice took place mainly in Basic Education (31%), contemplating technical level training in Nursing. It is noticed that training courses for technical professionals have been expanding and the class consists of the largest workforce within health institutions, requiring a solid base training with trained professors.⁽²⁷⁾

In this study, it was verified that most (43%) of the nurses work in the assistance/administration and management areas. This result can also be found in another research study, in which significant insertion of nurses was found in the care (66%) and managerial (15%) areas.⁽²⁵⁾ These data are related to the traditional training of Nursing for care; however, it is known that the nurses' work process and performance areas mainly permeate care, administration and management, teaching and research. Thus, in order to be able to approach each of these areas, it is necessary that, during the undergraduate course, there is development of teaching/learning skills and competencies, with the monitoring program representing a good strategy for this purpose.⁽²⁸⁾

Contributions of the academic monitoring program to the performance of graduate nurses from the academic monitoring in Nursing

According to the National Curricular Guidelines for Nursing, professionals must acquire six general competencies and skills, namely: 1) administration and management; 2) leadership; 3) communication; 4) decision-making; 5) permanent education; and 6) health care.⁽⁸⁾ In this research, the first five were evaluated, considering that their acquisition would include "health care".

In this context, the first competence to be discussed is Administration and Management. It is known that nurses are the professionals responsible for coordinating the Nursing teams, in addition to being the members of the health team trained for care management; thus, their performance permeates conduction of the work process and management of time, the environment, material and financial resources and, above all, people. Development of managerial competencies should be started at the undergraduate level, considering that the course is one of the few - in the health area - that emphasizes the administrative functions in its curricular guidelines; improved from the individual

Sociodemographic and professional profile of graduate nurses.. experience and for the experiences in the services.^(29,30)

In this context, given the situation of work process management, nurses must be prepared to lead their work team. To such end, the professionals should show commitment, responsibility, empathy, communication and skills for decision-making. Decision-making refers to the ability of Nursing professionals to identify situations in the work environment, organize possible solutions and implement the necessary measures in a timely manner to achieve resolute results. In the training context, it is noted that this competence is often stimulated in graduate students from the academic monitoring program, as they continuously exercise critical thinking for decision-making in situations such as solving health problems in case studies, clinical judgment in simulated situations or in the fields of practice and teaching, planning, evaluation and execution of the Nursing process.^(8,31)

Communication is an important interaction means between nurses, patients and teams, contributing to Nursing care. In this sense, communication, although a basic instrument, needs to be improved as a professional competence during undergraduate studies, a process that is stimulated by the academic monitoring program, being the starting point of a continuous learning process, which will persist throughout the professional career.⁽³²⁾

As for permanent education, it is grounded on meaningful learning in the work environment, in which learning and teaching are incorporated into the everyday routine of the service, enabling reflections on the work process, self-management, institutional change and transformation of the professional practices. Nurses develop permanent education actions every day, covering health education and in-service education, which evidence their role as educators in the work environment.^(33,34) Thus, it is noted that permanent education through training, qualification and updates, among other tools, is essential for the health promotion and quality of the care provided to the patients, as well as for qualification of workers. Therefore, it can be seen that, when exercising the study to teach, carry out planning activities, seek training content and formulate educational material, students-supervisors begin their preparation to work in permanent education.

Given the above, with regard to the contribution of the academic monitoring program to professional performance, it is asserted that it contributes to the acquisition of desirable competencies for Nursing graduates according to the DCNs/ENF, which will exert positive impacts on performance of their duties as nurses in the various fields of activity. The limitation of this study was due to the difficulty locating graduates and in returning answered forms, due to outdated electronic addresses and Lattes curricula. In addition to that, we also point out that adherence may have been influenced by the current pandemic context. However, conduction of this research may collaborate to strengthening the monitoring program in Nursing and subsidize future research studies in the area. We reiterate the importance of the academic monitoring program,

given its relevance in the consolidation of knowledge, technical improvement, student support and initiation into teaching.

CONCLUSION

Through the results of this research, it is noticed that the graduates from the academic monitoring program in Nursing are predominantly women, aged between 27 and 30 years old and from the Belém undergraduate campus. Most of the graduates were scholarship holders, enrolled between the 4th and 8th undergraduate semesters, and monitoring only one curricular component. Regarding the professional qualification process, it is verified that most of them were attending *lato sensu* graduate programs, at the specialization and/or residency levels, had teaching experience and worked mainly in Basic Education; that is, in technical courses. In addition to that, few graduates were active, as professionals, in the area of the curricular component monitored during undergraduation. Regarding the professional performance area, it was evidenced that most of the graduates are working in the assistance or administration and management areas. It was also noticed that they mostly answered that the monitoring program contributed to their professional performance, with emphasis on the development of Nursing skills and abilities related to communication, leadership, permanent education, decision-making and administration and management. Thus, it can be concluded that the academic monitoring program contributes to professional performance, assisting in the consolidation of the professional profile proposed by the principles of the National Curricular Guidelines in Nursing, by complementing training of the students-supervisors and enabling development of the professional practice according to the purpose of the monitoring program.

REFERENCES

1. Brasil. Constituição da República Federativa do Brasil. Brasília: Senado; 1988.

2. Esteves Campos EF. Ensino, pesquisa, extensão: contribuições da pesquisa-ação. *Rev Actual Investig Educ.* [Internet]. 2020;20(1):533-51. doi: <https://doi.org/10.15517/aie.v20i1.39972>

3. Gonçalves MF, Gonçalves AM, Fialho BF, Gonçalves IMF. A importância da monitoria acadêmica no ensino superior. *Rev Pemo.* [Internet]. 2021;3(1):e313757. doi: <https://doi.org/10.47149/pemo.v3i1.3757>

4. Silva AKA, Ferreira MLS, Oliveira MJS, Silva JPX, Sachado LDS, Xavier SPL. Contribuições da monitoria acadêmica para a formação em enfermagem: revisão integrativa. *Rev Enferm Atual In Derme.* [Internet]. 2021;95(33):e-021038. doi: <https://doi.org/10.31011/reaid-2021-v.95-n.33-art.945>

5. Brasil. Lei n. 5.540, de 28 de novembro de 1968. Fixa normas de organização e funcionamento do ensino superior e sua articulação com a escola média, e dá outras providências. Brasília: Câmara dos Deputados; 1968.

6. Brasil. Lei n. 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Brasília: Câmara dos Deputados; 1996.

7. Brasil. Secretaria especial de editoração e publicações subsecretaria de edições técnicas. Lei de Diretrizes e Bases da Educação Nacional. Brasília: Senado; 2005.

8. Conselho Nacional de Educação (CNE). Câmara de Educação Superior. Resolução n. 3, de 7 de novembro de 2001. Institui Diretrizes Curriculares Nacionais do Curso de Graduação em Enfermagem. Brasília: Ministério da Educação; 2001.

9. Fernandes DCA, Fernandes HMA, Barbosa ES, Chaves MJC, Nóbrega-Therrien SM. Contribuições da monitoria acadêmica na formação do aluno-monitor do curso de Enfermagem: relato de experiência. *RDE.* [Internet]. 2020;12(27):316-29. doi: <https://doi.org/10.28998/2175-6600.2020v12n27p316-329>

10. Universidade do estado do Pará (UEPA). Centro de Ciências Biológicas e da Saúde. Escola de Enfermagem Magalhaes Barata. Projeto pedagógico do Curso de Graduação em Enfermagem. Belém: UEPA; 2014.

11. Universidade do estado do Pará (UEPA). Conselho Universitário (CONSUN). Resolução n. 2.808, de 18 de março de 2015. Fixa normas complementares para execução do programa de monitoria no âmbito da Universidade do Estado do Pará. Belém: UEPA; 2015.

12. Burgos CN, Baricati CCA, Martins JT, Scholze AR, Galdino MJQ, Karino ME. Academic monitoring in the perception of nursing students. *Rev Enferm UFSM.* [Internet]. 2019;9(37):1-14. doi: <https://doi.org/10.5902/2179769230816>

13. Botelho LV, Lourenço AEP, Lacerda MG, Wollz LEB. Monitoria acadêmica e formação profissional em saúde: uma revisão integrativa. *ABCS Health Sci.* [Internet]. 2019;44(1):67-74. doi: <https://doi.org/10.7322/abcs.hs.v44i1.1140>

14. Andrade EGR, Rodrigues ILA, Nogueira LMV, Souza DF. Contribution of academic tutoring for the teaching-learning process in Nursing undergraduate studies. *Rev Bras Enferm.* [Internet]. 2018;71(Supl. 4):1690-8. doi: <https://doi.org/10.1590/0034-7167-2017-0736>

15. Clapis MJ, Corrêa AK, Aredes NDA, Lunardello RBV, Souza MCBM. Professional insertion of registered nurses: a study with alumni. *Rev Esc Enferm USP.* [Internet]. 2021;55:e03745. doi: <https://doi.org/10.1590/S1980-220X2020013003745>

16. Conselho Federal de Enfermagem (COFEN). Relatório final da Pesquisa Perfil da Enfermagem no Brasil. Rio de Janeiro: COFEN; 2017.

17. Araújo MAN, Lunardi Filho WD, Alvarenga MRM, Oliveira RD, Souza JC, Vidmantas S. Sociodemographic profile of nurses of the hospital network. *Rev Enferm UFPE On Line.* [Internet]. 2017;11(Supl. 11):4716-25. doi: <https://doi.org/10.5205/reuol.11138-99362-1-SM.1111sup201723>

18. Higa EFR, Gomes R, Carvalho MHR, Guimarães APC, Taiepeiro EF, Hafner MLMB, et al. Perceptions of nursing alumni regarding the course contribution in providing health care. *Texto Contexto Enferm.*

19. Silva A, Sampaio AS, Santos DTR. O ingresso do estudante jovem adulto na graduação de enfermagem no Centro Universitário Campos de Andrade. *RIAI*. [Internet]. 2017;3(3):96-109. Disponível em: <https://revistaselectronicas.ujaen.es/index.php/riai/article/view/4283>

20. Brasil. Decreto n. 7.234, de 19 de julho de 2010. Dispõe sobre o Programa Nacional de Assistência Estudantil (PNAES). Brasília: Câmara dos Deputados; 2010.

21. Castro AS, Conceição FCM, Novais VSM. A política de assistência estudantil da universidade federal do amapá: alguns dados para reflexão. *Braz J of Develop*. [Internet]. 2020;6(11):92236-92253. doi: <https://doi.org/10.34117/bjdv6n11-578>

22. Melo GSM, Tibúrcio MP, Freitas CCS, Vasconcelos QLDAQ, Costa IKF, Torres GV. Semiotics and semiology of Nursing: evaluation of undergraduate students' knowledge on procedures. *Rev Bras Enferm*. [Internet]. 2017;70(2):265-72. doi: <https://doi.org/10.1590/0034-7167-2016-0417>

23. Souza NVDO, Pires AS, Gonçalves FGA, Tavares KFA, Baptista ATP, Bastos TMG. Formação em enfermagem e mundo do trabalho: percepções de egressos de enfermagem. *Aquichan*. [Internet]. 2017;17(2):204-16. doi: <https://doi.org/10.5294/aqui.2017.17.2.9>

24. Maran E, Tostes MFP, Melo WA, Spigolon DN, Teston EF. Technical-scientific skills and difficulties of academics of nursing during monitoring of semiotecnics. *Rev Enferm UFPE On Line*. [Internet]. 2017;11(5):1819-25. doi: <https://doi.org/10.5205/reuol.11077-98857-1-SM.1105201709>

25. Püscheli VAA, Costa D, Reis PP, Oliveira LB, Carbogim FC. Nurses in the labor market: professional insertion, competencies and skills. *Rev Bras Enferm*. [Internet]. 2017;70(6):1288-95. doi: <https://doi.org/10.1590/0034-7167-2016-0061>

26. Alves LR, Giacomini MA, Teixeira VM, Henriques SH, Chaves LDP. Reflections on graduate professor training. *Esc Anna Nery*. [Internet]. 2019;23(3):e20180366. doi: <https://doi.org/10.1590/2177-9465-EAN-2018-0366>

Sociodemographic and professional profile of graduate nurses..

27. Sgarbi AKG, Missio L, Renovato RD, Hortelan MPSM. Enfermeiro docente no ensino técnico em enfermagem. *Laplage Rev*. [Internet]. 2018;4(1):254-73. doi: <https://doi.org/10.24115/S2446-6220201841423p.254-273>

28. Costa TV, Guariente MHD. Nurses trained through the integrated curriculum program: insertion and professional performance. *Rev Enferm UFPE On Line*. [Internet]. 2017;11(1):77-85. doi: <https://doi.org/10.5205/reuol.9978-88449-6-1101201710>

29. Martins A, Cruz KMC. Gerenciamento em enfermagem: uma revisão integrativa da última década (2008 - 2018). *Braz J Hea Rev*. [Internet]. 2018;1(1):233-44. Disponível em: <https://www.brazilianjournals.com/index.php/BJHR/article/view/670/570>

30. Tenório HAA, Souza IB, Gomes Junior EL, Santos RFEP, Correia DS, Viana LS, et al. Nursing management and administration: perspectives of student performance. *Rev Enferm UFPE On Line*. [Internet]. 2019;13:e240535. doi: <https://doi.org/10.5205/1981-8963.2019.240535>

31. Leal LA, Henriques SH, Castro FFS, Soares MI, Bragança C, Silva BR. Construction of the matrix of individual nursing competences in surgical units. *Rev Bras Enferm*. [Internet]. 2020;73(6):e20190584. doi: <https://doi.org/10.1590/0034-7167-2019-0584>

32. Dalcól C, Garanhani MC, Fonseca LF, Carvalho BG. Communication skills and teaching-learning strategies: perception of nursing students. *Cogitare Enferm*. [Internet]. 2018;23(3):e53743. doi: <http://doi.org/10.5380/ce.v23i3.53743>

33. Ministério da Saúde (BR). Secretaria de Gestão do Trabalho e da Educação na Saúde. Departamento de Gestão da Educação na Saúde. Política Nacional de Educação Permanente em Saúde: o que se tem produzido para o seu fortalecimento?. Brasília: Ministério da Saúde; 2018.

34. Lavich CRP, Terra MG, Arnemann CT, Mello AL, Raddatz M. Health education and permanent education: actions integrating the educational process of nursing. *Rev Baiana Enferm*. [Internet]. 2018;32:e24719. doi: <https://doi.org/10.18471/rbe.v32.24719>

Financing source: No

Conflicts of interest: No

Date of submission: 2022/05/01

Accepted: 2022/07/01

Publication: 2022/08/02

Corresponding author:

Rafael Everton Assunção Ribeiro da Costa

E-mail: rafaelearcosta@gmail.com

How to cite this article:

Sena EMM, Carvalho DNR, Costa REAR, Boulhosa MF, Santana ME, Peixoto IVP. Sociodemographic and professional profile of graduate nurses from an academic monitoring program. *Rev Enferm UFPI* [INTERNET]. 2022 [Cited: ano mês dia]; 11: e2630. Doi: 10.26694/reufpi.v11i1.2630

