



## NURSING EGRESSES: UNDERGRADUATE EDUCATION ANALYSIS FOR PROFESSIONAL WORK IN THE UNIFIED HEALTH SYSTEM

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### ABSTRACT

The evaluation of nursing education, from the point of view of the graduates, is essential subsidy to quality improvement in education. In this context, the National Nursing Curricular Guidelines are a tool for the practice in SUS and improvement of health services. The study analyzed the training of the nursing egress from a private HEI in Pará to work in the Unified Health System (SUS). This is a cross-sectional observational research and a quantitative, descriptive and analytical approach. After approving the research in the ethics committee (Caae n°49155515.6.0000.5701), the free informed consent form and the questionnaire were available to 372 egresses, with 125 respondents. The analysis of the data obtained used descriptive statistics. The results revealed that 93.6% of graduates work in nursing, especially in care. 71.6% of the respondents act as nurses in the health care networks, especially at the Primary level. The graduates responded that they had experienced health promotion (81.6%), prevention (79.2%), health care (76.8%) and confirmed that they received training to act as manager or in the management of SUS (68.8%) "in all courses, integrated activities and / or internship", to 58.4%, this training is compatible with performance. 38.4% of the graduates work in the management of SUS's health programs and expressed a positive opinion regarding the role of the institution in the training of these programs. 75.2% of the graduates affirmed the professor's commitment to introduce SUS, the organization of the health services and to intervene in situations, according to the epidemiological profile, affirming themselves "totally satisfied" with the training received during the undergraduate program, regarding the acting in SUS. It is concluded that the training contributed significantly to their professional activities at all levels of SUS's health care. As a contribution, the production of a technical note with information and recommendations for the coordination of the nursing course is highlighted.

## INTRODUCTION

More than 25 years after the implantation of the Unified Health System (SUS) as Public Health Policy of the Brazilian State, instituted in the Federal Constitution of 1988 and regulated by the Law No. 8,080, dated September 19, 1990 (Brasil, 1990), today's scenario reveals it as one of the most important health policies in the world since it offers free health assistance to the entire population, establishing itself as a healthcare model based on health surveillance, focusing on health promotion, prevention, rehabilitation and active participation and social control (Teixeira, 2010). Despite the important advances achieved by this universal, equitable and integral public health system, major challenges still need to be overcome, such as the intense fragmentation of health actions and services, the qualification of care management, the rationale for curative actions, centralization in health care and structuring with actions and services of health dimensioned from the offer, factors that expose and justify the insufficient model of health care in force on the current health challenges (Brasil, 2010). In order to overcome the challenges posed and advance in the processes of qualification of health care and management, the National Council of Municipal Health Secretariats (CONASEMS), the National Council of Health Secretaries (CONASS) and the Ministry of Health (MS) promoted an agreement that resulted in the implementation of guidelines for the organization of Health Care Networks (RAS) in the scope of SUS, in accordance with Administrative Rule no. 4,279, dated December 30, 2010 (Brasil, 2010).

In this context, it is the responsibility of higher education institutions (HEIs) to monitor changes in the health sector and respond to changes in health professionals' training in order to comply with SUS principles (Costa, 2012). The Brazilian Nursing Association (ABEn) has a primordial character in the context of the nursing teaching debates in Brazil. As a curricular transformation agent, in 1994, the National Seminar of Guidelines for Nursing Education (SENADen) was founded, whose product offered significant contributions to the structuring of the National Curricular Guidelines of the Nursing Undergraduate Program (DCENF) (Silva, 2013; Florencio, 2013).

Approved by the National Council of Education (CNE) of the Higher Education Chamber (CES), through the Resolution CNE / CES N°3 / 2001 (Brazil, 2001), DCENF emphasizes the formation of graduates with orientation for working in the SUS and the significant reflexes of vocational training on the improvement of the quality of health services and recognize the relevance of continuous and permanent restructuring of training processes and curricula whose requests require, from then on, qualified professionals, committed to strengthening SUS in the epidemiological situation of the country and region (Almeida, 2003; Faulk, Parker; Morris, 2010). Fifteen years after the implementation of the DCENF, and in view of the challenges overcome and yet to overcome by the HEI to adapt the Pedagogical Projects and curricular matrices to these Guidelines, it is necessary to promote periodic evaluation of the entire nursing training process. Evaluation is a term originated in the industrial sphere, with great adhesion by the education professionals, having undergone profound changes of conception (Arredondo, Diago, 2009). The term evaluation, among its diverse concepts, means measuring, comparing, analyzing and, informally means, to address value judgment (Asheley, Ferreira and Reis, 2006).

In the context of Brazilian Education, evaluation takes place from basic education to higher education (Almeida, 2003). In 2004, the establishment of the National System for the Evaluation of Higher Education (SINAES), through Law No. 10,861, of April 14, 2004, proposes to integrate the evaluation of institutions, courses and student performance (Brazil, 2004) and based on this approach, several scientific researches have used the impression of the students to evaluate a wide range of research objects: teachers, institutions (Avrichir, Dewes, 2006), identification of motivations to choose a career (Silva, Machado, 2006), slopes for certain teaching methods (Oliveira *et al.*, 2005). The processes of evaluation of the vocational training of graduates are valuable because they comprise means of obtaining consistent perceptions about the quality of the institutional work products, that is, about the range of goal achievement and the social function of institutions and courses (Mota *et al.*, 2010). The return of information about the offered education, based on the perspective of the graduates, may also constitute data and essential subsidies to the preparation and implementation of proposals for changes in curricula, in the teaching-learning processes, in university management. (Brandalise, 2012), aspects that corroborate that the results of this research will favor other studies on the quality of training of health professionals in the Northern Region. In 2016, in Brazil, there are 1014 undergraduate courses in Nursing (Baccalaureate) accredited and active in the System of Regulation of Higher Education (e-MEC). Currently, 26 HEIs are authorized to offer a baccalaureate course in Nursing in Pará, two public institutions and twenty four private institutions, of which 11 are concentrated in the state capital, Belém (Brazil, 2016). In this perspective the objective of this research is to analyze the formation of the egress of a Nursing Course, from a Private Higher Education Institution, in Belém-Pará, to work in the Unified Health System.

## MATERIAIS E MÉTODOS

It is an observational cross-sectional study with a quantitative, descriptive and analytical approach. Made from a virtual environment (Google® Forms Platform), targeting Nursing graduates from a private Higher Education Institution (IES) in Belém-Pará, Metropolitan University Center of Amazon - UNIFAMAZ. For the inclusion criteria: graduates from the years 2011 to 2013, acting or not professionally. For the exclusion criteria: graduates who already have a degree in the same area or not, and those who do not complete the form.

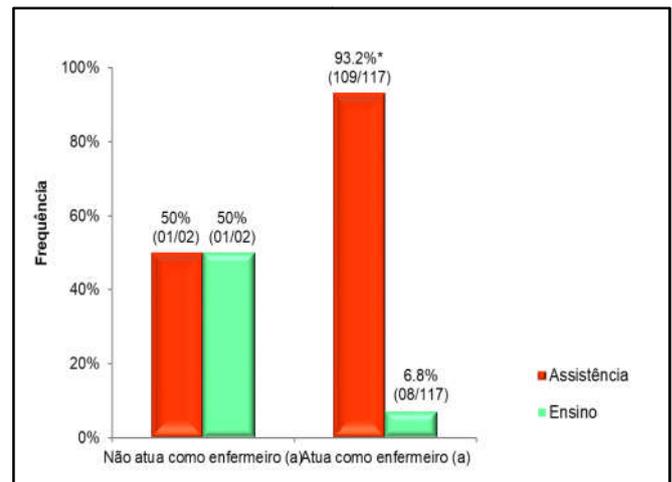
The graduates of the years 2011 to 2013 totaled 372 bachelors in Nursing. Considering the population described and a maximum 5% error of estimate, a minimum sample size of 193 graduates (Fontelles, 2013) was obtained, which would be randomly selected from the population of 372 research forms sent electronically. However, at the end of the data collection period, 125 forms were obtained, which were included in the study, thus characterizing sampling for convenience, but without prejudice to Normality rate, since, for  $n > 30$ , the sample distribution is approximately Normal (Sullivan, 2008; Gosling, 2004). For the data collection, a semi-structured questionnaire was used, sent along with the invitation characterizing the research, through the virtual platform Google® Forms, to the electronic address of each potential participant, provided by the institution. The questionnaire was constructed containing two parts, distributed as: i) part I, data collection about the characteristics of the undergraduate course regarding SUS training; and ii) part II, information collection regarding the respondent's professional performance in the

labor market. The subjects of the study received via e-mail, the letter of presentation of the study and the TCLE as provided in Resolution No. 466/12. After the acceptance and with the completion of the TCLE, it was automatically directed to fill out the online questionnaire. The online questionnaire was developed by the researcher of the study, through the Google Drive platform. Although the questionnaire was sent to the personal e-mail of each participant, the answers generated did not allow identification of the author's answers. The database was generated automatically by the application and these results are analyzed statistically. The Chi-square test (Adherence) was used to compare frequencies observed between categories of the same variable in a single group and the independence or association between the different categories of a variable in two or more independent groups was tested by the G-test of Independence; in case of statistical significance, the evaluation was complemented by the Chi-Square Residue Analysis. In the case of quantitative variables, the difference between two independent means was tested by Student's t-test. All tests were performed with the help of BioEstat software 5.4 (Ayres, 2014), and results with  $p \leq 0.05$  (bilateral) were considered significant. This study was approved by the CEP / UNIFAMAZ Ethics and Research Committee, under the CAAE 49155515.6.0000.5701, after its appreciation and approval, the data collection phase was started.

## RESULTS

Of the total number of e-mails sent, inviting the graduates of the Nursing Course of FAMAZ to participate in the study, 125 questionnaires returned, corresponding to 33.6% (125/372) of the graduates between October 2011 and June 2013, target population of the study. It was shown that after graduation, the average time for graduates to act as nursing professionals was 6.0 months ( $\pm 4.2$  months, 95% CI 5.2 - 6.8), ranging from "immediately" - since they already acted in nursing care and then achieved career progression - up to 18 months. Regarding the professional qualification of the interviewees, the majority (82/125, 65.6%,  $p < 0.0001$ ) declared to have at least one specialization at the Lato sensu postgraduate level in the nursing area, 20% (25/125) are attending some specialization and 14.4% (18/125) do not have it and are not taking it. The majority (83/101, 82.2%,  $p < 0.0001$ ) made or is attending specialization in the field of Hospital Care, 15.8% (16 / 101) in the area of Management and Work in Health and the others (02/101, 2.0%) in the area of Primary Health Care. Of the 107 graduates who declared that they had already attended or were taking a postgraduate course, 75.7% (81/107) reported on which Program and Institution, and of these 60.5% (49/81) were or are being completed by Programs offered by the Institution in which they graduated. The applied questionnaire investigated about the training for the Unified Health System and also about the current working environments of the graduates of the Nursing Course. Among the 125 respondents, 98.4% (123/125,  $p < 0.0001$ ) have professional registration within the Regional Class Council (COREN) and are therefore legally qualified to act as nurses. Of these, 93.6% (117/123) performed in nursing functions, with the majority (93.2%, 109/117) in the Assistance and only eight (6.8%) in Education (Graph 2). Of the six who did not work as nurses, four (66.7%) reported their area of work; of those who reported, one (50%) worked in Health Care and one (50%) worked in Education, and the claim presented for not exercising their professional functions were "low remuneration offered" (03/06, 50%) and "

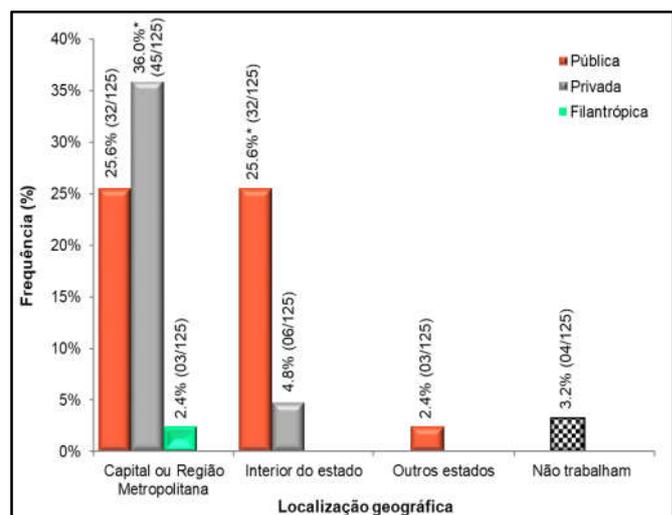
absence of vacancies for nurses in the labor market" (03/06, 50%).



SOURCE: Research protocol.  $p < 0.0001$  (Chi-square of adhesion). \*Statistically significant.

**CHART 1. Distribution of the graduates of the Nursing Course of the Metropolitan University Center of the Amazon, according to professional performance. Belém, March-June-2016**

Graduates with enrollment in the Class Council (COREN) .It was also evidenced that most of the graduates work in private institutions in the capital / metropolitan region (36.0%, 45/125) and public institutions in the countryside (25.6%, 32/125); 25.6% (32/125) and 2.4% (03/125) of the interviewees work in public and philanthropic institutions in the capital of Pará, respectively. There are nurses in the private sector in the countryside of Pará, 4.8% (06/125), and there are also graduates who work in public institutions in other states (2.4%, 03/125) and 3.2% (04/125) did not work at the time of interviews.



SOURCE: Research protocol.  $p = 0.0012$  (G-test Independence / Chi-square residue analysis). \*Statistically significant.

**GRAPH 2. Distribution of the graduates of the Nursing Course of the Metropolitan University Center of the Amazon according to the nature and geographical location of the Institution they work. Belém, March-June-2016.**

It is pointed out that 70% (88/125, 71.6%,  $p < 0.0001$ ) of the respondents act as nurses in SUS's health care networks, and of these, the majority (47.8%, 42/88,  $p < 0.0001$ ) exclusively at the Primary level, with 13.6% (12/88) working at more than



Of the graduates interviewed, 38.4% (48/125) work in the management of SUS Health Programs and expressed their opinion about "how their training contributed to the development of competencies for their management function in SUS" and, although they do not currently perform in the area, 9.6% (12/125) also emphasized the positive role of the institution in the qualification of these graduates, as can be seen in the "cloud of words" generated from the students' answers on the subject, which highlights terms of greatest occurrence.

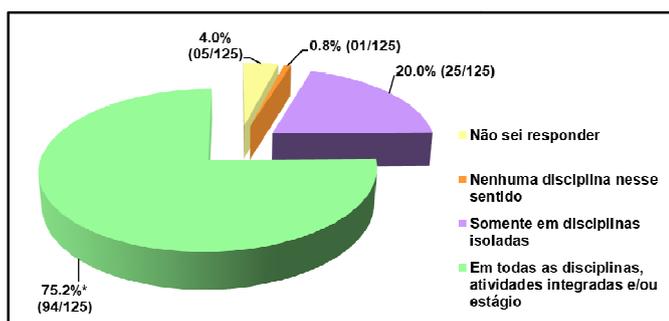
Like the pedagogical proposals, the faculty was also evaluated by the graduates who accepted to participate in the study. They were asked if the Professors of the Course referred to the SUS as a 'health care or assistance model', and whether the preceptors working in primary health care or in the hospital participated in the orientation of teaching in the practice of the service. The results obtained by the answers showed the commitment of the faculty to present the SUS as a System that, among its different purposes, includes to attend needs and organize health services, or intervene in situations, according to the epidemiological profile (75.2% (94/125),  $p < 0.0001$ ) (FIGURE 5), as well as the good engagement of preceptors in the orientation of teaching in service practice in Primary health care settings (72.8%, 91/125;  $p < 0.0001$ ) and in hospital care (72.8%,  $p < 0.0001$ ) (FIGURE 6).

Regarding the satisfaction with the training received during Nursing Graduation, the majority (57.6%, 72/125,  $p < 0.0001$ ) said to be "totally satisfied", 39.2% (49/125) were "partially satisfied" and 3.2% (04/125) were "partially dissatisfied"; of these, only one egress justified their response, reporting that they consider the "insufficient workload for the context of SUS care" (CHART 7). To this question, no one answered "totally dissatisfied".

## DISCUSSION

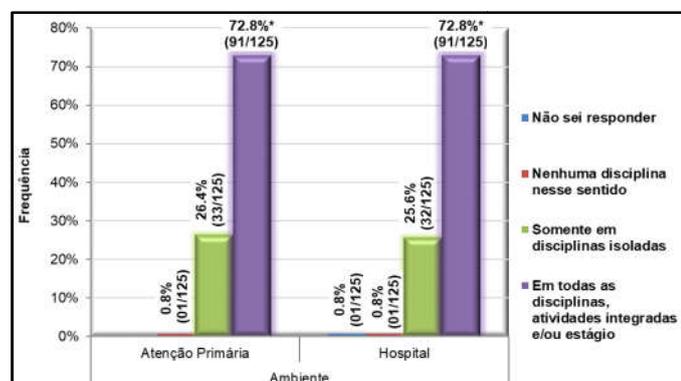
The population of this study was made up of graduates of the Nursing Course of a private HEI located in Belém, state of Pará, Brazil, from October 2011 to June 2013, totaling 372 Nursing Bachelors, however, only 125 graduates accepted to attend the study returning the instrument of data collection completely answered, constituting thus the 33.6% the sample of the study, target population of the research. The students' contact and encouragement to participate in the research took place exclusively in digital and electronic form, from conventional media (cell, e-mail) and social media (facebook, instagram, whatsapp, telegram, among others), and, despite the contact facilities, the convenience of the research participation, from the online filling of the instrument of data collection and that whenever possible, there are involvement of graduates in the various activities promoted by the Higher Education Institution (participation in events, in postgraduate courses, reports of experiences and work exhibitions, among other activities), it was found that many subjects declined participation by claiming unavailability when searched (illness, lack of time to fill out, overwork, among other reasons) or simply did not return the contact with the questionnaire answered. Despite the mishaps found in this research with graduates Lousada; Martins (2005); Sakai; Cordoni Junior (2004) admit that follow-up and monitoring studies of the paths taken by graduates are sources of information and provide important clues that can illuminate and give an opportunity to the understanding and evaluation of education, educational processes and the entire physical and academic structure of institutions, as well as other relevant issues such as changes in the world of work, continuing education and the professional evolution of alumni since they allow acknowledgement of the undergraduate courses quality, the contribution of the Nursing training process to the society and the analysis in the nature changes and work process, new forms of occupation, recognition of the insertion and trajectories of professionals.

These information allows the training institution to adjust curricula, offer courses that are more appropriate to the needs of society and enable the establishment of links between academic knowledge and practice, curriculum and the exercise of the profession. Thus, it is considered that the data and elements produced with the present research make it possible to know the profile of the graduates and present subsidies for the design of proposals that aim to introduce improvements in the curriculum of the course under analysis. The average time of insertion of the graduates in the labor market as nursing professionals was 6 months, varying from "immediately" - because they already worked, along with the course, as auxiliaries or nursing technicians up to 18 months of training. The rapid insertion of the majority of the graduates in the labor market, shortly after the training was equivalent to the results obtained by Puschel; Inácio; Pucci (2009); Sanna; Santos (2003); Cardoso (2002) and Soler *et al.* (2001), which show



SOURCE: Research protocol.  $p < 0.0001$  (Chi-square of adhesion). \*Statistically significant.

**GRAPH 5. Distribution of the graduates of the Nursing Course of the Metropolitan University Center of the Amazon regarding the perception related to the commitment of the teaching staff to fulfill the Pedagogical project of the Course. Belém, March-June-2016**



SOURCE: Research protocol.  $p < 0.0001$  (Chi-square of adhesion). \*Statistically significant.

**GRAPH 6. Distribution of graduates of the Nursing Course of the Metropolitan University Center of the Amazon regarding the perception related to the engagement of preceptors in the orientation of teaching in the practice of service in primary and hospital care environments. Belém, March-June-2016.**

that the majority of graduates began their professional activities in the period between one and three months after graduation. Regarding the professional qualifications of the interviewees, the vast majority of respondents (82/125, 65.6%) stated that they had at least one *Latu sensu* Nursing specialization in postgraduate level, particularly in Hospital Attention, Management and Work in Health and Primary Health Care, which is in line with the results obtained by Oliveira et al., 2016, in which the majority of the nurses interviewed stated their intention to continue their studies, mainly with postgraduate courses, aiming at specialization studies, master's and doctoral degrees. The requirement of nurses technical and scientific knowledge has grown over the years, due to the scientific evolution in the hospital sector, especially in the 1940s and 1950s, making the training necessary to improve technical competence to train health professionals prepared to act in the reality of the moment (Missio, 2014). Okagawa; Bohomol; Cunha (2016) recognize that specialization is increasingly a requirement for hiring and that the labor market is inclined to select updated professionals through continuous education, although there is still scarcity in some areas of nursing. It seems that the research subjects value the achievement of post-graduation as a way of admitting that in the area of health, permanent education processes are essential to ensure the follow-up of scientific and technological advances in nursing care.

Another factor that explains the intense demand of nurses for postgraduate studies was the establishment of the Law on Nursing Guidelines and Bases and the Decree No. 2207/97, which required the postgraduate course for Professors of higher education institutions. In addition, the Federal Nursing Council Resolution 209/2004 also created courses on nursing specialties, which is considered a reference for the professional class, since it allowed the selection of the area of practice in nursing practice, in response to affinity or need (Pava; Neves, 2011). The inclusion of graduates in the labor market as nurses is the situation of the majority of respondents in this study, that is, 93.6% (117/123), a similar fact to that observed in the studies of Colenci (2009); Carrijo et al (2007); Merighi (2000), being legally qualified by the Regional Class Council (COREN) in 98.4% (123/125) of the cases. Law No. 7,498 / 1986 (Brazil, 1986) established the possibilities of nursing professional practice in several areas of knowledge, allowing a multiprofessional team to work in the public and private sectors and work as a liberal professional in services provision and in individual and collective health care. Among the 125 graduates surveyed, the work of the majority (93.2%, 109/117) in the assistance of private institutions of the capital / metropolitan region (36.0%, 45/125) and public institutions in the interior of the state (25.6%, 32 / 125); 25.6% (32/125). More than 70% (88/123, 71.6%) of the interviewees act as nurses in SUS Health Care Networks (RAS). The Health Care sector brings together the majority (84.5%, 71/84) of the graduates working at the three levels of RAS, data corroborated by similar results in the studies conducted by Oliveira et al. (2014); Oliveira et al (2016); Cardoso; Moriya (2003); Santos, (2007); Senna (2008), who affirm that the predominant activity in the labor market in nursing continues to be assistencialist.

Vieira; Oliveira (2001) explain that the concentration of nurses working in the hospital area is a historical feature of their professional life. Pava; Neves (2011) justifies that, since the first nursing schools, there was already a need for the training

of nurses focused on the curative treatment of patients. In counterpoint, Vieira; Oliveira (2001) consider that the implantation of family health strategies, through the Unified Health System, has attracted a large part of these professionals to the Basic Health Units, due to better remuneration offers as an incentive to the nurse's dedication in this sector. Carrijo et al. (2007) reinforces this data, justifying that despite the fact that the hospital network continues to present the largest job offers, municipalities are currently being nominated as the largest employers of nursing professionals through the Family Health Program (PSF) due to the process of decentralization of health management at the municipal level, with proposals for flexible relationships, which lead to a decrease in the stability of employment and increase of work rotation in the services of the Basic Health Unit. When questioned about the contribution of the undergraduate course completed for the formation on the SUS training, the respondents answered, mostly (81.6%, 102/125) answered that they experienced health promotion practices "in all courses, integrated activities and/or internship" (79.2%, 99/125), also being that the opinion of the majority relating prevention practices (79.2%, 99/125) and health care (76.8%, 96/125). In relation to the training to act as manager or in the management of SUS, more than half of the graduates (58.4%, 81/125) revealed that this was approached "in all disciplines, integrated activities and / or internships" and 34.4% (43/125) and 34.4% (43/125) perceived it "only in isolated disciplines", while 38.4% (48/125) work in the management of SUS Health Programs and expressed the positive role of the Institution in their qualification.

Training professionals capable of responding to the demands of the labor market has been the challenge of educators (Jesus et al, 2013). In this sense, nursing higher education, based on Curricular Guidelines and labor market requirements, has undergone changes over the years, in order to facilitate and enable the development of nurses' work in the face of the difficulties encountered in the first job (Barlem et al, 2012). In this regard, it is verified that nursing education has been compelled to change, in order to meet the challenges of expanding nurses' field of action required by the Sanitary Reform, Unified Health System and the National Curricular Guidelines of the Undergraduate Program in Nursing. This need arises from the consensus that there is no way to transform the health paradigm and the health system without acting in the training of professionals (Feuerwerker, 2007). Other aspects of the Course, also related to the pedagogical proposals that prioritize the SUS in Nursing graduation, were approached. Regarding the participation, as undergraduates, in activities based on diagnoses that considered the health needs of the population or community, the significant majority (86/125, 68.8%) of graduates acknowledged that this insertion occurred "in all disciplines, integrated activities and / or internship "; the same judgment was made by 68.0% (85/125) of respondents when questioned about the development of health education, health promotion and prevention activities in different scenarios of SUS practice and also by 64.8% (81/125) of the respondents about the opportunity to work, train, research or perform clinical care, health education and promotion actions that integrate students from other courses or other health formations. Opposite results were mentioned by nurses surveyed by Corbellini et al (2010); Barlem et al. (2012), who mentioned that deficiencies related to their graduation and theory learned in the academy hindered the reality experienced in the field of work. Jesus et al (2013) emphasizes that training should focus not only on admission,

but also on the adaptation of nurses to the labor market, emphasizing the development of important competences such as leadership, people management and interpersonal relationships through investment in training focused on practical reality in order to promote the construction of critical, creative, autonomous and transforming professionals. The knowledge built must be based on ethical aspects, directed to the capacity to identify problems and search for alternatives to overcome them (Barlem *et al.*, 2012). Silva (2013) emphasizes that a large number of newly trained nurses face challenges that require skills and technical skills, and proposes that the training of these professionals needs to be based on rationality, subjectivity and their expressions in nurses' daily routine. It is up to higher education institutions to prepare nurses for high performance in the labor market (Puschel, Inaccio and Pucci, 2009), however, each professional has particularities in facing the challenges imposed and in the search for strategies. Professionals who see problems encountered as opportunities and challenges tend to gain greater control over risk situations and develop skills that will help them resolve conflicts (Silva *et al.*, 2012). It is noteworthy from the inferences with the graduates of the HEI researched, the attendance of the DCNENF, on its Article 4, since the curriculum is developed in order to provide the professional with the knowledge required for the professional exercise of prevention, promotion, protection and health rehabilitation (Brazil, 2001).

Regarding the satisfaction with the training received during the Nursing Graduation, in relation to SUS work, most of the graduates surveyed said they were "totally satisfied" (57.6%, 72/125) and 39.2% (49/125) "partially satisfied" and 96.0% (120/125) of the participating professionals would indicate the Nursing Course of the Institution researched for other people. Satisfaction can be perceived as the sensation of pleasure or disappointment due to the expected performance in relation to the expectation of the individual (Maldaner; Zanon, 2001). Considered as a factor to be explored, egress satisfaction is an important indicator of the quality of academic training and service delivery (Meira and Kurcgant, 2009), being strongly linked to professional experience, institutional involvement and acquired stability (Rodrigues, Mendes and Sobrinho, 2007; Formiga *et al.*, 2005). Satisfaction with professional training happens when an expected result is reached, related to the individual's expectation (Carvalho, Lopes, 2006). On the basis of the evaluation of the work and / or experience, a positive emotional degree regarding values and beliefs is reached (Del Cura, Rodrigues, 1999, Pereira, Favero, 2001, Cecagno, Cecagno and Siqueira, 2003). Professional satisfaction is accompanied by some characteristics: good training, professional fulfillment in relation to expectations, adequate remuneration, stability and harmony in employment, friendship, valorization and prestige, as well as the opportunity to work as a team. In the health services, satisfaction is understood as a structural component added to the quality and results, being integrated the satisfaction of the user with reflexes in the whole operation of the health systems (Rural, Rodrigues, Pereira and Favero, 2001; Cecagno, Cecagno and Siqueira, 2003).

## Conclusion

It was understood in this study that the majority of graduates have a nursing specialization in the *Lato sensu* postgraduate level, completed in the programs offered by the graduation institution itself, are registered nurses in COREN, working in

the Nursing Care Networks of SUS predominantly in the Primary level, with average time to start acting as nursing professionals of six months. Regarding the working environment, most nursing graduates carry out their activities in the capital / metropolitan region, both in private and public health institutions. In relation to the graduates who are in the other municipalities of Pará, most of them work in public health institutions. Regarding the training of the egress during the course to work in the SUS, the study revealed that most of them responded to the practices of health promotion, prevention, health care and confirmed that they had received training to act as manager or in the management of the SUS, in all courses, integrated activities and / or internships, and this training is compatible with SUS work, also expressing a positive opinion about the institution's role in training them. It is concluded, therefore, that the training contributed significantly to the exercise of professional activities in all levels of SUS's health care. The findings of this study led to the production of a technical note with information, recommendations to be sent to the coordination of the nursing course.

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