

PERCEPTION OF NURSING STUDENTS ABOUT THE PROFESSION

Cintia Camila Santos de Souza Costa*

Vanessa da Silva Tarouco**

Ana Claudia Fortuna da Silva***

Aline Ney Grehs****

MunIQUE Pimentel Gomes*****

Giovana Calcagno Gomes*****

ABSTRACT

Objective: To know the perception of nursing students about the profession. **Method:** Qualitative, descriptive and exploratory study. Forty-five undergraduate nursing students from a Federal University of Southern Brazil participated in this study. Data were collected through semi-structured interviews and subjected to thematic analysis. Ethical aspects of research with human beings were respected. **Results:** Students recognized nursing as a profession of care, love and compassion, which provides comprehensive assistance to the human being. The nurse acts in different contexts, being in charge of clarifying about disease prevention and health promotion, dealing, however, with the emotions and feelings of people who are vulnerable and need empathy, respect and understanding. Performs administrative, assistance and educational actions. They pointed professional autonomy as an important aspect. Nursing is a profession, still little recognized, beautiful, essential to society and that impacts people's lives. **Final Considerations:** Perceptions about the nursing profession were built on students' experiences in the undergraduate contexts, as well as in the image of professional nurses with whom they have around.

Keywords: Career choice. Nursing Students. Nursing.

INTRODUCTION

Through life, the social identity of an individual is built from experiences related to sociocultural contexts and interactions with other people. The university is constituted as a space where people build beyond their social identity their conception and appropriation about the profession they choose, because they are inserted in contexts of professional practice. Professional choice is usually linked to the influence of family members, or even by expectations of insertion in the labor market, as well as social advancement, in addition to identification with positive experiences with professionals in the chosen area⁽¹⁾.

Professional choice is an important decision in people's lives, because it determines, to some extent, the destiny of the person, their lifestyle and even the kind of people they will live with, whether at work or in other social fields. In Brazil and other countries, career choice is a process that has its apex at the end of high school and concludes

with the approval of the Higher Education entrance exam⁽²⁾.

The nursing profession, since the beginning, has been seeking its space and recognition in health care. Nursing has undergone changes since the 1990s in Brazil, with the implementation of the Unified Health System (SUS) and the expansion of nurses' performance and employability in Primary Health Care. Since then, there has been greater interest in the nursing course, which can be seen in the growing number of undergraduate courses, especially in private schools⁽²⁾.

When seeking affirmation of professional identity, nurses base their practice on scientific knowledge and on their own theories, and thus undergo a process of appropriation of their work with human care⁽³⁾. Care is a complex and multidimensional activity that transcends performing nursing techniques and procedures. During the training, the Nursing student experiences the care to be given and the teaching of self-care⁽⁴⁾.

During the training process, undergraduate

*Nurse. R1 at the Multidisciplinary Family Health Residency Program, Federal University of Rio Grande. Rio Grande, RS, Brazil. E-mail: cintiacamilacosta@gmail.com ORCID ID: <https://orcid.org/0000-0002-9033-9918>.

**Nurse. Rio Grande, RS, Brazil. E-mail: vanessa.tarouco_94@hotmail.com ORCID ID: <https://orcid.org/0000-0003-0454-6732>.

***Undergraduate Nursing Student, Federal University of Rio Grande. Rio Grande, RS, Brazil. E-mail: ana-claudia-1995@hotmail.com ORCID ID: <https://orcid.org/0000-0002-2093-2599>.

****Undergraduate Nursing Student, Federal University of Rio Grande. Rio Grande, RS, Brazil. E-mail: a.grehs@hotmail.com ORCID ID: <https://orcid.org/0000-0002-0570-9583>.

*****Nurse. Associação de Caridade Santa Casa do Rio Grande. Rio Grande, RS, Brazil. E-mail: munique-p@live.com ORCID ID: <https://orcid.org/0000-0002-0936-5036>.

*****Nurse. Doctorate in Nursing. Professor at the Federal University of Rio Grande. Rio Grande, RS, Brazil. E-mail: giovanacalcagno@furg.br. ORCID ID: <https://orcid.org/0000-0002-2464-1537>.

Nursing students create the identity of the profession, based on their experiences and exchanges of knowledge with the nurses with whom they have contact throughout the study process, whether with teachers, basic unit nurses, whether within the hospital itself, it soon goes through different contexts of practice and internships, practices which they have the opportunity to experience. Nursing professionals generally externalize their uniqueness, values and conceptual references during their profession⁽⁵⁾.

A certain study pointed out that knowledge about the reasons that determine the choice of the Nursing Course by Brazilian students is still limited⁽²⁾. However, it is worth noting that it is during the course that students get to know the nurses' role, where they are taught the development of skills and competences for the performance of their professional duties.

Therefore, it is extremely important to carry out studies that enhance thinking on nursing education, students' expectations and nurses' academic education. In addition, necessary actions can be identified to support them in their professional choice process. Studying the perception of undergraduate nursing students about the work of nurses can provide support for nursing courses to modify or improve their training processes. In this sense, the question that guided this study was: what is the perception of nursing students about the profession? From this concern, the objective was to know the perception of students of the Nursing Course about the profession.

METHODS

We conducted a descriptive and exploratory research with qualitative approach. Carried out at a Nursing School of a Public University of southern Brazil. The didactic-pedagogical matrix of the Course has ten semesters, in which the entrance is by semester, with a total of 30 students, and a total course load of 4,140 hours, distributed between compulsory theoretical and theoretical-practical subjects, including Project and the Course Completion Work, supervised internships and complementary activities⁽⁶⁾.

Currently, the Nursing Course has 260 students. The number of participants was defined by data saturation. Those who participated in the investigation, upon acceptance, signed the Informed Consent Form. The criterion for inclusion in the investigative process was established as follows: being eighteen or older and being a student regularly enrolled in the Nursing Course. Those who were on sick leave or in a registration hold in the period of data collection were excluded. Thus, identification was done as follows: the letter S (student) was used followed by consecutive numbers of the answered questionnaires (1,2,3 ...).

Data collection was performed in the first semester of 2018 by Nursing students, participants of the Nursing Tutorial Education Program, under the supervision of the Tutor. A single semi-structured interview was conducted with each participant. These were recorded shortly after, transcribed and lasted about 20 minutes. The place established for them was the classroom, by the participants of the study. They were asked about their perception of the profession as undergraduate nursing students.

The data were analyzed by the Thematic Analysis technique proposed by Minayo, where, from the Pre-Analysis, the speech was grouped and the Registration Units were made, followed by the Exploration of the material, in which the data were coded, grouped by similarities and differences, then organized into categories and Treatment of results and interpretation obtained. Afterwards, the most significant speeches were selected to illustrate the analysis and authors were searched to support the analysis⁽⁷⁾.

The study respected the ethical precepts for research with human beings, according to Resolution no. 466/2012, of the National Health Council. This project was submitted to the Health Research Ethics Committee, and was approved under number 176/2017. The participants were identified by the letter "S" followed by the interview order.

RESULTS

Forty-five students participated in the study, 41 females and 04 males. Of these, 38

were single and seven married. Four started the Course in 2018, eight in 2017, six in 2016, 11 in 2015, eight in 2014, seven in 2013 and one in 2012. They were aged between 19 and 39 years. As for their native status, 27 are from the city where the University is located, 13 from other cities in the same state, and 5 from other states in the country. As for family income 11 earn up to one minimum wage, 12 up to two minimum wages, 8 up to three minimum wages, 2 up to four minimum wages, 3 up to five minimum wages, 3 up to seven minimum wages, 1 up to 10 minimum wages and 5 could not inform. As for student income, 22 have help from parents, four from a partner, 14 receive help from some Federal Government Program provided by the University, and five work.

The categories generated from the Data Analysis were as follows: Nursing care profession; Nurses' performance in different contexts and Nursing: profession still little recognized.

Nursing: care profession

According to the study participants, the nurse profession is a profession responsible for the care of the human being.

The art of caring. (S01).

Caring for others. (S02).

Mainly the care. (S04).

It is to take care of people. (S05).

Leading the care line. (S34).

I believe that the profession is caring and it depends on people to be even better, to be well cared for, to be given good care to the people in need. (S36).

Without nursing there is no care, there would be no patient improvement. (S42).

Based on these answers, it was mentioned that, through care, nurses promote the humanization of care, having direct contact with patients and caring responsibly.

It is something much more humanized, it has more contact with the person, we can take care directly of the person. It's like the commander who is always there with the person. I think this is the best part for me. (S07).

The care with a human look. (S06).

I just I think it's very important in that part of the most humanized care for the patient. (S08).

I think that's it, a lot of responsibility and acting with humanization. (S15).

Further, they related caring with caring for others, such as saving the person's life, understanding the reason for the disease, being closer, thus giving greater attention to the patient.

The act of caring, caring for another. (S14).

The one who has more of this part of care, who has more attention to wonder about that person's life, his/her conditions, the patient's reality to better understand the reason for a disease, to be able to take better care, is what is closest to the patient. (S24).

I understand that the nurse is there to assist the patient, in the matter of care, to be closer to the patient, closer to provide better care, greater attention to the patient. (S25).

They pointed out that care is important, especially when the person is fragile or has a serious health problem. It is the necessary care for the disease or what aggravates the person. (S40).

I understand it as the care for the fragile person. (S20).

They believe that it is up to the nurse to ensure that the care received is of quality and effectiveness, performed on a scientific basis.

I understand that the nurse is the professional not only responsible for the care, but also for ensuring that this care is of quality and in an effective way, that he/she is not there just to do the techniques. (S44).

The process of care on scientifically basis. (S18).

It requires a technical-scientific knowledge to make decisions and perform their activities. (S35)

They pointed out that nursing, by taking care, enables the promotion of compassion, affection, love for others, providing a greater affinity with the patient.

To promote compassion and those things we know there is a lack. (S03).

The affection and the love for the other. (S20).

It's that unique look, it is not just treating your client as one more, but to give attention because he/she is not only sick, sometimes he/she needs attention, a special affection and I think that nursing has that. (S09).

I think it depends on the area, what I see is that the nurse actually ends up having the most affinity with the patient. (S24).

In the same line of thought, they mentioned that nursing is a beautiful profession, essential to society and that impacts on people's lives.

We are a beautiful profession. (S42).

The nurse profession is one of the professions that most impacts on people's lives. (S35).

It is an essential profession within the hospital. (S34).

I think the nurse has an essential role in society. (S43).

Nursing care provides comprehensive patient care, so that it is understood as a whole, globally, having their physical and psychological needs met.

Well, nursing is to take care of the patient as a whole. See the patient as a whole, family and everything. (S15).

I think the nurse profession comes to meet the general needs of the human being, who needs our help at the most difficult time. It covers all needs, physical and psychological. (S12).

I think it is actively participating in all the psychological, physical aspects, involving the patient, looking at him/her as a whole, not just that moment of illness. (S17).

He/she is responsible for the comprehensive care of the patient, both in the improvement and in the worsening, the nurse must be on the case. (S45).

I understand that it is the whole care of being. (S10).

Nurse performance in different contexts

They pointed out that nurses' activities are broad, acting on disease prevention and health promotion.

It's just that I find our activities both in promotion and prevention very broad. (S06).

He/she will welcome families, will provide health care, detect disease, perform health promotion and prevention, will act in all these areas. (S26).

I think it is a very important profession in health because it includes not only care, but with health promotion which is important, and prevention that does not only include disease, is not it?! but with health prevention (S39)

It is a profession of great responsibility that requires a broad performance of the nurse, being required to deal with the emotions and feelings of people who are vulnerable since they need empathy, respect and understanding.

I was surprised because I had no idea that the profession was so broad. [...] I think it is the most complete health professional, I think it is the most important profession. Because the nurse knows everything, he/she has to know everything from pharmacy to physiotherapy, he/she knows everything. (S22).

It is a profession that has a lot of responsibility, you must have a great psychological capacity. (S16).

But just as important, it requires the professional to be prepared to deal with the emotions, feelings of people who often come to the professional when they are most vulnerable. The nurse is not a machine, he is not an executioner of tasks, he is a human being who needs, in addition to technical-scientific knowledge, skill, empathy, respect and understanding when touching the life of another human being. (S35).

Regarding the type of activity performed by the nurse, they mentioned, mainly, the administrative and assistance actions that often mix during the exercise of their profession.

I think the nurse does a lot of administrative work, as much as we have a lot of technical skills and team leader, I think the team without the nurse would not move on, I think maybe the nurse is the main key of the team without the nurse it would not walk, because he/she besides doing the procedures, he/she can manage and do the organization. (S37).

I understand that the nurse has great responsibilities, including administrative that is what we do most, seen what goes on in the last semester now, is not it?! Because before I had no idea what the nurse did, I thought he/she did a lot of procedures and, in fact, we do more

management of the unit. So, I think it's a big responsibility because of these things, and also because we have to manage the whole team and have a team meeting. (S38).

The nurse is the person who deals directly (...), who attends, who checks which are the care needed. They are needed and act at the first moment and then, of course, will have the evaluation of the doctor and the team in general, who is on the front line of care. (S30).

I understand how the professional who manages the team performs care and procedures. The guide of the health team. (S33).

By knowing some procedures, he/she will manage a team, so there is a whole context of the nurse's work, not only to know the scientific things, but also managerial, the unit and people. (S27).

Moreover, it was noticed that the identification of the profession is truly developed from the insertion of the student in the practical activities of the nurse.

At first everyone said that the nurse only took care, but from the moment I entered college, I began to see that the nurse not only takes care, he/she administers, he/she is responsible for some units, and run all over the units, and the whole team. So, he/she develops activities that require a lot of knowledge. It is a more indirect care (S28).

He/she is part of the health team, which has several managerial tasks. It is essential for the functioning of the Unified Health System as a whole. Wow, there are several tasks! I can't name them now because it turns out to be very macro and we don't even often know it. In the past, I saw that person who worked at the hospital, who gave out medication and cared for the patient only. (S31).

The students defined the nurse as an educator, as it is usually the professional who provides guidance on health care, in order to favor the understanding of the patient's health situation, as highlighted in the following statements.

A role of educator, because I see the nurse working in many areas, has many features, but I see him/her as the one who brings knowledge to those people without any knowledge, without health information, but what I see most

is the role as an educator and in care, as well as in the hospital. (S43).

The care, education and assistance. (S11).

When I thought of the profession, I imagined it would be just working in a hospital, I did not have the idea that was a professional with such ability, also acting as an educator. (S22).

Being a nurse is being a teacher, even if you don't have a specific education, we work with education all the time, being a manager, being a mentor, being a facilitator of knowledge, being a companion, because sometimes the patient is alone, it's you being a lawyer of the patient, assist the patients in their needs, because it often goes beyond health care. (S41).

Regarding the place of work, it was mentioned that nurses can work in Basic Health Units, ships, schools, companies, hospitals.

I didn't know there were several areas, like you can work in a Primary Care Unit or on a ship, in a school or business, I didn't know that. (S29)

They operate within the unit, within the hospital, as well as in the Basic Health Network (S31).

Today I understand it as essential for the health structure, because the nurse is from primary care to the hospital. (S32).

But it is central to the progress of the hospital, or other environment that is linked to them, whether in private institutions, basic network, school network. (S19).

In the meantime, only one student pointed out as important the fact that the nurse is a self-employed professional.

Nursing is a profession that has a lot of autonomy and has a large part to assist. (S21).

Nursing: profession still with little recognition

Regarding the recognition of the profession, they referred to the work of the nurse being exhausting, with long hours shifts and is not well rewarded financially. They believe that the profession is still unknown and little valued by health professionals themselves.

I think it is a very exhausting job, with long working shifts and we are not well rewarded for that, it is a job that is very disliked by society, including the health professionals themselves. But it is an extremely important profession, but our specific function is not shown so openly to people. No one sees what the nurse does. We end up being confused with Nursing Technician or Nursing Assistant and nobody knows what we do. (S23).

I think being a nurse [...], you work, works and is not recognized. (S19).

They also highlighted that the nurses themselves do not help in the recognition of the profession by not performing the nursing process that is specific and restricted for this professional.

Our administration and care are our own, especially because many nurses end up not playing our role of evolution, the records, what is specific to us and, thus, we end up being overlooked and undervalued. (S23).

DISCUSSION

Students recognized nursing as a profession in which the nurse is responsible for the care of the human being, has direct contact with patients and cares responsibly. By caring, the nurse demonstrates that caring for the other, can save a person's life, understands the reason for the disease, be closer, allowing greater attention to the patient. They pointed out the importance of care, especially when the person is fragile or with a serious health problem. As a result of staying longer at the bedside, nurses become better to understanding the individual's needs, which probably justifies being recognized as the professional who promotes humanization.

Nursing care is seen in a humanized way, because this professional is the one who usually hosts, listens and, thus, gives positive answers to the individual and collective needs of people being cared. These actions become significant for the patient's prognosis, improve the interpersonal relationship with the team and the patient's own family⁽⁸⁻⁹⁾.

Some students see nursing as a profession of love and compassion, being a beautiful profession, essential to society and impacting

people's lives. In a study conducted at a Public University in northern Brazil, equivalent results were found. Newly undergraduates referred nursing care as a way of helping others, while undergraduates from the last year viewed the concept of care as something technical and scientific. These facts were related to the choice of profession, as students are generally interested in the profession because of their desire to care for others⁽¹⁰⁾.

Regarding the reasons for choosing a nursing career, the opportunity to help and care for others was the most frequent answer. Participants reported liking, having interest and vocation for the health area, as well as appreciation by Nursing for being a care profession⁽¹¹⁾.

For students, nursing provides assistance to the human being in its entirety, seeking a training centered on the person as a whole, in which their physical and psychological needs are met. This plurality of knowledge, incorporated into nursing practice, makes it a profession that goes beyond technical rationality and values science, making its practice a combination of knowledge that contributes to the care⁽¹²⁾.

Students pointed out that nurses work in different contexts, performing disease prevention and health promotion, dealing with the emotions and feelings of people who are vulnerable, and that at this particular moment they need empathy, respect and understanding. To deal with people's emotions and feelings, it is essential that the nurse initially has empathy and, from that, can prioritize the needs of the individual during his/her professional exercise, without focusing exclusively on physical needs and cure of the disease, but also in the well-being of individuals⁽¹³⁾.

Through their speeches, they mentioned that nurses perform administrative and assistance actions, which often get mixed in their profession. Care management, in different contexts of action, is a competence of nurses directly related to the pursuit of quality care. To this end, it is observed that nurses work by managing human and material resources, leadership, planning and organization of care, supervision, work of the nursing team,

coordination of care and evaluation of nursing actions⁽¹⁴⁾.

They also highlighted as important the educational role of nurses. In many places, the nurse is considered as an educator, for being the professional who usually listens, hosts and seeks to answer questions about health care or point out possibilities for improving the individual's quality of life. In addition, as a nursing team leader, he/she makes the necessary decisions to help performing the work process smoothly and resolutely⁽¹⁵⁾.

In this process, they mentioned that nurses work in different places. The broad performance of nursing ends up providing the professional many fields of work, but greater recognition of the profession by other health professionals and managers is necessary. Nursing has many responsibilities in the therapeutic plan and plays a decisive role in care in different contexts, due to its approach to the individual and its action to prevent and recover the patient, seeking to address the human needs of individuals resolutely⁽¹⁶⁾.

Only one student pointed out as important the fact that the nurse is a self-employed professional. This demonstrates that professionals still need to assimilate their activities and define their role as a member of the health team. Knowledge is the key to achieving autonomy, because this is the only way to become a free, autonomous and qualified professional⁽¹⁷⁾.

For students, nursing is still a little recognized profession. Professionals do an exhausting job with long hours shifts and are not well rewarded financially. They believe that the profession is still little valued by the health professionals themselves. The nurses themselves do not help in recognizing the profession by not performing the nursing process that is specific and restricted for this professional. They referred to the difficulties in their implementation as well as to the institutional barriers⁽¹⁸⁾.

The difficulties faced are often seen during practical activities and/or curricular internships.

Situations such as interpersonal conflicts, inadequate environmental conditions of work, lack of human resources, lack resting places for nursing staff, low salaries, are some of the factors that can contribute to negative impressions about the chosen profession^(16,19). Thus, it is essential during the school to discuss the difficulties faced in the profession in order to break paradigms and overcome obstacles.

Moreover, it was noticed that several factors experienced through undergraduate school are involved in the construction of the nurse's professional identity. Therefore, the professional identity of nurses should be discussed more frequently during academic education, as a way to assist in the construction of this perception by future nurses⁽²⁰⁾.

FINAL CONSIDERATIONS

The study aimed to know the perception of nursing students about the profession. The data allowed us to conclude that professional identity is built through the experiences of the contexts in which undergraduate nursing students are inserted. Therefore, it is increasingly necessary for teachers to discuss during theoretical and practical classes about the professional identity of nurses, highlighting the positive aspects of the profession, as well as ways to overcome the difficulties that will come across.

It is believed that the perception of undergraduate students about the profession influences the construction of the nurse's professional identity. Professors of Nursing Courses are expected to provide academics with the experience of the profession in the fields of practice and internships, as well as discuss the theme in the classroom, increasing the visibility spaces and marketing of the profession, helping them to direct their academic and professional life projects, preparing them to face the job market in a way that they feel satisfied and fulfilled.

PERCEPÇÃO DOS ESTUDANTES DE ENFERMAGEM SOBRE A PROFISSÃO

RESUMO

Objetivo: Conhecer a percepção dos estudantes do Curso de Enfermagem sobre a profissão. **Método:** Estudo descritivo e exploratório de natureza qualitativa. Participaram 45 acadêmicos de dez séries do Curso de Enfermagem, de uma Universidade Federal do Sul do Brasil. Os dados foram coletados por meio de entrevistas semiestruturadas e submetidos à análise temática. No que diz respeito aos aspectos éticos das pesquisas com seres humanos, os mesmos foram seguidos. **Resultados:** Os estudantes reconheceram a enfermagem como profissão do cuidado, de amor e compaixão, a qual propicia assistência integral ao ser humano. O enfermeiro atua em diferentes contextos, estando imbuído de esclarecer sobre a prevenção de doenças e a promoção da saúde, lidando, entretanto, com as emoções e os sentimentos das pessoas que se encontram vulneráveis e que precisam de empatia, respeito e compreensão. Realiza ações administrativas, assistenciais e educativas. Apontaram como importante a autonomia profissional. A enfermagem é uma profissão, ainda, pouco reconhecida, bonita, essencial à sociedade e que impacta a vida das pessoas. **Considerações Finais:** As percepções acerca da profissão de enfermagem foram construídas por meio das vivências dos estudantes nos contextos em que são inseridos durante a Graduação, bem como da imagem dos profissionais enfermeiros com os quais convivem.

Palavras-chave: Escolha da profissão. Estudantes de Enfermagem. Enfermagem.

PERCEPCIÓN DE LOS ESTUDIANTES DE ENFERMERÍA SOBRE LA PROFESIÓN

RESUMEN

Objetivo: conocer la percepción de los estudiantes del Curso de Enfermería sobre la profesión. **Método:** estudio descriptivo y exploratorio de naturaleza cualitativa. Participaron 45 alumnos de diez series del Curso de Enfermería, de una Universidad Federal del Sur de Brasil. Los datos fueron recolectados por medio de entrevistas semiestructuradas y sometidos al análisis temático. Todos los aspectos éticos de las investigaciones con seres humanos fueron seguidos. **Resultados:** los estudiantes reconocieron la enfermería como profesión del cuidado, de amor y compasión, que proporciona una atención integral al ser humano. El enfermero actúa en diferentes contextos, estando dedicado a aclarar respecto a la prevención de enfermedades y la promoción de la salud, lidiando, no obstante, con las emociones y los sentimientos de las personas que se encuentran vulnerables y que necesitan empatía, respeto y comprensión. Realizar funciones administrativas, asistenciales y educativas. Señalaron como importante la autonomía profesional. La enfermería es una profesión bonita, esencial a la sociedad y que impacta la vida de las personas, pero todavía poco reconocida. **Consideraciones Finales:** las percepciones acerca de la profesión de enfermería fueron construidas por medio de las experiencias de los estudiantes en los contextos en que son insertados durante el pregrado, así como de la imagen de los profesionales enfermeros con los que conviven.

Palabras clave: Elección de profesión. Estudiantes de Enfermería. Enfermería.

REFERENCES

1. Teodosio SS, Padilha MI. "To be a nurse": a professional choice and the construction of identity processes in the 1970s. *Rev. Bras. Enferm.* [Internet]. 2016 [citado em 2018 out 10]; 69(3):428-434. doi: <http://dx.doi.org/10.1590/0034-7167.20166903031>.
2. Sigaud CHS, De Souza NB, De Nobrega AA, Toriyama ATM, Costa P. Motivos de estudantes de enfermagem para a escolha da carreira. *Rev. Ibero am. Educ. investi. Enferm.* 2016; 6(4):18-24. Disponível em: <https://www.enfermeria21.com/revistas/aladef/articulo/218>.
3. Lessa ABSL, Araújo CNV. Brazilian nursing: a reflection about political activity. *Reme* [Internet]. 2013 [citado em 2018 out 11]; 17(2):474-480. doi: <https://doi.org/10.5935/1415-2762.20130036>.
4. Sebold LF, Kempfer SS, Radtke V, Prado ML, Tourinho FSV, Gironi JBR. Care is... nursing student perceptions: A Heideggerian perspective. *Esc Anna Nery*. [Internet]. 2016 [citado em 2018 set 23]; 20(2):243-47. doi: <http://dx.doi.org/10.5935/1414-8145.20160032>.
5. Fabri ACO, Alves MS, Faquim LJ, Oliveira MLL, Freire PV, Lopes FN. Cuidar em enfermagem: saberes de enfermeiros da atenção primária à saúde. *Rev. Enferm UFPE online*. [Internet]. 2013 [citado em 2018 out 11]; 7(2):474-80. doi: <https://doi.org/10.5205/reuol.3073-24791-1-LE.0702201320>.
6. Universidade Federal do Rio Grande (FURG). Projeto Político Pedagógico do Curso de Enfermagem. Rio Grande (RS): Universidade Federal do Rio Grande; 2012. Disponível em: <https://eenf.furg.br/images/pppenf-2012%20-%20janeiro.pdf>.
7. Minayo, MCS. O desafio do conhecimento: Pesquisa qualitativa em saúde. São Paulo: Hucitec, 2013.
8. Silveira RE, Contim D. Health education and humanized practice of nursing at intensive care units: bibliometric study. *J. res.: fundam. care. online*. [Internet]. 2015 [citado em 2018 set 13]; 7(1):2113-2122. doi: <https://doi.org/10.9789/2175-5361.2015.v7i1.2113-2122>.
9. Oliveira LC, Silva RAR, Medeiros MN, Queiroz JC, Guimarães J. Cuidar humanizado: descobrindo as possibilidades na prática da enfermagem em saúde mental. *J. res.: fundam. care. online*. [Internet]. 2015 [citado em 2018 set 13]; 7(1):1774-1782. Disponível em: <http://bases.bireme.br/cgi-bin/wxislind.exe/iah/online/?IsisScript=iah/iah.xis&src=google&base=B DENF&lang=p&nextAction=lnk&exprSearch=26691&indexSearch=ID>.
10. Gleriano JS, Marca NCR, Justi J. Perfil e significados para a formação em enfermagem. *Revista Saúde e Desenvolvimento* [Internet]. 2017 [citado em 2018 set 13]; 11(6):121-36. Disponível em: <https://www.uninter.com/revistasauade/index.php/saudeDesenvolvimento/article/view/665>.
11. Wilkes L, Cowin L, Johnson M. The reasons students choose to undertake a nursing degree. *Collegian*. 2015; 22(3):259-65. doi: <https://doi.org/10.1016/j.colegn.2014.01.003>.
12. Queirós, PP. The knowledge in nursing and the source of this knowledge [Editorial] *Rev Esc. Anna Nery*. [Internet]. 2016. [citado em 2018 set 13]; 20(3). doi: <https://doi.org/10.5935/1414-8145.20160079>.
13. Savieto RM, Ribeiro EL. Nursing assistance and Jean Watson: a reflection on empathy. *Rev Esc. Anna Nery*. [Internet]. 2016. [citado em 2018 set 13]; 20(1):198-202. doi: <https://doi.org/10.5935/1414-8145.20160026>.
14. Soares MI, Camelo SHH, Resck ZMR, Terra FS. Nurses' managerial knowledge in the hospital setting. *Rev. Bras. Enferm* [Internet]. 2016 [citado em 2018 Set 13]; 69(4):676-683. doi: <http://dx.doi.org/10.1590/0034-7167.20166904091>.
15. Almeida MLS, Lopes ER, Souza JEO, Silva WA. Conflitos na equipe de enfermagem: um desafio na gestão do enfermeiro. *Única Cadernos Acadêmicos* [Internet]. 2015 [citado em 2018 Set 13]; 1(1). Disponível em: <http://co.unicaen.com.br:89/periodicos/index.php/UNICA/article/view/10>.
16. Cardozo EG, Silva DLLC, Guilherme FJA, Ferreira RS. A

insatisfação profissional na enfermagem: problemas psicossociais. Revista Acadêmica Rede de Cuidados em Saúde [Internet]. 2015 [citado em 2018 Set 13]; 9(2). Disponível em:

<http://publicacoes.unigranrio.edu.br/index.php/racs/article/view/2700>.

17. Mota DB, Gomes AMT, Silva ACSS, Ramos RS, Nogueira VPF, Belém LS. Representações sociais da autonomia do enfermeiro para acadêmicos de enfermagem. RevCuid. [Internet]. 2018. [citado em 2018 set 13]; 9(2):2215-32. doi: <http://dx.doi.org/10.15649/cuidarte.v9i2.528>.

18. Nunes RM, Nunes MR, Assunção IA, Lages LS. Sistematização da assistência de enfermagem e os desafios para sua implantação na unidade de terapia intensiva: uma revisão de literatura. Revista Uningá. 2019;

56(52):80-93. Disponível em:

<http://revista.uninga.br/index.php/uninga/article/view/2179>.

19. Lopes SS, Batista KM, Bringente MEO, Luciano LS. Consecutive 24-hour working day and implication for the office of nursing. Cienc Cuid Saude [Internet]. 2018 [citado em 2018 dez 20]; 17(3):e37244. doi: <http://dx.doi.org/10.4025/cienccuidsaude.v17i3.37244>.

20. Oliveira GFN, Medeiros RG, Nogueira VC, Santos MC, Gurgel AC, Rêgo DPSP. Fatores relacionados à identidade profissional do enfermeiro: visão dos discentes. Rev. Enfermería Global [Internet]. 2013 [citado em 2018 out 17]; (29):138-146. Disponível em: http://scielo.isciii.es/pdf/eg/v12n29/pt_docencia1.

Corresponding author: Cintia Camila Santos de Souza Costa. Rua Almirante Garnier, 77, bloco C4, apartamento 207, Vila Militar, Rio Grande – RS, Brasil. E-mail: cintiacamilacosta@gmail.com

Submitted: 19/12/2018

Accepted: 12/08/2019