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RESEARCH ARTICLE

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TUTORIAL EDUCATION PROGRAM: REFLEXES IN THE TRAINING OF GRADUATE NURSES

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ABSTRACT

Created in 1979, the Tutorial Education Program (PET - *Programa de Educação Tutorial*, in Portuguese) aims to ensure students experience opportunities not present in conventional curricular structures, aiming at their global training and expanding academic training, both for the integration in the professional market and development of studies in graduate programs. This study aimed to investigate the role of the PET-Nursing group in the post-training moment of petians who graduated from the Nursing course of the Federal University of Amapá in relation to the labor market and the demands experienced in daily professional life. This is an exploratory study of quantitative-qualitative character through a structured questionnaire using a computerized technology, Google forms. The analysis of quantitative responses occurred through descriptive analysis with the construction of tables and graphs and qualitative responses through content analysis allowing the construction of categories of analysis. A total of 36 graduates of the program participated in the study, 11 males and 26 females. The highest percentage of the participants in this study is inserted in the professional market, with variable income of 3-5 minimum wages. The data show that a significant part is inserted in graduate programs (residences, MSc, PhD). The perception regarding participation in the program is positive, with several aspects developed/improved in graduates such as teamwork, leadership, interpersonal relationship, responsibility, ability to plan and organize, communication, social awareness. PET provides students with a differentiated training, which seeks to achieve, through the university tripod (teaching, research and extension) a global training because during the program, participants develop multiple skills, contributing to the training of high-level professionals for all segments of the labor market, in addition to improving the quality of higher education.

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INTRODUCTION

Several debates have been placed on the agenda in relation to the nurse's education, placing them as an object of study and reflection. The aim is to make up professionals who meet the needs of the labor market, with social responsibility, a duty of citizenship, ensuring integrity in services (Costa; Menezes, 2017).

Nurses, when graduating, encounter a challenge in the new field of activity: the labor market. There is a need, therefore, to face the problem situations of reality and competition with several professionals in the field. For Jesus et al. (2013), training, therefore, should also focus on adapting to the demands of reality. It is necessary that, during training, the development of skills for leadership, people management and interpersonal relationships is

emphasized. For this, educational institutions must invest in a training focused on practical reality and in an education that promotes the construction of critical, creative, autonomous and transformative professionals. According to this new configuration of the world market, the student must qualify in academic life and stand out so that in the dispute for a vacancy in the labor market, presents a differential. In this context, the Tutorial Education Program (PET - *Programa de Educação Tutorial*), created in 1979, aims to guarantee students the experience of opportunities not present in conventional curricular structures, aiming at their global training and favoring academic training, both for the integration in the professional market and development of studies in graduate programs (Brazil, 2006). PET is a long-term program that aims to carry out, within the Brazilian university, the model of indissociability of teaching, research and extension. In addition, the program aims to develop the capacity of teamwork, facilitate the understanding of individual characteristics and dynamics, as well as the perception of collective responsibility and social commitment. Thus, the academic training associated with the program is differentiated, with the graduate more likely to enter the labor market or continue in the academic line (residences, MSc, PhD).

Educational institutions need strategies that can promote the professional training of the academic in the perspective of building an ethical worker, contextualized and active in the transformation of reality. Consequently, these strategies should intervene in the curricula of the students and in the construction of the professional profile of the graduates. In this sense, PET-Nursing has been providing subsidies for its participants to obtain extra knowledge and practices in addition to those offered in the curricular matrix of the undergraduate program. Thus, this research becomes relevant when it intends to analyze the impact of the PET group on the professional and academic life of the graduates of the program, through the investigation of the profile of these graduates and their perceptions about the program, allowing revealing whether the current tutorial education programs have been effective in the differentiated construction of the academic, impacting on the future performance of these nursing professionals. For society, this study significantly impacts, since, when we identify the contribution of tutorial education programs and their dissemination in the practical field, we understand that the professionals who work have the necessary tools for social transformation. Adopting a humanized, active, critical, reflexive posture in the face of reality, it is possible to propose consistent solutions, modify behaviors and attitudes corroborating the construction of more resolutive health models for the population. The PET/Nursing of the Federal University of Amapá, created in 2009, follows the precepts governed by the national PET, seeking to qualify students and provide extracurricular activities that do not make up the conventional curriculum matrix, making these professionals differentiated and highlights in the insertion of professional life. Thus, this study raises the list whether this program had relevance for the insertion of graduates in the labor market, validating the effort as a petian. So, we raised the following problem question: What were the contributions of the PET-Nursing group to the post-education of graduates?. The aim of this study is to investigate the role of the PET-Nursing group in the post-training moment of petians who graduated from the Nursing course of the Federal University of Amapá in relation to the labor market and the demands experienced in daily professional life. As specific objectives, we listed: to trace the socioeconomic and professional profile of the former members of the PET-Nursing group; identify the difficulties and facilities encountered by the graduate in relation to the labor market and professional daily life and point out the facilities for his academic and professional career.

MATERIALS AND METHODS

Study Design: This is an exploratory research of a quantitative-qualitative nature. According to Minayo (2007), qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of

relationships, processes and phenomena that cannot be reduced to the operationalization of variables. The characteristics of qualitative research are: objectification of the phenomenon; hierarchy of actions to describe, understand, explain. The qualitative approach allowed analyzing and reflecting through the answers obtained from the questions with free answers, but to trace the profile it was necessary to use a quantitative approach. According to Diehl (2004) quantitative research focuses on objectivity, considers that reality can only be understood based on the analysis of raw data, collected with the aid of standardized and neutral instruments. We chose the joint use of qualitative and quantitative research because it allows collecting more information than could be achieved in isolation.

Population and Sample: The research population consisted of former members of the Tutorial Education Program – PET (*Programa de Educação Tutorial*) Nursing of the Federal University of Amapá (UNIFAP) who graduated from 2009 to 2019, who completed the undergraduate nursing course of the respective institution and received the certification of participation in PET. The records in SIGPET (Management System of the Tutorial Education Program) show that 68 student participants were graduates in this period. Of this quantity, we obtained 37 participants who answered the research and corresponded to the inclusion criteria that were: graduates of PET-Nursing from UNIFAP graduated in the nursing course; over 18 years of age, who agreed to participate in the research and signed the Informed Consent Form (ICF); who remained in the group for at least 2 years. Exclusion criteria were: ex-petians who were not located.

Data collection: Initially, the researchers contacted the petians who graduated via e-mail or telephone contact explaining in detail the research and its objectives, inviting them to participate in the study. Subsequently, the Informed Consent Form (ICF) was sent to the participants who demonstrated desire and met the inclusion criteria in the study. Data collection started only from the signing of the Informed Consent Form (ICF). The data collection instrument that was sent to the participants was a structured questionnaire containing open and closed questions elaborated by the authors of the research. The questionnaire elaborated in the google forms tool was stored in Google Drive, an environment developed by Google with the main function of cloud file storage, that is, using memory from online servers and allowing remote access over the Internet without the need to install programs or physical storage of data. In addition to the creation, editing and storage of texts, slide shows, spreadsheets, drawings and online forms, it is possible to view and share all or partial files (Santiago; Santos, 2014). Google Forms is a tool that allows collecting data and opinions for all kinds of questions. To ensure the anonymity of the subjects, the acronym PE (referring to *Petianos Egressos*) was used, followed by an identification number of the answers.

Data analysis: After the questionnaires were completed by the survey participants, the responses were sent to the Google Forms page used for this purpose. Quantitative questions were generated by Google Forms itself in the form of tables and graphs. The data was later reworked in Microsoft Word 2016 charts. Thus, the data were described by assessing the simple percentage and tracing the profile of the graduates participating in the research through descriptive statistics. The analysis of qualitative data occurred through content analysis, allowing the construction of categories of analysis to systematize the achievement of the objectives of this study. The categories that emerged were: 1. Socioeconomic and professional profile of graduates; 2. The graduate and the labour market, with the following subcategories 2.1 Influence of PET on the entry of the labour market; 2.2 Difficulties in the insertion of graduates in the labour market; 3. Tutorial Education Program: contributions to training, which housed the following subcategories: 3.1. PET and admission to graduate programs; 3.3. Influence of PET in the resolution of problem situations in the work routine.

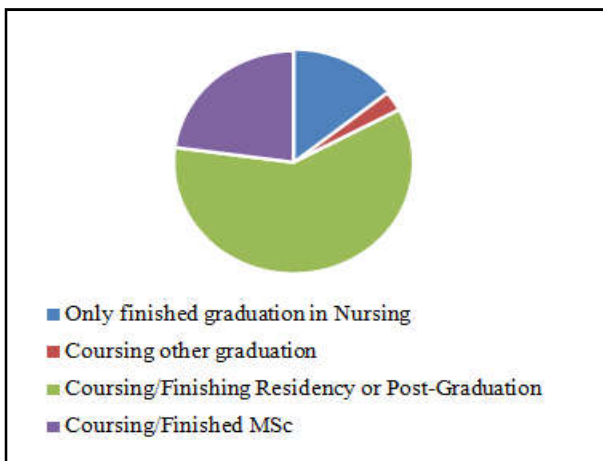
Research Ethics: This study is in line with Resolution n. 466/2012 of the National Health Council (CNS)/MS, which approves the

guidelines and regulatory standards of research involving human beings. It is registered in the Brazil Platform and approved according to Opinion Embodied no. 3419890 of the Research Ethics Committee (REC) of the Federal University of Amapá - UNIFAP.

RESULTS AND DISCUSSION

SOCIOECONOMIC AND PROFESSIONAL PROFILE OF THE GRADUATES: The study consisted of 37 participants, among them, 11 (29.7%) were male and 26 (70.3%) female. The participants were in the age group of 22 and 39 years, at the time they answered the questionnaire, being a significant number (56.9%) of the population between 25 and 29 years, 1 participant abstained from this question. The data obtained in the research are similar to those of the study by Souza *et al.* (2017), which found that there was a predominance of women in the profession: 80% of the participants are of this gender, and only 20% were male.

Of the study participants, 25 (67.6%) declared themselves single, 6 (16.2%) married, 1 (2.7%) divorced and 5 (13.5%) declared themselves in the other category. Of the total number of participants, only 1 (2.9%) of the participants claimed to be attending another undergraduate course, 21 (60%) attending/completing residency or graduate school, 8 (22.9%) attending/completing master's degrees, 5 (14.3%) only completed their undergraduate nursing degree, 2 participants did not answer the question (Graph 1).



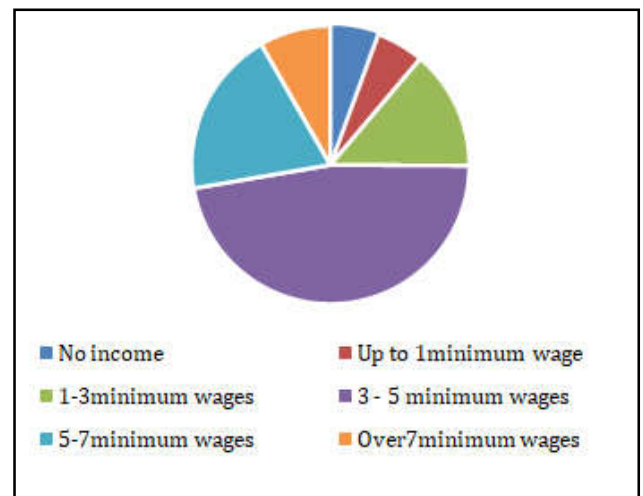
Source: created by the authors.

Graph 1. Continuity in the Academic Line of PET Graduates

Regarding professional training, the study by Souza *et al.* (2017) showed that a considerable number of nursing graduates who were investigated (96.7%) had already undergone some type of specialization. Part of the group (66.7%) had completed *lato sensu* specialization, including the modality of residence; 25.0% had a master's degree and only 8.3% had completed their doctorate. When compared to the data obtained in this research, it is possible to observe that nursing graduates who participated in the tutorial education program have entered and/or are completing sequential studies at undergraduate level, especially residency programs.

These data reaffirm the importance of PET for nursing graduation, since graduates from the group presented greater insertion in programs that involve the continuity of teaching such as residency, graduate and master's degree, increasing the quality of professionals who are being inserted in the labor market, besides encouraging the continued education of these professionals. Among the participants in the study, 29 (78.4%) stated that they were working in the area, and 8 (21.6%) responded negatively. It was found that most participants work or worked in several areas, among them were mentioned the areas of hospital care, primary care, teaching and research. As in the study by Souza *et al.* (2017) what refers to the area of action of graduates prevailed hospital care followed by primary health care

because they are fields with higher demand that consequently increase the supply of employment in these sectors. Regarding the considerable number of professionals who were not working at the time of the research, there are some factors that enable professional evasion, which interconnect and may result from the economic, social and cultural situation that we perceive in the current scenario of the country. A study in Paraná observed that the strongest reasons are: difficulty finding employment, better opportunities in other areas and family experiences and conflicts such as motherhood (Costa; Menezes, 2017). Another factor that was evidenced was the increased competition in the labor market, the completion of higher education is no longer a guarantee of immediate insertion in professional life. According to the statement of Veriguine *et al.* (2010), the diploma of a higher education course no longer represents the guarantee of work. Currently, some areas do not represent many professional perspectives and many recent graduates end up working in areas quite different from the one in which they graduated.



Graph 2. Current income of PET-Nursing graduates

It was observed that 2 (5.6%) claimed to have no income, 2 (5.6%) reported receiving up to 1 minimum wage, 5 (13.9%) from 1 to 3 minimum wages, 17 (47.2%) from 3 to 5 minimum wages, 7 (19.4%) from 5 to 7 minimum wages and only 3 (8.3%) receive more than 7 minimum wages and 1 participant did not answer the question (Graph 2). Among these, we highlight the graduates not active in the nursing area, of these 1 (25%) reported receiving up to 1 minimum wage, 2 (37.5%) from 1 to 2 minimum wages and 2 participants (37.5%) from 2 to 5 minimum wages. Although the minimum wage amount receives annual adjustment, it was used as a basis for estimating the monthly income of the research participants, taking into account the values in 2017 (R\$ 937.00). Regarding the fees, the data found in this research confirm the findings of a similar research conducted in the north of the state of Paraná, with 88 nursing graduates, where it was found that the monthly income of graduates varied mostly between two and seven minimum wages. It is positive contact that, even with a short time of operation, they have already obtained important financial return (Costa; Menezes, 2017).



Source: created by the authors.

Graph 3. Identification of graduates with the Nursing profession

It was noticed that 35 (94.6%) of the participants stated that they identified with the profession, and only 2 (5.4%) who did not even work in the nursing area stated that they did not identify themselves (Graph 3). A significant part of the graduates stated that they identified with the profession, which theoretically implies greater dedication on the part of these professionals in their fields of work. In a way that also evaluates in a positive way the fact that those who do not identify with the profession are working in other areas. Regarding the time of insertion in the labor market, it is noteworthy that a significant part of the participants claim to have immediately entered the professional field and this number is 9 (24.32%), followed by 11 (29.73%) reported that they were inserted from 1 to 3 months, 3 (8.11%) who took 8 to 10 months and 3 (8.11%) who arrived from 1 to 3 years and 6 participants (16.22%) who stated that they did not work in the area. The last socioeconomic and professional aspect to be addressed refers to the characterization of the participants, who asked themselves about the time elapsed to enter the labor market, that is, to get the first job. It was observed in a very positive way that the graduates of PET nursing achieved their insertion in the labor market in a brief way, and when we observe those who do not work in the area, a positive balance is also made, because they also obtained a place in the market. Knowing how graduates are inserting themselves in the world of work is extremely valuable, since it can enable teachers to reflect on the pedagogical project of the course exercised and the profile of the nurse to be trained (Costa; Menezes, 2017).

THE GRADUATE AND THE JOB MARKET

Influence of PET on entering the labor market: In the current context of the nursing professionals' labor market, it is possible to visualize two distinct scenarios: the first, unfavorable to the insertion of nurses in the labor market, justified by the large number of courses and professionals, accompanied by a reduction in vacancies by institutions. This situation is reproduced in a more competitive and selective market in which a significant number of professionals are unemployed. The other, favorable, indicates that there are vacancies available to these professionals, especially in the private network, due to the lack of qualified professionals to perform these functions, mainly due to lack of experience (Oliveira *et al.*, 2018). Thus, there is an increase in the requirements imposed for the hiring of these professionals, which reflects in the search for specialization courses and/or residences by graduates, aiming at qualification and improvement (Püschel *et al.*, 2017). In this sense, the graduates were asked if PET-Nursing contributed to their insertion in the labor market. Of the answers, it was found that most of the participants attributed the construction of a good curriculum to their participation in the group, which influenced the achievement of employment, as illustrated by the following answers:

[...] Yes, being petian was important for my resume. Well, I brought my experience in the nursing field even before I left university (PE5).

[...] Yes. Because the current selections involve title tests, and Pet has been indispensable to achieve good scores (PE10).

During graduation, it is extremely important that training, in addition to prioritizing scientific knowledge and the development of practical skills, also seeks to bring your student closer to the demands of the market, facilitating their transition to the professional world and preparing for the different difficulties to be encountered (Jesus *et al.*, 2013). In this sense, with regard to the skills and competencies necessary for the graduate to be included in the labor market, it is possible to visualize the contribution of the PET group in the construction of these characteristics, observed in the answers below:

[...] It contributed to learning and technical-scientific stimulation, enabling entry into the job market through the multiprofessional residency that sought to assess both the candidate's knowledge and production, through participation in congresses, presentation of works, research and extension projects (PE2).

[...] Due to the way that petian is built during academic life, always seeking more knowledge, having experiences in working with the community (PE11).

Moreover, the increase in the requirements evidenced for the entry of nurses into the labor market are related to the growing variety of attributions and competencies aimed at the professional so that they can offer quality care and succeed in their leadership character. However, such abilities must go beyond technical-scientific skills, involving personal aspects for their construction as a human being (Meira; Kurcgant, 2016). Most of the graduates of this study, as well as in the study by Püschel *et al.* (2017), report the development of these characteristics during their stay in the group.

[...] Yes, in the form of presentation, maturation, acting, being empathetic, being a leader, working as a team, security with regard to the construction process and sharing knowledge, are the results of the 2-year period at PET[...] and this is exactly what companies look for in professionals, whether private or public (PE18).

[...] I have not joined yet, because I passed the Residence. But it certainly influences, because within the PET, we have to have responsibility, leadership, proactivity, requirements in which I believe, that many companies seek (PE13).

Difficulties for the insertion of graduates in the job market:

Professional life is in fact started after insertion in the fields of work, in the case of nurses, health services, either as employees or as self-employed, as soon as they have completed their training. With regard to new nurses, difficulties can be encountered when searching for a job, and among the reasons, the lack of professional experience and public tenders stand out (Machado, *et al.* 2015). The data of the present study corroborate with the authors, highlighting: saturated market and limited number of employers, lack of professional experience, lack of contacts and indications, unavailability of study time for competitions and short training time.

[...] Saturated market, few job opportunities in assistance. (PE1)

[...] At first, after graduating, I went looking for work in private companies that required months of professional experience. So, the lack of that experience made it a little difficult. But once employed, I was no longer unemployed. Now I'm in public service. (PE6)

[...] In care, there are few vacancies in the area of mental health, in teaching there are more vacancies, but the hourly pay is not satisfactory, so I currently find myself in care aimed at adult ICU, because where the job market is more open! (PE18)

[...] Be new to the profession in both age and academic background. (PE13)

However, it is worth mentioning that most of the participants reported that there were no difficulties in obtaining jobs, evidenced in the following answers:

[...] I had no difficulty. I was approved in a public contest when I was in my fourth year of college. Five months after training, I was summoned and after all the paperwork, I assumed in December 2013. In 2013 I also went to the multiprofessional residency in April and trained before the shift so as not to lose vagueness (PE35)

[...] Passei no state contest still doing graduation, it took 1 semester for training due to greve (PE7)

[...] I don't have any difficulties (PE11)

TUTORIAL EDUCATION PROGRAM: CONTRIBUTIONS TO TRAINING:

The Tutorial Education Program (PET - *Programa de*

Educação Tutorial) was created in order to improve the training of students of various undergraduate courses of higher education institutions in the country, through the promotion of activities related to teaching, research and extension. These students are selected through a selection process and must demonstrate potential, interest and skills highlighted in higher education courses. During the experience in the group they are coordinated by a tutor and develop various extracurricular activities. According to Brazil (2006), PET was created in 1979 and until 1999 was coordinated by CAPES - Coordination for the Improvement of Higher Education Personnel. From December 1999, the program was managed by the Secretariat of Higher Education of the Ministry of Education - SESU/MEC. The Manual of Basic Guidelines of the Tutorial Education Program states that PET contributes to the increase in the quality of academic training of undergraduate students, PET encourages the training of future professionals and professors of high technical, scientific, technological and academic qualification, who, imbued with high critical spirit, bathe their professional performance by citizenship and social function of their professional field (Brazil, 2006). By expressing themselves in relation to PET, the graduates of the program show in an incisive and unanimous way the positive contribution in their formation due to the program to give opportunities to develop skills (leadership, teamwork, responsibilities) and overcome personal difficulties. It can be verified in the reports:

[...] It made a strong contribution to both my personal and professional life by inserting myself into a group of diverse people, where it was necessary to socialize with everyone and deal with the responsibilities involved in teaching and scientific research (PE21)

[...] PET broadened my view of the skills needed in a competitive world of work. At the same time, it showed the means and tools for you to be able to leave graduation with a differential (PE33)

[...] The PET contributed to overcoming personal difficulties (such as oratory and shyness), increased critical thinking, expanded perspectives within the university, because only with graduation there would be no perception of what teaching, research and extension are. For professional training, participating in the PET taught me important lessons, such as knowing how to work as a team, having management and organization skills to achieve goals (PE16).

According to Tosta *et al.* (2006) the activities carried out by PET give the opportunity to experience experiences not present in conventional curricular structures, aiming at an academic background and contributing to an integration in the professional market and a better qualification as an individual and member of society. These contributions are evidenced below:

[...] Many [contributions]. It taught how to create a bond with the patient, continuing education, work NCS, consultations for chronic diseases, work oratory, among others (PE1).

[...] In my personal training, PET taught me to work as a team, to seek to solve problems collectively, always considering everyone's opinion, it taught me that learning is more effective when carried out jointly, it made me a more responsible, more punctual person, more productive and more creative. As for professional life, PET can provide me with knowledge far beyond what is taught at the university, because with it I was able to practice in addition to teaching, research and extension, in our weekly meetings I learned in depth about undergraduate subjects that would be required in my profession (PE37).

[...]I had the opportunity to organize scientific events, present lectures, teach teenagers about sexual and reproductive health, contribute to a group of people with diabetes. PET provided me with a universe of knowledge that I would never have with just my graduation, in addition to a huge enrichment of the Lattes

curriculum and I feel much more prepared for being part of this group, as well as all petians, I believe, who have already had the opportunity to go there (PE37).

The teaching activities enable the development of new practices and pedagogical experiences within the course (allowing a diversified formation) and a contact with society, breaking the isolation in which scientific knowledge remains. The research establishes a connection with teaching and is not necessarily linked to certain social demands, and can be configured as a "disinterested knowledge" (Tosta *et al.*, 2006). This same author also discusses the importance of extension activities carried out through PET that enable social transformation from knowledge and the production of knowledge through practice, constituting a dialectical movement, besides enabling students to exercise citizenship and reflection on issues relevant to our society, such as social inclusion. Morais *et al.* (2012), points to tutorial education programs as strategies to be stimulated as a result of the responsibility and social awareness acquired during the training process in these groups. In addition, it was observed, in his study, the development of a critical and active posture in order to transform reality as well as the personal and professional maturation of nursing students. According to Rodrigues, Alves e Silva (2016), the predominant archaic educational model, with regard to the teaching-learning process in Nursing, has repressed the creativity and expressiveness of the individual, restricting the process of caring to the mere repetition of techniques and procedures, thus repressing the innovative potential of academics, whose ideas can be a broad field of contribution to new scientific evidence that will serve as a support to a professional practice based on the perception of realities, empathy and integrality in care. Thus, through the experience of tutorial education experienced by the graduate, it is verified that this is privileged to acquire knowledge that exceeds the barriers imposed by traditional education, which essentially prioritizes teaching in the classroom, providing the academic in training with the modalities of research and extension in the most varied areas of knowledge, especially in health courses.

Influence of PET on admission to postgraduate studies: It is essential that nursing, as a health instrument, is in continuous renewal of scientific studies produced in undergraduate research groups so that in the future the students who are members of the groups will gain the updating of multidisciplinary knowledge through graduate studies, allowing greater visibility, promoting the training of new researchers at the level of excellence, obtaining the recognition of the profession and the consolidation of the area as science as described by Erdmann *et al.* (2013; 2017). In view of this, the petians participating in the study followed several careers, especially the graduate studies, in which the interviewees reported that the program helped in the development of their researchers' skills, placing PET as an element of teaching progression through the petian triad, opportunistic learning about the different areas of activity, contributing to the future choice of continuing the postgraduate studies and evidencing the relevance of the experiences experienced in PET-Nursing in their professional practice, as highlighted by the following statements:

[...] Yes, because it encourages students to develop skills in the practical field and allows closer contact, allowing them to identify with a more similar area (PE2).

[...] Yes, PET was my gateway to wanting to continue my studies and become a researcher in nursing, in addition to awakening my academic vocation and honing my deep desire to be a university professor (PE15).

Precisely the dynamic content that PET-Nursing provides to petians from the contact with active teaching methods, responsible for leading the student to horizontal teaching through the problematization of reality (Carvalho, 2016), in addition to the influence it exerts on the area of coverage in which it works (academic and popular community) through research and extension, it favors the evolution of a strong professional profile of petian, inserting them as high quality professionals from the holistic analysis

as described by Drebes *et al.* (2012) and Draganov *et al.* (2018), synthesized in the sentence described by the graduate:

[...] Yes, because of the range of topics covered within the PET group, which are relevant topics, both scientifically and socially, and those focused on the area of nursing. These are subjects that often fall into contests and petian ends up knowing, because it is worked within the PET, whether through research, teaching or extension (PE11).

In this scenario, the importance of PET is evidenced, as it is configured as a space for the construction of knowledge and contributes to the qualification of health education, stressed by Rossit *et al.* (2018), collaborating in the scoring of specializations from the evaluation of the *Lattes* curriculum, highlighted in the statements:

[...] With all the knowledge I acquired there, in my selection process there was no evaluation of the *Lattes* curriculum, but I believe that if there were, I would already have points in this aspect, thanks to the PET group (PE37).

[...] Certainly, in the second phase of the residency, the curricular analysis was the watershed in the process, I scored in almost all the items according to the evaluation criteria of the bank, thus resulting in 1st place in the mental health concentration area (PE18).

Therefore, from the answers of the interviewed petitioners, it was observed that PET promotes the continuity of the study in research because it stimulates the interest of students who are components of the program to follow the path of graduate studies, providing the constant updating of multidisciplinary knowledge, contributing indirectly in the transdisciplinary practice when offering the group participant the holistic view, in the conception of integral health in professional practice whatever the work that is chose.

Influence of PET in solving problem situations experienced in the work routine: In this category, it was evidenced that PET has a positive influence allowing the solution of problems through joint work, respect for the plurality of ideas and exchange of experiences with impacts on the posture assumed by the professional through situations- problems that are similar to those that occur in professional life, as expressed in the following statements:

[...] PET allows the student to be critical and learn to solve problems in a group, when you are inserted in the field of action, this skill is essential to be able to solve problems experienced within the team and users (PE2).

[...]PET Nursing preaches respectful and supportive coexistence with a plurality of people, each with their own personality. I was able to learn about tolerance, respect and dialogue, even if the opinion of the other is different from mine (PE8).

[...] A good part of the work experiences are similar to the pet's routine, conflict management, conflict resolutions, delegating activities, critical and reflective attitude towards the demands presented, we practically apply the steps of the pet nursing process, as well as in the routines of the service in which I am working (PE18).

[...] With the rich discussions and exchanges of experiences in the program, I was able to understand the real meaning of what it really means to be a nurse, how to behave in the face of everyday situations within the health services (PE13).

[...] Yes, both with the issue of schedules, scales, requirements and reports, protocols and scientific works, deadlines, teamwork
[...] All these questions I learned working at PET (PE37).

The Basic Guidelines Manual of the Education Tutorial Program is a document prepared by the Ministry of Education in order to present the

program to interested parties. This manual guides the petian's posture bringing the philosophy, objectives and characteristics of the program in addition to the attributions of the petians and tutor of the team (Brazil, 2006). According to Tosta *et al.* (2006), the activities carried out by PET give the opportunity to experience experiences not present in conventional curricular structures, aiming at an academic background and collaborating for an integration in the professional market and a better qualification as an individual and member of society. Tosta *et al.* (2006), also exposes the importance of extension activities carried out through PET that enable social transformation from knowledge and the production of knowledge through practice, constituting a dialectical movement, besides enabling students to exercise citizenship and reflection on issues relevant to our society, social inclusion. The skills contained by the data collection instrument were academic/professional autonomy, social responsibility and awareness, active, critical and reflective posture, teamwork, knowledge of scientific methodology, expansion of knowledge of undergraduate teaching and ability to plan and organize. Thus, with regard to the competencies and skills developed by the petians during the program, the research participants affirm the development and improvement of most of the skills expected as guided by the Program Manual with slight discrepancy between the suggested skills.

In this sense, it is observed after the analysis of the answers that the difference between the chosen skills vary approximately between 2% and 6%. This fact signals the benefits of the Program in the professional growth of the participants graduated. While the topic "active, critical and reflexive posture", together with "teamwork", according to the participants of the questionnaire, were the best explored competencies in the continuity of professional life, with a percentage of 91.9%. Therefore, "academic/professional autonomy", "responsibility and social awareness", and "knowledge of scientific methodology", reached the second skills best performed by the learned petians, reaching 89.2%. Finally, "expansion of knowledge of undergraduate education" and "ability to plan and organize", although it was the competencies that reached the lowest percentage among the suggested alternatives, 83.8%, still demonstrate a good percentage for academic education and professional career. Tutorial Education, therefore, consists of a space for the construction of knowledge, which extrapolates individual learning and produces its own collective way of thinking. The experience of PET leads to a differentiated look at the student demonstrating the relevance in the construction of new perspectives of training in the health area, in favor of a broader and user-facing vision, health promotion, consolidation of care networks and integrality (Santos; Barbosa; Alexandre, 2019).

FINAL THOUGHTS

The article allowed the investigation of the reflection that the PET-Nursing group provided in the continuation of the professional life of petians who graduated from the nursing course of the Federal University of Amapá. From the results presented proposed by the questionnaire elaborated in the google forms tool, it is observed that PET provides students with a differentiated training, which seeks to achieve, in addition to the university tripod (teaching, research and extension), a global formation. This process was beneficial in the professional career of graduates, since they, during the program, developed multiple competencies such as teamwork, decision making, behavior and agile reasoning, critical sense, leadership, proactivity, in addition to creativity, responsibility, conflict management and problem solving. All these skills contributed to the insertion of graduates in the labor market, considering that these skills are indispensable to practice the nursing profession. The role of the PET-Nursing group was of paramount importance in the post-education conjuncture of graduates, since as described above, it contributed to the training of high-level professionals for all segments of the labor market, in addition to improving the quality of higher education, collaborating in the execution of the demands of professional practice, especially in university areas, since most of the petians who graduated are inserted in graduate programs and in the labor market.

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