



Employability and workability: training and insertion of nurses in the job market

Empregabilidade e trabalhabilidade: formação e inserção do enfermeiro no mercado de trabalho

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ABSTRACT

Current paper identifies and describes the process of employability and workability of college-leaving graduate students in Nursing of a university in Rio de Janeiro, Brazil. Method: An exploratory, retrospective, descriptive and quantitative study of graduates in Nursing during the 1986-2018 period. Survey of data by Google Forms sent by e-mail, approved by CEP, protocol n. 3.592.160. Results: 192 students participated, organized in three groups according to university entrance norms: Resolution 4/1972 = 17; Decree 1721/94 = 41; National Curricular Guidelines 3/2001 = 134. Insecurity of the recently graduated student in the process of employability and efforts to enter and maintain themselves in the market, coupled to the workability experienced during their professional carrier. Conclusion: as a rule, professionals continued within the specific health area, whereas those with a general diploma achieved the highest satisfaction, autonomy, salaries and professional acknowledgement.

Keywords: Employment. Nursing. Teaching. Nursing Graduates, Job market.

RESUMO

O presente estudo objetivou identificar e descrever o processo de empregabilidade e trabalhabilidade dos egressos da graduação em Enfermagem de uma universidade do Rio de Janeiro. Trata-se de um estudo exploratório retrospectivo, descritivo, com abordagem quantitativa. Foi feito levantamento de dados pelo *Google Forms* enviado por *e-mail*. Participaram 192 egressos entre 1986 e 2018, organizados em três grupos segundo a normativa de ensino em vigor no ano de ingresso na universidade: Resolução nº 4/1972 = 17; Portaria nº 1.721/1994 = 41; e Diretriz Curricular Nacional nº 3/2001 = 134. Identificou-se a insegurança do recém-formado nos processos de empregabilidade e busca para ingressar e se manter no mercado de trabalho, como também a trabalhabilidade vivenciado durante a carreira profissional. Conclui-se que os profissionais que se formaram com habilitação permanecem muitas vezes contidos nela. Já os generalistas buscam a área em que possam ter melhor prazer profissional, autonomia, renda e reconhecimento profissional.

Palavras-chave: Emprego. Enfermagem. Ensino. Egressos de Enfermagem. Mercado de Trabalho.

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INTRODUCTION

A challenging process occurs in the transition phase between graduation day of Nurses and the labor field. Concern on this moment is common, perceptible to college-leaving students shown by their anxiety in taking on the responsibility of Nursing and new demands in attitudes and competence.^{1,2}

Employability and workability are greatly discussed ideas and frequently mixed up by professionals and lay people. Employability is the applicability that people have within the job market and their capacity to maintain active their curriculum and their professional ability to obtain the capacity and the possibility of employment. The above concept is directly related to the professional value that people have and have aggregated during the years.^{3,4} On the other hand, workability is the capacity of generating capital through personal abilities as employee, self-employed or outsourced. The concept is applied by not placing limitations on jobs and skills.^{3,4}

Employability and workability are complementary since the former is the capacity of maintaining an active and attractive curriculum for the job market through an increase in job generation, whilst the latter is the ability of not placing limitations on the job. It refers to the capacity of not facing the job as the only possibility and to constant adaptation incumbent on the professional.^{5,6}

Federative educational norms and historical and economical periods lead towards the construction of curricula by the university, taking into account politics, economic and social situation, the country's job market during the organization of student groups since the establishment of the Nursing Course of the University in the 1980s.⁷

An expansion in the area of health occurred in Brazil during the 1960s with the establishment of new competences in the Ministry of Health by Law 200/1967, which provided for a national health policy and medical and ambulatory assistance. Consequently, new hospitals were built and specialized work power was demanded. The above greatly impacted the professional formation of nurses.^{1,8,9}

Since 1972 the academical formation of nurses in Brazil has been regulated by a three-part minimum curriculum (Resolution 4/1972: pre-professional studies for the development of a basis in the Sciences; professional studies for the capacitation in basic Nursing; professional skills: Obstetric Nursing or Medical-Surgical Nursing or Public Health Nursing.¹⁰ Consequently, nurses develop specific skills so that they would enter the job market.¹⁰

Since 1994, the formation of Nurses has been regulated by Decree 1,721/94, with minimum curriculum, aiming at technical formation and at being a critical and reflexive professional to

work in the Brazilian Health Service (called SUS)^{1,9,11,12}

One should emphasize that in the 1990s health social determinants started to be valorized within the health-disease process and health professionals started treating not merely people's infirmities, but several other factors for a better life quality in the community, highlighting promotion, protection, treatment, rehabilitation by SUS.¹¹

The Brazilian Curricular Guidelines were established in 2001 through DCN 3/2001 which abolished the minimum curriculum and provided a series of opportunities and a sort of flexibility for the universities to establish their own curriculum. It must be emphasized that professionals should have the necessary abilities and competences imposed by the DCN at the end of the course.¹³ Abilities and competences should be established so that nurses would be generalist professionals and transforming agents within society, aware of their role in the community, critically and reflexively, and having an epidemiological awareness that would help them in several professional and even social situations. They are essential qualities within the process of workability and employability for the modern Nurse.^{14,15}

During this period, discussions at several levels and environments of health administration on issues that most affected the health of Brazilian populations concluded that about 80% of health problems could be solved at first aid level.

It was the area focused and it became the main entrance for the Health Assistance Network through the training of highly skilled professionals. First health aid promoted a better lifestyle for people and started a revolution in Brazilian health management.¹⁶

At every new discovery and in every moment in history the job market requires a type of nurse with differentiated skills that complete the required attributions at each apex. However, it is a well-known fact that students entering a university course are not always determined on the career that would give them the best satisfaction. Many decide on the opportunities that the market provides.^{14,17} Employability and adaptation of such a professional differ in each of the suggestions in the national curricula.

The nurse's profile is at present more complex when compared to that of the nurse trained in the 1970s, 1980s and 1990s. Due to the requirements of the new DCN 03/2001, nurses have to take into account several data for their achievements either within the hospital milieu or in first aid. Concentrating on people's life quality, that of his family and that of the surrounding community, nurses carry with them these innovations and the past as a learning method.^{9,13,14}

Consequently, the following issues should be tackled: How did the college-leaving Nurse students enter the job market? Did the normative years affect the college-leaving Nurses in their insertion within the job market?

Current research is important since it presents the manner employability and workability of Nurses is occurring and makes public the features of the college-leaving nurse within each period of history according to the parameters of the Brazilian guidelines for the formation of Nurses. In other words, current paper identifies and describes the process of employability and workability of college-leaving Nurse graduates.

METHOD

TYPE OF STUDY

Current study employs the quantitative, descriptive and exploratory method. According to Lacerda & Costenaro,¹⁸ current research method is recommended when the theme is not sufficiently exploited. It therefore provides a general overview on the facts and data under analysis that describe the experience of a population, its characteristics and the phenomena involved.¹⁸ Current methodology is employed due to the possibility of identifying professional insertions and the workability of college-leaving nurses, and transforming them in data for a better productiveness. Tool *Strengthening the Reporting of Observational Studies in Epidemiology (STROBE)* was employed for alignment.

STUDY ENVIRONMENT

Current study has been conducted within the university, at the School of Health Sciences, within the environment of the Nursing Course. Through the last decades, the University has provided an undergraduate course in Nursing at the campuses of Duque de Caxias, Lapa, Barra da Tijuca and Nova Iguaçu in the state of Rio de Janeiro, Brazil. Current research has been conducted in all the university campuses, with a total of 5,327 graduated nurses since its establishment up to 2018. The main *campus* is in the town of Duque de Caxias RJ Brazil. The Course of Nursing and Obstetrics was established by Federal Decree 85.609 of the 30th December 1980, following suggestion by the Federal Council of Education n. 1,260/80. The first group of nurses graduated in 1986, with a total of 4,558 professionals up to 2018. The Nursing Course on the Lapa *campus* was active between 2004 and 2013, with a total graduation load of 308 nurses. The Nursing Course at the *campus* of Barra da Tijuca was established in 2009 and is still active, with 319 graduated nurses. The Nursing Course of the *campus* of Nova Iguaçu was established in 2012 and provided 147 nurses up to 2018.^{7,19}

POPULATION, SAMPLE AND CRITERION FOR INCLUSION AND EXCLUSION

The population of current analysis comprises college-leaving nurses who graduated between 1986 and 2018 in all the *campuses* of the University, with their *e-mail* listed at the university's academic system, and college-leaving students listed at the academic department between 1986 and 1988 with no listed *e-mail*.

Comprising a convenience sample, all graduates received an e-mail inviting them to participate in the current research. In the case of the 230 graduate nurses listed on the nominal roll, a search for their curriculum was undertaken in platforms Lattes and DataSUS through the List of Health Professionals. Data of parts 1 and 2 of the questionnaires were retrieved.

Inclusion criterion was having studied and concluded the Nursing graduation course at the university under analysis, regardless of the *campus*. Exclusion criteria were former students who did not conclude the Nursing graduation course at the university under analysis or those who graduated less than two years since.

Four thousand *e-mails* were sent to professionals who graduated since 1988 with names on the academic system, whilst search was done in databases of 230 professionals who graduated between 1986 and 1988 but not digitally listed. Access to name lists of professionals who graduated after 1988 was not released to confer *e-mail* list and/or the feasibility of a manual research in databases. The latter hindered an amplification of the sample.

One hundred and ninety-two professionals participated in current study. Professionals were organized according to the start of the course; the sample was divided into three groups according to the national norms for the functioning of the graduation course in Nursing: Group 1972 – nursing professionals under Resolution 4/1972: professionals started the nursing course between 1986 and 1994; Group 1994 – nursing professionals under Decree 1,721/94: professionals started the nursing course between 1995 and 2003; Group 2001- nursing professionals under DCN 03/2001: professionals started the nursing course after 2004.

STUDY PROTOCOLS: COLLECTION AND ANALYSIS OF DATA

Data were collected by a structured questionnaire, with close and open questions, employing the form retrieved from *Google Forms*, for responses. Questionnaire received responses between October 2019 and March 2020.

The Questionnaire was organized into three sections: 1) Identification and characterization of the professional's profile; 2) Activities of the professionals since graduation and their strife for technical and scientific advances in postgraduate courses; 3) satisfaction with professional insertion; perception on formation during the undergraduate course and personal and professional expectations parallel to the job market's needs at the

time of graduation. Questions were defined after analysis of the literature on the theme.

Search in open database with regard to professionals without a listed e-mail was related to data on sections 1 and 2 of the Questionnaire, with objective and direct questions; responses were inserted by researchers on platform *Forms*. Sections 1 and 2 of the Questionnaire were analyzed in current study.

Google Forms generated a spreadsheet with data which were revised for standardization and consolidation of responses following definitions by data dictionary. After revising the database, the first data analysis took place. Data were fed into *Excel 2019* and their functions and analyses were developed by free *Google forms*. Analysis was descriptive and exploratory, employing absolute and relative frequencies, such as absolute numbers, means, modes, medians and percentages. After consolidation and standardization of adjustments of data and new rounds in descriptive analysis, a dialogue was developed between results of the research and narrative revision firstly on the insertion of nursing in the job market. Between approximations and distancing of data with the literature, two themes were retrieved for discussing results: 1) insertion in the job market; 2) maintenance of employment, employability and workability.

ETHICAL ASPECTS

Current study followed Resolutions 466/2012; 510/2016 and 580/2018 of the Brazilian Health Council. It was developed by Scientific Initiation students and constituted a section of the project “History and Memory: Knowledge on the Past to guide into the Future”. It was evaluated and approved by the university’s Committee for Ethics in Research, registered at CAAE: 12771119.0.0000.5283, with approval n. 3.592.160 on 16/09/2019. Since retrieval of data was done online, if one wanted to participate it was necessary to click on “I accept participating in the research” after the reading of the Term of Free Consent (TCLE); after receiving the icon Accepted, the form proceeded forward; if one refused to participate, the Questionnaire closed.

RESULTS

Current study was undertaken with 192 Nursing graduates: 184 professionals accepted the Term of Free Consent to participate in the research and responded to *Google Forms*, between October 2019 and March 2020; 8 professionals with non-listed *e-mail* had data with regard to part 1 and 2 of the questionnaire retrieved from Lattes and CNES databases.

Further, 83.94% of participants were female; 99 participants (51.30%) had already been nurses and 41.45% did not have any contact with Nursing.

The 192 Nurses participating in the study were organized in groups according to the teaching norm at the time of their

admittance in the Nursing course. Figure 1: 69.4% under DCN 03/2001⁹; 20.7%, under Decree 1,721/94⁸; and 9.8% under Resolution 4/1972.⁵

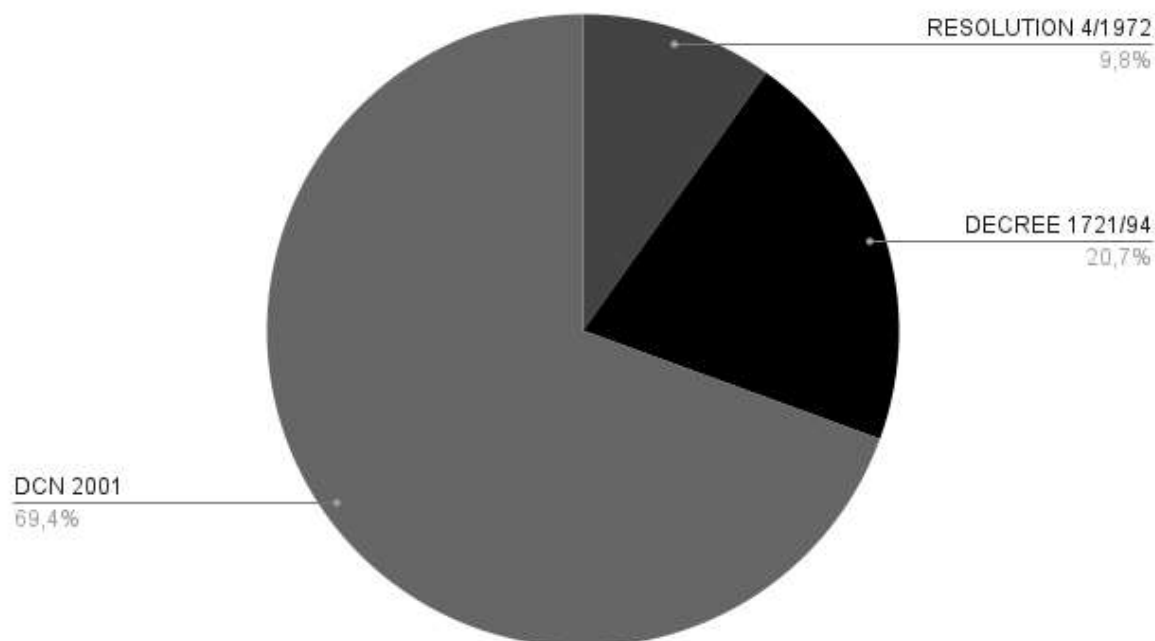


Figure 1

Figure 1. Distribution of interviewed according to teaching norms at the time of their admission in the Nursing course, Rio de Janeiro/2020.

Source: Author

There is a concentration of 71% of nurses, up to 29 years old, at the time of admission; 22 (12%) were between 30 and 39 years old; 7 (3.64%) were between 40 and 49 years old. None was over 50 years old at the time of admittance.

Further, 171 (89%) participants tried to improve their curriculum by updating and capacitation courses at different educational levels. Among the most sought-after area, results showed hospital assistance at different life cycles, children, females, adults, with 15.5%; Program for Community Health, with

15%; ICU therapy, with 11%; urgency /emergency, with 8.3%.

Ninety-seven participants answered questions on their feelings when they were admitted into the job market: 40 (41%) participants underlined insecurity; 38 (39%) participants underlined fear; and 19 (20%) underlined demotivation. Average interval in years between graduation and their first employment as nurses was 1 year; 133 (75%) reported that it was the first employment in the area of interest. Tables 1 and 2 show the health area of the first employment and that which they

occupied for most time. One hundred and thirty-four (70%) were admitted as a first job in the area they desired; 44 (23%)

failed to be admitted in their area of interest, whilst 14 (7%) did not reply.

Table 1. Job area of interviewed in their first job, according to the year of curricular norms in their admission to the Nursing course, Rio de Janeiro/2020

Job area	Year of curricular norm						Total N	%
	1972		1994		2001			
	N	%	N	%	N	%		
Urgency/emergency or intensive therapy	-	-	14	34%	43	32%	57	30%
Adult and elderly health - hospital	2	12%	6	15%	24	18%	32	17%
Others	5	29%	7	17%	23	17%	35	18%
Community Health	-	-	4	10%	19	14%	23	12%
Child and Adolescent Health	1	6%	1	2%	8	6%	10	5%
Administration	-	-	2	5%	9	7%	11	6%
No reply	9	53%	-	-	-	-	9	5%
Obstetrics	-	-	3	7%	5	4%	8	4%
Teaching/Research	-	-	4	10%	3	2%	7	4%
Total	17	100%	41	100%	134	100%	192	100%

Source: Author.

Table 2 – Job area of interviewed with the longest period according to the year of curricular norms in their admission to the Nursing course, Rio de Janeiro/2020

Job area	Year of curricular norms							
	1972		1972		1972		1972	
	N	%	N	%	N	%	N	%
Urgency/emergency or intensive therapy	-	-	13	32%	38	28%	51	27%
Adult and elderly health - hospital	-	-	5	12%	12	9%	17	9%
Others	-	-	1	2%	16	12%	17	9%
Community Health	-	-	3	7%	25	19%	28	15%
Child and adolescente Health	-	-	2	5%	11	8%	13	7%
Administration	-	-	9	22%	12	9%	21	11%
No reply	14	82%	-	-	-	-	14	7%
Obstetrics	-	-	2	5%	11	8%	13	7%
Teaching/Research	3	18%	6	15%	9	7%	18	9%
Total	17	100%	41	100%	134	100%	192	100%

Source: Author.

Table 3 shows the interval in years between graduation and the start of the first job as Nurse and the percentage for

each interval. Average, mode and median was one year, but intervals over five years have been detected.

Table 3. Time interval and measurements between graduation and the start of first job in Nursing, Rio de Janeiro/2020

Duration (yrs)	number of nurses	%	Average	Median	Mode
< 1 year	58	30.21%			
1 year	82	42.71%			
2 years	46	23.96%			
3 years	7	3.65%			
4 years	3	1.56%	1 year	1 year	1 year
5 years	1	0.52%			
6 years	2	1.04%			
No data	16	8.33%			
Total	192	100.00%			

Source: Author .

After graduation several nurses updated their knowledge through

postgraduate courses for improvement of skills. Figure 2 shows the data.

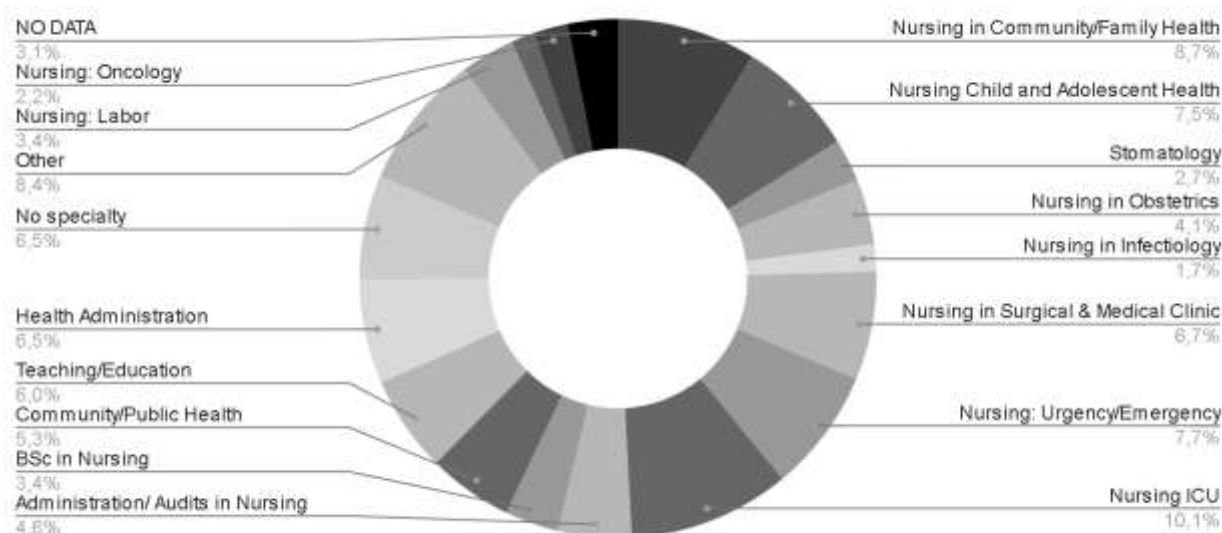


Figure 2 - Distribution of interviewed according to specialties, Rio de Janeiro/2020.

Source: Author

DISCUSSION

INSERTION IN THE JOB MARKET

College graduation cycle is full of diverse and constant searches and discoveries involving understanding the

way the future professionals expect to live their experience after graduation. Within the context of personal and professional maturity and the challenges presented during the academic years, several college-leaving students may experience anxiousness in their duties and attributions

when they are working out their profession and their responsibilities. This is not an exclusive feeling of college-leaving nurses in Brazil. Several studies have revealed similar expectations and insecurity in other careers and nationalities.²⁰⁻²²

This type of feeling produce anxiety when they perceive that several expectations and projects elaborated and idealized during the graduation course may not occur. One should understand that the issue of insecurity is predominant in almost all college-leaving graduates since difficulties start with the admission process.²¹

The job market is strict and selective for candidates. They must be prepared not merely to work at high levels of complexity, but also to answer to the exigencies of a society in evolution with regard to thought, culture, priorities and issues. Insecurity (41%) and fear (39%) emerge in this context. Consequently, competences related to employability and workability become essential within the present context. The formation of nurses cannot be associated merely with the admission and permanence in the job market, but should highlight the humanist formation that would permit the construction of critical and autonomous agents, with the capacity of promoting changes in society.^{23,24}

Insecurity and fear of not knowing how to do things is a frequent condition of professionals after graduation and they are linked to several factors such as new responsibilities, new life challenges and

constructing a career alone without the help of teachers^{17,22}. The feeling of inability to do things according to the expectations of the market is highly evident in the search of the first job. Even when they are selected and admitted to a job, the college-leaving nurses do not feel confident enough to exercise what they had learned. This fact generates a feeling of incapacity which emerges as mental stress,^{17,22} and may affect the execution of the abilities required to the job and, directly, in workability.^{5,6}

Another factor that may generate such feelings of vulnerability is related to the reality shock experienced in health institutions. There is a great difference between what had been experienced in the classroom, laboratories and supervised trials during the undergraduate period and real life. Such difference directly impacts insecurity and demotivation issues. Professionals feel a certain incapability in the job and become unsatisfied.^{25,26}

Further, the admission of college-leaving nurses within the professional milieu by more experienced professionals has a direct impact on the intensity of negative feelings that recently-formed nurses have to face. The lack of cooperation and acceptance by the multidisciplinary team makes difficult the insertion of nurses in their new work place, with its new responsibilities and tasks.²⁵ The above aspects affect the mental health of the recently-formed nurses and, compounded to insecurity, may also develop an dissatisfaction to work in this

area. A paper read at the *international conference Nurses' wellbeing & patients' outcomes, SIGMA Alpha Alpha Beta Chapter*²⁷, a study developed with college-leaving nurses, highlights that satisfaction in work is affected by such variables as productivity, absenteeism, security in permanence, type of work contract, organizational commitment and assistance in nursing.^{27:6}

Recently-graduated nurses endeavor to specialize themselves and have control on their abilities and theoretical and practical knowledge so that they may feel secure and capable of doing their job. Consequently, they seek programs in nursing internment so that, during their working period, they are also supervised and thus build up confidence in the practice of their profession.^{28,29}

According to results, the concept of employability⁵⁻⁶ is very definite among the nurses participating in the research. They continue their studies, maintaining active and attractive curricula through capacitation and postgraduate courses (master's or doctoral) to upgrade their knowledge in a determined area. Consequently, the feeling of insecurity may disappear through time when they establish and improve more and more their theoretical and practical foregrounding.

Seeking improvement and establishing confidence forward the recently-graduated nurses to the student level once more. This feature is not exclusive to professionals who have participated in the study. A national

research on the Brazilian nursing profile by FIOCRUZ and the Federal Council of Nursing (COFEN) revealed that 80% of nurses in Brazil have concluded postgraduate courses. Current research detected that 89% of professionals have a postgraduate course.²⁸

MAINTENANCE OF JOB, EMPLOYABILITY AND WORKABILITY

Employability and workability are relevant requirements for all professionals within the job market. In fact, constant changes and updating in the profession establish a gap in competence and quality if not constantly upgraded.^{1,24}

Average time for admission in the job market demonstrates the difficulty of the recently-graduated professional to have a job. Data show an average of one year for admission as a nurse in the job Market with two points more distant, 4 and 6 years. However, median and mode featured 1 year. Further, 30.21% of the interviewed professionals had their first job in less than a year after graduation and 42.71% had their first job only after a year after graduation.

Data show that 51.3% of college-leaving nurses interviewed had already worked in the health area as members of a nurse team. This percentage is higher than that pinpointed by Machado, with 31.4% on a national basis²⁸. Such a segment of the nurse population may have greater chances in being admitted after graduation

due to the professional experience required and to their previous integration to a network in which they were already working. After graduation they were promoted according to their new function. In other words, they were members of a nurse team and then promoted to chief-nurse of a team.

It is the workability process: being active in the job market, one generates income through attributions. It is a process in consonance with employability: the nursing technicians qualify themselves through graduation, their curriculum becomes more acceptable and the employment is maintained.⁴⁻⁶

Insertion in the first job within the area of interest identified during the graduation course reached 70% in the domains Community Health, Child and Adolescent Health, Health of the Adult and the Elderly – Hospital, Obstetrics, Urgency and Emergency or ICU, Administration and Teaching/Research. Permanence in the health area for a longer duration during one's professional life varied as that compared to the first job.^{1,26}

Nurses with a DCN 03/2001 curriculum, or rather, with practical activities during the first period and with extension and research projects^{7,15} throughout the graduation course, could maintain a higher rate of employability after the course's conclusion and receive the benefits of other jobs. The same nurses who had first jobs in less time continued their studies beyond graduation and specialized for a more competitive job.

The ability to go beyond knowledge and skills, featuring great adaptation, generating one's own income, shunning all limitations, is the definition of a professional with workability. Several nurses go beyond and seek new jobs, better than the previous ones, sit for public examinations and improve their knowledge to better promote themselves in the profession.³⁰ This is the definition of *growing up professionally* as reported in current research: the search for specializations with an increase in skills, as given in the final report of the nursing profile in Brazil.¹⁹

Another issue that should be discussed is the difference between the formation processes within the different curricular norms. At present, the nursing profession is delineated as generalist, or rather, nurse have to know how to do things in all sectors involving first health. However, nurses under Resolution MEC 4/1972 were trained by a minimum curriculum with specializations. Consequently, the college-leaving nurse graduated with skills in one specific area, such as Obstetrics, Medical-Surgical or Public Health. If the nurses opted or obtained a job in the area in which they did not have the specific diploma, they would have needed and had to seek knowledge which they did not have. This fact may have contributed towards the permanence in the area of their specialty.¹⁰

The employability of the nurses who graduated under Resolution 4/1972 should be intensified, with the need for

updating and seeking knowledge outside their professional specialty since the job market still needs professionals who, albeit specialists, may also work as generalists.^{23,24} The workability process of these nurses has also been affected by the curricular guideline,¹³ since the constant search for updated curricula and for new skills, albeit not of one's area, aims at improvement in one's job and an endeavor for new and more advantageous opportunities with better income.^{4,25}

Further, nurses trained as generalists need specialization courses. During their undergraduate course, albeit featuring a broad curriculum with all items in health, knowledge is not in-depth. Specializations and improvements are needed to follow the market exigences and obtain the best jobs. The market's exigence is very clear when we acknowledge the steep ascending knowledge curve with regard to nursing specialties offered in Brazil:

As a result of technological evolution, Nursing specialized in areas of activity. The first resolution on the theme was first enacted in 1998, regulating 8 specialties. In 2001, the number rose to 37; in 2004, it evolved to 42, with 60 specialties in 2018, or rather, an increase of 750%.^{21:105}

The search for internment programs has also risen remarkably as nurses enter the job market. Internment is supervised work in which the main focus is to obtain trust in what was learned during the

undergraduate course. However, the number of vacancies for internment is lower than the number of professionals. Vacancies occur once a year with postgraduation in two cycles, June and December, with all nurses competing in a single examination. Many nurses who graduated in previous years sit for the internment exam again and again, with a consequent increase in the number of candidates. Due to such deficits in vacancies, nurses are left at the mercy of the job market, especially highlighting insecurity of competences and skills of the most recent college-leaving nurses.²⁹

One of the limitations of current study lies in accessing contact with the professionals, permitting only the sending of invitations by e-mail. Current society is dumped with propaganda especially sent by firms and enterprises. It may have occurred that several institutional *e-mails* for our research may have ended in the bin. We have to underline that the advent of the Internet in the 1990s and its popularization at the start of the 20th century may have placed outside the web many of the nurses who graduated between 1980 and 2000 and who did not update their curricula. However, the invitation was disseminated on the social media of the participants to minimize such losses.

Current study in Nursing contributes towards an acknowledgement of the importance of a curriculum structured to give the undergraduates an idea of technical and scientific knowledge ranging from the healthy person to the

terminal patient, mixing in each semester theory and practice, in clinical teaching, to expose the students to real situations and to develop skill for the solution of several issues that arise during the exercise of the nursing profession. The nurses trained in this manner will have a greater perception of their participation in the employability process, with the possibility of acting in their area of interest, with satisfaction, and maintain themselves in the job market with technical competence and personal satisfaction, or rather, with workability.

CONCLUSION

Current study identified and described the process of employability and workability of Nursing college-leaving students at a university. Since the implementation of the BSc in Nursing within the curriculum, the University had trained skilled professionals following the teaching norms of the Brazilian Ministry of Education. The norms are guidelines so that nurses would be autonomous in their activities in several health areas and prepared for the demands of the work market. Each norm trained professionals with different profiles who at present work in different health areas and each has his or her specialty. Change of the nurse with skill in specific areas to a generalist nurse, as at present, affects directly the number of areas in which they may work and keep themselves updated.

One could verify that employability of the nurses under analysis is related to

the teaching structure in which they were trained. Professionals with skills in only one health area frequently remain in the same health area throughout their nursing career. The generalists, however, seeks the area in which they feel professional satisfaction, besides autonomy, income and acknowledgement. They may also change to the health area when they have the best affinity.

Post-graduation day insecurity is rather a common place in the new generation of nurses. The fear of not knowing how to apply technical and scientific knowledge learned during college years is common in all years and under all norms. This fact urges nurses to seek courses and skills in areas in which they want to work even though they are not confident with regard to skills for their maintenance in the job. Consequently, they seek updating and preparation for that which the market requires, with a standard of excellence regardless of the branch of knowledge selected.

At the start of the career, workability, related to the effort to have a job and remain in it, is rather jeopardized since the job market is highly selective, competitive and with new structures, requiring experience. This has delayed the start of a career for many nurses.

Employability and workability in professional life of college-leaving nurses signalize the need for the development of research work that would identify their trajectory and describe their feeling after graduation in the wake of the challenge at

the beginning of the professional life till they find their real area of interest. Further research will also be extended to understand their perceptions on all the processes involved at the start of their professional career and their maintenance in the job market with quality.

PRACTICAL APPLICATIONS

Current study contributes for an in-depth analysis of the professional trajectory of college-leaving nurses and their activities and may be a help for choosing the academic course for future professionals. It may give to the coordinators of the Nursing undergraduate course subsidies for pedagogical projects of the proposed courses beyond institutional assessments and reevaluate the pedagogical suggestions to direct employability and give better opportunities for workability to recently graduated nurses.

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