

## Reflections on the assessment processes of stricto sensu education: challenges for the nursing

*Reflexões sobre processos de avaliação do ensino stricto sensu:  
desafios para a área de enfermagem*

*Reflexiones sobre los procesos de evaluación de la enseñanza stricto sensu:  
retos para el enfermeira*

### ABSTRACT

**Objective:** to reflect on the evaluation process of stricto sensu teaching in nursing by the Coordination for the Improvement of Higher Education Personnel. **Method:** theoretical reflection study elaborated from teaching experiences and evaluation processes of stricto sensu teaching in nursing. **Results:** in nursing, scientific production is considered an essential factor for its development and consolidation as a discipline. Research needs to focus on relevant problems in the working process, with a view to good practices and quality of care and considering the real transformations in the care and health production scenarios. **Conclusion:** there is a need to strengthen nursing education that ensures its social relevance, the enhancement of scientific, ethical, and pedagogical skills, with a view to training masters and doctors with critical-reflective capacity, protagonists, and creatives, to produce knowledge and technologies that meet the demands of communities

**Keywords:** Research, Research in Nursing, Nursing Education in Postgraduate, Nursing, Institutional Assessment.

### RESUMO

**Objetivo:** refletir sobre o processo de avaliação do ensino *stricto sensu* em enfermagem por parte da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. **Método:** estudo de reflexão teórica elaborado a partir de vivências docentes e dos processos avaliativos do ensino *stricto sensu* em enfermagem. **Resultados:** na enfermagem, considera-se a produção científica como fator essencial para o seu desenvolvimento e consolidação como disciplina. As pesquisas precisam estar voltadas a problemas relevantes do processo de trabalho, com vistas às boas práticas e à qualidade do cuidado e considerando as reais transformações ocorridas nos cenários de produção do cuidado e de saúde. **Conclusão:** destaca-se a necessidade de fortalecer o ensino em enfermagem que assegure sua pertinência social, a valorização de competências científicas, éticas e pedagógicas, com vistas à formação de mestres e doutores com capacidade crítico-reflexiva, protagonistas e criativos, para produzir conhecimentos e tecnologias que atendam as demandas das coletividades.

**Palavras-chave:** Pesquisa, Pesquisa em Enfermagem, Educação em Enfermagem de Pós-graduação, Enfermagem, Avaliação Institucional.

### RESUMEN

**Objetivo:** reflexionar sobre el proceso de evaluación de la enseñanza stricto sensu en enfermería por la Coordinación para el Perfeccionamiento del Personal de Educación Superior. **Método:** estudio de reflexión teórica elaborado a partir de experiencias docentes y procesos de evaluación de la enseñanza stricto sensu en enfermería. **Resultados:** en enfermería, la producción científica se considera un factor fundamental para su desarrollo y consolidación como disciplina. La investigación debe enfocarse en problemas relevantes en el proceso de trabajo, con miras a las buenas prácticas y la calidad de la atención y considerando las transformaciones reales que se han producido en los escenarios de producción de atención y salud. **Conclusión:** existe la necesidad de fortalecer la formación en enfermería que asegure su relevancia social, el perfeccionamiento de las competencias científicas, éticas y pedagógicas, con miras a formar maestros y médicos con capacidad crítico-reflexiva, protagonistas y creativos, para producir conocimientos y tecnologías que satisfacer las demandas de las comunidades.

**Descriptores:** Investigación, Investigación en Enfermería, Educación de Postgrado en Enfermería, Enfermería, Evaluación institucional.

Daniela Savi Geremia<sup>1</sup>

 [0000-0003-2259-7429](https://orcid.org/0000-0003-2259-7429)

Carine Vendruscolo<sup>2</sup>

 [0000-0002-5163-4789](https://orcid.org/0000-0002-5163-4789)

Maíra Rossetto<sup>1</sup>

 [0000-0002-5683-4835](https://orcid.org/0000-0002-5683-4835)

Eleine Maestri<sup>1</sup>

 [0000-0002-0409-5102](https://orcid.org/0000-0002-0409-5102)

Jeane Barros de Souza<sup>1</sup>

 [0000-0002-0512-9765](https://orcid.org/0000-0002-0512-9765)

Júlia Valéria de Oliveira Vargas

Bitencourte<sup>1</sup>

 [0000-0002-3806-2288](https://orcid.org/0000-0002-3806-2288)

<sup>1</sup>Universidade Federal da Fronteira Sul, campus Chapecó, Santa Catarina, Brasil.

<sup>2</sup>Universidade do Estado de Santa Catarina, campus Chapecó, Santa Catarina, Brasil.

**Corresponding author**

Maíra Rossetto

E-mail: [maira.rossetto@uffs.edu.br](mailto:maira.rossetto@uffs.edu.br)

### How to cite this article:

Geremia DS, Vendruscolo C, Rossetto M, et al. Reflections on the assessment processes of stricto sensu education: challenges for the nursing. Revista de Enfermagem do Centro-Oeste Mineiro. 2022;12:e3639. [Access\_\_\_\_\_]; Available in:\_\_\_\_\_. DOI: <http://doi.org/10.19175/recom.v12i0.3639>

## INTRODUCTION

Reflecting on the teaching and evaluation methods, especially those involving the nursing stricto sensu program, leads to critical debates about the quality of these processes, which exhibit the pedagogical strategies used for training masters and doctors in nursing. That being said, expectations for developing critical and reflective training in the stricto sensu scenario configures itself as a challenge since traditional, technician, and biological models are still in force and, recurrently, evidenced in the studies<sup>(1)</sup>. This overview of assessment methods, part of paradigmatic debates, eventually produces a consistent interface with the 'modus operandi' structured for postgraduate programs in the country.

Pragmatically speaking, the Coordination for the Improvement of Higher Education Personnel (CAPES), an agency of the Ministry of Education (MEC), evaluates the masters and doctoral courses promoted by Higher Education Institutions in Brazil (IES). This agency establishes graduate courses' required quality standards and identifies the courses that meet those standards<sup>(2)</sup>. Thus, the current CAPES evaluation model is fundamentally based on evaluating scientific production by considering the most promising productions that follow a quantitative approach. That is an essential element to be considered in the discussion of this reflection. Concerning this, even though the intellectual production of a particular scientific area is the central axis regarding the evaluation processes, nowadays, it is considered that this production is not the only aspect taken into account for the evaluation in the processes of attribution of program level of quality standard<sup>(3)</sup>. Given this finding, the need to expand conceptions and meanings of intellectual productions is discussed, whose construct aggregates the scientific contribution of a specific field of knowledge, such as productions whose content is technical. It is deduced that the evaluation loses its *raison d'être* if criteria that can identify the value of a publication or work for the specific field are not used<sup>(4)</sup>.

Based on professionals' concerns, a range of reflections about the training process has been seen from this area of innovations. It can be observed that the CAPES evaluation form, referring to the 2017-2020 four-year period, has reduced the number of questions and items when compared to the previous form. The institute proposes to focus on the quality of masters' and doctors' training, based on the evaluation of results and meetings with program coordinators on different occasions, aiming to define the evaluation indicators. In this new evaluation cycle, the challenges posed to postgraduate nursing programs are the planning of agendas, in line with the Development Plan of the proposing Institutions, their social impact, and the concern for future alumni. The program's strategic planning is highlighted to favor its growth and qualification. Moreover, it must be inserted in the context of each university, considering the health indicators and the social and development needs of the Unified Health System (SUS)<sup>(5)</sup>.

Therefore, from the new conceptions and meanings of intellectual productions in the evaluation processes, it is possible to question the promising evaluative results restricted to the quantitative approach in research in the field of health. Traditionally, the valorization of the quantitative study overlaps with the other methodological propositions<sup>(3)</sup>. Studies that differ from those obtained by research affiliated with the positivist/post-positivist and interpretative paradigms expose the relationship between the problem studied, highlighting transformative health practices. This evidence certainly enriches health care, whether as a piece of objective knowledge, obtained through quantifying variables that characterize the subject of public health (classes and social groups) or through the apprehension of subjects' expressions about the phenomenon, analyzed by theoretical categories. It also enhances a critique and reconstruction of health practices based on participatory and emancipatory research<sup>(6)</sup>.

Those advances are an overwhelmingly real challenge. However, there are already studies problematizing the paths, tracing directions for the transformations in the teaching of nursing as science gradually. They demonstrate that promising perspectives are already perceptible and point to an overview of scientific production in the stricto sensu, aligned with new approaches to health care. They express an interest in understanding the work process in nursing to think about new care models and managerial. Given these new propositions for knowledge production, they add that it is necessary to pay attention to a context of possible conceptual, philosophical, and practical transformations for nursing and the health area<sup>(5)</sup>.

One can reflect on the complexity of the studies experienced in health, above all, with the human being effectively the focus of the object of care. Given the subjectivity of human nature, many objects of study are subjective, so it is essential to consider the social determinants of the health and disease process and the needs expressed by patterns and styles that permeate living. That implies the construction of knowledge and practices whose dimensions: philosophical, theoretical, and methodological, evidence and provides good practices in nursing and health, which encompass the objective and subjective dimensions of research propositions for this area, as well as the biopsychosocial and cultural dimensions of the individuals.

Nevertheless, studies in nursing, for the most part, have been characterized as descriptive and exploratory, which does not always guarantee a sufficient explanation of health phenomena for this science<sup>(7)</sup>. Therefore, prioritization is conjectured in the increment of research projects with sufficient robustness to demonstrate evidence that assists in decision making, such as clinical trials or even denser qualitative approaches, developed with a view to a more meaningful and more profound level of innovation<sup>(7-8)</sup>. Qualitative research findings often serve to formulate hypotheses that quantitative researchers test to develop measurement tools for clinical practice and the elaboration of effective

nursing responsive interventions to the degree of complexity involved in human care in health.

Based on conjectures and research methods, the issue that stands out is not placing qualitative and quantitative research in opposite fields, which has fueled a broad debate between research methodologies. It is up to the researcher to choose which theoretical-methodological approaches can effectively achieve the intended results, and combining different methodologies can favor the enrichment of the investigation<sup>(8)</sup>. However, each of the approaches has its specificities in scientific evidence. When dealing with subjective issues involved in nursing care, good practices can be carried out, to a large extent, from professional experience, creativity, and user recognition. It also highlights participatory investigations, which involve the researcher and have the mission of effectively transforming reality.

In this direction, some questions instigate us to debate: Are the CAPES evaluation criteria able to assess the quality of teaching and learning offered by *stricto sensu* graduate programs in nursing? In this evaluation process, what has been prioritized: the evaluation of productivity or personnel training (in this case, nurses)?

As a matter of provoking the reader to think about these questions, this article aims to reflect on the process of evaluating the *stricto sensu* teaching in nursing by CAPES. The authors based on the emphasis of criteria of intellectual productivity and the minimization of valuation of the permanent education criteria and human resources training, and on the genuine transformations that have taken place in care and health production scenarios.

## METHODOLOGY

This is a study of theoretical reflection elaborated from teaching experiences and readings that analyze the situation of the evaluation processes of *stricto sensu* teaching in nursing by CAPES, emphasizing intellectual productivity criteria and the valuation of human resources training criteria in Brazil and the challenges for good nursing practices.

The results and discussion were supported by specific publications and CAPES support material for the nursing area. The publications were obtained by searching scientific articles, literary works, legislation, and current regulations.

The reflection goes through the need to value and empower the professional category. In a scenario where nursing practices are based on scientific evidence and its ethical support, it increasingly prioritizes professional sensitivity supported by scientific knowledge added to human subjectivity and relationships produced in the act of caring<sup>(9)</sup>.

## RESULTS AND DISCUSSION

In this context of reflections on the evaluation processes of the *stricto sensu*, it is essential to situate nursing as a science in the age of modernity. Thus, it can be stated that, in the field of nursing, as in other areas of health, we face daily theoretical

difficulties arising from the limitation of concepts or related to the fluidity and increasing speed at which information changes. The changing processes mentioned contribute to the instability of generated knowledge. They may also affect the understanding of subjectivities to create a consumer society in liquid modernity, which is brokered by consumerism<sup>(10)</sup>.

Historically, it is recognized that caring, researching, and managing are attributes of nursing, for which the professional needs to acquire knowledge and skills to exercise their activities. These skills have their roots in the first chapters of the history of nursing, although their origins also are influenced by two models of medicine: clinical medicine and epidemiology. Among the first organized and systematized manifestations of nursing was constituted by techniques. This guiding structure of nursing knowledge gained another tonic with the emergence of graduate *stricto sensu* and the technological possibilities that approached the mere *techné* (human activity based on a specific knowledge) to associate with a creative act (*praxis*)<sup>(11)</sup>.

With such contours and meeting of political and social structures that contribute to the construction of scientific and autonomous nursing, health and nursing research needs to extrapolate the disciplinary aspect and target a perspective encompassing the totality of clinical, biomedical, and public health research activities. Thus, it would maintain ties to achieve the objective of advances and improvement in the population's health. Postgraduate productions *stricto sensu* are directly linked to the incentive policies of the Ministry of Health, Education and Science and Technology, following some mechanisms to drive the increase of health research in the country aiming to achieve a decrease in inequities on a regional basis and among areas of knowledge<sup>(12)</sup>.

Searching for coherence between the production of knowledge and its applicability, we find nursing as a young discipline inserted in the field of research, which seeks to (re)cognize its reality, as a historical and social practice, inserted in a contemporary context. The need to create excellence centers in teaching and research of international standards to effectively contribute to innovation in health has driven the creation of postgraduate nursing programs in Brazil. The research begins to be developed collectively and gradually through the research groups, and the nursing conquers status in this production.

The evaluation report 2013-2016, quadrennium 2017, carried out by CAPES, highlights the expansion in the titration of masters and doctors in Nursing programs, even though doctoral degrees are still scarce to satisfy the need of the labor market<sup>(13)</sup>. In this context, the National Agenda of Health Research Priorities (ANPPS) has mooted and built from the discussion with managers, researchers, professionals, and users of the SUS aims to ensure the connection between research priorities and the needs identified by the Health System. In this way, it would be possible to promote the production of knowledge, material goods, and

services in strategic areas to develop social policies in force<sup>(14)</sup>.

Scientific production and postgraduate programs are considered interdependent factors for the development and consolidation of Nursing as a scientific discipline<sup>(8)</sup>. They encourage and direct scientific essential innovations, through research groups, for constructing new theoretical-methodological approaches collaborating with the training and qualification of researchers. Therefore, strengthening these groups would contribute to knowledge, professional education, and the constitution of human resources development policies<sup>(15)</sup>.

The challenge is articulating scientific production with the guidelines outlined by national and international agencies, generating efficient products to advance the practice and new ways of caring and managing health systems<sup>(16)</sup>. Actions of this nature are relevant and should be expanded to other programs. It has been pointed out that nursing has a great responsibility in promoting the SUS; since nurses are considered professionals who are more open to changes in health models, they creatively embrace and contribute to healthcare innovations<sup>(12)</sup>.

Therefore, it is essential to increase policies for the expansion and articulation of postgraduate programs in nursing to achieve excellence in the training of masters and doctors. It would contribute to advancing science, technology, and innovation in health and nursing. It would also contribute to the development of critical professionals who guide their care practices based on evidence, which inevitably tends to develop practices that face the political and social contradictions embedded in the human health condition.

Unmistakably, in a debate about the *stricto sensu*, the University plays a central role. In this way, the University is analyzed, understanding that it is vital that its actions are aimed at the integral education of the beings (its humanity, personality, and character) to transform them into unrestrained, independent, responsible, and critical thinkers. It implies a particular type of bond between educators and students, valuing the educational influence of the professors over the learners. In this sense, there is a space for education for life, in addition to intellectual instruction or professional training, which should be appropriately repositioned after philosophical and humanistic training. However, the future of University education has changed its identity, taking professional training as the keynote and scientific production as a fundamental element<sup>(17)</sup>. In this sense, it is not intended to criticize such purposes, but rather to draw attention to the fact that the formation of professionals of excellence and committed citizens is a demand present in the different official documents and, mainly, in the Brazilian Curricular Guidelines for Undergraduate Health Courses (DCN).

In *stricto sensu* graduate programs, the educational and training process must be conjoined with the quality of the scientific production underlying it and not only measuring the quantities of scientific production, which currently serve as

criteria of evaluation by scientific and technological development agencies. These are training activities for human resources who may become researchers or not. However, they will undoubtedly be or continue to be professionals working in taking care and teaching in the various areas of professional nursing practice. It is precisely from this space of professional activity that production needs for research are expected to emerge, urging the praxis in this way<sup>(8)</sup>.

Currently, there is a maximization of intellectual productivity criteria instead of personnel training criteria (for master's and doctoral degrees). It emerges from the need for a better definition of the conception of *stricto sensu* postgraduate courses by CAPES, understanding that the training scope should be the theoretical framework for evaluating graduate programs.

The imminent preference for intellectual productivity conditions the teaching-learning process to be in the background, and it is evident in the criteria for evaluation of postgraduate programs<sup>(19)</sup>. The evolution of postgraduate productivity in the country depends on the number of permanent graduates and works published by permanent professors. This measurement evaluates results and should allow managers to systematically identify postgraduate program activities to improve teaching practices<sup>(20)</sup>.

In addition to the mentioned problems, the Ministry of Education has paid greater attention to evaluating postgraduate courses in recent decades. For this, some "quality" criteria are recommended, and grades are assigned to the programs that best meet these requirements. However, other actions carried out by the programs are not yet fully registered by the CAPES Sucupira Collection Platform<sup>(2)</sup>. In this sense, there are periodical forums or meetings of postgraduate coordinators, including during national events related to the area.

CAPES has used a standard instrument composed of the following requirements: program proposal; faculty; research activity; training activity; technical production; student body; theses and dissertations; and intellectual production. Each item is subdivided into criteria for measurement purposes with weights that vary according to the area of knowledge. The main evaluative indicators are the number of human resources (professors and students) and publications, with little measurement/assessment of the quality of the teaching-learning process<sup>(8)</sup>. The criteria that measure quality are much more quantitative than qualitative, and the degree of student satisfaction is not evaluated in any aspect. The integration between different teaching, learning, and evaluating can influence critical and transformative pedagogical actions<sup>(21)</sup>.

Authors claim that quality training requires pedagogical and scientific skills that do not always emanate exclusively from the research activity<sup>(22)</sup>. It is true that the intellectual work that subsidizes production takes time and requires knowledge acquisition, which is acquired with a considerable amount of reading and an effective teaching-learning process. It should be borne in mind that



dissertations/theses or scientific productions of any other nature are indirect indicators of the quality and performance of masters and doctoral programs. The direct indicator is the postgraduate students with critical-reflective capacity, protagonist, and enough creativity to meet the expectations and demands of society.

University pedagogical practices are places for forming a critical subject, and it is understood as necessary to implement actions that contain motivating or stimulating elements of critical-creative thinking. It is necessary to be transparent about why, for what, and how to contribute to the training of nursing professionals, recognizing the type of professional that one wants to train and the type of society that one intends to promote<sup>(23)</sup>.

In order to contribute to the reflections in perspective, some aspects that could complement the criteria of the CAPES evaluation method are proposed below:

- Supervised monitoring of postgraduate students in undergraduate classes as part of their teaching-training process;
- Masters and doctoral students co-supervising projects at the graduate level, with the postgraduate student's instrumentation for the role of supervisor;
- Involvement of professors, postgraduate and graduate students in research and extension projects, as well as in specific subjects that emphasize theories and research methods;
- Student production, in addition to theses and dissertations, with publications in journals or books, also evaluating the presentation of works at national and international conferences and other forms of student production, such as organizing and participating in seminars and scientific meetings;
- Proposition of continuing education activities (or the inducement of action research or participatory research) to promote nursing practices, contributing to professional development in the area.

Related to this last point, it is worth mentioning that CAPES encourages professional masters and doctorates, a *stricto sensu* training modality that aims to meet the social, political, and economic demands associated with the qualification of workers in service. It also seeks to promote the production of innovative technologies for everyday problem solutions. The CAPES Area Assessment Report highlights the expansion of professional master's degrees approved between 2011 and 2016, justifying this strategy to qualify the categories included in the service<sup>(17)</sup>. Merged to this, the movement to implement good practices and advanced practices is also growing with the support of the Brazilian Nursing Association (ABEn), the Federal Nursing Council (COFEN), the Pan American Health Organization, and the World Health Organization (PAHO/WHO). There are public notices to encourage research on the systematization of care. Despite these initiatives and the incentive to produce technology in nursing, the education area

does not need to encourage only the production of postgraduate students but also record and inform more carefully what has been made in terms of scientific production.

The evaluation of disciplines by CAPES and by students is also a critical item since it does not have or apply methods to verify the progress of disciplines and does not allow student evaluation. Through the evaluation criteria, the small number of qualitative indicators on the performance of the courses in terms of the relevance of the list of subjects, quality of guidance and infrastructure, and other components that are generally evaluated only quantitatively can be seen. It would be important that the program evaluation is also carried out by the students, as they can raise many subjective and circumstantial factors, which are valuable elements for the knowledge and qualification of the course.

On the other hand, it must be recognized that, in the process of qualifying future masters and doctors in the health area, initiatives such as teaching internships provide postgraduate students with the opportunity to acquire knowledge and skills for teaching. Through different pedagogical strategies, the coexistence of professors, future professors, and undergraduate students promoted by this interaction strategy favors the development of critical and reflective professionals<sup>(12)</sup>.

Brazil's pioneering spirit in nursing research in Latin America stands out, not only through postgraduate courses but by encouraging the production of scientific knowledge through academic events promoted by ABEn and centers of excellence in teaching, as well as a world-class research, consolidating the support networks integrated with international organizations such as the WHO. The dialogues between universities, health services, and the community are essential to promote permanent discussions on the needs of the territory and the people who inhabit it, uniting different knowledge. The interprofessional and interinstitutional relation impacts significant changes to strengthen the SUS.

It is, therefore, relevant that all those involved in postgraduate programs reflect on whether the assessment processes effectively cover the needs that urge to be assessed. That is a condition for the improvement of processes and, consequently, for the courses to fulfill their primary function on the educational system in the country, that is, for the researcher to be trained through a proper process, which relates teaching, research, and extension, intending to transform/qualify their practices<sup>(23)</sup>.

From the reflections on nursing qualification in professional postgraduate programs in Brazil and the evaluation of masters and doctoral programs on a triennial basis, it is worth analyzing the effort of those programs in comparison to performance indicators to maintain or improve their evaluation, avoiding the risk of being discredited. In the four-year evaluation 2013-2016, nursing had 76 Postgraduate Programs in operation, and 53 of those were academic programs, two of which were in Association and 23 were professional programs. A document published in 2019 states that "for the first time, there was a greater submission of professional

proposals, when compared to academic proposals, both for master's and doctoral degrees". Among the justifications for the situation, it is assumed that the professors should seek to offer training that reflects the know-how of nursing, that is, care for human health, and identifying the social demands for qualification of practices in the services<sup>(19)</sup>.

In recent evaluations, the area of nursing at CAPES has sought to qualify the indicators and maintain itself as a structure to guide the quality of *stricto sensu* training. Among the debates are the discussion points about the new ways of qualifying journals, mainly prioritizing those with an impact factor, which is not the case for many Brazilian nursing journals. In this sense, the journal editors face a considerable challenge to qualify the article selection process and ensure suitable indexing bases, promote scientific production internationalization, ascend or remain in the best Qualis/CAPES assessments, and strengthen integration South<sup>(19)</sup>.

Given this, the publication of reflective papers of loco-regional research ends up discredited by journals for not being part of the international impact dissemination. However, these can present innovations and tools that significantly contribute to the work processes and policies in the country, generating real impacts on society. These are incipient and promising discussions that encompass a series of indicators that shed light on the organization of the Qualis of journals and its repercussions in the *stricto sensu* context. These indicators are structuring a proposal for evaluation sheets that systematically overcome current paradigms but are rhetorically perceived as outdated.

The last area document (2019), with which this work corroborates, presents a proposal that Universities expand their role in the planning and evaluation of programs so that they are better articulated with regional and institutional demands, with stimuli to the social role of masters and doctorates. Therefore, the reflections presented here demonstrate advances that the area has established in favor of the reality of professional practice<sup>(19)</sup>.

Nevertheless, the dynamics imbricated in the evaluation processes of graduate programs over time exhibit fluctuations inherent to the political and economic context that historically influence society. In this way, contradictions arise and, in the opposite direction of possible overcoming, expressed and conjectured, related to the subject matter of discussion in this reflection. It is currently necessary to consider that the research sectors and evaluation structure of CAPES have been threatened to be disassembled by low investments in the area. Thus, for the time being, a priority that concerns the maintenance of these evaluative structures already postulated is superimposed. It is relevant to dialogue, question, and problematize the evaluative processes of the *stricto sensu*. It is necessary to operate ways of intervening in the evaluative processes, once they have proposed and qualified the professional training of nurses over the last years.

The evaluation model of the postgraduate program in nursing undergoes constant improvements. The criticisms presented reflectively are related to the improvements that this model can add in the sense of qualifying the training of Ph.D. nurses considering the specificities of the area and the professional practices of nursing.

## CONCLUSIONS

It is believed that, for the improvement of the CAPES evaluation system, the direct and active participation of the academic and scientific community in general, universities, and postgraduate centers, in particular, is essential because this process is continuous and remains in constant construction.

In addition to the method and the number of publications required by CAPES, it is necessary that health research, especially in nursing, needs to be focused on problems relevant to its work process and quality of care, aiming to promote the health of individuals and communities.

The recognition of nursing as a profession with a core of specific and scientific knowledge has intensified. This process is evolving gradually through the strengthening of research groups, the intense participation of class associations, as in the case of ABEn, the encouragement of new professional master and doctorate programs, and support and collaboration networks strengthened at an international level.

It should be noted that research in nursing is carried out, majorly, in postgraduate studies. Thus, the need to involve and value educators, students, and technicians is highlighted through qualified training to produce knowledge based on adequate infrastructure and promote science, technology, and innovation.

The reflection was limited to a few points about the assessment of *stricto sensu* teaching promoted by CAPES. This essay was carried out in a particular historical context. Other reflective studies and research are suggested based on the future determinations of CAPES.

**Acknowledgments:** none.

## REFERENCES:

1. Canever BP, Prado ML, Gomes DC, Jesus BH, Backes VMS. Naive world awareness in the pedagogical practice of healthcare professors. *Texto Contexto Enferm* [Internet]. 2017;26(2):e3340015. Disponível em: <http://dx.doi.org/10.1590/0104-07072017003340015>.
2. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior [Internet]. Brasília, DF: Capes; c2016-2019 [citado em 2019 jul 29]. Plataforma Sucupira: cursos avaliados e reconhecidos. Disponível em: <https://sucupira.capes.gov.br/sucupira/public/consultas/coleta/programa/quantitativos/quantitativoAr eaAvaliacao.jsf>.
3. Ferreira RE, Tavares CMM. Análise da produção tecnológica de três programas de mestrado profissional na área da Enfermagem. *Rev Latino-Am*

Enfermagem. 2020;28:e3276. Disponível em: <https://doi.org/10.1590/1518-8345.3916.3276>.

4. Freitas MFQ, Souza J. Pensar a formação e a pesquisa na pós-graduação. *Educar em Revista* [Internet]. 2018;34(71):9-18. Disponível em: <http://www.scielo.br/pdf/er/v34n71/0104-4060-er-34-71-9.pdf>.
5. Parada CGL, Kantorski LP, Nichiata LYI. Novos rumos da avaliação da pós-graduação brasileira e os desafios da área de Enfermagem [Editorial]. *Rev Gaúcha Enferm*. 2020;41(esp):e20190359. Disponível em: <https://doi.org/10.1590/1983-1447.2020.20190359>.
6. Ferreira RE, Tavares CMM, Kebian LVA. Scientific production related to the professional master in nursing. *J Nurs UFPE Online*. 2018;12(3):763-71. Disponível em: <https://doi.org/10.5205/1981-8963-v12i3a230612p763-771-2018>.
7. Silva MCN, Machado MH. Sistema de Saúde e Trabalho: desafios para a Enfermagem no Brasil. *Ciênc. saúde coletiva*. 2020;25:e060. Disponível em: <https://doi.org/10.1590/1413-81232020251.27572019>.
8. Scochi CGS, Munari DBE, Gelbcke FL, Ferreira MA. Desafios e estratégias dos programas de pós-graduação em enfermagem para a difusão da produção científica em periódicos internacionais [Internet]. *Esc Anna Nery*. 2014;18(1):5-6. Disponível em: <http://dx.doi.org/10.5935/1414-8145.20140001>.
9. Egry EY. Um olhar sobre as Boas Práticas de Enfermagem na Atenção Básica. *Rev Bras Enferm* [Internet]. 2018;7(3):930-1. Disponível em: [http://www.scielo.br/pdf/reben/v71n3/pt\\_0034-7167-reben-71-03-0930.pdf](http://www.scielo.br/pdf/reben/v71n3/pt_0034-7167-reben-71-03-0930.pdf).
10. Bauman Z. *Modernidade Líquida*. Rio de Janeiro: Jorge Zahar; 2001.
11. Paim LMD, Nietzsche EA, Lima MGR. História da tecnologia e sua evolução na assistência e no contexto do cuidado de enfermagem. In: Nietzsche EA, Teixeira E, Medeiros HP. *Tecnologias cuidativo-educacionais: uma possibilidade para o empoderamento do/a enfermeiro/a*. São Paulo: Moriá; 2014.
12. Novaes HMD, Werneck GL, Cesse EAP, Goldbaum M, Minayo MCS. Pós-Graduação senso estrito em Saúde Coletiva e o Sistema Único de Saúde. *Ciênc Saúde Coletiva* [Internet]. 2018;23(6):2017-2025. Disponível em: <http://dx.doi.org/10.1590/1413-81232018236.05612018>.
13. Brasil. Ministério da Educação. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. *Relatório de avaliação 2013-2016 - Quadriênio 2017*. Brasília: Editora do Ministério da Educação, 2017.
14. Brasil. Ministério da Saúde. Secretaria de Ciência, Tecnologia e Insumos Estratégicos. Departamento de Ciência e Tecnologia. *Agenda nacional de prioridades de pesquisa em saúde*. - Brasília: Editora do Ministério da Saúde, 2015. 68 p.
15. Batista SSS, Azevedo MM, Freire E. Design, trajectory and evaluation of a masters in education. *Estud Aval Educ*. 2018;29(72):632-53. Disponível em: <http://dx.doi.org/10.18222/ea.e.v29i72.5029>.
16. Scochi CGS, Ferreira MA, Gelbcke FL. The year 2017 and the four-yearly evaluation of the Stricto Sensu Graduate Programs: investments and actions to continued progress. *Rev Latino-Am Enfermagem*. 2017;25:e2995. Disponível em: <http://dx.doi.org/10.1590/1518-8345.0000.2995>.
17. Andrade EA, Meira MDD, Abdala GA, Araújo JN, Oliveira NC. Academic and professional development of graduates from health master programs: integrative literature review. *Int J Develop Res* [Internet]. 2018 [cited 2019 Mar 15];8(2):19084-9. Disponível em: <https://www.journalijdr.com/sites/default/files/issue-pdf/12214.pdf>.
18. Machado MH, Ximenes Neto FRG. Gestão, da Educação e do Trabalho em Saúde no SUS: trinta anos de avanços e desafios. *Cien Saude Colet*. 2018;23(6):1971-1980.
19. Ministério da Educação (Brasil). Documento de Área - Área 20 - Enfermagem 2019 [Acesso dez 08 2021]. Disponível em: <https://bit.ly/3iuRAiV>.
20. Finkler M. Formação profissional e/ou educação universitária: de onde viemos, para onde vamos? *Interface (Botucatu)* [Internet]. 2017;21(61):465-468. Disponível em: <http://dx.doi.org/10.1590/1807-57622016.0753>.
21. Hortale VA, Moreira COF. Auto-avaliação nos programas de pós-graduação na área da saúde coletiva: características e limitações. *Ciênc Saúde Coletiva* [Internet]. 2008;13(1):223-233. Disponível em: <http://dx.doi.org/10.1590/S1413-81232008000100026>.
22. Oliveira F, Goyata SLT, Martins MG, Nery MA, Valcanti CC. Estratégias de ensino-aprendizagem com apoio de tecnologias para a formação interdisciplinar e integral em saúde. *Rev Enferm Cent-Oeste Min* [Internet]. 2018;8:e1612. Disponível em: <https://doi.org/10.19175/recom.v7i0.1612>.
23. Lima MM, Reibnitz KS, Kloh D, Vendruscolo C, Corrêa AB. Dialogue: network that intertwines the pedagogical relationship into the practical-reflective teaching. *Rev Bras Enferm* [Internet]. 2016;69(4):610-7. Disponível em: <http://dx.doi.org/10.1590/0034-7167.2016690406i>.

#### Responsible editors:

Patrícia Pinto Braga  
Deíse Moura de Oliveira

**Note:** There was no funding by a funding agency.

**Received in:** 12/01/2020

**Approved in:** 31/01/2021