

# Profile of alumni from a post-graduation program in communication disorders

Perfil de egressos de um programa de  
pós-graduação em distúrbios da comunicação

Perfil de egresados de un programa de  
posgrado en trastornos de la comunicación

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## Abstract

**Introduction:** The evaluation of alumni by CAPES is part of one of the evaluation axes of post-graduate programs. Investigate the field of study and work of alumni of a Post-Graduation Program in Communication Disorders and developing a continuous way of accompanying them may contribute to a better evaluation of them. **Objectives:** investigate the profile of the alumni of a Post-Graduation Program in Communication Disorders and analyze the association between field of study, work and publications. **Method:** This is a prospective study based on the answers to an electronically sent questionnaire by individuals who had concluded their Master's, Doctorate and/or Post-Doctorate in Human Communication Disorders at UNIFESP Post-Graduation Program in the 2009-2018 period. **Results:** Most of the former students were women (97,3%) and most (72%) were from the State of São Paulo. 87,3% published at least one article in scientific journals. 45,4% teach and regarding those who concluded their doctorate and post-doctorate, most teach (70,3% and 80%) and 85,4% work as clinicians. **Conclusion:** The alumni most are young female adults from São Paulo state. Most had published articles in scientific journals. The alumni work as clinicians and most of the Doctorate and Post-Doctorate teach and do research.

**Keywords:** Alumni; Post-graduation; Speech, Language and Hearing Sciences; Academic qualification; Teaching; Education.

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### Authors' contributions:

CMOS: Study design, methodology, data collection and analysis, general and final writing of the manuscript.

BMC: Study design, final writing of the manuscript and orientation.

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## Resumo

**Introdução:** A avaliação de alunos egressos pela CAPES é parte de um dos eixos de avaliação dos programas de pós-graduação. Investigar a formação e atuação dos egressos de um Programa de Pós-Graduação em Distúrbios da Comunicação e desenvolver uma forma contínua de acompanhá-los poderá contribuir para uma melhor avaliação dos Programas. **Objetivos:** investigar o perfil do egresso de um programa de pós-graduação em distúrbios da comunicação e analisar a associação entre as áreas de formação, atuação e publicações. **Método:** estudo prospectivo realizado a partir das respostas do questionário eletrônico enviado por e-mail aos alunos egressos que concluíram o Mestrado, Doutorado e/ou Pós-Doutorado, no período de 2009 a 2018, no Programa de Pós-Graduação em Distúrbios da Comunicação Humana da UNIFESP. Resultados: a maioria dos egressos é do sexo feminino (97,3%) e predominam os egressos de origem do Estado de São Paulo (72%). 87,3% publicaram pelo menos 1 artigo em revista científica. 45,4% atuam na área de ensino, e, considerando os egressos do doutorado e do pós-doutorado, a maioria atua nas áreas de ensino (70,3% e 80%) e 85,4% atuam na área clínica. **Conclusão:** Os egressos são em sua maioria mulheres, oriundas do estado de São Paulo e publicaram artigos em revistas científicas e atuam profissionalmente na clínica. Quanto aos titulados doutores e que realizaram pós-doutorado, a maioria está inserida na área de ensino e pesquisa.

**Palavras chave:** Estudante; Educação em Pós-Graduação; Fonoaudiologia; Capacitação Profissional; Ensino; Educação.

## Resumen

**Introducción:** La evaluación de egresados por CAPES forma parte de uno de los ejes de evaluación de los programas de posgrado. Investigar el campo de estudio y trabajo de los egresados de un Programa de Posgrado en Trastornos de la Comunicación y desarrollar una forma continua de acompañarlos puede contribuir a una mejor evaluación de los mismos. **Objetivos:** Investigar el perfil de los egresados de un Programa de Posgrado en Trastornos de la Comunicación y analizar la asociación entre campo de estudio, trabajo y publicaciones. **Método:** Se trata de un estudio prospectivo basado en las respuestas a un cuestionario enviado electrónicamente por personas que habían finalizado su Maestría, Doctorado y / o Postdoctorado en Trastornos de la Comunicación Humana en el Programa de Posgrado de la UNIFESP en el período 2009-2018. **Resultados:** La mayoría de los egresados eran mujeres (97,3%) y la mayoría (72%) eran del Estado de São Paulo. El 87,3% publicó al menos un artículo en revistas científicas. El 45,4% enseña y de los que concluyeron su doctorado y posdoctorado, la mayoría enseña (70,3% y 80%) y el 85,4% trabaja como clínicos. **Conclusión:** La mayoría de los egresados son mujeres jóvenes del estado de São Paulo. La mayoría había publicado artículos en revistas científicas. Los egresados trabajan como clínicos y la mayoría de los doctores y posdoctorados enseñan e investigan.

**Palabras clave:** Egresados; Posgrado; Fonoaudiología; Calificación académica; Docencia; Educación.

## Introduction

Students graduating from *stricto sensu* graduate programs should be monitored after graduation, so that programs have a broader understanding of their profile and can develop ways of keeping up with their professional and scientific development<sup>1</sup>. In addition, the programs are periodically evaluated by the Coordination for the Improvement of Higher Education Personnel - CAPES, and the evaluation of graduates is part of one of the axes of this evaluation, and will ensure the axis is well rated<sup>2</sup>.

Therefore, in order to monitor postgraduate students, the need arises to apply an electronic questionnaire or similar instrument, so that the demographic profile, professional, academic and scientific trajectory of graduates of postgraduate programs can be identified, in the strict sense.

Although there is no extensive literature, studies have been carried out on the subject and the demographic profile of graduates from postgraduate programs has been addressed: sex<sup>3,4,5,6,7,8,9</sup>, age<sup>10,5,6,9</sup>, origin and destination of graduates<sup>4,10</sup> and addressed graduation<sup>11,12</sup> and the scientific

initiation carried out by graduates<sup>10,11</sup>. Other studies addressed data on scholarship holders<sup>11,10</sup>, publications of scientific articles<sup>13,5,9</sup>, postgraduate training area in speech therapy<sup>14,4,11</sup>, the correlation between scholarship awarded graduates and their scientific publications<sup>15</sup> and the professional performance of graduates in the areas of: teaching<sup>5,6,12</sup>, research<sup>7,5</sup>, clinic<sup>7,5</sup> and management<sup>5,7</sup>, and also on the income of graduates<sup>9</sup>.

Thus, the objective of this research was to investigate the profile of graduates of a postgraduate program in communication disorders and analyze the association between the areas of training, professional practice and publications, and from this research, perhaps, develop a continuous follow-up of the student in the program, so that the information for the graduate evaluation questions is always as detailed as possible.

## Method

This is a prospective study approved by the Research Ethics Committee of the Federal University of São Paulo under number 0788/2019. The study was carried out based on the responses to an electronic questionnaire sent by e-mail to postgraduate students who completed the Master's, Doctorate and/or Postdoctorate degrees, from 2009 to 2018, in the Postgraduate Program in Human Communication Disorders from the Federal University of São Paulo UNIFESP. The sample consisted of 150 graduates who answered the electronic questionnaire sent to the 207 graduates who completed their Master's, Doctorate and/or Postdoctorate programs in the aforementioned period. The inclusion criterion of the sample was to have been a graduate of the Postgraduate Program in Human Communication Disorders of UNIFESP in the last 10 years (2009 to 2018).

In the e-mail sent to the eligible graduates, the objectives of the research were explained, indicating that the average time required to answer the questionnaire was 8 to 12 minutes and that, if they agreed, they should indicate their acceptance by means of an affirmative response to the Free and Clarified Informed Consent Form sent attached.

The e-mails were sent for the first time in August 2019, and in this first mailing, until September 2019, there had been 54 responses. In order to reach a greater number of graduates, the questionnaire was sent again in October 2019 and, between the

beginning of October and the end of November 2019, another 96 responses were given. At this point, those responsible for the program were asked to encourage their former students to answer the questionnaire which was sent by WhatsApp application and Facebook social network. Response to questionnaires stopped coming at the end of November 2019, totaling 150 responses, a response rate of 69.77%.

The main instrument to evaluate the graduates was an electronic questionnaire made up of open and closed questions. The questionnaire was prepared by the author and developed using the Google Forms® platform. It comprised 07 modules, with a total of 80 questions, but to achieve the objective of investigating the profile of graduates of a postgraduate program in communication disorders and analyzing the association between the areas of training, performance and publications, it was decided to exclude the questions that required qualitative analysis. From a total of 80 questions, the answer to 59 questions were selected for analysis. They were divided into six modules: 1) Identification: sex. 2) Training in the Postgraduate Program in Human Communication Disorders at UNIFESP: Levels studied, if they were awarded a scholarship, state of origin and destination, age of admission to a particular level, area of training. 3) Sandwich Doctorate and Post-Doctorate abroad if applicable (yes or no). 4) Publications: how many publications at each level. 5) Previous Education: Graduation, Scientific Initiation, *Lato Sensu* Specialization, Multiprofessional Residency, either in a public or private institution. 6) Professional Practice: Area of activity, Practice in Teaching, Research, Clinical and Management, whether currently employed (yes or no), whether in a public or private institution. Whether the graduate sees himself as an entrepreneur: Whether the graduate created/developed products resulting from his thesis or dissertation (manuals/tests/software, etc.), and whether he/she patented or registered these products; Does he/she consider himself economically Independent (yes or no) and what is the Monthly Income of the graduate.

The Google Forms® platform generated a database in an Excel spreadsheet referring to the 150 answered questionnaires, from which the collected data was tabulated and analyzed. The data obtained in the selected questions were organized and underwent statistical analysis.

Descriptive statistical analysis of the data obtained included frequency, means, medians and standard deviations. After the descriptive analyses, the following statistical correlations were made between the variables: a) subjects who received postgraduate scholarship and the average number of publications; b) Training Area and Operation Area; c) Publications and Training Area; d) distribution of graduates by postgraduate category according to monthly salary range. The value of statistical significance adopted was equal to 5% ( $p \leq 0.05$ ). The software used for the descriptive analyses were: Microsoft Excel, SPSS (Spss, I. N.

C. 2007). SPSS version 16.0. Chicago, IL: SPSS Incorporated. SPSS (IBM), version 19.

### Results

The characterization of the sample can be seen on Table 1, the 150 graduates of the Postgraduate Program in Human Communication Disorders of UNIFESP who answered the questionnaire, highlighting the Master's level with 107 [92 Me + 15 (Me + Do)] graduates, while in the Doctorate there were 53 [37 Do + 15 (Me + Do) + 1 (Do + PD)] graduates, and in the Post doctorate 06 [05 PD + 1 (Do + PD)] graduates.

**Table 1.** Alumni (of the program) who answered the questionnaire

Alumni	Number (%)
Master's	92 (61.3%)
Master's and Doctorate	15 (10%)
Doctorate	37 (24.7%)
Doctorate and Postdoctorate	1 (0.7%)
Postdoctorate	5 (3.3%)
Total	150 (100%)

The distribution of graduates according to sex; the age of admission to the program, by level; the graduates who got a Degree in Speech, Language and Hearing Sciences; the graduates who got a

Degree in Speech, Language and Hearing Sciences and did a Scientific Initiation - SI and the graduates who did SI are presented on Table 2.

**Table 2.** Sex, Age, Graduates from UNIFESP Speech, Language and Hearing Sciences, Graduates from UNIFESP Speech, Language and Hearing Sciences plus SI, Alumni with SI

Level	Sex		Age at entry to different levels			Graduates from UNIFESP Speech, language and hearing sciences		Graduates from UNIFESP Speech, language and hearing sciences plus SI		Alumni with SI		Total
	Woman	Man	Max	Min	Average	Federal University of São Paulo	Other Universities	No	Yes	No	Yes	
Master's	92 (61.3%)	0 (0%)	62	22	29.29	48 (32%)	44 (29.3%)	15 (22.1%)	33 (48.5%)	44 (29.3%)	48 (32%)	92 (61.3%)
Master's and Doctorate	14 (9.3%)	1 (0.7%)	-	-	-	8 (5.3%)	7 (4.7%)	1 (1.5%)	7 (10.3%)	7 (4.7%)	8 (5.3%)	15 (10%)
Doctorate	35 (23.3%)	2 (1.3%)	59	24	34.67	11 (7.3%)	26 (17.3%)	3 (4.4%)	8 (11.8%)	24 (16%)	13 (8.7%)	37 (24.7%)
Doctorate and Postdoctorate	1 (0.7%)	0 (0%)	-	-	-	0 (0%)	1 (0.7%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)	1 (0.7%)
Postdoctorate	4 (2.7%)	1 (0.7%)	59	31	39.50	1 (0.7%)	4 (2.7%)	1 (1.5%)	0 (0%)	3 (2%)	2 (1.3%)	5 (3.3%)
Total	146 (97.3%)	4 (2.7%)				68 (45.3%)	82 (54.7%)	20 (29.4%)	48 (70.6%)	78 (52%)	72 (48%)	150 (100%)

Legend 1: SI=Scientific Initiation

As can be seen from the Table, there was a high predominance of women at all levels, 146 (97.3%) against only 04 (2.7%) men, highlighting that of the graduates who only got their master's degree (92), 100% were women. Regarding the average age of the graduates at the beginning of the career, it was 29.3 years for the Master's degree, 34.7 years for the Doctorate and 39.5 years for the Post doctorate, showing that young adults predominated.

Regarding the Graduation, it was found that the majority of the graduates, 82 (54.7%) completed Speech, Language and Hearing Sciences and other related courses, in various Higher Education Institutions in Brazil, highlighting that 68 (45.3%)

Graduated in Speech, Language and Hearing Sciences at UNIFESP.

Regarding SI, it was found that there was a balance between those who participated and those who did not participate in undergraduate scientific initiation programs.

Graduates were asked about their states of origin, when they entered the level studied, and where they settled after completing this level(s) (Table 3). There was little variation between place of origin and settling place after completion of the level(s), but the State of São Paulo predominates with the highest concentration of graduates both at origin and after completion.

**Table 3.** Origin and destination of alumni per state (of Brazil) before and after post-graduation

State	Origin	Destination after post-graduation
AL	7 (4.7%)	9 (6%)
AM	1 (0.7%)	1 (0.7%)
CE	3 (2%)	1 (0.7%)
DF	0 (0%)	2 (1.3%)
ES	0 (0%)	1 (0.7%)
GO	1 (0.7%)	1 (0.7%)
MG	7 (4.7%)	8 (5.3%)
OtherCountries	2 (1.3%)	3 (2%)
PA	3 (2%)	0 (0%)
PE	5 (3.3%)	2 (1.3%)
PR	1 (0.7%)	1 (0.7%)
RJ	4 (2.7%)	2 (1.3%)
RS	7 (4.7%)	4 (2.7%)
SC	1 (0.7%)	2 (1.3%)
SP	108 (72%)	113 (75.3%)
Total	150 (100%)	150 (100%)

Table 4 shows the distribution of scholarships to graduates, highlighting that of those who only completed a master's degree (92), 62 (67.4%) received a scholarship. In total, of the 150 graduates of the sample, 97 (64.7%) were awarded scholarship in one or more studied levels.

Publications in scientific journals informed by master's, doctorate and postdoctorate graduates show that at all levels (adding up the categories), 129 (87.3%) of the graduates published at least 1 article in a scientific journal.

Regarding the area of training of the graduates in the studied levels (Table 4), it was found that Audiology was the area that had most graduates.

**Table 4.** Alumni with scholarships, Number of publications and *Strictu Sensu* Graduation of alumni

Level	Scholarship						Total
	Students without Scholarship	Master's	Master's and	Doutorado	Pós Doutorado		
Master's	Doctorate	Doctorate	PostDoctorate	0 (0%)	0 (0%)	62 (67.4%)	
Master's and Doctorate	2 (13.3%)	2 (13.3%)	10 (66.7%)	1 (6.7%)	0 (0%)	13 (86.7%)	
Doctorate	18 (48.6%)	0 (0%)	0 (0%)	19 (51.4%)	0 (0%)	19 (51.4%)	
Doctorate and PostDoctorate	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)	
PostDoctorate	3 (60%)	0 (0%)	0 (0%)	0 (0%)	2 (1.3%)	2 (40%)	
Total	53 (35.3%)	64 (42.7%)	10 (6.7%)	21 (14%)	2 (1.3%)	97 (64.7%)	

  

Level	Publications							Total
	No Publications	1 Article	2 Articles	3 Articles	4 Articles	5 Articles	More than 5 articles	
Master's	19 (17.8%)	42 (39.3%)	27 (25.2%)	13 (12.1%)	6 (5.6%)	-	-	107 (100%)
Master's and Doctorate	-	-	-	-	-	-	-	-
Doctorate	2 (3.8%)	18 (34%)	14 (26.4%)	7 (13.2%)	5 (9.4%)	1 (1.9%)	6 (11.3%)	53 (100%)
Doctorate and PostDoctorate	-	-	-	-	-	-	-	-
PostDoctorate	-	5 (83.3%)	-	-	1 (16.7%)	-	-	6 (100%)
Total	21 (12.7%)	65 (39.2%)	41 (24.7%)	20 (12%)	10 (6%)	1 (0.6%)	6 (3.6%)	166 (100%)

  

Level	<i>Stricto Sensu</i> Graduation of alumni						Total
	Audiology	Disphagia	Orofacial Motricity	Otoneurology	Other	Voice	
Master's	37 (24.7%)	10 (6.7%)	5 (3.3%)	3 (2%)	4 (2.7%)	12 (8%)	92 (61.3%)
Master's and Doctorate	8 (5.3%)	1 (0.7%)	0 (0%)	1 (0.7%)	0 (0%)	2 (1.3%)	15 (10%)
Doctorate	13 (8.7%)	2 (1.3%)	3 (2%)	3 (2%)	3 (2%)	5 (3.3%)	37 (24.7%)
Doctorate and PostDoctorate	1 (0.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)
PostDoctorate	3 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)	0 (0%)	5 (3.3%)
Total	62 (41.3%)	13 (8.7%)	8 (5.3%)	7 (4.7%)	8 (5.3%)	19 (12.7%)	150 (100%)

The statistical correlation between the graduates who received scholarship and the average number of publications (Table 5), showed that

there was no difference in relation to the average number of publications and whether the students had been scholarship holders or not.

**Table 5.** Statistical correlation between alumni with scholarships for postgraduation and average number of publications

Publications	Scholarships	N	Average	Standard Deviation	p-value <sup>1</sup>
Master's	Sim	74	1.58	1.216	0.271
	Não	32	1.31	0.965	
Doctorate	Sim	21	2.81	1.939	0.551
	Não	18	2.44	1.822	
Postdoctorate	Sim	2	2.50	2.121	0.272
	Não	3	1.00	0.000	

Legend 2: statistical test: t-Student for independent samples.

Table 6 shows the statistical correlation between Publications by level and Education Area: there were only statistical differences in doctoral publications in relation to the dysphagia training

area and the other areas i.e. there were more publications in the other areas, than in the area of dysphagia (audiology  $p=0.972$  / dysphagia  $p=0.010$ ).

**Table 6.** Correlation between publications per level and *Strictu Sensu* Graduation of alumni

	<b>Strictu Sensu Graduation</b>	<b>N</b>	<b>Average</b>	<b>Standard Deviation</b>	<b>p-value</b>
Master's Publications	Audiology	62	1.129	1.2737	0.972
	Dysphagia	13	1.000	1.2247	0.687
	Speech and Language	33	1.182	1.3099	0.840
	Orofacial Motricity	8	1.125	1.1260	0.984
	Otoneurology	7	1.286	1.3801	0.740
	Other	8	1.000	1.5119	0.756
	Voice	19	1.158	1.0679	0.927
	Total	150	1.133	1.2406	
Doctorate Publications	Audiology	62	.871	1.6041	0.977
	Dysphagia	13	.308	.6304	0.010*
	Speech and Language	33	1.000	1.6394	0.769
	Orofacial Motricity	8	.625	1.0607	0.648
	Otoneurology	7	1.571	2.1492	0.213
	Other	8	.875	1.4577	0.987
	Voice	19	.842	1.5371	0.128
	Total	150	.867	1.5312	
Postdoctorate Publications	Audiology	62	.113	.5464	0.210
	Dysphagia	13	.000	.0000	0.543
	Speech and Language	33	.030	.1741	0.622
	Orofacial Motricity	8	.000	.0000	0.639
	Otoneurology	7	.000	.0000	0.662
	Other	8	.125	.3536	0.612
	Voice	19	.000	.0000	0.452
	Total	150	.060	.3706	

Legend 3: Statistical Test: independent t-Student test.

The Professional Performance of the graduates after completing the Postgraduate Program was analyzed (Table 7), and it was found that the majority of the graduates worked in the area of

Audiology: 64 (42.7%), followed by the areas of Language and Speech with 32 (21.3%), Dysphagia with 24 (16%) and the other areas with a lower percentage.

**Table 7.** Working área of alumni

	Alumni	Audiology	Dysphagia	Speech and Language	Orofacial Motricity	Otoneurology	Other	Voice	Total
Working Area	Master's	35 (23.3%)	16 (10.7%)	22 (14.7%)	3 (2%)	1 (0.7%)	9 (6%)	6 (4%)	92 (61.3%)
	Master's and Doctorate	9 (6%)	3 (2%)	2 (1.3%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)	15 (10%)
	Doctorate	15 (10%)	5 (3.3%)	8 (5.3%)	1 (0.7%)	0 (0%)	5 (3.3%)	3 (2%)	37 (24.7%)
	Doctorate and Postdoctorate	1 (0.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)
	Postdoctorate	4 (2.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)	0 (0%)	5 (3.3%)
	Total	64 (42.7%)	24 (16%)	32 (21.3%)	4 (2.7%)	1 (0.7%)	15 (10%)	10 (6.7%)	150 (100%)

Table 8 shows the statistical correlation between the Training Area and the Practice Area, which showed that training influences the activity area ( $p < 0.001$ ).

**Table 8.** Correlation between *Strictu Sensu* Graduation of alumni and working area

p < 0,001	Working area							
	Audiology	Dysphagia	Speech and Language	Orofacial Motricity	Otoneurology	Other	Voice	Total
Audiology	52	3	4	0	0	3	0	62
Dysphagia	1	12	0	0	0	0	0	13
Speech and Language	2	1	26	0	0	4	0	33
Graduation Orofacial Motricity	0	2	1	2	0	3	0	8
Otoneurology	6	0	0	0	1	0	0	7
Other	1	2	0	0	0	5	0	8
Voice	2	4	1	2	0	0	10	19
Total	64	24	32	4	1	15	10	150

Legend 4: Statistical test: Exact Fisher Test

Regarding teaching, research, clinical and management activities (Table 9), it was found that 79 (52.7%) of the graduates did not work in the teaching area, while 68 (45.3%) reported working

in this area. It is noteworthy that of the 37 graduates who studied only the Doctorate, 26 (70.3%) worked in the teaching area and of the 5 graduates who only did the Postdoctorate, 80% (4) worked in this area.

**Table 9.** Working with Teaching, Research, Clinic and Management

Level	Teaching					Research				
	Did not answer	No	Public	Private	Public and Private	Did not answer	No	Public	Private	Public and Private
Master's	2 (2.2%)	61 (66.3%)	16 (17.4%)	11 (12%)	2 (2.2%)	4 (4.3%)	59 (64.1%)	19 (20.7%)	8 (8.7%)	2 (2.2%)
Master's and Doctorate	0 (0%)	7 (46.7%)	4 (26.7%)	4 (26.7%)	0 (0%)	1 (6.7%)	7 (46.7%)	4 (26.7%)	3 (20%)	0 (0%)
Doctorate	1 (2.7%)	10 (27%)	11 (29.7%)	14 (37.8%)	1 (2.7%)	1 (2.7%)	15 (40.5%)	11 (29.7%)	9 (24.3%)	1 (2.7%)
Doctorate and PostDoctorate	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)
PostDoctorate	0 (0%)	1 (20%)	2 (40%)	1 (20%)	1 (20%)	0 (0%)	2 (40%)	1 (20%)	1 (20%)	1 (20%)
Total	3 (2%)	79 (52.7%)	33 (22%)	31 (20.7%)	4 (2.7%)	6 (4%)	83 (55.3%)	35 (23.3%)	22 (14.7%)	4 (2.7%)

  

Level	Clinic				Management				Total
	Did not answer	No	Public	Private	Did not answer	No	Public	Private	
Master's	1 (1.1%)	10 (10.9%)	47 (51.1%)	34 (37%)	1 (1.1%)	75 (81.5%)	10 (10.9%)	6 (6.5%)	92 (61.3%)
Master's and Doctorate	0 (0%)	3 (20%)	6 (40%)	6 (40%)	0 (0%)	12 (80%)	2 (13.3%)	1 (6.7%)	15 (10%)
Doctorate	0 (0%)	6 (16.2%)	19 (51.4%)	12 (32.4%)	0 (0%)	28 (75.7%)	5 (13.5%)	4 (10.8%)	37 (24.7%)
Doctorate and PostDoctorate	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (0.7%)
PostDoctorate	0 (0%)	1 (20%)	1 (20%)	3 (60%)	0 (0%)	4 (80%)	0 (0%)	1 (20%)	5 (3.3%)
Total	1 (0.7%)	21 (14%)	73 (48.6%)	55 (36.7%)	1 (0.7%)	119 (79.3%)	18 (12%)	12 (8%)	150 (100%)

Regarding the performance in Research, it was reported by 61 (40.7%) of the graduates. It is noteworthy that 21 (56.7%) of the 37 Doctorate graduates and 3 (60%) of the 5 graduates who did only the Postdoctorate were dedicated to research. Given that Teaching and Research are closely related in the academic area and comparing the results, a decrease in the number of research activities in relation to teaching activities can be seen (45.4% teaching x 40.7% research - only doctorate: 70, 3% teaching x 56.7% research).

Regarding performance in the Clinical area, it was observed that 128 (85.3%) of the graduates reported working in that area as well.

In Management performance, only 30 (20%) of the graduates declared acting as managers.

On Table 10, the majority of graduates, 46 (30.7%), declared being in the monthly salary range of R\$ 5,000.00 to R\$ 8,000.00. It is noteworthy that of the graduates who studied only the Doctorate (37), 23 (62.1%) had salaries that ranged from R\$ 8,000.00 to R\$ 10,000.00 or that were over R\$ 10,000.00.

**Table 10.** Alumni's monthly salary range

Alumni	From R\$1,000.00 to R\$3,000.00	From R\$3,000.00 to R\$5,000.00	From R\$5,000.00 to R\$8,000.00	From R\$8,000.00 to R\$10,000.00	Over R\$10,000.00	I would rather not comment	Total
Master's	6 (4%)	15 (10%)	28 (18.7%)	18 (12%)	13 (8.7%)	12 (8%)	92 (61.3%)
Master's and Doctorate	0 (0%)	0 (0%)	8 (5.3%)	4 (2.7%)	2 (1.3%)	1 (0.7%)	15 (10%)
Doctorate	0 (0%)	2 (1.3%)	10 (6.7%)	10 (6.7%)	13 (8.7%)	2 (1.3%)	37 (24.7%)
Doctorate and Postdoctorate	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)	0 (0%)	1 (0.7%)
Postdoctorate	0 (0%)	0 (0%)	0 (0%)	1 (0.7%)	3 (2%)	1 (0.7%)	5 (3.3%)
Total	6 (4%)	17 (11.3%)	46 (30.7%)	33 (22%)	32 (21.3%)	16 (10.7%)	150 (100%)

## Discussion

In this study, the high prevalence of training for women at all levels was observed, verifying the tendency of courses in the field of speech therapy in Brazil that essentially train more women than men, as observed by Gonçalves et al.<sup>3</sup>, who pointed out 95.6% of women graduated in the field of speech therapy and Ferreira et al.<sup>4</sup>, who pointed out 96.4% of doctoral theses in speech therapy had been defended by women. In Speech, Language and Hearing Sciences "...this predominance appears as a historical phenomenon, observed since the genesis of the Speech Therapy area, which reflects the clash between the performance of more traditional female roles and the exercise of a profession in the world of work."<sup>19</sup>. Likewise, public health<sup>5</sup>, nursing<sup>6</sup> and primary health care<sup>7</sup> courses also train more women than men, 76%, 96% and 77% respectively. The predominance of women in the *stricto sensu* Postgraduate Program is also confirmed by CAPES<sup>8</sup>, which showed that 53% of the students enrolled in Postgraduate Programs in Brazil were women, leading one to realize that this predominance of women in the speech, language and hearing sciences in general, in addition to the historical context, is also due to the predominance of women on the national scene in postgraduate studies *stricto sensu*.

Regarding the average age of entry of the graduates to the Courses, the results of this study were similar to those of the research by Brock et al.<sup>10</sup> in which the students had an average age of 32.5 years and 34.9 years for master's and doctorate, respectively. In part, unlike the investigations of Gomes and Goldenberg<sup>5</sup> who indicated the age range of 25 to 34 years for the Master's degree and 35 to 40 years for the Doctorate, and Felli et al.<sup>6</sup> who indicated the age range of 31 to 40 years for the Master's and from 41 to 50 years for the doctorate, revealing a much older age group than in the PPGDCH doctoral program. However, it should be considered that the periods of the aforementioned research were prior to 2007, so the profile of students in postgraduate programs may also have undergone changes over time. The study by Hortale et al.<sup>9</sup> indicated the predominance of students under 40 years of age, which is similar to our results, but the indication of stability in the participation of 40-49 year-olds and an increase in the presence of 50-year-old students or more differs from the

profile of PPGDCH graduates, perhaps because the doctoral courses in the area of health and biosciences analyzed by the aforementioned study require more years of study before completing postgraduate studies in the strict sense, such as residency and/or specializations necessary or often required to work in these areas. Unlike what we found in our study, in which we found that most students, because they do not have the need/obligation to do residencies or specializations, finish *stricto sensu* postgraduate programs at an increasingly earlier age, and possibly because they want to continue their academic studies uninterrupted, we believe, so as not to lose focus and finish their studies as soon as possible.

Regarding the Graduation carried out by the graduates of the program, the results of this study are similar to the studies by Marino et al.<sup>11</sup> that analyzed the insertion of the students of the Graduation Course in Speech, language and hearing sciences of UNESP - Campus Marília from 1993 to 2008 and observed that of the 89 who attended a Postgraduate *strictosensu*35 (39,77%) had done a graduation at UNESP - Campus Marília. Ortigoza et al.<sup>12</sup>, also investigated the importance of identifying the origin, training and professional performance of graduates of the Graduate Program in Geography of UNESP in Rio Claro-SP in the period from 1980 to 2008, and found that of the 480 master's and doctorate graduates, 39.3% (189) had graduated from the Undergraduate Course in Geography at UNESP - Rio Claro. As in the Postgraduate Program in Human Communication Disorders at UNIFESP, all these studies showed that the PPG absorb a large part of the undergraduate students of their HEI, and that they are encouraged to continue their studies through Scientific Initiations during graduation, by the incentive of programs that offer scholarships and also by their advisers.

SI was also the subject of this research and comparing the results, in the research by Brock et al.<sup>10</sup> it was found in the study on graduates of the PPG in Cardiology at UNIFESP that 38% of master's students participated in SI programs. The difference in percentages between the careers (38% Cardiology UNIFESP X 48% PPGDCH UNIFESP) on the performance of SI in the Degree may be due to the fact that the PPGDCH has SI as one of the requirements for admission to the career. Therefore, we were able to verify the importance of carrying out a SI in the Bachelor's degree, in order to prepare the student for admission to the *stricto sensu*

postgraduate program and to encourage research, a fact also mentioned in the studies by Marino et al.<sup>11</sup>.

Regarding the States of origin, when they entered the level studied, and also where they settled after completing that level(s), the study by Ferreira et al.<sup>4</sup> on speech-language pathologists with a doctorate in Brazil, corroborated these data, since it identified that 70% of the theses defended in Brazil were from the Southeast Region. The study by Brock et al.<sup>10</sup> showed that of the UNIFESP Cardiology graduates who came from the North, Northeast, and Center-West regions, only 50% returned to their region of origin. We can understand that the job market for speech therapists outside of São Paulo, with a degree, is deficient, so that those who complete the Postgraduate Program in Human Communication Disorders at UNIFESP tend to return to their states of origin or to the states where specialized professionals are in demand. In this case, it is also necessary to consider that the largest job offer for Postgraduates is in the State of São Paulo.

On the distribution of scholarships to graduates, Marino et al.<sup>11</sup> in their research on the inclusion of students from the Undergraduate Course in Speech, Language and Hearing Sciences at UNESP – Campus Marília in Postgraduate Programs-PPG *Stricto Sensu* in Brazil revealed that 55.68% of the 89 PPG graduates received scholarships and Brock et al.<sup>10</sup> also indicated in their study that 50% of their graduates received scholarships. We observed that the percentages of fellows were similar between the different programs and corroborate the findings of this study in which 64.7% of the graduates were fellows. This equivalence is due to the equitable distribution of scholarships, at least for courses in the health area, by the country's funding agencies.

The study by Braga, Chiari and Goulart<sup>13</sup> on the bibliographic production of this same program in the period from 2003 to 2008 revealed that 84% of the graduates' publications were articles in scientific journals, which corroborates the percentage of publications reported by the graduates. In the study by Gomes and Goldenberg<sup>5</sup> on the profile of graduates of postgraduate programs in Public Health, from 1998 to 2007, it was found that 62.3% of doctorate theses and 68.5% of Master dissertations were published in the form of scientific articles. Hortale et al.<sup>9</sup> also observed in the study on Fiocruz health graduates, that the scientific production (articles) resulting from the theses of the

graduates had a visible increase in the years 2000 to 2007. We observed that the number of publications differs according to the requirements of each program. If a program requires the publication of an article in a journal for the completion of the level, as is the case of the Postgraduate Program in Human Communication Disorders at UNIFESP, or the production of an article as a prerequisite for the defense, there should be more published articles. The publication of scientific articles in journals is ever more important for the evaluation of PPG by CAPES, and it is also one of the most democratic ways of disseminating the research.

Regarding the training area of the graduates at the levels studied, Ferreira et al.<sup>14</sup> also observed that the areas of Speech, Language and Hearing Sciences that had most defended theses and dissertations in Brazil were: Hearing (39.8%), Oral language and reading and Writing (19.2%), Voice (16.5%), Clinical Methods (10.9%) and Orofacial Motricity (6.2%) partly corroborating this study, however the 2019 survey by Ferreira et al.<sup>4</sup> with Medical Speech and Language Pathologists in Brazil, showed an inversion between the areas of Language and Audiology, citing as the most researched areas: Language (35.2%) and Audiology (26.0%), whereas according to Marino et al.<sup>11</sup> dissertations predominated in Language with 55.68% (49) followed by oral motricity with 13.64% (12), data that show that the predominance of the teaching and research approach between the institutions (UNIFESP and UNESP) influences the area of student training, since UNIFESP, so far, has trained more students in the area of Audiology and UNESP, in the area of Speech and Language.

The study by Souza, Lima and Correa<sup>15</sup> analyzed the influence of awarded scholarships on the academic productivity of Business Administration students in *stricto sensu* postgraduate course in Brazil and concluded that sponsored students had better academic performance and collaborated more effectively in the scientific production of the programs, unlike our findings. This fact can be justified, perhaps, by the resolution of CAPES/CNPq<sup>16</sup> that allowed scholarship holders to carry out another paid activity, as long as they were linked to the training area, and this ended up changing the profile of the scholarship holder, who did not have as much time to dedicate to the course, which could have affected the number of published scientific articles. Another fact that may have influenced



the low relevance of the publications in relation to obtaining scholarships is that in the PPGDCH one of the requirements for obtaining the diploma is the publication/presentation of at least one article in a scientific journal, based on their theses and dissertations, i.e., most students publish at least 1 article, regardless of having been awarded a scholarship.

As to the correlation between training and getting a job, the performance in the field of Audiology stands out, with 52 graduates working, of the 62 who graduated in this field, and in the field of Speech Therapy, 26 of 33 graduates were working in this field. It was found that the performance in the area of Dysphagia, which according to the Brazilian Society of Speech, Language and Hearing Sciences<sup>17</sup>, is one of the most recent areas and is one in which professionals from other areas can also work, a total of 12 graduates from other areas reported working in the Dysphagia area, possibly due to the job offer in hospitals, regional health center (UBS) and other health care services. Although this program does not have a large number of graduates, Dysphagia is proving to a promising area for Speech, Language and Hearing specialists. Performance in the area of voice is also noteworthy, since 9 of the 19 graduates in this area work in other areas, a fact that is disappointing, because the area of voice is also a fast growing field, which offers jobs especially assisting professionals whose work depends on their voice.

It can be noted that the area of performance, in some cases, can change according to job opportunities, especially at the beginning of the career, and graduates have to take the opportunity and then seek a specialization in the area in which they are working. No references have been found in the literature to compare this correlation.

The doctorate, being a level focused on academic activities, fulfills its function of training graduates to work as teachers in educational institutions. Gomes and Goldenberg<sup>5</sup> found in their study of postgraduate graduates in public health in Brazil that 81.6% of doctorate graduates and 70.1% of master's graduates worked in the area of Education, and of these, 82.2% of doctorate students and 72.7% of master's students worked in the public sector. Felli et al.<sup>6</sup> observed in their study on postgraduate nursing management at the University of São Paulo - USP that 80% of doctorate graduates and 40% of Master's graduates were absorbed by the teaching area. They worked in private institutions.

It is observed that the higher the level of studies, the greater the involvement with the academic area. Ortigoza et al.<sup>12</sup> verified in their research on the training and professional activity of graduates of the Postgraduate Program in Geography of UNESP in Rio Claro-SP that, in the Master's degree, 75% of the graduates worked in the area of teaching, both in higher education and in secondary education, divided between public and private institutions; in the Doctorate, 89% of the graduates worked in the teaching area, 74% in public higher education and 15% in private. These data show superiority over the teaching performance of other PPG in relation to the Postgraduate Program in Human Communication Disorders at UNIFESP, even in relation to performance in public or private institutions; but we must consider that we are comparing different areas, so there may be differences in performance areas due to the demand of each area. Although this study has shown that at the doctorate and post-doctorate levels there is a considerable number of graduates engaged in teaching (70.3% and 80%), the relatively low percentage of teaching activities among master's graduates (31.5%) shows that this may be related to the demand of public HEIs, which generally require a doctor's degree to hire professors and that professionals with less experience, in principle, seek another professional path.

Given that teaching and research are closely related in the academic field and comparing the results, we observe a decrease in the figures of research in relation to teaching (45.4% teaching x 40.7% research - only the doctorate: 70.3% teaching x 56.7% research). Engstrom, Hortale and Moreira<sup>7</sup> also observed that 22.7% of the graduates developed activities in the area of research, a decrease in the figures of research activities in relation to teaching activities (45, 5% teaching x 22.7% research). Gomes and Goldenberg<sup>5</sup> found in their study of Public health postgraduate graduates in Brazil that 87.2% of doctorate graduates and 68.5% of master's graduates developed activities in the area of research, that is, a small increase in the percentage of research activities compared to teaching activities in the doctorate (81.6% teaching x 87.2% research) and in the master's degree a small decrease in research activities compared to teaching activities (70.1% teaching x 68.5% research). The figures show that research performance is not always related to teaching performance. Some HEIs prioritize teaching and often do not have the means





to carry out research, and even in HEIs that prioritize research, professionals cannot always carry it out, often due to lack of resources. This is point that HEIs may have to review in the performance of their professionals, since research is one of the tripods of education.

Gomes and Goldenberg<sup>5</sup> found in their study of Public health postgraduate graduates in Brazil that 35% of doctorate graduates and 38.4% of master's graduates worked in the healthcare/clinical area. However, Engstrom, Hortale and Moreira<sup>7</sup> observed that 82% of their studied sample also worked in the clinical area (Primary Health Care), which shows that work in the clinical area is usually concomitant with teaching activities and research, a fact which can be seen in this study (85.4% work in the clinical area). Work in the clinical area is important for the professor/researcher, since it allows a practical experience of their work and, without a doubt, positively influences their work as a professor/researcher.

Gomes and Goldenberg<sup>5</sup> also found that 21.4% (health management) and 21.4% (academic management) of doctorate graduates and 28.2% (health management) and 16.5% (academic management) of the master's graduates worked in the area of health/academic management, data similar to that of this study. Engstrom, Hortale and Moreira<sup>7</sup> observed that 54.2% of the graduates worked in health management. Master's and doctorate academic programs, in general, do not provide specific training for management, but in some cases, graduates had to take on the challenge of playing the role of managers in their workplaces, showing that *stricto sensu* graduate programs should, at some point, teach a management-focused discipline, to prepare their students for these opportunities.

Hortale et al.<sup>9</sup> in a study on the trajectory and professional satisfaction and the evaluation of doctorate courses by graduates in the health area of the Oswaldo Cruz Foundation (Fiocruz) from 1984 to 2007, also showed that the average income of the graduates was between 5.8 and 16.6 minimum wages (in 2007 the minimum wage was R\$ 380.00 – Diário Oficial da União<sup>18</sup>) - between R\$ 2,204.00 and 6,308.00 - and the highest average monthly income was found in the highest age bracket, possibly the highest age bracket is also the one with the most education.

Knowing the monthly salary range of the graduates is an important socioeconomic measure

that is part of the analysis of the profile of the graduates and allows the program to know if the completion of the *stricto sensu* post-graduation makes a difference to their income.

The limitations found in this study were in relation to the questioning of the graduates in relation to the publications in books and book chapters, about the productions in the annals of congresses and events that were questions not included in the questionnaire, and that could provide more information about the bibliographical and technical productions of the graduates and also in relation to the question about the Salary Range of the graduates, which should have been based on the current minimum wage in the country, to have more assertive parameters in relation to the income of the graduates .

## Conclusions

Based on the proposed objectives, we observe that the graduates are mostly women, young adults, predominantly from the State of São Paulo. Most of the graduates studied Speech, Language and Hearing Sciences at UNIFESP and also participated in scientific initiation programs. Most of the graduates received scholarships to pursue master's, doctorate and/or post-doctorate studies. Most of them published at least one article in a scientific journal, thus fulfilling the mission of disseminating scientific knowledge. The area in which graduates are most active is audiology. The granting of scholarships had little influence on the number of publications of the graduates and the publications in relation to the training area had little statistical variation. The training area influences the graduate's performance area. The graduates work mostly in the clinical area and to a lesser extent in the teaching area, but considering the doctorate and postdoctorate graduates, most work in the teaching and research area, which confirms the objective of the program to train teachers to work in educational institutions.

Other research on graduates can and should be carried out in other postgraduate programs, using or not electronic questionnaires, adapting to the profile of each program, but always aiming to identify the profile of its graduates and their productions, which, as shown by this research, is an important part both for the evaluation of CAPES and for the knowledge of the programs.

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