

Educational and Professional Trajectory of Graduates

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Institutions that train human resources in health are responsible for guaranteeing the quality of their graduates; thus, monitoring their graduates is essential. This follow-up seeks to determine whether the training obtained fits in with current labor market needs and of the society. Therefore, the training institution can assess its achievements and failures or gaps in the training process while at the same time redesigning its curricula and programs.

The study by Elizondo et al., published in this issue, provides knowledge about what happens with the graduates of this institution by investigating the educational and labor trajectories of its undergraduate and graduate school graduates over a broad period.

We have carefully designed and validated the tool used to collect the data to gather information from different defined areas, from purely demographic and specific labor aspects to the accomplishment of teaching, research or extension activities, evaluation, and perception of the training received, which covers a very reasonable spectrum of items to investigate.

With a response rate of about 28% out of over 1400 questionnaires sent out, there were some revealing results to analyze. Firstly, 95.5% of the graduates had a job at the time, and 92.7% considered that the prestige of the University was the factor most valued by their employers, which demonstrates the recognition of the training institution by the labor sector.

On the other hand, the overall evaluation of the training obtained scores above 8 (eight), both at the undergraduate and graduate levels; however, when considering the practical training, 79% felt that it was adequate for the task they performed. This point is of great significance for the University because, although it is an acceptable figure, it indicates an aspect to be improved, as pointed out in the paper, to be on a par with other data, though for another question, the respondents say they are satisfied with the access to practical activities, which is contradictory in the answers: one may consider that - although they are pleased - they would probably like more hands-on experience than that obtained during

their training. Likewise, an intriguing fact is that only 17% of the graduates carried out more than one training program in the institution, whereas 51% carried out teaching activities, 36% research activities, and another 36% extension activities that, in some way, would need it, and having a wide range of specialization, master's and doctoral programs available. That is a point to reflect on.

The response rate to the questionnaire was similar between graduates and post-graduates; therefore, this result does not seem to be influenced by this and, if we consider that more than 98% of both graduate and post-graduate students would recommend a friend to undertake educational proposals at the institution, it seems that these proposals are of high quality and with high satisfaction of their students. Consequently, we should analyze the type of proposal available regarding topics of interest, duration, and accessibility, an aspect not investigated in this work. However, the percentage of graduates who teach is valuable; it would be interesting to know the number who do so in the institution or other institutions since dissemination of knowledge to other institutions would mark a non-endogamic and multiplying characteristic.

In any case, the teaching activity involves training new professionals in health sciences and disseminating the knowledge acquired by all those who have received training at the Instituto Universitario Hospital Italiano de Buenos Aires (IUHIBA).

Finally, the percentage of graduates who keep in touch with their classmates through work activities is substantial, more than 80%, while only about 57% live in CABA. Keeping in touch seems to be a valuable asset for the institution, as well as a distinctive feature and an achievement in aspects of the human relationship that began within the institution and manages to transcend time and distance, an attribute to preserve and promote.

This work brings new knowledge about what happens with IUHIBA graduates; we agree with the authors that, given the unique characteristics of the institution, it would not be possible to generalize results as in any work from other places in the country or the world that seek to know

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Received: 09/18/23 Accepted: 09/22/23 Online: 09/29/2023

DOI: <http://doi.org/10.51987/revhospitalbares.v43i3.300>

How to cite: Navarro VA. Educational/Professional Trajectory of Graduates. *Rev. Hosp. Ital. B. Aires.* 2023;43(3):114-115.

particular aspects of their graduates. However, the tool used has been validated and could serve as input for other universities with similar interests, with modifications that add the particularities of each institution. Likewise, based on this work, new questions identified in the limitations arise, which could be solved with further research to improve the collection tool or to complement it with focus groups or interviews to investigate our graduates' perceptions more deeply.

To conclude, I make my own words of the authors who say: The follow-up of graduates is an excellent mechanism for the academic management of universities. It allows us to analyze the adequacy of the competencies in graduate education and the needs of the labor and professional

environment where the graduates will develop. And I would add that graduate follow-up seems to go a little further according to what we have reflected from these results.

Conflict of interest: The author declares no conflict of interests.

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