


EPIDEMIOLOGICAL PROFILE OF NURSING STUDENTS AT A PUBLIC UNIVERSITY: A FOCUS ON MATERNITY <https://doi.org/10.56238/sevened2024.037-176>

Roseany Patrícia Silva Rocha¹, Ana Julia Mascarello Ferreira Campos², Eimillyn Nathalia Bessa Souza da Silva³, Rosemara Andressa da Silva Rocha⁴, Ronaldo Antonio da Silva⁵ and Karina Nonato Mocheuti⁶.

ABSTRACT

Motherhood can generate great challenges for students in the health area, since the child requires affection, time, attention and care together with the extensive study routine and workload imposed by the training process. This study aimed to evaluate the epidemiological profile of nursing students along with the impact of motherhood on academic performance, and to analyze the main perceptions, motivations and challenges during academic training. This is a descriptive, cross-sectional study with a quantitative approach. It was possible to conclude that the students who are mothers have particular difficulties when experiencing motherhood and dealing with graduation, having limitations regarding the two workdays study/maternity.

Keywords: Teaching. Students. Nursing. Profile. Motherhood.

¹ Nurse. Master's degree in Nursing from the Graduate Program in Nursing at the Federal University of Mato Grosso (PPGENf/UFMT). Assistant Professor at the Faculty of Health Sciences (FACIS) at UNEMAT, Francisco Ferreira Mendes university campus, in Diamantino-MT, in the area of Management and Public Health.

² Undergraduate student in Nursing at the State University of Mato Grosso (UNEMAT), Eugênio Carlos Stieler University Campus, in Tangará da Serra, Mato Grosso State, Brazil.

³ Undergraduate student in Nursing at the State University of Mato Grosso (UNEMAT), Francisco Ferreira Mendes University Campus, in Diamantino, Mato Grosso State, Brazil.

⁴ Nurse. Specialist by the Multiprofessional Integrated Residency Program in Adult and Elderly Health with Emphasis on Cardiovascular Care (PRIMSCAV/UFMT). Professor in the technical nursing course at the State Secretariat of Science, Technology and Innovation (Seciteci).

⁵ Nurse. Master's degree in Nursing, from the Graduate Program in Nursing, Federal University of Mato Grosso (PPGENf/UFMT). Assistant Professor at the Faculty of Health Sciences (FACIS) at UNEMAT, Francisco Ferreira Mendes University Campus, in Diamantino-MT, in the area of nursing fundamentals.

⁶ Nurse. Master in Education from the State University of Mato Grosso (PPGEdu/UNEMAT). Adjunct Professor at the Faculty of Health Sciences (FACIS) at UNEMAT, Francisco Ferreira Mendes University Campus, in Diamantino-MT, in the area of nursing fundamentals.

INTRODUCTION

Public educational institutions, managed by the State, meet the basic needs of society, which is education, being present in the largest centers in the country. The university concentrates a stock of technical and scientific knowledge available to a country and this stock is divided between written material, human capital and research records, but the identity of the university is inserted in its representativeness in society and its participation in social transformations (Senkevics, 2019).

As stated by Tartaruga (2010), universities have an important role in research and services to the community, with the knowledge generated, the main product for professional training. In addition to education, the institutions train qualified labor in the most different areas and also requalify the workforce already inserted in the market with the improvement of productive activities.

The process of academic training in undergraduate studies is directly linked to the quality and lifestyle of an individual, as it requires a study routine at a university, which ranges from an academic position of ups and downs, to dictate their academic index, as well as their emotional, physical, social and economic status, their financial acquisition, marital status/relationship, and number of people per family, such aspects influence thoughts of others, thus acquiring a perception of profile (Hill, 2018).

As every university receives and welcomes students from various places and cities in the country, such as neighboring regions and municipalities, there may be locomotor and financial difficulties regarding the journey to the institution, calling into question the mental and emotional health of these students, who are far from their families (Ly, 2020).

When passing a public university, and starting an academic life, there are changes and interventions in behavior and thoughts, interfered routine and adaptation of coexistence (Brito, 2016). Generating several stressors, from financial issues, teaching and assessment concerns, anxiety, conciliation of work and study (Acharya, 2018). And, it was stated in a recent literature review that evaluated the prevalence, severity, and factors associated with depression in university students, that fears, boredom, uncertainties, concerns about health, family, and financial loss have increased with the covid-19 pandemic, currently influencing the scenario of academics in institutions (Santos, 2021).

A relevant difference between universities is the characteristics between full-time and part-time students, as they differ in terms of work, housing, food, family support, social life and means of transportation. Students in each period have opposite difficulties and facilities (Júnior, 2022).

In the midst of such a dispute for insertion in the academic environment, winning a place becomes the beginning of the realization of a dream and the expectation of new experiences. However, concomitantly, difficulties may arise along the way, such as ignorance of the academic routine that does not match the reality of the expectations created (Bruffaerts, 2018).

Thus, the academic experiences experienced by university students become predictors that can directly influence the student's development, whether or not they remain in the course and even in the higher education institution (Al-Khani, 2019).

In this same scenario, it is important to emphasize that the university is one of the most desired fields by women in this century, even facing challenges with motherhood, as it makes it possible, through higher education, to take the first step towards learning and achieving professional recognition (Santos, 2014).

Vieira, Souza and Rocha (2019) observed that university mothers have feelings such as stress, powerlessness and lack of motivation, and that they are more susceptible to interrupting or giving up academic training because they do not have the necessary social support. Therefore, having an adequate social and institutional support network is necessary for these young women to be able to reconcile the demands of motherhood, as well as to persist and resist at university (Moreno, Duarte, D'affonseca. 2020). The institutional support network is ensured in Brazil, by legal aspects, according to the federal constitution, the student in a state of pregnancy is guaranteed the regime of home exercises instituted by Decree-Law No. 1,044, of 1969 (Brasil, 1975).

However, the right to exceptional treatment is given to the student, so that the educational institution becomes responsible for monitoring the home exercises, as compensation for absence from classes, in a period of three months, from the eighth month of pregnancy. This leave may occur for a longer period in particular cases, proven by means of a medical certificate (Brasil, 1975)

In Brazil, another epidemiological study, nationwide with a larger audience in the Northeast region, identified in its results that medical students with children, despite reporting limited ability to associate personal and academic tasks and responsibilities, were proud of the double shift, in addition to presenting academic performance similar to that of students without children. They also highlighted that the support network is essential for carrying out academic activities (Brito, 2021).

In this context, this research is justified by the importance of knowing the profile of academics, providing higher education institutions and managers, technicians and professors with the ability to develop and implement strategies aimed at social issues of

academics. And, in this way, contribute to the degree of learning, reduce the dropout rate and even propose new financial aid that will help keep students in their respective courses.

In addition, the results found in this investigation can bring contributions to scientific and social knowledge, helping in the elaboration of strategies that can intervene in the biopsychosocial scope of these academics, and the construction of strategies for institutional policies of student support at the local and macro levels, in the face of motherhood.

The results of this research may bring advances in scientific knowledge, as it will serve as content to support the development of actions that provide improvements for the students who make up this institution, also contributing to the establishment of scientific evidence on the profile of pregnant students and mothers and the difficulty they face to attend higher education, in addition to establishing possible strategies to reduce these difficulties.

Thus, the present proposal seeks to evaluate the profile of nursing students at a public university in the state of Mato Grosso, and other factors such as maternity during this period.

METHODOLOGICAL PROCEDURE

TYPE OF STUDY

This was a descriptive, cross-sectional study with a quantitative approach. Descriptive research aims to describe the characteristics of a given population, and this group includes research that aims to survey the opinions, attitudes and beliefs of a population (Marconi, 1996). The cross-sectional observational study performs the analysis of quantitative data collected over a given period of time. Data are collected from a sample population or in a predefined subset that have common characteristics, except for the variable being studied. This variable is the one that remains constant throughout the study (Medronho, 2006).

PLACE OF STUDY

This is a matrix study, carried out at the University of the State of Mato Grosso Carlos Alberto Reyes Maldonado (UNEMAT), a state public higher education institution, founded on July 20, 1978, in Cáceres, Mato Grosso. Based on Law No. 703, Municipal Decree No. 190 was published, creating the Institute of Higher Education of Cáceres (IESC). Currently, it offers undergraduate, graduate and extension courses in all areas of knowledge, in the face-to-face and distance modalities, has more than 22,000 students

enrolled, more than 1,340 professors, 140 undergraduate courses and 52 units in the state of Mato Grosso; among them is Diamantino-MT, located in the northern mesoregion of Mato Grosso and in the Parecis microregion, 184km from the state capital, Cuiabá-MT, and consists of 4 undergraduate courses: Nursing, Law, Physical Education and Administration (Unemat, 2022).

The nursing course is currently offered in a bachelor's degree, and is the only course on the Campus offered with a full workload.

STUDY POPULATION

The research is part of a matrix project entitled "Profile of students from a public university in the state of Mato Grosso" that was carried out with all students of the Nursing course at UNEMAT on the campus of Diamantino - MT. The population selected for this study were students duly enrolled in the nursing course, with a total of 309 students in the 2023/1 academic semester, of which 78 accepted and participated in the research. The population chosen was the nursing course, as it has more women than other courses provided at the institution.

The inclusion criteria were defined: Be duly enrolled, with an active link; students from the 1st to the 10th phase; age equal to or greater than 18 years; being a mother; accept to participate by signing the term the Informed Consent Form - ICF.

The exclusion criteria were students who had communication difficulties (aphasia, cognitive impairment and severe hearing loss); away from academic activities due to illness and/or who were in institutional exchanges.

STUDY VARIABLES

The study variables come from the following digital instruments: I) Research questionnaire, containing: sociodemographic profile, housing, education and health conditions and II). A scale to evaluate the quality of research teaching at this institution, respecting the disciplines of each student's semesters.

Instrument I. Identification, enrollment number, which course is enrolled, which semester he was attending.

Block A: (Sociodemographic Profile): Gender, Date of birth, PWD, weight, height, marital status? Do you live in Diamantino? If not, which municipality. Age of the children? Did you get pregnant in college? Do you use contraception, if so, which one? How do you go to college? Do you have children, if so many? Where do children stay when they are in

university? Did you get pregnant in college? Are you pregnant? If so, what period? Do you perform prenatal care in Diamantino?

Do you think pregnancy interferes with your graduation? Do you use contraception, if so, which one? Do you have family support or support network? What are your difficulties in dealing with motherhood and graduation? How *do you* classify yourself in terms of color or race? What is the family's monthly income?

Block B: (Teaching): Have you ever thought about giving up the course? If so, for what reason? What made it continue? Did you receive support or seek help? Do you have internet at home? Do you use any digital resources for studies? (notebook, tablet and cell phone).

Block C (Health Conditions): How do you evaluate your health today? Have you been diagnosed with any chronic disease: hypertension, hypertension, diabetes mellitus DM, obesity, asthma or bronchitis, cancer what type, chronic kidney diseases, COPD, cardiovascular disease? Do you have a diagnosis of any mental health problems? Do you use any medication? Do you use the SUS or do you have any health insurance? Do you have little interest or pleasure in doing the things that involve training? Have you ever felt down, depressed or without perspective with the training course? Do you have leisure?

Block D: Are you satisfied with your sleep? What time do you usually go to sleep? What time do you usually wake up to go to college? How many hours do you sleep a night? Which semester did you have the most difficulty with sleep? Do you feel tired when you wake up and during the day? Would you say that sleep deprivation alters your academic performance?

DATA COLLECTION

Data collection was carried out through an electronic self-administered questionnaire, created on the *Google Forms platform* and sent to the students of the university's nursing course, through the e-mail of the course coordination, so that access to these students could occur in a comprehensive way. The date of the start of data collection occurred in the first half of 2023.

One of the strategies used to capture the largest possible number of answers was the active search during class hours, in the classrooms of each semester. The use of class leaders to share the link in WhatsApp conversation groups was also a great ally for this research, as well as the use of this communication application to access more students to gain access to the link.

ORGANIZATION AND ANALYSIS OF DATA

The data were typed and organized into a table in the *Microsoft Word* program.

Then, the data were exported, processed and analyzed in the IBM SPSS *Statistics Base* program (version 22.0). The variables were described using absolute (n) and relative (%) frequency tables and mean values (means, medians, standard deviations, and interquartile range).

ETHICAL CONSIDERATIONS

All ethical aspects in research with human beings were respected, in accordance with Resolution No. 466/2012 of the National Health Council (CNS). This study was approved by the Ethics Committee for Research with Human Beings in the Health Area of the State University of Mato Grosso under Opinion No. 6,079,034, in May 2023. All participants signed the informed consent form (ICF).

RESULTS

SOCIODEMOGRAPHIC CHARACTERISTICS

The data of the present study were organized through the analysis of the 78 questionnaires answered by the nursing students. The characteristics of the study population were predominantly composed of female students, totaling 65 (83.3%) women who answered the questionnaire. Regarding race/color, about 50 students (64.1%) answered that they were brown. By age, 65 (83.3%) students with a higher prevalence of age between 18 and 29 years. Regarding marital status, 56 (71.8%) students answered that they were single. About 19 (24.3%) answered that they have children, where 15 (19.2%) have between 1 and 2 children, and 4 (5.1%) have more than 2 children. However, 2 (2.6%) students who answered that they had children were men. Regarding the age of their children, 15 (19.2%) said that they are between 1 and 10 years old. Regarding family support, 40 (51.2%) students answered that they have family support and/or family support and 30 (48.8%) do not have any support. Regarding the monthly family income, the result was that 25 (32%) nursing students have an income of 1 to 2 minimum wages, followed by 23 (29.4%) students with 1 minimum wage, 3 (3.9%) students with no income (Table 1).

Table 1 - Sociodemographic characteristics among UNEMAT nursing students. Diamantino- MT. 2023.

Variables	N (78)	%
Gender		
Male	13	16,7
Female	65	83,3
Age group		
18 to 29 years old	65	83,3

30 to 49 years old	13	16,7
Race/color		
White	15	19,2
Brown	50	64,1
Black		11,5
Yellow		
Indigenous		
Marital status		
Single	56	71,8
Married	11	14,1
Stable union	10	12,9
Widower		
Divorced		
Do you have children?		
Yes	19	24,3
No	59	75,6
How many children?		
1 a 2	15	19,2
More than 2		
Children's age		
1 to 10 years	15	19,2
11 to 20 years	11	14,1
20 years or older		
Do you have family support?		
Yes	40	51,2
No	38	48,8
What is the family's monthly income?		
No Income	3	
Up to 1 minimum wage	23	29,4
From 1 to 2 minimum wages	25	32,0
From 2 to 3 minimum wages	14	17,9
From 3 to 5 minimum wages		
From 5 to 10 minimum wages		
From 10 to 20 minimum wages		

Source: Prepared by the authors themselves, 2025.

CHARACTERISTICS REGARDING MATERNITY IN UNDERGRADUATE COURSES

Regarding motherhood during graduation, of the 78 students, 83.3% are female. A total of 2 are pregnant (3.1%). Of these women, 35 (53.8%) use contraception and 30 (46.2%) do not. Of those who are mothers, 15 (23.1%) answered that they have someone to leave their child with and only 2 (3.1%) stated that their children are alone while they are in college. When asked if these women became pregnant in college, 57 (87.7%) women answered no, a total of 8 (12.3%) reported that they became pregnant in college. In this same context, when asked if motherhood interferes with undergraduate studies, 41 (63.1%) women answered no, while 24 (36.9%) reported that it does, that motherhood interferes with the undergraduate period (Table 2).

Table 2 - Characteristics regarding maternity in undergraduate studies among UNEMAT nursing students. Diamantino- MT. 2023.

Variables	N (65)	%
Are you pregnant? If so, what period? Yes	2	
No	63	96,9
Do you use any contraceptive method? Which? Birth Control Pill	22	33,8
Condom		10,8
SAYS		
Injectable		
Not used	30	46,2
Where do your kids stay while you're in college? Nursery/School		10,8
Grandmother		
Father		
Babysitter		
At home, alone		
Older siblings		
Known		
If you have children, did you get pregnant in college? Yes.		12,3
No	57	87,7
Do you think pregnancy interferes with graduation? Yes.	24	36,9

Source: Prepared by the authors themselves, 2025.

When asked to the students who are mothers to describe the difficulties in dealing with motherhood in graduation, 4 (23.5%) of the 17 (100%) students described the absence in the lives of their children, 3 (17.7%) students reported the overload as a difficulty, followed by 3 (17.7%) mothers with difficulty in reconciling home/study/children, 2 (11.7%) described the lack of time for studies, 2 (11.7%) talked about the lack of a support network, 1 (5.9%) described the lack of understanding of the educational institution, 1 (5.9%) reported that the difficulty is not having someone to leave the child with, 1 (5.9%) said that the difficulty is in cases of children's illnesses (Chart 1).

Table 3 - What are your difficulties in dealing with motherhood in undergraduate studies?

Variables	n(17)	%
What are your difficulties in dealing with motherhood in graduation?		
Describe: Overload	3	17,7
Absence in the lives of children	4	23,5
Reconciling home/studies/children	3	17,7
Time for studies	2	11,7
Lack of support network	2	11,7
Lack of understanding of the institution	1	
Have someone to leave your children with	1	
Case of diseases	1	

Source: Prepared by the authors themselves, 2025.

DISCUSSION

The findings of this study reveal the difficulties of students who are mothers in trying to reconcile their studies at the university with the triple journey of "being a mother", wife and housewife. Thus, of the 78 (100%) students who responded to the questionnaire, 65 (83.3%) are female students, and 17 (21.8%) are mothers, who reported that motherhood

interferes in the undergraduate period, thus, there is a hegemonic perception among the female participants in relation to the influence of motherhood in their studies.

This study brought the sociodemographic profile of nursing students from a public university, highlighting a number of students who face the challenges of motherhood, and what are the difficulties they face during the undergraduate period, as well as showing studies in the states of Rio Grande do Sul (Saalfeld, 2019), Rio Grande do Norte (Cardoso, 2013), Bahia (VERAS, 2020), Espírito Santo (Fiorotti, 2010), Minas Gerais (Ribeiro, 2011), São Paulo (Pontes, 2022), Mato Grosso (Bitterncourt, 2017), Rio de Janeiro (Pessanha, 2021) and New York (Heilman, 2008).

Like Britto (2021), this study reveals the prevalence of female students in the nursing course (83.3%), as we possibly have more female engagement in research on this topic, and that, despite the considerable number of male students, it is possible to analyze a feminization of the nursing course, as well as other courses in the health area, as medicine (Cardoso, 2013). As for the guiding questions regarding age and marital status, a study that evaluated the profile of students at a medical university in Rio Grande do Norte was within the national standard, with a mean age of 19 to 24 years and marital status single, while this study evaluated the age of 18 to 29 years, with 65 students (83.3%) and 56 single students (71.8%) (Cardoso, 2013).

According to the data collected, with regard to the number of children, the majority (n=15; 19.2%) have between 1 and 2 children and only 4 (5.1%) have more than 2 children. As for the age of the children, the highest prevalence was from 1 to 10 years, thus evidencing the harsh reality of women who still have children who are children and still depend on extra attention in their daily lives, in addition to depending a lot on a support network, such as family members, daycare centers and schools to continue their studies at the university, as Rapoport and Piccinini (2004) cite, "alternative care is a requirement due to the need to work".

It can also be highlighted that the monthly income of the nursing students in this study ranged from 1 to 2 minimum wages. Taking into account that the nursing course is full-time and this can make it difficult for women to work and help with the family income, which puts them in a possible underprivileged social situation, so that this condition brings more need for a family support network or public school network, as shown in a psychology study at the University of Campinas (Pontes, 2022).

Regarding the results of motherhood in the school environment, of the 17 student mothers (21.8%), a total of 8 (12.3%) said they had become pregnant in college, a factor that is of great relevance in undergraduate studies, seen in a negative way, since several

factors can be considered during pregnancy for the interruption of the study period (Pontes, 2022). As Soares (2017) points out, the very factor of physiological changes in a woman's pregnancy state, such as malaise, pain, hormonal changes, and after that, breastfeeding, are considered unpleasant and uncomfortable to reconcile with university, often leading to abandonment of the undergraduate course. Within this same context, Saalfeld (2019) in his study reported that within the academic environment there can be judgment and lack of understanding from colleagues and professors when unexpected pregnancies occur, and this can cause students to give up due to the mishaps of motherhood.

A study carried out at the Faculty of Medicine of the Federal University of Minas Gerais (UFMG) by Ribeiro (2011), shows that the support network helps to contribute to planning within this situation experienced by motherhood/graduation, in this context table 2 brought results that the majority (n=15; 88.2%) of the students who are mothers (n=17; 100%) have someone to leave their children with, and only 2 (11.8%) have no one to leave them with, even though they are the minority, they showed feelings of guilt and frustration for often not being present at important moments in their children's lives and dividing themselves between the functions of motherhood and studies, as shown in Table 3, where 4 (23.5%) of the 17 (100%) mothers described the absence in their children's lives as a difficulty in dealing with motherhood and graduation.

Table 3 showed the difficulties reported by the mothers in relation to living with their children, 1 (5.9%) mother reported that she has difficulty in having someone to leave the child with and this is in line with the study by Pessanha (2021) who also identified that regarding the place/with whom to leave the child, it results in the academics, feelings of guilt, sadness, anguish and anxiety, thus resulting in a lack of concentration in studies due to concern for their children.

Other difficulties described by the mothers in the questionnaire were: overload (n=3; 17.7%), having to reconcile home/studies/children (n=3; 17.7%), cases of diseases (n=1. 5.9%) and lack of understanding of the institution (n=1. 5.9%), in this way, Bittencourt (2017), portrays that these situations in having to choose between family or studies, shows the trajectory of these women mothers and students within the university with so many empirical-emotional factors, in order to be able to engage in the labor market valued in the future with a diploma and graduation, translated by the student mothers of this research as a mix of emotions in relation to the reconciliation of studies with personal life, tiredness, mental exhaustion, incomprehension, due to the excessive load of studies and the self-perception about the low academic performance due to the responsibilities of motherhood.

FINAL CONSIDERATIONS

It is concluded that the students who are mothers have particular difficulties in experiencing motherhood and dealing with graduation, have limitations regarding the two study/maternity shifts. The importance of the support network to carry out academic activities is highlighted, as well as family income. Pregnancy in the academic trajectory puts at risk the permanence of these women in the academic environment and the university itself is shown to be flawed in terms of policies to help these mothers, as they do not offer a support structure adapted to this target audience. And in all studies, similarities in perceptions are noted when comparing variables such as gender, marital status, and academic cycle. Finally, despite believing that the obligations of motherhood compromise academic performance, it is possible to see the ability to satisfactorily associate personal and academic tasks and responsibilities.

REFERENCES

1. Acharya, L., Jin, L., & Collins, W. (2018). University life is stressful these days—Emerging stressors and depressive symptoms in college students. *Journal of American College Health*, 66(7), 655–664.
2. Al-Khani, A. M., et al. (2019). A cross-sectional survey of sleep quality, mental health, and academic performance among medical students in Saudi Arabia. *BMC Research Notes*, 12(1).
3. Azevedo, M. A., & Sousa, L. D. (2016). Empowerment as representativeness of women in society. *Coisas do Gênero*, 5(1), 170–178. Available at: <https://www.example.com>. Accessed on: May 22, 2023.
4. Bitterncourt, S. (2017). Maternity and University: Challenges for constructing gender equality. Proceedings of the 41st Annual Meeting of Anpocs, October 23–27, 2017, Caxambu, MG. ISSN 2177-3092. Available at: <https://www.anpocs.com/index.php/encontros/papers/41-encontro-anual-da-anpocs/gt30/gt13-17/10724-maternidade-e-universidade-desafios-para-a-construcao-de-uma-igualdadade-genero?path=41-encontro-anual-da-anpocs/gt-30/gt13-17>. Accessed on: June 8, 2023.
5. Brasil. (1975). Law No. 6,202, of April 17, 1975. Grants pregnant students the regime of home exercises established by Decree-Law No. 1,044, of 1969, and other provisions. Official Gazette of the Union, Brasília. Available at: http://www.planalto.gov.br/ccivil_03/LEIS/1970-1979/L6202.htm. Accessed on: September 23, 2022.
6. Brito, L. M. S., et al. (2016). Influence of family health education on risk behavior in adolescents. *Arquivos de Ciências da Saúde*, 23(2), 60, July 19.
7. Brito, Q. H. F., et al. (2021). Maternity, paternity, and academic life: Impacts and views of parents who are studying medicine. *Revista Brasileira de Educação Médica*, 45. Available at: <https://www.scielo.br/j/rbem/a/JPNBDFS6mrh7fkTdC3tGSqr/>. Accessed on: September 23, 2022.
8. Bruffaerts, R., et al. (2018). Mental health problems in university freshmen: Prevalence and academic functioning. *Journal of Affective Disorders*, 225, 97–103, January.
9. Cardoso Filho, F. A. B., et al. (2015). Profile of medical students at the State University of Rio Grande do Norte (UERN), 2013. *Revista Brasileira de Educação Médica*, 39(1), 32–40, March. Available at: <https://doi.org/10.1590/198152712015v39n1e01092014>. Accessed on: September 2, 2023.
10. Dias, T. (2023). Affirmative action and black population in higher education: Access and student profile. [s.l.]: s.n. Available at: https://www.ipea.gov.br/portal/images/stories/PDFs/TDs/td_2569.pdf. Accessed on: June 2, 2023.
11. Fiorotti, K. P., Rossoni, R. R., & Miranda, A. E. (2010). Profile of medical students at the Federal University of Espírito Santo. *Revista Brasileira de Educação Médica*, 34(3), 355–362.

12. Günther, H. (2006). Qualitative research versus quantitative research: That is the question? *Psicologia: Teoria e Pesquisa*, 22(2), 201–209.
13. Heilman, M. E., & Okimoto, T. G. (2008). Motherhood: A potential source of bias in employment decisions. *Journal of Applied Psychology*, 93(1), 189–198.
14. Hill, R. M., Goicochea, S., & Merlo, L. J. (2018). In their own words: Stressors facing medical students in the millennial generation. *Medical Education Online*, 23(1), 1530558.
15. Júnior, S. A. D., et al. (2022). Profile of nursing and medical students at a public university. *Enfermagem Brasil*, 21(2), 110–125.
16. Ly, H., & Irwin, J. D. (2020). Skip the wait and take the scenic route home! The suitability of location choice prompts to promote active transportation among undergraduate students. *Journal of American College Health*, 1–9.
17. Medronho, R. (2006). Clinical epidemiology – Essential elements. In R. H. Fletcher & S. W. Fletcher (Eds.), *Clinical Epidemiology* (4th ed., Chapter 15, pp. 275–288).
18. Moreno, C. S., Duarte, G. M., & D'Afonseca, S. M. (2020). University condition and parental experience. *Psicologia e Argumento*, 38, 548–579.
19. Pessanha, L. F. (2023). Between books and diapers: Dilemmas and challenges of motherhood during undergraduate studies. *Revista de Gestão e Secretariado (Management and Administrative Professional Review)*, 14(1), 306–331.
20. Pontes, V. V., et al. (2022). Transition to motherhood in the academic trajectory: Strategies for dynamic self-repair and resistance in the social field of young university mothers. *Estudos de Psicologia (Campinas)*, 39.
21. Rapoport, A., & Piccinini, C. A. (2004). The choice of alternative care for infants and toddlers. *Estudos de Psicologia*, 9(3), 497–503. Available at: <https://www.redalyc.org/articulo.oa?id=26190312>. Accessed on: June 14, 2023.
22. Ribeiro, M. M. F., et al. (2011). The option for medicine and career plans of students from a Brazilian public university. *Revista Brasileira de Educação Médica*, 35(3), 405–411. Available at: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0100-55022011000300015&lng=en&nrm=iso&tlng=pt. Accessed on: June 2, 2023.
23. Robards, F., & Bennett, D. L. (2025). What is adolescence and who are adolescents? Available at: https://www.researchgate.net/publication/281343666_What_is_adolescence_and_who_are_adolescents. Accessed on: January 20, 2025.
24. Saalfeld, T. (2019). Motherhood and academic life: Limits and challenges of student mothers at the Federal University of Rio Grande – FURG. (Master's thesis). Graduate Program in Science Education, Federal University of Rio Grande – FURG. Available at: <http://repositorio.furg.br/bitstream/handle/1/8568/421af148f354fc81b0730361b00badaf.pdf?sequence=1>. Accessed on: March 22, 2023.

25. Santos, L. B. dos, et al. (2021). Prevalence, severity, and factors associated with depression in university students. *SMAD Revista Eletrônica Saúde Mental Álcool e Drogas* (Edição em Português), 17(1), 92–100, March 31.
26. Santos, M. L. A. S. (2014). University itineraries: The permanence of working mothers in interdisciplinary bachelor's degrees at the Federal University of Bahia. (Master's thesis in Interdisciplinary Studies on the University) - Federal University of Bahia, Salvador. Accessed on: March 22, 2023.
27. Senkevics, A. S., & Mello, U. M. (2019). Has the student profile of federal universities changed after the quota law? *Cadernos de Pesquisa*, 49(172), 184–208, June. Available at: <https://www.scielo.br/j/cp/a/KSvkm3DG3pPZYvpXxQc6PFh/?lang=pt>.
28. Silveira, J. T., & Teixeira da Rocha, J. B. (2017). Translation and content validation tool for evaluating teaching by students. *Revista Iberoamericana de Evaluación Educativa*, 10(2).
29. Tartaruga, I. G. P. (2010). Innovations in territories and the role of universities: Preliminary notes for territorial development in the state of Rio Grande do Sul. National Institutes of Science and Technology (INCT), Porto Alegre.
30. Unemat. (2022). PRAE. [s.l.]: Unemat. Available at: <http://dceaia.wixsite.com./unemat/prae>. Accessed on: December 10, 2022.
31. Unemat. (2022). UNEMAT. [s.l.]: Unemat. Available at: <http://portal.unemat.br/?pg=campus&idc=12>. Accessed on: September 23, 2022.
32. Veras, R. M., et al. (2020). Socioeconomic profile and career expectations of medical students at the Federal University of Bahia. *Revista Brasileira de Educação Médica*, 44(2). Available at: <https://doi.org/10.1590/1981-5271v44.2-20190208>. Accessed on: June 2, 2023.
33. Vieira, A. C., Souza, P. B. M., & Rocha, D. S. P. (2019). Experiences of motherhood during undergraduate studies: A systematic review. *Revista COCAR*, 13, 532–552.