

THE IMPLICATIONS OF BEING A DOCTORAL STUDENT IN NURSING, UNDER THE CONTEXT OF THE INTERNATIONALIZATION OF KNOWLEDGE.

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The higher education is marked by the knowledge society identified by the expansion of institutions with a strong influence in globalization. This globalization of higher education has a complex concept in terms of globalization itself, internationalization and international cooperation, and therefore as an actual fact, this increased the cooperation in the production of knowledge, especially in nursing.

In this context, it is considered that the admission of a student in a program of post-graduate *stricto sensu* at the doctoral level, requires an involvement that goes beyond the execution of a research thesis within the time for integralization of the course, and to report the understanding / intervention of a problematic related to the various fields of actions in nursing. Meaning, in this case, become involved. This implication permeates from the construction of a knowledge aligned to the principles of science, until the publication in this journal of high qualification, and, more recently, the extent of its internationalization.

This way, doctoral student is being gradually, incorporating the characteristics and comprising the expected profile training, particularly the area of the operating area with the international dialogue capability, through a set of opportunities presented along the course.

The light of this logic, being doctoral student represents to be in line with the policy of science, technology and innovation placed to the profession. This understanding by those who are already undergoing this training, the freshmen and the alleged brings numerous implications, particularly with respect to the fulfillment of the indicators of internationalization of knowledge.

It is observed in some cases, a scattering of doctoral students during the preparation of the thesis facilitated for the lack of physical infrastructure and human resources for the proper functioning of research laboratories, and the irregular schedule of meetings between researchers and students within the research groups.

This dispersion complicates the experience of experiences that contribute to internationalization, such as the inclusion of students in mobility programs and inter institutional research through cooperation and academic scholarships at an international level.

The experience of participating in a program of international academic mobility in doctoral-sandwich mode reveals gains of several orders, which are articulated to the scientific production, especially regarding the advancement of knowledge in regard to the research methods, theoretical references; those related to the formation of the same doctor, by the debate of ideas and contact with theoretical and methodological perspectives in the field of centers of excellence, beyond the symbolic cultural gains. In an institutional case, contributes to strengthen relationships with overseas institutions of recognized academic merit, promoting the consolidation and advancement of scientific knowledge and technological innovation in the area of interest.

Thus, involve themselves in the context of the internationalization of knowledge sets, therefore, to overcome the challenges of proficiency in another language, understanding of the political, economic, cultural and health situation from the country of destination, the research design, the time constraints, the search for excellence in training that meets the demands of professional practice, working on incorporating the know-how to care and impacting on quality of life. Being doctoral student in the current scenario is then being an active subject, innovator, trailblazer and scientific openness against the requirements of the international production of nursing knowledge.