



**LOGBOOK: EXPERIENCE OF TEACHING-LEARNING MANAGEMENT AND MANAGEMENT IN NURSING AND HEALTH**

*DIÁRIO DE BORDO: EXPERIÊNCIA DE ENSINO-APRENDIZAGEM DE GESTÃO E GERENCIAMENTO EM SAÚDE E ENFERMAGEM*

*DIARIO DE A BORDO: EXPERIENCIA DE ENSEÑANZA-APRENDIZAJE Y DE GESTIÓN EN SALUD Y ENFERMERÍA*

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The article aimed at reporting an experience of a group of post-graduate students in teaching on the stage of implementation active teaching-learning methodologies in the discipline of Management in Nursing and Health. The experience happened in three different admission units of a federal hospital in the southern region of the country, in the second semester of 2010. We used a logbook for students to register the journey to deepen the reflections on the experiences of the actions of management. At the end of the internship, the students were asked the logbook so that experiences, feelings, anxieties generated in the course of the journey to knowledge could be identified. The students report that the curricular internship of Management in Nursing and Health is a process of construction that gradually allows to have a sense of what awaits them when they are professionals, thus contributing to a critical and reflective formation.

**Descriptors:** Nursing; Health Management; Students Nursing; Education.

O artigo teve como objetivo relatar a experiência vivenciada por um grupo de pós-graduandos em estágio de docência referente à implementação de metodologias ativas na disciplina de Gestão e Gerenciamento em Enfermagem e Saúde. A experiência aconteceu em três unidades de internação diferentes de um hospital federal da região sul do país, no segundo semestre de 2010. Utilizou-se um diário de bordo para que os alunos realizassem os registros da viagem para aprofundar as reflexões sobre as vivências das ações de gerência. Ao final do estágio, solicitou-se aos alunos o Diário de Bordo para que fossem identificadas as vivências, sensações, inquietações geradas no decorrer da viagem ao conhecimento. Os acadêmicos referem que o estágio curricular de Gestão e Gerenciamento em Enfermagem e Saúde é um processo de construção que permite gradativamente ter a noção do que os espera ao serem profissionais, contribuindo assim para uma formação crítica e reflexiva.

**Descritores:** Enfermagem; Gestão em Saúde; Estudantes de Enfermagem; Educação.

El objetivo fue relatar la experiencia de un grupo de estudiantes de posgrado en implementación de metodologías activas en la disciplina de Administración y Gestión en Enfermería y Salud. La experiencia se llevó a cabo en tres diferentes unidades de hospital federal la región Sur del Brasil, en el segundo semestre de 2010. Se utilizó un *diario de a bordo* para realizar los registros de la jornada para profundizar las reflexiones sobre las experiencias de las acciones de gestión. Al final de las prácticas, los se pidieron a los estudiantes el diario para identificación de experiencias, sentimientos, ansiedades en el curso del viaje al conocimiento. Los estudiantes refirieron que el plan de estudios de la disciplina es un proceso gradual de construcción que permite tener idea de lo que les espera cuando se trata de profesionales, contribuyendo así a una formación crítica y reflexiva.

**Descriptores:** Enfermería; Gestión en Salud; Estudiantes de Enfermería; Educación.

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## INTRODUCTION

The Law of Directives and Basis for Education (LDBE) for the teaching of Nursing proposes that the egressed professionals should be critic, reflexive, dynamic and active facing the demands of the work market, able to 'learn to learn', to assume the rights of liberty and citizenship, understanding the trends of the current world and the need of development of the country. Such guidelines point to the exercise of the following competences and general abilities for the health professionals: attention to health, the taking of decisions, communication, leadership, administration and management and permanent education. Among these six competences, five can be characterized as managerial competences<sup>(1-2)</sup>.

The definition of these competences is according to the transformations in the world of work, in the organizations in general and in the health institutions and points out the need to incorporate new knowledge and abilities to the managerial exercising of the nurse, such as relational, ethical, political and humanist competence. So, this survey points out the need of the construction of innovative and interactive ways to nurse management, which have the objective to transpose the institutionalized limits of the traditional care, based on administrative processes founded in the positivist and determinist thought of the past<sup>(3)</sup>.

For that, it is necessary to lead the students to the development of administrative knowledge in contact, at the same time with the theory and reality of the hospital health services, from an interactive and interpretative relation, providing diversified experiences to the graduate students along their education<sup>(4)</sup>. The education of the nurse for the management of care must instrumentalize the students for the increase of the net of relations with competence/aptitude/potency of thought in order to generate interactions. The competence/aptitude/potency of the nurse for the management of the care must be centered in the

promotion of a wider vision of the care in the net of relations, enabling him to have attitudes which cope with the domains of the practice of the collective work, of interdependency, complementarity, sharing, cooperation, competition, consensus, negotiation, showing domains of specificity of the work and/or the knowledge of nursing<sup>(3,5)</sup>.

The stimulus and development of these knowledge/abilities/competences among the nursing graduates students is a challenge for the professors of the subjects of Nursing Management, especially for the students of the post-graduation course who are preparing themselves to work as professors in this area of knowledge. The education required for teaching at a university is traditionally concentrated on the profound knowledge of certain contents, whether they are practical (resulting from professional work) or theoretical/epistemological (resulting from the academic exercise). Very little, or nothing, has been required in pedagogical terms, once the post-graduation degree tends to prioritize the conductions of the research becoming responsible, even if not intentionally, for perpetuating the belief that it is enough for the professor to know specific content deeply or, in the case of university teaching, to be a good researcher<sup>(6)</sup>.

Strategies in the sense of offering to the future university professor a better preparation regarding the teaching activity have been frequently discussed in the academic scope<sup>(6)</sup>. Among them, the Teaching Internship is highlighted, which is and optative-mandatory subject of the Post-graduation Program in Nursing (Master and Doctoral levels) of Universidade Federal de Santa Catarina (UFSC), in which the students exercise the teaching practice under the supervision of their professors advisors. It is offered to scholarship students along the course, as a mandatory subject of the graduation, and also as optative, for the students, who do not have scholarships. In this case, the professor

of the program stimulates the students to take the course to allow the integration of the post-graduation with the graduation<sup>(7)</sup>.

To go in the Teaching Internship, according to our area of work and line of research, this subject was chosen: 'Management in Health' and 'Nursing and Supervised Internship I' of the Nursing Graduate Course in UFSC. The syllabus of this course is characterized by the use of Active Methodologies in different scenarios of teaching-learning, which aim at developing the potentialities of the students, so that they can be protagonists of the process of education. In this context, the Active Methodologies are innovative and, in a certain way, instigating, both for the professors as well for the students.

Within the new pedagogical trends are the active methodologies of teaching-learning, which are defined as a way that makes the learning-to-learn methodology possible, centered in the principles of the interactive, critical and reflexive pedagogy. These methodologies develop the active participation of the students in the dynamic process of the construction of knowledge, resolution and evaluation of problems, bringing them the role of active subjects of their growth, protagonists of the process<sup>(8)</sup>.

It is understood that the period of internship, as part of the process of education of the graduation and post-graduation students, involves much more than the domain of theoretical-practical and methodological contents, it also covers the subjective aspects that are present in this process.

From what was presented above, this study aimed at reporting, in a critical and reflexive way, the experience of implementation of active methodologies in a subject of the Nursing Graduate Course in a federal teaching institution by a group of post-graduates in a teaching training.

## METHOD

This is an analytical and reflexive description regarding the experiences of a group of post-graduation students during the Teaching Internship in the subjects 'Health and Nursing Management' and 'Supervised Internship I', of the 7<sup>th</sup> phase of the Nursing Graduation Course of the UFSC, which have respectively 90 and 270 hours/class. The course load of the supervised intern is divided between hospital care (162h – 6h/day) and basic attention (108h – 4h/day). It is important to point out that the hospital context approached in this work was developed at the university hospital of UFSC.

These subjects are taught in an articulated and integrated manner having as objective to give the students the opportunity to develop knowledge and managerial abilities to take initiative and become entrepreneurs, managers, employers or leaders of the health and nursing teams, by means of knowledge, analysis and application, whenever suitable, of the components of management and administration, both of the care of nursing and of the workforce, as well as of the physical, material and information resources, considering the multi-professional and interdisciplinary approach, aiming at the general education of the nurse.

The hospital internship provides the students practical experience of the attributions of the head/manager nurse of a unit of hospitalization in which they make the planning, accomplishment and evaluation of a managerial proposal. Its is developed in five weeks and, in the first one, the students make the Plan of Action of the Internship (PAI) and, in the following weeks they accomplish it and make the report of the internship.

The PAI is based, methodologically, on the Situational Strategic Planning (SSP), which makes the identification of a problem possible from the point of view of the actor who states it, the identification of the

possible causes and the search for different manners of approaching and proposes solutions. Processing problems implies in explaining how it comes up and how it is developed, in making plans to identify its causes, analyzing and providing political feasibility of the plan, which corresponds to a real vision of the local problems, without generalizing them in the description and in the proposals of solution<sup>(9-10)</sup>.

In order to make PAI, the students immerse in the hospital unit during the first week in order to know the processes which are included there. For such, they make an observation of the dynamics of the unit; they talk and interact with the professionals of the sector in order to identify potentialities and to list problems/fragilities/weakness in that environment. After this first moment, the students discuss and reflect the needs of the sector with the professors and the teaching interns and select two priorities (priority actions) to be worked along the following weeks, besides the two priorities which were established by the subject covering the management of the assistance and the administrative management.

In PAI the students must plan all the activities for each plan selected, distributing them in the chronogram of four weeks, indicating the respective responsible people. Along the internship there may be the inclusion of new activities or the canceling/postponing of others. The socialization of the perceptions and experiences lived were shared weekly among the actors involved.

During the internship, in a complementary manner, the reflection on the experiences of the managerial actions was deepened, from the practice of the register. To make this practice easier, the 'Logbook' was used, in which it was proposed that the students made several registers of the daily actions, of the observations, sensations, doubts, relations and interactions established in the work environment and of the possibilities perceived for the hospital unit in which they were. Besides that, the rescue of readings during

the course was stimulated in order to articulate theory and practice.

These registers were made in the second semester of 2010 by a group of eight students in the following sectors: three in Medical Clinic, two in Surgical Clinic and three in Neonatal Intensive Care Unit (NICU). These three units are quite distinct which provided different experiences. The first one is composed of 19 beds, assisting mainly the specializations of pneumatology and gastrology. The surgical unit has 30 beds for the patients who had gastric, thoracic, head or neck surgery. The NICU has a total of 16 beds, being six of intensive care, six of intermediate care and four of minimum care.

At the end of the internship the students were asked the Logbook to have photocopies made, in order to keep them to be revisited, thus staying as a dialog of and with the practice. For the elaboration of this work, a criterious reading of the complete registers of the students in the Logbook was performed making possible the identification of the experiences, sensations and restlessness generated, resulting from this journey to knowledge.

The data were analyzed through analysis of thematic content, which consists in 'discovering the nuclei of sense which make up communication, whose presence or frequency means something for the analytical object targeted'<sup>(11:316)</sup>. This method of analysis has three stages: pre-analysis, exploration of the material and treatment and interpretation of the data obtained.

The nursing students were clarified as to the objectives and implementation of the active methodology and they were asked for a verbal consent in order to make the copies of the Logbook. All of them agreed in participating in the proposal of teaching-learning.

For the presentation of the results, three axes of reflection/discussion were organized: embarking in the

process of teaching-learning: to be a student and to be an intern of teaching; journey of transformation: improving the look and disembarkation: to be a nurse. These axes were constituted from different perspectives, interlinking both the living and the experience of the students of the 7<sup>th</sup> phase of the Nursing Graduation Course as well of the students of post-graduation, interns of teaching. Both in one case as in the other, kept the due specificities, the process of formation of these students were linked to the process of learning and teaching.

## RESULTS AND DISCUSSION

### **Embarking in the Process of Teaching-Learning: to be a student and to be an intern of teaching**

On the first day of the Supervised Internship, we explained the objectives and the operationalization of the method of teaching. Pads were distributed for the students to use them as Logbooks. At this moment, we made group dynamics in which they should put in paper the expectations and the aspirations they had regarding the internship. At the end of the process of internship, we repeated this group dynamics comparing the initial expectations with the ones that were in fact reached. After that, we presented the physical structure and the routine of the unit and the nursing professionals as well.

When they start the internship, the students arrive with theoretical knowledge learned during the Course and with the wish to understand and carry out the managerial practice of the nurse. Until then, theory and practice seem to be disarticulated and fragmented, in their processes of education.

When dealing with the subject Management in Nursing, the expectations regarding the practice seem to be more challenging, both for the students, as well as for the health professionals who follow them throughout the internship. The impasses, the incomprehension and the apparent dichotomy between assistance and management are evident in the statements of the

students and in their daily practices in the hospital units. So, the register becomes an ally in search to understand the articulation, the approximations and the detachments among the dimensions of acting of a managing nurse.

In the case of the students of the 7<sup>th</sup> phase, the embarking into the universe of management in nursing was marked by different perceptions and sensations: uncertainties, insecurities, strangeness, anxiety, fear and apprehension. This 'whirlwind of feelings' emerged because the student is living this first experience without the professor in a full time manner and also by the fact that he is immersing in a world that is not yet known, neither disclosed by him. When starting this adventure, the students perceived the lack of experience which followed them, once until this phase of the course, the management was seen in a fragmented manner.

At first, the student felt challenged to improve the activities of the nurse and review knowledge previously acquired in order to take advantage of the internship, to improve the nursing practice. They prioritize the assistential actions, both by the incentive of the nurse of the unity as well as by the affinity with such dimension of the management.

In the first week, their activities were centered in observing the hospital unit and the work of the nurses with the purpose of identifying and listing the fragilities and difficulties of each sector in order to make PAI and propose affirmative actions.

They pointed out that the presence of the professor and the intern of teaching made the making of PAI easier, and also the learning of management. Under the perspective of the students, the professor and the interns showed commitment and rescued knowledge to clear any possible doubts generated along the process. This relation student-professor/intern of teaching was described as calm, thus allowing the student to feel supported and satisfied.

### **Journey of Transformation: improving the look**

After the period of insertion at the unit, the students started to participate, in a more effective way, in the hospital daily actions and to establish links with the professionals and the patients.

This stage of immersion in the routine of the unit was marked, at first, by activities turned to assistance, such as visits, prescription, establish time for medication, evolution of the patient, shift duty and orientation of education in health. During the internship, these activities were added to the ones of administrative character, as follows: scale and relocation of workers, conference of materials, hospital discharges provided and accompanied, in most of the cases, by the head-nurse of the unit.

The students also had the opportunity to know the sectors of nutrition, stockroom, laundry and the Central of Material and Sterilization (CMS), which allowed them to have a wider notion of the complexity of a university hospital. It is important to point out that the hospital structure is founded on these sectors, called basic horizontal structuring services. These services complement and assure the integral care and/or treatment to the patient, associated to the other sectors of the hospital environment and being equally responsible for his recuperation and rehabilitation.

From the activity developed, both assistential as managerial, the students perceived the dimension of the work of a managing-nurse as well as the limitations imposed by the daily activities of the hospital work. Then, a new challenge followed, the one to put into practice the proposals of PAI such as: cleaning check-list and disinfection of the unit; the elaboration of a folder on diabetes; the making of the board of birthday of co-workers; the orientation on the safety of the patient; the comparison of the physical structure of the NICU with the minimum standards required by the RDC no. 7 and the studies on specific themes related to the demand of each unit.

In PAI, the actions which should be taken every day were traced. Despite being a planning to organize and direct the actions, the students felt stuck to it, and even called it 'straight jacket'. This sensation can be linked to the obligatoriness of the compliance with PAI and, at the same time, to the performance of the activities proposed by the nurses of the unit, which would lead to an accumulation of functions in a short period of time. The possibility of a more flexible planning, one that could incorporate the demands of the unit, was one of the suggestions raised and registered by the students.

On the other hand, PAI became, in many cases, an opportunity to teaching-learning. When researching and preparing material to present themes of interest of the unit, such as information and orientation on diabetes and safety to the patient, the students had the opportunity to exercise educative practice.

So, the process of education pointed to the limits and the possibilities which were present during the learning process. In this case, the process of construction of knowledge, also implied in articulating teaching-learning with the social interactions established in the respective hospital units, once 'learning is to open yourself to another to create with him the objectively sympathetic experience (always interactive), subjectively personal (always a unique gesture, interior) to discover together and integrate alone the miracle of knowledge'<sup>(12:396)</sup>.

With this, the conception of education also comprehends a process of self knowledge, able to integrate dimensions of life which are usually fragmented and still capable of evidencing the human polarities and contradictions which became visible in the encounter with the other. So, the process of education, in this time/space of the internship, points to an exercise of alterity which provides the improvement of the look and the comprehension of the experienced and socially shared reality.

In this phase of the internship, the observation, the perception, the study, the research and the practice contributed for the students to see and redimension the scope of acting of the nurse and the meaning of caring. When performing their tasks they were followed by the look of the health professionals and, at the same time, observed the performance of these health professionals in order to improve both their practice as well their posture.

This immersion in the unit provided the student a more detailed look into the profession and also allowing him to see the hindrances and challenge that the manager of nursing has to know how to deal with daily, such is the case of managing the conflicts existing in the team and among the health teams.

### **Disembarking: to be a nurse**

When disembarking of the journey of the discovery of the world of management in nursing and health, the students stated that the living and the experience were remarkable, once they allowed the comprehension of the specificities and complexities of the hospital units; the perception of the importance of a theoretical and scientific deepening in order to render the care of quality, to manage with commitment and responsibility, and the transformation of the professional posture: from student to nurse. They also pointed out the fact that they didn't have the professor the whole time at the unit and this provided them the opportunity to be more reflexive before acting. This perception from the students goes along with the contemporary discourse on the strategies of teaching and learning in nursing, once, every time more, the students are stimulated to be protagonists of their learning, in a process in which the professors act as mediators and facilitators of the development and construction of the knowledge of the students<sup>(13)</sup>.

The curricular internship of Management in Nursing and Health allowed the students to gradually

develop and improve the notion of what was waiting for them when becoming a health professional. They stated that, as the internship advanced, they assumed more the posture of a nurse, instead the posture of a student. One of the most remarkable moments, shown by the students, was the first night shift duty, when they felt independent and in the control of the unit, besides understanding and visualizing the functioning of the unit as a whole, once the internship provided the intern a wider vision of the work of the nurse. When they finished the internship they reported that this was a wonderful experience and that, finally, they felt prepared to act as a health professional.

This statement of the students, besides affirming a professional position, also confirms a personal transformation. A fact which provokes the reflection "during the internship, what is at stake is not only the learning of a method of a determined knowing-doing, but 'knowing about oneself', translated in the process of self knowledge"<sup>(14:130)</sup>. In this sense, the subjectivity becomes one of the relevant aspects which make this universe wider and more complex in the formation of different subjects. That is how the process of education or the 'educational experience' brings the idea of a 'turn to oneself', how one experiences the metaphor of the journey, 'a journey in which someone influences himself, allows himself to be seduced and request someone who agrees to him, and in which the question is within the same someone, the constitution of this own same someone'<sup>(15:53)</sup>.

Despite the limited time, the internship makes possible a professional and personal ripening for the students who are in the stage of conclusion of the course. However, according to the registers analyzed, this is a path that needs to be built along the course, so that the important learning in the education of the nurse is not concentrated in the last stages.

Different challenges, much learning and many diverse actions occur in a limited time delimited by an



academic calendar and by a previously structured planning. Facing the intensity of the experiences of the internship, it is necessary to have more time to depurate this learning in order to reflect, more attentively, on the actions and transform this living into new experiences. It is worth pointing out that it is necessary to have a longer time of reflection, silence and immersion to built up practices and knowledge in '*the knowledge of experience*' that is only possible to occur 'in the relation between knowledge and the human being', in the 'mediation between both'<sup>(16:27)</sup>.

So, the register becomes an ally in this process<sup>(15-16)</sup>, an instrument that has the purpose to articulate and re-feed the link between theory and practice, promoting a dialog between them, to organize and systematize the thought, in a critical and reflexive manner, and to offer subsidies to a more careful analysis of the daily life, defragmenting knowledge.

It is the opportunity to make the bridges, the links, the relations between the acquired knowledge and the experiences and observations of the daily life. On the other hand, these 'bridges' will generate new reflections and a need to search for new references, new reading, new looks, so that they can deepened their discussions and improve their practices. This is a continuous process of action-reflection-action in the education of being a nurse<sup>(17)</sup>. For such, it is auspicious to highlight that it us up to the professor to have a permanent exercise of the reflexive work which prepares the students to face the emergency of unpredicted and unknown situations in the process of teaching and learning<sup>(13)</sup>.

It is still the possibility to build a *comprehensive memory* of their process of education and go on appropriating, each time more, new knowledge and new discoveries in order to constantly interweave their professional history with the personal ones. In a very significative matter, to write, to register the experiences, have a humanizing character which escapes from us

when our focus is professionalization<sup>(8,14,18)</sup>. Besides that, registering, 'daring to write', is 'to make one sure of being an author, responsible for his own process of education. It is to know about oneself in movement, reaching unknown territories of learning, of transformation and of the re-creation of oneself'<sup>(14:138)</sup>.

The use of Logbooks and the exercise of the register, both by the students as well as by the interns of teaching was above all, a challenge.

In a first moment, this exercise became 'an extra' task during the internship. Gradually, it was incorporated to the daily actions and it is expected that it continues to impel new dialogs and new connections between theory and practice, between objectives and subjectivities, between fear and daring.

### **FINAL CONSIDERATIONS** : visualizing new horizons....

This study had the objective to report, in a critical and reflexive manner, the experience of the implementation of active methods in a subject of the Graduation course in nursing in a federal institution of teaching by a group of post-graduates in a teaching internship.

From this experience, we concluded that the process of education is associated to the metaphor of the journey, of the passage, of the adventure. A journey that, independent of previous planning, always brings the possibility of the new, of the surprising and unexpected knowledge.

During the internship, relations of strangeness, of conflict, of power came up, as well as negotiations, concessions, links of confidence, of respect and of affection that were building daily doings and joint work. This interactive experience – with the institution, professionals, patients and/or students -, when making the encounter and the contact with the other possible, also allows an encounter with oneself, a 'look into oneself'.



Facing a challenging proposal to make a project of a Teaching Internship which would be critical-reflexive, we came across the limits and the possibilities present in the process of *learning-and-teaching*. These terms followed the stages of elaboration and initial execution of this project, constantly questioning our knowing-doing and the quality of the dialogs that are expected to establish with and between the students and health professionals.

Keeping in mind that the period of internship, as part of the process of education of graduation and post-graduation students, involves much more than the domain of theoretical-practical and methodological contents, we aimed at tracing targets and objectives which could also contemplate the subjective aspects involved in this process.

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