

## BUILDING MEANINGS ABOUT MANAGEMENT ASSISTANCE: A PHENOMENOLOGICAL STUDY<sup>1</sup>

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### ABSTRACT

The study aims to understand the meaning that nursing students give to the management of nursing care. For this purpose, we chose the qualitative approach, based on phenomenology. The settings of the study were two undergraduate nursing courses at a public university, located in Sao Paulo State. Directive interview conducted with 26 students. According to the reports, the themes were organized and interpreted; a synthesis of significant units was performed emerging the theme "Meaning of Management Assistance" and subthemes "The definition and role of management of care", "Care management process"; "Purpose of care management", "Management and Assistance". Speeches reveal that, at different times, the definition of management assistance brought as a coordination process of the work unit, so that the articulations with direct patient care rarely expressed. The results provide the control and human resources organization as main activities of management assistance. Some of the activities mentioned by students about management assistance are organizational and minimally articulated to direct patient care. Understanding the meaning of management assistance for undergraduate students is an act of rethinking the practice of teaching and learning.

**Keywords:** Hospital Administration. Patient Care Management. Education. Nursing.

### INTRODUCTION

Managerial performance is a tool of the nurse in the nursing process, which aims to develop policies for the achievement of adequate assistance to the individual, through the Organization of the work process. However, it observed that there are difficulties on the part of nurses to integrate managerial activities with assistance actions. It should note that care should be managed within the institutions, extrapolating the technicality and integrating the knowledge, skill and attitude<sup>(1)</sup>.

7498/86 law, regulating the professional practice of nursing, managerial activities contemplated in article 11, which referred to be the private nurse planning, organization, coordination, implementation and evaluation of nursing care services<sup>(2,3)</sup>. Thus, it is the responsibility of the nurse's understanding of its role in relation to the management of assistance, so that can get rid of essentially bureaucratic

activities that end up cluttering up the process of care.

In this context, strategies defined to associate teaching and learning, theory and practice in an educational institution, are of essential importance to form qualified nurses and citizens<sup>(3)</sup>. If there is no opening of instigating students to a critical reflection, the pedagogy is likely to move only in the field of experiences, without penetrating the phenomenon of existence<sup>(4)</sup>. Only through this reflection would be possible to form critical-reflective students able to discern the bureaucratic management of service management<sup>(3,5)</sup>.

Management as a tool of "caring" process can be decomposed into human resources and organization of work, the elements that constitute the object of the nurse working in managerial work process, in order to obtain qualified human resources and organized labor. The instruments are physical resources, financial, material and knowledge management, using specific tools to be operationalized, that

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comprise the planning, coordination, direction and control<sup>(6)</sup>.

Such managerial functions presented as the nurse's responsibility, allow to understand that "manage" is a tool of the work process, and "caring" about how the nurse can make use of job objects, "organization" and "human resources", in the managerial process<sup>(6)</sup>.

From this perspective, we highlight that the management is in the forecast, provision, maintenance, control of material and human resources for the operation of the service. Assistance management already is in diagnosis, planning, implementation and evaluation of care activities, delegation, supervision and guidance of the team. The management is able to organize the working process with the purpose of making it qualified, seeking goal to universal, egalitarian nursing care and integral<sup>(7)</sup>.

This study is justified because of gaps in relation to training new nurses regarding the understanding of managerial activities related to assistance and bureaucratic assignments. The nurse, in many situations, is taken to develop managerial bureaucratic activities to the detriment to the welfare, moving away from the increasingly of patients. Thus, this study intends to see how and when the educational process geared to managing assistance is developed. The study aims to understand the meaning that the nursing students of a Public State University attributed to the management of nursing care.

## METHODOLOGY

By understanding that the understanding of meanings of subjects who experience particular situation can best be seized in qualitative research approach, we opted for the perspective of Phenomenology, phenomenon situated<sup>(8)</sup>, as methodological design.

The phenomenology contributes to light the idea of Management of assistance to undergraduate students and seeks to make visible what is hidden<sup>(9)</sup>. Search the essence of the meanings assigned by subject on the phenomenon investigated and seeks to understand the man according to the reality experienced by him. This methodology also allows you to unlock the values, perceptions and

emotions of the subjects involved. It's a philosophy that resets the essences in existence and does not understand the man and the world in another way but from its facticity, i.e. According to the way of being in the world, subject to contingencies as a being that is released to the world<sup>(9)</sup>.

To seize the pursuit of this understanding of human being immersed in the world of education in nursing has chosen by the philosophical reference of Merleau-Ponty<sup>(10)</sup>. To the philosopher, the man is the core of the debates about the meet, which created and perceived in your body. According to their design philosophy allows a new look on the learning universe that surrounds it, a return to the bosom of the object.

The survey covered three moments: the description, reduction and understanding.

The phenomenological description is the first phase of the trajectory, works with three elements: perception, consciousness and the subject. The perception of the subject makes explicit the way he interacts with the situation questioned. At this point the search was conducted of discourses of study subjects, aiming to capture their perceptions of significance for the understanding of management of assistance in training of nurses and the importance of this action in practice of a trader<sup>(8)</sup>.

On the second point, the phenomenological reduction have chosen parts of the description considered essential; occurs after reading the speeches, with the aim of selecting the essential parts of the speech with a view to highlight the phenomenon. From the testimonies collected and transcribed, the reduction aimed at extracting the essence of speech<sup>(8)</sup>.

The third and last stage of the trajectory was attempting to investigate the experiences, as a form of interpretation. After talks about the subject, the themes were revealed, organized and interpreted, a summary of the significant units, relating to the management of assistance and training for management of nursing assistance<sup>(8)</sup>.

In order to understand the phenomenon that this work intended to unveil, were chosen for the study scenario the degree courses in nursing of a public

University, located in the State of São Paulo in Brazil.

The subjects of the survey totaled 26 students of the 8th semester of the course of Bachelor of nursing and 10th semesters of the Bachelor's degree and Licentiate course in nursing from a State University located in the State of São Paulo in Brazil.

Inclusion criteria regularly enrolled in the undergraduate program in nursing and have already attended the disciplines of nursing management area. In this way, the collection of data in the course of Bachelor of Nursing held on the 8th semester, with students who have already attended the course in the 7th semester; in the course of Bachelor's degree and Licentiate in nursing data collection took place in the 10th semester with students who attended the course in the 9th semester.

Phenomenological interview used. The interview of the phenomenological type starts from a guiding question and interview guide, triggering the collection process. The interview began from the following guiding question: what is your understanding of the management of assistance?

Recruitment of participants conducted per sample for convenience, where the researcher chooses participants who best can contribute with the object of research. Interviews carried out until there was the theoretical saturation of data.

The depositions were numbered I-XXVI, analyzed individually (ideographic analysis) and subsequently analyzed globally (nomothetic analysis). In the speeches of meaning units were renumbered in Arabic numeral, in the sequence in which they appeared. Later these units reduced phenomenological and interpreted for structuring the phenomenon, thus redeeming his essence.

The ethics and Research Committee (CEP) of public University nursing school approved the project in September 27, 2012, under CAAE Protocol: 04206412.6.0000.5393.

## RESULTS AND DISCUSSION

With a view to understanding the phenomenon "meaning management assistance for the student of graduation in nursing", in the

context of training, were analyzed the sub-themes revealed so reflective.

From the first moment, the objective researcher was the general analysis, from revealing its meanings of experiences of the subjects.

Emerged from the descriptions the theme "Meaning of Management Assistance", and the subthemes "the definition and the role of management of assistance"; "the process of management of assistance"; "purpose of management of assistance" and "management and assistance".

The speeches of graduating showed the perception movement described by Merleau-Ponty<sup>(10)</sup>, the knowledge base for the emergence of meaning.

In the world of nursing student, emerge the meanings for the perception of the body. In this way, seizes meanings individually, starting from an experience that is unique to a body in a relationship and interaction with the world and with each other<sup>(10)</sup>.

Merleau-Ponty<sup>(10)</sup> names the perception as a pre-reflexive moment, i.e., first we understand and only then assign meanings. The perception is established contact with the world. Thus, it is possible to analyze the perception that the students bring the formative process, so that the meanings emerge from pre-reflexive contact with the world.

### Meaning of management of assistance

The theme presented reveals how the nursing undergraduates define nursing assistance management, what is the role, purpose and importance of this process.

For undergraduates, **the definition and the role of management of assistance** are large; include the Organization of the service and all the features. It means to be involved with various activities and always attentive to everything that happens in the institution and in the work unit. Defined as the Organization of work, as unveiled on the following lines:

[...] We have to have the Organization of the service itself, and then manage the material resources, human resources, and the assistance itself from the systematization of nursing and of processes, training for nursing staff and qualifying to provide better assistance (IV-2).

[...] the management is huge in all contexts (VI-1).

[...] all that will provide the comfort and wellbeing of the therapeutic to that patient (I-2).

[...] She {managers} revolves around how the organization manages has a responsibility too big with your service, you have responsibility with the team that you are in charge there and that you are guiding (XV-1).

[...] the role of management, he that will define the priorities, he that will define the actions to be taken, he oversees, he coordinates, and has a nurse who can perform this function with more clarity, firmer, more firmness, more organization and has other nurses that we see has no nurse (X-2).

The experience of students against assistance management process is based on the perception of the phenomenon, and not in the knowledge that the same feature on the topic. Therefore, the perception that the subjects have from contact with the world is that the management of assistance comes mainly from the service organization.

Nursing graduate students unveiled at various times the definition of management assistance as the process of coordination of the unit of work. The articulation of this management to direct care to patient had minimally. In many of the lines, the control and organization of human resources were cited as main activity, as well as the nurse's responsibility in relation to the care provided by nursing staff.

This vision is guided students in the history of management in health. Historically, the labor organization and the management in health area, especially in the hospital field were established in the Classical Administration Models (Taylorist/Fordism and Fayolist Models) and the Bureaucratic Model (Weberian). These models had as main features the fragmentation of work, separating the design and execution, the managerial control of the production process, hierarchy, rationalization of administrative structures and emphasis on procedures and routines systems<sup>(11)</sup>. Such models still used in many healthcare institutions.

Paradoxically, studies<sup>(7,12)</sup> discuss the need for paradigm shift to a more flexible and participatory management, so that the word "management" means any position of leadership that objective to achieve goals through Labor

Union. One of the goals of the hospital should be the recovery of patients ' health and, in this sense, the nurse must understand that managing is caring, and that by the time exercising the activities of planning, organizing, coordinating and evaluating is also taking care<sup>(7)</sup>.

The nurse performs the management of care when taking part in all activities leading to the improvement in the service performs when plans, delegates or does, empowers the team, inter-relational with other professionals, provides or provides resource and teaches the user. Therefore, care considered one of the nurse's work processes, as well as manage, search and teaching<sup>(13)</sup>.

In relation to the subtheme " **the process of management of assistance**", the student puts encompassing structure and human resources. He highlights the management assistance as role of the nurse in the process of supervision and coordination of a unit of work.

[...] be aware also of the structure, number of employees, how does the process within the institution (II-3).

By speaking it appears that, there is a reduced vision of the student in relation to real participation of this professional in the health institution. The service management process is quite wide, involving other activities besides the cited.

A study<sup>(14)</sup> identified and described management actions that are part of the daily work process orderly. One of them refers to the action of nursing staff size, pertaining to human resources management, involving the assessment, planning and distribution. Another concerns the action of exercise of leadership, since the same has the function of enhancing the activities involving the production, care being taken in the study as key action<sup>(14, 15)</sup>.

Also part of the careful management of action plan for assistance as an activity continues to develop plans and implement, evaluate the health of patients and therapeutic actions, delegate activities to the team, predict and provide material resources and other resources needed to meet the health planning<sup>(16)</sup> and the instrument of Systematization of nursing care (SAE) which is the practice of planning of nurses<sup>(14)</sup>.

Through oversight, evaluation and training of nursing staff, the nurse acts as a facilitator of knowledge, contributing also to qualify care practices<sup>(14,16)</sup>.

Note that the main actions configure care management into a set of interdependent activities, but complementary. It is the responsibility of the nurse to optimize existing resources to provide safe and effective care to patients<sup>(14)</sup>.

As the process of care is the central objective of the nursing work, it is considered that managerial activities of nurses should aspire to the quality of that care. Thus, articulation of both dimensions, management and assistance, undermines the quality of care<sup>(17)</sup>.

The action of the nurse is the patient direct care, moreover, involves the management of assistance and related units of the hospital institution, so that this professional directly related to direct patient care in a steady work and integrated. In this way, it known that the practice of nursing processes are entered directly in the processes of social assistance institution, and their actions are related entirely with the aims of the health institution. However, to produce the care, the nursing processes interact with other processes, and the interaction of these depends on the quality of care<sup>(18)</sup>.

To address the **purpose of the management of the assistance**, students highlighted that involves the coordination of nursing staff and the Organization of human resources. Manage the assistance involves organizing the unit so that the shift will be organized or not according to the competences and management skills of nurses that is acting.

For the student of graduation in nursing the importance of management of assistance guided in the control of the resources of the unit, since they are the responsibility of the nurse. Manage the assistance is essential to qualify the caution:

[...] She {assistance management} visa you coordinate the team, you take care of the unit so that the patient receives the best possible assistance (VII-1).

[...] involves all, involves a whole run, which in a way will resonate in assisting (VII-1).

[...] and based on this evaluation, as a nurse I intervene in this, is to identify what are the major

difficulties in applying for assistance, if you are really applying patient care (VIII-1).

[...] service management is key, without it there's no way you provide care no, because you don't have control of what you're doing, of patients that you are attending, you don't know the material you will be using and all those things are things that have to go through the nurse (XIII-2).

[...] and we will see what is missing, what needs to be careful, as you will articulate this careful, all of this, without it there's no way, I think without the management can't drive anything in the hospital (XIII-2).

According to the speeches revealed, the purpose of management of assistance is to maintain organization of the unit, in addition to stimulating the potential of workers.

On that note, it can be affirmed that the purpose of the process to manage rightfully maintain balance in labor relations, ensure that the units function properly, direct the work process, ensure resources to implement health care quality, in addition to promoting education and permanent qualification of professionals<sup>(19)</sup>.

However, the organization of care becomes one of the challenges of management. To coordinate and systematize the direct assistance to the patient, the nurse uses as care management tool, which should be planned, analyzed, and evaluated<sup>(20)</sup>.

By eliminating the dichotomy between manage and watch, becomes capable of providing a more humanized care by managing with a focus on care and is intended to justify this practice humane<sup>(1)</sup>.

In relation to **management and assistance**, the graduate student reports that watch is to make the nursing diagnosis, intervention, implement and evaluate care, i.e. systematic care. Further indicates that managing is to assess how the team is working, as are applying the care to each patient to intervene based on this assessment, identifying what are the major difficulties in providing the assistance team.

[...] but the assistance for me in case you plan, establish nursing diagnosis, intervention, implement, evaluate, care for me is so systematized care [...] (VIII-1).

[...] I evaluate how management is being [...] as that team is working among them, as the team is applying these every care's patient and based on this evaluation I intervene, and also not only patient care, but also the team [...] (VIII-1)

It is observed by the reports, which the student assistance in management dismember "management" and "assistance" as two distinct processes.

Some authors also differentiate and explain the distinction about the working process and managerial assistance. The assistance work focuses on care needs intervention, having as purpose the integral attention; in managerial work, the object is the organization of labor and human resources in nursing, in order to create suitable conditions in the provision of care to customers and qualify professionals who make up the nursing staff<sup>(4,17)</sup>.

However, it is in this research of non-unlinking of these two processes. Management assistance

consists of a large process that comprises actions of care, management actions, whether or not bureaucratic, educational activities and research, all converging on the benefit of the patient, in synthesis, management centered on and for the patient- resulting convergence of assist/manage<sup>(20:182)</sup>.

Although the lines of students presented in this theme bring more on organizing than the care itself, in some speeches the same concern that the management of the assistance the process broad and encompassing diverse activities, including the caution.

## FINAL CONSIDERATIONS

The understanding of the subject in focus was possible after the experience of graduating practice in curricular internship in management. The meaning attributed to the management of

the nursing care, by the subject of the survey, grasps the situation experienced as being in the world, on his own experience in the management of assistance.

Evaluates the speeches presented that at various times the definition of assistance management brought as a process of coordination of the work unit, and the joints with direct patient care were seldom voiced.

The results bring as main activities assistance management control and human resources organization. The role of integration and coordination of human resources presented as a tool of management of assistance, for the students, it is possible to get qualified assistance and develop care management through the management of people.

Some of the activities cited by the students that configure management of organizational and assistance are minimally articulated to direct assistance to the patient.

The sense of the educational process happens in the own world of graduating. The idea of understanding the meaning of management of nursing student assistance is an act of rethinking the practice of teaching and learning. The professionals who are in the process of training are essential for necessary change.

The limitation of the study guided in the fact they have been studied only two courses of a public State University. It is necessary to study local enlargement, so that they covered by other public and private universities.

However, the results of this research have important implications for managerial practice, demonstrating the need for investment in this area, as well as in nursing degree, so they minimized and doubts deepened knowledge in relation to the understanding of management in the context of nursing assistance..

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## CONSTRUINDO SIGNIFICADOS SOBRE GERÊNCIA DA ASSISTÊNCIA: UM ESTUDO FENOMENOLÓGICO

### RESUMO

O estudo objetivou compreender o significado que os estudantes de enfermagem atribuem à gerência da assistência de enfermagem. Para essa finalidade optou-se pela abordagem qualitativa, na vertente da fenomenologia. O cenário do estudo foram dois cursos de Graduação em Enfermagem de uma Universidade Pública, situada no Estado de São Paulo. Foi realizada entrevista diretiva com 26 estudantes. A partir dos relatos, os temas foram organizados e interpretados, sendo realizada uma síntese das unidades significativas emergindo o tema "Significado da Gerência da Assistência" e os subtemas "A definição e o papel da gerência da

assistência"; "O processo da gerência da assistência"; "Finalidade da gerência da assistência"; "A Gerência e a Assistência". Em diversos momentos a definição de gerência da assistência foi trazida como processo de coordenação da unidade de trabalho, sendo que as articulações com o cuidado direto ao paciente foram poucas vezes manifestadas. Os resultados apontam como uma das principais atividades da gerência da assistência o controle e organização de recursos humanos. Algumas das atividades citadas são organizacionais e minimamente articuladas à assistência direta ao paciente. Compreender o significado da gerência da assistência para o graduando de enfermagem é um ato de repensar a prática de ensino e aprendizado.

**Palavras-chave:** Administração Hospitalar. Administração dos Cuidados ao Paciente. Educação. Enfermagem.

## LA CONSTRUCCIÓN DE SIGNIFICADOS SOBRE LA GESTIÓN DEL CUIDADO: UN ESTUDIO FENOMENOLÓGICO

### RESUMEN

El estudio tuvo como objetivo comprender el significado que los estudiantes de enfermería atribuyen a la gestión del cuidado. Hemos elegido el enfoque cualitativo, basado en la fenomenología. El sitio del estudio fueron dos cursos de Graduación en Enfermería de una universidad pública, en São Paulo. Entrevista directiva se sucedió con 26 estudiantes. Los temas fueron organizados e interpretados; un resumen de las unidades significativas reveló el tema "Significado de la Gestión de la Asistencia" y los subtemas "La definición y el papel de la gestión de la atención", "El proceso de gestión de la atención", "Propósito de la gestión de la atención", "Gestión y Asistencia". En varias ocasiones la definición de gestión de la asistencia fue llevada como la coordinación de la unidad de trabajo, y articulaciones con atención directa al paciente raramente se expresaron. Los resultados indicaron como principales actividades el control y la organización de los recursos humanos. Algunas de las actividades citadas acerca de la gestión de la asistencia son organizacionales y están mínimamente articuladas con la atención al paciente. Comprender el significado de gestión de la asistencia para los estudiantes de enfermería es un acto de repensar la práctica de la enseñanza y el aprendizaje.

**Palabras clave:** Administración Hospitalaria. Manejo de Atención al Paciente. Educación. Enfermería.

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