

## EVALUATION OF SUBJECTS THAT DEVELOP THE THEME MANAGEMENT IN NURSING<sup>1</sup>

Luciana Dantas Farias de Andrade\*

Sybele Oliveira de Souza\*\*

Heloisy Alves de Medeiros\*\*\*

Maria Benegelanina Pinto\*\*\*\*

Nathanielly Cristina Carvalho de Brito Santos\*\*\*\*\*

Édija Anália Rodrigues de Lima\*\*\*\*\*

### ABSTRACT

National curriculum guidelines clarify the critical and reflective training of professional practice in nursing, with innovative features attuned to a new vision of a convergent world with the management of health services. This study aimed to know the evaluation of subjects who develop the theme management in health and nursing from the perspective of graduates of nursing bachelor's program services. descriptive and exploratory research with a qualitative approach, anchored in the historical and dialectical materialism, held from November to December 2013, with ten graduating nursing students \* in a campus expansion of a federal university. Data were collected through interviews and analyzed by speech analysis technique. It was possible to identify four empirical categories: Various interfaces of teaching methodology; Theory versus practice: in search of praxis; Supervised in nursing: recalling the management classes; Qualification for management: formal education versus labor market. The conclusion that is a most necessary approach to reality, increasing the workload of the Disciplines "Administration and Management in Health and Nursing Services" and inclusion of theoretical and practical activities in health services; thereby enabling the practice recommends that legislation.

**Keywords:** Schools. Health management. Nursing.

### INTRODUCTION

The terms "administration" and "management" include some definitions that should be differentiated. One of the concepts of management is the rational direction of the activities of an organization whose functions are within the planning, organization, direction and control of all activities differentiated by the division of labor, which occur within the organization<sup>(1)</sup>.

Also, the management converges to the quality control focused on the relationship with the workers, knowledge of the customers and their desires through market research elucidating the concept of an open system<sup>(2)</sup>. The administration converges to the administrative

principles while management is the need for an administrative position, in other words, it can be said the management of something and administration into something<sup>(2)</sup>.

It is up to the nurse to manage his team and to conduct this management process competently; he requires knowledge, skills, and attitudes that enable seeking cooperative strategies, being able to cope with changes, to perform the nursing care and ensure a quality service to customers<sup>(3)</sup>.

In this context, it is important a convergent academic education with emancipatory educational practices overcome traditionalism and to consider reality as a generator of change processes<sup>(3)</sup>. This understanding involves the construction of pedagogical projects to facilitate the learning of nursing students, concerning the

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\*Nurse. Ph.D. in Psychology by the UFES. Professor of the Nursing Course of the Federal University of Campina Grande, campus Cuité-PB.

Cuité, PB, Brazil. E-mail: luciana.dantas.farias@gmail.com

\*\*Nurse. Specialization on Family Health.Clinical Nurse at UPA – Emergency Unit.Santa Rita, PB, Brazil. E-mail: sybeleufcg@hotmail.com

\*\*\*Nursing Professor. Ph.D. student in Nursing by UFMG.Professor of the Nursing Course of the Federal University of Campina Grande, campus Cuité-PB.Cuité, PB, Brazil. E-mail: heloisyamedeiros@hotmail.com

\*\*\*\*Nurse. Master degree in Nursing by UFPB.Professor of the Nursing Course of the Federal University of Pernambuco, campus Vitória de Santo Antão-PE.Vitória de Santo Antão, PE, Brazil. E-mail: benegelanina@yahoo.com.br

\*\*\*\*\*Nurse. Ph.D. student in Nursing by UFPB.Professor of the Nursing Course of the Federal University of Campina Grande, campus Cuité-PB.Cuité, PB, Brazil. E-mail: nathaniellycristina@gmail.com

\*\*\*\*\*Nurse. Master degree in Nursing by UFPB.Professor of the Nursing Course of the Federal University of Campina Grande, campus Cuité-PB.Cuité, PB, Brazil. E-mail: edijaprof@hotmail.com

real problems of context and society in general and the use of historical-critical pedagogy proposed by Dermeval Saviani defending the need for awareness of historical and social determinants of the reality<sup>(4)</sup>.

National curriculum guidelines for nursing undergraduate courses elucidate the critical and reflective training to prepare nurses to work at different levels of health care, from the perspective of comprehensiveness<sup>(5)</sup>.

Overcoming traditional training converges to reach the contemporary view that considers vocational training is resulting from a process involving educational policy, professional practice and work in health and nursing, with creative and innovative characteristics in tune with a new vision of the world<sup>(5)</sup>.

Therefore, the interface between health, education and work process is necessary for the structural orientation of the Unified Health System (SUS)<sup>(5)</sup>. The challenge is not limiting to technical issues, educational content, teaching procedures and teaching techniques, but that teachers of undergraduate courses in nursing can adopt theoretical and pedagogical references to support meaningful, emancipatory and appropriate learning to the social and professional present demands in the contemporary<sup>(5)</sup>.

This study is part of a larger project developed by the Institutional Program for Scientific Initiation Scholarships (PIBIC), which involved knowledge about the formation of the nurse manager in different bachelor's program interfaces. Thus, its achievement is justified for the importance of training in convergent management with the labor market as the training of nurses contributes directly to the implementation of the SUS principles and guidelines at different levels of health care, as this professional often assumes the role of leadership in which he operates, especially in the context of primary health care<sup>(6)</sup>.

Given this reality, the question is: How the teaching-learning process of the subjects that develop the theme management in healthcare and nursing services is assessed by those who finished the nursing bachelor's program highlighting their managerial performance at all levels of health care experienced during the supervised training?

Given the importance of the achievement, the objective is to know the evaluation of subjects who develop the theme management in health and nursing from the perspective of graduates of nursing bachelor's program services.

## METHODOLOGY

The research was descriptive and exploratory study with the sustained qualitative approach in methodological reference of the Historical and Dialectical Materialism (MHD), developed in the mid-nineteenth century by Marx and Engels, in an attempt to seek coherent, logical and rational explanations for the phenomena of nature, society and thought<sup>(7)</sup>.

The setting was the Bachelor of Nursing course at the Federal University of Campina Grande (UFCG), created by Resolution of the Superior Council of Teaching of UFCG N° 09/2005 with curriculum presenting total workload of 4050 hours to be processed through the over four years during ten semesters<sup>(8)</sup>.

The participants were chosen for convenience to the saturation of information needed for the study involving ten graduating students of the bachelor's program in nursing at the UFCG, Cuité-PB campus, of a total population of 31 (thirty-one) students who met the following inclusion criteria: be 18 years old and finished the course.

The participants were briefed and informed about the research objectives to meet the ethical principles. At the time of the interview, an Informed and Informed Consent form were signed (TCLE), in two identical copies. In the presentation of results, the letter "S" to identify the respondent student was used, followed by Arabic numerals that represent the sequence of the interviews with a choice of exemplification of the speeches in excerpts of the students interviewed language.

The assumptions of Resolution 466/2012 were followed<sup>(9)</sup> dealing with the guidelines of the research involving human beings. In this way, the project was approved by the Ethics Committee in Research of the University Hospital Alcides Carneiro by CAAE 17412213.5.0000.5182.

For data collection, individual interviews were carried out guided by a semi-structured questionnaire about the evaluation of subjects

who develop the theme management in health and nursing services, in this case, “Administration and Management in Health Services I” and “Administration and Management in Health Services II”.

Each subject offers 03 credits (45 hours) of theoretical content taught in the 5th and 6th semesters, respectively, including discussions of management theories, communication importance, leadership and decision making in the management of health and nursing services, organizational structures, monitoring process, staff dimensioning, service scale, ambience, audit, total quality management and hospital accreditation in the various levels of care and complexity to the health and nursing. As the subjects are theoretical, students experienced the management practice in health and nursing in supervised training I services in the context of primary care and supervised II, in secondary and tertiary care.

The empirical material from the interviews was recorded and transcribed prior authorization of the participants in the period from November to December 2013 for further analysis through discourse analysis technique proposed by Fiorin<sup>(10)</sup> to ensure the veracity of the information.

The basic principle of discourse analysis is to receive a text where everything seems more or less dispersed, processing the most abstract level (theme) that gives coherence<sup>(10)</sup>. The texts obtained from interviews with students were studied separately. Initially, there were an exhaustive reading of the interviews separating the testimony and contradictions regarding the evaluation of subjects who develop the theme of management in health and nursing services.

The determination of the qualitative approach of identified and separated discursive passages was possible by checking the consistency of the concepts presented by students of the teaching-learning process of subjects that develop the theme of management in health and nursing services. Recurrences of these concepts allowed viewing four qualitative elements related to the construction of four empirical categories.

## RESULTS AND DISCUSSION

The characterization of the sample shows that all respondents were female, 30% was 22 years

old, 20% was 23 years old, 30% was 24 years old, 10% was 25 and 10% was 26 years old. The respondents were from Bahia (20%), Paraíba (30%), Pernambuco (10%) and Rio Grande do Norte (40%).

Speech analysis allowed the seizure of the main themes, which were grouped into blocks of significance culminating in four empirical categories: 1) Several interfaces of teaching methodology; 2) Theory versus practice: in search of praxis; 3) Supervised practice in nursing: recalling the management classes; 4) Qualification for management: formal education versus labor market.

### Empirical categories I: several interfaces of teaching methodology

Regarding the methodologies used by teachers in the subjects involving management aspects during the academic nursing education, they were cited by students who consider as the main pedagogical approaches used in the classroom.

Teachers sought, within the possibilities, bringing texts, formed circles, we read texts and then were debating, one of the teachers was even as a facilitator of these discussions, and it was very interesting, we saw real problems in the form of articles, and we could propose measures, propose improvements and our view ... and it was interesting [...]. (S3)

Teachers of the Management Subject were very interactive with the students during the lessons always discussing the issues. Some of them applied exercises in the room ... solved the exercises with us, they also gave material so that the student could study at home, used slides, handouts [...]. (S4)

The teaching methods used by teachers contribute to the success or failure of the teaching-learning process<sup>(3)</sup>. According to the testimonials, it is possible to see that, in the view of students, teachers sought to interact with the class, proposing methodologies that stimulate the critical and reflective thinking about certain issues, overcoming the educational traditionalism.

Given the theoretical reference adopted in this study<sup>(4)</sup> when Saviani<sup>(4)</sup> exposes the failures of traditional, new and technicalities pedagogy, it was necessary to implement a transformer method of teaching, in this case, the historical-critical pedagogy, since search enables a teaching

practice committed to the teaching-learning process<sup>(4)</sup>.

In this sense, historical-critical pedagogy aims to stimulate activity and initiative of the teacher, encouraging the interaction of students with each other and with the teacher, considering their interests, learning rhythms and psychological development, without observing the logic systematization of knowledge, ordering and grading for the purposes of transmission-assimilation process of cognitive contents<sup>(4)</sup>.

The statements of the respondents showed that teachers who teach the subjects of "Administration and Management in Health Care" believe using convergent educational practices with the historical-critical pedagogy. However, it is not possible to see the ideological positioning of this teaching and the assertive use of historical-critical pedagogy in the educational practice.

### **Empirical Category II: theory versus practice: in search of praxis**

It is believed that for a good academic background, as well as practical experience; the theoretical basis is essential. The syllabus of the subjects that involve administrative aspects requires a theory to support, extend and deepen knowledge about the certain subject<sup>(3)</sup>. Thus, some students complained of theoretical overload aspects of the subjects, saying that this theoretical accumulation difficult their learning.

I had some difficulty in applying the subject because it had much-complicated theory and I thought it was somewhat complex having to associate those administrative theories to practice [...]. (S8)

[...] The subject became more boring, more boring, even because it involved a lot of theory and a little practice, so I had a little trouble because it was more theoretical, it was more methodical and got those [...] one else [...] very subject [...] a more annoying thing you absorb. (S10)

As the subjects are developed without the time of practice in the field, students pointed out the fact of having to deepen the theoretical reference of the subjects "Administration and Management of Health Services I" and "Administration and Management in Health Services II" as a limiting aspect without discussion and the experience in practice highlighting the praxis as desired.

The curriculum fragmentation, the valuation of specialties with losses on the importance of social and political role of nurses in care, management, teaching and research, insufficient hours of the subjects, difficulties related to the supervised training are some of the challenges found in educational institutions for the lack of articulation between theory and practice<sup>(6, 11)</sup>.

For the participants, the provision of practical activities in health services at different levels of care would help achieve praxis, as the following reports:

This idea to show in practice that reality should have been offered [...]. (S8)

We take a lot to have that contact with the hospital and primary care when we attend the Subjects; we feel very difficult to teach everything that was said in the classroom, so I think I should have practice in the subject of administration because it is a subject of utmost importance to our professional performance. (S9)

Undoubtedly, the impact of work in health care and educational opportunities reiterates the search for overcoming the theory-practice contradiction toward praxis becoming transformative that it positively impacts the management and care, deserving to be debated among teachers of the subject for the operationalization of practice<sup>(12)</sup>. Given the above, it was significant emphasis on the need for teachers to analyze and reflect on the development of historical-critical pedagogies during lectures, which allow coherence and connection with reality to be observed as speech and 9"[...] we feel very difficult to teach everything that was said in the classroom [...]"<sup>(13)</sup>.

### **Empirical Category III: qualification for management: formal education versus labor market**

Regarding the qualification for management, it was possible to elucidate the qualification in the view of respondents, acquired during their academic training with improvement in practice while qualifying as a manager of health services, he has acquired over time the market labor, respectively, as the following reports.

About my qualification, I believe it was good; I could understand how being a nurse manager, what they do and I feel qualified to work as a nurse manager. (S6)

The nurse is the manager of the unit, and so, I think I am well qualified to act, since, in the school, we see that a lot, management, only while the management of each sector varies greatly and I think, depending on the routine of each sector and over time, I'll go through each routine, so I think that will qualify more. As the theory was satisfactory, I will just get it with practice. (S7)

I think this preparation, this qualification, you will acquire it in the day to day when you are already inserted in the labor market when you are already dealing with the public, patients, you will become increasingly qualified. (S5)

Facing the three exposures, it is possible to observe that the nursing bachelor's program provides grounding through the National Curriculum Guidelines<sup>(14)</sup> so that students become nurses managers. However, the action management consolidation only is effective with experience in daily management practice<sup>(15)</sup>.

Although as a satisfactory academic background, it is necessary to emphasize the importance of practice in disciplines involving managerial aspects in nursing and as supervised training provides this opportunity, since it is possible for the student to develop managerial skills to survey the labor aspects in a more mature and conscious way, for this reason, experiences enable during professional practice really beyond the theoretical subjects for the construction of knowledge<sup>(12,16)</sup>. Still, the empowerment is an effective student as a professional nurse in the labor market, where this knowledge results from this junction between the academic aspects and work experience, which provides a comprehensive view of reality, solidifying the ability to manage<sup>(12,16)</sup>.

#### **Empirical category IV: Supervised training in nursing: recalling the management classes**

Students pointed to contributions from subjects "Administration and Management in Health Services I" and "Management and Administration in Health Services II" for performance in supervised training, the opportunity to link the theoretical concepts discussed in class with the expertise of the practice in place, to conduct management activities of the nurses.

[...] It is contributing to situate us, to how the sector works, how to manage the service, dimensioning of human resources, physical

resources, which are critical to the functionality and organization of care. We are also based on the knowledge of interpersonal relationships of nurses with the team. (S8)

The subject has contributed in two stage because we learned the importance of multidisciplinary interaction, scales, how to make the shifts scales, professionals who will act in their appointed times, consolidated, which is done in primary care, the resources that are used and the use of soft and hard technologies. (S9)

Even certifying the need of praxis, respondents ensured that the theoretical basis of the subjects that develop management issues in health and nursing services was important during the supervised training for the student to feel less vulnerable to develop skills in decision making, the ability to observe, evaluate and systematize the management actions.

The speeches of the students reinforce the importance of subjects who develop management issues in health and nursing services, because even with limitations such as the lack of practice in theoretical subjects of "Administration and Management in Health and Nursing Services", the context of a campus in geographically distant expansion of specialized health centers, too many students for the limited physical spaces of local health services, need to travel to neighboring cities with up to two-hour journey to meet the demands of specialized content, yet they elucidate return to the theoretical reference of management subjects<sup>(17,18,19)</sup>.

Subjects "Administration and Management in Health Services I" and "Management and Health Management Services II" were emphasized as critical to the education of nurses, since, regardless of the performance scenario, it is essential that manage professional the health service, following the administrative principles<sup>(17,18,19)</sup>. Thus, in the supervised training, students take the opportunity to put into practice all the knowledge acquired during their education, providing skills development and skills, even if the link between the professional profile promoted by the academy supported by the National Curriculum Guidelines and nursing work in the labor market is still tenuous, given its challenges, we must devise an academic training subsidized by criticality and reflection<sup>(17,18,19)</sup>.

## FINAL CONSIDERATIONS

Developing teaching and learning in the view of the historical-critical pedagogy process offers the teacher a new action, with the possibility to review concepts, overcoming traditional methodological paradigms, set new values that make educational practice significantly more committed to student learning.

According to the opinion of students in the subjects "Administration and Management in Health Services I" and "Management and Health Management Services II" contributed positively to academic achievement in the supervised stage. However, the teachers try to overcome choosing traditionalism a variety of pedagogical approaches that allow an approximation to reality, although this choice does not reflect the ideological position of the teacher in the classroom or their influence on the daily challenges faced in the labor market.

Regarding the inclusion of the time dedicated to theoretical and practical field activities in, the subjects "Administrative and Management Health Services I" and "Management and Health Management II Services", it is desirable to inform that at the time of the interviews with the students was going to redesign the Pedagogical Nursing Course Project, with the opportunity to include practical activities in the above subjects, along with the emphasis on the administrative and management activities in the menus of subjects involving supervised training in nursing at different levels of health care.

It is suggested new studies that analyze and discuss the effects of the implementation of the Political Pedagogical Nursing Course Design for the subjects "Administration and Management in Health Services I" and "Management and Health Management Services II" and to motivate deeper realities like the pursuit of emancipatory aspects of the teaching-learning process focused on the management of health and nursing services.

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## AVALIAÇÃO DAS DISCIPLINAS QUE DESENVOLVEM O TEMA GESTÃO EM SERVIÇOS DE SAÚDE E ENFERMAGEM

### RESUMO

As diretrizes curriculares nacionais elucidam a formação crítica e reflexiva do exercício profissional em enfermagem, com características inovadoras sintonizadas com uma nova visão de mundo convergente com a gestão em serviços de saúde. Objetivou-se conhecer a avaliação das disciplinas que desenvolvem o tema gestão em serviços de saúde e enfermagem sob a ótica dos concluintes do curso de bacharelado em enfermagem. Pesquisa descritiva e exploratória, com abordagem qualitativa, ancorada no materialismo histórico e dialético, realizada no período de novembro a dezembro de 2013, com dez estudantes concluintes de enfermagem, em um campus de expansão de uma universidade federal. Os dados foram coletados por meio de entrevistas e analisados pela técnica de análise de discurso. Foi possível identificar quatro categorias empíricas: Várias interfaces da metodologia de ensino; Teoria versus Prática: em busca da práxis; Estágio supervisionado em enfermagem: relembrando as aulas de administração; e Qualificação para gestão: instrução formal versus mercado de trabalho. Conclui-se que se faz necessário maior aproximação com a realidade, aumento da carga horária das Disciplinas "Administração e Gestão em Serviços de Saúde e Enfermagem" e inclusão das atividades teórico-práticas em serviços de saúde; desse modo, possibilitando a práxis que a legislação preconiza.

**Palavras-chave:** Instituições acadêmicas. Gestão em saúde. Enfermagem.

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## EVALUACIÓN DE LAS ASIGNATURAS QUE DESARROLLAN EL TEMA GESTIÓN EN SERVICIOS DE SALUD Y ENFERMERÍA

### RESUMEN

Las directrices curriculares nacionales aclaran la formación crítica y reflexiva del ejercicio profesional en enfermería, con características innovadoras armonizadas con una nueva visión de mundo convergente con la gestión en servicios de salud. El objetivo de la investigación fue conocer la evaluación de las asignaturas que desarrollan el tema gestión en servicios de salud y enfermería bajo la óptica de los graduandos del curso de bachillerato en enfermería. Investigación descriptiva y exploratoria, con enfoque cualitativo, basada en el materialismo histórico y dialéctico, realizada en el período de noviembre a diciembre de 2013, con diez estudiantes graduandos de enfermería, en un campus de expansión de una universidad federal. Los datos fueron recolectados por medio de entrevistas y analizados por la técnica de análisis de discurso. Fue posible identificar cuatro categorías empíricas: Múltiples interfaces de la metodología de enseñanza; Teoría versus Práctica: en busca de la praxis; Prácticas supervisadas en enfermería: recordando las clases de administración; y Cualificación para gestión: instrucción formal versus mercado laboral. Se concluye que se hace necesaria una mayor aproximación

con la realidad, un aumento de la carga horaria de las Asignaturas “Administración y Gestión en Servicios de Salud y Enfermería” y la inclusión de las actividades teórico-prácticas en servicios de salud, posibilitando, de este modo, la praxis que la legislación preconiza.

**Palabras clave:** Instituciones académicas. Gestión en salud. Enfermería.

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**Corresponding author:** Luciana Dantas Farias de Andrade. Sítio Olho D'Água da Bica, S/N, Centro. CEP: 58.175-000 – Cuité-PB. E-mail: [luciana.dantas.farias@gmail.com](mailto:luciana.dantas.farias@gmail.com).

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