

FACULTY RESEARCHERS, NURSING RESEARCH AND KNOWLEDGE TRANSLATION STRATEGIES IN UNIVERSITY HOSPITAL

Fernanda Carolina Camargo*

Marija Antunes**

Raymann Benzi Andrade***

Damiana Aparecida Trindade Monteiro****

Helena Hemiko Iwamoto*****

Gilberto de Araújo Pereira*****

ABSTRACT

It was aimed to characterize nursing research teachers, researchers developed in university hospital and translational strategies undertaken. Exploratory study, cross-sectional, quantitative analysis of secondary records of research projects in a hospital and semi-structured interviews with the Faculty researchers responsible for the projects. Data were analyzed by descriptive statistics and frequencies of categories. Composed 76 analysis projects and 36 respondents. Faculty researchers were nurses (91.6%), doctors and postdoctoral students (69.4%), not included (22.2%) and were not leaders (86.1%) of research groups. Most frequent projects addressed medical-surgical Nursing (28.9%) and management (23.7%); they were in most epidemiological surveys (73.7%) without (81.3%). All respondents communicate their research in scientific articles or events, and not employed strategies for knowledge translation. It was noted the need to stimulate between faculty researchers to evidence-based practice and disseminate the concept of translational research, in order to achieve better solutions to everyday problems experienced in the hospital setting teaching-service integration.

Keywords: Evidence-Based nursing. Nursing research. Faculty, nursing. Hospital teaching.

INTRODUCTION

It is expected that the scientific production of a profession is able to portray her. In the case of nursing, the generation of knowledge intended to be transformative social and cultural practice in health care⁽¹⁻³⁾. In Brazil, the participation of nurses in nursing research development takes place from the creation of the University career in 1963, evolved greatly with the *stricto sensu* graduate in nursing⁽⁴⁻⁵⁾.

In the context of the health system, the University institutions and health services act cooperatively to conduct training practices, research and extension⁽⁴⁾. In view of the direct relationships between the development of research and its bindings with the universities-research training centers, the expansion of the teaching-service integration as a strategy that contributes to the strengthening of nursing as scientifically structured practice⁽¹⁻⁶⁾.

In search of a professional profile that exceeds the repetitive practices, expanding your critical judgment and acquiring autonomy in your *Know-Act*, has been discussed, at the present time, the importance of the

translation of robust scientific evidence to nursing practice. As well as the development of research who are able to support resolutions to practical problems. These attributes outline the concept of evidence-based Practice in nursing (PBE)⁽⁷⁻⁸⁾.

In contemporary times, the PBE is an essential resource to achieve the professional profile of the advanced practice nurse. In General, the role of the advanced practice nurse assumes clinical and managerial decision-making more assertive in the face of complex situations eminent in different contexts. And this knowledge must be formed by robust scientific evidence, that make possible creative solutions, effective and low cost health demands and nursing care populations^(5,9).

In General, the PBE can be understood as competence given by specific skills to identification and critical analysis of relevant scientific publications, in order to transform this knowledge produced through existing research or conducting new research in specific secure information for decision-making of nurses^(7,8).

However, the implementation of PBE and the

*Nurse. PhD in Health Care, Clinical Hospital of the Federal University of Triângulo Mineiro (UFTM). Uberaba, MG, Brazil. E-mail: fernandaccamargo@yahoo.com.br

**Nursing student. UFTM. Uberaba, MG, Brazil. E-mail: marija.enf@gmail.com

***Nurse. Bachelor of Nursing from UFTM. Uberaba, MG, Brazil. E-mail: raymann1@hotmail.com

****Nurse. Master student of the Post-Graduation Program in Health Care at UFTM. Uberaba, MG, Brazil. E-mail: damianaatm@hotmail.com

*****Nurse. PhD in Fundamental Nursing, Professor of the Undergraduate Course in Nursing and Post-Graduation in Health Care at UFTM. Uberaba, MG, Brazil. E-mail: helenaiwamoto@gmail.com

*****Statistical. Doctor in Statistics. Adjunct Professor of the Undergraduate Nursing Course, Institute of Health Sciences of UFTM. Uberaba, MG, Brazil. E-mail: pereira_gilberto@yahoo.com.br.

formation of the advanced practice nurse is a worldwide challenge. This challenge outlines: the fragility of nurses' skills in identifying and assessing critical research findings that can support modifications in their work processes or clinical results; by the own characteristics of nursing research about your potential to respond to demands or problems of everyday life; the organizational culture of health services, which are often little supporters to this translation; and by the absence of this approach among teachers, in the curricula of nursing and in practical experiences during training^(3,5,7-9). However, nursing research produced in the Latin America and Caribbean, from January 2008 to June 2014, 98 percent of them have been conducted in descriptive form, with weak potential for transfer⁽³⁾.

In this context, it is essential that the nursing faculty incorporate this innovative trend, both in proper qualifying future nurses as nursing research in the venture which has the potential to sustain the practice Advanced^(3,5,7,9). Traditionally, the use of research results in practice is slow, making the incorporation of innovative processes in Nursing care^(3,-11 5.10).

The results of searches can perform so obsolete everyday demands, widening the gap between what is known and what is consistently carried out in performance of Nursing teams. Production is required and quick release applied knowledge, and the translation of this knowledge strategies also need to be disseminated to teachers-researchers^(3,-11 5.10).

In view of the key role that universities and teaching-service integration have to overcome these challenges, the following questions: *what is the profile of the teachers who carry out research in a teaching hospital? What are the topics searched? And which undertake strategies for disseminating and translating the results of research conducted by the study scenario?* Notes on contemporary literature studies that reflect scarce national about this issue from the perspective of the work of the teacher in the teaching-service integration. Above all, because the subject was little addressed in the national scenario^(4,6,12). Bibliometric review on national scientific productions that address the PBE in nursing journals identified an increase of publications, was identified ten articles in the period from 2000 to 2008, expanding to 43 articles from 2009 to 2015⁽¹³⁾.

In this way, the present study objective characterizes teacher's researchers, nursing research developed in university hospital and translational strategies undertaken.

METHODOLOGY

It is exploratory and descriptive study, with a quantitative approach, organized in two stages. Namely: phase I, which is the analysis of surveys of Registered Nurses at University hospital; and step II, analysis of the profile of researchers, scientific production and translation strategies of nursing knowledge undertaken at this hospital. The study site was large public general hospital (332 beds)-high complexity healthcare reference to Mining Triangle, linked to a University. The phase I data were collected through the analysis of the database industry that advises the development of research in this hospital.

Since the deployment of this sector, in 2013, he has by assigning register and log all searches performed in the hospital and in your complex. We included all projects registered between 2013 and 2016, July to submit as responsible researcher a teacher effective or temporary frame of the University linked to hospital. Still, included those registered projects related to the production of knowledge in nursing, to submit in your title, or the goal or the population of study words like: nursing, nurses, nursing or technical team nursing; or to present as a project coordinator lecturer nurse.

Were excluded those projects that were incomplete records, it is not possible to identify the responsible researcher, and those whose researcher hasn't worked at the University linked to hospital, beyond those in the study scenario was inconsistent units of hospitalization. After the identification of projects of interest to the following stage II, the researchers responsible were contacted by active search, via telephone and email, to schedule interviews. We included all faculty researchers responsible for research projects that should act in the University complex bound to the hospital; excluding those retirees, on vacation or on clearance at the time of collection.

The data collection took place between August and October 2016. Was developed by a structured instrument for extraction of information from the database of the research management sector, phase I, containing aspects: year of registration; nursing knowledge^(1,14); design, type of study and financing, and the subject of research. For stage II, was developed by the authors Semi structured instrument containing: the researcher's education, including your highest degree completed; integrates and/or is the leader of the research group registered in the Conselho Nacional de Desenvolvimento Científico e Tecnológico^(1,14); your time and expertise at the University linked to hospital.

Also added issues addressed: If the teacher researcher had shared the results (partial or final) of the

research developed by the community hospital; that way usually the teacher researcher discloses the results of their research; If there was the translation of the results of research in the development of the project; and what strategies were undertaken to ensure the translation. The interviews were performed and recorded by two students trained by the Coordinator of the study, according to location and scheduled timetable together with faculty researchers. Presented to 20 minutes.

For data analysis, has organized a database in Excel® to the steps I and II. Numerical variables were analyzed by descriptive statistics-absolute and relative frequency, software using Statistical Package for the Social Sciences version 21.0. And thematic aspects of research projects and the interviews were analyzed as frequencies of categories for content analysis, allowing for grouping existing common between them.

As for the ethical aspect, the present study complies with the formal requirements contained in Resolution 466/2012, CNS sendo approved by the Research Ethics Committee of the Universidade Federal do Triângulo Mineiro, in 2016, under the opinion nº 1.1618.872. The data were collected after signing the consent form Free Clarified by participants.

RESULTS

99 were identified records of research projects, with the annual distribution of n = 4:00 pm, n = 27 2013 in 2014, n = 33 in 2015 and n = 23 until July 2016. There was the exclusion of n = 23 (23.2%) projects due to the incompleteness of the records, a fact that would make it

impossible the continuation of evaluations in step II. Thus, the final analysis included 76 projects. About the characterization of faculty researchers, 36 teachers were identified. It is worth noting that throughout the analysis period, each teacher has submitted more than one research project, with an average of 2.1/researcher projects registered in the register control system, scenario of this investigation.

The majority of faculty researchers were Bachelors in nursing, and others formed in biomedicine, psychology and social work. Presented more titration, where n = 25 (69.4%) doctors and postdoctoral students, more than half (57.6%) having worked at the institution for more than 10 years. However, eight of them (22.2%) not included in the research group (Table 1).

In relation to the knowledge area, were more frequent research projects about medical-surgical Nursing (28.9%) and management and management (23.7%) (Table 2).

On the components of the survey, most of the studies were of a quantitative approach n = 51 (67.1%), epidemiological surveys n = 53 (73.7%), related to the work of completion of degree n = 29 (38.2%) and dissertations n = 22 (28.9%), being the least developed in collaboration network or multicenter study, or showing encouragement for research (Table 3).

In relation to the categorization, were more frequent research projects that seek analysis of 'perception, expectations, meaning, knowledge in the health-disease process' (n = 29, 34.5%), 'description of epidemiological profile' (n = 11, 13.1%) and 'evaluation of practices, routines, procedures and therapies performed in the institution' (n = 10, 11.9%) (Table 4).

Table 1. Characterization of faculty researchers as aspects of training, involvement in research groups and performance in university teaching hospital linked. Uberaba, Minas Gerais, 2017. (n = 36)

Aspects	n	(%)
Training		
Bachelor of science in nursing	33	(91.6)
Other	3	(8.4)
Last Degree Completed		
Master's degree	11	(30.6)
PhD	22	(61.1)
Postdoctoral	3	(8.3)
The last Degree completion time		
≤ 5 years	13	(36.1)
> 5 years	23	(63.9)
Integrates research groups		
Yes	28	(77.8)
No	8	(22.2)
Research Group leader		
Yes	5	(13.9)
No	31	(86.1)
Time of performance in College		
≤ 10 years	17	(51.5)
> 10 years	19	(57.6)

Source: survey data, 2017.

Table 2. Characterization of the research projects registered at University hospital as nursing knowledge. Uberaba, Minas Gerais, 2017. (n = 76)

Areas of knowledge in nursing	n	(%)
Medical-surgical	22	(28,9)
Management and Management	18	(23,7)
Adult health and the elderly	10	(13,2)
Women's health	9	(11,8)
Essential	6	(7,9)
Collective Health	5	(6,6)
Emerging diseases, re-emerging diseases and neglected	3	(3,9)
Child and adolescent health	2	(2,6)
Mental Health	1	(1,3)

Source: survey data, 2017.

Table 3. Characterization of the research projects registered at University hospital as components of the research aspects. Uberaba, Minas Gerais, 2017. (n = 76)

Aspects	n	(%)
Outline of the study		
Quantitative	51	(67,1)
Qualitative	19	(25)
Quali-Quantitative	6	(7,9)
Types of Research		
Epidemiological Surveys	53	(73,7)
Methodological Studies	7	(9,2)
Operational Research	7	(9,2)
Experimental studies or almost-experimental	4	(5,3)
Technological innovations in health	2	(2,6)
Composition of the research		
Final degree course	29	(38,2)
Master thesis	22	(28,9)
On-demand research hospital sector	11	(14,5)
Monography of residence	10	(13,2)
Scientific initiation	7	(9,2)
Doctoral thesis	7	(9,2)
Multicenter cooperation or network	1	(1,3)
Promotion by donor agency	15	(19,7)

Source: survey data, 2017. the Even research project could have different compositions

Table 4. Themes of research projects. Uberaba, Minas Gerais, 2017.

Categories	n ^{the}	(%) ^{the}
Analysis of the perceptions, expectations, meaning, knowledge about the health-disease process	29	(34,5)
Description of the epidemiological profile	11	(13,1)
Evaluation of practices, routines, procedures and therapies	10	(11,9)
Assessment of satisfaction, quality care and hospital costs	9	(10,7)
Quality of life	8	(9,5)
Risk assessment, syndromes or other clinical outcomes	6	(7,1)
Validation of instruments	2	(2,4)
Comparative study between invasive procedures	2	(2,4)
Relationship among nursing staff	1	(1,2)
Nursing diagnosis	1	(1,2)
Occupational Health	1	(1,2)

Source: survey data, 2017. ^{the} Even research project was allocated in different thematic compositions.

The results of the interviews, all 36 researchers contacted participated. On the mode of dissemination of the results of researches, informed all present works in scientific events and submit articles for publication in journals. When asked about the sharing of results, final or partial hospital community, reported not take direct initiatives, although eight (22.3%) of them have

informed that forward copies of abstracts published in Conference proceedings scientific or even the article data collection sector.

On the estimates of the translation of the results of research projects and strategies undertaken, were unanimous in not perform this prediction therefore not intervene in this respect. Among the respondents, 11

(30.6%) claimed not to know the concept of translation of research results into practice, obtaining this information for the first time during the interview.

DISCUSSION

The contemporary needs have implications for teaching practice in nursing that require more and more to your transformation. Are paramount the reflections on new knowledge, that should permeate epistemological knowledge of nursing, to face emerging demands in the current scenario of health education^(12,15-16).

However, some aspects have implied limiting form to teacher training in nursing. As pointed out by integrative review about the teaching of nursing, lack specific pedagogical training and disconnection of the teaching work of contextual macro and aspects of policies involving the training of human resources in health⁽¹⁶⁾. Adds up to these aspects, from the results of the present study, the increment to learn how much faculty PBE and translation of knowledge.

A survey conducted in the Latin America and Caribbean identified the existence of weaknesses in the teaching of nursing for the formation of the advanced practice nurse. Increasingly it is necessary a faculty that comes close substantially in research and development of critical incorporation of its results in practice, perfecting the nursing degree courses⁽⁵⁾.

The results of this study showed potential on the body of faculty researchers analyzed. Since the formation of nurses need to structure the PBE, particularly at postgraduate levels^(2,3,5).

On the other hand, induce the Faculty researchers to integration and to the leadership of research groups is the strengthening of strategic production of knowledge of nursing, especially through the development of Nursing in the National Council Scientific and technological development. The strengthening of the representation of the area in this Council was marked by the consolidation of nursing as a scientific discipline, through continuous training of researchers and the expansion of the availability of funding to research projects^(14,17).

In contrast, development policies have become essential conditions for the development of research in nursing. Increasingly it is necessary to encourage researchers and institutions with resources for the development of scientific research to boost the search for opportunities for the improvement of performance scenarios of nurses, to strengthen the teaching-service

integration^(14,17).

The lack of investment and fundraising for research projects, despite your expansion over the last two decades⁽¹⁷⁾, is still a factor that hampers scientific research of nursing, as presented the results of this research. Still, the results of this study converge towards national challenges for the development of nursing research, to discuss the research designs used frequently.

Substantial part of nursing research in Latin America and Caribbean are delineated as descriptive research, without generating strong evidence that may support the modification of the practices⁽³⁾. Add to this the need to strengthen the experimental research, technology and innovation for the proposition of products and processes more assertive for the Nursing care⁽¹⁸⁾.

This reality can also be related to maturation of the epistemological objects that nursing, as a science, have experienced^(20 1.19). In this context, paying attention to the fact that the Nursing care, for full performance, surpasses both in research as in action, the determination of positivist rationality biomedical, guided by the sustainability of the human condition. Is permeated by such aspects as culture, subjectivities, communication, among other human needs in health^(1. 7.19).

So, in order to produce scientific research in nursing, which may be characterized as an important source in the generation of evidence to support the practice, ensure effective care from an economic point of view, clinical and patient satisfaction⁽⁸⁾ it is necessary to take into account the complexity of the design of the human care^(1. 7.19- 20). Therefore, the research of nursing support in their own theories and in socio-humanistic conceptions, that require non-unique designs, experimental or quantitative^(1.-207.19).

However, the support in overcoming this reality requires the definition of a local agenda of research priorities, the formation of groups interested in investigating and implementing the PBE, and the formation of collaborative research networks-significant decrease, crucial initiatives for reconciling scientific productions and the action of the nurse^(3,9).

As for the dissemination of research and its results, studies showed the need for them to be published in open access journals and indexed in databases of prestige for nursing^(2,3). Particularly, the dissemination of research findings, nursing knowledge, has the potential to contribute to better results and innovations in health care. And, increasingly, efforts have been

undertaken to disseminate scientific findings more effectively, approaching them from decision-making in clinical practice and policy formulation^(2, 3, 10).

However, the generation of knowledge in itself, by the exponential increase in scientific publications, doesn't effectively required transformations to training and to act with the nurse^(3, 10). The new knowledge, when isolated, does not lead to application or has an effect on health outcomes. In this way, it discusses the relevance of the development of techniques for the translation of the knowledge generated by scientific research of nursing.

Knowledge translation is a relatively new and still little known in Brazil⁽¹⁰⁻¹¹⁾, which is consistent with the results of the present study. Is the concept of knowledge translation? It includes the integration of knowledge users throughout the search process, integrates the strategies used at the end of the study to disseminate their results and encouraging your incorporation is recommended, since ethically and for evidence safe⁽¹⁰⁻¹¹⁾.

For the translation of knowledge is a reality we must overcome challenges such as: familiarization with the subject between teachers-researchers, identifying relevant research issues, expansion of the partnership between researchers and users of knowledge, development and application of models for translation, translation included in the budgets of the research⁽¹⁰⁻¹¹⁾.

As to the limitations of this research, the source of records of research projects, although not compulsory, is relatively new in the context of this hospital. The maturity of the registry system not can lead the sub-entries which leads to a greater need to invest in the completeness of the information, sensitizing researchers in this new system of records in the hospital setting.

On the other hand, to highlight the shortage of investigations that take as their starting point the teacher researcher in contexts of teaching-service integration, to overcoming the challenges related to the PBE, being that these aspects are the relevance of the present study. Another aspect relates to the methodology used in this study, generalizable to similar contexts in order to produce an expanded Diagnostics on the subject between the University hospitals.

The hospital environment is a locus of integration teaching-traditional service for the training of nurses. The University hospitals have as part of your mission the development of teaching and research, to achieve training and qualified assistance⁽⁴⁾. The results of this research show the need to strengthen the role of the teacher researcher for the transformations required in this scenario, in the face of the current demands of training and health.

CONCLUSION

The results identified in this study present a characterization of the profile of teachers of Nursing researchers linked to a university hospital. Despite performing greater titling, 69.4% being doctors and postdoctoral students, eight researchers don't integrate research group National Council for scientific and technological development. About the research projects focus on areas of knowledge familiar hospital demands. However, the methodological delineations of research identified reflect the need to stimulate the development of experimental and technological research in nursing.

Strategies for dissemination of the results of the research undertaken were traditional disclosure in scientific events and the production of articles, which can limit the knowledge only to the researchers themselves. Once the concept of knowledge translation was unknown for a portion of the Faculty researchers interviewed and your job was not provided for in any project. Although there are limitations in the records of research projects, the methodology employed in this study may be expanded to other similar scenarios, in order to support the development of a diagnosis on this reality in the University hospitals.

Yet we must recognize the demands of the scenario to study the production of knowledge, about research that can support decision-making. As well as developing investigations that examine the main difficulties experienced by faculty researchers. In General, the dissemination of knowledge and the translation of research results are crucial in order to strengthen the training in nursing, PBE and teaching-service integration, supporter to solving the problems experienced in everyday practice.

DOCENTES PESQUISADORES, INVESTIGAÇÕES DE ENFERMAGEM E ESTRATÉGIAS PARA TRANSLAÇÃO DO CONHECIMENTO EM HOSPITAL UNIVERSITÁRIO

RESUMO

Objetivou-se caracterizar docentes pesquisadores, pesquisas de Enfermagem desenvolvidas em hospital universitário e estratégias de translação empreendidas. Estudo exploratório, transversal, quantitativo, por análise de registros secundários de projetos de pesquisas em um hospital e entrevistas semiestruturadas junto aos docentes pesquisadores responsáveis pelos projetos. Dados foram analisados por estatística descritiva e frequências de categorias. Compuseram a análise 76 projetos e 36 entrevistados. Docentes pesquisadores eram enfermeiros (91,6%), doutores e pós-doutores (69,4%), não integravam (22,2%) e não eram líderes (86,1%) de grupos de pesquisa. Projetos mais frequentes abordavam Enfermagem médico-cirúrgica (28,9%) e Gerenciamento (23,7%); eram em maioria levantamentos epidemiológicos (73,7%) sem fomento (81,3%). Todos entrevistados divulgavam suas pesquisas em eventos ou artigos científicos, e não empregavam estratégias para translação do conhecimento. Constatou-se a necessidade de estimular entre os docentes pesquisadores a prática baseada em evidências e disseminar a concepção da translação de pesquisas, visando alcançar melhores soluções para os problemas cotidianos vivenciados no cenário hospitalar de integração ensino-serviço.

Palavras-chave: Enfermagem baseada em evidências. Pesquisa em enfermagem. Docentes de enfermagem. Hospital de ensino.

DOCENTES INVESTIGADORES, INVESTIGACIONES DE ENFERMERÍA Y ESTRATEGIAS PARA TRASLACIÓN DEL CONOCIMIENTO EN HOSPITAL UNIVERSITARIO

RESUMEN

El objetivo fue caracterizar docentes investigadores, investigaciones de Enfermería desarrolladas en hospital universitario y estrategias de traslación emprendidas. Estudio exploratorio, transversal, cuantitativo, por análisis de registros secundarios de proyectos de investigación en un hospital y entrevistas semiestruturadas junto a los docentes investigadores responsables por los proyectos. Los datos fueron analizados por estadística descriptiva y frecuencias de categorías. Compusieron el análisis 76 proyectos y 36 entrevistados. Docentes investigadores eran enfermeros (91,6%), doctores y postdoctores (69,4%), no integraban (22,2%) y no eran líderes (86,1%) de grupos de investigación. Los proyectos más frecuentes trataban de Enfermería médico-quirúrgica (28,9%) y Gestión (23,7%); eran en mayoría estudios epidemiológicos (73,7%) sin fomento (81,3%). Todos entrevistados divulgaban sus investigaciones en eventos o artículos científicos, y no empleaban estrategias para traslación del conocimiento. Se constató la necesidad de estimular, entre los docentes investigadores, la práctica basada en evidencias y propagar la concepción de la traslación de investigaciones, con el objetivo de alcanzar mejores soluciones para los problemas cotidianos vividos en el escenario hospitalario de integración enseñanza-servicio.

Palabras clave: Enfermería basada en evidencias. Investigación en enfermería. Docentes de enfermería. Hospitales de enseñanza.

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Corrseponding author: Fernanda Carolina Camargo. Rua Benjamin Constant, n. 16, Nossa Sra. da Abadia, Uberaba, MG, Brasil(Gerência de Ensino e Pesquisa do Hospital de Clinicas da UFTM). CEP: 38025-470

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