



TRAINING OF NURSES FOR PERFORMING IN UNIVERSITY TEACHING

FORMAÇÃO DO ENFERMEIRO PARA ATUAÇÃO NA DOCÊNCIA UNIVERSITÁRIA

FORMACIÓN DEL ENFERMERO PARA LA DOCENCIA UNIVERSITARIA

 Letycia Sardinha Peixoto Manhães¹

 Cláudia Mara de Melo Tavares¹

¹ Universidade Federal Fluminense - UFF, Escola de Enfermagem Aurora de Afonso Costa, Programa Acadêmico de Pós-graduação *Stricto Sensu* em Ciências do Cuidado em Saúde. Niterói, RJ - Brazil.

Corresponding author: Letycia Sardinha Peixoto Manhães

E-mail: letyciasardinha@gmail.com

Authors' Contributions:

Conceptualization: Letycia S. P. Manhães, Cláudia M. M. Tavares; **Supervision:** Cláudia M. M. Tavares; **Visualization:** Letycia S. P. Manhães, Cláudia M. M. Tavares; **Writing – Original Draft Preparation:** Letycia S. P. Manhães, Cláudia M. M. Tavares; **Writing – Review and Editing:** Letycia S. P. Manhães, Cláudia M. M. Tavares.

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ABSTRACT

Objective: the study aimed to develop a theoretical reflection on the teacher training of nurses to perform in the related university teaching, the construction of pedagogical competences in undergraduate and stricto sensu graduate courses, as well as reconsidering the profession. **Method:** reflective study, with theoretical support from recent publications on the object of study and epistemological support under the constructs of Professor Vilma de Carvalho subdivided into three thematic axes. **Results:** the pedagogical practice is interested in the training of professional awareness, considering that Nursing is a living practice with human beings and their subjectivities. The teaching area is currently a notable option for the insertion of nurses in the job market. And this reality proposes a need for training since graduation, for competences for a transformative pedagogical practice capable of qualifying this professional for teaching in higher education. And as the main path for this training, stricto sensu postgraduate studies were pointed out, as a strategy for contemporary education, provided that it provides adequate tools to face problems in the world of education and the necessary qualification for the profession, for the unique health system and the community. **Conclusion:** it is concluded that Nursing brings a strong educational essence to professional identity, and thus contributes to the training of nurses for university teaching, as long as it takes into account aspects of general education according to the National Curriculum Guidelines, but also innovative theories of education, and together, enhance pedagogical training since graduation.

Keywords: Faculty, Nursing; Teaching; Education, Nursing; Education, Higher; Universities; Education, Nursing, Graduate.

RESUMO

Objetivo: o estudo objetivou desenvolver uma reflexão teórica acerca da formação docente do enfermeiro para atuar na docência universitária atrelada, a construção de competências pedagógicas na graduação e pós-graduação stricto sensu, assim como repensar o fazer da profissão. **Método:** estudo reflexivo, com aporte teórico das publicações recentes sobre o objeto de estudo e aporte epistemológico sob os construtos da professora Vilma de Carvalho subdividido em três eixos temáticos. **Resultados:** a prática pedagógica interessa à formação da consciência profissional, haja vista, ser a Enfermagem uma prática viva com seres humanos e suas subjetividades. A área do ensino é, atualmente, uma notável opção de inserção do enfermeiro no mercado de trabalho. E esta realidade propõe uma necessidade da formação desde a graduação, de competências para uma prática pedagógica transformadora capaz de habilitar este profissional para docência no ensino superior. E como principal caminho para essa formação apontou-se a pós-graduação stricto sensu, como estratégia para uma educação contemporânea, desde que viabilize ferramentas adequadas para o enfrentamento dos problemas no mundo do ensino e a qualificação necessária a profissão, ao sistema único de

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saúde e a comunidade. **Conclusão:** conclui-se que a Enfermagem traz na identidade profissional uma forte essência educativa, e dessa forma contribui na formação do enfermeiro para docência universitária desde que leve em consideração aspectos da formação generalista conforme as Diretrizes Curriculares Nacionais, mas também teorias inovadoras da educação, e juntas potencializem a formação pedagógica desde a graduação.

Palavras-chave: Docentes de Enfermagem; Ensino; Educação em Enfermagem; Educação Superior; Universidades; Educação de Pós-Graduação em Enfermagem.

RESUMEN

Objetivo: el propósito del presente estudio es hacer una reflexión teórica sobre la formación docente de enfermeros para la enseñanza universitaria, la construcción de habilidades pedagógicas en cursos de pregrado y posgrado *stricto sensu*, así como repensar la profesión.

Método: estudio reflexivo subdividido en tres ejes temáticos, con aporte teórico de publicaciones recientes sobre el objeto de estudio y aporte epistemológico bajo las construcciones de la profesora Vilma de Carvalho. **Resultados:** la práctica pedagógica es importante para la formación de la conciencia profesional, considerando que Enfermería es una práctica viva que trata seres humanos y sus subjetividades. Hoy día, el campo de la enseñanza es una opción para la inserción de enfermeros en el mercado laboral. Esta realidad propone la necesidad de capacitación desde la graduación, de habilidades para la práctica pedagógica transformadora capaz de calificar a este profesional para la docencia en educación superior. Se señala la relevancia del posgrado *stricto sensu* como camino principal para dicha capacitación y como estrategia para la educación contemporánea, siempre que proporcione herramientas adecuadas para enfrentar los problemas en el mundo de la educación y la calificación necesaria para la profesión, para el sistema de salud único y la comunidad. **Conclusión:** se concluye que hay una fuerte esencia educativa en la identidad profesional de Enfermería y que ello contribuye a su formación para la docencia universitaria. Deben tenerse en cuenta no solo aspectos de la formación generalista, según las directrices nacionales del plan de estudios, sino también teorías innovadoras de educación para así mejorar la capacitación pedagógica desde la graduación.

Palabras clave: Docentes de Enfermería; Enseñanza; Educación en Enfermería; Educación Superior; Universidades; Educación de Postgrado en Enfermería.

INTRODUCTION

Exercising the teaching profession in Brazil requires the fulfillment of some prerequisites that depend on the level of education, as well as the area of expertise. The proof of pedagogical skills is more required at the level of childhood education, elementary and high school. In the field of professional education and higher education, pedagogical competence does not constitute a specific curricular requirement, since, in order to teach in higher education, it is necessary to be a specialist, master or doctor.

In Nursing, the bachelor's education encompasses generalist, critical and reflective education, aimed at professionals working in the complex Unified Health System (*Sistema Único de Saúde*, SUS). For its best performance, it must be considered essential that nurses are endowed with knowledge, technical skills, management, ethics, with attitudes based on the commitment to humanization, interdisciplinarity and comprehensive care.¹ But, despite a suggestive curriculum matrix and proposal for effective generalist training, the specificities of teacher training for this professional are not addressed. However, the teaching area is an expanding field of work for Nursing at different levels.

In this way, the teaching nurse ends up basing his/her pedagogical practice on his/her own experiences, and not on theories of critical, reflective and emancipatory pedagogical referential, with consequent choices, in the teaching dimension, increasingly related to institutional managerial impositions. Thus, it is evident that pedagogical concepts are left in the background, exacerbating constant and insignificant changes in teaching models, to rescue contents imposed as goals of production and evaluation, with no pedagogical foundation behind.¹

Due to this lack of specificity in the training strategies for the teaching area in the basic curriculum of the bachelor's degree in Nursing, the *stricto sensu* graduate program is recognized as a training path for higher education in Nursing. Despite, however, significant advances in graduate nursing in Brazil, there are barriers faced. An example of this is the still small number of programs and vacancies available, the difficulty due to the student's self-financing due to the limited number of scholarships, the setback of the nurse's release to attend the regular course, which emphasizes a repressed direct demand for care nurses, in addition to the regional asymmetry found in the programs' offer.²

Despite the scientific production, in the issue of teaching in higher education in Nursing, having advanced in the last five years, the number of publications on university teacher education in Nursing is still limited, compared to publications on professional care practice and systematization of care.³ This reinforces the need for the study, taking into account the various challenges faced in higher education, among which stand out the student diversity, crowded classrooms, deficit of material, human and infrastructure resources, complex scenarios in the fields teaching practice and skill/aptitude.

There is an asymmetrical distribution of graduate programs, with a concentration in the Southeast (42.9%), advances in the Northeast (25.9%) and South (21.4%) and a shortage in the Midwest (8, 0%) and North (1.8%). This directly impacts teacher training for higher education in Nursing in these less favored regions, due to the restriction of the offer of this type of qualification to nurses. It also affects their rise in the job market, considering that the *stricto sensu* training makes possible good placement and professional mobility.⁴

The nurse training process should be discussed focusing on higher education, since there are gaps in knowledge regarding the

specificity of pedagogical competencies in the curriculum of the Bachelor of Nursing and the accountability of the *stricto sensu* graduate consequently. Therefore, the research contributes to reflect on the training of nurses for university teaching, the object of this study, and how the incentive for qualification for pedagogical practice during undergraduate Nursing and *stricto sensu* graduate courses can interfere with knowledge and skills needed for teaching practice.

As it is a reflective study, with theoretical support from recent publications on the object of study and epistemological support under the constructs of a theory of Nursing, the present work was structured in three reflective axes that proposed: understanding the foundation of being a nurse and its educational bias, of the training to be received at graduation to promote teaching and, finally, how postgraduation can contribute to this process. With the focus of the study on the training of nurses for university teaching, there are: Epistemology and pedagogical aspects of the training of nurses through the eyes of Professor *Vilma de Carvalho*; Training nurses to build pedagogical competences since graduation; and Challenges of teaching education in the *stricto sensu* graduate program in Nursing.

Given this, the study aimed to develop a theoretical reflection on the teacher education of nurses to work in university teaching linked to the construction of pedagogical skills in undergraduate and *stricto sensu* graduate courses, as well as rethinking the profession.

EPISTEMOLOGY AND PEDAGOGICAL ASPECTS OF THE TRAINING OF NURSES THROUGH THE EYES OF PROFESSOR VILMA DE CARVALHO

To Nursing is given a scientific and social value of “what-to-do”, “know-how” and “power-to-do”, in which the nurse becomes the holder of the power to intervene with decisions and responsibilities regarding the prescription of Nursing care, but not in empirical critical analysis, comparison or control. But based on evidence, it is clear that the duties and responsibilities of the profession are violated several times, in view of the work scenarios experienced.

In reconsideration of professional identity in Nursing, it is essential to clarify nightingales aspects regarding modern Nursing and recall the origin of systematized care, in which it is necessary to recognize the responsibilities and attributions of nurses, giving Nursing the responsibility of “promoting health and maintaining life through above all for its know-how in the scope of the art of caring as the most beautiful of the fine arts”.⁵

From 1979, highlighting the political, economic and social scenario, it is enough to resort to the literature on Nursing at the time, in which it is evident that the professional identity of nurses undergoes continuous adjustment and suffers from the effects of the social crisis (and health crisis) and is accompanied by intense

and endless discussions on curricular changes, new pedagogical schemes and requirements to meet health scenarios

Regarding pedagogical practice, this is of interest to the training of professional awareness, given the “living practice”, experienced, substantive, which is concretized in the meeting of the nurse with the client. It is worth remembering that the training of generalist nurses is a graduated professional and that incorporates responsible attitudes, moral duty and technical skill in the art of Nursing.

However, “generalist” training has been creating debates in professional training. This type of training in Nursing is essential for social demands in health and, in addition to basic skills to work in health units, graduates need to be prepared for the challenges of research, trained for variations in their own performance and able to changes in practice in line with advances in science and social responsibility.⁶

Legal and educational advances do not mean advances in health policy, and it is still common to experience multidisciplinary conflicts in professional health practice, which affects the identity of Nursing, which still fades due to the negative ideology in the face of professional autonomy, management and managerial problems, coordination and leadership, not forgetting interdisciplinary health problems.⁶

And in pedagogical practice, these conflicts interfere with the function of Nursing care, affecting the credibility of education, because, if poorly worked, professional training violates national curriculum guidelines and this overcomes professional differences and prevents the development of sufficient intellectual capacity to resolve ethical dilemmas in professional practice and with the mastery of the art of caring.⁷

From a philosophical angle, Nursing care can be defined as an object of study and work within the scope of nurses’ actions, and their knowledge as a scientific practice, full of aesthetic, philosophical and social meaning, in which care (of Nursing) is learned and taught. And it can still be recognized as a scientific knowledge under construction, with Nursing still being a science under construction.⁷

It is considered a science because it is based on theoretical conceptions and basic principles, with a specific working method and with knowledge of a legally recognized practice and universally seen as a care profession. So, it must be stated that it is a scientifically based professional practice.⁸

In the production of knowledge, it must be remembered that the subjects of learning are human beings who prepare themselves for critical training in view of the commitment to assume in the profession. Therefore, Nursing students cannot be treated as objects of pedagogical technology, after all, student intelligence is a living activity. It is necessary to adapt the profile of professional and teacher training so that students learn attitudes and behaviors beyond the technical sphere, becoming a competent and skilled professional, with indisputable relevance to assume their social responsibility.

TRAINING OF NURSES TO BUILD PEDAGOGICAL COMPETENCES SINCE GRADUATION

The pedagogical training of teachers to work in undergraduate education becomes a requirement felt from the teaching itself, as the confrontation in the classroom opens space for conflicts between the knowledge of the profession and the pedagogical skills necessary for professional development. Difficulties are identified by the nurse teachers themselves, who demonstrate the absence of pedagogical training processes for the health field, dominating the traditional teaching model by which they were trained. Often this experience constitutes the only reference of a pedagogical proposal for the teaching-learning process.⁹

These difficulties in the training of the teacher profile in the bachelor's degree can appear in several courses in the health field, not only in Nursing, which reflects the basis of the national curricular guidelines of health courses in general. In this course, there is the possibility of integrating the licentiate degree, which focuses on the training of nurses to work as a teacher in technical education at high school level. And this articulated training can play an important social role in the education and health scenario in Brazil.¹⁰

Investigating about the difficulty and confrontations of the training of nurses as a whole, it is highlighted that the demand for the Nursing course has been growing, and this can be explained by the offer of scholarships and facilities in the financing of higher education courses, as well as offering new career jobs. However, the quantitative growth of vacancies does not necessarily imply quality in teaching, and such accelerated growth means concern with the type of training and curriculum that is being presented to.¹⁰

It is considered that the innovative Nursing curriculum brings more possibilities to produce knowledge, as it inserts the student into the real daily problems of society, favoring intellectual advancement when considering the context in addition to individual aspects. Pedagogical strategies that have effective communication, theoretical support, proactivity, action, reflection and awareness will be necessary tools for the teacher and experienced by the student. Thus, the training of nurses is committed to social responsibility in favor of citizenship, autonomy and professional and institutional empowerment.¹

In order to achieve training based on critical-reflective referential, teaching must be understood as a participatory process, so that health practices, curriculum planning, content, evaluation techniques and learning scenarios provide training aimed at for teamwork and subjectivity of the human being. These questions will assist in the construction of pedagogical skills of nurses, considering that contacts with innovative and emancipatory pedagogical practices instrumentalize these professionals to become more reflective and active in the learning process and more likely to reproduce this logic in their work as a nurse-professor.¹¹

The teaching area, as an option for the insertion of nurses in the job market, is a materialized reality that proposes a need for

training since graduation, for skills for a transformative pedagogical practice. And, as a reflex, it creates a demand for graduate studies, be it for nurse professors looking for qualification not found in undergraduate courses or nurses looking for opportunities in the world of work, but not feeling safe to embark on teaching without better theoretical support. A recent study on the follow-up of doctoral training in Nursing has shown that work in the teaching area (92.0%), followed by research (83.7%), management (52.6%) and assistance (34.1%) prevails, highlighting the concomitant performance in more than one area.¹²

The teaching role in the training of nurses is essential, because in fact it can influence the construction of education with a focus on human understanding beyond theoretical knowledge. This knowledge is vital to the profession, but as important as the preservation of moral and ethical values, guaranteeing citizenship and dignity and enabling the consolidation of science and art.¹³

The proposal for undergraduate Nursing, currently, is to reflect on the teacher necessary for the training of nurses versus the teacher that this trained nurse will be, as well as thinking about how the construction of the political pedagogical project of the course should be inserted in this mission throughout the bachelor's degree. And how to think about university professors in a more unique, sensitive and subjective way, understanding the technical, human and scientific dimension of the training of nurses for university teaching.

CHALLENGES OF TEACHER TRAINING IN THE *STRICTO SENSU* GRADUATE PROGRAM IN NURSING

The crisis in education permeates the condition of "being a teacher" and the way in which professors modify and adapt their work process to try to offer at least the minimum necessary to the student, due to the adverse situations found in the school environment, which tend to paralyze the teacher and oppress their creative, sensitive and life-changing actions, with subsequent actions that are merely repetitive, contentious and do not require as many resources, whether collective or individual.

Studies highlight that professors reproduce pedagogical models memorized and recreated through experience, and many were not trained for didactic preparation in initial professional training. This reinforces the need for more specific training for teaching, focused on didactic knowledge, so that the teacher knows how to use the different tools available to transform the content into something teachable, understandable and interesting.^{9,10,14}

A possibility for the training of nurses for university teaching along the lines of a contemporary education, which provides adequate tools to face problems in Education, may be present in the training offered by *stricto sensu* graduate programs. We consider the natural commitment to professor training to meet

a quantitative and qualitative demand from new professors and researchers.

Although we find a path that is about to be made for teacher education of nurses in the *stricto sensu* graduate program, there are many obstacles faced to reach this level of qualification. In addition to the regional asymmetry indicated, the training profile of the courses generates concern, due to the commercialization of education, which appears more at the private university. The economic and social disparity, characteristic of Brazil, brings inequality in access to programs, in order to privilege the entry and maintenance during a portion of the population.^{10,12,15}

Notoriously, entry into master's and doctoral programs is increasingly difficult. And the effort to train researchers has gained prominence in relation to training for teaching, considering the social value of scientific publications, which end up imposing rules on increasingly strained programs. And in parallel, the distance from the classroom due to the difficulties and challenges faced in the field of teaching brings an embarrassment towards research.

Thus, problems encountered in postgraduate studies, such as the strong commercialization of education, which brought about a disordered growth in higher education, mainly of private institutions for profit and non-training purposes, disseminated a new concept of universitarization and of what is meant by education higher education, including public schools. Added to this marketing is the type of assessment to which *stricto sensu* graduate programs are submitted by the Coordination for the Improvement of Higher Education Personnel (*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*, CAPES), which promotes a phenomenon already recognized in some publications, such as academic productivism.

In this perspective, it generates a quantitative logic of qualifying products to the courses, without necessarily offering more innovative knowledge, both to the researcher and to the community. And this phenomenon already has an impact on university education, leading to a type of education in teacher and student training regarding didactic-pedagogical practices and concepts.³

It is known that it is important that the programs survive this type of evaluation, highlighting that it is already being reconsidered and reorganized, but not yet to the point of reducing the impact on the conceived logic. There is an incentive to scientific production that will determine the increase, or not, of the evaluation score of the program and its recognition in the academic community, considering the production as an accumulation of capital.¹⁵

It is imperative that, like the direct evaluation of scientific capital, consider the production of new masters and doctors that the community, the SUS and the university need. In addition to mass scientific production, it should be noted that *stricto sensu* postgraduate studies, then, are not limited to quantitative training, but focus on a critical-reflexive-libertarian training of the subject

with professionals and possibly teachers capable of exercising citizenship and capable of developing quality intellectual training.¹⁵

It is expected that in the *stricto sensu* graduate program, nurses will experience training with a critical sense, reflective exercise of their actions, postures and knowledge, didactic-pedagogical training, theoretical foundation and valorization of research as a means of transforming reality, understanding of different scenarios and contexts in which the community lives. And it is also essential that the teacher is a mediator in the production of knowledge, in favor of a consolidated and concurrent training for the world of work and teaching.

In the practice of Nursing and teaching, it is advised that the *stricto sensu* graduate program favors the triangulation of the teaching-research-extension tripod. For that, it is required that the individual and collective, ethical and professional, aesthetic and reflexive dimensions are articulated, aiming at an emancipatory, interdisciplinary practice that builds, from basic professional training in higher education, didactic and pedagogical knowledge that in fact instrumentalize this future teacher to solve the social problems faced in the educational field.

FINAL CONSIDERATIONS

From the reflection, it was concluded that Nursing brings a strong educational essence to professional identity, which can contribute to the training of nurses for university teaching, provided that aspects of general education are considered, according to the National Curricular Guidelines, but also innovative theories of education. And together enhance the pedagogical training since graduation.

It is perceived that the training of nurses aiming at the construction of pedagogical competences is still provoking, and it is unavoidable that efforts should be made to enable a training concerned with the development of pedagogical skills in nurses and that articulates in an authentic way from the curriculum-basis of Nursing to teaching and research, in a mutual, joint and interdependent way.

The *stricto sensu* graduate program gained prominence in the training of nurses for university teaching, as it has a guiding role in the development of teaching competences, skills and knowledge for higher education. These allow the qualification of the nurse-teacher and enable him to impact his/her teaching practice in Nursing, giving scientific value to the "what-to-do" of the profession.

Although the reflection considers epistemological aspects of the profession, as well as the training of a bachelor's degree and a *stricto sensu* graduate program, there are little explored challenges in this study in the educational field, which generates a limitation of the research. It comes up against the need to understand in the field of teaching the diversity of life and the necessary innovation resources that enable new ways of teaching, aiming at the advancement of knowledge with social commitment.

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