

UTILIZAÇÃO DA VISITA TÉCNICA NO ENSINO DE ADMINISTRAÇÃO EM ENFERMAGEM

THE USE OF TECHNICAL VISIT IN THE NURSING ADMINISTRATION TEACHING

USO DE LA VISITA TÉCNICA EN LA ENSEÑANZA DE ADMINISTRACIÓN EN ENFERMERÍA

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RESUMO

Objetivo: Relatar experiência de realização de visita técnica no ensino de administração em Enfermagem. **Método:** Trata-se de relato de experiência de metodologia de ensino no curso de enfermagem de uma universidade pública brasileira, durante a disciplina de Administração em Enfermagem I. A visita técnica foi desenvolvida nas seguintes etapas: planejamento, construção do roteiro de visita, realização da visita técnica a serviços de apoio técnico-administrativos em unidades hospitalares, comparação entre os dados da visita e legislação, apresentação dos resultados das visitas em sala de aula e avaliação da atividade. **Resultados:** A realização das visitas aos serviços de apoio permitiu aos estudantes desenvolverem habilidades de planejamento, tomada de decisão, trabalho em equipe e organização; bem como aprimorar o pensamento crítico-reflexivo, além de identificar a importância do trabalho intersectorial e multiprofissional para a assistência de qualidade. **Conclusão:** A visita técnica é uma estratégia eficaz no processo ensino-aprendizagem e pode contribuir para a prática futura de enfermeiros.

Descritores: Enfermagem; Educação em enfermagem; Serviços de enfermagem; Administração dos cuidados ao paciente; Materiais de ensino.

ABSTRACT

Objective: To report the experience of technical visits in the Nursing Administration teaching. **Method:** This is an experience report of teaching methodology in the nursing course of a Brazilian public university, during the Nursing Administration I subject. The technical visit was developed in the following stages: planning, construction of the visit script, technical visits to technical-administrative support service in hospital units, comparison between visit data and legislation, presenting the results of classroom visits and the activity evaluation. **Results:** The visits to the support services allowed the students to develop planning, decision-making, teamwork and organization skills; as well as to improve critical-reflexive thinking, and to identify the importance of intersectoral and multi-professional work for quality assistance. **Conclusion:** The technical visit is an effective strategy in the teaching-learning process and can contribute to the nurses' future practice.

Keywords: Nursing; Nursing education; Nursing services; Patient care management; Teaching materials.

RESUMEN

Objetivo: Reportar la experiencia de realización de la visita técnica en la enseñanza de administración en Enfermería. **Método:** Este es el informe de la metodología de la enseñanza de la experiencia en el programa de enfermería en una universidad pública brasileña, durante el curso de Administración en Enfermería I. La visita técnica fue desarrollada en las siguientes etapas: planificación, construcción del guión de visita, visita técnica a los servicios de apoyo técnico y administrativo en los hospitales, comparación de los datos de la visita y de la legislación, presentación de los resultados de las visitas en aula y evaluación de la actividad. **Resultados:** La realización de visitas a los servicios de apoyo a los estudiantes les permite desarrollar habilidades de planificación, toma de decisión, trabajo en equipo y organización; mejorar el pensamiento crítico y reflexivo, además de identificar la importancia del trabajo intersectorial y multidisciplinario para la atención con calidad. **Conclusión:** La visita técnica es una estrategia eficaz en el proceso de enseñanza-aprendizaje y puede ayudar para la futura práctica de los enfermeros.

Descriptores: Enfermería; Educación en enfermería; Servicios de enfermería; Manejo de atención al paciente; Materiales de enseñanza.

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INTRODUCTION

The Nursing Administration study is part of nursing training⁽¹⁾. It includes the knowledge and application of administrative tools and instruments in health services and, more specifically, in the nursing service. To manage, the nurse needs to develop managerial skills and to know/apply administrative functions, especially planning, organization, coordination, direction and evaluation of health services⁽²⁻³⁾.

A prior planning is important for a quality management. The first phase of planning is the administrative/situational diagnosis, which is characterized by the investigation and evaluation of a given reality, through the knowledge of an institution/unit and its physical, financial, human and administrative resources and the relation between them⁽⁴⁾. The Regional Nursing Council of the State of Minas Gerais (COREN-MG) emphasizes the use of the Situational Administrative Diagnosis as an essential instrument for the management of nursing services and requests regularly the presentation of this document, updated by the technical manager nursing⁽⁴⁾, which reinforces its importance and applicability. One of the ways to collect data to assist the elaboration of administrative diagnosis and to subsidize the planning in nursing is the accomplishment of technical visits. In the present text, we highlight the application of the technical visit in the teaching of administration in nursing.

The technical visit is a teaching tool in which students, previously oriented and theoretically based, go to a service in order to know, to observe and to evaluate its structure and functioning. This activity allows the comparison with legislations and norms, as well as allows the exchange of information and the experience of real situations in the teaching-learning context⁽⁵⁾.

According to the National Curricular Guidelines for Undergraduate Nursing Courses, the teaching-learning process should be centered on the student, and he/she should be active subject in learning. Teachers should act as facilitator and mediator, stimulating the student in the search of knowledge, in order to reach an integral formation and directed to the health needs of the individuals. It is expected the formation of professionals with a generalist, humanistic, critical and reflective profile. Nurses must be able to exercise his profession based on

scientific and ethical rigor, identifying and intervening in health/illness problems in the biopsychosocial dimensions. In addition, they must act with a sense of social responsibility and commitment to the citizenship of individuals⁽¹⁾.

For future nurses to meet these demands, it is essential that teaching is both motivating and challenging for students. Traditional teaching methodologies have been questioned and often considered dull and unproductive, resulting in poor student performance⁽⁶⁾. In this sense, it is essential to look for strategies and teaching alternatives that can meet the expectations and needs of quick and easy access to the information of the new generations⁽⁶⁾. These young people have a differentiated profile, since they experience, at their homes, for the most part, less rigid hierarchical aspects, as well as quick and easy access to information. Thus, they do not respond like previous generations to traditional educational models, centered on the figure of the teacher and focusing on expository classes, since these teachers tend to limit students' creativity and critical ability. For them, it is important to control one's learning and participate in unconventional teaching strategies⁽⁶⁾.

In this sense, this experience report is justified by the scarce availability of available documents regarding the use of technical visits in Nursing Administration teaching, as well as the need to present successful experiences in the use of active teaching-learning strategies for training of nurses. The guiding questions for the presentation of this experience report were: can the use of technical visits in Nursing Administration teaching contribute to the development of students' skills and abilities? Have the use of active methodologies in Nursing Administration teaching favored the approximation between theory and practice?

Thus, the purpose of this article is to report the experience of conducting a technical visit in Nursing administration teaching.

METHODS

This is a descriptive study about the experience of undergraduates of the 6th term of the Nursing course in a public university of Minas Gerais during the discipline of Administration in Nursing I. It has 07 credits, and it is divided into theoretical and practical classes, for about 40 students, and it is offered semiannually. The Administration in Nursing axis emphasizes the

development of competencies and abilities to exercise leadership in the health team, as well as for evidence-based decision making and critical and reflective thinking. In addition, the management of human, physical, material, administrative, financial and information resources are carried out in favor of individualized, effective, efficient and safe nursing care. The theoretical content is based on the genesis of administrative thinking in nursing; nursing management as a dimension of care; human relations in nursing work; and administrative functions as instruments for nursing administration⁽⁷⁾.

In order to carry out the practical activities of the discipline Administration in Nursing I, the students are divided into groups, and oriented by a responsible professor. The activities are based on situations of concentration, dispersion and concentration, that is, there is an initial reflection, the survey of previous knowledge and doubts about the subject, and the search for scientific knowledge. Then, we move on to the proposed experience and, finally, a new moment of concentration between academics and professors for reflection and sharing of experiences by each group during the proposed activity.

One of the activities developed in the discipline Administration in Nursing I is the accomplishment of technical visits to services of technical-administrative support in hospitals. The support services visited in this experience were: nutrition and dietetics, maintenance, reception, pharmacy, laboratory, environmental management, hospital infection control service (HICS) and health care clothing processing unit (laundry). The activities were developed in hospitals of a municipality of Zona da Mata Mineira.

The purpose of the technical visit is to provide an overview of the operational, functional and physical aspects of the institution

for a wide range of purposes. Initially, the visit should be planned, selecting the sector of interest, according to the students' teaching-learning needs and the objectives proposed by the subject. A prior request is made for the visit to the institution or sector, according to the protocols of the same and, after approval, the group is received by a person in charge of the service or sector, or another professional designated by the institution.

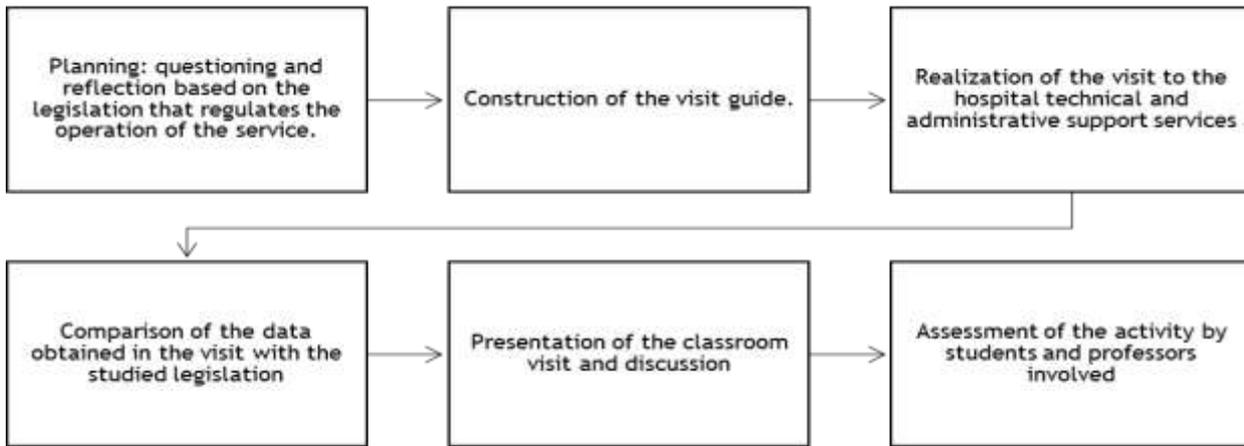
Therefore, a visit must be prepared based on the experience of the group in health institutions, the legislation in force corresponding to the service targeted for the visit, as well as manuals, standards, resolutions and other instruments that can provide a knowledge of the operation of the unit.

After the construction of the script, the academics, together with the professor in charge of the group, make the visit previously scheduled, accompanied by a professional of the service. The visit makes possible the observation of reality and comparison with the knowledge built and the documents studied previously by the academics. At that moment, interaction occurs with the service visited and with the professionals who work there, allowing the clarification of doubts, capture of experiences and the elaboration of a report containing the information of the service and the observations of the academics.

After consolidating the data obtained in the visit with the previous information, the academics make a presentation of the services visited in the classroom. Each group exposes their perceptions to the whole class, for sharing the experiences of the different services visited. Finally, an evaluation of the activity is carried out by the students and professors, in which the positive and negative points are discussed so that future visits can be improved.

The schematic representation of the steps proposed for carrying out the technical visit to hospital technical-administrative support services is shown in Figure 1.

Figure 1 - Steps to carry out the technical visit to hospital technical-administrative support services.



Source: It was created by the authors, 2018.

RESULTS AND DISCUSSION

During the visits, it was possible to identify the main activities developed in each service and

its relation with Nursing. The consolidation of these data is shown in the figure below.

Figure 2 – Support service, main characteristics and the relation with nursing.

Service Visited	Main Characteristics	Relation With Nursing
Nutrition And Dietetics	Offering nutritional foods and diets according to nutritional needs, specific to the client/patient.	Exchanging information regarding the establishment and acceptance of the patient's diet, the need for changes in the diet and other nutritional and/or nutritional demands of the patient, as well as special fasts or diets for exams or other interventions.
Maintenance	Maintenance of equipment and building maintenance in order to meet the needs of patients/families and favor the work of the multi-professional team.	The nurse is responsible for managing the material resources of hospital. This includes requesting and monitoring the maintenance activities of the equipment and the building structure. This can be done in a preventive or corrective way, thus ensuring patient and staff safety and continuity of care.
Reception	Establishing first (admission) and last (discharge) contact of the institution with patients and their families, receiving and referring them to admission and visits, coordinating the institution's internal telephone and sound services, organizing and sending patient records to areas, establishing communication with other health services for the receipt or referral of patients.	The nursing team must maintain permanent and effective communication with the reception service in order to guarantee the process of bed management, as well as to direct and coordinate the flow of visitors within the care areas. The demands of telephony and internal communication by sound service are often requested by the nursing team to the reception sector.
Pharmacy	Planning, acquisition, storage of medicines under appropriate conditions, inventory control and dispensing of medicines.	Receiving and checking medicines in the unit and administering them, considering possible drug interactions and the necessary care in the preparation and administration. If necessary, getting advice from a pharmacist to ensure the safe administration of medicines. Observing and reporting adverse reactions. Reporting the lack of a drug, in the unit, to the medical team and to the pharmacy; justifying the reason for not administering the drug and record what happened in the patient's medical records, as this will support the omission of that dose and also signal to the team the lack of the medication, the refusal of the patient or another reason for non-administration of the medicinal product.

Service Visited	Main Characteristics	Relation With Nursing
Laboratory	Analysis of biological samples of patients, with the purpose of offering diagnostic and therapeutic support.	Understanding each stage of this process, from the request of the exam to the receipt of the report, requesting, whenever necessary, more information to the laboratory regarding the preparation, either the patient or the material that will be sent, obtaining and adequate storage of the samples, avoiding processing failures, adulterated results, delay in delivery of the result or even cancellation of the exam.
Environmental Management	Monitoring and coordinating the activities of generation, segregation, packaging, storage, transport, recycling, treatment and final disposal of waste from health services, as well as the protection of public health and the environment.	Patient care units are waste generators and all health personnel must know the correct management of waste from its generation to final disposal in order to promote the reduction of occupational hazards in work environments and the protection of the health of the workers and the population, as well as the preservation of the environment.
Hospital Infection Control Service	Elaborating, implementing, maintaining and evaluating hospital infection control program, adequate to the characteristics and needs of the institution, including, among its actions, adequacy, implementation and supervision of the technical-operational standards and routines and training of the staff and professionals of the institution, with regard to the prevention and control of hospital infections.	Working together with the nurse in the elaboration, follow-up and evaluation of procedures, aiming at preventing the spread of microorganisms, in identifying factors that increase the risk of hospital infections and in the training of the team, aiming at reducing hospital infection rates.
Health Services Clothing Processing Unit (Laundry)	Collecting, weighing, separating, processing, making, repairing, and distributing clothes in conditions of use, hygiene, quantity, quality and conservation to all units of the health service.	Contributing to the control of the use of clothes. Identifying the demands of patients/unit regarding their use and changes. To sensitize the multi-professional team for the correct destination of puncture-cutting material in order not to be carried along with the used clothes in order to reduce the risk of work accidents to laundry workers. It should also cooperate in order to avoid unnecessary wear and loss of clothes, so that the laundry has the necessary quantity for the unit.

Source: Information consolidated by the authors from the presentations made by the students in the classroom, 2018.

During the planning and construction of the visiting script, with the supervision of the professor, the students developed planning and decision making skills. In the planning of the visit, the students had to define what were the objectives of the visit, what would be the activities developed during the visit, what would be the responsibilities of each student during the visit (ask the questions, record the answers, fill in data stipulated in the visit itinerary, among others), and how the information obtained after the visit will be consolidated. The decision was made in the evaluation of the competences of each student to distribute the activities, in the selection of the most relevant data to be presented, and in the choice of the method of presenting information obtained for the other students.

At the stage of the visit to the support services, the academics asked questions to the professionals of the service who conducted the visit following the itinerary previously elaborated. Main aspects related to the operation of the

service and the activities developed by the sector are presented, explained and exemplified by the professionals who work in the units visited. Some services authorized the registration of photographic rooms, equipment and materials, except for employees and users. This stage highlights the interaction between theory and practice.

After the consolidation of the data obtained during the visit and comparison with the theoretical reference and legislation previously studied, the visits were performed. All groups, in possession of the materials and knowledge acquired about the support services, met in the classroom to present the final report. Each group had twenty minutes to present its report, followed by ten minutes reserved for questions and discussion. All groups used data show presentation to facilitate the approximation, visualization and understanding of services for the audience and demonstration of the information and photographs of the sector visited. This stage allowed the academics to put

into practice knowledge related to leadership, evaluation, planning, teamwork and critical and reflective thinking.

At the end of the presentation and discussion, a general evaluation of the activity was carried out and it was observed that both the students and the teachers considered the technical visit as a useful tool, which favors the understanding about the relation between the actions of the nursing team and care services. The limitations of the activity include the short period of time of observation, so it was impossible to be more integrated in the service, and also to experience more the daily problems or difficulties expected in the health services.

Throughout the development of the activity, the student is allowed to learn by doing. Students perform: construction of instruments (visit script), information search (survey of legislation, norms, parameters and facts about the service targeted for the visit); elaboration of systematized records (on-site investigation during the visit, with direct observation of the reality, interaction with professionals of the service and questioning about the activities developed in the sector); treatment of the information collected (organization of all material produced by the group); analysis (comparison of the reality observed with the legislation that normatizes the operation of the service); synthesis (construction of a visit report); decision-making (selection of information and material to be presented) and sharing of information (presentation of the results and critical evaluation of the group regarding the visit itself and the pedagogical activity carried out).

The active methodology in Nursing can be understood as an educational process based on critical-reflexive teaching-learning proposals, counting on the participation and commitment of the students with their learning. In this conception, teaching situations should promote approximation with reality and reflection on daily problems of health services, as well as alternative solutions to the problems encountered⁽⁸⁾.

Professors have new challenges in the search for alternatives capable of rescuing the role of education in a technological context and satisfactorily facing the conflict of generations⁽⁶⁾, promoting the construction of meaningful and transformative learning. Thus, the inclusion of strategies that allow the development of the capacity of critical thinking and reflection, relational skills that promote the contact with the

reality of professional practice are essential for the training of nurses.

The professor is responsible for stimulating students' autonomy and motivating them in the learning process. For this, it is not enough to master content, but also to know and apply teaching strategies and to interact appropriately with the students⁽⁶⁾.

The action of managing and caring are complementary and inherent to the nurse's profession. The managerial activities developed in the nursing service comprise systematized actions of prediction, organization and administration of physical, human, material and financial resources⁽²⁻³⁾. The articulation of the different professionals of the nursing team and the organization of the work process are associated to the development of managerial actions of the nurse, in order to promote quality care and to be able to meet the patients' needs⁽²⁻³⁾. This makes the knowledge and the relationship with the support services, for the nurse, a way to exercise nursing care in an articulated way and with a search for satisfactory results for patients, families and institution. For this, it is fundamental to establish a positive interaction between each support service with the Nursing service.

There is an interface between support services and nursing work, which can lead to positive or negative implications in the implementation of nurses' managerial work⁽⁹⁾. Therefore, these services must be articulated and integrated with the nursing service, since they require consonance among the activities to contribute to the well-being of internal and external clients, employees and visitors to the hospital environment. This work, together, favors the qualification of the development of practical and managerial actions in the institution. Nurses' managerial competence is essential within the work process, in order to avoid operational and financial losses in health organizations, which may impact interdisciplinary activities and the team of technical and administrative support services⁽⁹⁾.

Health organizations are responsible for the development of complex activities that require the development of a wide range of inseparable and interdependent activities. This scenario poses a challenge for professors and nursing students, who need to find methods capable of apprehending this reality and transfer it to the teaching-learning context, in a meaningful way and at the same time consistent

with the times determined in programs and curricula⁽⁸⁾.

Therefore, it is important to search for varied alternatives that contemplate the execution of diversified activities capable of stimulating the development of different abilities and competences of the students⁽¹⁰⁾ and, at the same time, allowing the appropriation of a wide range of knowledge.

In this sense, developing active learning methodologies can contribute to the insertion of the student in real scenarios and promote the rupture with the traditional teaching models⁽⁸⁾. The interaction between health services and educational institutions should be strengthened⁽¹¹⁾ because, without acting in practical scenarios, the student's education becomes fragile, insufficient and meaningless. The teaching-service partnership promotes the appreciation of the experience of service professionals⁽¹²⁾, allowing the strengthening of productive and service-friendly relations and the educational institution that can use these partnerships for mutual benefit.

Nursing education should be able to bring educational activities closer to care practice, since future professionals will be required to plan and to reflect on their practice based on reality⁽¹³⁾. Hence, the need to implement innovative educational practices that focus on the motivation and autonomy of the student, since it is the duty of the training institutions to promote the development of individuals, to achieve ever more complex levels of thought and commitment to their future professional performance⁽¹⁴⁾.

Autonomy in students is perceived in their positive results regarding motivation, development, learning and better academic performance⁽¹⁵⁾. The perception of nursing students about the technical visit was investigated and they considered this activity favorable to professional training and the acquisition of management skills⁽⁵⁾. Another study also identified higher satisfaction of nursing students with teaching effectiveness from the implementation of Problem Based Learning (PBL)⁽¹⁶⁾.

The PBL seeks to improve the process of formation of clinical reasoning from the insertion of teaching in a real context. From the problem solving, the student associates previous knowledge to develop new skills for solving problems⁽¹⁶⁾. The problem is placed as a first step in the learning process and serves to stimulate

the application of clinical reasoning to its solution, as well as the search for new information and knowledge⁽¹⁶⁾.

The PBL has three principles: a) the teaching strategy starts with a problem and not with a previous exposition on the subject; b) it is a way of associating teaching and learning experiences with curricular requirements, using problems as the focus of student activity; c) it is a student-centered approach in which different skills and competences will be explored⁽¹⁶⁾.

The use of PBL can improve the development of critical-reflexive thinking among nursing students^(14,17). In addition, the type of teaching methodology adopted by the teacher can influence the students' learning style, preparing them to use the skills acquired during their training more readily⁽¹⁷⁾.

The active methodologies are based on ways of developing the teaching-learning process through real or simulated experiences, allowing the student to develop the ability to successfully solve future challenges in their profession^(15,18). In this sense, the technical visit in Nursing Administration teaching responds to this proposal, by providing the student with the real experience of the work environment to which he will be integrated to the exercise of his profession at the end of his training.

The production of knowledge promotes the development and active involvement of students in their training process, since they are allowed to understand, choose and be interested in learning⁽⁶⁾, an essential condition for the exercise of freedom, autonomy and decision making, and for the development of skills essential to their future practice⁽¹⁵⁾.

CONCLUSION

The technical visits to the technical-administrative support services, in hospital units, enabled the students to approach the reality of health services. Hospital technical-administrative support services have a relationship with patient care and nursing staff.

In this way, the technical visit, as a teaching-learning strategy, enables the articulation of teaching-service and theory-practice in real scenarios. The use of active methodologies in the teaching of Nursing Administration can contribute to the acquisition of skills and competences essential to the management exercise in Nursing.

The visits to the support services allowed the students to develop planning, decision-making, teamwork and organization skills, as well as to improve critical-reflexive thinking, and to identify the importance of inter-sectorial and multi-professional work for quality assistance. The technical visit is an effective strategy in the teaching-learning process and can contribute to the future practice of nurses and other health professionals.

The limitation of this study is that it is an experience report linked to an educational institution and its practice scenarios. It is suggested to carry out other studies that can evaluate, in a more profound way, the use of this teaching tool in nursing undergraduate courses and other courses in the health area.

It is pointed out that the training of nursing professors should include the discussion of active teaching methodologies in order to train professionals that meet the health demands of individuals and the expectations of current and future generations regarding the teaching-learning process. Thus, it is also the responsibility of educational institutions to provide conditions for the discussion, elaboration, implementation and evaluation of innovative practices that value the student's role and encourage their academic and humanistic development.

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