

CONSTRUÇÃO E VALIDAÇÃO DE MANUAL SOBRE BURNOUT EM PROFESSORES

CONSTRUCTION AND VALIDATION OF MANUAL ON BURNOUT IN TEACHERS

CONSTRUCCIÓN Y VALIDACIÓN DE MANUAL SOBRE BURNOUT EN PROFESORES

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RESUMO

Objetivo: Descrever o processo de construção e validação de um manual educativo sobre *Burnout* em professores. **Método:** Trata-se de uma pesquisa metodológica e descritiva, realizada em 2015, seguindo as etapas: levantamento bibliográfico, construção do manual, validação do conteúdo pelos juízes, adequação do manual, oficina de sensibilização sobre Burnout para os professores com a validação semântica, adequações no manual e impressão para distribuição. Participaram do estudo na validação de conteúdo, sete juízes e na validação semântica, sete professores do sexto ao nono ano do Ensino Fundamental de uma escola estadual da cidade de Diamantina, Minas Gerais. **Resultados:** Entre os peritos e o público alvo houve concordância mínima de 85,7%. O índice de validade de conteúdo do manual educativo foi de 0,94. **Conclusão:** Esperamos que o manual teórico didático, considerado válido pelos especialistas e representantes do público alvo, seja utilizado pelos profissionais de educação e que possibilite a discussão da saúde ocupacional desta classe, proporcionando maior conhecimento, prevenção e controle da síndrome. **Descritores:** Esgotamento profissional; Estudos de validação; Docentes; Saúde do trabalhador.

ABSTRACT

Objective: The article describes the process of construction and validation of an educational manual on burnout in teachers. **Method:** Methodological and descriptive survey conducted in 2015, following the steps: bibliographical survey, manual construction, validation of content by experts, adequacy of the manual, burnout awareness workshop for teachers with semantic validation, manual adjustments and printing for distribution. The study participants in content validation were seven experts and in the semantic validation seven professors from the sixth to the ninth grade of elementary school from a public school of the city of Diamantina, Minas Gerais. **Results:** Among the experts with the target audience there was minimal concordance of 85.7%. The content validity index of the educational manual was 0.94. **Conclusion:** We hope that the theoretical teaching manual, considered valid by experts and representatives of the target audience, is used by education professionals and allows the discussion of occupational health in class, providing better understanding, prevention and control of the syndrome. **Descriptors:** Professional burnout; Validation studies; Teachers; Occupational health.

RESUMEN

Objetivo: Describir el proceso de construcción y validación de un manual educativo sobre Burnout en profesores. **Método:** Es un estudio metodológico y descriptivo, realizado en 2015, siguiendo los pasos: literatura, manual de construcción, validación de los contenidos por los jueces, manual de gimnasio, taller de sensibilización sobre la quemadura para los profesores con la validación semántica, ajustes en Manual e impresión hasta la distribución. **Resultados:** Los participantes del estudio en la validación de contenido, siete jueces y validación semántica, siete profesores del sexto al noveno año de educación primaria en una escuela pública en la ciudad de Diamantina, Minas Gerais. Entre los expertos el público objetivo con la concordancia mínima de 85,7%. El índice de validez de contenido manual educativo fue de 0,94. **Conclusión:** Esperamos que el manual de enseñanza teórica, considerada válida por expertos y representantes del público objetivo, ser utilizado por los profesionales de la educación y que permite la discusión de la salud ocupacional en su clase, proporcionando una mejor comprensión, prevención y control del síndrome. **Descritores:** Agotamiento profesional; Estudios de validación; docentes; Salud laboral.

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INTRODUCTION

Burnout was the name chosen; In Portuguese it is like 'to lose the fire', 'to lose the energy'. It is a syndrome through which the worker loses the sense of his relation to work, so that things no longer matter to him and any effort seems to him to be useless⁽¹⁾. It can be understood as a special type of chronic occupational stress, marked by the presence of frustration and exhaustion with work, which can affect all life⁽²⁾.

The most susceptible and affected professional categories are the military police, penitentiary agents, teachers, doctors and nurses. The teaching profession, regardless of the level of education in which he teaches, type of school, public or private, is becoming a profession with numerous psychosocial stressors present in their work context. Factors such as lack of motivation, helplessness, hopelessness, passivity, alienation, depression, fatigue and stress characterize Burnout Syndrome (SB)⁽³⁾.

The syndrome is divided into three phases: emotional exhaustion, depersonalization and lack of personal involvement in the work⁽¹⁾.

The characteristics of the work environment can trigger this type of mental suffering. Problems of discipline at school, violence, lack of security, overcrowded classes, lack of autonomy, inadequate salaries, among other factors, are associated with the appearance of SB. In this way, very present nowadays, it becomes essential to intervene in the school universe, as well as education professionals, who live daily with this sad reality.

Research carried out in 2013⁽³⁾ confirms a reality similar to national and international statistics on affected professionals and highlights the importance of thinking about the interference of an educational manual in occupational health of this professional category, not only for the damages that the pathology may cause, but also for the influence in the teaching of schools, for the inclusion of teachers in health promotion and prevention policies and health teaching activities aimed at this professional category.

The implementation of educational technologies may favor behavioral changes, making people more confident to perform certain health promoting behavior⁽⁴⁾.

Among these educational technologies, the educational manual stands out, as it helps to memorize content and contributes to the direction of health education activities.

Thus, this work aimed to understand and

describe the process of construction and validation of manual on Burnout Syndrome in teachers.

METHOD

It is a descriptive, methodological study focused on the development, evaluation and improvement of methodological strategies. It was developed from January to July 2015, with the following steps: bibliographical survey, manual construction, validation of content by the experts, adequacy of the manual, burnout awareness workshop for teachers with semantic validation, manual adjustments and printing for distribution.

In the initial stage of the study, a literature review was carried out to guarantee the scientific basis, since this is an essential condition to preserve the reader's safety and to appropriately define the concepts in an educational material⁽⁵⁾. After the references were recorded, the six topics that compose the manual were defined and developed.

The elaboration of the illustrations was based on the reflexive reading, that is, from the reference bibliographical recorded and the main subjects approached in the manual. So the author proposed to the designer the way in which the situations and the contents should be presented.

All illustrations were hand drawn, using ink pen for finishing. Soon after, the drawings were scanned and sent to the researcher for approval. After approval they were finalized through digital painting using the Paint software. The formatting and configuration of the pages was done through tools of the software CorelDraw 15.0. After the construction phase, the validation of content and semantics of the educational manual began.

Validation is a determining factor in the choice and/or application of a measuring instrument and it is measured by the extent to which the data represents the concept that the instrument proposes to measure⁽⁶⁾.

Validation of content or validation by experts is based on the judgment of a group of experts in the area, which will be responsible for analyzing whether the content is correct and adequate for what is proposed⁽⁷⁾. For this stage a group of experts was invited to analyze the items and judge if they were pertinent to the proposal of the manual.

The selection of the experts was carried out by the snowball sampling⁽⁸⁾, which consists of the indication of the subjects through the recommendation of other professionals, based on professional experience as educators, with experience in the construction and validation of educational material, being from different areas such as Portuguese, worker health, publicity, social communication and pedagogy, as well as experience in the construction and evaluation of educational material.

Nine experts were invited to participate in the study.

An envelope containing an invitation letter with the presentation of the project explaining the importance of their collaboration, the Free and Informed Consent Form (TCLE) to sign after agreeing to participate, was submitted to the experts, along with the manual, a form for Identification of the professional and, finally, a validated and adapted instrument⁽⁹⁾.

In order to have a reliable instrument that can measure a phenomenon, it is necessary to measure its validity⁽¹⁰⁾. For this purpose, validation by experts was used, which is an essential step in the development of new measures because it represents the beginning of mechanisms to associate abstract concepts with indicators. The instrument contained 20 items, separated into six assessment groups such as content, language, illustration, layout, motivation and culture composed of variation levels of Likert scale: I totally disagree, disagree, disagree, or disagree, agree and agree completely. You have been asked to read the manual and record your suggestions to improve it.

In the analysis of the data the percentage of agreement was used that measures the percentage of judges who are in agreement in a certain aspect of the instrument and in each of the evaluated items. The percentage of agreement to evaluate the content of the items and the instrument in relation to the representativeness of the measure is considered valid if, in computing the evaluations of the judges, it generally obtains an approval rating equal to or greater than 80% (10). In order to calculate the percentage of agreement of the items, the number of judges who agreed or totally agreed with the item evaluated, divided by the total number of participating judges, was divided. In the content validation process, the judges' responses were analyzed in a quantitative way, through the items I totally disagree; I

disagree; neither I agree nor disagree; I agree; and I totally agree with the instrument. They have been asked to read the manual and register their suggestions to improve it.

In the analysis of the data we used the percentage of agreement that measures the percentage of experts who are in agreement in a certain aspect of the instrument and in each of the evaluated items. The percentage of agreement to evaluate the content of the items and the instrument in relation to the representativeness of the measure is considered valid if when computing the experts' evaluations, it generally obtains an approval rating equal to or greater than 80%⁽¹⁰⁾. In order to calculate the percentage of agreement of the items, we divided the number of experts who agreed or totally agreed with the item evaluated, divided by the total number of participating experts. In the content validation process, the judges' responses were analyzed in a quantitative way, through the items I totally disagree; I disagree; neither I agree nor disagree; I agree; and I totally agree with the instrument.

After ten days the materials were collected so that all the suggestions and changes proposed were analyzed. And in the validation by the experts we also used a complementary method called Content Validity Index (IVC) that uses a scale with a score of one to four. (1) to I totally disagree, (2) I disagree or it is necessary a review to be representative, (3) I agree or it is necessary a little review, and (4) I totally agree totally or it is such representative item. The score of the index is calculated by the sum of agreement of the items marked "3 or 4" by the specialists. If the IVC reached by the manual to be considered satisfactory should be higher than 0.90⁽¹⁰⁾.

The second phase of validation called semantics has as its main objective to verify if all the items were understood by the members to whom the material is intended⁽¹¹⁾. This is an evaluation by those who will use the instrument. Thus, the second validation was carried out with the participation of teachers from elementary school from the sixth to the ninth year of a state school in the city of Diamantina.

The choice of school was made intentionally. A meeting was held initially with the principal of the alleged school for the presentation of the proposal and the project, issuing the letter of agreement to participate in the project. During this stage an awareness

workshop was held with the professionals of this school. The inclusion criteria in this group for participation in the validation process were as follows: to be a member of one of the participating schools of the SB research, in the year 2013; To be a participating member of research, besides the acceptance in participating with signing of the TCLE.

Validation was carried out by seven teachers who, after the awareness workshop, received an envelope with the manual, along with the evaluation tool, containing 24 items divided into evaluation groups: objectives, organization, style of writing, appearance and motivation. The measurement scale was the likert one, with five response options ranging from totally agree to totally disagree. They were given a period of seven days for the delivery of the material.

Data collected from the instruments received descriptive treatment and were tabulated, interpreted, processed and analyzed using the Statistical Package for the Social Sciences (SPSS).

According to the ethical-legal precepts, the research complied with the norms of the Resolution of the National Health Council 466/12, in addition to the approval of the Research Ethics Committee of the State University of Montes Claros - UNIMONTES with opinion number 1034.192.

RESULTS AND DISCUSSION

In schools, teachers increasingly suffer from devaluation, low wages, violence, aggression, disrespect, humiliation, and an endless list of educational problems, reflecting a society with an increasing share of ill teachers and / or removed from their positions⁽³⁾.

One of the strategies to better deal with this situation is the acquisition of knowledge, skills to reduce the aggravating factors⁽¹²⁾. So, it is necessary to bring important information through the manual, but with simple language and short sentences.

The process of constructing the educational manual

Twenty-five scientific articles were selected from the Virtual Health Library (VHL), three dissertations from the Capes Bank of Theses, a textbook and two manuals of the Ministry of Health. The search for this material was guided by the descriptors in health: professional exhaustion,

studies of validation and teaching staff. The purpose of this selection was to gather all the content of interest for the educational manual, categorized in the following groups: Concept; Justification; Signals and Symptoms; diagnosis; Treatment and prevention.

The whole process of constructing the manual was carried out with the concern of language adaptation in order to facilitate the understanding by the target audience. Another point considered was the inclusion of illustrations, essential for making the reading a comfortable time and easy to understand⁽⁵⁾.

The work of a designer with the insertion of illustrations was fundamental for the construction of this work. The images help to establish knowledge, clarify the text and make the educational material more attractive⁽⁹⁾. We used images that approach the context of syndrome, worried, stressed and exhausted faces to facilitate understanding.

The topics covered in the handbook were: What is burnout syndrome?; Why were the teachers chosen?; Major signs and symptoms; How has the diagnosis been made?; What is the best treatment?; Can you prevent it? The subsequent step was structuring the material in the manual format with essential and appropriate information, as well as the illustrations. In the end, the manual consisted of 18 pages and eight illustrations.

The participation of experts and representatives of the target public is a way to increase the credibility and acceptance of educational technologies. Recognizing the limitations of established knowledge and admitting other knowledge is fundamental to the process of health education⁽⁹⁾.

Validation of content by the experts

Nine experts were invited to participate in the study; however, two of them did not deliver the questionnaires in the established time.

From the seven experts there were two Portuguese professors, a pedagogue, a professor of higher education in the area of worker's health, an advertising and media professional and a psychologist. The odd number of professionals by category was induced, since some studies have shown the importance of this condition to avoid doubtful questions⁽¹²⁾.

From the seven experts who evaluated the manual, three are masters and/or doctors in the health area; four are specialists in the areas of

pedagogy, advertising and psychology. Four of these professionals are elementary, middle and high school teachers. The time of work experience ranged from 04 to 33 years, with an

average of 15.7 years. Figure 1 shows the distribution of judges/experts' opinions regarding the content, language, illustration, layout, motivation and culture of the manual.

Figure 1 - Distribution of the experts' analyzes of the teacher burnout manual according to the validation criteria.

Items	Scores						
	DT	D	NC D	C	CT	T	%C
Content							
Suitable for the public.	00	00	01	02	04	06	85,7
Relevant titles and subtitles.	00	00	00	03	04	07	100
Excerpts on important highlights.	00	00	00	03	04	07	100
Meets the needs of the public.	00	01	00	03	03	06	85,7
The text sequence is logical.	00	00	00	00	07	07	100
Language							
Writing is compatible with the public.	00	00	00	01	06	07	100
The writing used is attractive.	00	00	00	03	04	07	100
The language is clear and objective.	00	00	00	01	06	07	100
Illustration							
They are pertinent to the material.	00	00	00	02	05	07	100
Clear and easy to understand.	00	00	00	03	04	07	100
The quantity is suitable for the content.	00	00	01	00	06	06	85,7
Layout							
The typeface used makes reading easier.	00	00	01	00	06	06	85,7
The colors applied to the text are relevant.	00	00	01	00	06	06	85,7
It is attractive and well organized.	00	00	00	02	05	07	100
The appropriate format and number of pages.	00	00	01	06	00	06	85,7
The layout of the text is adequate.	00	00	01	02	04	06	85,7
The size of the letters are appropriate.	00	01	00	02	04	06	85,7
Motivation							
The content is motivating and encourages reading.	00	00	00	01	06	07	100
The content aroused interest of the reader.	00	00	00	00	07	07	100
Culture							
It attends different profiles of professionals.	00	00	00	03	04	07	100

Source: Research Data.

DT. Totally disagree; D. Disagree; NCD. Neither agree nor disagree; C. Agree; CT. Totally agree; %C. Percentage of agreement.

It is important to note that in the case of five or more experts, in general, the agreement rate should be equal to or greater than 80%. In the evaluation of the items individually according

to the concepts evaluated (content, language, illustration, layout, motivation and culture), it was also observed that all variables obtained a concordance index greater than 80%. In the case

of six to more professionals individually, the agreement rate should not be less than 78%⁽¹⁰⁾.

In addition to the objective evaluation demonstrated through concepts, the experts were instructed to note in the manual the

corrections and recommendations that they think they're necessary. From this orientation, the pertinent suggestions have appeared, which were accepted for the improvement of the proposed educational manual (Figure 2).

Figure 2 - Changes suggested by the experts after evaluation of the Burnout Manual.

Changes Suggested	
<ul style="list-style-type: none"> • To change the UFVJM logo. It was applied incorrectly; • To add credits to the illustrations; • To modify the manual format. To put in professional format; • To use the Palatino Linotype or Book Antiqua font, they are more comfortable for large texts; • To use more sober colors to convey seriousness and confidence; • To add in the manual something about the pressure and embarrassment suffered by professionals as a result of the evaluations carried out by the State. 	

Source: Research Data.

For the IVC the calculation was to divide the number of answers "I agree" and "totally agree", by the total number of answers. In this study the index was 0.94.

It is extremely important the evaluation of the content item that should clearly convey the information and/or orientation so that the target audience understands it and there is no possibility of misinterpretation. Although all questions had satisfactory results, the layout item was the one that jointly in the evaluation, obtained a lower percentage (85%) of agreement, that even being satisfactory the suggested changes were made. After the corrections, a new print of the manual was provided.

Semantic validation: target audience

In the written communication process, the textual elaboration must be adequate to the educational and cultural level of the target population, to be benefited by the educational technology constructed⁽¹³⁾.

Thus, after the changes mentioned, the material underwent a second validation with the participation of the teachers, in order to

understand how the material would be seen and understood by its target audience⁽¹⁴⁾. This stage was conducted through a Burnout Awareness Workshop with teachers. Twenty elementary and middle school teachers participated in the workshop. In this validation they had the opportunity to know a little more about the SB, in a simple and objective way they could talk about the thematic work, the illness process and the anxieties experienced by the teachers in the city and in Brazil, but only 12 met the criteria of inclusion.

For the 20 teachers the manual was delivered, but only for 12 teachers the instruments were distributed for evaluation, and eight responded and returned within the established time. Randomly, an evaluation was not considered by the need for an odd number of professionals. The evaluated items were: objective, organization, style of writing, appearance and motivation.

In the semantic validation the manual was evaluated as adequate by the teachers. In all items evaluated, the percentage of agreement was greater than 80% (Figure 3).

Figure 3 - Semantic analysis of the manual of burnout in teachers according to validation criteria.

Items	Scores						
	DT	D	ND/C	C	CT	Total	%C
Objective							
It meets the objectives	00	00	01	04	02	07	85,7
It is suitable for use	00	00	00	02	05	07	100
Organization							
The cover is attractive.	00	01	00	03	03	07	85,7
The size of the titles and subtitles are adequate.	00	00	00	03	04	07	100
Topics follow an order.	00	00	00	03	04	07	100
There is consistency between the cover information, presentation.	00	00	00	04	03	07	100
The material (paper, print) is suitable.	00	00	00	04	03	07	100
The number of pages is adequate.	00	00	00	02	05	07	100
The themes portray important key aspects.	00	00	00	01	06	07	100
Style of writing							
Writing is in a style appropriate to the teacher.	00	00	00	01	06	07	100
The text is interesting.	00	00	00	01	06	07	100
It is friendly.	00	00	00	02	05	07	100
Vocabulary is accessible.	00	00	00	01	06	07	100
There is an association of the theme of each session with the corresponding text.	00	00	00	02	05	07	100
The text is clear.	00	00	00	02	05	07	100
The writing style corresponds to the level of knowledge of the target audience.	00	00	00	02	05	07	100
Appearance							
The pages and sections seem organized.	00	00	01	03	03	07	85,7
Illustrations are simple.	00	00	00	03	04	07	100
The illustrations complement the texts	00	00	00	04	03	07	100
The illustrations are expressive and sufficient	00	00	00	02	05	07	100
Motivation							
It is appropriate for age, gender and culture.	00	00	00	02	05	07	100
The material is logical.	00	00	00	02	05	07	100
It addresses issues to the professional who feels Burnout Syndrome.	00	00	00	04	03	07	100
Promotes changes in behavior and attitude	00	00	00	04	03	07	100
It proposes knowledge to prevent Syndrome.	00	00	00	03	04	07	100
Propõe conhecimento para se prevenir da Síndrome.	00	00	00	03	04	07	100

Source: Research Data.

DT. Totally disagree; D. Disagree; NCD. Neither agree nor disagree; C. Agree; CT. Totally agree; %C. Percentage of agreement.

The experience of validation and construction of educational material is

characterized by a participative process of collaboration and mutual involvement, which

demands time and dedication, it is much more than putting ideas summarized in a paper.

The participation of experts and representatives of the target public can increase the credibility and acceptance of educational practices⁽¹³⁾.

As a limitation of the study it is possible to emphasize difficulties of professionals and experts in the fulfillment of deadlines and certain embarrassment in criticizing the work of another professional.

CONCLUSION

After completing the methodological steps for manual validation of guidelines on Burnout in teachers, it can be concluded that the manual was considered valid to be used as educational intervention and knowledge promotion. Several steps were taken with correct answers, errors and changes so that the final result was in accordance with the proposed objectives.

The use of this manual can help teachers to understand the need for constant search for knowledge and strategies to deal with difficult and routine situations in professional and personal life with a view to reducing health damage and improving quality of life.

In this way, the educational manual was considered attractive and can be used as a subsidy for SB dissemination, aimed at teachers and other education professionals, as well as anyone who wants to obtain information in a simple and objective way.

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