CREATIVITY: STUDENTS AND TEACHERS OPINION ABOUT THE USE OF SUCH SKILL IN NURSES TRAINING

ABSTRACT

Objective: describing the opinion of students and teachers of a Graduate Nursing Course about the use of creativity in nursing education. Method: a descriptive, cross-sectional study with a quantitative analysis conducted with 112 students and seven teachers. Data were collected in August and September 2012 through questionnaires. The analysis was descriptive. The project was approved by the Research Ethics Committee, Protocol nº 20120110. Results: it was observed that the institution's teachers use creativity, especially in aspects related to encouraging new ideas and the creation of an environment for the expression of these. Conclusion: nevertheless, it is opportune to encourage the deepening of discussions on this topic in the investigated environment, with agendas at meetings of the college and the structuring teaching core of the course, so that the said disagreements are reviewed and reversed. Descriptors: Higher Education; Nursing; Training; Creativity.

RESUMO

Objetivo: descrever a opinião de alunos e professores de um Curso de Graduação em Enfermagem sobre a utilização da criatividade na formação de enfermeiros. Método: estudo descritivo, transversal, com análise quantitativa realizado com 112 alunos e sete professores. Os dados foram coletados em agosto e setembro de 2012 por meio de questionários. A análise ocorreu de forma descritiva. O projeto foi aprovado pelo Comitê de Ética e Pesquisa, protocolo nº 20120110. Resultados: observou-se que os professores da instituição utilizam a criatividade, sobretudo nos aspectos relacionados ao incentivo a novas ideias e à criação de um clima para a expressão dessa. Conclusão: apesar disso, torna-se oportuno o incentivo ao aprofundamento de discussões sobre essa temática no ambiente investigado, com pautas em reuniões do colegiado e do núcleo docente estruturante do curso, a fim de que as discordâncias citadas sejam analisadas e revertidas. Descritores: Ensino Superior; Enfermagem; Formação; Criatividade.

RESUMEN

Objetivo: describir la opinión de los estudiantes y profesores de un curso de grado en enfermería en el uso de la creatividad en la educación de enfermería. Método: es un estudio descriptivo, transversal, con el análisis cuantitativo conducido con 112 alumnos y siete profesores. Los datos fueron recolectados en agosto y septiembre de 2012 a través de cuestionarios. El análisis fue descriptivo. El proyecto fue aprobado por el Comité de Ética en la Investigación, Protocolo nº 20120110. Resultados: se observó que los docentes de la institución utilizan la creatividad, sobre todo en los aspectos relacionados con el fomento de nuevas ideas y la creación de un entorno para la expresión de estas. Conclusión: no obstante, es oportuno fomentar la profundización de las discusiones sobre este tema en el ambiente investigado con agendas en las reuniones de la universidad y la enseñanza básica de estructuración del curso, por lo que dichos desacuerdos se revisan y se invierten. Descriptores: Educación Superior; Enfermería; Formación; La Creatividad.

1Nurse, Preceptor of Supervised Internship, Catholic College Rainha do Sertão. Fortaleza (CE). Email: raquel.enfcrs@hotmail.com; 2Nurse, Academic Coordinator, Ceará School of Oncology, Professor, Nursing Program, University Center Estácio /FIC, Doctoral Student, Postgraduate Nursing Program, Federal University of Ceará/PPGENF/UFC. Fortaleza (CE). Email: hekinha@hotmail.com; 3Nurse, State Secretariat of Health of the Federal District, Doctoral Student of the Postgraduate Nursing Program/UNB. Brasilia (DF). Email: onatil@gmail.com
INTRODUCTION
Creativity is an important attribute intrinsic to every human being. It is considered a human capacity to great universal value, as a creative individual may be able to build and rebuild, transforming reality and history. 1

In the review on the study of creativity, the first concepts considered humans cognitively empty, passive, and complacent and called by the primary impulses. The motivation was restricted to biological drives such as hunger, thirst and sex. Regarding the intellect, predominated the concept of intelligence linked to the ability or mental aptitude and, in this context, creativity was privileged few “enlightened”. 2 With the advent of humanism, it moved his gaze on the creativity phenomenon and the research was presenting important results that creativity is a necessary feature of the human essence. 3

For contemporary scholars, although creativity is one of the easiest skills to be found in the behavior of people and organizations - being mentioned as recognizing how to do better what was already being done, 4 are not all human beings who are normally accustomed to use it and when they do, mechanism prevails. 5

The world today is driven by a scenario marked by globalization, where the extremely competitive market requires the professional review your skills and add new insights to the knowledge acquired through their training and everyday practice. In this respect, creativity stands out as one of the main foundations for this increase, ensuring personal and professional fulfillment in an integrated manner. Thus, the dialogue and problem-learning favors the development of creativity of expression. 6

When analyzing the nurses’ working process, it is easy to see the repetition of techniques and procedures, which may contribute to the mechanization and limiting the creative professional potential. In this context, it is necessary to create a promoter environment of ideas to help you think of ways to simplify methods and procedures, improve systems, streamline flows, reduce bureaucracy, paperwork and costs, encourage more efficient controls, so the practice is reflected, dialogical and not fragmented. 7 In addition, the individual is required the use of knowledge (knowledge), know-how (skills) and knowledge be (attitudes) as a game that culminates often in the production of works and important ideas in the revolution of the know-how of Nursing. 5,8-11

Therefore, stand out as needed encouragement and practice of creativity from the process of formation of the professional future. In this context, it is revealed as a facilitator scenario this incentive the school environment, including the university campus, the scene in which the individual is very close to the career.

The influence that the teacher of nursing has in shaping the future nurse is immense, as its teaching methodology, being creative and innovative, may contribute to the development of the student as a professional, and attend to what is stated in the National Curriculum Guidelines Graduate Course of Nursing (DCN). 2,11,12

The methods used by the teacher, the teacher-student relations, the curriculum and the educational environment in the classroom, among other aspects, are crucial for favoring or inhibiting the creative expression of students, encourage students to think independently, to test their ideas or engage in activities that encourage their curiosity and require the use of different intellectual abilities. 13

In the case of graduate programs in Nursing, much of the course content is based on technicalities educational model, which does not benefit the development and expression of creativity. Thus, it becomes necessary to carry out a reflection on this training model, aiming at originality and creativity to the performance of the professional future. 2,11-3

From this perspective, studies addressing the use of creativity in the university environment are needed, especially with emphasis on the teacher's work in the training of nursing students. Thus, scientific research, development of teaching methods and extension projects for this theme have been observed. 2,9-11

It is noteworthy that, although relevant and necessary, the study of creativity in the teaching-learning process undergraduate courses, especially nursing, has still been little addressed. Thus, we developed this study guided by the following question: How creativity has been crafted in the process of training of graduate students in nursing of a private higher education institution located in Ceará?

Considering the importance of creativity in nursing work process, it is believed that the results of this study may be relevant to improving the creative potential or the promotion of its use in teaching practice and training of future professionals in question.
OBJECTIVE

- Describing the opinion of students and teachers of a course of graduate nursing about the use of creativity in nursing education process.

METHOD

Article drawn from the Monograph << Creativity: Students and Teachers Opinion about the Use of this Competence in Nursing Higher Education >> presented to the Catholic School of Nursing Course Rainha do Sertão/FCRS. Quixadá-CE, Brazil. 2012

This is a descriptive study, cross-sectional in nature, with quantitative analysis performed in a private institution of higher learning located in Quixadá - Ceará; that has the degree course in nursing. The institution also has in its cast 16 academic undergraduate courses, namely: administration, architecture and urbanism, biomedicine, accounting, law, physical education, industrial engineering, mechanical engineering, mechatronics engineering, pharmacy, philosophy, physical therapy, dentistry, psychology, theology and information systems. Quixadá is a municipality located in Ceará central hinterland, far from the capital, Fortaleza, about 160 km.

It is expected of graduates in nursing institution, as agents of change, a sustained practice for critical and expanded the living conditions and health of the populations with which they are involved, especially for people living in the State of Ceará Central Wilderness. For this, the graduate should be able to exercise a transformative and creative professional practice with a view to overcoming limitations, bringing responsibility and autonomy in different ways to exercise leadership and decision making.

In addition, the course introduces the differential stimulate, cover and enhance the creative potential of the student, through the implementation of various methodologies and technologies. Often productions are developed involving the artistic and cultural potential of the region and allow the transmission of positive messages to work around health. The student is encouraged to produce and present audiovisual material, in the form of music, theater, puppets, portfolios, workshops and artistic pieces that address the various health issues so directed to culture and people's lifestyle.

It was considered as study population 168 students and ten nursing faculty members present at that institution in the semester 2012.2. Due to the probable loss of information due to refusals, it was decided to do sample calculation. Thus, respecting the right of refusal, the spontaneity of the subjects and the inclusion criteria and preset exclusion, the sample consisted of 112 students and seven teachers.

Inclusion criteria were: students enrolled between the fourth and the ninth graduation, believing that they possess more experience regarding the theoretical and practical course content as they have attended specific disciplines of nursing; and effective teachers of the institution, graduates in nursing and to minister at least one course from fourth to ninth semester.

Were excluded from the study students enrolled in more than one discipline that had already responded to the questionnaire once; and two teachers, one by not being graduates in nursing and the other because it is the head researcher.

Collected the data in August and September 2012, using the instrument entitled "Procedures Evaluation Questionnaire Teachers", in two versions of questionnaires. One was directed to students and other teachers. The original instrument it is noteworthy that had already been used in previous research with subjects of the nursing course. Instruments are statements about the development and creative expression and enable measurement aspects inherent creativity stimulated by teachers in the view of these and students. In all there are 19 statements and each presents alternative scale of Likert-type responses of five points, ranging from "strongly disagree" to "strongly agree". The statements were the same for both categories of participants, with the contents presented in the table below (Table 1):
Number and Content of Statements

1. The growing taste for discovery and the search for new knowledge
2. Realization of challenging questions that motivate students to think and reason
3. Stimulating analysis of different aspects of a problem
4. Stimulating students’ initiative
5. Stimulus to thought of new ideas related to the content of the discipline
6. Promotion of self-confidence of the students
7. Stimulate the curiosity of the students through tasks proposed in the discipline taught by professor
8. Encouraging the independence of students
9. Development in students of critical analysis skills
10. Stimulating perception and knowledge of divergent points of view on the same topic of study
11. Valuation of original ideas of students
12. Encourage the students to formulate issues relating to themes studied
13. Professor’s concern only with the informational content of the discipline who teaches
14. Creating an environment of respect and acceptance of the ideas of students
15. Providing time for students to think and develop new ideas
16. Creating chances for students to disagree with the views of professor
17. Use of forms of students’ assessments that require only the reproduction of the content given in class or contained in textbooks
18. Presentation of various aspects of an issue that is being studied
19. Always use the same teaching methodology

Figure 1. Number and content of statements concerning the use by teachers of creativity in the process of formation of nurses present in the questionnaires used in data collection between participants.

With regard to the implementation of data collection, after scheduling with the direction of the institution and the coordination of the nursing program at the time that classes were held, the first author requested permission from teachers of each semester to explain the search requesting participation student. Those who agreed to contribute, was given the Informed Consent Form (ICF) and the questionnaire with questions related to the theme. Teachers, in turn, received the invitation to participate in the study when they were in the staff room, then being handed the questionnaire, also preceded the signing of IC.

Completed the collection, the data were double entered in a database in Excel. For the analysis, we used descriptive statistics procedures (means and percentages, to denote the information or data occurring more frequently). It was used as a computer tool Epi-Info® software, in which the data were tabulated and analyzed. The presentation of the results was made by means of tables.

For the layout of the tables, it was decided to group the five-point Likert scale in three, as follows: disagreement (represented by items strongly disagree), doubt (represented by item in doubt) and agreement (represented by items fully agree). In addition, following the strategy used in original14 study in order to make the discussion of more objective results, the statements of the questionnaires were grouped into three topics, represented as follows: encouraging new ideas (affirmative of one to ten, 12 and 18), climate for expression of ideas (statements 11, 14 and 16) and evaluation and teaching methodology (statements 13, 17 and 19). The statement 15 was not included in any of the topics.

For each topic there was a sum of percentages and are averaged and highlighted the fashion of scale responses, is therefore possible to determine the level of agreement of participants for each group.

It is noteworthy that, in the case of a questionnaire, some items were not answered by the participants. Thus, the calculation of percentages was proportional to the amount of valid responses to each question, which are considered as those filled by the participants.

The project was approved by the Research Ethics Committee (CEP) of the Catholic School Queen of the Wild (protocol 20,120,110). All participants were informed about the proposed objectives and signed the Informed Consent, and have been met all requirements related to the conduct of research with human beings.

RESULTS

The study included 112 students, with ages ranging 18-46 years old and predominance of females (81.3%). With regard to marital status, most were single (77.7%), and 12.5% reported being married. As for occupation, 80.4% of students said they did not work, devoting exclusively to study, while 15.2% reconciled studies with work activities. Please note that, because it was used a questionnaire as a data collection instrument, some items are no longer answered by the participants.
Thus, 4.5% students did not meet the gender, marital status 8.9% and 4.4% the occupation.

About the semester of the course, as previously stated, it included only those who were in the fourth to ninth. Thus, considering the valid answers, represented by 107 students, the distribution for the period was 26 (24.3%) students were enrolled in room; six (5.6%) the fifth; 28 (26.2%) the sixth; 11 (10.3%) the seventh; 18 (16.8%) the eighth and another 18 (16.8%) the ninth.

With respect to teachers, the sample represented by seven participants aged between 26-47 years old with a female predominance (85.7%). With regard to marital status, most were married (71.4%). Regarding university education time it ranged from six months to 12 years. Regarding the title, most

Table 1. Level of concordance of students and teachers related to statements corresponding to the topic encouraging new ideas. Quixadá, 2012.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Disagreement</th>
<th>Doubt</th>
<th>Agreement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A*</td>
<td>P**</td>
<td>A</td>
</tr>
<tr>
<td>Affirmative 1</td>
<td>-</td>
<td></td>
<td>9,9</td>
</tr>
<tr>
<td>Affirmative 2</td>
<td>4,5</td>
<td></td>
<td>8,9</td>
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<tr>
<td>Affirmative 3</td>
<td>6,3</td>
<td></td>
<td>19,6</td>
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<tr>
<td>Affirmative 4</td>
<td>7,1</td>
<td></td>
<td>16,1</td>
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<tr>
<td>Affirmative 5</td>
<td>13,5</td>
<td></td>
<td>16,2</td>
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<tr>
<td>Affirmative 6</td>
<td>14,3</td>
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<td>26,8</td>
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<tr>
<td>Affirmative 7</td>
<td>12,6</td>
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<td>18,0</td>
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<td>Affirmative 8</td>
<td>3,6</td>
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<td>18,2</td>
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<tr>
<td>Affirmative 9</td>
<td>3,6</td>
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<td>16,1</td>
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<td>Affirmative 10</td>
<td>10,7</td>
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<td>16,1</td>
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<tr>
<td>Affirmative 12</td>
<td>19,6</td>
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<td>17,0</td>
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<td>Affirmative 18</td>
<td>14,3</td>
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<td>17,9</td>
</tr>
</tbody>
</table>

Note: A* - student; P** - professor.

As shown in Table 1, the responses of the participants in both categories concentrated in agreement. Recital 1 for disagreement, 2 and 3 to doubt for agreement, for all items of the table the agreement was confirmed by means of descriptive statistics represented by mode = 3 for all assertions. With respect to the average student responses, there was variation from 2,4 to 2,9.

Importantly, with respect to the amount of valid responses to the items in Table 1, the seven teachers met all affirmative. The students, all answered affirmative 3, 4, 6, 9, 10, 12 and 18; 111 responded affirmative 1, 2, 5 and 7; and 110 answered yes 8.

There were doubts about the level of agreement students and teachers statements related to the corresponding topic atmosphere for expression of ideas, with the results shown in Table 2.

Table 2. Level of concordance of students and teachers related to statements corresponding to the topic climate for idea expression s. Quixadá, 2012.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Disagreement</th>
<th>Doubt</th>
<th>Agreement</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>A*</td>
<td>P**</td>
<td>A</td>
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<tr>
<td>Affirmative 11</td>
<td>16,2</td>
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<tr>
<td>Affirmative 14</td>
<td>10,7</td>
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<td>10,7</td>
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<tr>
<td>Affirmative 16</td>
<td>20,5</td>
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<td>17,0</td>
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Note: A* - student; P** - professor.

Regarding the valid responses considered for presentation in Table 2, as well as earlier in the seven teachers met all affirmative. In turn, the 112 students answered affirmative only 14 and 16, and 111 valid sample used for the statement number 11. The average of students’ answers were, in order, 2,4; 2,6; and 2,4; 3 being the fashion value to the answers
of all participants, showing a predominance to the agreement with the statements in question.

Table 3, in turn, introduced the students' level of agreement and statements related to the topic evaluation and teaching methodology.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Disagreement</th>
<th>Doubt</th>
<th>Agreement</th>
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<tbody>
<tr>
<td>A*</td>
<td>P**</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>40.0</td>
<td>85.7</td>
<td>20.9</td>
<td>39.1</td>
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<tr>
<td>13</td>
<td></td>
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<td></td>
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<tr>
<td>23.2</td>
<td>85.7</td>
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<td>19</td>
<td></td>
<td>12.5</td>
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</table>

Note: A* - student; P** - professor.

As can be seen, in contrast to what was presented in the other topics, the responses were well distributed in most of the statements in Table 3. Regarding the first statement, for example, despite the small difference between the extremes of students' answers, small majority these and most of the teachers focused their answers in disagreement item. It is noteworthy that, specifically on this issue, to infer that the teacher uses creativity in teaching methodology, it is expected that most of the answers really focus on the disagreement item, as well as exposed. This can still justify the value of the lowest mean for student responses (1,99).

With regard to question 17, the opinions of participants missed. Although most students have agreed that teachers assess only with the inclusion of the contents exposed in class (average 2,29 and fashion 3), none of the teachers agreed with this statement. In turn, the use of the teaching methodology always, affirmative 19 of the questionnaire, it was agreed by all teachers and a majority of students, reflecting creativity deficiency in teaching methodology.

**DISCUSSION**

Regarding the characteristics of the participants, it was observed that both among students and among teachers, there was a predominance of females. This predominance may be related to the historical aspects of the nursing profession characterized by the ability of women to care for the human being, while men were seen as strong beings and, therefore, had the task of fighting the battles. Next, the discussion of aspects related to creativity, divided into topics, as described in the methodology.

- **Encouraging new ideas**

  This topic corresponded to the affirmatives from one to ten, 12 and 18 of the questionnaires. Analyzing the responses, it was noted that both students and teachers focused their answers in the corresponding item to the agreement. A similar situation was found in other studies. In one of these publications showed that participants' responses indicated that the teacher, to express themselves clearly, worrying about the student, offer development opportunities and be understanding encourages students have the curiosity to ask and be interested in the matter. Comparing these answers with the study on screen, it was found that the sampled teachers also use methods that promote the creative expression of students.

  The teacher must have in its teaching methodology strategies that encourage students to think independently, test their ideas or engage in activities that encourage their curiosity and require the use of different intellectual abilities. This thinking finds resonance in the General Theory for the Development of Creative Productivity Young, which highlights the interaction between social context and creative expression, aimed at creative production for learning.

  Encouraging new ideas, from the teacher, even in the future nursing education process, can make a difference in performance of this professional in the operation of its activities. This incentive favors to health professionals, especially nurses, discovering creative ways to accommodate, solve, share or minimize the frequently asked questions of those who seek the health service for some weakness or illness. In this view, first step towards the use of creativity is to exercise the full potential of generating ideas, creating the most amount possible without pre-judging any of them.

  There are important results coming from research and teaching experiences, based on creativity and playfulness, the use of various strategies and languages for developing expressive-creative abilities of teachers and students of both the nursing field, as in other areas of knowledge.

- **Climate for expression of ideas**
The creation of the climate favors creativity can be a leap in the quality of services offered. Creativity revitalizes organizations stimulating daring people and it represents a qualitative improvement in products and services, it being understood easily by customers both internal and external. Maybe that's why creativity is being valued in contemporary professional world. There are reports that there are at least three reasons for such development: increased competitiveness, high speed of change and the enhancement of entrepreneurship.22

The climate for expression of ideas, discussed here, was represented by the affirmative 11, 14 and 16 of the questionnaires. The responses of teachers and students also indicated that most agreed that teachers create a favorable climate for students express their opinions, their views and their creativity. There are studies with similar results, emphasizing that the nature of the course content, the level of motivation and the students’ efforts reflect the dynamics in the classroom.2,15

Importantly, creativity is a complex phenomenon and there are countless individual and environmental characteristics that contribute to the greater or lesser extent and development of this competence. There are many factors influencing knowledge, mobilization and the use of creative talent in organizations.19,23,24 Some of these factors reside in their work environment and work both as facilitators as repressors of creativity and utilization. Thus, it is understood that the creation of a creative environment also in the future professional training process can contribute to the ease of use of creativity in the workplace.

It is noteworthy that, while necessary in organizations, creativity needs to be contextualized to institutional goals, sharing concepts and methods about the organizational dimensions of the concept of skills, and interact with their history, vision, business, mission, values, principles and strategies.19,21

Relating the consideration of the educational environment, it is important to note that the Pedagogical Political Project for a course must be seated on clear objectives, with the democratic participation of educational actors - managers, teachers and students - be flexible and include content involving beyond the question technique. In this sense, creativity is an important element of cross-sectional nature that needs to be used across the curriculum, preferably interacting with the three fundamental structures of learning: teacher, student, curriculum - as highlighted in theory.19

It is noteworthy that creativity while competence is expressed in the DCN for the Nursing Course, emphasizing nursing education, focused on the perspective of the production of care, fully, aimed at professional humanistic profile, reflective, critical, transformative, expressive and creative.12 Thus, the climate for expression of ideas is a fundamental element in the teaching-learning process.

Evaluation and teaching methodology
There were used for the discussion of this topic affirmative 13, 17 and 19 of the questionnaires, related to teaching only concern with the information content, the use of evaluative forms involving only the content taught in class and use the same teaching methodology, respectively.

With regard to the teacher's concern with only the information content, the responses were teachers, mostly discordant this statement. In turn, although there was a slight predominance for the discrepancy between the students opinions, many of them were in doubt about what to fill (20,9%) or agreed that the teacher is still very focused on the transmission of information content (39,1%).

Discrepancy of opinions was also observed in the affirmative on the content of the charged student in learning assessments. While most teachers disagreed that the content is limited to display in the classroom, the students agreed predominantly with this statement.

Regarding the use of the same teaching methodology, all teachers and most students agreed with this statement, which points to the need for greater attention of the course to review the teaching practice related to this item. In a survey in which it was tested an instrument of creative practices the results revealed that teachers are crucial in the process of helping students to develop their potential and acquire desirable skills for their personal development and professional.17

The area of education and nursing research has given opportunity to generation of idea through pedagogical techniques and new procedures used by teachers. The group dynamics, individual development plan of the student portfolios, among others, are seen as examples of the revelation of the creativity of the students and should therefore be encouraged, used and supervised by professors.5 In the same direction, as a methodology education, various strategies for
practical development of expressive and creative skills such as poetry, music, theater, pamphlet literature and other artistic, expressive and cultural languages, are reported in other studies. 9-11,25-6

As for focused teaching practice for creativity - in the opinion of the participants - in the studied scenario, we believe in the following explanations: a) those with more teaching time have more experience on the use of creativity in the classroom due to greater opportunity to have it used at various times; b) the advent of DCN for Nursing Course and the humanization policies preach changes on the model of comprehensive health care, from training; c) the Political Project Course studied is built for the use of creativity by the teacher reflecting on student evaluation.

Importantly the results found in this study, the data obtained from the participants - teachers and students - the importance of not solitary teaching practice, but dialogical, interactive, innovative and creative in higher education.

This exchange of knowledge confirms this thinking always present in the teaching-learning process, that the practice should meet two fundamental truths: that knowledge comes from social practice and it returns; and knowledge is collective and cannot be held on the subject of loneliness.27

CONCLUSION

The teachers of the institution provide for the use of creativity during the course of its activities, especially in aspects related to encouraging new ideas and the creation of an environment for the expression of the same. Less significantly, the results also indicated the need to include diversity in the evaluation process and teaching methodology used by teachers.

It is appropriate to encouraging discussions to deepen on this subject in the investigated environment with agendas at meetings of the college and the structuring teaching core of the course, so that the aforementioned discrepancies are analyzed and reversed collectively. In fact, it would be pertinent to the ongoing evaluation of the Political Pedagogical Project of the course, so that creativity is across the disciplines, strategies and teaching resources, throughout the course.

It is emphasized as study limitations that may have influenced the discussion of the results: a) the cut for the six chosen to sample composition, since the study was restricted from fourth to ninth, certainly, the results would be different including population teachers and students of the course; b) the choice of non-representative sample composition; c) the exclusion of the question for course curriculum analysis; e) the lack of studies on creativity, especially made in the academic area of higher nursing education, especially in the formation of future professionals.

Moreover, they were not carried out in-depth statistical analyzes, such as information associations, which can be suggested as caring for new publications.

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Gomes ARM, Vasconcelos HCA de, Silva O.

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**Corresponding Address**
Hérica Cristina Alves de Vasconcelos
Programa de Pós-Graduação em Enfermagem
Centro de Ciências da Saúde
Universidade Federal do Ceará
Rua Zuca Acioly, 633 / Apt 201 / Bl H
Bairro Dunas
CEP 60191-335 – Fortaleza (CE), Brazil