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NURSING STUDENT PERCEPTIONS ABOUT THE ACTIVITIES DEVELOPED DURING THE SUPERVISED INTERNSHIP FOR INTEGRATION I

PERCEPÇÕES DO GRADUANDO DE ENFERMAGEM SOBRE AS ATIVIDADES DESENVOLVIDAS DURANTE O ESTÁGIO SUPERVISIONADO INTEGRALIZADOR I

PERCEPCIÓN DEL ESTUDIANTE DE ENFERMERÍA ACERCA DE LAS ACTIVIDADES DESARROLLADAS DURANTE LA PASANTÍA SUPERVISADA INTEGRALIZADORA I

Danielle Costa de Souza¹, Ilza Lopes da S. Santos², Janayna de Oliveira Rosa Miranda³, Aline Affonso Luna⁴, Fábio José de Almeida Guilherme⁵, Maria da Soledade Simeão dos Santos⁶

ABSTRACT

Objectives: describing the process of the nursing student's learning inserted into the Supervised Internship I; identifying the skills acquired by the nursing graduate student during the internship; discussing the stage of contribution in the training of the nursing student process. **Method:** a descriptive and exploratory study of a qualitative approach involving 21 nursing course students at the University Unigranrio in the municipality of Duque de Caxias/RJ, through interviews with semi-structured form, during the month of December 2013. The study had the project approved by the Research Ethics Committee, CAAE 19876713.4.0000.5283. **Results:** the students have the opportunity to experience the full form that established learning. **Conclusion:** the stage is the means for the graduating practice leadership and be established as an integral part to the practical scenario. **Descriptors:** Education; Learning; Higher Education; Nursing Education; Human Resources.

RESUMO

Objetivos: descrever o processo de aprendizagem do graduando de enfermagem inserido no Estágio Supervisionado I; identificar as habilidades adquiridas pelo graduando de enfermagem no decorrer do estágio; discutir a contribuição do estágio no processo de formação do graduando de enfermagem. **Método:** estudo descritivo e exploratório, com abordagem qualitativa, envolvendo 21 discentes do curso de Enfermagem da Universidade Unigranrio, no município de Duque de Caxias/RJ, por meio de entrevista com formulário semiestruturado, durante o mês de dezembro de 2013. O estudo teve aprovado o projeto pelo Comitê de Ética em Pesquisa, CAAE 19876713.4.0000.5283. **Resultados:** os discentes tem a oportunidade de vivenciar de forma plena o aprendizado instituído. **Conclusão:** o estágio é o meio para que o graduando pratique a liderança e se estabeleça como elemento integrante ao cenário de prática. **Descritores:** Ensino; Aprendizagem; Educação Superior; Educação em Enfermagem; Recursos Humanos.

RESUMEN

Objetivos: describir el proceso de aprendizaje del estudiante de enfermería inserido en la Pasantía Supervisada I; identificar las competencias adquiridas por el estudiante graduado de enfermería durante la pasantía; discutir la etapa de la contribución a la formación del proceso estudiante de enfermería. **Métodos:** es un estudio descriptivo y exploratorio con un enfoque cualitativo, con la participación de 21 alumnos del curso de enfermería en la Universidad UNIGRANRIO en el municipio de Duque de Caxias/RJ, a través de entrevistas con forma semi-estructurada, durante el mes de diciembre de 2013. El estudio tubo el proyecto aprobado por el Comité de Ética en la Investigación, CAAE 19876713.4.0000.5283. **Resultados:** los estudiantes tienen la oportunidad de experimentar la forma completa que estableció el aprendizaje. **Conclusión:** la etapa es el medio para la práctica de liderazgo que se graduó y se establecer como una parte integral de la situación práctica. **Descriptores:** Educación; Aprendizaje; La Educación Superior; Educación en Enfermería; Recursos Humanos.

¹Nurse, Specialist Professor in Occupational Health Nursing and Family Health, Master of Nursing, University - UNIGRANRIO, Doctoral Student of Nursing, School of Nursing Anna Nery/Federal University of Rio de Janeiro/UFRN. Rio de Janeiro (RJ), Brazil. Email: duzza.danny@gmail.com; ²Nurse egress, University of Grande Rio Professor José de Souza Herdy - Unigranrio. Rio de Janeiro (RJ), Brazil. Email: ilza.lssc@yahoo.com.br; ³ Nurse egress, University of Grande Rio Professor José de Souza Herdy - Unigranrio. Rio de Janeiro (RJ), Brazil. Email: janaceoli@hotmail.com; ⁴Nurse, Master Teacher of Nursing, University - UNIGRANRIO, Doctoral Student, Postgraduate Program in Nursing and Biosciences, Federal University of the State of Rio de Janeiro UNIRIO. Rio de Janeiro (RJ), Brazil. Email: aline-luna@hotmail.com; ⁵Nurse, Master Teacher of Nursing, School of Health Sciences/ECS, University - Unigranrio. Rio de Janeiro (RJ), Brazil. Email: prof.fabioguilherme@yahoo.com.br; ⁶Nurse, Doctorate in Nursing, School of Nursing Anna Nery/Federal University of Rio de Janeiro/UFRJ. Rio de Janeiro (RJ), Brazil. Email: soleed@openlink.com.br

INTRODUCTION

Instinct learning is something that is born with human beings. The first experiences, the first rules of coexistence are the first teaching and learning processes of functioning. Thinking about the uniqueness of the human being and life in a society of multiple learning opportunities, in which the consequences to school, to the teacher and education in general are huge.

It is fundamental to learn to think independently, learn to communicate, learn research, know-how, have logical thinking, learn how to work collaboratively to synthesize and theoretical elaborations, knowing how to organize one's work, be disciplined, be subject knowledge building, be open to new learning, know the sources of information, know how to articulate knowledge with practice and with other knowledge.¹

From this statement, we relate these experiences necessary for learning to those that occur in the health practice setting. Our quest is guided in the teaching-learning process of nursing graduate students, more precisely directed to graduating inserted into the discipline Supervised for Integration I (ESI-I). This research was conducted at the University of Rio Grande - UNIGRANRIO, located in the municipality of Rio de Janeiro, with students of the undergraduate course in Nursing.

The ESI-it is considered as didactic and pedagogical procedure that takes the student to locate, observe and apply careful and reflexively the theoretical and practical conceptual framework assimilated at different times of course, an inter- and multidisciplinary approach, in context.²

According to the curriculum of the institution the Nursing Graduation Course is structured so that the student integralize in at least four years or eight semesters and a maximum of six years or twelve semesters, offered in the morning shift and night and has in its structure theoretical subjects, theoretical and practical, supervised training and complementary activities totaling 3700 hours. The supervised internship focuses on Course number 3, entitled Immersion in Care Practice in Nursing, and happened in the final year of graduation, and the ESI-R in the seventh and the ESI-II in the eighth periods.

The National Education Council stresses that the nursing education, as well as theoretical and practical content developed over the course of its training, there are the required courses to include in the curriculum

the supervised training in general and specialized hospitals, clinics, basic health services network and communities in the last two semesters of the Graduate Course in Nursing. The academic supervision process on internship must be performed by nurses, supervisors, teachers and professionals working in institutions where the stage is developed. Thus, the method of teaching terminating the supervised training is given in graduate courses as one of the most important in the training of future professionals.³

The ESI is a discipline that brings its skills in the consolidation of technical and scientific training, organization, expression and communication of thought; comprehensive care, decision making and problem solving through logical reasoning and critical analysis; ethical and humanistic commitments; promotion of educational activities on health; preparing syntheses, forming a critical and reflective student with constant stimulus for critical discussion, grounded in basic concepts of politics, economics and citizenship, reinforcing the need for respect for cultural diversity and coexistence and acceptance of social, cultural, ethnic and racial.

The students internship is described as a supervised school education act, developed in the workplace, aimed at preparation for productive work of students who are attending regular education in higher educational institutions.⁴ This perspective, the activities developed in ESI-I enable the practical training of the student, contextualized with the theoretical concepts taught during graduation. We still consider that the perception of students about their professional world, reflecting on their practical and social positioning, allows critical and maturation in relation to their performance.

The insertion of the student in ESI-I is equal to the entry in the professional environment. It is considered that the internship the moment the best place of learning for the training of professionals from different careers, as it is the environment itself where lives and works professionally.⁵

The teaching and service are articulated from the completion of the internship provided for in the National Curriculum Guidelines for the Nursing Course. This document provides for the participation of nurses in the health service which is developing the said intership in the preparation of their programming and student supervision process.⁶

In this way the graduating can perfect bond of ties, exercising a critical and reflective

look on the client as a whole, assessing health status and the social profile, thus being able to tailor care to better serve you.

The process of teaching and learning in shaping the future nurse is but only by imparting knowledge and knowledge transmitted by the teacher, but also the formation of a professional critic, reflective, able to make informed decisions on social welfare, in addition to training and developing specific skills informed by scientific knowledge and techniques for getting the best care, disease prevention and health promotion. Note that the nurse professional, unlike other professions, is guided in his graduation to "become a leader", as in your professional life will have to act, think, manage and administer a team. **Therefore, we reaffirm the teaching-learning process must become active, dynamic, reflective, participatory and questioning. The ESI-I discipline applies current and innovative teaching practices, and encourage the participation of the student during every stage.**

Also found that traditionally, lectures, where the student sees himself as viewer of the content taught, passive, and does not develop a critical view, and disqualify him as an integral individual in context, making it merely a storehouse of information, filing him without knowing exactly at what time and in what form will employ what has been taught. The autonomic pedagogical process emphasizes the importance of open dialogue, curious, inquiring and not passive. In this sense, it is fundamental environment where teachers and students to see and take epistemologically curious.⁷

The decentralization of the teaching-learning process makes the dynamic and motivating content, and enables the implementation of actions for building knowledge, which enables complementarity between college and students. This feeling, the questions that guide this study are: How important is the Supervised Internship for Integration for graduating? The practice helps developing skills? What are these skills?

The insertion of graduating on internship scenario is a moment of extreme importance that can generate anxiety and concern for the unpredictability of clinical cases and complexity of customers. Our reflection on the need of listing and classifying the methods used on graduation allowing, looking the student, the solid construction of knowledge from the contents taught. Thus, the relevance of this research is manifested through the goal involves the development of internship, where

we aim to expose the process of knowledge construction for the final establishment of a competent professional nursing. We need to show even the successes and failures of the process of teaching and learning in practical scenario that brings together several subjects and situations and that this study will be observed in the graduate's perspective.

OBJECTIVES

- ♦ Describing the process of learning the Nursing Graduating Housed in Internship I. Supervised for Integration;
- ♦ Identifying the skills acquired by the nursing student during the Supervised Integration I;
- ♦ And discussing the contribution of the Supervised Internship I for Integration in the training of the nursing student process.

METHOD

This is a descriptive study of a qualitative approach. The survey was conducted by qualitative method since it works with a universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization variables.⁸

The study was conducted at the University of Grande Rio Professor José de Souza Herdy, Unigranrio located in the municipality of Rio de Janeiro, the campus Lapa and Barra da Tijuca. Participants were nursing students of the institution who were attending the course Supervised Integration I in the 2nd half of 2013. The exclusion criteria were considered the students who were not enrolled in Supervised for Integration I discipline as well as those who do not demonstrate intention to participate.

To preserve the identity of the participants in this study, they were identified in the study by the letter G Graduating, followed by the number that highlights the ordering of full questionnaires.

In December 2013, the classrooms of UNIGRANRIO, semi-structured interviews were carried out from pre-established route, in the form of questionnaire, in line with the objectives built. We seek to obtain the experiences of the graduates of the nursing course in the aspects that concern the practice of Supervised Internship for Integration I, as well as their theoretical and practical relationship and the applicability of the concepts taught during graduation.

Study participants were informed about the objectives of the investigation and that the results would be used exclusively for purposes of this by assuring them for that, its total guarantee as to the anonymity and freedom to participate or not in the study, without there being any injury or injury to their integrity as a person. Thus, it was presented and submitted to our participants a Term of Informed Consent.

Data were analyzed and interpreted by exhaustive reading of the information according to content analysis,¹⁰ specific analysis of the speeches of the open questions, with the presentation of pictures made of Inventories, classification by analogy the speeches and the subsequent construction of categories/nuclear ideas that emerged from the process of categorization of speech of students.

The project was approved by the Research Ethics Committee, as compliance with the requirements laid down by Resolution 466/12 of the National Ethics Council of Research⁹ and obtained approval in the number of opinion No. 480.900 on the date of 05th December, 2013.

RESULTS

1st Part: Categorization of subject

Study participants totaled 21 subjects, composed of men and women aged 18-55 years old. We stress that 76,19% are female and 23,81% male. When analyzed by age group, 38,1% are located in the range of 18-25 years old, 52,38% are in the range of 26-35, 4.76% are between 36-45 and 4,76% appear between 46-55 years old.

2nd Part: Presentation of the inventory and classification by analogy of the speeches

After filling out the questionnaire by the participants of this study, reading the answers to the questions posed by the investigator keeping the original speech of each subject was performed, so that it was possible for a full examination of the data source and to carry out the first phase called pre-analysis.¹⁰

The second stage of the analysis of the answers of the participants was the exploitation of the material. This operation was carried out by structuring data through strategies such as inventory of 10 reporting units and context and rating analogies. In inventory were isolated speech elements and classification by analogy the distribution of elements was made, giving organization to messages.

We should point out also that the four essential rules defined by Bardin for core of ideas were followed: completeness, representativeness, consistency and relevance of speeches, all were observed during the treatment of the 21 speeches made, allowing us, therefore, compliance with stages of pre-analysis and exploration of material, basic for the categorization process. With this, we can then proceed to the third and last stage relating to the processing and interpretation of results (categories/cores). The results were profiled to the original speeches of each participant (coded by the letter G) and held the treatment of speeches by comparisons of message content, characterized as rating analogy.

3rd Part: Presentation of the analysis category

This category << **The contribution of the Supervised Internship for Integration for the academic training of the nursing student: Knowledge building** >> has been achieved during the analysis of the responses to the five open questions concerning the information collection instrument, applied between the study participants screen.

DISCUSSION

♦ The contribution of the Supervised Internship for Integration for the academic training of the nursing student: Knowledge construction.

The construction of knowledge goes through several processes, and these are one codependency that assigns the interest of the individual to such a great responsibility for the content management throughout the process leading up to the ESI-I.

The process of teaching and learning exposes constituent elements of its composition to the action of teaching, which greatly rely on intentionality that predisposes to help anyone who wants to learn. Thus there is a long way between the purpose and its realization.¹¹ The ideal of teaching is that teaching produces a transformation in the apprentice, making it the best, most skilled, competent and capable.

The reports we have seen the transformation movement which graduates can exercise in internship holding time. This time led to confirmation by the student's need for recovery of some content and discussions in the classroom and which were not discussed in the light of what was presented in the practical field.

At first I was afraid for unknown account and not knowing what it was about the ESI

methodology. On the last day I was very happy for all the positive opportunities, reported in previous issues, I could experience. It was enriching to live this experience so different from anything I'd ever done as an internship in college. (G4)

At the beginning of the internship I it was too dependent on the teacher and his coordinates. At the end of the internship I could develop myself in order to unite the theoretical and practical content. (G7)

There were growth, maturation and development. From first to last day was security, self-confidence, self-esteem and knowledge. (G15)

We observe the repetition of some words in our discourse as "fear", "concern", "tension", especially on issues which have been requested to graduates who do reflect on their evolution from broad and meaningful way. Difficulties and anxieties that the student experiences in the relationship with the patient, with the teacher and with environment produces positive and negative effects related to the first student of practical experience with patients.¹² Thus, we bring some of the speeches that emphasize this statement:

1st day I had the environmental tour; I was afraid; insecurity; I observed grotesque errors in health care; I could compare the NR 32 that was not being fulfilled, and the RDC No. 50, on my last day; It was satisfactory, because, I realized that I did a good job; I got reports of patients to which pay attention. (G10)

On the first day there is always an uncertainty and fear of the unknown. I noticed a development in the late internship, because I knew the environment and routine that he followed. (G17)

To begin the internship, I felt totally unprepared and afraid at the thought of taking a patient; with continuous frequency to the stage at the end surprised by the completely changed attitude and knowledge with practice. (G19)

We perceive through the speeches that learning becomes rich, effective when the theory is concurrently applied to clinical practice. Fears and anxiety of the student retreat, resulting in autonomous practices assisted in scientific knowledge taught during graduation.

First hit a bit of a concern related to various types of public procedure of differentiated species, health, woman, man and elderly. With the stage I was relating all due procedure and acquiring more confidence on my assistance. (G 12)

We note that the large ESI-I the differential is in the compositional elements of its environment. Autonomy acquired while

performing the stage compared to the first stage of the day is evidenced in the following speeches:

At the beginning of the internship I was too dependent on the teacher and his coordinates. At the end of the internship I could develop myself in order to unite the theoretical and practical content. (G7)

I think my insertion was very productive because by purchasing the theoretical content, I had to encourage the signs and clinical changes. From first to last day the most difference reported that after an analysis realized, was to present safety when performing a procedure. (G12)

We understand that all the elements offered to the students during graduation are extremely important, and the internship allows the building of effective relationships between teachers and students. Thus, the sudden entry of students in an unknown situation is triggering factor of tensions and anxieties and these feelings interfere negatively in the learning, being essential that teachers in training field are aware of this and has understanding of attitudes toward the student¹² who will directly affect the student's speech and the way of learning even in a negative or positive way.

Interactions student/student, student/teacher, student/health staff, student/employee, make interpersonal part which is the foundation that gives opportunity learning. In this context, the effectiveness of learning occurs when there is a strong interpersonal relationship.¹²

There is no denying the finding that after the initial period at the internship it is possible an establishment of bonds between students, college and staff, and it is important for the graduating develop over the meetings in the ESI-I, interpersonal skills so necessary during provided nursing care, where an ethical, clear and respectful relationship is indispensable to obtain good results. Therefore, we present some speeches that were very enlightening about the skills acquired by graduates of nursing during the course of the internship.

The main was the development of the ability to lead, add people even with different profiles. (G1)

Develop the steps of the SAE with quality, providing a full service to the patient, put into practice what was learned in class: leadership, manage tasks, industry management. (G4)

Among the results presented on the evolution of the students in ESI-I on autonomy and skills achieved through the process and integration with the other members of the

health team, rescued after the following lines:

Development and professional growth, communication skills and interpersonal relationship, leadership and technical skills in general. (G17)

When I started the internship I had difficulty taking initiative in the proceedings, and over time this has changed, so I've achieved more autonomy learned in practice the importance of working in a harmonious team and improved the way, say, and improved my communication with other colleagues. And partially decision making. (G9)

Thus, "the performance of various activities involving coordinated movements and precise way the set of psychomotor skills, from the simplest to the most complex, necessary to the practice of nursing" ^{13:52}. In the speeches it was possible to understand that the ESI-I development has provided the means for the student is seen as a leader in the internship scenario, realizing the constituent elements of the work environment, which influenced this construction.

With respect to leadership developed in ESI-I, we highlight that the occurrence of holistic, three-dimensional structure, which requires the development of professional skills, leadership and personal effectiveness. We can infer that the leadership will enable a combination of competence and character.¹⁴

Regarding the leadership we emphasize that the Leaders are developed: are not manufactured. They must have time and space to unfold.¹⁵ Therefore, we consider the leadership of the skills described in greater emphasis. Among the required leadership skills stands out: knowledge, experience, confidence, ability to work in teams, problem-solving, self-development, interpersonal relationships, commitment and respect between staff and to know listening.¹⁶

Understand the attitude of nurses in different situations has been my biggest learning, not just technically great and catch in practice, it has to be a reconciliation to be a professional nurse. (G1)

Learn to have better interpersonal relationship with the patient in Intensive Care and respect individuals in general. (G8)

We realize that the professional nurse need to combine tasks, as they are essential and concomitant, so we agreed that "the management practice of nurses involves multiple actions to manage, taking care of and educating, caring managing and educating, educating caring for and managing building knowledge".^{17:23}

The ability to management practice is also acquired and perfected in the ESI-I. A

graduate of the mission is not geared only for applicability of care, but also to what is needed to make the promotion of this possible care, time management to the provision of materials, the delegation of tasks and team organization based on various situations such as overcrowding, clinical condition of the patient, professional numbers available and the number of occupied beds.

Thus, the nurse formation process in contemporary points to the training of professional to carry out general and specific competencies, and skills guided by the views of students as subjects of the training process.¹⁸

Recovering some of the speeches analyzed, we find the strength to have the applicability of systematization of nursing care and how the student's final year of graduation has focused on health promotion care, anchored in the management of nursing service.

Developing the stages of SAE with quality, providing a comprehensive care to the patient, put into practice what has been learned in the classroom: leadership, manage tasks, sector management. (G4)

Leadership; management of care; application of SAE, confidence. (G13)

Consolidating it, it is emphasized that:

Psychomotor skills in nursing involve a set of activities where the "know-how" is the reflection of a real, permanent and acquired competence to perform a task that requires the domain that the individual should have about himself.¹³

Based on the above argument, we allow ourselves the condition infer that the supervised training enables students skills that make the care process interactively with what needs to be careful, since it establishes a therapeutic relationship where active listening, attention, affection and security of transmission, there are actions that we consider important and that contribute to better patient care. We realized through the contribution of the participants of this research variables of each individual and should be enhanced and stimulated the formation of the future nurse.

CONCLUSION

Throughout the development of this research there was a quest for understanding the teaching-learning process of nursing graduate students inserted into the Supervised Internship for Integration I.

The autonomic process forward to the relevant routines in the training of future nurses are matured through graduation, and to reach the supervised training scenarios, we

have the opportunity to experience the full form that established learning.

It was noticed that, rather than specific skills, perceptions are acquired, experiences, listen, exchange of knowledge, where the relationship and cooperation between college and students themselves as active part of learning, not just by the practice of the procedure, necessary for the achievement of autonomy on the part of the student, give the long journey so that he can acquire autonomy and self-confidence.

What initially awakens in graduating the natural feel of the new feeling, which are described as fear, insecurity, and fears; however, when observing the reflection, the experience was remembered in a positive and empowering way.

This autonomous practice, the graduates were confronted with routines and processes, hitherto unknown in practice, such as people management, management of materials used and the importance of good interpersonal relationships, associates will routine humanized care.

The experience gained in the Supervised Internship for Integration I was positive and innovative, helping to build the graduating as a professional, and to structure it in an ethical manner, setting it on the diversity of situations using the principles of autonomy and leadership.

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Corresponding Address

Danielle Costa de Souza
Rua Prof. José de Souza Herdy, 1.160
Bairro 25 de Agosto
CEP 25071-202 – Duque de Caxias (RJ), Brazil