Paulo Freire research itinerary contribution...



PAULO FREIRE RESEARCH ITINERARY CONTRIBUTION IN THE FIELD OF

NURSING INVESTIGATION ITINERÁRIO DE PESQUISA PAULO FREIRE CONTRIBUIÇÃO NO CAMPO DE INVESTIGAÇÃO EM

ENFERMAGEM
ITINERARIO DE INVESTIGACIÓN PAULO FREIRE: CONTRIBUCIÓN EN EL CAMPO DE INVESTIGACIÓN
EN ENFERMERÍA

Maria Antônia Ramos Costa¹, Dandara Novakowski Spigolon², Elen Ferraz Teston³, Verusca Soares de Souza⁴, Verônica Francisqueti Marquete⁵, Laura Misue Matsuda⁶

ABSTRACT

Objective: to reflect upon the use of the research itinerary under the light of Paulo Freire's works, focusing on the Culture Circle for nursing research. *Method*: qualitative, descriptive study of reflexive analysis. Paulo Freire's publications and a bibliographic survey were used in the virtual library Scientific Electronic Library Online (Scielo), without any specifications of time frames. From the reading of the material that converged with the object proposed in this reflection, content analysis was carried out from a chromatic characterization between the similar ones. *Results*: the dialogicity that qualifies by means of the attention and intentionality of the people involved in the meetings of the Culture Circles stands out, which contributes to the possibility of problematizing different experienced situations in order to find solutions. Considering that the essence of nursing is caring, research in this area needs to detect and unveil the needs of the population. *Conclusion*: the methodological path of the Culture Circle proposed by Freire seems to be a viable and effective alternative in the construction of knowledge and in the field of investigation in Nursing, seeking perspective of the participation of public health policies and solutions to problems of society. *Descriptors*: Health Education; Education, Nursing; Methodology; Health Policy; Knowledge; Nursing.

RESIIMO

Objetivo: refletir acerca do emprego do Itinerário de pesquisa à luz das obras de Paulo Freire, com foco no Círculo de Cultura para a pesquisa em enfermagem. *Método*: estudo qualitativo, descritivo, de análise reflexiva. Serviram de base, as publicações de Paulo Freire e um levantamento bibliográfico na biblioteca virtual Scientific Electronic Library Online (Scielo), sem recorte temporal especificado. A partir da leitura do material que convergia com o objeto proposto nesta reflexão, realizou-se a análise de conteúdo a partir de uma caracterização cromática entre os semelhantes. *Resultados*: destaca-se a dialogicidade que se qualifica por meio da atenção e da intencionalidade das pessoas envolvidas nos encontros dos Círculos de Cultura que possibilita problematizar as diversas situações vivenciadas buscando soluções. Considerando que a essência da enfermagem é o cuidar, as pesquisas nessa área necessitam detectar e desvelar as necessidades da população. *Conclusão*: o caminho metodológico do Círculo de Cultura, proposto por Freire, parece ser uma alternativa viável e eficaz na construção do conhecimento e no campo de investigação em enfermagem, buscando perspectiva da participação das políticas públicas de saúde e soluções para problemas da sociedade. *Descritores*: Educação em saúde; Educação em Enfermagem; Metodologia; Política de Saúde; Conhecimento; Enfermagem.

RESUMEN

Objetivo: reflexionar sobre el empleo del Itinerario de investigación a la luz de las obras de Paulo Freire. Método: estudio cualitativo, descriptivo, de análisis reflexivo. Sirvieron como base las publicaciones de Paulo Freire y un levantamiento bibliográfico en la biblioteca virtual Scientific Electronic Library Online (Scielo), sin recorte temporal especificado. A partir de la lectura del material que convergía con el objeto propuesto en esta reflexión, se realizó el análisis de contenido a partir de una caracterización cromática entre semejantes. Resultados: se destaca lo dialógico que se cualifica mediante la atención e intencionalidad de las personas implicadas en los encuentros de los Círculos de Cultura que permiten problematizar las diversas situaciones vividas buscando soluciones. Considerando que la esencia de la enfermería es el cuidar, las investigaciones en esta área necesitan detectar e desvelar las necesidades de la población. Conclusión: el camino metodológico del Círculo de Cultura propuesto por Freire parece ser una alternativa viable y eficaz en la construcción del conocimiento y en el campo de investigación en enfermería, buscando una perspectiva de participación en las políticas públicas de sanidad y soluciones a los problemas de la sociedad. Descritores: Educación em Salud; Educación em Enfermeria; Metodologia; Política de Salud; Conocimiento; Enfermería.

¹PhD in Nursing, Universidade Estadual do Paraná/UNESPAR. Paranavaí (PR), Brazil. E-mail: enfunespar1982@hotmail.com ORCID iD: https://orcid.org/0000-0001-6906-5396; ²PhD in Health Sciencies, Universidade Estadual do Paraná/UNESPAR. Paranavaí (PR), Brazil. E-mail: dandaraspigolon@gmail.com ORCID iD: https://orcid.org/0000-0002-9615-4420; ³PhD in Nursing, Universidade Estadual do Paraná/UNESPAR. Paranavaí (PR), Brazil. E-mail: ferrazteston@gmail.com ORCID iD: https://orcid.org/0000-0002-1252-9708; ⁴PhD, Universidade Estadual do Paraná/UNESPAR. Paranavaí (PR), Brazil. E-mail: veruscasoares@gmail.com ORCID iD: https://orcid.org/0000-0003-3305-6812; ⁵MA in Nursing, Universidade Estadual de Maringá/UEM. Maringá (PR), Brazil. E-mail: veronicafrancisqueti19@gmail.com ORCID iD: https://orcid.org/0000-0002-8070-6091; ⁴PhD in Fundamental Nursing, Universidade Estadual de Maringá/UEM. Maringá (PR), Brazil. E-mail: lauramisuem@gmail.com ORCID iD: https://orcid.org/0000-0002-4280-7203

INTRODUCTION

In the field of education and investigation, the 21st century nursing is redirecting the classical method, characterized by the traditional tendency of teaching and research focused on the individual knowledge, into a new perspective of teaching and learning. In this context, it turns back to the methodological proposals that are grounded on the social need and on the citizenship formation of individuals, with the intention of

accompanying the constant transformations in

all areas of science and the economy.

In Brazil, nursing is based on the care model adopted by the Unified Health System (SUS), which indicates the need for nurses to have reflection and criticality as key elements of their performance when searching for solutions to problems related to the standard of living and health of individuals. Thus, during the nurses' training process, it is necessary to encourage the development of research that dedicates to the formulation of strategies for transforming the social and political reality in which the subject is inserted,¹ and with that, contribute to the regional progress.

Based on the characteristics of the nurse provided by SUS, the National Curricular Directive (DCN), which refers to the academic education of the professional, also focuses on of discussions the valorization about observance of the philosophical presuppositions and the importance knowledge production articulated to the social and political context of the student/learner.² In this sense, it is necessary to discuss in greater depth implicit and explicit problems of the population's social reality, which can be realized through Paulo Freire's theoretical reference: problematization.

Freire (1921-1997) was the most celebrated Brazilian educator with performance and international recognition. Popularized mainly by the method of adult literacy that bears his name, he developed pedagogical thinking that was admittedly political and brings in his works content that positively influences nursing research.³⁻⁴

The problematization presupposes that the individual (student/learner) is the active subject of the teaching-learning process and source of constant critical reflection. ⁵⁻⁶ This means that in this process the student develops criticality (learns how to be critical), curiosity, research spirit and creativity, by actively participating of the training process.

Nursing knowledge produced from the Freirean perspective tends to transform

Paulo Freire research itinerary contribution...

caregiving actions by allowing the act of educating-caring to occur in a horizontal, dialogical, reciprocal and truly human relationship, so that positive impacts on the quality of care are produced.³⁻⁴ In addition, this procedure approaches the central axis of the discussion in health pedagogy, especially the principles of dialogicity, which allows the intermediation of printed knowledge and practices in the experiences of human groups, whether professional or popular.^{3,7-8}

In order to deepen the discussion about nursing research and Paulo Freire's approach, the Research Itinerary must be highlighted along with the proposal of the Culture Circles, also called by Freire as "Research Circles", which consist of learning units in which, strictly speaking, something is not taught, but it is learned with 'reciprocity of conscience'. In this act, there are no teachers, but a coordinator, whose function is to provide the information requested by the respective and participants to provide favorable conditions for the group's dynamics, so as to minimize direct intervention in the course of the dialogue.⁵ In other words, the Culture Circle is an educational space where different subjectivities travel and coexist with different knowledge, resulting in new knowledge acquired through dialogue, collective and solidarity work.5

OBJECTIVE

• To reflect upon the usage of the Research Itinerary under the light of Paulo Freire's works, focusing on the Culture Circle for nursing research.

MÉTHOD

A qualitative, descriptive study of reflexive analysis on the course of the research methodology by Paulo Freire and contribution to the nursing investigations. Paulo publications Freire's and bibliographical survey carried out in 2016 on nursing research in the Scientific Electronic Library Online (Scielo) virtual library, with no specified time frame, served as the basis for this reflection.

From the reading of the material that converged with the object proposed in this reflection, content analysis was carried out from a chromatic characterization between the similar ones. From this, we identified two central themes that will be presented in this reflection: Education under Paulo Freire's Perspective: Theoretical Conceptions; and Culture Circles as a Tool for Research in Nursing.

RESULTS AND DISCUSSION

♦ Education under Paulo Freire's Perspective: Theoretical Conceptions

Whenever addressing education, Freire mentions that knowledge is made through constant overcoming and that education has been and always will be an instrument that causes changes in society, on social, economic and political aspects. For this author, through education, man begins to develop a critical conscience, guided by the questioning, the understanding of his reality and the search for solutions to transform it.⁵ Paulo Freire thus translates the importance of education as a permanent process of learning, in the sense that the man accompanies the technological advances and performs its function in the most appropriate way possible.

In his works, the author emphasizes that education is a dynamic and continuous process of permanent construction of knowledge, because it happens through free thought and critical-reflexive consciousness, which leads to the creation of personal and professional commitment, enabling the subject transform his/hers reality. He also states that teaching not to think is something purely planned by those in power, so that they can have in their hands the greatest possible number of oppressed, since the fragility takes the need of those who dominate to survive. 5-6

It should be emphasized that knowledge has always been based on the perspective of building a society of critical-thinking men who claim their role in society and places education as a resource for this achievement. author takes the "banking" problematizing conceptions as the basis for considering the educator-learner relationship, conception of man, society, world and production of knowledge leads to what he calls "liberating education" which is capable of liberating man from oppression domination. 5-6

By using the "banking" conception and practice of education, the oppressors, here defined as the holders of knowledge, develop social action of paternalistic disposition by receiving the oppressed, the name of 'assisted', who are in reality marginalized that disagree with the general physiognomy of society. In this type of social action the conditions are removed from the man so that he can, by his own means, supply his needs, putting the fulfillment of such needs in the hands of others, for in the "banking" conception, education is the act to deposit, to transfer, to transmit values and knowledge.

Paulo Freire research itinerary contribution...

From the perspective of conception, dialogue is not the essence of education, making it antidialogical. On the contrary, problematizing education promotes dialogue, which is the core of this model of education, as a fundamental element of the teaching and learning process. This means that the educator is not the one who only educates, but the one who, while educating, is also educated and, in dialogue with the educated, who, being educated, educates. In this way, "nobody educates anyone, nor does anyone educate himself: men educate themselves in communion, mediated by the

The author considers that the educator who uses the problematization often reconstructs his knowledge from the knowledge of the learners, who come to act as critical researchers, in dialogue with the educator, who by his reflective character, seeks a permanent clarification of reality. Thus, Freire stresses that "the more students are questioned as beings in the world and with the world, the more they will feel challenged" and, consequently, they will be freed from the bonds of "canned knowledge". 5:98

Complementing it, Freire clarifies that education as a practice of freedom, unlike that which is the practice of domination, implies onto "[...] the negation of abstract, isolated, loose man, disconnected from the world, as well as the denial of the world as a reality absent from men". ^{5: 81} It also states that the man must be the subject of his own education and that at the time of learning, both teacher and student are placed on the level of equality. This conception breaks with the traditional view that the teacher is the subject and the student is the object, since education, besides an act that produces knowledge, is also a social and political act.

In this understanding, Pedagogy aims at raising awareness, because education is constituted at a time when man realizes himself as a *Being* of *praxis*, being able to reflect, act and transform in the world and for the world, freeing himself from oppression. It is noted that in the Freirean perspective, the act of teaching is not simply transmission of knowledge, thus, the educational process happens when individuals learn to learn, appropriating the meaning of content, through teaching and application in their praxis.

Once there is a conscience that the process of getting to know the reality demands, among other aspects, political action and effective commitment, Paulo Freire's theoretical-methodological framework can be used in the context of nursing research,

because it seeks to train professional nurses who act in the country's reality through a critical and reflective manner. In addition, the conception that the investigative practice, based on participation and problematization, is fundamental for the understanding and transformation of the living and working of those who exercise leadership positions in the nursing team, is another strong reason for the choice of this approach in this study.

♦ Culture Circles as a Tool for Research in Nursing

It is considered that the research practice in nursing with a focus on the problem has in the Culture Circle described by Freire (2011), a possible tool to be used. This is because, nursing tries to investigate not only human beings as objects of investigation, but the lived reality, the levels of perception of this reality and the vision of the world in which they are, therefore, involved in the contradictions that need to be codified and decoded by the participants.⁵⁻⁶

In the Culture Circle, the researcher is considered as a mobilizer, mediator, or moderator of action-reflection-action, carried out by the participants. In this process, the horizontal relationship is established among people who experience the Culture Circle, whose freedom for dialogue instigates social subjects to "feel subjects of their own thinking", awakening their own vision of the world, expressed implicitly or explicitly, by means of his suggestions and those of his companions.⁵

The method used for the preliminary collection and analysis of data in the Culture Circle is the "Research Itinerary", adapted from the proposals of the educator Paulo Freire, 9-12 and from his reading by some intellectuals. 13-17

The Research Itinerary (Figure 1) consists of the following steps:

Culture Circle: It is formed by a group of people who come together to discuss their work; their reality and/or their family life. The purpose of the Culture Circle is to analyse the daily practice and act in a way to provoke changes of attitude that reflect in the improvement of the lived reality.

Generating themes or words: This stage is defined as the thematic research phase, whose themes and generating words are extracted from the everyday universe. The word generating and forming other words that make possible a reading not only linguistic but also politics of reality. This is the moment of defining the problems or limiting situations

Paulo Freire research itinerary contribution...

that must be overcome by the participants through subsequent steps.

Coding/Decoding: The coding covers certain aspects of the problem that one wants to study, allowing to know some moments of the concrete context. Codification and Decoding is the moment of contextualization when the themes are problematized, questioned, analysed and the subjects begin to have a critical view of the situation and the subject discussed.

Critical awareness: This stage is the moment of reflection that will stimulate the action, that is, the necessary movement so that the participants of the research can apprehend/perceive, analyse phenomena and processes and discuss how to transform them. Because it is the stage of the participant's awareness of the real situation, the action-reflection-action process occurs to overcome the contradictions of lived reality.¹⁸

Paulo Freire research itinerary contribution...

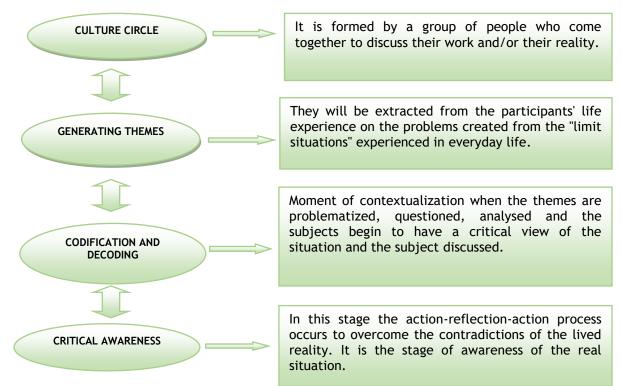


Figure 1. Steps of the research itinerary for the data collection in the Culture Circle. 5,6

The usage of the Culture Circle as a nursing method can elect pedagogical strategies of action, in contextualized and critical manners, as it unveils the real needs of the research participants and enables the prioritization of actions aimed at improving the quality of care with focus in health promotion, which is the main goal of SUS. Considering that the groups inserted in the context of health promotion are focused on the search for the empowerment of the subjects, changes in behaviors and attitudes the directed towards development autonomy and facing with the conditions that generate avoidable and unnecessary suffering, Freire's tool for advancing this proposal.¹⁹

The professional training in nursing was a historical and worldwide process in the different periods of political and economic evolution. In this context, issues related to nurse training impose responsibilities and challenges in the conduct of a process that attempts to raise the quality of teaching and the resulting technical and scientific production.

responsibility to train individuals capable of interfering with the real problems of society, under the auspices of a critical position, is a great challenge to educational institutions, since the social, political and economic reality of the population requires that the training of health professionals goes beyond a teaching centered on theoretical contents. This is because deficient teaching also compromises research, which is the driving force behind scientific technological development, which, reflection-action-reflection process, creates alternatives to minimize the problem situation detected.

In the context of education and training of critical and reflective professionals, based on research and analysis of health conditions and illness of individuals, the importance of training institutions is to sensitize future professionals to assume the role of active subject in overcoming barriers supported in the problematization and in the dialogue that, as already mentioned, is not common in Brazil.

In the discussion about the training of health professionals, it is perceived that critical reflection in the teaching-learning process seems to be the biggest challenge and to advance in these issues, it is necessary to theoretical-philosophical methodological paths that allow usage of problematization as an instrument to think reality. In this sense, an experience report produced from the master's and doctoral disciplines of the Graduate Program in Nursing of the Federal University of Piaui/UFPI, pointed out that the conduction of the Culture Circle allowed the students to collectively explore issues inherent in the reality of teaching in Nursing. The same study also revealed that the use of this framework sought to meet the demands that are occurring in the educational area, especially in higher education and post-graduation, in which autonomy is a necessity for the professors.²⁰

When transposing the Freirean conception to the field of nursing research, it is noticed that there is already a certain redirection of the method of investigation in nursing for new methodological proposals that contemplate other objects of study and allow new epistemological horizons for the generation of knowledge. In this redirection, Freire's

teaching-learning method is an additional approach to nursing research, as one of the presuppositions is the idea that no one educates anyone and no one educates himself or herself, that is, education is a collective act of solidarity.

Thus, in the field of nursing research, Freire's referential and his proposal of Cultural Circles are based on historical transformation as a conscious action of human beings. From perspective. nursing education expected to permeated be by possibilities, either in the field of practice or research, using new methods techniques that lead to the goal of building a body of knowledge that has as a base the search in the reality, causes and responses to health problems.

The Culture Circle can be considered as a possibility for nursing research in which the researcher is not the holder of the knowledge, but rather the one that participates in stimulating the subjects. In this way, the intention is not only to collect data for a research, but also, to exchange experiences and knowledge through group dialogues and then put them into practice. This research method proposes the insertion of the subject as an active participant in the process, since the research questions are thought from the needs brought by the subjects themselves, in an awakening to full citizenship and social transformation.²¹

In Culture Circles, participants perceive themselves in the teaching-learning process and/or research, as someone who knows reality and is capable of making changes, making its knowledge produced, subjecting it to its understanding and possibility of use. Therefore, research becomes important to the process of understanding day-to-day problems, because in addition to raising data, search for possible ways to solve problems, using the knowledge and experiences lived by all participants.

Although still in a timid manner, some research in nursing has been using the Culture Circle as a reference and have presented important impacts in the construction of knowledge and care to the population. In this context, a study carried out by nursing students from the State University of Vale do Acaraú who used the Culture Circle together with the Adolescer group, highlighted the possibility that this referential represented for the construction of a rich discussion with adolescents about sexual and reproductive health. It also pointed out that the freedom of dialogue within the group provided satisfactory results, with the establishment of

Paulo Freire research itinerary contribution...

links and exchanges of knowledge about topics of interest to the target audience. ²²

It should be emphasized that the nurse usually works in a society characterized by deep social inequalities that generate healthdisease processes in which several imbalances related to the conditions of life are present. In this sense, using a method such as the Culture Circle for nursing research makes it possible to walk a path that can focus on specific problems and elaborate the empirical data in the light of theoretical references, reconstructing them, so as to enable a knowledge structure that supports practical applicability. This knowledge, with an internal logic, can provide answers to the questions, enabling the desired transformations, be it in the field of assistance and/or research.

CONCLUSION

This manuscript presented elements for reflection on the process of knowledge construction and nursing research, which is, in still fragmented in watertight general, disciplines that are far from complementary and thus constitute a theoretical-practical body of knowledge in which the fact and its explanations, its laws and its interrelationships are perceived, understood, discussed and appropriated, either by the student/learner or by the teacher/educator.

The considerations are based on the conception that the theoretical questions must be intertwined with the practice, in the courses of nurse training, be it in the graduation or in the post-graduation. In this context, the democratic educator, in his teaching practice, must reinforce the student's critical capacity, his curiosity and his insubmissions, as Paulo Freire's theoretical-methodological framework addresses.

Considering that the essence of nursing is caring, research in this area needs to detect and unveil the needs of the population. Thus, the methodological path of the Culture Circle, proposed by Freire, seems to be a viable and effective alternative to nursing research, because it emphasizes the protagonism of the subject, leads to the awareness of the problem and the recognition of potentialities.

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Maria Antonia Ramos Costa Rua Prudentopolis, 1390 Jardim Ouro Branco

CEP: 8704-190 — Paranavaí (PR), Brazil

English/Portuguese