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## REFLECTIVE ANALYSIS ARTICLE

### COMPLETENESS IN EDUCATIONAL RELATIONSHIP: A NEW LOOK FOR NURSE'S TRAINING

#### INTEGRALIDADE NA RELAÇÃO PEDAGÓGICA: UM NOVO OLHAR PARA A FORMAÇÃO DO ENFERMEIRO

#### INTEGRIDAD EN RELACIÓN EDUCATIVA: UNA NUEVA MIRADA PARA LA FORMACIÓN DE ENFERMERÍA

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#### ABSTRACT

**Objective:** to reflect on the pedagogical relationship in nursing education with the background of reflective practical education proposed by Donald Schön and the principle of comprehensiveness in care. **Method:** theoretical reflection from the analysis of books and articles available in LILACS database and SCIELO virtual library. Inclusion criteria: full articles, published between 2004 and 2014, in Portuguese, English and Spanish. The books were selected by adherence to the theme, without considering chronological aspects. **Results:** presented in two theoretical categories: reflective practical education and the principle of integrity, and pedagogical relationship fully guided. **Conclusion:** the training of nurses anchored in reflective practical teaching and comprehensiveness stimulates creativity, the question and dialogue exercise. It contributes significantly to have more qualified professionals to consolidate the desired health practices in our public health system. **Descriptors:** Teaching; Faculty; Nursing.

#### RESUMO

**Objetivo:** refletir acerca da relação pedagógica na formação do enfermeiro tendo como pano de fundo o ensino prático reflexivo proposto por Donald Schön e o princípio da integralidade no cuidado. **Método:** reflexão teórica a partir da análise de livros e artigos disponíveis na base de dados LILACS e biblioteca virtual SCIELO. Critérios de inclusão: artigos na íntegra, publicados entre 2004 e 2014, nos idiomas português, inglês e espanhol. Os livros foram selecionados por aderência à temática, sem considerar os aspectos cronológicos. **Resultados:** apresentados em duas categorias teóricas: Ensino prático reflexivo e o princípio da integralidade; Relação pedagógica pautada na integralidade. **Conclusão:** a formação do enfermeiro ancorada no ensino prático reflexivo e na integralidade estimula a criatividade, o exercício da pergunta e o diálogo. Contribui significativamente, para que tenhamos profissionais mais qualificados para consolidarem as práticas de saúde almejadas em nosso sistema público de saúde. **Descritores:** Ensino; Docentes; Enfermagem.

#### RESUMEN

**Objetivo:** reflexionar sobre la relación pedagógica en la educación de enfermería con el fondo de la educación práctica reflexiva propuesto por Donald Schön y el principio de la integralidad en la atención. **Método:** reflexión teórica a partir del análisis de libros y artículos disponibles en la base de datos LILACS y SCIELO biblioteca virtual. Criterios de inclusión: artículos completos, publicados entre 2004 y 2014, en portugués, Inglés y Español. Los libros fueron seleccionados por la adhesión al tema, sin tener en cuenta los aspectos cronológicos. **Resultados:** se presentan en dos categorías teóricas: la educación práctica reflexiva y el principio de integridad; relación pedagógica guiado en su totalidad. **Conclusión:** la formación de enfermero anclada en la enseñanza práctica reflexiva y la exhaustividad estimula la creatividad, el ejercicio de preguntas y diálogo. Que contribuye significativamente a tener los profesionales más cualificados para consolidar acerca de las prácticas de salud deseados en nuestro sistema de salud pública. **Descriptor:** Enseñanza; Docentes; Enfermería.

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## INTRODUCTION

The nurse's training process prioritizes the construction of dialogical spaces guided by reflections on the reality experienced in health services and during the training itself. The formation jointing knowledge and skills capable of generating processing is chosen, and at the same time enable professionals to deal with the uncertainties of the process of live.<sup>1</sup>

In this context of complexity and constant change, the pedagogical relationship has a fundamental role in the development of skills, abilities and attitudes that will base the practice of nurses face future demands encountered during their formative process, and later in his personal and professional tasks. Nursing education must be grounded to the principles of the Brazilian Unified Health System (SUS) so that, during this process, the academic can identify and reflect on the real and complex situations encountered in everyday health work. From the look anchored on the principles of SUS and a pedagogical relationship that encourages reflection on different educational contexts it becomes possible to have nurses to transform the practice in services and respond to the health needs of a population.

Pedagogical relationship is every established relationship in the teaching-learning spaces between teacher and student with the intention of teaching and learning. This relationship is founded by the guidelines of the educational institution, mutual respect, complicity, reciprocity and freedom of expression of feelings and knowledge by both the student and the teacher. In the pedagogical relationship of space creates the possibility of collective work in the search for knowledge to research, understand, question and rebuild both knowledge related to vocational training as staff of the subjects involved.<sup>2,3</sup>

The pedagogical relationship must be understood as a space of autonomy and freedom that provides the transformation of teacher and student, transforming their relationships with knowledge, with the teaching-learning and the reality in which they live.<sup>4</sup> When associated with reflective practical teaching, this is a teaching that explore questions of "competence, learning, trust and identity that are the basis of previous autonomous movements of students between academic career and field",<sup>5</sup> becomes an instrument that enables the education, the critically reflect on the reality

and before the decisions to be taken and the rescue of education to citizenship.

This transformation process that involves individuals, knowledge and relationships, when anchored in a reflective practice, favor the development of new ways of understanding the different contexts experienced over training. At the same time, teaching the principle of integrity must accompany this movement, changing and adapting to the peculiarities and complexities of subjects and contexts that are involved in training.

For the consolidation of the principle of integrity to occur, it is necessary that everyone involved recognizes it as a guiding principle of health practices and also the relations established in the educational process. And, based on this design to create possibilities and be sensitive to, this practice is an everyday event, established in the dynamic, creative and reflective learning process.<sup>6</sup>

So, to deepen this reflection launched some questions that mobilized us for this study: what are the possibilities of application of the principle of integrity in the pedagogical relationship? How to establish a pedagogical relationship fully guided? As the reflective practical teaching fosters pedagogical relation fully anchored?

In order to contribute to reflections that point in indicatives of possibilities for the establishment of a pedagogical relation fully anchored, the objective is to perform a theoretical reflection on the pedagogical relationship established in nursing education with the background of reflective practical teaching and principle of integrity.

This reflection on the pedagogical relationship is of great importance so we can look comprehensiveness in its polysemy, dialoguing with it also the relationships established during the training of nurses. This perspective creates opportunities for rethinking teaching practices, looking by another perspective, anchored in a reflective practical teaching. When we believe in this possibility of applying the principle of integrity in the pedagogical relationship anchoring it in a reflective practical teaching, we initiate a process of reflection on the practices developed during training, identifying gaps and potential of an education that reflects on the practice and where practice is an instrument that instigates reflection on teaching. This reflective exercise becomes a different element from the time the pedagogical relationship is embedded in constructs that do not

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disconnect action and practice, reflection and action.

## METHOD

Reflective study of the pedagogical relationship anchored in the theoretical framework of reflective practice of Donald Schon and comprehensiveness as a pedagogical principle. Consultation was conducted in LILACS database and virtual library SCIELO with the descriptors: education; Nursing; College education; Teachers, nursing students; Completeness Health; were also consulted online and printed books available to grip the searched subject. The search was conducted in 2014, and was limited to full articles available published online between 2004 and 2014, in Portuguese, English and Spanish. The books were selected by adherence to the theme, without regard to chronological aspects.

To accomplish this reflection were built two theoretical categories: reflective practical education and the principle of integrity; pedagogical relationship fully guided.

## RESULTS

### ♦ Reflective practical education and the principle of integrity

Reflective practical teaching is the one that instigates learning by doing, connects the world of education to work and vice versa, permeated by dialogue, reflection in action between tutor/teacher and student.<sup>5</sup> At the same time, search for the training process meet the existing demands in the teaching-learning process in the different contexts in which occurs the educational practice, whether in the classroom, in laboratory practice or in everyday health services.

In this light, in a reflective practical education based on the comprehensiveness has as a starting point one of the philosophical principles of the SUS, opening horizons for it to be perceived in its polysemy, and in different areas of nursing education. Thus, it goes against the definition of comprehensiveness<sup>7</sup> as an abstract precept illuminator of practices that can be transmitted as a technical tool.

Teaching integrity is a challenge for those involved in training, since this principle has been described as the most difficult to be applied and consolidated in the SUS. This difficulty is related to several factors involving both questions for the commitment and involvement of professional services, as

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process management and health policy, and to the process of vocational training.

Integrity, as a dimension of health practices, requires a reflection on how relationships are established between professionals and users, among the professionals themselves,<sup>8</sup> between teachers and students, teachers and professionals, students and professionals.

Ensuring integrity of care requires reorganization of health services, including in the daily reflection on the process of learning the practice. It also involves the development of actions ranging from the beginning of vocational training to changes in health and nursing practice, promoting changes in the training process. Therefore, it is necessary to adopt teaching methods, teaching teacher training, effective integration between teaching and service; break with the fragmentation of the subject.<sup>8</sup>

Achieving completeness is linked to the construction of new health practices grounded in an extended care, considering the perspective of SUS complexity. To do this, there needs to be articulated movement between professionals and managers to enable new ways of organizing the services, anchored in a process of continuing education. This process is imperative to rethink the practices and concepts of health seeking guides them for completeness and changes that make possible its implementation.<sup>9</sup>

Education and health policies have driven the academy to get involved in these services movements. The Reorientation National Program for Health Training (PRO-Health) was the latest driver of institutional changes, which expanded the university horizons, for integration with community demands, this movement being reinforced by the Education Program at Work Health (PET-Health), which gave greater concreteness to the process, through intervention projects based on situational diagnosis of territories.<sup>10</sup>

This approach of the work world to the academy is potentially positive for reflective practical teaching, once it approaches us from the real demands of services. So we start from a concrete reality, rich learning situations in which teachers and students are challenged to seek alternatives in situations that require the application of knowledge that are beyond those learned in technical rationality. This ability to reflect on the real problems and look for alternatives in the face of natural and unique situations is called by Schön professional artistry. This kind of talent is expressed from certain skills that professionals demonstrate in unique,

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uncertain and conflictive situations that arise in practice.<sup>5</sup>

The academic training, when going beyond technical rationality, guides students to exercise the reflection in action and the action, to build knowledge professionals that meet the demands of practice academic training to go beyond technical rationality let the students to exercise reflection on action and the action to build professional knowledge that responds to the practical demands.<sup>5</sup> In this perspective, dialogue is the element that underlies the relations established in the context of education, stimulating exercise of the question, the openness to the other and the new, citizenship and the principle of integrity.

In this dialectic, how can we identify these situations? How to conduct the process of teaching and learning in the face of uncertain situations? How to develop the process of reflection in action in this context? Certainly, we have no ready answers to these questions, but possibilities that could lead us so that we can reflect on the different ways of teaching.

Some strategies more used to promote reflective practice in the training are: reflective dialogue, the didactic question and the dialogic translation. Reflective dialogue the teacher to explain certain content or procedure informs the student what you're doing, how you are doing and why you are doing (justify the decisions that guide its intervention), giving voice to do what you do and why does.<sup>11</sup>

The didactic question consists of questions that respond to different purposes, ranging from the use of knowledge developed by the students to the construction of shared meanings in the classroom. The dialogic translation is by conducting conversation by the teacher so that will progress from the first concepts developed by the students to elaborate the teaching built from the first. It can be said that through a dialogic relationship the teacher translates what the student has produced an interactive and participatory relationship between these subjects.<sup>11</sup>

These strategies can contribute significantly to lead the teaching-learning process in nursing courses because this profession, for having their knowledge epistemologically characterized as practical knowledge, can present some difficulty in explaining it verbally. Such knowledge needs to be demonstrated.<sup>11</sup>

From this conception, we identified how important is the reflection by the teacher on his/her practice, because this reflective

exercise makes it possible to analyze how the adopted pedagogical practices have answered the demands found in the training and how it has led the training process.

It is also necessary to seek a teaching practice that provides the students with the development of critical thinking, valuing creativity, reflection and participation, conditions essential for social inclusion and the construction of citizenship.<sup>12</sup> This practice needs to be contextualized, committed to the socio-political and cultural context, which manages necessary social changes and meets the recommended by the National Curriculum Guidelines for Nursing and the demands of the SUS.<sup>13</sup>

The pedagogical relationship that encourages the exercise of the question of citizenship, dialogue, creativity, criticality, reflection, and is attentive to the surprises elements found during training, enables learning anchored in a reflective practical teaching. In this proposal, according to Schön,<sup>5</sup> students focus on the reflection in the process of action, seeking answers to situations, uncertain, conflicting and ones that arise in everyday practice, and clearly that the resolution of these situations will require skills that go beyond the knowledge of technical rationality.

Thinking about the teaching-learning process invites to this exercise, since we do not know beforehand which demands each individual seeking health services presents. As well, we cannot identify in advance which will be the demands of training. Thus, we need to establish jointly with the actors involved in the training strategies that encourage reflective practical teaching in nursing education, so that these future professionals are better prepared for the demands of professional practice and to take care in the perspective of comprehensiveness.

In health training, the centrality of the presence of questioning that arises from everyday professional practices become imperative for curricular activities. The use of various scenarios of daily life of health services, such as teaching-learning scenarios, enables experiences of questioning that emerged in the professional practice everyday. Possible resolutions to these issues are close to concrete and practical way to real situations, so the knowledge becomes built significantly starting these situations. In this scenario we move away from learning based on memorizing concepts and values.<sup>14</sup>

The wealth of practical experiences of the daily services can hardly be obtained in lectures, by more that use innovative

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technologies and pedagogical proposals. In the classroom, the subject is seen most often in an abstract way, this was not the mutual recognition of the subjects involved in the teaching and learning process.<sup>15</sup>

The reflective dialogical practice among subjects, in the various scenarios where training takes place, opens the way for the search possibilities that meet the educational demands, in addition to the content in the SUS strengthening perspective, specifically the health completeness.<sup>6</sup>

These demands of an education based on the principle of integrity, when backed into a reflective practical teaching, contribute to students, teachers and professionals to develop the process of reflection in action and reflection on action as recommended.<sup>5</sup> Thus, these actors, reflecting while doing the action and after its completion, can find alternatives that respond to the problems of full practices, meeting the needs of each person who needs care, and especially learning to find solutions that flee those indicated by technical rationality, punctual.

This construction of the educational process of future nurses during training cannot occur without realizing that this is a collective and dynamic movement, which requires dialogue, rapprochement with the other's reality, engagement of personal and professional values and concepts of reconstruction earlier established. This permeates the idea that integrality, as a SUS principle, is regarded as a principle that can be adopted in the pedagogies.<sup>16</sup>

### **Pedagogical relation fully guided**

In the process of concepts transformation and health practices, everyone plays the starring role, in order to form professionals able to understand and produce actions related to comprehensive health practices. This transformation can start at the university itself, the collegiate or department, but must also reach the classroom and the teacher-student relationship, so that the desired changes actually consolidate practices.<sup>17</sup>

Adding to this, we need to translate care also in the relations established in the context of training in classrooms, services, the intersectional space teacher student relationship.<sup>18</sup> How to translate this carefully guided and in view of a reflective practical teaching?

The pedagogical relationship must be understood as a space of autonomy and freedom that provides the transformation of teacher and student, transforming their relationships with knowledge, with the

teaching-learning and the reality in which they live.<sup>4</sup>

The learning phenomenon in a pedagogical relationship contemplates beyond the information, learning to "re (establish) a relationship between the teacher and what is taught." In this sense, the process of teaching and learning is permeated by reflection on reality, in front of a contextualized knowledge, promoting changes in the way of acting, thinking and feeling. To form a professional who is an agent of change in reality he needs to live in the pedagogical relationship the expected practice, both by the students as the teacher, because thus has the opportunity to develop in himself what was offered to her.<sup>4</sup>

In this conception, the pedagogical relation fully guided must be experienced during the training of nurses, realizing up the modes of action of teachers and students, permeated by dialogue and rapprochement with the reality of these subjects. How to establish this relation? What actions need to be made for your application?

The initial condition lies in the assertion that the protagonists of this relation need to believe that comprehensiveness is an assumption of pedagogical practice, understanding it in its meanings and inter-relating it to their adopted postures. So, if we realize that the entirety is a principle that requires recognize the subject in its totality, considering its context of life, their health needs, which prevents this concept is applied to the student and teacher? This is just one example of how we can carry this philosophical principle of SUS for the pedagogical relation. The integrity of care, in a reflective practical teaching, can be taught by example, the conduct of the teacher before uncertain situations and complex professional practice. Therefore, the teacher must have the sensitivity to invite the student for this exercise, reflecting on the action, and on how this reflection can contribute to improve their practice. The difficulty<sup>16</sup> on fully applying the pedagogical relation is related to the fact that the actors involved in the training do not realize that this principle can be applied as a pedagogical principle.

The teaching attitude to situations found in the formative process of the nurse defines the type of relationship established or one wants to establish with the students. Thus, if the teacher is free to dialogue, the approach to the reality of each student, listening to your anguish, your feelings and your life story, can establish a trust relationship that strengthens the pedagogical practice.<sup>16</sup>



In this context of nursing education, in the perspective of comprehensiveness grounded in a reflective practical education, we need teachers and students to engage in methodological proposals that facilitate the acquisition of significant knowledge for professional practice. This significance is linked to what each one wants in their formative process, understanding that the initial training of nurses plays an important role in the construction of new professionals who will work in services in SUS consolidation and attention of health care grounded in full.

Establish a pedagogical relationship guided in full requires the availability of openness to new experiences and learning, which does not occur without the mutual recognition of the subjects, the otherness, the boldness and willingness to innovate pedagogical practices, and the constant stimulus to reflection.

### FINAL CONSIDERATIONS

The pedagogical relationship adopted for nurses' training is a key element to create opportunities for students to experience in their practice situations of uncertainty and complexity. This ratio, when anchored in reflective practical teaching, approaches proposed academic to daily services, encouraging them to develop skills and competencies to become nurses to differentiate into their professional practice.

We need professionals who have as assumptions that the demand for care is that you need to be careful, otherwise we will have professionals who care as perspective taking their own needs, not providing the dialogue or the participation of users. This perspective makes it impossible to care from the perspective of integrity and accordingly, this will continue being the abstract principle, difficult to be reached or achieved.

As in full care, the pedagogical relationship also needs to be rooted in concepts that consider the demands of all those involved in training. To do this, we need to reflect on the possibilities of application of integral relations, we need to approach some concepts that anchor the pedagogical relationship in order to identify possibilities of application of integrity in the relations established in the nursing education process.

The proposal for a reflective practical teaching instigates teachers and students to learn by doing, reflect during and after their actions, creating skills that give them the resolution capability in situations of uncertainty and complex of professional practice. It also encourages the construction

of subjects who respect each other, ethical, committed and politically.

We believe that the education of nurses, when anchored in this design and guided by a pedagogical relationship that encourages creativity and exercising question and dialogue, contributes significantly to have more qualified professionals to consolidate about the desired health practices in our public system Cheers.

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