



HIGHER EDUCATION IN NURSING: PROCESSES AND TRENDS OF TEACHING WORK

ENSINO SUPERIOR EM ENFERMAGEM: PROCESSOS E TENDÊNCIAS DE TRABALHO DOCENTE ENSEÑANZA SUPERIOR EN ENFERMERÍA: PROCEDIMIENTOS Y TENDENCIAS DE TRABAJO DOCENTE

Dilton Luis Soares de Farias¹, Ana Rafaela Souza Rodrigues², Adriana de Sá Pinheiro³, Sandra Helena Isse Polaro⁴, Márcia Maria Bragança Lopes⁵, Lúcia Hisako Takase Gonçalves⁶

ABSTRACT

Objective: to identify how the education in Nursing higher education is, the processes and the work trends of the teacher. **Method:** this is an integrative review type bibliographical study, in articles published between 2007 and 2017, in the MEDLINE, LILACS and BDNF databases. The data was organized into categories and the methodological quality of the articles was evaluated by the hierarchical levels of evidence, and the results are presented in figures. **Results:** 13 articles were written by nurses and published in the period from 2010 to 2014. Two categories emerged: Nursing Courses and Teaching Work Trends and Curriculum Guidelines for Higher Education in Nursing. **Conclusion:** it is understood that nursing education, teaching-learning and teaching work are not articulated between teaching practice, research and extension, impairing the critical thinking and doing of the student body. It is noticed that teachers' productions still lack innovative strategies that signal to the students a professional practice more in keeping with the current reality of the health needs of the population. **Descriptors:** Higher Education; Nursing Education; Trends; Faculty; Nursing; Review.

RESUMO

Objetivo: identificar como está a educação no ensino superior de Enfermagem, os processos e as tendências de trabalho do docente. **Método:** trata-se de um estudo bibliográfico tipo revisão integrativa, em artigos publicados entre os anos de 2007 a 2017, nas bases de dados MEDLINE, LILACS e BDNF. Organizaram-se os dados em categorias e se avaliou a qualidade metodológica dos artigos pela classificação segundo os sete níveis hierárquicos de evidência, e os resultados apresentam-se em figuras. **Resultados:** encontraram-se 13 artigos escritos por enfermeiros e publicados no período de 2010 a 2014. Emergiram-se duas categorias: Cursos de Enfermagem e Tendências do Trabalho Docente e Diretrizes Curriculares do Ensino Superior em Enfermagem. **Conclusão:** entende-se que a educação de Enfermagem, o ensino-aprendizagem e o trabalho docente não se articulam entre a prática do ensino, a pesquisa e a extensão, prejudicando o fazer e o pensar críticos do corpo discente. Percebe-se que as produções dos docentes ainda carecem de estratégias inovadoras que sinalizem, aos discentes, uma prática profissional mais condizente com a realidade vigente das necessidades de saúde da população. **Descritores:** Ensino Superior; Educação em Enfermagem; Tendências; Docentes; Enfermagem; Revisão.

RESUMEN

Objetivo: identificar cómo está la educación en la enseñanza superior de Enfermería, los procedimientos y las tendencias de trabajo del docente. **Método:** se trata de un estudio bibliográfico tipo revisión integrativa, en artículos publicados entre los años de 2007 a 2017, en las bases de datos MEDLINE, LILACS y BDNF. Se organizaron los datos en categorías y se evaluó la calidad metodológica de los artículos por la clasificación según los siete niveles jerárquicos de evidencia, y los resultados se presentan en figuras. **Resultados:** se encontraron 13 artículos escritos por enfermeros y publicados en el período de 2010 a 2014. Se emergieron dos categorías: Cursos de Enfermería y Tendencias del Trabajo Docente y Directrices Curriculares de la Enseñanza Superior en Enfermería. **Conclusión:** se entiende que la educación de enfermería, la enseñanza-aprendizaje y el trabajo docente no se articulan entre la práctica de la enseñanza, la investigación y la extensión, perjudicando el hacer y el pensar críticos del alumnado. Se percibe que las producciones de los docentes todavía carecen de estrategias innovadoras que señalen a los discentes una práctica profesional más adecuado con la realidad vigente de las necesidades de salud de la población. **Descriptores:** Educación Superior; Educación en Enfermería; Tendencias; Docentes; Enfermería; Revisión.

^{1,2,3}Masters students, Federal University of Pará/UFPA. Belém (PA), Brazil. E-mail: dilton.farias15@gmail.com ORCID iD: <https://orcid.org/0000-0002-8648-3802>; E-mail: anarafaelportugal@hotmail.com ORCID iD: <https://orcid.org/0000-0002-1010-3455>; E-mail: adrianadesapinheiro@hotmail.com ORCID iD: <https://orcid.org/0000-0001-9580-536X>; ^{4,5,6}PhDs, Federal University of Pará/UFPA. Belém (PA), Brazil. E-mail: shpolaro@hotmail.com ORCID iD: <https://orcid.org/0000-0001-5026-5080>; E-mail: mmbl@ufpa.br ORCID iD: <https://orcid.org/000-0001-6232-9985>; E-mail: ltakase@gmail.com ORCID iD: <https://orcid.org/0000-0001-7544-5854>

INTRODUCTION

Historically, professional training in health in Brazil has been marked by the fragmentation of knowledge, which is under a hospital-centric and biologicist vision, and also uses traditional teaching models that prioritize super-specialization and sophistication of procedures, ignoring pedagogical strategies based on problematized teaching and/or the construction of collective knowledge.¹

It becomes a necessity to train professionals in a context that must abandon the reductionist teaching-learning models and accept an integrative perspective of new elements so that there is a personal and joint development with other knowledge and skills. Through this educational practice, it is possible to understand complexity in the face of a transition from standardization to the reflexive paradigm.²

The training of health professionals, particularly nurses, is permeated by new concepts, terms and references stemming both from the proposals contained in the National Education Policies and the National Curricular Guidelines (NCGs) of Nursing, as well as from institutional or even individual initiatives, to carry out formative innovations. Nursing is conceived as a science, art or technology to promote Nursing care to the human being, in its singularity and multidimensionality, articulating with the other professionals committed to the health phenomenon and it is assumed that only an extended concept of caring/care is able to account for the complexity of being, which is in a continuous process of self-organization to live better or to live healthy.³

In the commitment to the formation of new professionals, the technical and scientific aspects and the sensitivity to teaching care are included. It is necessary that nurses-teachers be prepared to face a globalized society and with constant technological advances. We have a professional nurse before a modern world full of transformations and it is necessary to develop a critical thinking, skills with ethical commitments and citizenship, autonomy, ability to solve problems, reflect and transform their practice because only technical skills do not supply the needs of the human being more.⁴

It is required, therefore, that the training of human resources of nurses-teachers propitiates the development of multiple competencies, being one of the great challenges in Nursing education for both the training bodies and the production of knowledge. It is considered to teach care as the representation of a meeting time from being a teacher to being a student and both are placed in context with their needs, information, aspirations and wishes, and there are opportunities for learning for both.⁴

One questions the traditional hegemonic models of teaching and learning in the light of references that allow us to broaden the interactive and associative possibilities of students in the different scenarios of professional performance. In the meantime, active methodologies are based on significant theoretical-methodological principles in which students are encouraged to self-manage their knowledge-building process during Health/Nursing training.³

Thus, in active methodologies, the question of the problematization through which the individual is instigated to think, reflect, create, inquire, and continually re-significate his findings is favored. It is used the problematization of theory and practice as a teaching-learning strategy, in the possibility of providing direct contact with information and the production of knowledge, in order to stimulate a continuous and permanent endogenous process. The perspective of perceiving caring/care based on a fragmented vision of the human being is created and reflections are taken into account in the context of Nursing training with the purpose of optimizing the quality of a care that responds to the needs of the individual considering it singular and plural, that is, the part and the whole that it represents.³

It is necessary to use methodological and pedagogical tendencies in teaching-learning in which the attention of the teacher is not only focused on the content taught, but also on the actions of the students during this learning process. A link must be created between those involved in this process using methods such as problem-based learning in realistic simulations, joint classroom work and case study.⁵

OBJECTIVE

- To analyze how is the education in Nursing higher education, the processes and the work trends of the teacher.

METHOD

This is an integrative review of literature⁶ whose research question was: How is the scientific literature addressing education in Nursing higher education and what are the processes and the work trends of the teacher?

Data was searched in the databases: Latin American Literature in Health Sciences (LILACS), Nursing Database (BDENF), Medical Literature Analysis and Retrieval System Online (MEDLINE), present in the Virtual

Health Library (VHL), in the period between August and October 2017. As a search strategy in the databases, we used the cross-indexing of the following descriptors indexed in the DeCS (Health Sciences Descriptors): Nursing education, trends and teacher with the Boolean operator "And". As inclusion criteria, complete articles, published between 2007 and 2017 by nurses, were included as criteria for inclusion, addressing the issues of education in Nursing, teaching in Nursing and teaching in Brazil, in the English, Portuguese and Spanish languages and, as exclusion criteria, publications that did not meet the theme, duplicates, and were not in their free form. The sample selection process is shown in Figure 1.

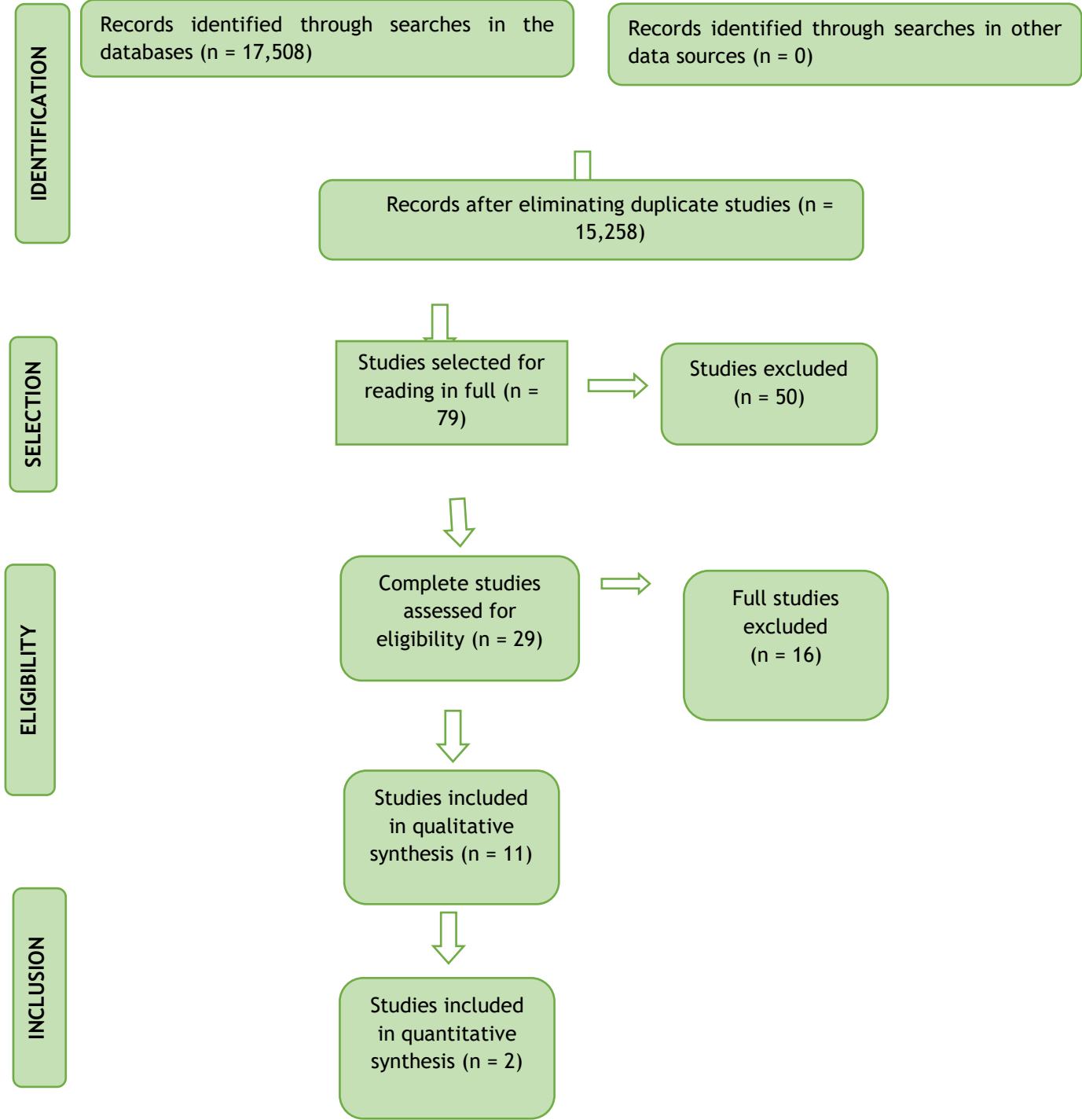


Figure 1. Flowchart of the methodological steps used in the integrative review. Belém (PA), Brazil, 2018.

Two categories were organized, based on the knowledge⁷ of the subject under study, identified in the researched literature: Nursing Courses and Teaching Work Trends; Curriculum Guidelines for Higher Education in Nursing.

For the evaluation of the quality of this review, the selected studies according to the seven hierarchical levels of evidence for best practices more appropriate to the production of scientific knowledge in Nursing with a quantitative and qualitative approach were classified: ⁸ At level 1 - the evidence comes from a systematic review or meta-analysis of all randomized controlled trials; at level 2 - evidence is obtained from at least one well-delineated, well-controlled randomized controlled trial; at level 3 - the evidence comes from a well-delineated clinical trial without randomization; at level 4 - the evidence comes from well-delineated cohort and case-control studies; at level 5 - evidence from a systematic review of a descriptive or qualitative study; at level 6 - are evidence of a single descriptive or qualitative study; at level 7 - are evidence from the opinion of

authorities and / or expert committee report.⁸

RESULTS

The final sample of this review was 13 articles, nine of which were written in Portuguese and four in English, and seven databases were selected from LILACS, three from MEDLINE and three from BDENF. The results were organized into two categories based on the study topic: Nursing Courses and Teaching Work Trends; Curriculum Guidelines for Higher Education in Nursing. It is explained that, although the search for this review covered the period from 2007 to 2017, the selected literature was inserted in the period from 2010 to 2014.

The 13 selected articles in figure 2 are presented identifying them with: study code; authors; publication date; title; newspaper; description of the content regarding the purpose; kind of study; methodology; conclusion and level of evidence.

Stud y code	Title	Journal	Objective	Methodolo gy	Author/ye ar	Conclusion	Level of eviden ce
E1 ¹⁶	<i>Ethical implications and decision making in care education process</i>	Invest Educ Nurs	To know the ethical implications for the practice of Nursing at the moment of decision making of Nursing teachers in the area of practice.	Descriptiv e and qualitative research	Silva LK, Marins PRS, Nobre TCN, Frazão, IS, Rosa DOS, 2014. ⁹	Teachers who work in the process of teaching care also take care of and have a responsibility to consider ethical involvement in the decision-making exercise, since it encourages informed reflection.	V
E2 ²¹	Political-pedagogical project: weaknesses and potentialities experienced by university nursing professors	Journ. nurs. UERJ	Identify the perception of teachers about the Political-Pedagogical Project of ENF / UERJ and highlight the facilities and difficulties experienced by teachers.	Qualitativ e	Mafrá IF, Souza NVDO, Fernandes MC, Correia LM, Penna LHG, 2013. ¹⁰	Among the facilitating aspects, it was pointed out the innovative philosophy of the curriculum, properly planned, capable of favoring integration and contemplating, with quality, the professional training of nurses.	V

E3 ¹⁰	Overview of Nursing Education in Brazil: undergraduate and postgraduate	Nursing in Focus	Outline your expansion, trends and perspectives .	Descriptive, Documentary	Erdmann AL, Fernandes JD, Teixeira GA, 2011. ¹¹	The analysis showed that the Nursing education system should combine the increase of its capacity to attend to the creation of mechanisms for academic qualification, besides the need for an integrated plan that contemplates initiatives to reduce existing regional inequalities in higher education.	V
E4 ⁹	A decade of National Curriculum Guidelines for Undergraduate Nursing: advances and challenges	Bars Journ Nurs	Analyze the advances and challenges of a decade of these guidelines.	Literature review	Fernandes JD, Rebouças LC, 2013. ¹²	The results pointed to advances in strengthening the change in Nursing education in line with education and health policies.	V
E5 ¹⁸	Teaching of informatics in the graduation in Nursing of Brazilian public institutions.	Latino am Journ .Nursing	To verify the insertion of subjects related to informatics in nursing undergraduate courses of Brazilian federal and state higher education institutions.	Descriptive	Sanches LMP, Jensen R, Monteiro MI, Lopes MHBM, 2011. ¹³	The low supply of the subject in the undergraduate course contradicts the tendencies of the job market and the National Curricular Guidelines of the graduation course in Nursing.	V
E6 ¹¹	Overview of undergraduate nursing courses in Brazil in the decade of National Curricular Guidelines	Bras Journ Nurs	To build a panorama of Nursing Undergraduate courses in Brazil, in the decade of the Guidelines National Curricula of the Undergraduate Nursing Course, from 2001 to 2011.	Descriptive / exploratory	Teixeira E, Fernandes JM, Andrade AC, Silva KL, Rocha MEMO, Lima RJO, 2013. ¹⁴	It is also recommended the immediate intervention of the MEC at the poles of Distance education suspending the training of nurses in this modality.	V
E7 ¹³	Pedagogical trends in the	Bras Journ Nurs.	To characterize and analyze	Descriptive / Qualitative	Canever BP, Prado ML,	The great concentration of studies	V

	production of knowledge in Nursing education in the state of São Paulo		the pedagogical tendencies found in the production of scientific articles related to Nursing Education.		Backes VMS, Schweitzer MC, 2013. ¹⁵	based on liberating tendencies or with the ambition to adopt such positions reveals a positive factor of the Research Groups in Nursing Education.
E8 ²⁰	Nursing education in Brazil: a historical view	USP Sch. Nurs Journ	To describe the process of expansion of higher education in Brazilian nursing highlighting the diversity and heterogeneity of this system.	Reflection	Leonello VM, Miranda NMV, Oliveira MAC, 2011. ¹⁶	The need to identify the professional profile and the different processes of teaching work contextualized in the current scenario of public policies focused on the higher education system in Brazil.
E9 ¹⁷	The teaching-service integration in the training of nurses and doctors: the FAMEMA experience	Science & Collective Health	Identify the contributions and limits of teaching-service integration.	Quantitative	Marin MJS, Oliveira MAC, Otani MAP, Cardoso CP, Moravcik MYAD, Conterno LO et al., 2014. ¹⁷	The data indicates that progress must be made so that teaching and service are considered interdependent processes and possibilities for joint reflection.
E10 ¹⁴	Undergraduate nursing education: an integrative literature review	UERJ Journ Nurs	To characterize the theoretical and methodological approaches of the scientific production about the training of nurses and to analyze the pedagogical tendencies that guide the formation of the nurse in the graduation.	Integrative Literature Review	Pires AS, Souza NVDO, Penna LHG, Tavares KFA, D'oliveira CAFB, Almeida CM, 2014. ¹⁸	A strong articulation between the nurses training process and their professional practice in the world of health work was evidenced.
E11 ⁹	Traditional nursing, current and	UERJ Journ Nurs	To identify, with professors of	Qualitative	Mulato SC, 2010. ¹⁹	For the future, there is concern about

	future: the vision of Nursing teachers		the Nursing course of a public university of the interior of São Paulo, the vision of them on the traditional Nursing of today and of the future.			training and the expansion of scientific knowledge and performance, as well as the multidisciplinary and humanized work.	
E12 ^{1 2}	Higher education in nursing: the process of teaching work in different institutional contexts	USP Sch. Nurs Journ	Analyze the characteristics of teaching work in higher education in Nursing.	Qualitative	Leonello VM, Oliveira MAC, 2014. ²⁰	Teacher professionalization can be the starting point for the analysis and the confrontation of a reality so different from work and teaching practice.	V
E13 ^{1 5}	Profile of teachers of undergraduate nursing courses at public and private universities	UERJ Journ Nurs	To identify the profile of Nursing teachers from public and private universities in a city in the South of the State of Minas Gerais.	Descriptive	Terra FS, Secco IAO, Robazzi MLCC, 2011. ²¹	Knowledge of the profile of university nursing faculty will enable institutions to qualify us for the adequate development of their activities.	V

Figure 2. Synthesis of the studies included in the integrative review according to the processes and trends of teaching work. Belém (PA), Brazil, 2017.

The following papers were selected: Revista de Enfermagem da UERJ (4); Revista Escola de Enfermagem da USP (2); Science & Collective Health (1); Revista Brasileira de Enfermagem (3), "Investigación y Educación en Enfermería" (1), Nursing in Focus (1), Latin American Journal of Nursing (1). As for the methodological approach of the studies, qualitative research was predominantly in line with the level of evidence V of best practices.

DISCUSSION

• Nursing courses and teaching work trends

The relevance of Nursing higher education teaching was discussed, as well as its work process, whose pedagogical tendencies and perspectives require teachers to develop improvements to the teaching-learning process of the students, transforming them into future critical-reflexive nurses, ethical and with skills and competences for their professional action

associated to the precepts of the Unified Health System.

In the reviewed studies, a strong political process of expansion of Nursing graduation was observed in the country, taking into account the increasingly competitive market, thus generating disorderly growth and causing a serious imbalance in academic quality.¹² It was recorded On the other hand, postgraduate education grew little and was better integrated into public universities, but with a strong regional imbalance concentrating on the South and Southeast regions.¹¹

It should be emphasized that the continuous efforts, which should be observed, were related to the growth planning of the courses and the articulation between teaching / research / extension. Such efforts should be linked to the growth of courses and teaching practice to factors inherent in the approximation to the concrete reality surrounding the courses.

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It is added that part of the universities, also, the functions of research and extension, of the professors, although contracted under partial regime. It is understood, however, that, generally, the activities of teaching of the graduation become predominant and the research and extension ends up turning into residual activities. Teacher work is thus precarious and intensified, thus directly affecting the broader university practices.¹²

The teacher's work is constituted by a set of specific actions that are carried out by the teacher's person and, in this way, he is transmitter of content, he worries about accomplishing objectives and goals, deadlines and prescriptions, since he holds the decision-making power methodology, content, assessment and interaction with the student. It is believed that teachers are professional models of ethics both in the classroom and in practice, and it is necessary to sharpen ethical decisions in view of the particularity of each situation. It is taken into account that the professional profile is built, from the undergraduate, in overcoming the separation between theory and practice and in the visualization of contemporary society. Studies on the pedagogical trends in the training of nurses have shown the appreciation and diffusion of holistic nursing paradigms in teaching and practice. Emphasis is placed on the commitment to teach care that would necessarily include the ethical involvement of Nursing teachers in the decision-making exercise in professional practice in the teaching process with the student. It is also guided by liberating pedagogical trends that guide the formation of nurses with strong articulation with real practice, with the world of work in constant transformation, with a view to updating and modernizing nursing education.^{9,13,15,16,17,18,19,21}

It was demonstrated, through the themes of the production of articles in research groups of Nursing Education, the focus on: the Teaching-Learning Process; Profile and Trajectory; Professional qualification; Educational technology; Permanent Education in Health; Skills; Teaching in Assistance; Pedagogical practice; Student experience; Popular Education and Interdisciplinarity. It is inferred that there is, on account of this, an academic construction that allows affirming the desire to break with the Cartesian model of the

teaching-learning process towards the liberating tendencies.^{10,15}

There is another trend in this review, which is the digital tools as facilitators of teaching-learning: in Brazil, only 35 undergraduate nursing courses from federal and state institutions offered informatics-related subjects available on the Internet in 2010. In addition, unfortunately, labor market trends demand such a responsibility in Nursing education under the imminence of the profession not to follow the lines of modernity and not to train technically fit professionals. This is due to the fact that there is an urgent need to create real mechanisms so that academic and teaching qualifications can be achieved.^{11,13}

• Curricular guidelines for higher education in nursing

The guidelines and bases of national education were set up in a new paradigm for the present formation in LDB n. 9,394, dated December 20, 1996. The National Curricular Guidelines for Nursing Graduation (NCG / NUR), whose ideal is curricular flexibilisation, allows for a solid formation, according to the stage of knowledge developed in each area, allowing the graduate to face the rapid changes in health and its impact on the world of work. The implementation of these guidelines is assumed as a structuring framework in the construction of a new paradigm for Nursing education: the orientation of the training to boost the effectiveness of the principles of UHS and the demands and health needs of the population.^{12,14,18}

It is defined by the particularities of the world of contemporary work and the establishment of curriculum guidelines that provide the philosophical, conceptual, political and methodological bases, a set of skills and competences of the different areas of knowledge, which allows to overcome the limits that place a gap between what is expected of education and what is actually achieved.¹³

The importance of interdisciplinary training was evidenced and interdisciplinarity has been questioned by the way in which the solution of the problems that affect the teaching is deposited in her, particularly when it comes to justifying curricular changes. It is considered that, even if one can imagine a knowledge that is not organized by the disciplines, surely there will be a knowledge

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divided in some axis, element or category.^{10,12,19}

There were contradictions between theoretical and practical training and professional praxis, with the understanding that pedagogical strategies need to be more explored by the teaching staff of the courses, and these teachers find it difficult to innovate through pedagogical strategies that focus on active or dependable methodologies of computerized technologies in the teaching-learning process, and the student is harmed when he does not understand important knowledge for his professional practice.¹²⁻³

CONCLUSION

It is concluded that higher education in Nursing, the teaching-learning process and teaching work tendencies are not articulated between the practice of teaching, research and extension, not resulting in a construction of the critical doing and thinking of the body student. There is also a lack of technical-scientific productions of teachers of innovative pedagogical strategies that signal to the students the professional practice more in keeping with the current reality of the population's health needs. It is added that, in the same way, the exploitation of digital tools and libertarian education remains as points of interest for the expansion of education in the training of the nursing professional.

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Corresponding Address

Dilton Luis Soares de Farias
Avenida Almirante Barroso, 112
Bairro Souza
CEP: 66613-080 – Belém (PA), Brazil