

ORIGINAL ARTICLE

MEANINGS AND PERCEPTIONS: SUPERVISED INTERNSHIP EVALUATION PROCESS*
SIGNIFICADOS E PERCEPÇÕES: PROCESSO DE AVALIAÇÃO DOS ESTÁGIOS SUPERVISIONADOS
SIGNIFICADOS Y PERCEPCIONES: PROCESO DE EVALUACIÓN DE PASANTÍAS SUPERVISADAS

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ABSTRACT

Objective: to know the meanings and perceptions about the evaluation process of supervised internships from the perspective of teaching nurses. **Method:** this is a qualitative, descriptive, exploratory and cross-sectional study, with 15 nurses working as teachers and supervisors of undergraduate nursing courses. Two instruments were used for data collection. For the analysis, the Collective Subject Discourse was used. **Results:** emerged from the first theme, the central ideas: “means of vocational training”; “Continuous process to improve practice”; “Preparation for professional life”; “Relationship theory and practice”; “Various meanings”; “Final straight”; Feedback; “Maturation of knowledge”; “Value given to student performance”. From the second theme, the main ideas were identified: “diverse perceptions”; “Instruments and timely process”; “Presence of criteria”; “Dynamic, gradual and continuous”; “Various aspects”; “Association theory and practice”; “maturity”; “Coherence and self-assessment”. **Conclusion:** The concern with forming critical people committed to developing the future profession was demonstrated, therefore, having the competence assessment identifying errors and successes in teaching and learning. **Descriptors:** Evaluation; Teacher; Internship; Supervision; Teaching; Learning.

RESUMO

Objetivo: conhecer os significados e as percepções sobre o processo de avaliação dos estágios supervisionados sob a ótica de enfermeiros docentes. **Método:** trata-se de estudo qualitativo, descritivo, exploratório e transversal, com 15 enfermeiros na função de docente e supervisores de estágios do curso de graduação em Enfermagem. Utilizaram-se dois instrumentos para a coleta de dados. Empregou-se, para a análise, o Discurso do Sujeito Coletivo. **Resultados:** emergiram-se, do primeiro tema, as ideias centrais: “meio de formação profissional”; “processo contínuo para melhorar a prática”; “preparo para a vida profissional”; “relação teoria e a prática”; “diversos significados”; “reta final”; “feedback”; “amadurecimento do conhecimento”; “valor dado ao desempenho do aluno”. Identificaram-se, do segundo tema, as ideias centrais: “diversas percepções”; “instrumentos e processo pontual”; “presença de critérios”; “dinâmico, gradativo e contínuo”; “diversos aspectos”; “associação teoria e a prática”; “maturidade”; “coerência e autoavaliação”. **Conclusão:** demonstrou-se a preocupação em formar pessoas críticas e comprometidas em desenvolver a futura profissão, portanto, tendo a avaliação por competência identificando erros e acertos no ensino e aprendizagem. **Descritores:** Avaliação; Docente; Estágio; Supervisão; Ensino; Aprendizagem.

RESUMEN

Objetivo: conocer los significados y percepciones sobre el proceso de evaluación de pasantías supervisadas desde la perspectiva de los profesores enfermeros. **Método:** este es un estudio cualitativo, descriptivo, exploratorio y transversal, con 15 enfermeros que trabajan como profesores y supervisores de cursos de pregrado en Enfermería. Se utilizaron dos instrumentos para la recopilación de datos. Para el análisis, se utilizó el Discurso del Sujeto Colectivo. **Resultados:** surgieron del primer tema, las ideas centrales: “medios de formación profesional”; “proceso continuo para mejorar la práctica”; “preparación para la vida profesional”; “relación teoría y práctica”; “varios significados”; “recta final”; “feedback”; “maduración del conocimiento”; “valor dado al rendimiento del alumno”. A partir del segundo tema, se identificaron las ideas centrales: “percepciones diversas”; “instrumentos y proceso puntual”; “presencia de criterios”; “dinámico, gradual y continuo”; “varios aspectos”; “asociación teoría y práctica”; “madurez”; “coherencia y autoevaluación”. **Conclusión:** se demostró la preocupación por formar personas críticas comprometidas con el desarrollo de la profesión futura, por lo tanto, tener la evaluación de competencia identificando errores y éxitos en la enseñanza y el aprendizaje. **Descriptor:** Evaluación; Docente; Prácticas Profesionales; Supervisión; Enseñanza; Aprendiendo.

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INTRODUCTION

The school aims to teach, and the teaching process is based on the construction of a competence, that is, a set of knowledge to solve a problem effectively. Through teaching-learning, the knowledge that needs the adoption of strategies that will stimulate learning is built, one of them being the evaluation, which needs critical care so that it does not prove to be an instrument of domination or protectionism.¹

It is important that teachers, in their practice, have the need to educate critical and reflective people to act and make a difference in society, and critical thinking is a competence in nursing practice.^{1,2}

It is known that knowledge is something unfinished and evolving that, through teaching, will facilitate learning and create conditions for the individual to learn and grow; In this context, the teacher and the student will take different positions, but at the same level, because together they will produce knowledge through interactive and effective communication.³

In the teaching-learning process, the evaluation process will be experienced, which aims to research and the construction of knowledge. It is understood that the evaluation is constantly present in the educational process, being part of a permanent reflection on human activity. It is linked to the teaching-learning process, as it is an instrument that will prove the student's performance and aims to understand the teaching-learning process.

It is described that the Higher Education Institutions (HEIs), which prepare the student to act in the health field, appear as a result of the need to systematize the teaching of care practice. The Nursing course is characterized by the integrated care to this specificity; The practice of nursing assumes a technical character of care that is based on an extension of knowledge systematically acquired by school training, which will be the beginning of the professionalization process.

It is possible for the student, when practicing supervised internship, to experience being a nurse as a profession: this is the moment when reality becomes part of teaching and awakens the realization of all the content learned.

It is believed that the teacher is one of the most important agents of the training process, as it will lead to the strengthening of the practice of care and also be responsible for the training of the profession, as it is the vehicle for the learning process. Teachers should look for the use of innovative teaching methods that enable the involvement of students as active and team learners.⁴

It is believed that the evaluation in this process is of great importance, because it should highlight what the student could learn through the materialization of the internship practice, therefore, it cannot be an end, but a means of verifying the results. objectives set and goals achieved. Thus, the evaluation is revealed as a continuous and planned process, with the participation of all involved in the educational process, which must be performed in order to contribute to the formation of the individual, respecting their differences and individualities, so that be able to resolve the conflicts encountered in everyday life.⁵

Thus, the objective of the study was to know the meanings and perceptions about the evaluation process of supervised internships from the perspective of faculty nurses, to identify the meanings of internships supervised by nursing faculty and to know the perceptions about the evaluation process of internships supervised by the teachers.

OBJECTIVES

- To know the meanings and perceptions about the evaluation process of supervised internships from the perspective of teaching nurses.
- To identify the meanings of internships supervised by nursing professors.
- To know the perceptions about the evaluation process of internships supervised by teachers.

METHOD

This is a qualitative, descriptive, exploratory and cross-sectional study. The sample of this study consisted of fifteen nurses in the role of teacher and supervisor of the internships of the undergraduate nursing course at UNIVAS de Pouso Alegre (MG), and EEWB de Itajubá (MG). All participants signed the Free and Informed Consent Term (FICT), which allowed for interview scheduling and consent for the recordings. For data collection, the sociodemographic questionnaire created for the personal and social identification of the sample was used, as well as a semi-structured interview script consisting of two open-ended questions.

Data was analyzed using the Collective Subject Discourse (CSD) method, which is based on three methodological figures: Key Expressions (KE); Central Ideas (CI) and Collective Subject Discourse (CSD) itself. The treatment and analysis of the data strictly followed the following steps:

Step 1 - Before the data transcription began, the answers to the written questions were read several times so that they had a general idea and a better understanding of the texts. With their written speeches their literal transcription was made.

In the second stage, a careful reading of all the transcribed material was understood, in two different moments: in the first, the responses of each of the users were read in their entirety and, in the second moment, each response was read separately.

The third step consisted of the full copy of all answers of each respondent to question 1 in the Discourse Analysis I (DAI1) instrument, representing the KE in italics. It was identified, with possession of the KE and after reading each, its central idea. Care was taken to ensure that it represented the description of the ECH and not its interpretation. This same procedure was adopted with the second question.

In the fourth stage, the Discourse Analysis Instrument 2 (DAI2) was elaborated, which separately contains each central idea with its similar or complementary KE. In the fifth step, in extracting the theme of each of the semi-structured interview questions, the content of the CI was summarized. He was grouped with his respective CI, as well as the subjects represented by the number of respondents, and the total ideas through pictures. Finally, the CSDs were constructed separately from each central idea, with their respective KEs.⁶

The research followed all the provisions of the precepts established by Resolution No. 466/12, of 12/12/12, of the Ministry of Health, which deals with ethics in research involving human subjects, submitting it to the Committee of Faculty of Health Sciences “Dr. José Antônio Garcia Coutinho”, with favorable opinion under protocol number 468.618 and CAAE: 17831013.6.0000.5102.

RESULTS

It is revealed that the sample of this study was 15 teachers from UNIVAS and EEWB, and 86.7% of respondents were female; 100% were nursing teachers, being 46.7% with master's degree; the average teaching time was 20.06 years and the graduation time was 27.20 years.

In relation to the theme “meaning of supervised internship evaluation”, the following central ideas emerged: “means of vocational training”; “Continuous process to improve practice”; “Preparation for professional life”; “Relationship theory and practice”; “Various meanings”; “Final straight”; Feedback; “Maturation of knowledge”; “Value given to student performance”.

There is the CSD of the first central idea: “Means of vocational training”.

[...]The evaluation of the internships is essential, it is the way to monitor the student's development, evaluate the application of all the content administered during the undergraduate course, identify the knowledge learned, the difficulties presented and even reflect on the teaching-learning process [...] and from this

experience, he will mold himself as a professional in the practice of nursing [...].

The CSD disseminates the second core idea: “Ongoing Process to Improve Practice”.

Evaluation cannot occur as a punitive but constructive form. Assessment provides support for learning to solidify [...].

Here is the CSD of the third core idea: “Preparing for work life”.

Nursing supervised internship evaluation is the moment when the student will approach the practical part and everything that the undergraduate course tried to pass on to him, puts this student in a position to take over the job market [...].

The CSD spreads the fourth central idea: “Relationship theory and practice”.

It means an assessment of the content that has been given to the student and what content is being focused on care. It is to understand the relationship between theory, which was discussed in the subjects in practical classes, and its relationship now at the student's time [...].

The CSD of the fifth central idea is shown: “Various meanings”.

It is hard to evaluate the stage because you have a group in which you have to be checking every situation of that learning student. So you have to have a very good foundation for you to evaluate [...] you have to have a very strong commitment to evaluate the student in what he has been prepared in previous years to show in the internship field [...].

The sixth central idea CSD is presented: “Final Line”.

Assessment of supervised internships is, for me, the student's final stretch, it's as if a student is already ready to go to the job market, to go to the profession [...] evaluating a student is very important because I can be stoning this student still in time to fall into professional life.

The CSD points to the seventh core idea: “Feedback”.

For me, internship assessment gives us teachers feedback on what students are absorbing during teaching-learning. So this meaning is valuable because we can also evaluate our service and our direction in teaching.

The CSD of the eighth core idea is indicated: “Knowledge maturation”.

This meaning represents the maturation of scientific knowledge, the maturation of skills, technique, in short, it represents the growth of this student in this journey.

CSD demonstrates the ninth core idea: “Value given to student performance”.

The meaning, for me, of evaluation is to give a value to the expected performance of a professional, than a student may have within the future profession he will have, that is, a value that is given within what is expected to be a nurse [...].

In relation to the second theme, “perception of the supervised internship evaluation process”, the central ideas emerged: “various perceptions”; “Instruments and timely process”; “Presence of criteria”; “Dynamic, gradual and continuous”; “Various aspects”; “Theory and practice association”; “Maturity” and “coherence and self-assessment”.

The CSD of the first core idea is exposed: “Various Perceptions”.

[...]I feel that the process used in the evaluation question is still not very reliable, considering that students have, during the internship process, a theoretical part, a practical part, an association of the theoretical part with the practical part. So all this makes it difficult in the evaluation process. I feel that we are growing in the appraisal process from the internship point of view, but I feel that there are still many points that we still need to analyze, discuss, modify and recreate and there is a need to create an instrument that fit this student profile.

The CSD of the second central idea is displayed: “Instruments and punctual process”.

In my practice, I have it as efficient, because I am constantly with the student during the internship, evaluating and reevaluating based on an evaluation instrument that directs the entire process. Evaluation must be throughout the trajectory and not only punctual, the student must be evaluated in every aspect, technical aspect, theoretical knowledge aspect and the association of both theory processes and their performance.

The CSD highlights the third core idea: “Presence of Criteria”.

My perception of the evaluation process I believe so we have to base ourselves on pre-established criteria. If we put a scale and a table we see that, as time goes on, the student is creating directions and he can already demonstrate what professional he will be in the future.

The CSD of the fourth central idea is presented: “Dynamic, Gradual and Continuous”.

I perceive it as a continuous process, [...] it is very gradual, not static, not at a single moment, it depends on several moments, on various situations that the student faces. It is visible, it is logical that it is very individualized, it depends on each student all this context [...].

The CSD expresses its fifth central idea: “Various Aspects”.

We keep trying to adapt, to show an instrument that can really score all the necessary points for that. So my perception of the process is that if you don't have a well-designed process, and encompassing all the people involved in the internship evaluation, to have the same language, the same way of evaluating, then you have to have an instrument, the process gets bad.

The CSD of the sixth core idea is reported: “Association theory and practice”.

Currently, I realize that there is a real association between theory and practice, since it occurs in the internship field with patients being assisted by academics. It will really show if he bridged theory and practice at this stage.

The CSD expresses the seventh core idea: “Maturity”.

[...]so, I perceive this process as something that we have to always prepare the student so that, at this stage, he has acquired a maturity and that I can delegate to him a responsibility, it is a shared responsibility, but it is indirect. I am responsible for him, but he has to learn to be responsible for himself. This process has to really have an instrument that directs all stages of the students and we, day by day, seeking feedback, those points that are in the internship regulation, they are being met.

The CSD of the eighth core idea is quoted: “Consistency and self-assessment”.

The evaluation process is not really up to the preceptor, it is also up to the nurses of the units, considering that I supervise the hospital internship [...] that he has to evaluate himself much more than me, because I evaluate, in the moments I spend to argue in the moments of clinical discussion, but he has to be mature to know that I won't be with him all the time.

DISCUSSION

By analyzing the main central ideas related to the meaning of supervised internship evaluation, this study allowed the identification of concepts already described in the scientific literature, being the supervised internship in nursing teaching the privileged moment of knowledge construction in order to consolidate nursing's own knowledge. It is understood as an important instrument for the education of professionals, as it enables the experience of different care spaces and situations that require actions and reflections based on scientific knowledge.

At a time when theory and practice effectively congregate in the supervised internship, it is described that the evaluation process is a fundamental didactic procedure for the improvement of the professional future, contributing to the consolidation of knowledge associated with overcoming the problems and difficulties still present in training.

Another important point is that the assessment is a continuous and systematic process, which must be performed through the qualitative interpretation constructed by the student, allowing the pedagogical practice to be rethought and resignified, favoring the approach of learning of this student. It is emphasized that it is an instrument that will support the improvement of teaching and learning conditions by providing information that allows the pedagogical practice to be rethought. It is thus intended to improve the

quality of student learning by providing faculty feedback on their effectiveness as a teacher.⁷

It is inferred that the evaluation has as one of its purposes the analysis of the scope of the pedagogical objectives and, if the activities were the most appropriate for the intended objectives, the learning will never come to an end; Therefore, the evaluation process should be daily and continuous. One should observe each student's step in his process and concept formulation; he is walking so there is no point of arrival.⁸

The assessment is part of every pedagogical action, is a constant in educational action and understood as the basis of teacher action and source of information about student learning, generating a diagnosis.⁹

The literature and this study are concentrated on the same idea that the teacher, who accompanies the student frequently, will contribute to the perception of strengths and weaknesses, favoring the development of professional competence, as well as providing information and knowledge to determine of the processes required in each case of teaching and learning. It is known that evaluation is the main key at this moment, because, by evaluating, knowledge, skills, values and attitudes are generated, reinforcing the competences.

It is demonstrated by the main central ideas of the meaning of the evaluation in the supervised stage, the evaluation as a situation that favors the student's maturity and contributes to the learning process, allowing the personal interaction between the teacher and the student in which one has a concern with training the nurse with profile to serve in health, decision making, communication, leadership, management and continuing education. These skills, content and skills should promote the student's intellectual and professional capacity to meet market demands.

It is important that the evaluation process and the instrument selected reflect what was effectively worked with the student; In this way, it leads him to study, think and act on the basis of a note, however, which occurs in a co-participatory way, in which teacher and student, through dialogue, undertake to assume the construction of knowledge from the reflection of their failures and with the training of a competent professional, able to provide the care that the patient needs.¹⁰

This study shows how the evaluation process represents the monitoring and reorientation of learning, the fragility of the system when, in view of a number of factors, such as curriculum and sizing of students in the internship field, contributing to the difficulty of its accomplishment.

Among the ideas, the evaluative process is listed as a constant educational action, being

understood as the basis for the teacher's action and learning information source, therefore, it needs to reflect the student's reality in the field, showing what was apprehended in theory; Also, students need to understand the assessment so that they can understand their mistakes, seek answers and assume themselves as protagonists of their learning. Students should understand assessment as an active and constructive process in which they demonstrate their knowledge and not simply reproduce knowledge. The teacher needs to identify the difficulties and reorient him.

It is necessary, in the evaluative context, the participation of the teacher and the student, counting on their maturity to recognize their role in the assessment and the construction of knowledge, because it is not a passive element, but active and present at all times. Therefore, it is necessary that both assume their roles, committing themselves to the construction of knowledge and the formation of a competent professional, able to provide the assistance.¹¹

The teacher will present himself in the student-centered Pedagogical Political Project as a subject of learning, as a facilitator and mediator of the teaching-learning process, and perhaps this is the great challenge of contemporary times. It is necessary to overcome the remnants brought from generations by a resignification of the theoretical and epistemological assumptions that cross the assessment of learning.

The perception of the evaluation process, when it is done through the instrument, is seen as the means to know the evaluative result and, thus, to accept the reality of the evaluated, being satisfactory or not; Thus, this is the starting point for the reformulation of educational work with pedagogical planning and assessment, contributing to achieve the goal in the teaching-learning process. Therefore, the teacher should assume the role of researcher and a reflection action, creating and recreating appropriate pedagogical alternatives for better observation of the knowledge of each student, without losing the focus of the group and promoting interaction.

It is necessary to find the way to the evaluative practice, in which one can seriously follow all the student's lived stages and adjust the pedagogical strategies, and the educator must fight to make this profile a reality, with the evaluation. towards an ethical meaning, referring to a social commitment of formation and encompassing the competence approach that articulates teaching to the world of work.

The student should actively participate in the practice of consciously assessing themselves and making room for the teacher to check the level of difficulty and seek to plan and organize the needs of each, allowing the student to become a protagonist of learning; In this perspective of self-

assessment, the teacher, together with the university, has the responsibility for the formation of the individual, especially for the autonomy and the construction of fully active citizens in society and history.

The assessment of learning is considered an element of the political-pedagogical project, which is centered on the student as a subject of learning, and is also an activity from different perspectives and agents involved that contribute to the process of vocational training. It is trusted that it is up to the subjects involved to discuss with responsibility and commitment, ensured by ethics, and to reflect on the adoption of new attitudes, which help to achieve the goals of learning and vocational training, so that they are able to provide quality health services to society.⁵

CONCLUSION

It is believed that the supervised nursing internship has the ability to unite theory and practice, building the know-how. It is understood that the techniques and routines experienced by the student in the internship field are as driving springs for the realization of care, because what the student will experience and their relationship with the patient, the teacher and the Nursing team will be as an instrument, that will help you in professional growth, besides being the great potential for growth in nursing learning.

The teacher has, in the process of knowledge construction, along with the student, a great highlight because it will guide the construction through the methodological tools in which the evaluation, an important instrument for understanding the evolution of teaching and learning, will lead to training by competency, skills and curriculum content. It is therefore necessary to know the true role of evaluating in this process from its meaning and perceptions.

It is pointed out that the internship process is the means by which the teacher will guide, conduct and direct the activities, aiming to articulate the knowledge that demands the daily professional performance. It is an instrument for the formation of skills and improvement of techniques for the exercise of the profession, and it is the period that will consolidate the theoretical and practical learning. It is added that evaluation is the instrument that will intermediate theory with practice, ensuring the verification of improvement during the teaching-learning processes in the internships.

Through evaluative practice, many questions, conflicts and difficulties arise due to their complexity. Critical reflections are required for its reconstruction, requiring theoretical and epistemological foundations to give a new perspective that meets the National Curriculum Guidelines of undergraduate Nursing courses.

The evaluation process, according to the study participants, was found to be very vague and evasive. This process needs to be more defined and systematic, accurate and specified. This means, in turn, that teachers also have no knowledge about this phenomenon. It can therefore be deduced: lack of knowledge as to its meaning and the practice of evaluation.

The perception of the evaluation presented by the study is concerned with forming critical and committed people to develop the future profession in a responsible manner, therefore, having a competence evaluation with the active participation of the teacher and the students, so that they can identify their mistakes and successes in teaching and learning.

It becomes important the involvement of the student in the evaluation process and their perception about the act of evaluating. This may be the first step in learning-related assessment, which will certainly help to improve teaching and internship practice. The student is required to understand assessment as a process of which they are part of and not reduced to a final moment, but a practice that seeks to understand their mistakes and successes.

It is proposed to study the assessment that it must go beyond the old and rooted paradigms, because the assessment of learning is not and can not continue to be the tyrant of educational practice, which threatens all who submit to it. Therefore, the assessment should be conducted in order to diagnose, strengthening the theory and practice process, thus becoming fundamental for the improvement of the professional future, overcoming the existing problems and difficulties. It is recommended that the evaluation should stimulate and provide a reflection so that there is a transformation in a model that favors the search for new information and the reflection about oneself as a learner and about the world, and should be an instrument to form critical and participative individuals in the construction of teaching and learning, as well as a more ethical and responsible professional.

This study confirms the importance of maintaining discussions about assessment with the involvement of teachers to better understand the subject, since its definition is still a very difficult aspect.

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