

# TEACHING IN HIGHER NURSING EDUCATION COURSES: TRAINING AND PEDAGOGICAL PRACTICES<sup>1</sup>

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## DOCÊNCIA EM CURSOS SUPERIORES DE ENFERMAGEM: FORMAÇÃO E PRÁTICAS PEDAGÓGICAS

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### DOCENCIA EN CURSOS SUPERIORES DE ENFERMERÍA: FORMACIÓN Y PRÁCTICAS PEDAGÓGICAS

Kethi Cristina do Rosário Squecola Alexandre<sup>2</sup>  
Alexandre Lins Werneck<sup>3</sup>  
Eliane Chainça<sup>4</sup>  
Claudia Bernardi Cesarino<sup>5</sup>

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**Objective:** to identify the pedagogical practice and training of teachers in Undergraduate Nursing Programs. **Method:** cross-sectional, descriptive and quantitative study, in which a questionnaire was applied at private and public institutions in the State of São Paulo, Brazil, between June and August 2014. **Results:** the ages, degrees, length of experience, hour load and didactical training of the teachers at the public institutions were superior to those of the teachers at the private institutions. As regards the practices, at the public institution, more case discussions took place; at the private institutions, group work prevailed. At the latter, different from the former, the teachers individually elaborated the planning and diagnosed learning needs, but without interdisciplinarity. The main difficulty at the public institution was the teachers' lack of commitment, against the precarious employment relationships at the private institutions. **Conclusion:** the significant differences identified in the pedagogical practice and training of teachers from Undergraduate Nursing Programs influenced these professionals' qualification and employment conditions.

**Descriptors:** Education, nursing. Education, higher. Nursing faculty practice. Teacher training.

*Objetivo:* identificar a prática pedagógica e a formação de docentes de Cursos de Graduação em Enfermagem. *Método:* estudo transversal, descritivo e quantitativo, que aplicou questionário em instituições privadas e pública no estado de São Paulo, Brasil, entre junho e agosto de 2014. *Resultados:* docentes da instituição pública tinham idades, titulação, tempo na docência, carga horária e formação didática superiores às dos docentes das instituições privadas. Quanto às práticas, na pública, havia mais discussão de casos; nas privadas, prevaleceu o trabalho em grupo. Nas privadas, diferente da pública, os docentes elaboravam individualmente o planejamento e diagnosticavam necessidades de aprendizagem, porém não havia interdisciplinaridade. A maior dificuldade na pública foi falta de

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<sup>2</sup> M.Sc. in Health and Nursing Management. São José do Rio Preto, São Paulo, Brazil. kethicris@hotmail.com

<sup>3</sup> Ph.D. in Health Sciences. Professor, Medicine Program at Faculdade de Medicina de São José do Rio Preto. São José do Rio Preto, São Paulo, Brazil. alexandre.werneck@famerp.br

<sup>4</sup> M.Sc. in School Education. São José do Rio Preto, São Paulo, Brazil. eliane.chainca@gmail.com

<sup>5</sup> Ph.D. in Health Sciences. Professor, General Nursing Department at Faculdade de Medicina de São José do Rio Preto. São José do Rio Preto, São Paulo, Brazil. claudiacesarino@famerp.br

*compromisso docente; nas privadas, precarização nas relações de trabalho. Conclusão: as significativas diferenças identificadas em relação à prática pedagógica e à formação de docentes de Cursos de Graduação em Enfermagem repercutiram na qualificação e nas condições de trabalho desses profissionais.*

*Descritores: Educação em enfermagem. Ensino superior. Prática do docente de enfermagem. Formação docente.*

*Objetivo: identificar la práctica pedagógica y la formación de docentes de Cursos de Pregrado en Enfermería. Método: estudio trasversal, descriptivo y cuantitativo, que aplicó cuestionario en instituciones privadas y pública en el estado de São Paulo, Brasil, entre junio y agosto del 2014. Resultados: docentes de la institución pública poseían edades, titulación, tiempo de experiencia en la docencia, carga horaria y formación didáctica superiores a las de los docentes de las instituciones privadas. Respecto a las prácticas, en la pública, ocurría mayor discusión de casos; en las privadas, prevaleció el trabajo en grupo. En las privadas, diferente de la pública, los docentes elaboraban la planificación individualmente y diagnosticaban necesidades de aprendizaje, pero sin interdisciplinariedad. La mayor dificultad en la pública fue falta de compromiso docente; en las privadas, precarización en las relaciones de trabajo. Conclusión: las diferencias significativas identificadas con relación a la práctica pedagógica y a la formación de docentes de Cursos de Pregrado en Enfermería repercutieron en la cualificación y en las condiciones de trabajo de esos profesionales.*

*Descriptor: Educación en enfermería. Educación superior. Práctica del docente de enfermería. Formación docente.*

## Introduction

The current society has established limits and challenges for nursing teachers, which has led to reformulations in teacher training. The current requirement is for teachers to be committed to their qualification. Thus, learning to teach is a process that has to occur throughout the teacher's career and the way in which this learning takes place varies a lot. The resolution of conflict situations, the execution of readjustments in the way of working and the accomplishment of self-evaluation are examples that add knowledge and experience to the teacher<sup>(1)</sup>.

Teaching requires a new meaning of theoretical knowledge in the interrelationships that accompany the practices. The university professors, whether beginners or experienced, need to constantly reflect on their practices, theoretically discussing the fundamentals of their pedagogical decisions. This continuous process of teacher training should involve research and teaching, with the aim of qualifying the teaching performance<sup>(2)</sup>.

The process of training and pedagogical practice should be critical-reflexive in order to enable a constant construction and creative reconstruction of this practice, as well as to permit the problematization, analysis, evaluation and re-elaboration of the pedagogical praxis<sup>(3)</sup>.

Thus, the teaching action requires the understanding and the transit between the pedagogy and the specialty, as well as constant concern with the initial and continuing training. The pedagogical practice of the nursing teacher needs to recognize the importance of interdisciplinarity, so that other areas of knowledge can guide and deepen the knowledge. In addition, it is important that the teachers pay attention to the relationship with the students<sup>(4)</sup>.

In the teaching-learning process, teachers are responsible for creating spaces and opportunities that allow not only the training of professionals with technical capacity, but above all, socially committed, which is one of the objectives of higher education institutions. Therefore, the teacher is also responsible for the students' social construction, which demands interactions that lead them to reflect on the social context, as well as the development of a critical sense to solve problems<sup>(5)</sup>.

Nursing teaching, analyzed from the perspective of its constituent elements, evidences deficiencies in the pedagogical training, conflicts between being a teacher and being a nurse and difficulties with the organization of work due to issues that involve the form of hiring and the work regime<sup>(4)</sup>.

The objective of this research was to identify the pedagogical practice and the training of undergraduate Nursing teachers.

## Method

This is a cross-sectional study with a descriptive design and quantitative approach, involving all Undergraduate Nursing Programs from four private and one public institution in an interior city in the Northwest of the state of São Paulo, Brazil.

The universe of the study consisted of 111 teachers (61 from the private institutions and 50 from the public institution). A private school teacher was excluded, because he was on leave from teaching activities, and three teachers from the public institution because they did not answer the questionnaire. Thus, the total population of the study was composed of 107 teachers (60 from private institutions and 47 from public institution).

Data were collected from June to August 2014. The data collection instrument, developed by the researchers, was a questionnaire with open and closed questions for sociodemographic characterization of the study population (sex, age group, time since graduation, academic training, length of experience, qualification courses), identification of the pedagogical practices adopted and pedagogical training of the participants. The participants were asked about the difficulties encountered in teaching in relation to the institution, the teachers and the

students. Before the application, the instrument was tested with five randomly selected teachers from an Undergraduate Nursing Course in a city in the same region. After the test, which verified the subjects' understanding of the questions, the questionnaire was applied.

The study received approval from the Research Ethics Committee of *Faculdade de Medicina de São José do Rio Preto*, under Opinion 11081712.4.0000.5415.

The Statistical Package for the Social Sciences (SPSS) for Windows® version 22 was used for the statistical analysis. The quantitative variables were analyzed using descriptive statistics and the chi-square, Fisher and student's t-tests. Statistical significance was set as  $P > 0.05$ .

## Results

Regarding the sociodemographic characteristics, as shown in Table 1, most teachers were female (87%), predominantly in the age group from 31 to 50 years (56%). More than five years of teaching experience was predominant at the public institution (91%) while, at the private institutions, that percentage amounted to 45%. The hour load superior to 31 hours per week was more frequent at the public institution, where the majority (76.6%) had no other employment. At the private institutions, that proportion was the opposite, as 68.3% had a weekly hour load of up to 30 hours and 58.3% had another job (Table 1).

**Table 1** – Distribution of sociodemographic variables of the teachers in the Undergraduate Nursing Programs at Private and Public Institutions in an interior city. São Paulo, Brazil – 2014 (continued)

Variables	Private n (%)	Public n (%)
<b>Age</b>		
Up to 30 years	18 (30.0)	0 (0,0)
Between 31 and 50 years	36 (60.0)	17 (36,2)
Over 50 years	6 (10.0)	30 (63,8)
P-value test	< 0.001	

## Marital status

**Table 1** – Distribution of sociodemographic variables of the teachers in the Undergraduate Nursing Programs at Private and Public Institutions in an interior city. São Paulo, Brazil – 2014 (conclusion)

<b>Variables</b>	<b>Private n (%)</b>	<b>Public n (%)</b>
With partner	28 (46.7)	31 (66,0)
No partner	31 (51.7)	16 (34,0)
Did not answer	1 (1.7)	0 (0,0)
P-value test		0.057
<b>Sex</b>		
Female	46 (76.7)	47 (100,0)
Male	14 (23.3)	0 (0,0)
P-value test		< 0.001
<b>Teaching experience in higher education</b>		
Less than 1 year	8 (13.3)	0 (0,0)
Between 1 and 5 years	25 (41.7)	4 (8,5)
More than 5 years	27 (45.0)	43 (91,5)
<b>Number of hours/class</b>		
Up to 10 hours/class	17 (28.3)	1 (2,1)
Between 11 and 30 hours/class	24 (40.0)	7 (14,9)
More than 31 hours/class	19 (31.7)	35 (74,5)
Did not answer	0 (0.0)	4 (8,5)
<b>Has another job</b>		
Yes	35 (58.3)	8 (17,0)
No	24 (40.0)	36 (76,6)
Did not answer	1 (1.7)	3 (6,4)
P-value test		< 0.001

Source: Created by the authors.

Of the 107 teachers, 86 (80%) were nurses. A majority of the teachers held a doctorate degree at the public institution (61.7%). Private institutions had only 23.3% of doctoral graduates on their staff, with a predominance of specialists (35%) - a much higher percentage than at the public institution - and masters (41.7%). In

both institutional categories, most teachers did not possess a higher education degree in other areas. A high percentage (63.8%) of public school teachers attended a pedagogy/didactics course though, against 46.7% of teachers in private institutions. Almost 100% of the teachers reported continuous updating (Table 2).

**Table 2** – Distribution of variables of Teacher Training in Undergraduate Nursing Programs at Private and Public Institutions in an interior city. São Paulo, Brazil – 2014 (continued)

<b>Variables</b>	<b>Private n (%)</b>	<b>Public n (%)</b>
<b>Pedagogy course</b>		
Yes	28 (46.7)	30 (63.8)
No	32 (53.3)	17 (36.2)
P-value test		0.077

**Highest qualification**

**Table 2** – Distribution of variables of Teacher Training in Undergraduate Nursing Programs at Private and Public Institutions in an interior city. São Paulo, Brazil – 2014 (conclusion)

Variables	Private	Public
	n (%)	n (%)
Specialization	21 (35.0)	4 (8.5)
Master's	25 (41.7)	13 (27.7)
Ph.D.	14 (23.3)	29 (61.7)
Post-Doctoral	0 (0.0)	1 (2.1)
P-value test	< 0.001	
<b>Higher education in other areas</b>		
Yes	15 (25.0)	6 (12.8)
No	45 (75.0)	39 (83.0)
Did not answer	0 (0.0)	2 (4.3)
<b>Continuous updating</b>		
Yes	59 (98.3)	47 (100.0)
No	1 (1.7)	0 (0.0)

Source: Created by the authors.

Table 3 shows that most of the teachers from both institutions took into account, in their pedagogical practice, the students' learning needs. The theoretical classes were taught more frequently (96.7%) in the courses at the private institutions and 89.4% in the course at the public

institution. The practical classes corresponded to less than 30% in both types of institutions. Case discussion and group work were more commonly used in the public institution. Diverse evaluations and use of multimedia resources were present in all courses.

**Table 3** – Distribution of variables of Pedagogical Practice in Undergraduate Nursing Programs at Private and Public Institutions in an interior city. São Paulo, Brazil – 2014 (continued)

Variables	Private n (%)	Public n (%)
<b>Verifies learning needs</b>		
Yes	54 (90.0)	37 (78.7)
No	5 (8.3)	5 (10.6)
Did not answer	1 (1.7)	5 (10.6)
P-value test	0.569	
<b>Didactical techniques</b>		
- Theoretical classes		
Yes	58 (96.7)	42 (89.4)
No	2 (3.3)	5 (10.6)
P-value test	0.236	
- Practical classes		
Yes	12 (20.0)	12 (25.5)
No	48 (80.0)	13 (27.7)
Did not answer	0 (0.0)	22 (46.8)
P-value test	0.009	
- Case discussion		
Yes	27 (45.0)	31 (66.0)
No	33 (55.0)	16 (34.0)
P-value test	0.031	

**Table 3** – Distribution of variables of Pedagogical Practice in Undergraduate Nursing Programs at Private and Public Institutions in an interior city. São Paulo, Brazil – 2014 (conclusion)

Variables	Private n (%)	Public n (%)
- Group work		
Yes	24 (40.0)	28 (59.6)
No	36 (60.0)	19 (40.4)
P-value test		0.044
<b>Material resources</b>		
- Video and TV		
Yes	33 (55.0)	29 (61.7)
No	27 (45.0)	18 (38.3)
P-value test		0.486
- Multimedia projector		
Yes	42 (70.0)	40 (85.1)
No	18 (30.0)	7 (14.9)
P-value test		0.067
<b>Diversified evaluation forms</b>		
Yes	44 (73.3)	40 (85.1)
No	14 (23.3)	4 (8.5)
Did not answer	0 (0.0)	3 (6.4)
P-value test		0.048

Source: Created by the authors.

Regarding the types of evaluation, it was verified that the teachers of the private institutions applied a written test, while few teachers at the public institution used this method. Although all the teachers of the private institutions affirmed that they used the theoretical test as an evaluation

method, they also adopted more group work than the teachers of the public institution. As for the teachers' activities, teaching, community services and research, there was similarity in the predominance of teaching in the practices at both institutions (Table 4).

**Table 4** – Distribution of activities by teachers from Undergraduate Nursing programs at Private and Public Institutions, according to academic area, in an interior city. São Paulo, Brazil – 2014

Practice areas of teachers	Private		Public	
	Mean	Standard Deviation	Mean	Standard Deviation
Teaching	74.61	18.19	68.52	21.52
Community Services	10.16	11.06	12.45	15.49
Research	15.23	12.24	17.83	13.00

Source: Created by the authors.

It was verified that the teachers of the public institution carried out collective planning, unlike the teachers of the private institutions, who elaborated the course planning individually. Teachers from the private institutions reported difficulties in pedagogical practice related to issues such as: low pay, lack of research support

and infrastructure. In the public institution, the teachers highlighted the lack of interdisciplinarity and the theory-practice dichotomy as difficulties.

## Discussion

The results of this study, showing the predominance of doctoral graduates in the teaching staff of the public institution, with a greater number of hours dedicated to the course and longer experience in the institution, demonstrate that public institutions are more demanding regarding teacher qualification, offer more stability in employment and manage to keep those workers with longer work hours dedicated to the institution. Being non-profit can explain this profile found.

The teachers from the private institutions mention the system of part-time and/or hourly work, with no paid time to prepare classes, making them have other employment bonds. It is important to emphasize that the complexity of the teaching activity in the private institution impairs production and scientific orientation<sup>(6)</sup>. Attention is also drawn to the fact that private school teachers, in addition to being hired for a few hours a week, and possibly for lower wages, seek other jobs (more than 50% of them have other employment bonds). Thus, the precariousness of teaching work may be present in private institutions. Hence, teachers do not have time to plan their activities, due to factors such as: number of subjects taught and lack of time to specialize because they are linked to other jobs.

Reports of pedagogical losses also result from a lack of teaching materials, poorly preserved buildings, classrooms with an exorbitant number of students and low salaries<sup>(7)</sup>. Private institutions have been prominent in the competitive market, but their teachers have been at a loss<sup>(8)</sup>.

In the view of coordinators of undergraduate courses in collective health, teachers need to have a full-time workload and, in addition, engage in the Political Pedagogical Project<sup>(9)</sup>.

The training of university professors is a process that should be based not only on technical and instrumental rationality, but should also include

[...] new communicative, organizational, intersubjectivity relationships and care possibilities.

Ways need to be devised to flexibilize the education system, building processes, structuring proposals adapted to the demands of the modern world and the uncertain future, which are meaningful to the student, as a subject capable of thinking with creativity and self-esteem, to face professional changes<sup>(10-156)</sup>.

The nursing teacher needs knowledge of the sciences related to education, methodology and specific nursing competencies. With the growth of knowledge, the teachers need to have continuous learning, serve as facilitators in the teaching-learning process and present good interaction with the student in the connection of ideas and social cultures<sup>(5)</sup>.

The new generations of teachers are also prepared through contact and learning with the teaching staff that already operates in the higher education institutions<sup>(10)</sup>. Thus, in the complexity of the training and the teaching practice, having specific knowledge in the activity area and professional experience to meet the demands of higher education is not enough; didactic-pedagogical training is necessary<sup>(11)</sup>. This is an interaction that is considered complex and also relevant. In this research, however, teachers demonstrated difficulties in pedagogical practice related to work, lack of interdisciplinarity and the theory-practice dichotomy.

Approximately one-third of the teachers (35%) at the private institutions hold a *lato sensu* graduate degree (Specialization), but do not present pedagogical training as, among the interviewees at these institutions, 53.3% did not study Pedagogy (Table 2). The Education Law (LDB - Law 9.394 / 96) “[...] provides for training for higher education teaching through graduate programs, at master’s and doctoral levels [...]”<sup>(11:10)</sup>. The graduate programs favor the training of researchers though, to the detriment of pedagogical training for teaching practice in education. As a consequence, “[...] professionals enter higher education without pedagogical training”<sup>(11:10)</sup>. The Undergraduate course in Pedagogy has been appointed as a possibility of access to pedagogical knowledge<sup>(11)</sup>. As shown in Table 2, among the teachers consulted, 46.7%

at the private institutions and 63.8% at the public institution took Pedagogy.

The teachers' pedagogical training permits changes in the teaching-learning process, improving the quality of the graduates. As presented in an experience report of a Teaching Internship in the Undergraduate Nursing Course, with the application of active methods, the students were independent of the teachers and subjects in the teaching-learning process<sup>(12)</sup>.

Another study verified that, in the daily pedagogical practice of nursing teachers, it is necessary to have creativity, be innovative and enable the teaching-learning process to occur in several learning scenarios and not only in the classroom and laboratories<sup>(13)</sup>. In another study on teaching at a private university, the predominance of theoretical classes and the lack of stimulation to scientific production were shown<sup>(7)</sup>, corroborating the results of this study.

These results also show the methodological innovation in Undergraduate Nursing Courses, including the use of multimedia in classrooms, which is in agreement with the findings of a research that evaluated the prototype of a kinematic experiment remotely controlled via the internet, showing the viability of using this resource in education, which indicates the assimilation of technology in distance courses for initial and continuing teacher training<sup>(14)</sup>.

As public universities are privatized, they simultaneously start to use a productivity model in which the teachers become flexible, able to adapt to quick courses, assessing students only in a classificatory manner and seeking a business and profitability model in their work<sup>(15)</sup>.

Health professionals need to be critical and reflective, competent, with knowledge, skills and attitudes (CHA) that go beyond technicality<sup>(16)</sup>.

This research verified that all the teachers of the private courses used theoretical tests and that the teachers of the public institutions applied several evaluation instruments (Table 3), showing significant difference. The teaching activities predominated in the courses investigated. Another study supports the need for nursing teachers to provide training that

includes teaching, research and community service activities in accordance with the National Curriculum Guidelines (DCN)<sup>(13)</sup>. Thus, according to the DCN, teaching leads to the transformation of work processes in health and education, to meet the demands of the profession<sup>(17)</sup>.

In order to reach this determination, teaching commitment and appropriate working conditions are essential. The precarious institutional conditions evidenced in the private courses were: deficiencies of material resources and low remuneration. These difficulties, mentioned by the teachers of the private courses, caused stress in the academic and personal life of the teaching staff. Contrary to what has been happening, the educational institutions should value teachers, offer decent working conditions and continuing education, improving teaching practice and, consequently, quality of life<sup>(13)</sup>.

The main limitations of this study, which deserve to be highlighted, include the cross-sectional design of the research, the size of the sample and the lack of research on this subject.

## Conclusion

The results of this research show that there are differences between private and public institutions with regard to training, including pedagogical training, and to the teachers' qualification in the courses studied. The most significant differences are related to the higher qualification of public institution teachers. In addition to the qualification, the teachers of the public institution, unlike the teachers at the private institutions, have more stable employment relations, the majority have no other job, the contractual workload is larger and they have longer teaching experience. These conditions may favor the more qualified training of nursing professionals.

Regarding teaching practice, the differences between private and public institutions were not significant. Most of the teachers in both groups took into account the needs of the students, privileged theoretical classes and had the same

multimedia resources, besides adopting diverse processes of student evaluation.

One can also suppose that the conditions offered by the institutions have a greater weight in the teaching qualification. Whether in public or private institutions, the teachers seek their pedagogical qualification and remain in an ongoing process of continuing education. The main difficulty the teachers of the private courses pointed out was related to the precariousness in the employment relations.

It was concluded that the significant differences identified in relation to the pedagogical practice and the training of Undergraduate Nursing program teachers entailed repercussions for the qualification and working conditions of these professionals.

The results of the study are expected to positively favor further research to contribute to the quality of Nurses' training and to the political interventions focused on improving Nursing teaching.

### Collaborations:

1. conception, design, analysis and interpretation of data: Kethi Cristina do Rosário Squecola Alexandre and Claudia Bernardi Cesarino;

2. writing of the article and relevant critical review of the intellectual content: Kethi Cristina do Rosário Squecola Alexandre, Claudia Bernardi Cesarino, Alexandre Lins Werneck and Eliane Chainça;

3. final approval of the version to be published: Kethi Cristina do Rosário Squecola Alexandre, Claudia Bernardi Cesarino, Alexandre Lins Werneck and Eliane Chainça.

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