

Pedagogical practices adopted by professors in the training of nurse-leaders

Práticas pedagógicas adotadas por docentes na formação de enfermeiros-líderes

Prácticas pedagógicas adoptadas por docentes en la formación de enfermeros-líderes

ABSTRACT

Purpose: To know the pedagogical practices adopted by Nursing professors in the training of nurse-leaders. **Method:** A case study with a qualitative approach, carried out with 36 Nursing professors from a public university located in the state of Bahia. Semi-structured interviews were carried out and data was treated according to Paulo Freire's theoretical framework, with the aid of Thematic Analysis and of the Nvivo®11 software.

Results: The professors recognize leadership teaching inserted in the theoretical-practical discussions, acting as facilitators in leadership teaching and agreeing to add it to the syllabus, as well as the encouragement of the student's autonomy and reflective criticism. **Conclusion:** It is important to insert leadership teaching in the syllabus, knowing the pedagogical practices adopted by professors, to strengthen the students' autonomy and critical thinking during the teaching and learning process.

Descriptors: Nursing; Leadership; Education, Nursing; Health Management; Faculty, Nursing.

RESUMO

Objetivo: Conhecer as práticas pedagógicas adotadas por docentes de enfermagem, para a formação de enfermeiros-líderes. **Método:** Estudo de caso, de abordagem qualitativa, realizado com 36 docentes de enfermagem de uma universidade pública no estado da Bahia. Foram realizadas entrevistas semiestruturadas e os dados tratados conforme o referencial teórico de Paulo Freire, com auxílio da Análise Temática e do software Nvivo®11. **Resultados:** Os docentes reconhecem o ensino da liderança inserido nas discussões teórico-práticas, buscam atuar como facilitadores no ensino da liderança e valorizam a inserção desta, na matriz curricular, bem como o estímulo à autonomia e crítica reflexiva dos discentes. **Conclusão:** Faz-se importante a inserção do ensino da liderança na matriz curricular, conhecendo as práticas pedagógicas adotadas pelos docentes, no sentido de fortalecer a autonomia e o raciocínio crítico dos discentes, durante o processo de ensino e aprendizagem.


Descritores: Enfermagem; Liderança; Educação em Enfermagem; Gestão em Saúde; Docentes de Enfermagem.

RESUMEN

Objetivo: Conocer las prácticas pedagógicas adoptadas por los profesores de Enfermería para la formación de enfermeros líderes. **Método:** Estudio de caso, con enfoque cualitativo, realizado con 36 profesores de Enfermería de una universidad pública ubicada en el estado de Bahía. Se realizaron entrevistas semiestructuradas y se trataron los datos según el marco teórico de Paulo Freire, con la ayuda del Análisis Temático y del software Nvivo®11. **Resultados:** Los docentes reconocen la enseñanza del liderazgo insertada en las discusiones teórico-prácticas, buscan actuar como facilitadores en la enseñanza del liderazgo y valoran su inserción en la matriz curricular, así como el fomento de la autonomía y la crítica reflexiva de los estudiantes. **Conclusión:** Es importante insertar la enseñanza del liderazgo en la matriz curricular, conociendo las prácticas pedagógicas adoptadas por los docentes, a fin de fortalecer la autonomía y el pensamiento crítico de los estudiantes durante el proceso de enseñanza y aprendizaje.

Descritores: Enfermería; Liderazgo; Educación en Enfermería; Gestión en Salud; Docentes de Enfermería.

Patrícia Alves Galhardo Varanda¹

 [0000-0001-8120-7983](https://orcid.org/0000-0001-8120-7983)


Simone Coelho Amestoy²

 [0000-0001-8310-2157](https://orcid.org/0000-0001-8310-2157)

Gilberto Tadeu Reis da Silva¹

 [0000-0002-0595-0780](https://orcid.org/0000-0002-0595-0780)


Vânia Marli Schubert Backes³

 [0000-0002-8898-8521](https://orcid.org/0000-0002-8898-8521)

Letícia de Lima Trindade⁴

 [0000-0002-7119-0230](https://orcid.org/0000-0002-7119-0230)

Ana Cristina Pretto Bão⁵

 [0000-0002-2747-7197](https://orcid.org/0000-0002-2747-7197)

¹Universidade Federal da Bahia, Brasil.

²Universidade Federal do Vale de São Francisco, Brasil.

³Universidade Federal de Santa Catarina, Brasil.

⁴Universidade do Estado de Santa Catarina, Brasil.

⁵Universidade Federal do Rio Grande do Sul, Brasil.

Corresponding author:

Patrícia Alves Galhardo Varanda

E-mail: pati_ag@yahoo.com.br

How to cite this article:

Varanda PAG, Amestoy SC, Silva GTR, et al. Pedagogical practices adopted by professors in the training of nurse-leaders. Revista de Enfermagem do Centro-Oeste Mineiro. 2021;11:e4239. [Access_____]; Available in:_____. DOI: <http://doi.org/10.19175/recom.v11i0.4239>

INTRODUCTION

As a science and profession, Nursing has been going through an unprecedented historical moment, which reflects in the nurses' image as care leaders and managers. The Nursing Now global campaign seeks the appreciation and empowerment of the Nursing professional in view of the challenges inherent to the health sector⁽¹⁾. In this regard, it is important to analyze the training of nurses and to know the pedagogical practices adopted during university training regarding leadership teaching in benefit of the constitution of future nurses and of care qualification.

Pedagogical practices are activities developed by the professor that provide for the development of critical and reflective abilities in the students, going through constant improvements during the training process⁽²⁾. In its conception of praxis, the pedagogical practice is understood as a conscious and participatory action⁽³⁾ and, consequently, as a practice that is constructed daily. It enables an exchange of experiences and sharing new knowledge, considering training based on the transformative model, in which professors and students are in constant sync⁽²⁾. In this way, it can be considered as a social practice, aimed at transforming, organizing and understanding an educational project⁽³⁾.

According to Freire's perspective, the educational practice is a continuous movement, favorable to the construction of the development of the educators' and students' autonomy, given the understanding that we are human beings with potentialities to learn, teach, express, and know. The praxis also encompasses the precepts of dialog, autonomy, action-reflection, teaching and liberating education, in the sense of an educational act⁽⁴⁾. Thus, participative and integrative educational practices are opportunities to share knowledge and cause transformation and creation, which is essential for the development of the leadership potential.

In line with these conceptions, it is also important that, throughout the teaching-learning process, pedagogical practices are directed to the work context of the future professional so that students can be as close as possible to the reality in which they will be inserted after their training. In the Nursing area, the training of nurse-leaders is a major concern for Nursing professors due to the technological advances and globalization,

factors that require technical-scientific knowledge from the professional, capable of managing care and leading the Nursing team⁽⁵⁾. In view of that, teaching in Nursing must provide students with autonomy, critical ability, and reflections about the nurse's work so that they are encouraged to be leaders since their training.

In a study carried out with nurses, the professionals highlighted the importance of the experiences during undergraduation regarding leadership, emphasizing that theoretical knowledge can guide the practical experience about the performance of this competence. On the other hand, gaps in the training of nurse-leaders were reported, as some participants were dissatisfied with leadership teaching in the university and emphasized problems such as change in the syllabus, difficulties to associate theory with practice and insufficient preparation for the practice, highlighting that they need to seek knowledge about leadership outside the university⁽⁶⁾.

Exercising the Nursing practice with quality is the newly-graduated nurses' objective; however, this period is unstable and full of fears and uncertainties. It is to be noted that, when they assume a managerial or leadership role, newly-graduated professionals feel insecure to deal with responsibilities and demands inherent to the service. In general, they show fear when making decisions, apprehension about positioning themselves to the team, anguish at delegating tasks in a wrong way, concern about being able to manage the team, affliction in taking on leadership responsibilities, and anxiety about being inserted in work groups⁽⁷⁾.

A Canadian study pointed out that Nursing teaching based on competences can guide and contribute to the health professionals' training⁽⁸⁾. It is worth mentioning that the teaching-learning process in Nursing requires from the professors training based on criticism and reflection so that they can overcome the difficulties inherent to traditional education. However, the teaching work is considered empirical since, in the absence of pedagogical training, the previous experiences consist in paths to the projection of the student's demands⁽⁹⁾. In view of that, it is necessary that the pedagogical practices developed by the professors in Nursing courses seek to provide wide and concise experiences and knowledge about the nurses' performance of leadership in order to

reduce the barriers for the training of future nurse-leaders.

It is expected that newly-graduated nurses may develop their activities based on leadership and that the University, as a teaching institution, offers the necessary aids. In this regard, this study is justified, developed with the purpose of elucidating the pedagogical practices directed to the performance of leadership adopted in a Nursing course, as well as to assist the professors in encouraging the necessary competences and their possible challenges.

In order to ground the study, Paulo Freire's theoretical framework was adopted⁽⁴⁾, for being a robust theoretical reference, indispensable to promote reflections and discussions about teaching and pedagogical practices adopted by the professors. When adapted to Nursing, the author's perspective converges with the training of nurses capable of performing a participative and dialogical leadership, enhancing autonomy and collective engagement in the search for the transformation of their praxis.

Consequently, the following guiding question was formulated: Which are the pedagogical practices adopted by the professors in the training of nurse-leaders?; establishing the following study objective: to know the pedagogical practices adopted by Nursing professors for the training of nurse-leaders.

METHOD

This is a qualitative research study of the case study type, conducted in a public university in the state of Bahia, Brazil. In order to elaborate the research, the guidelines for qualitative reviews set forth in the Consolidated Criteria for Reporting Qualitative Research (COREQ)⁽¹⁰⁾ were adopted.

The case study modality was selected for being a method that represents an empirical investigation of the social, group, individual and organizational phenomena, among others; therefore characterizing itself as a deepening and exhaustive purpose by describing the study object in detail, by means of real-life experiences⁽¹¹⁾.

Thirty-six professors of the Nursing course at the aforementioned university participated in the study, and the following inclusion criterion was adopted: being an active professor of the undergraduate Nursing course with at least one year of experience. The professors who, for any reason (vacation, maternity or medical leave or

lack of interest), were distanced from their work activities were excluded. During the data collection period, there were 68 permanent professors, of which 12 did not show interest in participating in the research, 08 were on leave to pursue *stricto sensu* professional qualification, 02 were on maternity leave, 02 were on sick leave, and one retired during data collection.

The data were collected between February and August 2017, through semi-structured interviews, which lasted approximately 40 minutes, being conducted individually in a preserved space at the study locus, with date and time scheduled, according to each participant's availability. The script of the semi-structured interview contained questions referring to the pedagogical practices adopted by the professors, throughout the training of nurse-leaders.

The interviews were recorded and transcribed as they were conducted, aiming at data truthfulness. In order to ensure anonymity, the testimonies of each participant were coded by means of the letter D, followed by an ordinal number corresponding to the sequence in which the interviews were conducted (D1, D2...D36).

The data were subjected to thematic analysis⁽¹²⁾, with the aid of the NVivo®11 software, for organizing the analysis *corpus*. Thus, the themes were identified and grouped to compose the category, according to the following stages: pre-analysis, exploration of material, treatment of the results obtained, and interpretation.

The study development complied with Resolution 466/2012 of the National Health Council about research with human beings and was approved by the Ethics and Research Committee, under opinion No. 1,479,217 and CAAE: 54719616.6.0000.5577/2016.

RESULTS

The study participants were mostly female (n=30) and their age varied between 28 and 70 years old, with a mean of 45 years old. Their training time ranged from 20 to 43 years, with a mean of 23 years. In relation to training, there was predominance of professors with PhD degrees (n=24), followed by master's degrees (n=08) and post-PhD degrees (n=04). The participants taught in academic subjects from the first to the tenth semester of the Nursing course.

The results of the interviews generated the "Pedagogical practices adopted by the professors" category, which gave rise to the following

subcategories: Leadership teaching evidenced in the theoretical-practical discussions; The professor as a facilitator of leadership teaching; Leadership teaching in the curricular matrix; and Encouraging the students' autonomy and reflective thinking.

Pedagogical practices adopted by the professors

This category aims at presenting some pedagogical practices used by the professors with the view to fostering leadership.

Leadership teaching evidenced in the theoretical-practical discussions

The first subcategory presents the participants' acknowledgment of leadership teaching intertwined in the theoretical-practical discussions of some academic subjects from the Nursing course. During the analysis of the interviews, in some of the participants' speeches it was evidenced that, although the course taught by the professor does not specifically address the theme of leadership, it can, through theoretical and practical discussions of curricular contents of the undergraduate Nursing course, raise, implicitly or explicitly, the theme of nurse's leadership.

"[...]So, all the time in the theoretical and practical discussions of the curricular component of urgencies and emergencies with the students, any decision-making about care, the issue of leadership is always highlighted and discussed[...] (D1)." "[...]We implicitly work on leadership. In Ethics, we discuss decision-making, which is one of the leader's actions[...]we clarify what the decision-making elements would be[...][...]I bring in the reflection on the practice on top of situation-problems, that is, I remember many experiences, I transcribe them to paper, I take clippings from magazines, newspapers and take them to the room to discuss (D9)."

In the statements above, it can be noticed that, during the Nursing Course, the professor also seeks to discuss nurses' decision-making with the students.

"[...] Look, I never taught a class about leadership. I've never even bothered to teach a class about leadership, but I'm sure about the way I discuss all the time, the field, the technical and social division of work, the organization of the work process and the work process itself[...] (D6)." "[...]Within the activities, whether in theory or in practice, we always try to bring up discussions[...]the relationships that the Nursing

student will have, the student will have to achieve in their relationships, with teamwork, of the nurses who will share that space of practice or coexistence that we have with the group, with the Nursing technician team, with the administration group, with the medical team[...] (D21)." "[...] I do it in the field when I encourage, for example, the students to take ownership of that care and lead that care process; I show them: now you are responsible, what are you going to do about it?[...] In the classroom, I think that I bring up the issue of the nurse's responsibility a lot in this process of management, of care, not necessarily as a team leader (D16)."

In the statements above, it is noticed that leadership is mentioned at different moments in the curricular components. When the technical and social division of work that exists in Nursing is mentioned, in the organization of the Nursing work process, in the relationships with members of the Nursing team and with other professions, as well as in the process of care management itself, leadership is also pointed out in the practical theoretical context.

The professor as a facilitator of leadership teaching

This subcategory addressed the professor as a facilitator of leadership teaching. The interviewees report that the insertion of the theme of leadership depends on each professor, as they will have an individual way of helping to understand this competence in Nursing. They also refer to the professor as an example to follow, that is, their leadership practice can be a model for the students.

"[...]I think that it depends a lot on each professor. There are professors who know how to encourage students to develop their skills and turn that skill into a leadership competence, and there others who don't. But also the role and the example to follow, I call it example because the professor is the model. If the professor is not a leader, the student with the ability to lead will lead and displace the professor from the accommodation zone (D9)." "[...] But leadership is difficult, you don't teach it, I think that leadership is developed, it is built[...]it also depends on how each professor works with the students, so there is no uniform performance, there is no standardized thing, something permanent, it also depends, of course, on the professor's profile, there are professors who have the leadership

profile, who may be able to bring into their practice[...] (D15).”

Leadership teaching in the curricular matrix

Regarding the leadership teaching in the curricular matrix category, the professors show that leadership is addressed since the first semesters of undergraduate Nursing in a constructive way throughout the course, as part of a development process in the student.

“[...]It's what I see in all the components, in the research groups, within the components themselves, working on the leadership aspect from the beginning. Working with leadership in the second semester is surprising, amazing, because you allow the students to look for this leadership skill in themselves and work constructively throughout the course. This is a creation process that doesn't end with training, it continues into professional life[...] (D11).” “[...]In the curricular guidelines of the undergraduate course I speak of administration, management, I also speak of leadership, but the nurse's leadership that is placed in all the documents for the undergraduate curricula is a development, I believe and understand that it is a development of competence and not aptitude[...] (D12).”

However, the following statements show that some professors recognize the difficulty in teaching leadership, highlighting that not all Nursing courses promote this knowledge. In addition to that, according to them, some undergraduate courses prepare the future professionals only for technical skills.

“[...]Not all of them prepare, some prepare these professionals much more technically to perform certain specific functions, but they don't include activities or promote a syllabus nor the components are organized to stimulate and bring to light this leadership issue. I believe that not all of them are able to do that according to what is recommended (D16).” “[...]I don't know what the guidelines of the curricular components of each curricular component are, but I think that, anyway, there is some weakness in us, that when we talk about an institution, it's not an institution, it's us professors, us, teachers, who make them “happen”. I think that perhaps we don't have a clear idea that leadership needs to be in the syllabus or in the content program, in the methodology [...] (D25).”

Encouraging the students' autonomy and reflective thinking

In this last subcategory, leadership is denoted by encouraging the student's autonomy and their capacity for critical reflection during the teaching-learning process of various curricular components.

“[...]It comes up both in the issue of classroom activities that brings a group proposal, brings the suggestion and asks him to work with other strategies, not only the ones we request, and we see, from there, that the students seek autonomy in learning and they will lead the learning process, and the professor will be there to assist the process. At this moment, the leadership role falls on the students; as professors, we'll be there as auditors[...] (D1).” “[...]My component, as it is directed to train a student, researcher, scholar, and train a student for the research practice, so it is much more about developing critical ability, the communication ability of the research process(D3).” “[...]I will always translate leadership as protagonism; I bring a conversation circle in which people have more opportunities to speak, they exercise their leading role, they exercise their autonomy[...]Opportunity for dialog[...] (D17).”

It is noteworthy that pedagogical practices that affect students' empowerment and their critical thinking, as well as encouraging them to reflect on their teaching-learning process, are seen as new possibilities to strengthen the development of leadership among the students.

DISCUSSION

The pedagogical practices evidenced in the professors' testimonies reveal elements such as nurses' decision-making, work planning and organization, managerial practices, interpersonal relationships, and care management as responsibilities of the future nurse. Thus, it is perceived that leadership has been addressed in different aspects throughout the Nursing teaching process, by means of theoretical-practical activities, problem situations, or experiences lived by the professor.

The professors' reports also signal the importance of the practical activities within the hospital context, considering their benefits for work organization, decision-making, autonomy, and relationship ability. International studies show

similar results to the aforementioned, for highlighting the importance for the professor to develop abilities during the learning process in the clinical environment. It is an unpredictable space, which can cause insecurity due to lack of relationship ability in the students, therefore pointing out the professor as responsible for encouraging them to acquire self-confidence^(8,13-14)

An international research study⁽¹⁵⁾ reinforces leadership teaching as a complementary adjustment to the Nursing undergraduate syllabus, which recognizes the importance of interpersonal relationships, environment, and culture at the workplace. In addition to that, such teaching sought to train future nurses regarding knowledge, abilities, and actions enabling the identification of problems and creative ideas to develop innovations in meeting the health care needs⁽¹⁴⁾. In this regard, it is worth pointing out that, in this study, the professors were concerned about the training of future nurses and the abilities and competences that they needed to develop during Nursing undergraduation to be trained regarding leadership issues.

Therefore, it is worth noting that the National Nursing Curricular Guidelines (*Diretrizes Curriculares Nacionais de Enfermagem*, DCNs) enhanced a new model in Nursing training, as they proposed curricular changes, conceptualizing some competencies as essential, such as decision-making, administration, communication, management, permanent education, and leadership⁽¹⁶⁾. In this scenario of changes in the DCNs, it is worth mentioning that, during the interviews, it was evident that some professors want changes, through proposals that seek to work in partnership with the students, strategies that use clinical reasoning in favor of planning liberating pedagogical proposals, aimed at promoting health and developing skills that permeate management, Nursing care, and the multidisciplinary team.

A liberating action implies a conscious act and, in this sense, liberating pedagogy enables subjects to unveil the world and understand their true praxis, through critical reflections that transform their actions⁽¹⁷⁾. Thus, considering the aforementioned results, in which it is verified in the professors' proposals the desire to implement strategies that facilitate critical thinking in students, the purpose becomes clear that both

are involved in this liberating educational method that provides opportunities for the student to develop abilities that are important for exercising leadership in their actions.

In this sense, the professors need to foster in the students a critical and reflective ability about reality and their autonomy⁽¹⁸⁾. It is also necessary that they understand that teaching means providing means for the students to assume responsibility for their own learning⁽²⁾. It is possible to say that the theoretical-practical teaching practices are challenging for the professor, since inserting teaching elements into the educational practice is not a simple and easy action. Thus, pedagogical practices require effort and essential abilities from the professors to encourage students to develop leadership, an essential competence for future nurses.

In the testimonies, the professor was highlighted as a facilitator in leadership teaching, and this is an individual characteristic of each professor, that is, the professor can be a model of how to become a leader, depending on their work. A study identified the professor as a mediator in learning⁽¹⁸⁾, which shows the need for reflection by professors regarding their work, in the sense of being prepared to teach leadership according to the DCNs and syllabus of the components. The process of update, training, and improvement of knowledge in a continuous way carried out by the professors is also necessary so that the training needs are met.

A research study identified a relationship between the leadership profile referring to the development of professors and students in the *Scriptu Sensu* graduate programs of a Higher Education Institution (HEI) linked to and authorized by CAPES. It was evidenced that the professors can exercise it individually or collectively, facilitating the students' learning process, as well as favoring communication in a clear and open way, and also that they strive for everyone to participate in common projects⁽¹⁹⁾. Consequently, Nursing educators who assume such a posture favor learning in the new nurse-leaders by being role models.

Freire reinforces that subjects grow together, as men are trained together through the world. Professors are no longer restricted to teaching, but they are taught by the dialog with the students, evidencing a problematizing education, in which professors provide the knowledge enhancement⁽¹⁷⁾. This also provides

knowledge transition between professors and students by means of dialog, which, in turn, strengthens the development of leadership in undergraduate studies.

A study⁽²⁰⁾ with the scope of exploring the effect of leadership teaching on Nursing training points out that the theme is central and effective in its practices, but not always included in all undergraduate Nursing courses. Leadership is addressed in the management modules, but there is no institutional support, which evidences weaknesses in teaching. In addition, according to the study, nurses need specialized training and continuous development to become leaders; however, organizational, social and educational services in hospitals have limitations to provide opportunities for Nursing leadership.

The nurses' daily practice of leadership requires the application of critical thinking in decision-making, conflict resolution, and also care management with quality standards⁽⁵⁾. With this, it is necessary that the Nursing training courses are targeted at the practice of leadership teaching. It is noticeable to the professors in this study that, although the changes in the DCNs of the undergraduate Nursing course have changed leadership teaching, some improvements can still be implemented, as some professors are already able to work on leadership aspects in their courses, but others direct this teaching only to management classes. Therefore, it is necessary that the teaching institutions adopt methods which encourage leadership in future nurses, and this demands preparation in the institutions and in the professors.

Associated with this, the pedagogical practice, in the teaching environment and built daily, must encourage a healthy exchange of experiences and sharing of new knowledge, contemplating a training based on the transformative model⁽²⁾ that stimulates the students' critical capacity, autonomy, and curiosity. Teaching Nursing based on the reference competences is a challenge for the professor. The professors participating in the research recognize that changes in their pedagogical practice are indispensable and, as seen in other studies, it is necessary to ensure dynamic and updated knowledge with teaching methods, aimed at the student's intellectual autonomy with issues directed to leadership⁽²¹⁻²²⁾.

It is worth mentioning that the continuous and rapid changes in society include in their core

the demand for a new professor profile, signaling the importance of rethinking teachers' training, in order to contemplate the diversity of knowledge that is indispensable to their practice. In addition to that, it is urgent to transpose technical rationality in an attempt to re-signify it, valuing the knowledge already built and, at the same time, adopting an investigative, reflective, and critical posture⁽²³⁾.

According to Freire, within the knowledge process, professors and students need to be involved. Teaching requires a demanding and vigilant posture in the face of inconsistencies and respect for aspects such as the student's autonomy, concerns and interest, which demands a coherent practice of knowledge from the professor⁽⁴⁾. Therefore, in this way, the professor becomes an encourager, meeting the teachers' testimonies, which emphasize encouragement of the student's autonomy and reflective thoughts.

In this dimension of the educational process of Nursing leadership, the study showed certain weakness in the nurses' training, for not meeting the service's needs. According to the authors, discussions regarding the practice are more efficient than specific educational actions, which do not favor exchange of experiences⁽²⁴⁾.

It can be identified that the professors participating in this research seek to adopt as pedagogical practices the appreciation of the student's autonomy, through activities in the classroom with proposals for working in groups, encouraging everyone to express their opinions. According to them, complex discussions of the themes proposed are necessary, so that, as a team, they can debate, analyze, criticize and reflect on their diversified ways, providing opportunities for the leading role of students. It is to be noted that the development of the future nurse-leaders needs to be initiated during their training, as it is a complex process that requires knowledge, abilities, and continuous improvement.

CONCLUSION

The study allowed knowing the pedagogical practices adopted by Nursing professors for the training of nurse-leaders. It was verified that leadership teaching is evidenced by the professors in the theoretical-practical discussions of the curricular components and that the professor is seen as a facilitator of leadership teaching and the

student is stimulated by the encouragement of autonomy and reflective thinking.

In this way, the study contributes to value leadership teaching in Nursing, making it possible to collaborate with the development of new nurse-leaders, so that they are able, through leadership, to implement improvements in Nursing care.

As a study limitation, conducting interviews with professors who teach in only one Nursing course is pointed out, therefore representing a local reality. It is suggested to develop new studies on the pedagogical practices adopted by the professors in leadership teaching, in order to analyze other public and private educational institutions and favor the exchange of experiences on the teaching of a competence essential for the future professional.

REFERENCES

- 1 - Kennedy A. Wherever in the world you find nurses, you will find leaders. *Rev Latino-Am Enfermagem* 2019;27:e3181. DOI: [10.1590/1518-8345.0000.3181](https://doi.org/10.1590/1518-8345.0000.3181)
- 2 - Ribeiro JF, Costa JML, Silva MAC, Luz VLES, Veloso MV, Ribeiro ALI, et al. Prática pedagógica do enfermeiro na docência do ensino superior. *Rev Enferm UFPE* 2018;12(2):291-302. DOI: [10.5205/1981-8963-v12i2a25129p291-302-2018](https://doi.org/10.5205/1981-8963-v12i2a25129p291-302-2018)
- 3 - Franco MAS. Prática pedagógica e docência: Um olhar a partir da epistemologia do conceito. *Rev Bras Estud Pedagog* 2016;97(247):534-51. DOI: [10.1590/s2176-6681/288236353](https://doi.org/10.1590/s2176-6681/288236353)
- 4 - Freire P. *Pedagogia da autonomia: Saberes necessários à prática educativa*. São Paulo: Paz e Terra; 2002.
- 5 - Amestoy SC, Oliveira AFL, Thofehrn MB, Trindade LL, Santos BP, Bao ACP. Contributions of Paulo Freire to understanding the dialogic leadership exercise of nurses in the hospital setting. *Rev Gaúcha Enferm*. 2017;38(1):e64764. DOI: [10.1590/1983-1447.2017.01.64764](https://doi.org/10.1590/1983-1447.2017.01.64764)
- 6 - Amestoy SC, Menegaz NF, Echevarria-Guanilo ME, Casarin ST, Bão ACP, Zuquette GS. Entendimento dos enfermeiros sobre o ensino da liderança durante a formação acadêmica. *Rev Tesela* 2016 [ciatdo em 15 nov 2019];19. Disponível em: <http://www.index-f.com/tesela/ts19/ts1900.php>
- 7 - Berghetti L, Franciscatto LHG, Getelina CO. Formação do enfermeiro acerca do gerenciamento: Entraves e perspectivas. *Rev Enferm Cent-Oeste Min*. 2019;9:e2820. DOI: [10.19175/recom.v9i0.2820](https://doi.org/10.19175/recom.v9i0.2820)
- 8 - Goudreau J, Pepin J, Larue C, Dubois S, Descôteaux R, Lavoie P, et al. A competency-based approach to nurses' continuing education for clinical reasoning and leadership through reflective practice in a care situation. *Nurs Educ Pract*. 2015;15(6):572-8. DOI: [10.1016/j.nepr.2015.10.013](https://doi.org/10.1016/j.nepr.2015.10.013)
- 9 - Vieira SL, Silva GTR, Silva RMO, Amestoy SC. Diálogo e ensino-aprendizagem na formação técnica em saúde. *Trab Educ Saúde* 2020;18(supl 1):e0025385. DOI: [10.1590/1981-7746-sol00253](https://doi.org/10.1590/1981-7746-sol00253)
- 10 - Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *Int J Qual Health Care* 2007;19(6):349-357. DOI: [10.1093/intqhc/mzm042](https://doi.org/10.1093/intqhc/mzm042)
- 11 - YIN RK. *Estudo de caso: Planejamento e métodos*. 5a ed. Porto Alegre: Bookman; 2015.
- 12 - Minayo MCS. *O desafio do conhecimento: Pesquisa qualitativa em saúde*. São Paulo: Hucitec; 2014.
- 13 - Ailey H, Lamb K, Friese T, Christopher BA. Educating nursing students in clinical leadership. *Nurs Manag*. 2015;21(9):23-8. DOI: [10.7748/nm.21.9.23.e1304](https://doi.org/10.7748/nm.21.9.23.e1304)
- 14 - Jamshidi N, Molazem Z, Sharif F, Torabizadeh C, Kalyani MN. The challenges of nursing students in the clinical learning environment: A qualitative study. *Sci World J*. 2016;2016:1846178. DOI: [10.1155/2016/1846178](https://doi.org/10.1155/2016/1846178)
- 15 - Cusson RM, Meehan C, Bourgault A, Kelley T. Educating the next generation of nurses to be innovators and change agents. *J Prof Nurs*. 2020;36(2):13-9. DOI: [10.1016/j.profnurs.2019.07.004](https://doi.org/10.1016/j.profnurs.2019.07.004)
- 16 - Brasil. Ministério da Educação. Resolução CNE/CES n°3, de 7 de novembro de 2001. Diretrizes Curriculares Nacionais do Curso de

Graduação de Enfermagem. Diário Oficial da União Brasília 2001.

17 - Freire P. Pedagogia do oprimido. Rio de Janeiro: Paz e Terra; 2019.

18 - Viana JF, Araujo JL, Silva LMS, Dias MAS, Torres RAM. Concepções e práticas pedagógicas dos docentes para o cuidado clínico de enfermagem. HU Rev. 2017;43(4):339-47. DOI: [10.34019/1982-8047.2017.v43.2793](https://doi.org/10.34019/1982-8047.2017.v43.2793)

19 - Zanotto MP, Lima JU, Bertollo DL, Graciola AP, Martins E, Olea PM. Analysis of behavior and leadership practices teaching in a Brazilian University. Rev Espacios 2016 [citado em 4 mar 2020]; 37(10):e-2. Disponível em: <https://www.researchgate.net/publication/303435628>

20 - Curtis EA, Sheerin FK, Vries J. Developing leadership in nursing: The impact of education and training. Br J Nurs. 2011;20(4):239. DOI: [10.12968/bjon.2011.20.6.344](https://doi.org/10.12968/bjon.2011.20.6.344)

21 - Leal LA, Camelo SHH, Santos FC. The nursing administration teacher: Training and professional competences. J Nurs UFPE 2017;11(6):2329-38. DOI: [10.5205/reuol.10827-96111-1-ED.110620171](https://doi.org/10.5205/reuol.10827-96111-1-ED.110620171)

22 - Caveião C, Peres AM, Zagonel IPS, Amestoy SC, Meier MJ. Teaching-learning tendencies and strategies used in the leadership development of nurses. Rev Bras Enferm. 2018;71(Suppl 4):1531-9. DOI: [10.1590/0034-7167-2017-0455](https://doi.org/10.1590/0034-7167-2017-0455)

23 - Diesel A, Baldez ALS, Martins SN. Os princípios das metodologias ativas de ensino: Uma abordagem teórica. Rev Thema 2017;14(1):268-88. DOI: [10.15536/thema.14.2017.268-288.404](https://doi.org/10.15536/thema.14.2017.268-288.404)

24 - Oliveira C, Santos LC, Andrade J, Domingos TS, Spiri WC. Leadership in the perspective of family health strategy nurses. Rev Gaúcha Enferm. 2020;41:e20190106. DOI: [10.1590/1983-1447.2020.20190106](https://doi.org/10.1590/1983-1447.2020.20190106)

Responsible Editors:

Patrícia Pinto Braga
Elaine Cristina Dias Franco

Note: This study is the result of the dissertation entitled "Leader Nurse Training: challenges for teachers in the light of Paulo Freire". The study is grateful for support of the Foundation for Research Support of the State of Bahia-FAPESP- for granting scholarship nº bol0390/2018 and also for the funding of the support Program for Young Doctors (PROPESQ) at UFBA, established in the macro-project that integrates this research.

Received in: 23/02/2021

Approved in: 06/07/2021