

**ANDRAGOGY IN THE EDUCATIONAL ACTIONS CARRIED OUT BY THE NURSE:  
INTEGRATIVE LITERATURE REVIEW**

ANDRAGOGIA NAS AÇÕES EDUCATIVAS REALIZADAS PELO ENFERMEIRO: REVISÃO  
INTEGRATIVA DA LITERATURA

ANDRAGOGÍA EN LAS ACCIONES EDUCATIVAS REALIZADAS POR EL ENFERMERO: REVISIÓN  
INTEGRATIVA DE LA LITERATURA

Daiane Lazara Carneiro<sup>1</sup>

Diego Oliveira Rocha<sup>2</sup>

Pamela Regina dos Santos<sup>3</sup>

Raísa Gabrielle dos Santos Andrade<sup>4</sup>

João Lucas Campos de Oliveira<sup>5</sup>

**ABSTRACT**

**Objective:** to analyze how Andragogy is used in the educational actions performed by the nurse found in the scientific literature. **Methods:** This is an Integrative Literature Review. The following databases were consulted: Latin American and Caribbean Literature in Health Sciences (LILACS), Scientific Electronic Library Online (SciELO), Nursing Database (BDENF) and Virtual Health Library (VHL). After the selection procedure, the sample of primary studies had six scientific articles. With the material organized in an illustrative reference, the Content Analysis in thematic modality was used to the findings of the selected articles. **Results:** Two thematic categories were seized: "Employment of Andragogy in the educational actions of the nurse"; and "Andragogy in the training of the nursing professional". **Final considerations:** Andragogy related to the educational work of nurses is used in educational processes with clients/patients and the professional team, expressing through active listening, sharing of experiences, interaction of knowledge, problem-based learning, learning contracts and the promotion of safe and reliable environments. Andragogy is also visualized in the training of the nursing professional, anchored to meaningful learning.

**Descriptors:** Education, Continuing; Nurse's Role; Education, Nursing, Continuing; Nurses.

<sup>1</sup> Nurse. Specialist in Management by the University of São Paulo (USP). E-mail: [daiane.carneiro@hospitalregional.com.br](mailto:daiane.carneiro@hospitalregional.com.br)

<sup>2</sup> Nurse. Resident in Nursing Management in Medical and Surgical Clinic at the State University of Western Paraná (UNIOESTE). E-mail: [diego.rocha@edu.unipar.br](mailto:diego.rocha@edu.unipar.br)

<sup>3</sup> Nurse. Resident in Nursing Management in Clinical and Surgical by UNIOESTE. E-mail: [regina-pamela@hotmail.com](mailto:regina-pamela@hotmail.com)

<sup>4</sup> Nurse. Resident in Nursing Management in Clinical and Surgical by UNIOESTE. E-mail: [andraderaisa24@gmail.com](mailto:andraderaisa24@gmail.com)

<sup>5</sup> Nurse. Ph.D. in Nursing. Adjunct Professor, Nursing School, Federal University of Mato Grosso (UFMT). E-mail: [joao-lucascampos@hotmail.com](mailto:joao-lucascampos@hotmail.com)

Corresponding author: Pamela Regina dos Santos. Endereço: Rua Presidente Costa e Silva, 1431, apto 203, Bairro Coqueiral, Cascavel, PR, Brasil.

## RESUMO

**Objetivo:** analisar, na literatura científica, como a Andragogia é empregada nas ações educativas realizadas pelo enfermeiro. **Métodos:** Revisão integrativa da literatura. Foram consultadas as seguintes bases de dados: Literatura Latino-americana e do Caribe em Ciências da Saúde (LILACS), *Scientific Electronic Library Online* (SciELO), Base de Dados em Enfermagem (BDENF) e Biblioteca Virtual em Saúde (BVS). Após procedimento de seleção, a amostra de estudos primários compreendeu seis artigos científicos. Com o material organizado em quadro ilustrativo, empregou-se a Análise de Conteúdo, modalidade temática, aos achados dos artigos selecionados. **Resultados:** Foram apreendidas duas categorias temáticas: "Emprego da Andragogia nas ações educativas do enfermeiro"; e "Andragogia na formação do profissional de enfermagem". **Considerações finais:** a Andragogia relacionada ao trabalho educativo do enfermeiro é empregada nos processos educativos com os clientes/pacientes e com a equipe profissional, expressando-se pela escuta ativa, o compartilhamento das vivências, a interação dos saberes, a aprendizagem baseada em problemas, os contratos de aprendizagem e a promoção de ambientes seguros e confiáveis. Além disso, a Andragogia é também visualizada na formação do profissional de enfermagem, ancorada à aprendizagem significativa.

**Descritores:** Educação Permanente; Papel do Profissional de Enfermagem; Educação Continuada em Enfermagem; Enfermeiras e Enfermeiros.

## RESUMEN

**Objetivo:** analizar, en la literatura científica, como la Andragogía es empleada en las acciones educativas realizadas por el enfermero. **Métodos:** Revisión integrativa de la literatura. Fueron consultadas las siguientes bases de datos: Literatura Latino-americana y del Caribe en Ciencias de la Salud (LILACS), *Scientific Electronic Library Online* (SciELO), Base de Datos en Enfermería (BDENF) y Biblioteca Virtual en Salud (BVS). Después del procedimiento de la selección, la muestra de los estudios primarios comprendió seis artículos científicos. Con el material organizado en cuadro ilustrativo, se empleó el Análisis de Contenido, modalidad temática, a los hallazgos de los artículos seleccionados. **Resultados:** Fueron apreendidas dos categorías temáticas: "Empleo de la Andragogía en las acciones educativas del enfermero"; y "Andragogía en la formación del profesional de enfermería". **Consideraciones finales:** la Andragogía relacionada al trabajo educativo del enfermero es empleada en los procesos educativos con los clientes/pacientes y con el equipo profesional, expresándose por la escucha activa, la acción de compartir las vivencias, la interacción de los saberes, el aprendizaje basado en problemas, los contratos de aprendizaje y la promoción de ambientes seguros y fiables. Además, la Andragogía es también visualizada en la formación del profesional de enfermería, ancorada al aprendizaje significativo.

**Descriptorios:** Educación Continua; Rol de la Enfermería; Educación Continua en Enfermería; Enfermeros.

## INTRODUCTION

Immersed in the nurses' work process, basically understood by the care/assistance dimensions; administration/management; and education and research, the education encompasses its own constant updating; patient/client and family education; groups/communities;

the informal trainings of its team and the formal education of nursing professionals or the health team<sup>(1,2)</sup>. Therefore, the educational work is inherent to the nurses' labor action in different perspectives, being a factor that contributes to its consolidation as manager and leader of the nursing team<sup>(3)</sup>.

It is important that the leader assumes responsibility for the learning of the members of his team, understanding and accelerating the learning process while encouraging and integrating the thinking of the team, seeking to develop the best of each individual for the benefit of all of the common objectives<sup>(4)</sup>.

So the nurse - as a leader and educator - can assume the role of leader of the effective learning processes, in the continuous and/or permanent education directed to the team, in the training of the patients for their self-care or even as co-responsible for the process of learning and development of human resources, he must understand that it is not possible to teach an adult, but rather to help him learn<sup>(5)</sup>.

Health education is inserted in the work context of nurses and they have a prominent position in the educational process, constituting an important means to promote the quality of life of patients, their families and the community. Also, education enables the patients to become aware of their health and illness, promoting the capacity to reflect on their important role as a transformative subject of their life, amplifying their power of comprehension about the factors that are determinant for the promotion and maintenance of their health<sup>(6)</sup>.

The educator needs to be aware that adults need him to help them understand the practical importance of what is being taught and that this learning will make a difference in their lives<sup>(7)</sup>. In this aspect, the experience lived by each individual can influence learning and even prevent the expected results since learning comes from variables composed of internal factors such as maturity, motivation, intelligence, experience; and by external factors such as the methodology used to deliver content, differences in group composition, and facilitator performance. Such factors will be essential to facilitate or hinder the process and its results<sup>(8)</sup>.

Adult education differs from educating children. In the context of adult education, the concept of Andragogy emerges as "the art and science of guiding adults to learning"<sup>(9)</sup>. Thus, understanding that nursing work is produced by adults, Andragogy can present fundamental principles to assist

the nurse in the teaching-learning process, since, in theory, it has the potential to educate workers in a critical and reflective way, contributing to learning at work<sup>(10)</sup>.

In the daily practice of health work, carrying out educational actions is not always feasible, since the excessive amount of assistance and/or bureaucratic activities greatly hinders the rational and strategic execution of these actions<sup>(11)</sup>. In this scope, the nurse emerges his relevance, because even in the midst of troubled work in health, he has his managerial action recognized, although permeated by several difficulties<sup>(12)</sup>.

The interest in knowing the use of andragogic concepts and how the educational actions are performed by the nurse is justified because the activities related to the health area are developed for adults and the importance of the role of the nurse in the performance of activities that involve educational aspects, in different nuances and contexts. Therefore, investigating the literature on Andragogy in the viability of educational actions carried out by the nurse is important to understand this phenomenon in the area, and to promote actions that favor the consolidation of the nurse as care manager.

Ante o exposto, questionou-se: Como a Andragogia é empregada nas ações educativas pelo enfermeiro? Para responder a pergunta enunciada, o objetivo deste estudo consistiu em analisar, na literatura científica, como a Andragogia é empregada nas ações educativas realizadas pelo enfermeiro.

Thus, the question was: How is Andragogy used in educational activities by nurses? To answer the question, the objective of this study was to analyze how Andragogy is used in the educational actions performed by the nurse found in the scientific literature.

## METHODS

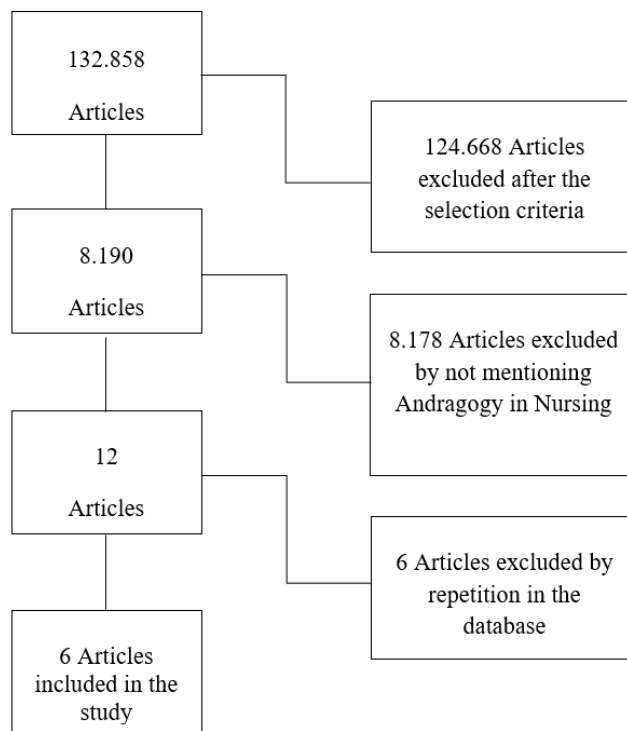
This is an integrative literature review. This study was elaborated according to the orientated steps: a) establishment of the research question, definition of the objectives and identification of the descriptors; b) databases searching and

inclusion and exclusion criteria; c) definition and organization of the information to be extracted from the selected articles; d) evaluation of studies included in the review; e) discussion and interpretation of results; (f) presentation of the review<sup>(13)</sup>.

The search was conducted in January 2018 in the online databases Latin American and Caribbean in Health Sciences (LILACS), Scientific Electronic Library Online (SciELO), Nursing Database (BDENF) and Virtual Health Library (VHL). Indexed articles were searched with the descriptor: "nurse", being chosen as descriptor in food to Descriptors in Health Sciences (DECS). The use of descriptors not controlled by the research theme was also chosen, using the keywords: "Andragogy" and "Educational actions with the health team".

Papers published between 2009 and 2017, written in Portuguese, whose texts were freely available in full and presented in the databases consulted were included. The following step was characterized by the reading of the titles and abstracts of the works obtained to pre-select the articles that dealt with the subject under study.

The databases searching listed returned with 132,858 scientific reports. Subsequently, the articles were pre-selected and, 12 articles were obtained based on the defined inclusion and exclusion criteria already mentioned. Six of them were excluded by repetition in a database, remaining six articles (n=6) which constituted the corpus of this study, as shown in Figure 01 of the sample selection of the studies.



**Figure 01:** Flowchart of search and selection of scientific texts.

Source: data collection, 2018.

Após o recrutamento e seleção da amostra dos estudos incluídos, procedeu-se a organização do material, descrevendo as seguintes informações dispostas em quadro ilustrativo: autores, ano, periódico, base de dados, objetivos,

metodologia, principais resultados e conclusões. Os artigos foram organizados por ordem crescente de acordo com o ano de publicação e codificados aleatoriamente em numerais romanos.

Following the recruitment and sample selection of included studies, the material

was organized, describing the following information shown in an illustrative table: authors, year, journal, database, objectives, methodology, main results, and conclusions. The articles were organized in ascending order according to the year of publication and randomly encoded in Roman numerals.

With the organized material, the synthesis stage of the literature was carried out using the Content Analysis in thematic modality of the selected studies<sup>(14)</sup>. The texts were read repeatedly, extracting points in common and/or divergence, raising the nuclei of meaning of each unit analyzed and, later, the thematic categorization of the contents of the articles, together with the description and discussion of the findings, based on in the agglutination by

proximity/affinity of subjects/topics addressed in each study<sup>(14)</sup>.

When it comes to a field research, the selected studies should have compliance with the ethical requirements set in Resolution 466/2012 of the National Health Council.

## RESULTS

After the selection of the articles, the information of the selected texts (n=6) was organized, extracting the information in an illustrative table, organized in ascending order by year of publication, as well as its random coding in Roman numerals (Table 1).

**Table 1** – Distribution of articles of the study sample according to authors, year of publication, journal, objectives, method, main results, and conclusions.

Code	Authors/ Year	Journal	Objective	Method	Main results	Conclusions
I	Souza et al., 2009.	Online Brazilian Journal of Nursing	To show Andragogy to guide the education of the elderly people, to subsidize the nursing consultations and to improve their health care.	Literature review	The educational actions developed allowed the development of the capacity for critical analysis of the elderly's experiences, which established an environment conducive to development and conducive to change.	It enabled to verify the importance of the specific training on education and andragogy for nursing and it was demonstrated that it can potentiate the interventions in the nursing consultation.
II	Draganov; Friedlander ; Sanna, 2011.	Escola Anna Nery Revista de Enfermagem	To quantify and describe the scientific production on Andragogy in Health Sciences from 1999 to 2009.	Descriptive bibliometric study	The publications on the subject lead in the area of Health Sciences Nursing, most of which are critical reviews with a higher incidence of publication in the USA and in English.  Vocational training was the most prevalent subject.	Andragogy was a relevant topic, with emphasis on the Nursing area, which contributed to attest to the relevance of the topic for learning in the areas of patient education, vocational training, and continuous education.
III	Draganov; Sanna, 2011.	Revista Gaúcha de Enfermagem	To report a teaching strategy inspired by	Workshop Technique Case Report	Workshop performed with undergraduate students in nursing	The training of the nurse has a constant focus on the adult student and Andragogy corroborates

			Andragogy searching for the training of nurses in dialogue about projects.		who at the end were submitted to the evaluation and expressed the acquisition of new knowledge.	with the dialectical methodology and both strategies were used in the foundation of the workshop that favored the learning of the participants.
IV	Draganov et al., 2013. 13	Investigación y Educación em Enfermeria	To investigate and describe the use of Andragogy in nursing publications from 1999 to 2011.	Bibliographic study	Foi identificado que houve maior concentração de estudos nos últimos cinco anos, sendo que a maioria foram realizados nos EUA e a área temática de maior ocorrência foi a Andragogia na educação permanente.	O número de publicações nos últimos cinco anos evidenciou a importância que a Enfermagem atribuiu ao tema. A área temática mais abordada foi a educação permanente pela probabilidade de que essas ações envolvem indivíduos adultos e amadurecidos.
V	Salvador et al., 2015.	Revista Baiana de Enfermagem	To discuss the possibilities and benefits of the use of technological tools in nursing education guided by the andragogic theory.	Critical Comment	The use of Andragogy in the use of technological instruments in nursing teaching enables a collective and multidimensional teaching/learning process based on solidarity and reflexivity.	The instruments presented are examples that link technology and teaching in the production of an adequate and meaningful learning process model for students and teachers.
VI	Tronchim et al., 2015.	Revista da Escola de Enfermagem da USP	To describe experience lived in the planning and development of a course for nurses and based on Significant Learning Theory, Andragogy and Dialectic Methodology.	Experience report	Most of the participating nurses showed the acquisition of new knowledge, the opportunity for interaction and exchange of lived experiences, acquired interest in the subject and the ability to organize the available time in their self-assessments.	Structured from its own theoretical and methodological assumptions, the course has presented positive results and assessments of the students and teachers involved, achieving its objective and showing the need for its constant maintenance and improvement.

Source: data collection, 2018.

From the descriptive analysis of the selected studies, two thematic categories were apprehended: Use of the Andragogy in the educative actions of the nurse; and Andragogy in the training of the nursing professional. The description of the categories and their content was together

with the discussion of the findings to facilitate the comparison of the findings to the literature on the subject.

## DISCUSSION

### **Use of the Andragogy in the educational actions of nurses**

The analysis of the articles showed that Andragogy has been a relevant topic for the health and nursing area, as seen in articles II and IV. Researchers in article II showed that the area of Nursing leads the publications on the subject and, according to article IV, the interest in studying Andragogy in this area has increased in recent years<sup>(10,15)</sup>. These data infer that nurses are interested in reviewing, applying, reporting and discussing andragogic practices and their evidences, which is important since the educational content is undeniably inherent to nurses' work.

Article II emphasizes that the educational activity is constantly used and it is related to nursing care, and this is foreseen in nursing professional legislation<sup>(15)</sup>. Also in the article I, the authors also describe that education is part of the professional practice of the nurse<sup>(16)</sup>. Both studies collaborate in evidencing the educational activity of the nurse and the importance of rethinking the educational practices to promote the significant learning of those involved, that is, to overcome the limiting barriers of vertical education at work, still very evident in health and nursing.

Research I shows that education in the nursing area is a tool to promote the care and health of the patient. Therefore, it is fundamental that nurses develop skills that favor their communicative and educational interaction, and it is important to consider Andragogy as an essential tool in this process<sup>(16)</sup>. There was corroboration of another article (Code II) in this sense, when the authors stated that the knowledge about the principles of Andragogy by professionals responsible for nursing education is necessary for the effectiveness of learning, as well as contributing significantly to the development of a more professional critical, reflective, involved with the work process, interested and proactive<sup>(15)</sup>.

Still, in the above context, there was a prominence in articles I and IV for dialogue/communication and respect/trust as andragogic tools that nurses need to develop and use to foster the learning process and promote the interaction of

learners to foster reflection, self-awareness, and transformation through the incorporation of learning<sup>(10,16)</sup>. It is agreed that the use of these tools, both relational and non-instrumental, also favors the more collegial management process, in which the distribution of decision-making power is presupposed and recommended<sup>(17)</sup>.

Articles I and IV cited the importance of sharing learners' experiences, and study IV reports evidence of effective results of andragogic practice, such as acquisition of relevant knowledge, personal growth, and professional prestige. According to the mentioned study, this scenario enabled the significant learning of the research participants<sup>(10,16)</sup>.

Another issue that deserves to be highlighted, focused on Article I, is the promotion of a flexible and open environment to individual diversities and subjectivities, cited as an important complement in learning processes based on andragogic practice<sup>(16)</sup>. Thus, it is emphasized that the promotion of an environment open to individual subjectivities and where communication between leaders and followers is fluid is important not only for the use of educational actions by nurses but also for their consolidation as a manager of care<sup>(18)</sup>.

By analyzing the articles listed in this category, it was possible to highlight the use of Andragogy in educational processes carried out by nurses when they prepared the learning environment so it became a pleasant, trustworthy place and promoted respect for differences through the establishment of a process of dialogue and cooperation of all those involved in the educational process.

### **Andragogy in the training of the nursing professional**

As seen in the nurses' practice in educational activities, Andragogy was also found to be applied to vocational training, as shown in studies in code III, V and VI.

Enabling opportunities for updating that promote the acquisition and development of skills and competences for health professionals enables the

provision of safe and effective care, resulting in improvements in the work environment<sup>(19)</sup>. In this sense, studies (III, V and VI) have shown that there is an increasing interest in the use of resources that enable improvement in the teaching of health professionals and that facilitate learning and generate the acquisition of competences<sup>(19-21)</sup>.

In nursing, technical-instrumental knowledge is not enough, since as a manager of care and team, nurses need to develop essentially relational skills, the so-called managerial competencies, such as leadership, decision making, communication and administration/management<sup>(22)</sup>.

Articles V and VI report that the focus of the courses is on promoting the apprentice's ability to learn to think and learn to learn through generalist, humanistic, critical and reflexive training so the professional can act in a multi-professional way according to the current needs of health services<sup>(19,21)</sup>. This is important because, in the troubled work in health and nursing, it is necessary that the professionals are resolute and coordinate their action to the real health needs of individuals, families, or communities.

A study that used the methodology of critical commentary based on the principles of Andragogy (Article V) evidenced that the incorporation of innovations in the teaching of the nursing professional are resources capable of enhancing the aptitude of the learners, the self-identity of the student and, depending on the technique employed, to promote the readiness to learn in the apprentices. Therefore, these principles, increasingly, need to be considered in the training curricula of health professionals and more specifically, nursing professionals.

Another study (code VI) in the experience reporting modality used an institutional approach based on the andragogic theory that allowed the interaction between the apprentices and the teachers, promoted the contextualization and the practice of what was taught<sup>(19)</sup>. In this same perspective, study III, composed of a case report using the workshop technique based on Andragogy and dialectical methodology,

showed that these strategies stimulated the desire to learn and favored students' learning and the acquisition of new knowledge<sup>(20)</sup>.

The authors of article III show that the use of andragogic principles in nursing courses is justified by the fact that the training of nurses has a constant focus on the adult student<sup>(20)</sup>. The Resolution of the National Council of Education Number 3 of November 7, 2001, which establishes the curricular guidelines for the Undergraduate Nursing Course with its pedagogical principles that can be interpreted to the andragogic premises, where it expresses the search for the formation of a professional of nursing with broad humanization, with a capacity for discernment and consideration to meet the current social and health needs of the population<sup>(23)</sup>.

Based on these findings, the use of Andragogy in the training, improvement, and specialization of the nursing professional can be observed and diffused, since academics and professionals have reached adulthood and already have experiences of contact and with various situations of daily personal and/or professional. In this sense, it would encourage that the discussions about this formation referential be included in the elaboration of Projects of undergraduate and graduate courses in nursing.

## FINAL CONSIDERATIONS

It is concluded that the Andragogy related to the educational work of the nurse is employed in the educational processes with clients/patients and the professional team, expressed through active listening, sharing of experiences, interaction of knowledge, problem-based learning, learning contracts and the promotion of safe and reliable environments. Also, Andragogy is also visualized in the training of the nursing professional, anchored to meaningful learning.

The main limitation of this study is the literature search in a restricted language. Despite this, it is believed that the results can contribute to the dissemination so nurses and nursing teachers are



instigated to the knowledge and use of andragogic principles in the education of clients/patients and families; in nursing graduation; and in education at work for the transformation (or reflection) of their educational practice.

Finally, by the small number of works identified and the emergence of the

theme, it is certain that new studies are needed to better explore the experiences of teachers, nurses, and apprentices participating in educational processes based on Andragogy, an aspect that can boost the increase of professional education and education of patients, families, and communities.

**Individual contribution of authors:** Carneiro DL; Rocha DO; Santos PR; and Andrade RGS: Participated in the design and writing of the project; analysis and interpretation of data; writing of the article and final approval of the version to be published. Oliveira JLC: Participated in the relevant critical review of the intellectual content and final approval of the version to be published. All authors claim to be responsible for all aspects of the paper, ensuring their accuracy and integrity.

**Submitted:** 08/07/2018

**Accept in:** 10/10/2018

## REFERENCES

1. Presotto GV, Ferreira MBG, Contim D, Simões ALA. Dimensões do trabalho do enfermeiro no contexto hospitalar. *Revista Rene, Fortaleza*. 2014 Set./Out.;15(5):760-770, [online] [citado 07 jan. 2018]. Disponível em: <<http://periodicos.ufc.br/rene/article/viewFile/3237/2492>>.
2. Saupe R, Yoshioka MR, Arruda ALG. Andragogia na educação em enfermagem. *Revista Cogitare Enfermagem, Curitiba*. 1998 Jul./Dez.;3(2):74-80, [online][citado 05 dez. 2017]. Disponível em: <<http://revistas.ufpr.br/cogitare/article/view/44332/26817>>.
3. Costa MAR, Oliveira JLC, Souza VS, Christinelli HCB, Matsuda LM. Educação continuada em serviço e permanente: concepções de enfermeiros supervisores. *Revista Varia Scientia – Ciências da Saúde, Cascavel*. 2017 Ago./Nov.;3(2):145-154, [online] [citado 07 jan. 2018]. Disponível em: <<http://e-revista.unioeste.br/index.php/variasaude/article/view/17595/12241>>.
4. Coelho MJ. Princípios da andragogia como ferramenta para a criação de um ambiente transformador nas organizações. São Paulo. 2013:1-14, [online] [citado 24 dez. 2017]. Disponível em: <<http://www.spee.com.br/artigos/principios-da-andragogia.pdf>>.
5. Knowles MS, Holton EF III, Swanson RA. Aprendizagem de resultados: uma abordagem prática para aumentar a efetividade da educação corporativa. Holler SA, tradutora. Rio de Janeiro: Elsevier; 2011, [online] [citado 25 nov. 2017]. Disponível em: <<http://lelivros.love/book/download-aprendizagem-de-resultados-malcolm-knowles-em-epub-mobi-e-pdf>>.
6. Sousa LB, Torres, CA, Pinheiro PNC, Pinheiro AKB. Práticas de educação em saúde no Brasil: a atuação da enfermagem. *Revista de Enfermagem da UERJ, Rio de Janeiro*. 2010 Jan./Mar.;18(1):55-60, [online] [citado 02 mar. 2018]. Disponível em: <<http://bases.bireme.br/cgi-bin/wxislind.exe/iah/online/?IsisScript=iah/iah.xis&base=BDENF&lang=p&nextAction=Ink&exprSearch=18402&indexSearch=ID>>.

7. Carvalho JA, Carvalho MP, Barreto MAM, Alveset FA. Andragogia: considerações sobre a aprendizagem do adulto. *Revista Eletrônica do Mestrado Profissional em Ensino de Ciências da Saúde e do Ambiente*, Rio de Janeiro. 2010 Abr.;3(1):78-90, [online] [citado 17 dez. 2017]. Disponível em: <<http://www.ensinosaudeambiente.uff.br/index.php/ensinosaudeambiente/article/view/108/107>>. Acesso em: 17 dez. 2017.
8. Moscovici F. *Desenvolvimento interpessoal*. 20a ed. Rio de Janeiro: José Olympio; 2011.
9. Cavalcanti RA. Andragogia: a aprendizagem nos adultos. *Revista de Clínica Cirúrgica da Paraíba*, [local desconhecido]. 1999;4(6):[9 p.], [online] [citado 17 dez. 2017]. Disponível em: <<https://pt.slideshare.net/Vicentana/andragogia-a-aprendizagem-nos-adultos>>.
10. Draganov PB, Andrade AC, Neves VR, Sanna MC. Andragogia e seu uso na enfermagem: uma revisão de literatura. *Investigación y Educación em Enfermería*, Medellín. 2013 Jan./Abr.;31(1):86-94, [online] [citado 17 jan. 2018]. Disponível em: <[http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0120-53072013000100011&Ing=pt&lng=pt](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-53072013000100011&Ing=pt&lng=pt)>.
11. Reis FV, Ramos JR, Santos JN, Oliveira MG. Educação em saúde na sala de espera: relato de experiência. *Revista Médica de Minas Gerais*, Minas Gerais. 2014;24(1):32-36, [online] [citado 03 fev. 2018]. Disponível em: <[http://pesquisa.bvsalud.org/brasil/?lang=pt&home\\_url=http%3A%2F%2Fbrasil.bvs.br&home\\_text=BVS+Brasil&q=andragogia&submit=Pesquisa](http://pesquisa.bvsalud.org/brasil/?lang=pt&home_url=http%3A%2F%2Fbrasil.bvs.br&home_text=BVS+Brasil&q=andragogia&submit=Pesquisa)>.
12. Oliveira JLC, Hayakawa LY, Versa GLGS, Padilha EF, Marcon SS, Matsuda LM. Atuação do enfermeiro no processo de acreditação: percepções da equipe multiprofissional hospitalar. *Revista Baiana de Enfermagem*, Salvador. 2017;31(2):1-10, [online] [citado 19 fev. 2018]. Disponível em: <<https://portalseer.ufba.br/index.php/enfermagem/article/view/17394>>.
13. Mendes KDS, Silveira RCCP, Galvão CM. Revisão integrativa: método de pesquisa para a incorporação de evidências na saúde e na enfermagem. *Revista Texto & Contexto Enfermagem*, Flórianópolis. 2008 Out./Dez.;17(4):758-764, [online] [citado 02 fev. 2018]. Disponível em: <<http://www.scielo.br/pdf/tce/v17n4/18.pdf>>.
14. Bardin L. *Análise de conteúdo*. São Paulo: Edições 70, 2011.
15. Draganov, PB, Friedlander, MR, Sanna MC. Andragogia na saúde: estudo bibliométrico. *Revista Escola Anna Nery*, [local desconhecido]. 2011 Jan./Mar.;15(1):149-156, [online] [citado 17 jan. 2018]. Disponível em: <<http://www.scielo.br/pdf/ean/v15n1/21.pdf>>.
16. Souza LM, Lautert L, Doll J, Silva MCS. A consulta de enfermagem para idosos baseada na andragogia: um artigo de revisão. *Online Brazilian Journal of Nursing*, [local desconhecido]. 2009 Fev.;8(1):1-12, [online] [citado 17 jan. 2018]. Disponível em: <<https://www.objnursing.uff.br/index.php/nursing/article/view/j.1676-4285.2009.2119/448>>.
17. Bernardes A, Cummings GG, Gabriel CS, Évora YDM, Maziero VG, Miller GC et al. 2015. Implementation of a participatory management model: analysis from a political perspective. *Journal of Nursing Management*, [place unknown]. 2015 Oct.;23(7):888-897, [online] [citado 26 jun. 2018]. Disponível em: <<https://onlinelibrary.wiley.com/doi/epdf/10.1111/jonm.12232>>.
18. Santos JLG, Pin SBde, Guanilo MEE, Balsanelli AP, Erdmann AL, Ross R. Liderança em enfermagem e qualidade do cuidado em ambiente hospitalar: pesquisa de

- métodos mistos. Revista Rene, [local desconhecido]. 2018 Dez./Mar.;19:1-9, [online] [citado 26 jun. 2018]. Disponível em: <[http://periodicos.ufc.br/rene/article/view/31648/pdf\\_1](http://periodicos.ufc.br/rene/article/view/31648/pdf_1)>.
19. Tronchin DMR, Peres HHC, Lima AFC, Alavarce DC, Prata AP, Santos MR, et al. Desenvolvimento do curso de gerenciamento em enfermagem on-line: experiência exitosa entre Brasil e Portugal. Revista da Escola de Enfermagem da USP, São Paulo. 2015;49(2):162-167, [online] [citado 17 jan. 2018]. Disponível em: <<http://www.scielo.br/pdf/reeusp/v49nspe2/1980-220X-reeusp-49-spe2-0162.pdf>>.
  20. Draganov PB, Sanna MC. Ateliê de projetos físicos: estratégia para aprendizagem de administração de recursos físicos em enfermagem. Revista Gaúcha de Enfermagem, Porto Alegre. 2011 Set.;32(3):620-621, [online] [citado 17 jan. 2018]. Disponível em: <[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S1983-14472011000300026](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1983-14472011000300026)>. Acesso em: 17 jan. 2018.
  21. Salvador PTCO, Martins CCF, Alves KYA, Pereira MS, Santos VEP, Tourinho FSV. Tecnologia no ensino de enfermagem. Revista Baiana de Enfermagem, Salvador. 2015 Jan./Mar.;28(1):33-41, [online] [citado 17 jan. 2018]. Disponível em: <<https://portalseer.ufba.br/index.php/enfermagem/article/view/9883/9540>>.
  22. Rosin J, Tres DP, Santos RPdos, Pere RR, Oliveira JLCde. Desenvolvimento de competências gerenciais na enfermagem: experiência entre residentes. Revista Eletrônica Gestão & Saúde, [local desconhecido]. 2016 Set./Jan.; 7(1):231-246, [online] [citado 26 jun. 2018]. Disponível em: <<http://periodicos.unb.br/index.php/rgs/article/view/22077/15771>>.
  23. Brasil. Conselho Nacional de Educação. Câmara de Educação Superior. Institui Diretrizes Curriculares nacionais do Curso de Graduação em Enfermagem. Resolução n.3, 7 novembro 2001. Lex: Diário Oficial da União. 2001:1-6, [online] [citado 13 jan. 2018]. Disponível em: <[http://www.cofen.gov.br/wp-content/uploads/2012/03/resolucao\\_CNE\\_CES\\_3\\_2001Diretrizes\\_Nacionais\\_Curso\\_Graduacao\\_Enfermagem.pdf](http://www.cofen.gov.br/wp-content/uploads/2012/03/resolucao_CNE_CES_3_2001Diretrizes_Nacionais_Curso_Graduacao_Enfermagem.pdf)>.