

Using the Questioning Method in the Training Nursing Professionals

ORIGINAL

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Abstract

Education is a strategy within society to facilitate that each individual may reach their full potential, and to encourage them to collaborate with others in actions aimed at the common well-being. The objectives were to analyze scientific knowledge production on questioning method and its use in nursing education. The methodological strategy was the integrative review. Using the combinations among the keywords: questioning methodology and nursing. Data were dealt with from the technique of content analysis in the thematic analysis modality. 19 articles were analyzed where they rectify the interface between using the questioning methodology and nursing education and describe the factors associated to this theme. Even considering the questioning methodology as a viable path in the current context, there must be a constant commitment in reviewing the used processes, in order to highlight the strengths and weaknesses, with views to their improvement.

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Keywords

Teaching; Education in
Nursing; Learning.

Introduction

Education is a strategy within society to facilitate that each individual may reach their full potential, and to encourage them to collaborate with others in actions aimed at the common well-being. Considerable part of unevenness between individuals,

organizations, regions and countries is due to inequality of chances relative to developing the capacity to learn and materialize something new ⁽¹⁾.

Historically, education in the health field has been guided by using traditional methods, derivatives from mechanist and Cartesian models that are conservative education and learning proposals,

where the teacher is placed in the center of the educational process as a content transmitter and the student acts as a passive spectator ⁽²⁾.

However, we live in a society that recognizes, internationally, the need to modify traditional education, due to its incapacity to satisfy the population needs. However, for this transformation day, the solid barriers must be broken to move what it is taken root in time ⁽¹⁾.

In this context, questioning methodology is used to break with the paradigm on the traditional education and base-related concepts of Pablo Freire, with conscience that define the way for building the autonomy and the emancipation, the ethics, the commitment, the dialogue, the questioning, that together construct what it called emancipatory education ⁽³⁾.

As well as in the studies of Diaz Bordenave and Pereira, who are based on the arc of Magueres and propose a reality questioning scheme in five steps: observing reality; identifying key points; theory; hypotheses of solution and application to reality. This approach aims at making the professionals more reflective, interrogative and capable to team work team ⁽⁴⁾.

In the nursing area the questioning methodology emphasizes the importance to construct knowledge from the practiced experiences. These are emergent properties that stimulate the student to adapt a new perspective in relation to themselves, to the others and to the relation of care and health practices. In this form, it is used in situations where the themes are related with life in society and consists in a methodological way capable to guide the pedagogical practice of an educator worried about the development of its students and with their intellectual autonomy, with the purpose of developing the critical, creative and reflective thought, beyond the preparation for a political performance ⁽¹⁾.

This study aims to analyze scientific knowledge production on questioning method and its use in nursing education.

Methodology

We opted for the integrative revision of literature, that has as a purpose the systematization of research results on a determined thematic, in a clear, objective and systematic way that makes possible the synthesis of the state of knowledge on a determined subject, in order to contribute for deepening the searched subject, in addition to pointing out gaps of knowledge that need to be filled out with the accomplishment of new studies.

Literature integrative review consists of an ampler method, that allows for combining data from theoretical and empiric literature. This type of research has different objectives, such as: it may be directed to concept definition, theories review or methodological analysis of included studies for a particular topic ⁽⁵⁾.

There followed the methodological path in six steps proposed by Mendes, Silveira and Galvão ⁽⁶⁾, which consists on the following steps: identifying the theme and selecting the hypothesis that is matter of the research; setting up criteria for inclusion and exclusion of studies; defining the information to be extracted from selected studies/categorization of studies; assessing studies included in the integrative review; interpreting the results; and, submitting knowledge review/synthesis.

This study's guiding question as formulated initially, where the guiding question on the revision process was constructed through peak strategy (P = Patient or Problem, I = Intervention, C = Comparison or control, O = Outcomes or results) ⁽⁶⁾: What scientific knowledge has been produced on the questioning method and its use in teaching nursing?

Following on, the criteria for including articles to begin the sampling process in the literature were established, and the criteria were: articles published in indexed journals, available in the entirety, published in Portuguese, English and Spanish languages. Those should primary researches and theoretical

studies, and treating the nursing education based on the questioning method. Such being the case, theses and dissertations were excluded from the study and also articles not containing elements to answer the guiding question.

The investigation occurred in July and August, 2015. For the bibliographic survey, the controlled descriptors found in the Health Science Descriptors (HSD) "questioning method" and "nursing" were used. The used databases were the following: Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS), National Library of Medicine (MEDLINE), Scientific Electronic Library Online (SCIELO), Base de Dados de Enfermagem (BDENF) and Portal de Periódicos CAPES/MEC.

To operationalize the search, diverse key-word combinations were conducted from the use of the *and* Boolean marker, as described in **Table 1**.

The search on the electronic databases LILACS, MEDLINE, Portal de Periódicos CAPES/MEC, SCIELO and BDENF, provided for the acquisition of 19 primary studies, for sample composition of this integrative review.

Portal de Periódicos CAPES/MEC, From the key-word combination, 29 studies were identified in Lilacs, 45 in Portal de Periódicos CAPES/MEC, one in

Table 1. Used databases, with the list of key-word combinations for searching primary articles. Teresina – PI, 2015.

Database	Key-word combinations
LILACS	Questioning method <i>and</i> nursing
MEDLINE	Questioning method
Portal de Periódicos CAPES/MEC	Questioning method <i>and</i> nursing
SCIELO	Questioning method
BDENF	Questioning method

Medline, 25 in Scielo and 22 in Bdenf. Initially, the first selection of studies was carried out by reading the title and abstract, in order to verify compliance with the inclusion criteria. After this first survey, the first selection was conducted with the inclusion of seven articles in Lilacs, two in Portal de Periódicos CAPES/MEC, one in Medline, three in Scielo, and six in BDENF. The repeated articles and that did not meet the inclusion in the searched bases were excluded.

In **Figure 1** there is a literature flow-chart for the bibliographic survey in the databases LILACS, MEDLINE, Portal de Periódicos CAPES/MEC, SCIELO and BDENF.

Figure 1: Mapping for outcome identification, analysis and selection. Teresina, 2015.



Results

Characteristics of included studies

The analyzed studies 19 ratify the interface between using the questioning methodology and nursing education, as they describe the factors associated to this theme. The theoretical studies support this discussion are displayed in **Table 2**.

It is observed that the production of scientific knowledge that approaches the use of the questioning method in the nursing education shows publications between the years from 2000 to 2014 being distinguished a larger number in the years: 2012, 2013 and 2014.

As for the methodological approach for the selected studies, the qualitative approach, experience report, theoretical reflection and research-action were highlighted. In relation to the journals, 12 of the studies are found published in nursing magazines and 7 in other area magazines.

The target-audience and the thematic approach for the publications are directed toward using the questioning methodology in the nursing education, having been this education directed both toward students, as well as toward patients through educative actions.

And the level of scientific evidence for the studies was analyzed in accordance with its hierarchic classification of the evidences, for evaluating researches or other sources of information that is based on categorization from the Agency for Healthcare Research and Quality (AHRQ) from the United States of America.

The quality of the evidences is classified in seven levels, namely: level 1, the evidences are proceeding from systematic revision or meta-analysis for all relevant, randomized, controlled clinical essays or deriving from clinical directives based on systematic revisions of controlled, randomized clinical assays; level 2, evidences derived from at least one well delineated, controlled, randomized clinical assay; level 3, evidences obtained from well delineated

clinical assays without randomization; level 4, evidences proceeding from well delineated cohort and case-control studies; level 5, evidences originated from systematic revision of descriptive and qualitative studies; level 6, evidences derived from just one descriptive or qualitative study; level 7, evidences deriving from opinion of authorities and/or report of committees of specialists ⁽⁶⁾.

In the analyzed studies the level of evidence ⁶ was predominant, where all studies displayed a descriptive or qualitative approach.

Discussion

After recognizing the significance units repeated throughout the texts, the analysis of the gotten material pointed out for three main directions: using the questioning methodology, both in education for students as well as in the assistance using the education in health and a bigger concern, discussion and use by the professional nurses in the recent years, in the attempt to breach with the paradigm of the traditional education.

The studies that approach this theme show specific characteristics as per accomplished analysis, therefore using the questioning methodology is verified in order to construct the knowledge through lived experiences.

Implementing new teaching-learning models has been happening and arising more visibility and interest from the Brazilian researchers, the influence of the traditional education method, centered in the professor and the contents is still strongly verified in the daily activity of those that are proposed to be educators in the health area.

It can be observed that innovative ways were pointed out with respect to the training and qualification of professionals, in order to qualify them in the technical, ethical and political aspects for transforming the working process based on the fragmented care principles.

Table 2. Characterization for studies, as for author, year, journal, methodology, target audience, thematic focus and level of evidence.

Author, year	Journal	Methodology	Target-Audience	Thematic approach	Level of Evidence
Valente; Saboia, Gomes et al, 2012 ⁽⁷⁾	Rev. Pesquisa Cuidado é Fundamental online	Descriptive experience report, with qualitative nature	Community that attended the unit in the second half of 2011	Description of the involvement of nursing professionals on Dengue in an Educational action in a Polyclinic in the city of Niterói RJ	VI
Ferreira; Silva; Sousa et al, 2012 ⁽⁸⁾	Rev. Min. Enferm.	Exploratory, qualitative study	Sample of 21 masculine gender adolescents from the 7th to 9th grade of afternoon primary education	Build up knowledge about preventing STD/HIV/AIDS based on cultural and religious aspects, using Paulo Freire methodology	VI
Martin; Rodrigues; Cesarino, 2011 ⁽⁹⁾	Rev. Enf. UERJ.	Cross-sectional, descriptive study	Sample of 52 Diabetic Patients from a teaching Hospital, in SP inland region	Evaluate the knowledge of diabetic patients before and after educational activity on the foot care using the questioning method.	VI
Nakatani; Carvalho; Bachion, 2000 ⁽¹⁰⁾	Rev Latino Am. Enferm	Research-action	Students enrolled in the 2nd year of the Nursing Care Methodology course in 1998.	Implement and analyze lung physical examination teaching through the questioning method.	VI
Borille; Brusamarello; Paes et al, 2012 ⁽¹¹⁾	Texto-Cont Enferm	Experience and quantitative research report	Workers of psychiatry specialized hospital	Report the experience of applying Arc Questioning Method	VI
Rezende; Takeda; Fraga et al, 2006 ⁽¹²⁾	Interface	Experience report	Professors of the nursing course	Report the development of the education plan throughout the four series of nursing course, pointing out reflections on the pedagogical practice	VI
Barbosa; Aires; Farias et al 2013 ⁽¹³⁾	Braz	Quase-experimental study with time-series delineation	Sample of 82 nursing professionals (nurse, nursing technician, nursing assistant) that work in hosp.	Check the knowledge of nursing professionals after educative actions in infantile auditory health	VI
Burgatti; Bracialli; Oliveira, 2013 ⁽¹⁴⁾	Rev. Enf. USP.	Exploratory study of qualitative approach	Sample of 28 students, professors and nurse collaborators of a higher education public institution in of SP	Analyze the repercussion on the supervised curricular period of training in the development of the ethical dimension for the ability of under-graduation students in nursing	VI
Pereira, 2012 ⁽¹⁵⁾	Ciência y Enfermería XVIII	Theoretical reflection	Nursing	Understand some aspects on knowledge production process in nursing in a de-centered and adverse context	VI

Table 2. Cont.

Author, year	Journal	Methodology	Target-Audience	Thematic approach	Level of Evidence
Silva; Dias; Rodrigues, 2009 ⁽¹⁶⁾	Ciência & Saúde Coletiva	Qualitative	16 Nurses	Analyze the educative practice in health of nurses of Family Health Strategy of Sobral, Ceará	VI
Carácio; Conterno; Oliveira; Marin; Braccialli, 2014 ⁽¹⁷⁾	Ciência & Saúde Coletiva	Exploratory, qualitative study	21 subjects, nurses and doctors	It analyzes the training of medical nurses of a public institution from the city of Marília for performance in Primary Care, identifying the conceptions of the professors, coordinators and egresses in relation to the professional training	VI
Rosa; Mercês; Marcelino; Radunz, 2007 ⁽¹⁸⁾	Ciência & Saúde Coletiva	Qualitative approach	Ten nurses who worked in the Chemotherapy Center	Questioning the development of nursing consultation with nurses from the Chemotherapy Center of Health Institute specialized in oncologic care.	VI
Silveira; Lunardi; Martins; Maia; Mano; 2005 ⁽¹⁹⁾	Cogitare Enfermagem	Theoretical reflection	Nursing Team	Explicit concepts constructed from Freire that supported a questioning care practice for daily activity of nursing work next to nurses and the nurse assistants, with views to their awareness as workers in the nursing team.	VI
Nakatani, 2002 ⁽²⁰⁾	Revista Eletrônica de Enfermagem	Theoretical reflection	Students of 2nd year in the Course of Graduation in Nursing, enrolled in the Nursing Assistance of Methodology discipline	This study aims to analyze the implementation of a teaching a proposal for a Nursing Process through Questioning Pedagogy, materialized by Arco Method	VI
Melo; Queluci; Gouvêa, 2014 ⁽²¹⁾	Rev. Esc. Enferm. USP	Research-action	The study involved Nursing residents of the first year of PRMO, enrolled in 2012. The participants in the research composed a young group (23 to 29-year old), with at maximum two years from graduation.	Deepen the knowledge on practical education in a multi-disciplinary oncological residence, coming from the application of questioning method with nursing residents	VI
Schmltt; Costenaro; Rangel; Ferreira; Lacerda, 2013 ⁽²²⁾	Rev. Bras. Enfermagem	Qualitative, descriptive research	25 families of scholars participated in the sample, in the period from March the May, 2012	Describe the contributions of nursing in scholar family relations that show alterations in the behavior and the scholar y performance.	VI

Table 2. Cont.

Author, year	Journal	Methodology	Target-Audience	Thematic approach	Level of Evidence
Aragão; Soares, 2014 ⁽²³⁾	Revista Portuguesa de Enfermagem de Saúde Mental	Research-action	Nursing students and professors	Reflexively socialize the teaching method in Nursing in the Mental Care experimented by the professor-student group, from the logic of (trans) formation of the psychosocial paradigm	VI
Araújo; Almeida; Silva, 2000 ⁽²⁴⁾	Rev.Bras. Enfermagem	Theoretical reflection	A scholar population (180) in the age group of 13 to 19 years, in the period from 1995 the 1997	The study has been developed from the ideas contained in the questioning suppositions, adapted from the "arc method of Charles Maguerez. with operationalization in public health and education institutions, in the State of Ceará	VI
Borille; Paes; Brusamarell; Mazza; Lacerda; Maftum, 2013 ⁽²⁵⁾	Cienc Cuid Saude	Experience report	Five nurses, one nursing technician and 74 nursing assistants participated. Data were collected during 32 meetings, by means of the Questioning Arc Method	Build up a reference landmark for nursing care in a psychiatric hospital.	VI

New forms of teaching-learning and curricular organization have been adopted in the perspective to integrate theory/practice, teaching/service, the disciplines and the different professions in the health area, in addition to searching to develop the reflection capacity on real problems and formularizing original and creative actions capable to transform social reality ⁽¹²⁾.

Active learning methodologies that are proposed to breach with the traditional teaching-learning methods have been gaining prominence, the questioning methodology searches to mediate the historical - critical conception of education, and the pedagogical work is inspired in the dialectical historical materialism and finds beddings mainly in Praxis Philosophy and in the Liberating/Questioning Pedagogy of Pablo Freire, the basic axle of all the process relates to the action-reflection-transforming-action ⁽¹¹⁾.

It is still noteworthy that the questioning has the

social reality as a starting and arrival point, being a way to reflecting on one's own experience, enabling interventions and transformation of this reality, and also creating opportunities for greater diversity of situations, with many uncertainties, constituting a little-structured learning process ⁽¹⁹⁾.

It is highlighted that upon materializing the use of this methodology questioning proposal, some difficulties may be highlighted, and among them the main one is: the lack of previous knowledge on the approached content and a facility: developing self-criticism. Having as main contribution the evaluation of the learning process, where professor and students manage to locally identify the difficulties and facilities promptly ⁽¹⁰⁾.

Using the questioning methodology also contributed for humanizing the given care and mobilizes the involved ones for a significant learning of reality, in a dynamic and complex form, the dialogue established in the meetings evidences the thinking of

the team regarding the context where it is inserted, the relationship with the person, with the institution, with the colleagues and with themselves ⁽¹¹⁾.

Renouncing to any pretension for generalization, the use of such methodology for teaching students in nursing is a viable way in the current context, also disclosing that there must be a constant persistence in revising the used processes, detaching the positive points and fragility points with sights to their improvement.

Education is a social practice and should be disinhibiting and non-restrictive in such a way to stimulate the reflective conscience, in the model of questioning education, the educative actions must value the dialogue, discussion, humanization and the real difficulties for educating.

That way, health in education, may be regarded as a formative process where individuals take on responsibility in preventing and controlling the disease, promoting so their health ⁽⁸⁾.

There appears the initiative to seek a liberating methodology and above all, emancipatory, as an example of the method proposed by Paulo Freire that was an educator beyond his time, challenged his time with a methodology able to transform the individuals into beings who participate actively in their stories through autonomy, freedom, love, dialogue, with a view to transforming the world through pursuing improvement of life ⁽¹⁶⁾.

So for nursing, some Paulo Freire's concepts are very useful, such as: freedom, humanization, awareness, dialogue, culture, critical thinking, ethics, questioning; all these concepts are favorable to the development of health education activities in a transforming perspective for the individual. Therefore, in order to develop health education actions, the professional should strip their claim to own the power and then realize that they are not there to teach, but to provide conditions for the construction of knowledge, along with the subject, where both learn, despite their differences, that they are not reduced to the condition of an object of each

other, who teaches learns to teach and who learns teaches to learn ⁽⁸⁾.

Educational activities propitiate going beyond the chains of Cartesian traditionalism, allowing us a critical-reflexive approach, but that above all, drives to a paradigm shift for educational models' retransformation, focused merely on the unique usefulness and in the reductionism ⁽⁷⁾.

Dialogue requires a true thinking, a critical thinking, and this does not dichotomize men and world, but see them in continuous interaction, as unfinished beings, men make and remake in the world interaction, object of his praxis transformation with the adoption of free postures for making choices, assuming responsibilities for their actions ⁽¹⁶⁾.

So there is a permanent cycle of teaching and learning on a daily basis of the nurse that if embedded consciously enhances the teaching process.

Conclusion

Analyzing the reviewed studies allowed to identify that new ways for teaching and learning and curricular organization were adopted in order to integrate theory, practice, teaching, service, nursing disciplines, as well as to seek to develop the capacity of reflection on real problems and formulation of original and creative actions that can transform the social reality.

Nursing is a social practice and, as such, is related to society's production and reproduction modes. Therefore, in the initial training of future professionals, innovative paths are pointed out for training and qualifying professionals, in order to capacitate them in the technical, ethical and political aspects for transforming work processes.

Even considering the questioning methodology as a viable path in the current context, there must be a constant commitment in reviewing the used processes, in order to highlight the strengths and weaknesses, with views to their improvement.

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