

TRANSFORMATIONS IMPOSED BY THE NEOLIBERAL IDEAL IN NURSING TEACHING WORK

Transformações impostas pelo ideário neoliberal no trabalho docente de enfermagem

Transformaciones impuestas por el ideario neoliberal en el trabajo docente de enfermería

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How to cite this article:

D'Oliveira CAFB, Souza NVDO, Pires AS, Noronha IR. Transformations imposed by the neoliberal ideal in nursing teaching work. 2021 jan/dez; 13:355-361. DOI: <http://dx.doi.org/0.9789/2175-5361.rpcf.v13.8665>.

ABSTRACT

Objectives: To identify the configuration of the organization of nursing teaching work before and after the insertion of the neoliberal ideology in the context of health and education, and to analyze the impacts of neoliberal precepts in the nursing teaching work process. **Methods:** Qualitative and descriptive research. Twenty-seven teachers from federal universities participated through a semi structured interview. Study approved by the Research Ethics Committee under number 1,474,463. **Result:** Include as impacts of the neoliberal model: high demand and high labor rhythm; precariousness; scrapping of wages and loss of benefit and rights; insertion of technologies. **Final considerations:** The changes made the teaching work more complex, requiring polyvalence and multifunctionality, without due salary monitoring and adequate work benefits.

Keywords: Globalization; Teacher; Nursing; Worker's health; Working conditions.

RESUMO:

Objetivos: Identificar a configuração da organização do trabalho docente de enfermagem antes e após a inserção do ideário neoliberal no contexto da saúde e da educação, e analisar os impactos dos preceitos neoliberais no processo de trabalho docente de enfermagem. **Métodos:** Pesquisa qualitativa e descritiva. Participaram 27 docentes de universidades federais, através de entrevista semiestruturada. Estudo aprovado pelo Comitê de Ética em pesquisa sob número 1.474.463. **Resultado:** Incluem-se como impactos do modelo neoliberal: alta demanda e elevado ritmo laboral; precarização; sucateamento de salários e perda de benefício e direitos; inserção de tecnologias.

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Considerações finais: As mudanças deixaram o trabalho docente mais complexo, exigindo polivalência e multifuncionalidade, sem o devido acompanhamento salarial e de benefícios laborais condizentes.

Descritores: Globalização; Docentes; Enfermagem; Saúde do trabalhador; Condições de trabalho.

RESUMEN

Objetivos: Identificar una configuración de la organización del trabajo docente de la enfermería antes y la inserción del texto neoliberal en el contexto de la educación y el análisis de los efectos de los procesos precoces y el proceso de trabajo. **Métodos:** Pesquisa cualitativa y descriptiva. Participaram 27 docentes de universidades federais, através de entrevista semiestruturada. Se ha aprobado el pelo Comitê de Ética em pesquisa sob number 1.474.463. **Resultado:** Incluimos los efectos del modelo neoliberal: alta demanda y elevado ritmo laboral; precarização; sucateamento de salários e perda de benefício e direitos; inserción de tecnologías. **Consideraciones finales:** En cuanto a las características del trabajo o de la documentación, se requiere una polivalencia y una función multifuncional, se incluye un resumen de los salarios y beneficios de los pacientes.

Palabras clave: Globalización; Docentes; Enfermería; Salud del trabajador; Condiciones de trabajo.

INTRODUCTION

Labor organizations, today, are potentially sickening, demanding the maximum from workers and offering them the minimum, which causes psychophysical suffering, as such organizations have been based on neoliberal precepts that intensify the work rhythm and despoil workers.¹⁻²

The neoliberal model is defined as an economic doctrine of indiscriminate opening from the national to the international market. Its implantation in Brazil occurred in the decade of 1990, having as main perspective the “minimum state” and the “maximum market”. In this sense, there is market sovereignty, the minimum for workers and the maximum for capital.³

The changes brought about by the insertion of this model can be seen from the precariousness of work, with the emergence of flexible labor contracts, increased structural unemployment, devaluation of work, reduced labor rights and increasingly lower wages. In nursing, pressure for training, productivity and excellence is also observed.³

The neoliberal policy also had repercussions for nursing professors, demanding that they keep constantly improving to meet technical and scientific requirements, carry out a high quantity of scientific publications, participate in various scientific events, guide academic work, among other activities that increase the demand and rhythm of work, as well as reducing the time of non-work of these individuals⁴. Concomitant to these requirements, there is a progressive wage gap over the years.⁵

One can infer the incipience of scientific publications related to the object of this research. This fact shows how much this research axis is still little investigated and discussed in the investigated databases, thus justifying the importance of carrying out this study.

In this perspective, the research has the following objectives: to identify the configuration of the organization of nursing teaching work before and after the insertion of the neoliberal ideas in the context of health and education, and to analyze the impacts of neoliberal precepts on the work process of teachers of nursing.

METHODS

Qualitative and descriptive research, carried out in two public nursing colleges, of a federal nature, in Rio de Janeiro. In order to maintain the confidentiality of such universities, it was decided to call them University A and University B.

Twenty-seven nurses participated in the study, 14 from University A and 13 from University B. The following inclusion criteria were used: nursing professors who taught in the faculties that were part of this study; holders of statutory employment relationship; who had been in full exercise of their functions for more than fifteen years at the investigated institution. This time frame is relevant so that teachers can report on their experience in the workplace before and after the advent of the neoliberal model. Exclusion criteria: teachers who were licensed, on vacation or assigned to other institutions in the period of data collection and teachers who were directly involved with this research.

A semi-structured individual interview was carried out in the months of May and June 2016. Those professors who agreed to participate in the research signed the Free and Informed Consent Form (ICF). To maintain the anonymity of the interviewees, the letter D, of the teacher, was used as the identification code of the participants, accompanied by the letters A or B referring to the bond institution followed by a cardinal number. The data were treated based on the thematic content analysis technique.⁶

Two categories emerged from the data analysis: I) Teaching work process prior to the insertion of the neoliberal model and II) Impacts of the neoliberal model on the dynamics of teaching work.

RESULTS

Teaching work process prior to the insertion of the neoliberal model

The results obtained in this category were essential to make a counterpoint of the daily teaching work before and after the insertion of the neoliberal model. The professors explained that the work process prior to the insertion of the neoliberal model was more simplified, and that the demand was less dense and complex, as can be seen in the statements below:

Before 1990, the focus of the university was undergraduate, not research, in addition, I joined as an assistant professor, so I did not work in the master's program, for example,

I worked only in undergraduate courses. There was some insertion in scientific initiation, some extension activities, but I didn't have access to graduate school. (DA3)

At that time, we only went to hospital to graduate. I was not so involved in research, I was the coordinator of an extension project. [...] I coordinated it from 1996 to 1999. So, it was a lighter job, because you had much more dedication to graduation as you have now. (DA8)

Another factor highlighted as a promoter of a less demanding work process was the adequate professional quantity. The amount of human resources was mentioned both in the scope of teaching, with teachers being able to divide their activities in a balanced way, as well as in the administrative scope, in which there were technical-administrative and / or secretaries in order to handle the administrative part.

I joined here in 1992 and all departments had secretaries to do bureaucratic activities. Thus, everything was lighter in terms of task execution. (DB5)

Until that time, we had a large number of personnel. We were able to divide our activities evenly among the teachers. (DB9)

Under the focus of adequate staffing, it is learned that the institutions of this study favored the health of teachers. Because, by having the appropriate amount, teachers were able to divide their tasks without feeling overwhelmed, leaving time for planning and research, which propelled professional motivation. And, by counting on secretaries and technical-administrative staff for administrative matters, teachers could dedicate themselves exclusively to their work focus, which is teaching, research and extension.

The salary issue was also mentioned, on which the teachers recalled that they received a salary consistent with their process and labor demand. The following statements reveal this compatibility of wages to the process and labor demand:

I remember that when I came here I didn't earn very well, but it was a salary compatible with my livelihood. (DB5)

Before the 1990s, we had a more adequate salary. We received correctly and there was an increase, very different from the 1990s. (DA4)

This study was approved by the Ethics and Research Committee, under Protocol No. 1,474,463 of April 1, 2016, and Certificate of Presentation for Research Ethics Appreciation (CAAE) under No. 54387316.1.0000.5282.

Impacts of the neoliberal model on the dynamics of teaching work

High demand and pace of work are included as impacts of the neoliberal model; the invasion of non-work time; precarious working conditions; scrapping wages and loss of benefits; the insertion of technologies in the daily teaching work.

The professors explained that, after the insertion of neoliberalism in the labor organization, there was an increase in demand and the pace of work. They stressed that the teaching work process today comprises a variety of activities in the scope of teaching, research, extension, including the addition of administrative activities.

You have several work fronts and you have to take care of them. Regardless if you have to work on Saturday, Sunday, holidays or during the night. This was something that changed a lot in our work process. In the past we used to have 8:00 am to 5:00 pm and managed to do our work activities in that workload. Today, because of the model that created this need to open borders, make other partnerships, work with teaching, research, extension, you have to be always available to do some activity. Our working time is short and the demand is high, so we end up using our leisure time, socializing with the family and rest to work. (DB8)

Due to the diversity of tasks and the high labor demand, teachers are often unable to perform all their activities during formal working hours, thus needing to take work activities home.

The professors also reported the rise of graduate studies (*lato* and *stricto sensu*); greater insertion in research in the workspace; demand for productivity; incentive to bid for tenders; internationalization of the university through exchanges, partnerships for the development of joint studies and training of human resources.

Within the Program, I have many activities, such as assessment offices that involve the program itself, concern with achieving internationalization. Therefore, I establish many international articulations, national articulations, especially in the northern region. Strengthening the networks, we have a network between the programs in Rio de Janeiro. Another current concern of my work is the financing of the program, I am always competing and stimulating teachers to raise funds through funding notices. (DA12)

*On the other hand, there was a rise in postgraduate studies, and we expanded our doctorate, postgraduate *lato sensu* courses and also started offering residency courses. So, I see that the amount of work has increased a lot. (DB5)*

Some of these changes were pointed out as responsible for causing negative repercussions in the work process, such as charging for productivity and the detriment of undergraduate activities due to the overvaluation of graduate activities. The professors stressed that charging for productivity is a stimulator of competitiveness and, consequently, of personal vanities among the teaching collective.

The growth of post-graduation was approached as a positive aspect of visibility of the profession and the institution promoted by neoliberal conceptions, however, such growth is accompanied by the decline in investment in graduation.

I see that the teachers themselves are in the process of very large competition due to the production they have to cope with. I think that this competition basically disrupted teaching. Today you do not have a collective work, group work, you have to run to have a production because CNPq requires this production to maintain the postgraduate grade. Basically, teachers are very interested in graduate school, in the number of articles they manage to produce in good magazines. And, in my view, this occurs at the expense of the quality of graduation. (DB4)

Despite the increase in activities, a significant number of participants 11 (41%) analyzed that, with the insertion of the neoliberal model, the number of teachers decreased and the number of students in undergraduate and graduate courses increased.

It was found that, after the insertion of the neoliberal ideas in the health and education sector, difficulties began with infrastructure, resources and working conditions, which continue to this day.

Resources today are very poor in quality and quantity. In addition, we do not have the infrastructure to meet our demand, both here at the university and in the practical fields. (DB13)

The fields of practice have declined with this decrease in resources for health. And today we see this problem that the population is going through, even in the vaccination planning part, where things are missing that should have improved. (DA4)

Another reflection of the downsizing of the public sector was the loss of benefits and a drop in remuneration. The professors mentioned that educational institutions encourage them to reach higher levels of qualification, which generates greater demand for work, however the remuneration does not follow such demand.

The demands came, we got qualified, but the salary was not keeping up. [...] I am clear that I am underpaid for what I do. I know that everything is a matter of context; if you look in the context of Brazilian society, I earn well, but I do not earn what I believe I deserve. (DA12)

The professors also pointed out that, shortly after the insertion of the neoliberal model, wage stagnation occurred, with no increase relevant to the country's growth. They mentioned the loss of special teaching retirement and that, in terms of remuneration, it is not advantageous to have exclusive dedication.

So, in terms of income gains, we decreased a lot. I can't tell you in percentage, but if you look back and see the people who worked before, they were able to buy their real estate, have their houses, their apartments, their cars. Nowadays we live with counted money, so things are very complicated in terms of money. I see that staying in exclusive dedication is not ideal, because if you could have other functions, other jobs, you would certainly earn more. (DA7)

From an employment point of view, benefits were also lost, particularities related to the federal public service were lost, such as the loss of special retirement from higher education teachers and bonuses. (DA9)

In addition, the use of new technologies in the teaching-learning process was mentioned, sometimes favoring teaching work, and sometimes impairing this activity. As a facilitator, it was mentioned the particularity that the teacher could develop many activities in places far from their workplaces with the use of the internet and electronic devices. They also cited the multimedia resources and interactive dolls that facilitate the learning process.

On the other hand, the students during the theoretical and practical classes mentioned technology as a means of demanding constant improvement from the teacher, due to the rapid evolution, in addition to the use of cell phones and their applications.

I think that technology has come a long way to hinder learning and the process of teaching nursing. For example, out of a group of 10 students, only two are interested, because he cannot absorb it since he is so connected to technology, to Whatsapp, to Facebook, that it is impressive that they are unable to maintain even the dialogue with the client. As a teacher, technology has improved for me to prepare classes, to search journals, no doubt. But I think it demotivates the student. (DA8)

DISCUSSION

Regarding the counterpoint of the daily teaching work before and after the insertion of the neoliberal model, it is noted that according to teachers, the work prior to the neoliberal model was more simplified and with less demand. Thus, it can be analyzed that the labor demand is characterized as lighter due to some factors such as: I) low student numbers per class, since the university was not easily accessible to all layers of society, being a privilege of a minority; II) smaller number of graduate programs; III) performance focused on graduation.⁷

Although the University Reform in 1968 implemented the mandatory association of research with teaching in higher education institutions, the participants reported that, prior to the insertion of the neoliberal model, the focus of the teaching profession was undergraduate education, presenting itself as undergraduate, frugal way research-related activities, such as scientific initiation and extension projects. This corroborates with studies that point out that the neoliberal precepts transformed public universities, causing professionals to meet new qualification demands in the job market.^{1,8}

Regarding the impacts of the neoliberal model on the teaching work dynamics, the participants reported noticing an intensification in the teaching work from the insertion of this model in the context of education.

The teaching work object has undergone a major change, since the focus was formerly on undergraduate education and, in contemporary times, research, extension and administration activities are added to this. Thus, the reformulation of capitalist production imputed to teachers not only the intensification, but also an extension of working time. Teachers are presented with job demands that go beyond their traditional functions, which is not always considered in official records, such as the search for resources for projects, participation in collegiate bodies, opinions. To meet these requirements, teachers extend their workday with the use of the internet, transforming non-work time into work.⁹

This execution of tasks outside the organizational process infers even professors who have exclusive dedication to the university, who end up doing homework, such as: writing articles, filling out forms for funding agencies, providing evaluations for scientific journals, among other activities.⁴

It is interesting to note that the Higher Education Personnel Improvement Commission (CAPES), a public agency that allocates funds for research, is primarily responsible for maintaining this excessive demand for intellectual production. Such a situation can harm the development of research activities and even the quality of training, as it negatively interferes with the time of professionals in preparing classes and in the guidance of students. Thus, this excessive demand is inconsistent, because whoever should promote conditions for

the good development of research, guidelines and training of excellence, is precisely who promotes this complicating factor.

In this way, even if he has established a work regime with weekly hours to be fulfilled, the teacher, when extending his workday, fulfills a time invisible to official records, including even weekends, holidays and in many cases even holidays. The invasion of the private space by the organizational space can harm the teacher not only because he has to renounce his time of rest and leisure to work, but also because this professional needs to use his own material resources, such as computer, internet, electric light, among others.⁹

The professors also stressed that the charge for productivity is a stimulator of competitiveness and personal vanities among the teaching collective. Competitiveness and vanity are inherent characteristics of the academic environment, since in this environment there are people of high social standing, possessing and promoting cutting-edge scientific knowledge; however, after the implementation of the neoliberal model, this situation has become more acute. Consequently, there is a weakening of solidarity among teachers and the appearance of various institutional symptoms, such as stress, work accidents, illness, drop in productivity, among others.¹⁰

The increase in the number of students started with the Education Development Plan (PDE) proposed by the government of Luiz Inácio Lula da Silva, which instituted Decree No. 6,096, of April 24, 2007, implementing the Plan Support Program of Restructuring and Expansion of Federal Universities (REUNI), whose main objective was to expand access and permanence in higher education.¹¹

Thus, this measure increased access to higher education, but it led to an increase in work for teachers, because, due to the non-entry of new teachers, those who were active had to redistribute and account for this differentiated job demand and higher. This overload, without adequate working conditions, has a high potential to harm the health of teachers, and can lead to professional exhaustion.^{1,9}

Over the years, the transfer of funds destined to public institutions has been declining, and that these budget cuts cause the infrastructure, quality and quantity of equipment and materials acquired by universities to decline.¹² The work organization that has less than necessary professional numbers, scarcity of material resources, inadequate physical structure, among other adversities, are configured in a work environment that has a negative impact not only on productivity, but also on the health of these professionals.¹

The special teaching pension granted by the Federal Constitution, where teachers had a five-year reduction in working time, was lost by federal university professors through Constitutional Amendment No. 20, of December 15, 1998, which restricted pension beneficiaries special, and should only be granted to teachers who, in addition to proving the

effective exercise of teaching functions, work only in early childhood education, elementary and high school.¹³

In this issue, the additional dedication that occurs in both institutions to teachers with a 40-hour regime is also addressed. The additional 54% on top of the base salary applies to higher education teachers who adhere to the exclusive dedication regime. It should be noted that professors at university A can choose to acquire the regime, and this regime is mandatory for professors at university B. This additional was pointed out as not advantageous, since it is calculated on top of the base salary, preventing the teacher to have a higher remuneration if he had another job. It was also reported that a large part of this surcharge is lost for income tax¹⁴.

Research⁴ points out that the perception of receiving a salary below the demand for work leads to dissatisfaction, increased absenteeism, the turnover of professionals and the physical and professional exhaustion of the work team.

The insertion of technologies in the teaching-learning process has been promoting transformations in the teaching work, demanding new positions from this worker, such as greater creativity, easy adaptation to changes and self-learning¹⁵⁻¹⁶. In addition, technology promotes the invasion of the work space in the professional's private life, in which he feels obliged to be "connected" full time. Such invasion was also observed in other studies, which, due to this, called the teaching profession as "borderless", that is, a profession without borders.^{9,17}

Digital applications were also indicated as hindering the dynamics of work, because students, often, instead of paying attention in the theoretical class or developing some practical skills, are devoting their attention to these applications, such as Facebook, Whatsapp, Snapchat, among others.¹⁷

FINAL CONSIDERATIONS

After the insertion of the neoliberal model, there was an intensification of the work rhythm, in addition to the increased demand for work by these professionals, requiring that they be multipurpose and multifunctional. Thus, the importance of preserving the health of these professionals and encouraging the recognition of the work developed by them is emphasized, with a better dimensioning of professionals, overloading these teachers less.

This study has as a limitation the data collection scenarios are public institutions of a federal nature. In this sense, it is suggested for future research the investigation in private and public institutions of different spheres, allowing the comparison between realities.

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Received in: 26/03/2019

Required revisions: 26/08/2019

Approved in: 14/10/2019

Published in: 15/03/2021

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**Disclosure: The authors claim to
have no conflict of interest.**