Referência
REVISTA DE ENFERMAGEM | JOURNAL OF NURSING

RESEARCH ARTICLE (ORIGINAL)

Use of Active Methodologies for the Development of Leadership in Nursing Students: A Qualitative Study

Uso de Metodologias Ativas para o Desenvolvimento da Liderança em Estudantes de Enfermagem: Estudo Qualitativo

Uso de Metodologías Activas para el Desarrollo del Liderazgo en Estudiantes de Enfermería: Estudio CualitativoCualitativo

Chennyfer Dobbins Abi Rached [1]
https://orcid.org/0000-0002-4499-3716

Márcia Mello Costa De Liberal [2]
https://orcid.org/0000-0002-2589-1802

Ariani Aparecida Rodrígues Almeida [3]
https://orcid.org/0000-0002-9286-8565

Débora Rodrígues Vaz [3]
https://orcid.org/0000-0001-9239-4219

Bruna Franco Massa [3]
https://orcid.org/0000-0002-2617-408X

Lucas Cardoso dos Santos [3]
https://orcid.org/0000-0002-7337-2759

[1] Unniversity of São Paulo, Department of Professional Guidance, São Paulo, Brazil

[2] University of São Paulo, Department of Economics, São Paulo, Brazil

[3] University of São Paulo, Nursing School, São Paulo, Brazil

Abstract

Background: Undergraduate nursing curricula should include the development of leadership skills using active methodologies to prepare future nurses for autonomous decision-making, care coordination, and task delegation within the teams.

Objective: To explore faculty members' experiences and perceptions regarding the use of active methodologies for leadership development in undergraduate nursing education.

Methodology: Qualitative study with 16 faculty members from an undergraduate nursing program. Data were collected through semi-structured interviews and analyzed using the Content Analysis method.

Results: All participants were familiar with active methodologies, with realistic simulation being the most widely recognized. Group discussion was the most frequently used method, followed by case studies, workshops, and problem-based learning. However, they reported that they did not use these active methodologies explicitly to develop leadership among students.

Conclusion: Although faculty members use various active methodologies in the course units, they do not focus on developing leadership among students.

Keywords: leadership; education, nursing, baccalaureate; education, nursing; curriculum

Resumo

Enquadramento: Os currículos de licenciatura em Enfermagem devem incluir o desenvolvimento de competências de liderança através de metodologias ativas, preparando os futuros enfermeiros para decisões autónomas, coordenação do cuidado e delegação de tarefas à equipa.

Objetivo: Conhecer as vivências e perceções de professores quanto à utilização de metodologias ativas para o desenvolvimento da liderança no ensino de licenciatura em enfermagem.

Metodologia: Estudo qualitativo com 16 docentes do curso de licenciatura em Enfermagem. Os dados foram recolhidos por meio de entrevistas semiestruturadas e analisados segundo Análise de Conteúdo.

Resultados: Todos os participantes demonstraram conhecer metodologias ativas, sendo a simulação realística a mais conhecida. A discussão em grupo foi a mais utilizada, seguida do estudo de caso, oficinas e aprendizagem baseada em problemas. Contudo, afirmaram não utilizar estas metodologias ativas com o propósito explícito de desenvolver liderança nos estudantes.

Conclusão: Apesar de os docentes utilizarem diversas metodologias ativas nas unidades curriculares, o seu foco não está direcionado para o desenvolvimento da liderança nos discentes.

Palavras-chave: liderança; bacharelado em enfermagem; educação em enfermagem; currículo

Corresponding author
Márcia Mello Costa De Liberal
E-mail: m.liberal@unifesp.br

Resumen

Marco contextual: Los planes de estudio de las titulaciones de Enfermería deben incluir el desarrollo de habilidades de liderazgo a través de metodologías activas que preparen a los futuros enfermeros para la toma de decisiones autónomas, la coordinación de cuidados y la delegación de tareas al equipo.

Objetivo: Conocer las experiencias y percepciones de los docentes sobre el uso de metodologías activas para desarrollar el liderazgo en la docencia del Grado de Enfermería.

Metodología: Se trata de un estudio cualitativo con 16 profesores del Grado de Enfermería. Los datos se recogieron mediante entrevistas semiestructuradas y se analizaron mediante análisis de contenido.

Resultados: Todos los participantes estaban familiarizados con las metodologías activas, dentro de las que la simulación realista era la más conocida. La discusión en grupo era la más utilizada, seguida de los estudios de casos, los talleres y el aprendizaje basado en problemas. Sin embargo, afirmaron que no utilizaban estas metodologías activas con el propósito explícito de desarrollar el liderazgo en los estudiantes.

Conclusión: Aunque los profesores utilizan diversas metodologías activas en las unidades curriculares, no se centran en desarrollar el liderazgo de los alumnos.

Palabras clave: liderazgo; bachillerato en enfermería; educación en enfermería; curriculum

Introduction

In academic contexts, leadership is understood as a process through which leaders influence their groups by example or interaction, communicating information effectively to encourage behaviors that improve outcomes (Rached et al., 2020). In nursing, nurses take on managerial and organizational roles and evaluate healthcare services, where motivating the team toward common goals is crucial to achieving better outcomes (Code of Ethics of the Profession). Thus, leadership skills are essential to ensure quality care.

In health education, the development of leadership skills is essential for training professionals capable of making assertive decisions, coordinating teams, and promoting change. The Curriculum Guidelines for the Undergraduate Nursing Program in Brazil provide for training in general competencies, including leadership and management (Resolução nº 3/2001 do Conselho Nacional de Educação, & Câmara de Educação Superior, 2001). Therefore, basic training should include educational strategies that promote leadership from the earliest years of the program.

Active learning methods, such as simulation and the integration of theory into practice, are essential for the development of professional skills and allow students to experience real-life scenarios, promoting critical thinking, autonomy, and decision-making skills (Barros et al., 2021). Although these methods are relevant, there is still a significant gap in nursing education regarding the development of leadership skills (Oliveira et al., 2020; Rached et al., 2022; Siqueira & Rached, 2022). This gap can compromise teamwork and the quality of healthcare (Amaral et al., 2023; Siqueira & Rached, 2022). Therefore, it is essential to explore teaching methods and strategies that contribute to the training of nursing leaders by improving the curriculum and leadership training. This study aims to explore faculty members' perceptions of using active methodologies to develop leadership skills among undergraduate nursing students.

Background

Leadership has been studied from different perspectives. Initially, emphasis was placed on the inherent traits of leaders, a view known as the "personality approach" (Barbosa et al., 2021). In the post-war period, attention shift toward behavioral patterns and leadership styles (Rached et al., 2022). More recently, the situational approach suggests that leadership competence is influenced by the specific circumstances in which leaders operate (Al-Thawabiya et al., 2023), giving rise to different leadership styles, including transformational, autocratic, democratic, liberal, and transactional.

Leadership concepts involve four core elements: it is a process, it involves influence, it occurs in a group, and it aims to achieve common goals (Cummings et al., 2010). Leadership has evolved from a hierarchical model to a more collaborative, teamwork-centered approach, in which the nurse is the link among team members. However, training aimed at developing leadership skills in nursing remains limited (Oliveira et al., 2020; Santos et al., 2023).

Active methodologies have the potential to transform leadership education in nursing, promoting an emancipatory approach that encourages critical reflection and social transformation (Caveião et al., 2018). Literature reviews indicate that pedagogical practices that avoid the lecture-based model tend to overcome passive learning, with simulation emerging as an effective strategy for teaching leadership skills (Lins et al., 2018). Simulation promotes the principles of transformational leadership and contributes to the preparation of students to serve as leaders and team members, alongside other strategies such as problem-based learning and films (Conrad et al., 2011).

Research question

What are faculty members' experiences and perceptions of using active methodologies to develop leadership skills among undergraduate nursing students?

Methodology

This qualitative study (Bosi & Gastaldo, 2021) was conducted at a state public higher education institution located in the capital of the state of São Paulo, Brazil. It explored the teaching methods and strategies used to develop leadership skills, as well as the importance placed on leadership by the faculty of an undergraduate nursing program.

This undergraduate nursing program has been offered since 1942. Its current curriculum is divided into three cycles - needs, care, and professional practice – consisting of semester-based module. Its course units are delivered by various departments and units of the institution in accordance with the National Curriculum Guidelines (Resolução nº 3/2001 do Conselho Nacional de Educação, & Câmara de Educação Superior, 2001). This program includes 42 compulsory and 28 elective course units over eight semesters, on a full-time basis, with a total duration of four years and a workload of 4,170 hours.

The research participants were the coordinating teachers of the compulsory course units across the three cycles. A convenience sample was selected based on an analysis of the syllabi of the compulsory course units available in the institution's Pedagogical Project. Course units were deemed eligible if they used active methodologies or addressed topics related to leadership, such as morals, ethics, society, professional values, communication, teamwork, planning, and management. Basic course units, such as Anatomy, Molecular Biology, Biochemistry, Epidemiology, Health Statistics, Microbiology, as well as elective course units, were excluded from the analysis. A total of 16 course units were included, with the highest representation from the care cycle (7), followed by the

needs cycle (4) and the professional practice cycle (3). The inclusion criteria were being a coordinating teacher of one of the eligible course units and agreeing to participate in the study. No exclusion criteria were applied.

After the selection of the course units, 16 coordinating teachers were identified - one for each course unit. The teachers were invited to participate in the study by email, with the support of the course coordinators, and all agreed to take part. Data saturation was not reached. Data were collected between March and August 2022 by the first author, a female nurse with a Ph.D. in Collective Health and experience in qualitative research on nursing leadership. After the invitations were sent, semi-structured interviews were scheduled and carried out individually via videoconference (Google Meeting®) or other remote platforms at a date, time, and place chosen by the participants, without the presence of other people who could influence their answers. All interviews were recorded. The virtual environment made it easier for participants to participate and schedule the interviews.

In this study, the expertise of the authors - all nurses with previous research experience - was fundamental in designing the instrument, which was pilot-tested without adding any new questions. The questionnaire included questions to characterize the participants, such as how long they had been coordinating the course unit, their teaching career, and their knowledge, expertise, and experiences of using active methodologies to develop leadership skills. If the answer was *yes*, participants were asked if the active methodologies had been used to develop leadership among students and what type of leadership they aimed to develop, asking them to describe the leadership model. They were also asked whether the teachers used active methodologies in the course units that they coordinated, whether there was a need for faculty training in using these methodologies, and, if so, which methodologies. Finally, participants were asked to identify which active methodologies were viable for implementation in their course units. Each interview lasted an average of 30 minutes. There was no need to repeat interviews, and notes and reflections were recorded immediately after data collection. The transcripts were returned to participants for comments, but no changes were made.

Data were processed in Atlas.ti software and analyzed following Bardin's content analysis method (Bardin, 2011), which involved three stages and the participation of all authors. First, an exploratory reading of the transcripts was carried out. The data were then organized into categories based on their meanings. Finally, the results were processed and interpreted. Coding of the participants' accounts resulted in two main categories: use of active methodologies and development of leadership. All participants were represented in both categories.

To ensure confidentiality, each participant was assigned an alphanumeric code consisting of the letter "P" (for participant), followed by a numeral, used when citing excerpts from the interviews.

The informed consent form was sent to the participants via a link to an online form during a videoconference before the interview. The document included information about participation and interview recording. The files were stored in digital format by the lead researcher, who also clarified the study's objectives and the voluntary nature of participation. There were no conflicts of interest. The study was approved by the institution's Ethics Committee (CAAE no. 35407720.5.0000.5392) on October 26, 2020, in accordance with Resolution 466/2012.

Results

The 16 coordinating teachers of the selected course units participated in the study, with no refusals. Regarding their professional characterization, the average time spent coordinating the course units was 3.92 years, while the average time spent as a teacher at the institution and in the teaching career in general was 10.7 years and 18 years, respectively.

Use of active methodologies
Knowledge of active methodologies varied, ranging from teachers who understood its use and relevance to the teaching-learning process to those with a more limited understanding. There was also a perception that faculty members with more recent pedagogical training, particularly those with specific training in teaching, were more likely to find it easier to implement these methodologies. Teachers reported using active methodologies occasionally in their course units, using different strategies, although sometimes unintentionally or without structured planning.

"Currently, active methodologies are used occasionally by some teachers in their course units" (P10); "I believe that many teachers use active methodologies, but don't know that they're using them" (P3); "Perhaps we are using fragments of each one, without following the official methodology" (P5).

All participants were familiar with realistic simulation as an active methodology, followed by flipped classroom, role-playing, group discussion, team-based learning, and gamification. On the other hand, the least mentioned methodologies included digital narratives, concept maps, educational escape rooms, case studies, problem-based learning, workshops, synthesis, and films. However, when asked about the active methodologies used in the course units they coordinate, group discussion emerged as the most widely used, followed by role-playing, realistic simulation, and flipped classroom, with digital narratives being less represented.

Each teacher was also asked about the use of active methodologies by their colleagues in the course units they coordinate. In this case, group discussion, realistic simulation, and role-playing were the strategies most mentioned by the coordinating teachers as being well-accepted by their peers and more feasible for implementation.

Most teachers recognized the importance of active methodologies in student training and mentioned that the faculty members were willing to enhance their knowledge and skills in using these approaches: "Teachers are engaged in learning new methodologies, because the student profile

has changed and teaching is not enough with traditional methodologies alone" (P6); "Active methodologies are welcome and, with teacher preparation, all can be used, as they are very efficient in enabling students, assisted by teachers, to develop their own knowledge in a critical way" (P10).

However, they identified several challenges to the implementation of active methodologies, including the format of the curriculum, outdated teacher training, unfamiliarity with these methodologies, the physical space limitations of classrooms, student profiles, high student-to-teacher ratios per subject, and the synchronous online classes: "I find it difficult to implement them in a tight curriculum. I think it's necessary to review the undergraduate curriculum from first year to final year" (P11); "Using active methodologies depends on whether teachers are comfortable with the subject" (P15); "We need mature students; that's why I believe students should learn active methodologies before higher education" (P4).

As for the need for prior training to implement some active methodologies, teachers most frequently highlighted realistic simulation, team-based learning, gamification, group discussion, flipped classroom, and role-playing. They also reported a limited understanding that active methodologies are only applicable in a few specific pedagogical situations. They also noted that practical teaching environments are often unsuitable for their implementation: "It is difficult to apply active methodologies in practical subjects; supervision is often brief" (P8); "Apart from occasional meetings between students and the internship supervisor, there are not many opportunities to apply active methodologies" (P1).

Development of leadership
In this second category, it was found that not all faculty members understood the different leadership models, nor did they use active methodologies to develop this skill. Only seven participants were able to answer questions related to leadership models, and four reported having used active methodologies to develop leadership among students during their classes in the course units they coordinate: "I don't work on leadership development in the course unit" (P2).

Despite their knowledge and use of various active methodologies, as mentioned in the previous category, participants reported that they did not use them to develop leadership among students: "Although developing leadership is one of the course unit's objectives, there are not many opportunities to apply active methodologies" (P4).

Leadership was often perceived as a topic to be addressed only by course units related to nursing management: "We need to develop more leadership and not just management" (P9); "I believe it will be very useful to revise our course unit's planning and student evaluation" (P12).

Despite the limitations in the faculty members' responses, several leadership models were identified, particularly democratic, co-management, dialogical, and participatory models: "We try to develop all types of leadership, except authoritarian" (P1); "I try to develop a type of leadership that combines the democratic approach with the dialogical approach of workers and managers" (P13). Liberal, values-based, and authentic leadership styles were each mentioned by one teacher. None of the participants reported developing the authoritarian leadership style among students.

Discussion

Although active methodologies are incorporated into undergraduate nursing programs, their use for leadership development remains intentional. While many faculty members recognize the benefits of these methodologies and the need for training, their use remains limited. This scenario is corroborated by Wagner and Filho (2022), who observed that only a small proportion of medical teachers use active methodologies due to insufficient training. These findings highlight the need to incorporate active methodologies into faculty training, starting with specialization courses and reinforced through continuous and structured updates, as suggested by Fieldkircher and Souza (2022). The lack of systematization of these methodologies limits not only teaching work, but also the evaluation of the outcomes, as highlighted by Medeiros et al. (2022).

The most frequently used methodologies include group discussion, role-playing, realistic simulation, flipped classroom, and gamification (Dias et al., 2020). Among these, realistic simulation has been particularly effective in developing essential skills for nursing leadership, such as critical thinking, proactivity, and problem-solving (Silva et al., 2021). In addition, approaches such as problematization and simulation have been increasingly adopted to promote the development of leadership skills in higher education (Varanda et al., 2023). Nursing practice requires effective team management and promotion of leadership, both of which require interdisciplinary collaboration skills and open communication, as highlighted by Oliveira et al. (2020).

One of the main challenges faced by professionals is the lack of training for nursing leaders, both in initial training and continuing professional development. The lack of training directly impacts the quality of patient care and the satisfaction of nursing teams (Mutro et al., 2020). Leadership skills, which are essential for achieving care outcomes, should be developed from the undergraduate level and reinforced throughout the career through specific training programs (Sousa et al., 2023). The gap between theory and practice, as highlighted by Varanda et al. (2021) and Mutro et al. (2020), points to the need for a teaching approach that is more aligned with everyday nursing practice.

This study contributes to scientific knowledge by exploring the use of active methodologies in teaching nursing leadership. Despite the limitations related to the specificity of the sample, the results indicate opportunities to expand future research, deepen discussions on active methodologies, and enhance guidelines for the continuous development of leadership in educational

institutions. A reflection on these limitations may inform the implementation of more effective strategies, contributing to a more robust preparation of future nursing professionals.

Conclusion

This study identified the active methodologies used in undergraduate nursing programs to develop leadership skills and revealed that, despite the use of different pedagogical strategies, the development of this skill among students is not a clear objective of the course units. This finding suggests an opportunity to better align teaching practices with the goal of developing leadership skills, which is an essential aspect in professional nursing practice. Nurses require not only theoretical and technical knowledge but also leadership skills and attitudes to coordinate teams, make autonomous decisions, and deliver high-quality care. The contributions and recommendations of this study emphasize the urgent need to incorporate the topic of leadership in nursing programs, as it is currently addressed only occasionally and superficially. It also highlights the need to reorient pedagogical teaching models, provide continuous faculty training, and implement systematic processes for evaluating and monitoring teaching and learning. These measures can contribute to the training of nurses who are better prepared to work in dynamic care environments, equipped with leadership skills and others that have a direct impact on the quality of patient care and teamwork.

One limitation of this study was the exclusion of other faculty members involved in the selected course units, as well as the students themselves, which limited the scope of these findings.

Author contributions

Conceptualization: Rached, C. D., Liberal, M. M., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Data curation: Rached, C. D., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Formal analysis: Rached, C. D., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Investigation: Rached, C. D., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Methodology: Rached, C. D., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Project administration: Rached, C. D.
Software: Rached, C. D., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Supervision: Rached, C. D.
Validation: Rached, C. D.
Visualization: Rached, C. D., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C., Moreira, A. C.
Writing – original draft: Rached, C. D., Liberal, M. M., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.
Writing – review and editing: Rached, C. D., Liberal, M. M., Almeida, A. A., Vaz, D. R., Massa, B. F., Santos, L. C.

References

Al-Thawabiya, A., Singh, K., Al-Lenjawi, B. A., & Alomari, A. (2023). Leadership styles and transformational leadership skills among nurse leaders in Qatar, a cross-sectional study. *Nursing Open*, *10*(6), 3440-3446. https://doi.org/10.1002/nop2.1636

Amaral, G. M., Rached, C. D., Enriquez, B. K., Lizarbe, P. M., Moreno, L. A., & Rueda, A. Z. (2023). Professional values in nursing students: A multicentric approach. *International Journal of Health Science*, *3*(5), 1-7. http://doi.org/10.22533/at.ed.159352320014

Barbosa, D. B., Guedes, L. C., Rached, C. D., Teixeira, C. A., Santos, L. V., & Almeida, L. S. (2021). Leadership styles of hospital nurses: Impacts on the work process and organizational climate. *Trends in Nursing and Health Care Research*, *1*(3), 1-8. http://doi.org/10.53902/TNHCR.2021.01.000511

Bardin, L. (2011). *Análise de conteúdo.* Edições 70.

Barros, R. K., Lima, L. V., & Fregadolli, A. M. (2021). Contribuições das metodologias ativas e aulas práticas para a formação do enfermeiro. *Brazilian Journal of Development*, *7*(9), 87189-87209. http://doi.org/10.34117/bjdv7n9-061

Bosi, M. L., & Gastaldo, D. (2021). *Tópicos avançados em pesquisa qualitativa em saúde: Fundamentos teórico-metodológicos.* Vozes.

Caveião, C., Peres, A. M., & Zagonel, I. P. (2018). Metodologias para o ensino da liderança na graduação em enfermagem: Revisão integrativa. *Revista Saúde e Desenvolvimento*, *12*(13), 234-255.

Conrad, M. A., Guhde, J., Brown, D., Chronister, C., & Ross-Alaolmolki, K. (2011). Transformational leadership: Instituting a nursing simulation program. *Clinical Simulation in Nursing*, *7*(5), e189-e195. https://doi.org/10.1016/j.ecns.2010.02.007

Cummings, G. G., MacGregor, T., Davey, M., Lee, H., Wong, C. A., Lo, E., Muise, M., & Stafford, E. (2010). Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review. *International Journal of Nursing Studies, 47*(3), 363-385. https://doi.org/10.1016/j.ijnurstu.2009.08.006

Dias, M. A., Oliveira, A. N., Souza, J. S., Rosa, F. T., Maia, T. S., & Belarmino, L. M. (2020). Domínio das metodologias ativas por docentes de curso de graduação em enfermagem. *Research, Society and Development*, *9*(8), e364985169. https://doi.org/10.33448/rsd-v9i8.5169

Fieldkircher, F. P., & Souza, S. R. (2022). Capacitação de professores em gamificação e em aprendizagem baseada em jogos: Uma revisão integrativa da literatura. *Revista Brasileira de Terapia Comportamental e Cognitiva*, *24*, 1-26. http://doi.org/10.31505/rbtcc.v24i1.1724

Lins, M. L., Balsanelli, A. P., & Neves, V. R. (2018). Estratégias para ensinar liderança na graduação de enfermagem. *Revista da Rede de Enfermagem do Nordeste, 19*, e3226. http://repositorio.ufc.br/handle/riufc/32173

Medeiros, R. O., Marin, M. J., Lazarini, C. A., Castro, R. M., & Higa, E. F. (2022). Formação docente em metodologias de aprendizagem ativa. *Interface*, *26*, e210577. http://doi.org/10.1590/interface.210577

Mutro, M. E., Spiri, W. C., Juliani, C. M., Bocchi, S. C., Bernardes, A., & Trettene, A. S. (2020). Adaptação e validação da versão em português do Brasil da escala leader empowering behaviour. *Revista Brasileira de Enfermagem*, *73*(5), e20190157. http://dx.doi.org/10.1590/0034-7167-2019-0157

Oliveira, C., Santos, L. C., Andrade, J., Domingos, T. S., & Spiri, W. C. (2020). A liderança na perspectiva de enfermeiros da estratégia

saúde da família. *Revista Gaúcha de Enfermagem*, 41, e20190106. http://doi.org/10.1590/1983-1447.2020.20190106

Rached, C. D., Santos, J. N., & Ferreira, V. C. (2020). Bases teóricas dos estilos de liderança: Uma breve revisão. *International Journal of Health Management Review*, 6(2), 1-9. https://ijhmreview.org/ijhmreview/article/view/229

Rached, C. D., Sousa, G. C., Borges, F. A., Carloni, P. R., & Domercant, H. (2022). The nurse: Relationship between leadership style, values and quality of work life. *Journal of Positive Psycholoylgy Wellbeing*, 6(2), 1631-1644. https://journalppw.com/index.php/jppw/article/view/11655

Resolução nº 3/2001 do Conselho Nacional de Educação, & Câmara de Educação Superior. (2001). *Diário Oficial da União: 1.ª Seção*. http://portal.mec.gov.br/cne/arquivos/pdf/CES03.pdf

Santos, L. C., Silva, F. M., Domingos, T. S., Andrade, J., & Spiri, W. C. (2023). Liderança e comportamento empoderador: Compreensões de enfermeiros-gerentes na atenção primária à saúde. *Acta Paulista de Enfermagem*, 36, eAPE00051. http://dx.doi.org/10.37689/acta-ape/2023AO00051

Silva, T., Ramos, A. R., & Quadros, A. (2021). Uso da simulação realística como estratégia de ensino para os cursos de graduação em enfermagem. *Conjecturas, 21*(6), 221-242. https://www.researchgate.net/publication/356417685_Uso_da_simulacao_realistica_como_estrategia_de_ensino_para_os_cursos_de_graduacao_em_enfermagem

Siqueira, B. B., & Rached, C. D. (2022). Reflexões acerca dos professores de enfermagem no ensino da liderança. *International Journal of Health Management Review*, 8(1), 1-5. https://ijhmreview.org/ijhmreview/article/view/308

Sousa, V. T., Paiva, J. S., Nogueira, M. R., Leite, A. C., Costa, E. C., Araújo, T. M., & Vasconcelos, P. F. (2023). Ensino da liderança em cursos de graduação em enfermagem em países lusófonos: Um estudo documental. *Revista de Enfermagem da UFPI*, 12(1), e3777. https://www.researchgate.net/publication/376831931_Teaching_leadership_in_undergraduate_nursing_programs_in_Portuguese-speaking_countries_a_documentary_study_Ensino_da_lideranca_em_cursos_de_graduacao_em_Enfermagem_em_paises_lusofonos_um_estudo_docume

Varanda, P. A., Amestoy, S. C., Silva, G. T., Backes, V. M., Vieira, S. L., Virgens, C. D., & Santos, I. A. (2023). Perspectivas docentes sobre ensino da liderança na formação do enfermeiro. *Ciência, Cuidado e Saúde*, 22, e65753. http://doi.org/10.4025/ciencuidsaude.v22i0.65753

Varanda, P. A., Amestoy, S. C., Silva, G. T., Backes, V. M., Trindade, L. L., & Báo, A. C. (2021). Práticas pedagógicas adotas por docentes na formação de enfermeiros-líderes. *Revista de Enfermagem do Centro-Oeste Mineiro*, 11, e4239. http://doi.org/10.19175/recom.v11i0.4239

Wagner, K. J., & Filho, L. J. (2022). Metodologias ativas de ensino-aprendizagem: Uso, dificuldades e capacitação entre docentes de curso de medicina. *Revista Brasileira de Educação Médica*, 46(1), e028. http://doi.org/10.1590/1981-5271v46.1-20210356