

**COMMUNICATION PROCESS IN THE LIGHT OF ENEAGRAMA:
TEACHING/LEARNING BETWEEN NURSING TRAINEES AND TEACHERS****PROCESSO COMUNICACIONAL À LUZ DO ENEAGRAMA:
ENSINO/APRENDIZAGEM ENTRE ESTAGIÁRIOS E DOCENTES DE
ENFERMAGEM****PROCEDIMIENTO COMUNICACIONAL A LA LUZ DEL ENEAGRAMA:
ENSEÑANZA/APRENDIZAJE ENTRE ESTAGIARIOS Y DOCENTES DE
ENFERMERÍA**

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ABSTRACT

Objective: To analyze the teaching-learning process between supervisors and trainees of the Nursing Course in the perspective of the communicational process according to the types of personalities according to the Enneagram technique. **Methods:** A unitary case study between trainees and supervisors of the Nursing course of a university. Qualitative approach, theoretical reference for analysis: Enneagram. Accomplished ethical research recommendations involving human beings. **Results:** Two teachers and eight students participated. The predominant personalities of the teachers were perfectionist and mediator and of the students perfectionist, donor, performer, romantic, answerer and mediator. **Discussion:** In the perspective of the enneagram, for the future nurse working with people with different personality allows him / her self-knowledge and the possibility of help in the teacher / student relationship. **Conclusions:** To characterize the behavioral tendencies through the enneagram was a strategy to predict the richness of opportunities in the teaching learning process.

DESCRIPTORS: Nursing; Communication; Teaching; Learning; Personality.

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RESUMO

Objetivo: Analisar o processo de ensino-aprendizagem entre professores supervisores e estagiários do Curso de Enfermagem na perspectiva do processo comunicacional de acordo com os tipos de personalidades segundo a técnica do Eneagrama. **Métodos:** Estudo de caso unitário entre estagiários e supervisores do curso de Enfermagem de uma universidade. Abordagem qualitativa, referencial teórico para análise: Eneagrama. Atendidas recomendações éticas de pesquisa envolvendo seres humanos. **Resultados:** Participaram dois docentes e oito discentes. As personalidades predominantes dos docentes foram perfeccionista e mediador e dos discentes perfeccionista, doador, desempenhador, romântico, contestador e mediador. **Discussão:** Na perspectiva do eneagrama, para o futuro enfermeiro trabalhar com pessoas com personalidade diferente lhe possibilita o autoconhecimento e a possibilidade de ajuda na relação docente/discente. **Conclusões:** Caracterizar as tendências comportamentais por meio do eneagrama constituiu uma estratégia para prever a riqueza de oportunidades do processo ensino aprendizagem.

DESCRITORES: Enfermagem; Comunicação; Ensino; Aprendizagem; Personalidade.

RESUMEN

Objetivo: Analizar el proceso de enseñanza-aprendizaje entre profesores supervisores y pasantes del Curso de Enfermería en la perspectiva del proceso comunicacional de acuerdo con los tipos de personalidades según la técnica del Eneagrama. **Métodos:** Estudio de caso unitario entre pasantes y supervisores del curso de Enfermería de una universidad. Enfoque cualitativo, referencial teórico para análisis: Eneagrama. A las recomendaciones éticas de la investigación que involucra a los seres humanos. **Resultados:** Participaron dos docentes y ocho alumnos. Las personalidades predominantes de los docentes fueron perfeccionista y mediador y de los discentes perfeccionista, donante, realizador, romántico, contestador y mediador. **Discusión:** En la perspectiva del eneagrama, para el futuro enfermero trabajar con personas con personalidad diferente le posibilita el autoconocimiento y la posibilidad de ayuda en la relación docente / discente. **Conclusiones:** caracterizar las tendencias comportamentales a través del eneagrama constituyó una estrategia para predecir la riqueza de oportunidades del proceso de enseñanza aprendizaje.

DESCRIPTORES: Enfermería; Comunicación; Enseñanza; Aprendizaje; Personalidad.

INTRODUCTION

The National Curricular Guidelines (NCG) of the Undergraduate Nursing Course establish competencies and skills that should be present in nursing training. Among the general competencies to be acquired by nursing students in their training are: health care; decision-making; communication; leadership, administration

and management, and continuing education.¹

In order to reach the coverage provided for in the guidelines and to train generalist nurses, the Nursing course should have a curriculum with a diversity of experiences, scenarios, clinical, research, management and teaching situations, in order to provide students with a critical and reflective profile based on

scientific and ethical principles and humanistic training.¹⁻²

In the nursing profession, the prime purpose of nursing work is to provide care and although this task contemplates five dimensions (investigating, assisting, managing, teaching and participating politically)³, a component that crosses all these dimensions is the communicational process. In this perspective, communication is conceived as the interaction that sustains the doing, the thinking and the acting of professionals, being the Nurses and the nursing team the emitters and receivers of messages. This is why their professional training gives emphasis on the role of Nurse as components of the health care team more able to capture, interpret and respond to the messages received and transmitted for therapeutic purposes.⁴⁻⁵

Caring is the communicative encounter between caregivers and care receivers and, although implying the use of technical devices, involves human contact.⁶ As in the therapeutic communicational process, the positions of receiver and transmitter of messages are exchanged between nurses and user(s) in a non-transferable and individualized dialogical relationship. Nurses must be able to pick up communication messages that provide them with subsidies to take the therapeutic decisions. In this sense, the

relationship between teachers and students during their academic training needs to promote these skills in future nurses, since the teaching/learning process can also be analyzed from a communicational point of view.⁷

These skills need to be developed since undergraduate training so that nurses know and adopt therapeutic behaviors, and not otherwise, and the professional exercise be established independently of their personal characteristics.⁸ For this process to be effective, it is necessary that the established communication be intrinsically linked to the way we understand each other. As a method of knowing others with regard to their personality, we chose Enneagram as the method of study.

The word Enneagram comes from the Greek and means ennea (nine) and gramma (something written), and consists in a system that identifies nine different types of personalities, namely: perfectionist; giver; performer; romantic; observer; antagonist; Epicurean; boss; and mediator. This method aims to provide self-knowledge, discovery of the own potentialities; self-directed growth; a more balanced life and understanding of one's own personality.⁹

However, even having a well-defined personality, feelings and behaviors can change in situations of intense stress

and in times of security. This is not to say that a person has changed his/her personality, but that, in these circumstances, he/she will assume characteristics of another personality type.⁹

Other factors that may interfere with the explanation for different forms of reaction/attitude within the same personality include the level of maturity and the experiences gained by people throughout their lives. These experiences create schemes that favor or hinder unsuccessful behaviors from being repeated. The unfolding wings are other modalities of intervening factors on the form of expression of the dominant personality. Such conditions will influence how an individual will express his or her personality type.⁹

It is important to mention that the way a person expresses herself in situations of stress or security can constitute intervening factors on the teaching/learning process and on the process of therapeutic care.

The justification for the present research is based on the reasons listed below: the caring process is dialogical, that is, it involves the dimension of the professional (Nurse) and the individual to be cared (user). It stems from the peculiarities of how the user perceives his needs and how he expresses them. In the relation between nurse and user, the

communication process constitutes a relevant strategy when it is intended to reach the involvement of both in a common objective, being the content emitted, the form of placement of this content and the capture/recoding of it by both parties fundamental to the convergence of therapeutic efforts. Thus, this qualitative study was developed with teachers and nursing trainees in their practice scenario, to understand the teaching-learning process considering personality types and their influence on the communicational process.

The purpose of this study was to analyze the teaching-learning process between supervisors and trainees of the Nursing Course in the perspective of the communication process according to the types of personalities following the Enneagram technique.

METHODS

We used a qualitative approach in the development of this study outlined in a unitary case study¹⁰, with a descriptive and exploratory character, adopting open interview as data collection technique.

As inclusion criteria for students, the following were adopted: students attending the ninth semester of the Undergraduate Nursing Course of the Nursing College of the Federal University

of Juiz de Fora (UFJF) in the first semester of 2012; of both genders; over 20 years of age; who agreed to participate as unpaid volunteers; and who expressed their agreement to participate by signing the Informed Consent form after receiving information. As inclusion criteria for teachers, the following were adopted: teachers who were supervisors of the internship program of the federal public education institution in the first semester of 2012; who agreed to participate as unpaid volunteers; and who expressed their acquiescence in participating by signing the Informed Consent form after receiving information.

As exclusion criteria for students: those who had attended supervised internships in non-federal institutions; those who did not meet the inclusion criteria; those who moved to a different university; or who were on sick leave at the moment of data collection and students whose supervisor did not accept to participate in the research. For teachers, the exclusion criteria were: those who are not supervisors of the internship program of the federal public education institution where the data were collected; those who did not meet the inclusion criteria; and those who were away or on leave during the data collection period.

The study scenario was a public education institution at the federal level of a

city in Minas Gerais and that had a Undergraduate Nursing Course operationalized in nine semesters at the time the data were collected.

The data collection instrument was structured in order to: characterize the participants, according to demographic data; characterize the teaching/learning scenarios; capture teaching and learning concepts; classify the personality type of the participants according to the Enneagram, the behavioral tendencies and record additional impressions on the theme.

Data were collected in the months of October, November and December of 2012 through interviews of 30 minutes on average, and the semi-structured questions had an average duration of 10 minutes. Data collection took place after approval of the project by the Research Ethics Committee under Opinion n° 107.344 of 2012.

A self-applied questionnaire that contained questions of characterization of the participants and of the teaching-learning process was used, and an interview with 180 questions about the nine personality types described by the Enneagram, operationalized by verbal expression paused and repeated as many times as necessary in individual interviews, which were not recorded. The researchers

were available to help in the completion of the forms.

The ethical and legal aspects of resolution 466/2012¹¹ were observed and guaranteed, from the submission of the research project to the final writing of the manuscript.

RESULTS

In order to meet the objectives of the research, the collected data were consolidated in a spreadsheet and paired (teacher/student) with the intention of identifying common or divergent points, approximations, affinities and divergences through qualitative analysis, having the Enneagram as theoretical reference for analysis.

The teacher/trainee binomials were composed of one supervisor and five students and one supervisor and three students, respectively, making up ten participants.

The participants were predominantly of the female gender, seven were single and three were married at the time of data collection. Among the married women, each one had a child. Among the ten participants, eight declared to have a white skin color, one brown and one black. The age of the teachers ranged from 43 to 50 years and of the students, from 22 to 25 years.

Among the places/sectors where the students developed their traineeship, the following were mentioned: clinic, surgery, pediatrics, Intensive Care Unit, ambulatory and Emergency Care Unit. Among the participants, nine said to develop care activities; three reported developing managerial activities; three developed teaching activities; and two, research activities.

The profile of the scenario and activities developed was characterized by the research subjects as follows: in relation to the level of dependence, seven participants classified the clientele of the scenario where their traineeship was developed as partially dependent; seven subjects reported that the variability of clinical situations is reasonable; six participants reported that contact with the family/companion is frequent; and six subjects reported that patient turnover is reasonable.

The evaluation of the nursing team by the participants was characterized as follows: the receptivity was considered good by five subjects and excellent by four; with regard to involvement with care, five participants ranked it as good and four as excellent; in terms of cohesion to qualify the nursing staff, six subjects reported that the team was part of the group a few times, and the respect and dedication in favor of the user on the part of the nursing team was

reported by six participants as being frequently present.

In the second part of the questionnaire, a self-assessment of the

participants was performed in relation to the competencies and skills acquired and under construction (Table 1).

Table 1 - Self-evaluation of performance by nursing trainees: Competencies and Skills. Juiz de Fora. September/2017.

| Competencies and Skills | Acquired | Under construction |
|----------------------------------|---|---|
| Communicational | good - 6 participants excellent - 2 participants | good - 2 participants excellent - 2 participants |
| Relational | good - 7 participants excellent - 2 participants | good - 2 participants |
| Leadership | good - 6 participants bad - 1 participant | good - 7 participants |
| Management/Administrative | good - 5 participants | good - 7 participants |
| Decision-making | good - 4 participants excellent - 1 participant | good - 7 participants |
| Assistential | good - 5 participants excellent - 2 participants | good - 5 participants |
| Continuing education | good - 5 participants excellent - 1 participant | good - 7 participants |

Source: Study data, 2017.

In relation to the type of teaching experience experienced, five subjects reported being of the problematizing type, four subjects said to be participatory and three banking/transfer. The learning opportunities were mentioned by five subjects as frequent and five subjects said that these opportunities always happen.

The last block of the questionnaire addressed questions related to the feelings, sensations and behaviors of the adaptation in the training field. Thus, eight people said they felt partially secure and determined; six subjects reported feeling partially useful/inserted in the training field. Six people said that positive learning opportunities are totally enriching; however,

negative learning opportunities were perceived as always/frequent by three people; very frequent by two; and infrequent by four people.

Among the main difficulties listed by trainees and teachers are: time limitation; fragmented supervision, lack of receptivity of the team; overload of the last semester of the nursing course; fear of the unknown; lack of previous practical skills; lack of material resources; relationship problems with the team; high patient turnover; difficulty giving assistance to independent patients; low autonomy of nurses; low staff preparation to receive and accept trainees (except nurses); lack of theoretical and practical knowledge of the trainees; the fact that the internship

involves pair work, there is no change of the scenario of the traineeship, mistrust, and the set time of the traineeship.

As regards the characterization of the personality of the subjects according to the Enneagram technique, the results of this study indicate that the teachers had predominantly personalities of the perfectionist and mediator types. The students, in turn, had the following personalities: perfectionist, giver, performer, romantic, antagonist, and mediator.

There was no coincidence of types of personalities or behaviors predicted to emerge in situations of stress and stability between the binomials teacher/student were analyzed (Table 2).

Table 2: Distribution of the predominant personality types among the ten interviewees, trends in stress and safety situations, and derivation wings. Juiz de Fora. September/2017.

| Scenario | Predominant Personality Type | Typical Trends | |
|-------------------------------|------------------------------|--------------------|--------------------|
| | | Under stress | Security |
| <u>Teaching 1</u> | Type 1: Perfectionist | Type 4: Romantic | Type 7: Epicurean |
| Pediatrics Trainee 1 | Type 3: Performer | Type 9: Mediator | Type 6: Antagonist |
| Clinic Female Trainee 2 | Type 2: Giver | Type 8: Boss | Type 4: Romantic |
| Clinic Female Trainee 3 | Type 9: Mediator | Type 6: Antagonist | Type 3: Performer |
| Clinic Man Trainee 4 | Type 3: Performer | Type 9: Mediator | Type 6: Antagonist |
| Intensive Care Unit Trainee 5 | Type 6: Antagonist | Type 3: Performer | Type 9: Mediator |
| <u>Teacher 2</u> | Type 9: Mediator | Type 6: Antagonist | Type 3: Performer |
| Clinic/Surgery Trainee | Type 3: Performer | Type 9: Mediator | Type 6: Antagonist |

| | | | |
|-------------------------------|-----------------------|------------------|-----------------------|
| 1 | | | |
| Intensive Care Unit Trainee 2 | Type 4: Romantic | Type 2: Giver | Type 1: Perfectionist |
| Outpatient Clinic Trainee 3 | Type 1: Perfectionist | Type 4: Romantic | Type 7: Epicurean |

Source: Study data, 2017.

Among the abilities related to the Enneagram perceived by the participants, three said to be love; three, work; two, perfection; two, freedom; one, the originality; one, truthfulness; and one, the knowledge of everything. Among the difficulties listed: eight people reported fear; five, resentment; three, difficulty of planning; two, laziness; one, sadness; one, anger; one, pride; and one, falsehood. Among the qualities, five mentioned humility; three, action; three, serenity; two, honesty; two, courage; and one, innocence.

Regarding self-preservation, five subjects mentioned the family; three, anxiety; one, "to fulfill the goal"; and one, security. With regard to socialization, six participants mentioned participation; three, friendship; two, shame; two, obligation; and one, maladaptation.

DISCUSSION

Most participants considered the skills and abilities described above as good or excellent, either under construction or acquired, and are therefore in line with the

National Curricular Guidelines (NCGs) of the Nursing Undergraduate Program, which states that such general skills and abilities should be addressed in nursing training.¹

Some authors argue that if the Nursing Undergraduate Nursing School's NCDGs are appropriately incorporated into nurses' training, they will be capable of generating reflective critical professionals with political participation who are able to contribute to the resolution of the population's health problems and the transformation of reality.¹²⁻¹³ As far as the supervised curricular traineeship is concerned, this allows the experience of singular situations of association between theory and practice that will be essential for the formation, qualification and elaboration of the profile of the future nurse.¹⁴

Regarding the type of teaching/learning experienced, the majority of the subjects reported being of the problematizer type. In this respect, the methodology of the problematization proposed by Paulo Freire considers the problems as a starting point for the teaching and learning of students, starting from the

premise that each subject has prior knowledge that must be taken into account in the teaching-learning process. Problematizing is considered the perspective of promoting the autonomy of individuals and it is developed from the dialogue, seeking the critical awareness of the students.¹⁵⁻¹⁶ Therefore, the fact that most of the participants experience this type of teaching-learning is a positive and enriching factor for their undergraduate training, which also favors the communicational process.

In relation to the feelings, behavior of the adaptation in the field of traineeship, and the difficulties encountered by the trainees, the proposal of the curricula by competency in the area of health foresees the insertion of the academics since the very first semesters of the courses in fields of professional practice, to promote their maturation, development and security before their daily practice. This early insertion in the field of practice favors a greater articulation of theory and practice and contributes for the consolidation of knowledge.¹⁷

In this study there was no coincidence of personality types among the analyzed teacher/student binomials according to the Enneagram technique. Thus, it is worth emphasizing that the diversity of personalities produces opportunities for the development of relational and communicational skills and

competences that are fundamental for the performance of Nurses in their clinical and teaching practice.

The characteristics of each personality type according to the Enneagram are described below. Type one - perfectionist: people who want things to always be done correctly and perfectly. They are highly demanding and organized people who can easily spot mistakes. Type two - giver: people who are helpful and generous, are satisfied when they feel useful, however sometimes they do not perceive their own needs. Type three - performers: they are committed, competitive, persistent individuals, like to face challenges and are considered good leaders.⁹

Type four - romantic: they feel that their life is not complete; they are emotional, dramatic and supportive people. Type five - observer: they are the people who most observe that they participate. They are reserved, give preference to time for themselves, enjoy the routine and lead an organized life. Type six - antagonist: they are people who use pessimism as a form of protection, are fearful, insecure and suspicious, but when they gain confidence they are friendly.⁹

Type seven - epicurean: they are optimistic people, with great disposition, have a taste for new things and ideas, however do not like to be deceived. Type eight - boss: they are extremist individuals,

who fight for their ideals with regard to justice and equality. They tend to be domineering. Type nine - mediator: they are people who act to achieve balance between two parts in a peaceful way and can easily understand the point of view of others.⁹

In the present study, besides lack of coincidence of personalities, there was also no coincidence of expected behaviors to emerge in situations of stress and stability. In this regard, it is important to reflect that in the training of future nurses, self-knowledge strategies can help teachers to understand how students tend to behave in situations of stress and safety.

This understanding is important in the students' training process because it enables teachers to create successful experiences in the communicational and therapeutic process. The identification of models in clinical practice can favor students to seek skills and competencies that are not credited to their personalities. It would be favorable if teachers had empathy with the students and were instrumented (the Enneagram technique) to the point of collaborating with the self-understanding of the behaviors of both when they experience the teaching-learning process and the nursing care.

One way of encouraging the overcoming stressful reactions during the teaching-learning process can be stimulated when the conception of education adopted

attributes to the teacher the role of facilitator of this process. For this, he needs to know and predict the reactions/behaviors/feelings of the students with a view to intervene successfully on their training, making it easier for the learner to know himself.

In the researched literature there is a shortage of studies using the Enneagram, which made it difficult to compare the results found in this investigation with other scientific evidence.

In a study developed in Korea also with nursing students, the results showed that the Enneagram was very effective in establishing positive self-identification for college nursing students facing developmental crisis and stressful situations.¹⁸

Two other studies were developed in Korea with medical students. One of them evaluated the personality of these students in relation to stress and level of development using the Enneagram.¹⁹ The other study showed an experience of using the Enneagram in a course related to the motivation of students of the first semester of medicine.²⁰

From the perspective of the Enneagram, working with people with a different personality type allows self-knowledge and the possibility of helping the teacher/student relationship. The study of behavior trends in situations of crisis/stress favors the use of interaction techniques in

order to avoid confrontation and to identify possible behavioral alternatives to avoid communication problems.

CONCLUSIONS

The analysis of the teaching-learning process between supervisors and trainees of the Undergraduate Nursing Course from the perspective of the communication process according to the personality types of the Enneagram technique made it possible to identify that the diversity of personalities and behavioral trends in situations of stability and stress constituted a variety of opportunities for self and hetero-growth.

The teacher/trainee binomials were composed of one supervisor and five students and one supervisor and three students, respectively, making up ten participants. According to the Enneagram technique, the teachers had predominant personalities of the perfectionist and mediator types, and the students had the following personalities: perfectionist, giver, performer, romantic, antagonist, and mediator. There was no coincidence of types of personalities or predicted behaviors to emerge in situations of stress and stability between the binomials were analyzed.

One limitation of this research is the fact that the data can not be extrapolated to the general population because each human being is unique and in each communicational

process that uses the Enneagram as a tool of self-knowledge, new analyses must be applied.

Thus, this study contributes to future research that aims to predict conflicting and coping situations within the process of professional training using the Enneagram as a strategy capable of predicting the richness of opportunities in the teaching-learning process and self/hetero-cognition of the participants. Considering the educational and communicational process as dimensions of the nursing work, it is suggested to carry out further investigations using the Enneagram in the teaching-learning process.

Conflict of interest: The authors declare that there is no conflict of interest.

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