

Paulo Freire in the nursing academic production: a bibliometric study

Paulo Freire na produção acadêmica de enfermagem: estudo bibliométrico

Paulo Freire en la literatura académica en enfermería: un estudio bibliométrico

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ABSTRACT

Objective: To analyze the use of Paulo Freire's works in the nursing academic production, found in the LILACS/Brazil database, within the 2005 - 2015 period. **Method:** We selected 36 papers, out of which 81% were articles, 17% were masters' dissertations, and 3% were doctoral theses. **Results:** considering the authors' academic degrees: 16% were master's students and 15% were doctoral students, 10% were masters, and 41% were doctors. Concerning Paulo Freire, 21 works were used and the most frequent were: *Pedagogy of the oppressed*, found in 78% of the publications; followed by *Pedagogy of autonomy: Necessary knowledge for educational practice*, in 50%; *Education: The practice of freedom*, in 50%; and *Education and change*, in 42%. **Conclusion:** the study also showed that the works by Paulo Freire have been used as a basis to elaborate pedagogical theories in nursing, especially with regard to health education themes and primary healthcare.

Descriptors: Nursing, Nursing Education, Paulo Freire, Education.

RESUMO

Objetivo: analisar a utilização das obras de Paulo Freire na produção científica de enfermagem, encontrada na base de dados LILACS/Brasil, no período de 2005 a 2015. **Método:** foram selecionados 36 trabalhos, dentre os quais 80,5% eram artigos, 16,5 % dissertações e 3% teses. **Resultado:** considerando o grau de certificação acadêmica dos autores: 16% eram mestrands e 15% doutorandos, 10% mestres e 41% doutores. Em relação às obras de Paulo Freire, foram citadas 21 obras e as mais recorrentes foram: *Pedagogia do oprimido*, encontrada em 78% das publicações; seguida por *Pedagogia da autonomia: saberes necessários à prática educativa*, em 50%; *Educação como prática da liberdade*, em 50%; e *Educação e mudança*, em 42%. **Conclusão:** o estudo também demonstrou que as obras de Paulo Freire estão sendo utilizadas como base para a fundamentação de teorias pedagógicas na enfermagem, principalmente em relação a temas em educação em saúde e atenção primária à saúde.

Descritores: Enfermagem, Educação em Enfermagem, Paulo Freire, Educação.

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RESUMEN

Objetivo: Analisis del uso de las obras de Paulo Freire en la literatura científica en enfermería, que se encuentra en la base de datos LILACS/Brasil, en el período de 2005 a 2015. **Método:** se seleccionaron 36 estudios, de los cuales 81% eran artículos, 17% disertaciones de maestría y 3% tesis doctorales. **Resultados:** teniendo en cuenta los grados académicos de los autores: el 16% eran estudiantes de maestría y 15% estudiantes de doctorado, 10% maestros y 41% doctores. En cuanto a Paulo Freire, se utilizaron 21 obras y las más frecuentes fueron *Pedagogía del oprimido*, encontrada en el 78% de las publicaciones; a continuación, *Pedagogía de la autonomía: Saberes necesarios para la práctica educativa*, en el 50%; *Educación como práctica de la libertad*, en el 50%; y *Educación y cambio*, en el 42%. **Conclusión:** el estudio también demostró que las obras de Paulo Freire se han utilizado como base para la fundamentación de teorías pedagógicas en enfermería, especialmente con respecto a temas de educación en salud y atención primaria en salud.

Descriptor: Enfermería, La Formación de Enfermería, Paulo Freire, La Formación.

INTRODUCTION

There are diverse paradigms of health education that are conditioned by different standards, many of them reductionist, which requires that health professionals question and act in a more integrative and participative manner. The principles found in Paulo Freire's works are guiding principles for the development of these actions, since they represent a model of education that contemplates dialogue, solidarity and absence of arrogance, characterizing this method as a collective work.¹

According to this educational method, the participation of the patient is essential, as it favors awareness-raising processes on the ways of caring for oneself, opening paths to improve one's health and well-being. Due to that, information sharing between nurses and clients generates reflection and analysis of certain practices, which, if considered inadequate to the context of the client, give rise to a process of mobilization towards the change.²

There is a contraposition between the previously cited model and the banking education one, which has a dominant character.³ In the pedagogical practices of Paulo Freire, there is an education oriented by the transmission of critical and problematizing knowledge, which nourishes a dialogue between educators and students. The nursing practice area demands transformative discourses and practices, mediated by the participation of the subject throughout the whole educational process.⁴

The training of these professionals is based on science and technology, which entails the production and dissemination of knowledge. Electronic databases are tools that promote access to knowledge among researchers, and they must be used in order to provide new possibilities for scientific and technological development.⁵

In the health area, there is a center specialized in scientific and technical health information for the region of Latin America and the Caribbean, established in Brazil under the name Regional Library of Medicine (better known as BIREME). It meets the growing demand of the scientific literature, always being updated by the national health systems and the communities of researchers, professionals and students.⁶

BIREME has the Virtual Health Library as a model for managing information and knowledge. LILACS (Latin American and Caribbean Literature in Health Sciences) is a component of this virtual library⁽⁶⁾, being the most important and comprehensive index of scientific and technical literature in Latin America and the Caribbean.⁷

In the last decades, the application of bibliometric analyses imposes on the database maintainers the need to standardize the bibliographic information for the construction of indicators. Bibliometrics is a statistical instrument that allows the mapping and generation of different treatment indicators and information and knowledge management through the application of its laws and concepts. It also enables us to observe the authors' productivity on journals and the occurrence of words in scientific and technological information and communication systems, as well as the analysis of citations within a wider perspective.⁹

This study aimed to analyze the scientific nursing production published in Brazil, from a bibliometric study method, comprising the use of the work of the educator Paulo Freire found in the LILACS database.

METHOD

The present study is the result of an exploratory, descriptive and cross-sectional bibliometric research that allowed the evaluation of some characteristics of the publications and its distribution in journal articles, regarding works that used the works of Paulo Freire in the academic nursing production.

For the data collection, the search tools were used in the database applied to the Virtual Health Library (VHL), through the LILACS database. To perform the investigation, we used the terms: nursing AND education in nursing AND Paulo Freire AND education, found in the title, abstract or subject. The Boolean operator AND was used because we would like to restrict the research to nursing academic production that used the works of the educator Paulo Freire that were mostly produced by nurses.

In this research, the publications were selected based on inclusion and exclusion criteria. In this study, the references registered in the LILACS database in the year 2015 produced in Brazil were included. The references found only in the summary, foreign languages and that were published before 2005 were excluded.

The study variables included: number of articles published per year, job categories (article, thesis and dissertations), chosen journals, number of descriptors, most used descriptors, number of authors and number of publications, professional backgrounds and academic qualifications of each author, in addition to the works of Paulo Freire that were used.

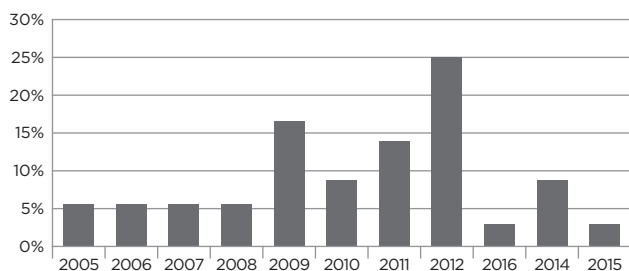
The classification of the publications was performed based on the reading of the title and abstract, observing the references and citation of the works of the searched author. The data were obtained from the access to the publications and those were simultaneously recorded and organized in a spreadsheet (table or graphs) via the Microsoft Excel program, and analyzed by simple descriptive statistics: absolute frequency and percentage for tables and percentage for graphs.

RESULTS AND DISCUSSION

We identified 65 publications within the inclusion criteria and, after applying the exclusion criteria, 29 publications were eliminated, which resulted in a study sample of 36 publications for analysis.

In relation to the year of publication, the results are displayed in graph 1. It is noted that, from the year 2009 to 2012, there was a significant increase of publications when compared to other years. We analyze that this increase can be related to the consolidation of public policies of primary care in Brazil, as well as to the expansion of the Family Health Program in the Brazilian territory. The Family Health Program directs the interdisciplinary team to health education, among them nursing professionals, which may be the reason for the increased interest of this professional category in studying the theme. Moreover, in those years, the renowned author Paulo Freire was in evidence because in 2012 he was declared Patron of Brazilian Education according to the law nº12,612, April 13, 2012.

Graph 1 - Percentage distribution of publications per year. LILACS. 2005-2015.



Source: Authors

Of the studies found, most were articles published in journals, totalizing 80.5% (29 articles), the rest were academic papers, being 16.5% (6 papers) dissertations and 3% (1 paper) theses. Table 1 contains information regarding the journals chosen for publication.

Table 1 - Journals used for publications with the respective Qualis 2014 qualification rates. ES, Brazil, 2016. LILACS 2005-2015. (N = 36);

Journal	Qualis 2014	F
<i>Texto Contexto Enfermagem</i>	A2	2
<i>Revista Brasileira de Enfermagem</i>	A2	5
<i>Acta Paulista de Enfermagem</i>	A2	2
<i>Revista Enfermagem UERJ</i>	B1	3
<i>Revista Eletrônica de Enfermagem</i>	B1	1
<i>Online Brazilian Journal of Nursing</i>	B1	1
<i>Ciencia y Enfermeria</i>	B1	2
<i>Revista Mineira de Enfermagem</i>	B2	4
<i>Revista da Rede de Enfermagem do Nordeste</i>	B2	2
<i>Ciência, Cuidado e Saúde</i>	B2	4
<i>Revista Baiana de Enfermagem</i>	B2	1
<i>Revista de Pesquisa: Cuidado é Fundamental Online</i>	B2	1
<i>Arquivos das Ciências de Saúde da Unipar</i>		1
Total		36

Source: Authors

The journals are classified according to the evaluation of the publication area and undergo updating process, being

categorized as A1, the highest; A2; B1; B2; B3; B4; B5; C, the lowest.⁽¹⁰⁾ This classification method is an instrument of dissemination of the quality of intellectual production. It is important to highlight that the papers used in this research were published in journals with Qualis A2, B1 and B2, 31% of which are Qualis A2, 24% are considered B1 journals and 41% are journals classified as B2, according to CAPES.

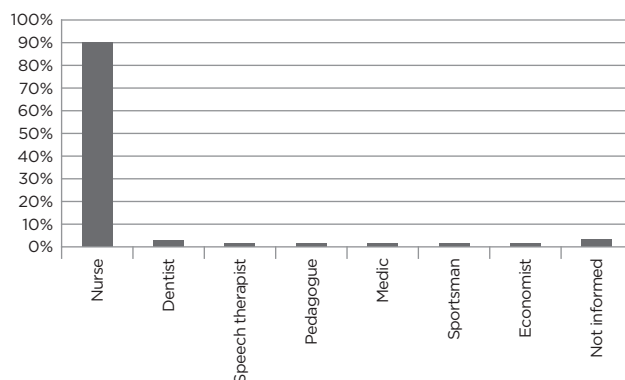
The cited journals in the articles studied were searched on the sucupira platform; Qualis 2014 was the classification event chosen; nursing was the evaluation area selected; the name of the magazine was placed in the title bar and preceded to query. Success was achieved in the survey of all the journals, except *Arquivos da ciências de saúde da UNIPAR*, as it appeared in CAPES website that this journal was not registered, so the journal was cited in table 1 but was not classified. The four most recurrent journals were: *Revista Brasileira de Enfermagem*, *Revista Mineira de Enfermagem*, *Ciência, Cuidado e Saúde*, and *Revista de Enfermagem UERJ*.

Regarding the descriptors encountered, 69 were counted, however, the repetition of some of them increased to 144 (100%), with an average of 4 descriptors per study. The most used were: health education, nursing, education, nursing education, nursing care and family health program. It can be observed that the research was able to gather studies that dealt with the theme of nursing and education.

In addition, there are the descriptors generally related to primary health care such as “health promotion” and “family health” and since these studies make use of works by Paulo Freire, we can relate to this fact the statement of Fernandes and Backes¹¹ that basic care policies advocate practices that are in line with Paulo Freire’s ideas such as dialogue, political involvement, critical reflection, and citizen autonomy.

Another item that was analyzed was the authors’ profession, we found 97 authors and, as it is registered in graph 2, it can be observed that 90% of them were nurses, showing that we were successful in choosing the Boolean operator AND, directing the research to nursing academic works. That said, it is emphasized that the classification of the authors who were doing undergraduation in a certain area corresponded to the author’s intended professional category, thus, nursing undergraduates were classified as nurses and undergraduates in nutrition as nutritionists.

Graph 2 - Percentage of the authors’ profession of the LILACS 2005-2015 publications.

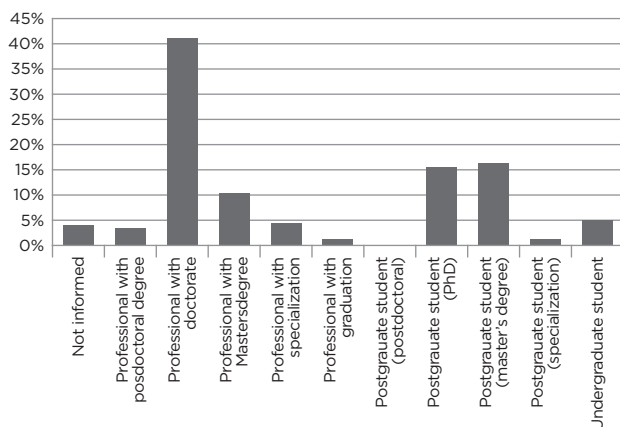


Source: Authors

Regarding the number of publications per author, 92% of them had published only one paper, 6% had two publications and 2% had three.

We must emphasize that the authors' academic degrees were collected in two ways: first by information contained in the article itself and when there was no information available, we searched for the Lattes curriculum of the authors at the <http://lattes.cnpq.br/> website in the "search resume" link. Even so, it was not possible to verify the academic degree of 3% of the authors. The need to seek for the academic degree of the authors in other sources was also seen in Ravelli's et al (2009)⁵ article.

Graph 3 - Percentage of the academic degrees of the authors responsible for the LILACS 2005-2015 publications.



Source: Authors

In relation to the authors' academic degree found in academic production, graph 3 showed that among the authors who were students: 5% were undergraduates, 1% was doing specialization, 16% were master's degree students and 15% were doctoral students. Among postgraduates, 1% had undergraduate degrees, 4% were specialists, 10% were masters, 41% were doctors, 2% were post-doctors and 3% had no information available. It was verified an expressive participation of doctoral students as well as of doctors themselves, in the publication of academic works that use the writings of Paulo Freire as the basis for their studies, mainly on the health education subject.

Another observation that we must emphasize are the works of Paulo Freire used at the nursing academic publications present in this research. Twenty-one works were cited, and occasionally the same work was cited using different years of publications, as we can see in chart 1. However, the most used ones were Pedagogy of the Oppressed, present in 78% of the publications; followed by Pedagogy of Autonomy: necessary knowledge for educational practice, present in 50% of publications; Education: the practice of freedom in 50% and Education and Change, in 42%.

Chart 1 - Percentage of the frequency with which Paulo Freire's works was used in the publications. LILACS 2005-2015.

Cited Books	f	%
Freire P. <i>Pedagogia do oprimido</i> (Pedagogy of the oppressed). Rio de Janeiro: Paz e Terra; (1983, 1987, 1993, 2001, 2002,2003, 2005, 2006, 2007,2008,2009, 2011)	28	78%
Freire P. <i>Extensão ou Comunicação</i> (Extension or communication). Rio de Janeiro: Paz e Terra;(1985,1992, 2001)	5	14%
Freire P. <i>Pedagogia da autonomia: saberes necessários à prática educativa</i> (Pedagogy of autonomy: necessary knowledge for educational practice). 39ª ed. São Paulo: Paz e Terra; (1996, 1997,1998, 2000, 2002,2003, 2004, 2005, 2006, 2008, 2009)	18	50%
Freire P. <i>Pedagogia da esperança: um reencontro com a pedagogia do oprimido</i> (Pedagogy of hope: reliving pedagogy of the oppressed). Rio de Janeiro: Paz e Terra (1992, 1997, 1998, 2011)	5	14%
Freire. P. <i>Educação como prática da liberdade</i> (Education, the practice of freedom). Rio de Janeiro: Paz e Terra; (1978, 1983, 1989, 1991, 1992, 1994,1996, 2001, 2002, 2007, 2008)	18	50%
Freire. P. <i>A educação na cidade</i> (Pedagogy of the city). 3. Ed. São Paulo: Cortez; 1999.	1	3%
Freire P. <i>À sombra desta mangueira</i> (In the shadow of this mango tree, free translation). 4. ed. Olho D'água; 2001.	1	3%
Freire P. <i>Educação e Mudança</i> (Education and change). São Paulo: Paz e Terra; (1979, 1985, 1988, 1993, 1994, 1997, 2001,2002, 2003, 2008, 2010)	15	42%
Freire P. <i>Cartas à Guiné-Bissau: registros de uma experiência em processo</i> (Pedagogy in Process: The letters to Guinea-Bissau). 2ª ed. Rio de Janeiro (RJ): Paz e Terra; 1978.	1	3%
Freire P. <i>Conscientização: teoria e prática da libertação - uma introdução ao pensamento de Paulo Freire</i> (Conscientization). São Paulo: Moraes; (1980, 2005)	7	19%
Freire P. <i>Professora sim, tia não, Cartas a quem ousa ensinar</i> (Teachers As Cultural Workers: Letters to Those Who Dare Teach). São Paulo: Olho D' água; (1993	1	3%
Freire P. <i>Criando métodos de pesquisa alternativa: aprendendo a fazê-la melhor através da ação</i> (Creating alternative research methods: Learning to do it by doing it. Creating knowledge: A monopoly). In: Brandão CR, organizador. Pesquisa participante. São Paulo: Brasiliense (1999, 2006)	2	6%
Freire P. <i>Pedagogia dos sonhos possíveis</i> (Pedagogy of possible dreams, free translation). 3a ed. São Paulo: Editora UNESP; 2001.	1	3%
Freire P, <i>Pedagogia da Indignação: cartas pedagógicas e outros escritos/Paulo Freire</i> (Pedagogy of Indignation). - São Paulo: Editora UNESP, 2000.	1	3%
FREIRE, P. SHOR. I, <i>Medo e Ousadia: O cotidiano do professor</i> (Fear and fearfulness, the daily routine of a teacher, free translation) . Rio de Janeiro: Editora Paz e Terra, 1992.	1	3%
FREIRE, P. FAUNDEZ, Antônio. <i>Por Uma Pedagogia da Pergunta</i> (For a pedagogy that asks questions, free translation). Rio de Janeiro: Editora Paz e Terra, 1985.	1	3%
Freire P. <i>A importância do ato de ler: em três artigos que se completam</i> (The importance of Reading, free translation). 23ª ed. São Paulo: Autores Associados: Cortez; 1989.	1	3%
Freire P. NOGUEIRA, A. <i>Que fazer: teoria e prática em educação popular</i> (Theory and practice for what to do in popular education, free translation). 6ª ed. Petrópolis: Vozes, 2001.	1	3%
Freire P. <i>Ação cultural para a liberdade e outros escritos</i> (Cultural action for freedom). 8. ed. São Paulo: Paz e Terra, 1987.	1	3%
FREIRE, Paulo. <i>Pedagogia do compromisso: América Latina e Educação Popular</i> (Pedagogy of commitment). Indaiatuba, SP: Vila das Letras, 2008.	1	3%
FREIRE, P.; HORTON, M. <i>Caminho se faz caminhando: conversas sobre educação e mudança social</i> (The path is made by walking it: talks about education and social change, free translation). Petrópolis: Vozes, 2003	1	3%

Source: Authors

We consider that the use of Paulo Freire's works is related to the pedagogical methods of this author, since he produced works directed to a liberating education that provides the dialogue and favors the autonomy of the involved ones, mainly in groups of education and health, that traditionally adopt conservative and banking methodologies in the actions developed with users and health professionals.¹²

In nursing actions, the need to transcend traditional pedagogy persists because, as the main health educator, nurses end up exercising their professional activities with different individuals and contexts, which requires knowledge of the socioeconomic, political and cultural reality of their clients, so they must perceive them as active beings, participants of their own caring process.²

Health education is a great challenge for all health professionals and the expansion of studies by nursing professionals has been of extreme importance for the enrichment of academic productions, favoring the qualification and the approximation of these professionals to the pedagogical theories that serve as pillars for the development of quality health education.¹³

CONCLUSION

The bibliometric analyses can figure as an important methodology for nursing, since they can be used in any database, besides revealing research patterns and identifying trends.⁵ One of the trends that we identified in this study was the use of the works of Paulo Freire, especially among authors with doctoral degrees or doctorate students in Brazil.

The study also showed that the works of Paulo Freire are being used as a basis for the foundation of pedagogical theories in nursing, mainly in relation to themes in health education and primary health care. We consider that this use is not due to the application of non-traditional practices of education but to a more humanized and emancipatory practice offered by the author, allowing the nursing professional and the patient to mutually construct the care plan.

It is necessary to rethink health education in a wider sense, which allows and encourages the implementation of actions that will guarantee to the patient capacity to reach autonomy and to assume its own attitudes. Therefore, it is necessary to take into account the individual experiences, favoring their participation and contribution to the achievement of satisfactory responses and, together, to reach a balance regarding their health.¹ For this to occur, a pedagogical foundation is needed to promote health education with higher quality and more effective resources for the resolution of the population health problems.¹⁴

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