

Teaching Entrepreneurship In Undergraduate Nursing: Integrative Review

O Ensino do Empreendedorismo na Graduação Em Enfermagem: Revisão Integrativa

Docencia Del Emprendimiento En Enfermería: Revisión Integrativa

RESUMO

O objetivo do presente estudo foi de analisar as produções científicas acerca do ensino do empreendedorismo na graduação em enfermagem. Trata-se de uma pesquisa realizada a partir de um estudo descritivo, de abordagem qualitativa, do tipo bibliográfico na modalidade revisão integrativa. O levantamento de dados ocorreu por meio de pesquisa nos sites de base de dados: Scientific Electronic Library Online (SCIELO), Biblioteca Virtual em Saúde (BVS). Fazendo uso de associação dos Descritores em Ciências da Saúde (DeCS/MeSH): "enfermagem", "empreendedorismo", "educação de enfermagem" e "empreendedorismo em saúde". Foram incluídos oito artigos no estudo e categorizados em três categorias para discussão. Notou-se que ainda há a necessidade de que as instituições de ensino incluam disciplinas que promovam o pensamento crítico e proporcionem habilidades e competências pertinentes a área. Assim como também, implementar o ensino com a utilização de metodologias ativas que favoreçam o pensamento crítico-reflexivo da teoria associada à prática.

DESCRITORES: Enfermagem. Empreendedorismo. Ensino de Enfermagem.

ABSTRACT

The objective of this study was to analyze the scientific productions about the teaching of entrepreneurship in undergraduate nursing courses. This is a descriptive study, with a qualitative approach, of the bibliographic type in the integrative review modality. Data collection was carried out through research in the following databases: Scientific Electronic Library Online (SCIELO) and Virtual Health Library (VHL). Using the association of Health Sciences Descriptors (DeCS/MeSH): "nursing", "entrepreneurship", "nursing education" and "health entrepreneurship". Eight articles were included in the study and categorized into three categories for discussion. It was noted that there is still a need for educational institutions to include disciplines that promote critical thinking and provide skills and competencies relevant to the area. As well as implementing teaching with the use of active methodologies that favor critical-reflective thinking of theory associated with practice.

DESCRIPTORS: Nursing. Entrepreneurship. Nursing Education.

RESUMEN

El objetivo del presente estudio fue analizar las producciones científicas sobre la enseñanza del emprendimiento en cursos de pregrado en enfermería. Se trata de una investigación realizada a partir de un estudio descriptivo, con enfoque cualitativo, de tipo bibliográfico en la modalidad de revisión integrativa. La recolección de datos ocurrió a través de la investigación en sitios de bases de datos: Biblioteca Científica Electrónica en Línea (SCIELO), Biblioteca Virtual en Salud (BVS). Utilizando la asociación de Descriptores de Ciencias de la Salud (DeCS/MeSH): "enfermería", "emprendimiento", "educación de enfermería" y "emprendimiento en salud". Se incluyeron ocho artículos en el estudio y se clasificaron en tres categorías para su discusión. Se señaló que aún existe la necesidad de que las instituciones educativas incluyan materias que promuevan el pensamiento crítico y proporcionen habilidades y competencias relevantes al área. Así como implementar la enseñanza utilizando metodologías activas que fomenten el pensamiento crítico-reflexivo sobre la teoría asociada a la práctica.

DESCRIPTORES: Enfermería. Emprendimiento. Docencia en Enfermería.

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Integrative Review

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INTRODUCTION

The nurse is a liberal professional, registered with the National Confederation of Liberal Professions, and has the free exercise guaranteed by the Federal Constitution and by Law No. 7,498, of June 25, 1986. According to the opinion of the Federal Nursing Council (2017), the liberal professional has a university or technical level, independence and free professional exercise, responding, as the case may be, civilly, for the errors and technical failures that they may commit.¹

Entrepreneurship is generally seen as the act of doing something different, based on the identification of unmet needs and the indication of innovations that can be patented or registered as new products and/or services. It is also capable of promoting and facilitating the implementation of technologies in the health area that

directly influence the improvement of the nursing practice scenario and contribute to the effectiveness of care.²

In recent years, there have been several changes in business entrepreneurship; and nursing is one of the categories that stands out the most, carrying out entrepreneurial activities in various scenarios such as home care services, consulting services, daily care, complex wound care, elderly care, health training, consultancy, organizational activities, teaching and research. In addition to working in nursing care activities, there is also work in roles that are not considered traditional, such as aesthetics, podiatry and alternative treatments, which leads us to realize the dimension of the range of professional opportunities that this category achieves in the job market.³

Due to the search for more satisfying means of personal and professional fulfillment, nurses are exploring new opportunities through entrepreneurship, offering

innovative services and efficient, quality health care. Thus, entrepreneurial nurses also contribute to the development of a positive public image for nursing itself.⁴

It is worth mentioning that in the context of business entrepreneurship, the operation of nursing offices and clinics is regulated by the Federal Nursing Council (COFEN) through Resolution No. 0568/2018, which represents an advance and incentive for the autonomous practice of nurses.¹

In this sense, it is possible to highlight the lack of disciplines and content on entrepreneurship in undergraduate nursing courses, and highlight this need for implementation in order to collaborate with the development and improvement of entrepreneurial skills for nursing practice in the job market. Likewise, the importance of institutions and their professors presenting entrepreneurship to nursing students, demonstrating the possibility of profes-

nal insertion in society and the appreciation of the profession.⁵

Furthermore, it is essential that nursing education is based on innovation, creativity and entrepreneurship, taking into account not only the needs of the job market, but also the rapid changes in the health sector that need to be monitored.⁶

Given the above, understanding that entrepreneurship in nursing is growing and will continue to rise in the coming years, it was understood that the research had as its main objective to analyze the scientific productions about the teaching of entrepreneurship in undergraduate nursing courses.

METHOD

The research was conducted through a descriptive, qualitative study, using a bibliographical approach and an integrative review method.

An Integrative Literature Review (ILR) is a method that brings together existing research from the scientific community, contributing to a deeper understanding of the topic in question. This approach not only serves as a reference for future research, but also helps to solve current problems and identify new issues that deserve exploration.⁷

The study followed six stages for its development: 1) elaboration of the guiding question; 2) search or sampling in the literature; 3) data collection; 4) selective and critical analysis of the included studies; 5) discussion of the results; and 6) presentation of the integrative review.⁸

The guiding question was formulated using the acronym PICO and structured as follows: P is represented by nursing undergraduates, as this is the population of interest in the study; I refers to the intervention, which will be the teaching of entrepreneurship; and C refers to the comparison; and the outcome is represented by O, which can be related and form the context, which in the study in question is the implementation of the teaching of entrepreneurship. Therefore, to construct this review, the following research ques-

tion was written: How can the teaching of entrepreneurship be implemented in undergraduate nursing courses?

Data collection was carried out through research on the following databases: Scientific Electronic Library Online (SCIELO), Virtual Health Library (BVS), obtaining results from the Latin American and Caribbean Literature in Health Sciences (LILACS) and Medical Literature Analysis and Retrieval System Online (Medline) databases. Using the association of Health Sciences Descriptors (DeCS/MeSH): “nursing”, “entrepreneurship”, “nursing education” and “health entrepreneurship”.

First, the three descriptors “nursing”, “entrepreneurship” and “health entrepreneurship” were crossed in each databa-

se, resulting in a total of 19 publications in the SCIELO database and 546 in the VHL database.

Then, the search was carried out with four descriptors “nursing”, “entrepreneurship”, “health entrepreneurship” and “nursing education”, resulting in 03 documents in the SCIELO database and 82 in the VHL database.

Finally, after applying the filters in each database according to the inclusion criteria, 8 articles were obtained in the SCIELO database and 40 in the VHL database, of which 31 documents were from the LILACS database and 09 from the Medline database. Adding up 48 articles according to Table 1, of these 25 were duplicates, leaving a total of 23 articles.

Quadro 1 – Buscas realizadas nas bases de dados, com as respectivas quantidades de publicações com quatro e três descritores após aplicação

Database	“Entrepreneurship” “Health Entrepreneurship” “Nursing”	“Nursing” “Health Entrepreneurship” “Entrepreneurship” “Nursing Education”
SCIELO	7	01
VHL	30	10
TOTAL	48	

Source: Research data, 2024

Após leitura de título e resumo dos 23 artigos selecionados, identificou-se que 15 artigos havia indissociabilidade com o tema, restando um total de 08 artigos para a análise.

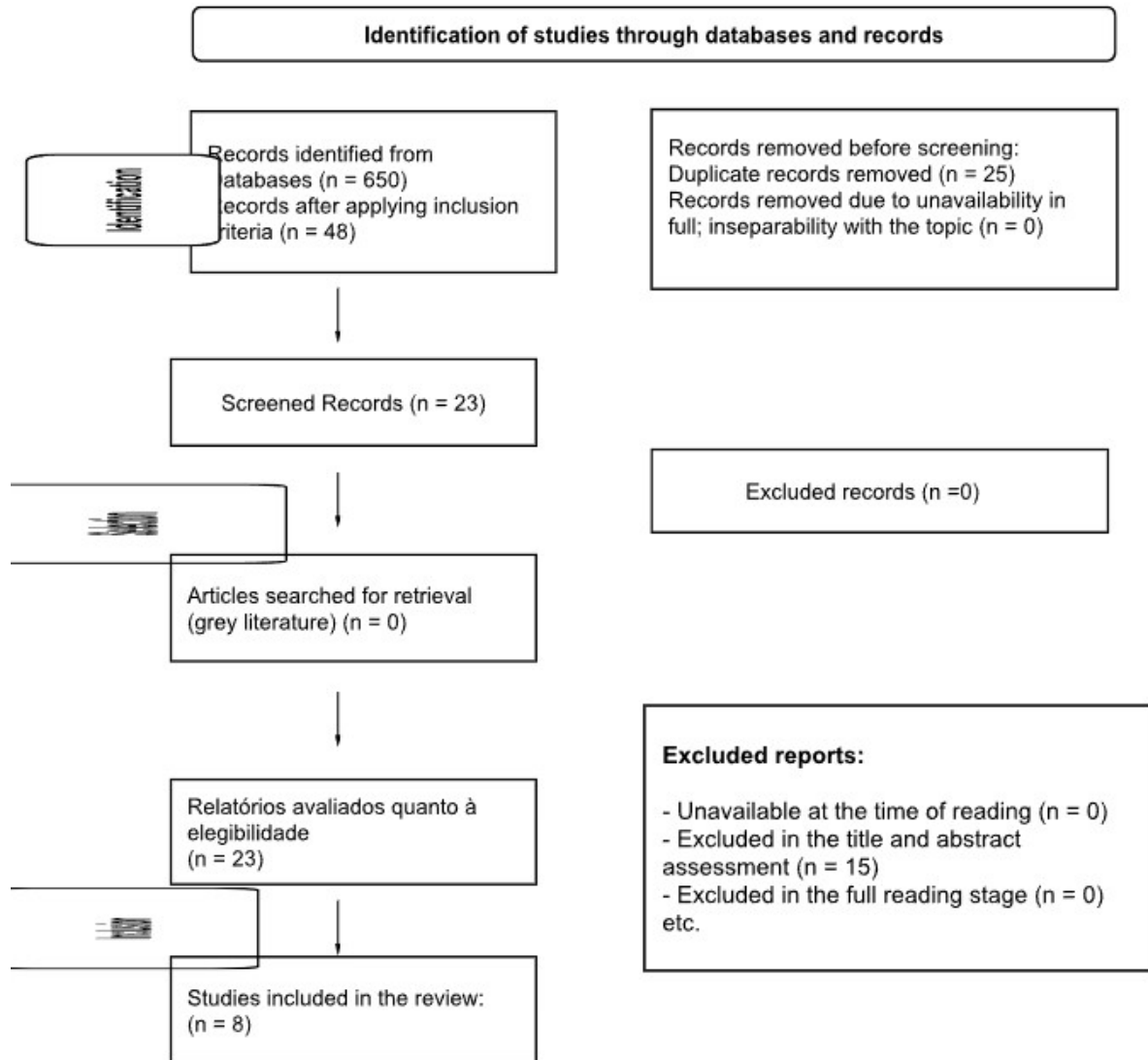
To select the publications included in the research, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) recommendations were adopted. The PRISMA diagram is divided into three stages: identification, eligibility and inclusion, as shown in Figure 1. This type of study is responsible

for synthesizing and selecting articles in a rigorous manner, with critical evaluation, search and synthesis of evidence, identifying, analyzing and synthesizing the results found.⁹

Integrative Review

Rocha MA, Brito CVB, Carvalho AHM, Negrão LM, Moreira VA, Hartuique HCOC, Xavier BLQ, Matias EESM
Teaching Entrepreneurship In Undergraduate Nursing: Integrative Review

Figure 1. Flowchart of the methodological path in the SCIELO and VHL databases.



Source: Research data, 2024

The inclusion criteria for selecting articles were publications published in Portuguese in the last five years (2019-2024), available in full, and articles addressing the topic chosen for this study.

The exclusion criteria were studies of evidence from case studies, experience studies or expert opinions, given that,

based on the classification of evidence levels, these studies are at lower hierarchical levels.⁹ Duplicate articles and those not available in Portuguese were also excluded.

RESULTS

The articles selected for the integrative literature review were characterized according to the authors, year of publication, journals, title of the articles and objectives.

Table 3 - Publications included in this integrative review according to author, year of publication, journals, title and objectives, 2024.

Nº	Autor	Year	Journal	Title	Objectives
01	Colichi et al	2019	Rev Bras Enferm	<i>Business Entrepreneurship and Nursing: Integrative Review (Empreendedorismo de negócios e Enfermagem: revisão integrativa)</i>	<i>Identify the knowledge produced on business entrepreneurship in Nursing</i>
02	Backesl et al	2022	Rev Bras Enferm	<i>Social Entrepreneurship in Nursing Professional Training (Empreendedorismo social na formação profissional de Enfermagem)</i>	<i>To learn about knowledge and practices that encourage social entrepreneurship in the professional training of students</i>
03	Macedo et al	2024	Cogitare Enfermagem	<i>Teaching entrepreneurship in the ethical-political dimensions in undergraduate nursing curricula in northeastern Brazil (Ensino do empreendedorismo nas dimensões Ético-políticas nos currículos de graduação em Enfermagem no nordeste do Brasil)</i>	<i>To analyze the approach to content related to entrepreneurship in the ethical-political dimensions in curricular documents of undergraduate Nursing courses</i>
04	Araújo et al	2022	Rev baiana enfermagem	<i>Entrepreneurship in nursing: What meanings are revealed by undergraduate students and professors? (Empreendedorismo na enfermagem: Quais significados são desvelados por estudantes e professores da graduação?)</i>	<i>To understand the meanings that undergraduate Nursing students and professors attribute to entrepreneurship in the context of Nursing</i>
05	Jofre et al	2021	Acta Paul Enfermagem	<i>Entrepreneurial profile among undergraduate nursing students (Perfil empreendedor entre estudantes de graduação em enfermagem)</i>	<i>To identify the entrepreneurial profile among undergraduate Nursing students</i>
06	Colichi et al	2021	Acta Paul Enfermagem	<i>Entrepreneurship and family support among nursing students in Brazil and Chile. (Empreendedorismo e suporte familiar em estudantes de enfermagem do Brasil e Chile.)</i>	<i>To associate the general entrepreneurial tendency and perceived family support among Nursing students in Brazil and Chile.</i>
07	Colichi et al	2023	Rev Bras Enfermagem	<i>Teaching entrepreneurship in undergraduate nursing programs: evaluation of an educational proposal (Ensino de empreendedorismo na graduação de Enfermagem: avaliação de proposta educacional)</i>	<i>To evaluate a proposal for teaching entrepreneurship in an undergraduate Nursing course that uses active methodologies and activities based on the Theory of Meaningful Learning</i>
08	Soder et al	2022	Rev Bras Enfermagem	<i>Entrepreneurship among undergraduate nursing students at a public university (Empreendedorismo entre estudantes de graduação em enfermagem de uma universidade pública)</i>	<i>To identify the entrepreneurial tendency of undergraduate Nursing students at a public university</i>

Source: Developed by the Authors, 2024.

The selected works were also characterized according to their main results as shown in table 4 below:

Integrative Review

Rocha MA, Brito CVB, Carvalho AHM, Negrão LM, Moreira VA, Hartuique HCOC, Xavier BLQ, Matias EESM
Teaching Entrepreneurship In Undergraduate Nursing: Integrative Review

Table 4 - Publications included in this integrative review according to titles and main results.

N°	Title	Main Results
01	<i>Business Entrepreneurship and Nursing: Integrative Review (Empreendedorismo de negócios e Enfermagem: revisão integrativa)</i>	<i>The categories that emerged from the study are the following: Concepts of entrepreneurship in Nursing, Profile of the entrepreneurial nurse, Business diversity, Business management, Barriers to business entrepreneurship in Nursing, Support for the entrepreneurial nurse and Entrepreneurship in undergraduate Nursing.</i>
02	<i>Social Entrepreneurship in Nursing Professional Training (Empreendedorismo social na formação profissional de Enfermagem)</i>	<i>The data organized and analyzed based on the thematic analysis technique resulted in three thematic categories: Meanings of social entrepreneurship, Entrepreneurial experiences in nursing education, and Recognizing oneself as an entrepreneurial nurse.</i>
03	<i>Teaching entrepreneurship in the ethical-political dimensions in undergraduate nursing curricula in northeastern Brazil (Ensino do empreendedorismo nas dimensões Ético-políticas nos currículos de graduação em Enfermagem no nordeste do Brasil)</i>	<i>Most HEIs offered in-person courses (94.1%) and belonged to private institutions (64.7%). The subjects mainly included theoretical classes (94.1%), highlighting the importance of entrepreneurship in nursing training. The lexicographic and similarity analysis highlighted the strong connection between the words "Entrepreneur" and "Health", highlighting the relevance of these concepts in nursing training.</i>
04	<i>Entrepreneurship in nursing: What meanings are revealed by undergraduate students and professors? (Empreendedorismo na enfermagem: Quais significados são desvelados por estudantes e professores da graduação?)</i>	<i>The category Meanings of entrepreneurship in nursing emerged from the analytical process: perspective of undergraduate students and professors, supported by the following subcategories: listing barriers to connections between entrepreneurship and nursing; relationships between teaching and learning in undergraduate nursing on entrepreneurship; relating nursing to entrepreneurship.</i>
05	<i>Entrepreneurial profile among undergraduate nursing students (Perfil empreendedor entre estudantes de graduação em enfermagem)</i>	<i>The majority of students were aged up to 20 years (38.9%), female (88.1%) and in the first two years of the course (51%). Regarding the entrepreneurial profile, 155 (64.9%) students were classified as higher education students and 84 (35.1%) as upper secondary education students. The "Energy and Commitment" domain obtained the best score (4.49±0.57) and "Ability to Take Moderate Risks" the lowest average (3.71±0.56), but still above the median of the scale.</i>
06	<i>Entrepreneurship and family support among nursing students in Brazil and Chile. (Empreendedorismo e suporte familiar em estudantes de enfermagem do Brasil e Chile.)</i>	<i>Of the 889 participating students, 82% were women, 60% were between 20 and 25 years old, and 55% attended private educational institutions. Low or very low TEG was predominant in both countries (Brazil=83.5%; Chile=78.4%), in addition to low levels of perceived family support. No direct associations were found between TEG and IPSF. In Chile, there was a positive association between the chance of the impulsiveness category that makes up the TEG being medium to high and the family autonomy factor being high.</i>
07	<i>Teaching entrepreneurship in undergraduate nursing programs: evaluation of an educational proposal (Ensino de empreendedorismo na graduação de Enfermagem: avaliação de proposta educacional)</i>	<i>Improvements were observed in almost all items assessed, revealing that meaningful learning became more effective with the use of active teaching methodologies; most students need to adapt and make an effort to use these methods.</i>
08	<i>Entrepreneurship among undergraduate nursing students at a public university (Empreendedorismo entre estudantes de graduação em enfermagem de uma universidade pública)</i>	<i>Among the five entrepreneurial tendencies, students scored equal to or above average in two dimensions: Drive and determination (82.2%) and Need for success (51.1%). Creative tendency was the dimension with the highest percentage of participants below average (68.9%). However, students enrolled in research or extension groups scored equal to or above average in the five entrepreneurial tendencies.</i>

Source: Developed by the Authors, 2024.

The discussion was mainly directed at teaching entrepreneurship in undergraduate nursing courses based on categories to better understand the themes addressed by the articles.

DISCUSSION

Category 1 - The importance of entrepreneurship in nursing

The development of nurses' duties and competencies requires a proactive and autonomous stance in the various contexts

of their work. In addition to technical skills, it is crucial that these professionals have a critical-reflective attitude and prospective leadership, which allows them to innovate and identify the necessary transformations in the health field.¹⁰

In this sense, nursing professionals must be familiar with health policies, regulations and legislation, as this is essential for their professional practice. Those who undertake this area need to be aware of the regulations in force and understand

their impact on both practice and business. This political involvement allows nurses to expand their career opportunities and contribute to access and quality of health services.¹¹

However, entrepreneurship aims to generate social impact through the creation of projects, services and businesses. And in nursing, it provides nurses with the opportunity to develop independent ventures, whether tangible or intangible, allowing them to follow their personal

vision and passion for better health outcomes through innovative and transformative approaches. However, the simple desire to undertake is not enough; in addition to specific technical knowledge, nurses must have leadership skills and experience in different contexts, which motivates them to build their own entrepreneurial path.¹²

Therefore, it is necessary for future nursing professionals to find an environment that stimulates and enhances their initiatives, allowing them to identify new opportunities and feel encouraged to explore entrepreneurial possibilities.¹³

Category 2 - Challenges in teaching entrepreneurship in undergraduate nursing courses

In analyzing document data, it was found that some Higher Education Institutions (HEIs) still use outdated Pedagogical Projects (PPC), Teaching Plans (PPP) and syllabuses, many of which have not been reviewed for more than ten years. Most institutions, especially public ones, do not present information on entrepreneurship and enterprise in health or nursing. Although there is no absolute consensus on the ideal interval for updating these documents, it is recommended that the review occur every three to five years, in order to ensure the quality and relevance of the courses, in line with changes in social, technological and educational demands.¹⁰

In this sense, it is possible to observe the lack of preparation of nurses to perform management functions, which is evidenced in studies, demonstrating a gap in undergraduate education. Thus, it is necessary to equip nurses with appropriate knowledge and skills to meet the changes in the demands of the job market, preparing them to act as future entrepreneurs.³

Although undergraduate studies are considered an essential context for professional training, study participants point out that entrepreneurship is insufficiently addressed and several factors contribute to this situation, including teaching methodologies, the transversality of content in training, and the influence of institutional

culture and teachers, among others.¹⁴

Therefore, with regard to teaching entrepreneurship in nursing, it is observed that it is still limited to traditional models, demonstrating the need for greater attention and development.³

Category 3 - Recommendations for teaching entrepreneurship in undergraduate nursing courses

The PPP, PPC and syllabuses of HEIs include subjects that deal with ethical and political issues that promote critical thinking and develop leadership skills and stimulate entrepreneurship in the health area. However, it is not enough to just have specific technical knowledge; it is essential to foster leadership skills in different contexts during training, with the aim of encouraging creativity and building strategic and articulation potential.¹⁵

Studies highlight that students began to recognize themselves as entrepreneurs after an intense process of interaction in the community, resulting from teaching, research and extension activities.¹⁰

In this sense, a literature review suggests that it is essential to expand students' theoretical knowledge in this area, in addition to promoting an environment that encourages innovation, allowing them to develop entrepreneurial projects and proposals.¹⁶

The flipped classroom model has shown promising results in teaching, contributing to improved learning and promoting practical knowledge, as well as essential skills such as communication, collaboration, critical thinking and problem-solving, which are fundamental in the contemporary business environment.¹⁷

In this study, an educational proposal was developed focused on teaching entrepreneurship, adapting content and activities specifically for nursing students, who often face structural, governmental and cultural barriers when undertaking entrepreneurship. The evaluation revealed that meaningful learning is more effective when using active teaching methodologies; however, many students require adaptations and additional effort to

adapt to these methods. In addition, it is essential that the entire teaching-learning process be accompanied by continuous evaluation, aiming at constant improvement.¹⁸

During their undergraduate nursing studies, students are exposed to subjects that deal with ethics and bioethics, exploring issues specific to the profession and developing decision-making skills. Thus, ethics in entrepreneurship in nursing academic training is deeply connected to the fundamental principles of the profession.¹⁹

Furthermore, it is essential that new studies be carried out to encourage the inclusion of disciplines focused on entrepreneurship in nursing education. In addition, it is necessary to develop technologies that support the teaching of these approaches in undergraduate courses, facilitating the understanding and application of entrepreneurial concepts by students.²⁰

It is recommended to increase the number of hours or include a specific subject on entrepreneurship in the undergraduate course. Supervised internships in private institutions managed by entrepreneurial nurses can also be extremely beneficial.¹⁸

CONCLUSION

During the research, there were some limitations due to the lack of articles that addressed the topic and answered the guiding question of the study. However, it was noted that for the teaching of entrepreneurship to be implemented in nursing in a practical and beneficial way, there is still a need for educational institutions to include disciplines that promote critical thinking and provide skills and competencies relevant to the area. As well as implementing teaching using active methodologies that favor critical-reflective thinking of theory associated with practice.

Furthermore, research on entrepreneurship in nursing contributes considerably to the deepening of this topic, which is so relevant and innovative, especially given the scarcity of literature and studies in the area.

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