

## HISTÓRIA DA ENFERMAGEM BRASILEIRA (1950-2004): O QUE TEM SIDO DISCUTIDO NA LITERATURA?

## BRAZILIAN NURSING HISTORY (1950-2004): WHAT HAS BEEN DISCUSSED IN THE LITERATURE?

## HISTORIA DE LA ENFERMERÍA BRASILEÑA (1950-2004): ¿QUÉ SE HA DISCUTIDO EN LA LITERATURA?

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### RESUMO

**Objetivo:** Analisar as produções científicas acerca da história e do ensino da enfermagem brasileira referentes ao período de 1950-2004. **Método:** Revisão integrativa, em que a amostra final foi constituída por 18 artigos. **Resultados:** 22,2% dos estudos trabalham o progresso da educação em enfermagem no Brasil, ressaltando as contribuições das instituições de ensino e suas especificidades regionais em prol da valorização da identidade profissional e as modificações no ensino da graduação. 50% abordam percurso e fatores do ensino para o reconhecimento da profissão e a realização de pesquisas para a qualificação profissional. 27,8% discutem vida associativa na enfermagem, destacando a Associação Brasileira de Enfermagem (ABEn), sua revista e seus eventos científicos. **Conclusão:** Verificam-se modificações na formação do enfermeiro, tendo em vista a conquista de maior cientificidade no ensino, corroboradas pela ABEn e repercussão dessas modificações na configuração identitária da categoria profissional. **Descritores:** Enfermagem; História da enfermagem; Educação em enfermagem.

### ABSTRACT

**Objective:** To analyze the scientific productions about the history and education of Brazilian nursing, referring to the period of 1950-2004. **Method:** Integrative review, in which the final sample consisted of 18 articles. **Results:** 22.2% of the studies work on the nursing education progress in Brazil, emphasizing the contributions of educational institutions and their regional specificities in favor of the professional identity valorization and changes in undergraduate education. 50% of researches approach course and teaching factors for the profession recognition and the researches accomplishment for the professional qualification. 27,8% discuss associative life in nursing, highlighting the Brazilian Nursing Association (ABEn), its journal and its scientific events. **Conclusion:** There are changes in nurses' education, to achieve greater scientific education, supported by the ABEn and repercussion of these changes in the identity configuration of this professional category. **Descriptors:** Nursing; History of nursing; Education, Nursing.

### RESUMEN

**Objetivo:** Analizar la producción científica sobre la historia y la enseñanza de la enfermería brasileña, para el período 1950-2004. **Método:** una revisión integradora, en la que la muestra final estuvo compuesta por 18 artículos. **Resultados:** El 22,2% de los estudios trabajan el progreso de la educación en enfermería en Brasil, resaltando las contribuciones de las instituciones de enseñanza y sus especificidades regionales en favor de la valorización de la identidad profesional y las modificaciones en la enseñanza de la graduación. 50% abordan el recorrido y los factores de enseñanza para el reconocimiento de la profesión y la realización de investigaciones para la cualificación profesional. El 27,8% discute vida asociativa en la enfermería, destacando la Asociación Brasileña de Enfermería (ABEn), su revista y sus eventos científicos. **Conclusión:** Se verifican modificaciones en la formación del enfermero, con miras a la conquista de mayor cientificidad en la enseñanza, corroboradas por la ABEn y repercusión de estas modificaciones en la configuración de identidad de esta categoría profesional. **Descriptor:** Enfermería; Historia de la enfermería; Educación en enfermería.

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## INTRODUCTION

The Nursing School of the Federal University of Minas Gerais (EEUFMG) was created on July 7, 1933, with the name of the School of Nursing Carlos Chagas (EECC). The name received was a tribute to the renowned sanitary doctor Carlos Chagas, who was present at the inauguration. The EECC was the first nursing school in Brazil for Rio de Janeiro and also the first state nursing school created in the country. It followed the molds of the official school, a current Nursing School Anna Nery (EEAN), winning equalization in 1942, holding a banner of Modern Nursing<sup>(1)</sup>. It was also a school that supported the opening of the Minas Gerais section of the Brazilian Nursing Association (ABEn) and pioneered the provision of *Stricto Sensu* and *Lato Sensu* Postgraduate Programs in the state, which supported the training and qualification of nursing professionals in the country.

A relevance of EEUFMG, to study a history of it, constitutes an important force for the field of knowledge of the History of Brazilian Nursing, since it is essential for the foundation and professional practice. In this conception, it becomes imperative to carefully analyze the past of the profession to assist in the construction of an even more successful trajectory. The importance of articles on the History of Brazilian Nursing is emphasized, and it makes possible an awareness of the professional recognition of the Brazilian nurse as a historical, social and political product<sup>(2)</sup>. In addition, an understanding of the development of Nursing as a science, highlighting the historical advances, has allowed us to unveil a new conception about care, worked on generating plans and interfaces with dimensions such as a culture, a politics and a history, which makes possible the improvement of practice and teaching of care<sup>(3)</sup>.

Between the historical transformations for which a nursing has been passing in its path of constitution as a profession, the recognition of the professional identities stands out. The factors that influence the process of socialization and the construction of professional identities can vary with the historical, social and political moment lived<sup>(3)</sup>. It is relevant to highlight that the recognition and the rise of Nursing that have been conquered in Brazil in recent years are linked to these historical moments.

It was also assumed that teaching is a relevant discussion for the History of Nursing,

since its structuring, in which there is a marked presence of ABEn in the struggles for nursing education regulations/laws, contributed to the advancement of this professional in Brazil<sup>(3-4)</sup>.

Thus, this integrative review was undertaken to subsidize the discussion of the findings of the thesis that works the period 1950-2004 in the historical trajectory of the Nursing School of the Federal University of Minas Gerais (EEUFMG), since there is no bibliographic production referring to this cut. The option for the historical cut in the thesis is related to a cycle of autonomization referring to the production of Nursing knowledge in the EEUFMG and its adequacy to the pillars of a modern university (with a teaching, research and extension offer), which began with its entry into the federal sphere in 1950, due to the annexation to the Faculty of Medicine, as recommended by Federal Law 775/1949<sup>(1)</sup>. 2004 is considered the final mark, since it is the year of implantation of the doctorate in Nursing in the EEUFMG, in line with the IV National Postgraduate Program (1996-2004) of the National Graduate System, instituted by the University Reform in 1968<sup>(4)</sup>.

We rescued, in this study, elements that were directly or indirectly related to events relevant to the construction of Brazilian nursing.

We analyzed the scientific productions about the History of Brazilian Nursing and the teaching of nursing, because it is understood that, when studying the historical trajectory of a nursing institution, it is important to know the reality of the profession and its teaching.

## METHOD

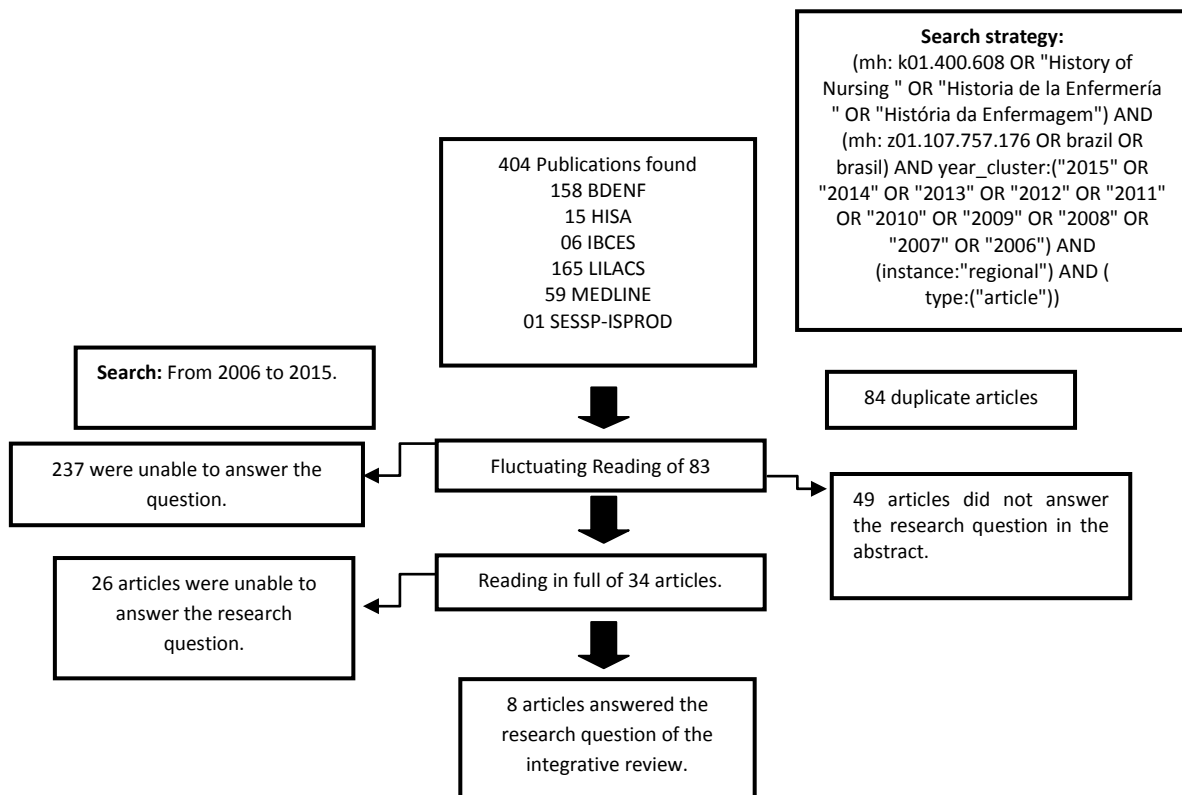
It is a review of the literature for the analysis of scientific productions on the History of Brazilian Nursing and the teaching of nursing in the period 1950-2004. We adopted the method of integrative literature review, which contributes to the systematization process, and a wide analysis of the results aiming at the understanding of a certain theme, based on other studies. To elaborate this review, the following steps were taken: 1) definition of the guiding question: "History of Brazilian Nursing (1950-2004): what has been discussed in the literature?"; 2) objective of the research, with establishment of inclusion criteria and exclusion of the publications for search in the literature; 3) categorization of studies; 4) evaluation of included studies; 5) interpretation of results; and 6) presentation of the findings<sup>(5)</sup>.

The following inclusion criteria were used: publications in Portuguese, English and Spanish, in national and international journals, and indexing in the Virtual Health Library (VHL) portal from 2006 to 2015. Data collection in the VHL was performed from June 2015 to January 2016, the data collection period of the aforementioned thesis. As criteria of exclusion: works that did not contemplate the subject or did not respond to the guiding question, besides theses and letters to the editor. We opted for the exclusion of studies that approached personalities / historical protagonists, since the research would lose its

sense of discussion of the historical process of the profession. Duplicates were excluded with the support of the web endnote tool.

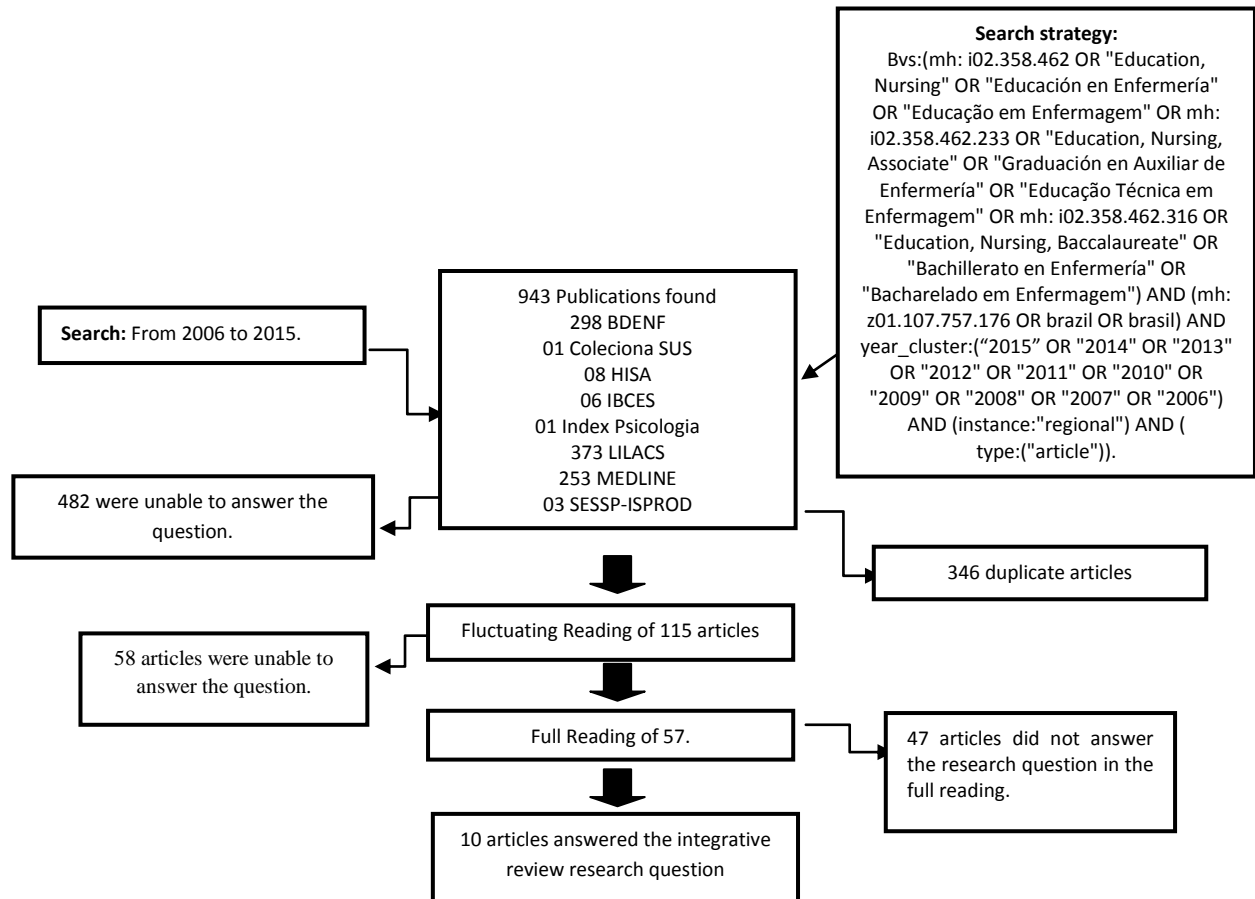
In order to search for the studies, two strategies were established in the VHL portal. In the first one, the following descriptors were cross-referenced: Nursing History; Brazil; Regional. In the second strategy, the descriptors were: Nursing education; Technical education in nursing; Bachelor of Nursing. The strategies and refinements of the studies can be checked in the two flowcharts (Figure 1 and 2) below.

Figure 1 - Flowchart of the strategy selection process 1.



Source: Own authorship.

Figure 2 - Flowchart of the strategy studies selection process 2.



Source: Own authorship.

The integrative review was composed of 18 articles, which were analyzed and synthesized through a synoptic table. This final set of productions was then categorized, according to the theme of interest presented in each study, referring to the History of Brazilian Nursing and the teaching of nursing in the period 1950-2004.

## RESULTS AND DISCUSSION

For the 18 papers' synthesis and analysis, the synoptic table prepared (figure 3) relied on the following informations: study identification, publication year, research design and scientific production evidence level. A summary of the selected papers is presented through figure 4.

Figure 3 - Researches' distribution included on the integrative review.

| Title | Purpose of the study   | Conclusions / Recommendations  |
|-------|--|--|
| A1    | To analyze the creation of Nursing Schools in northeastern Brazil from 1943 to 1975.   | After the university reform, there was an expansion of the nursing schools, which favored the local formation allowing an improvement in health care.  |
| A2    | To recover and preserve the history and memory of Nursing Education in Ceará.  | It becomes necessary to historicize the memory to strengthen the profession.   |
| A3    | To contribute to the reflection around the representations of the professional identity of the Brazilian nursing.  | The inclusion of black male and female students in the nursing course provided a new identity of Brazilian nursing.  |
| A4    | To report the growth trajectory of nursing courses in the Center-West region of Brazil.  | Based on educational and health policies, there was an increase in nursing courses throughout Brazil, and in the central-west the state of Goiás has the highest concentration.                  |
| A5    | To reflect on the challenges to strengthen Nursing as a science of caring.   | In order to strengthen Nursing, it is necessary to produce knowledge that bases care actions, as well as the political struggles in defense of the profession and the universal right to health. |
| A6    | To analyze the socio-political context and the changes of the Law n ° 5.692 / 71 in professional education in nursing.   | The Law of Guidelines and Bases n ° 5.692/71 integrated nursing education into the national education system and this had a direct impact on the training of nursing professionals.              |
| A7    | To analyze the advances and challenges of a decade of curriculum guidelines.   | The National Nursing Curricular Guidelines functioned as structuring axes of the vocational training process.  |
| A8    | To analyze the initial characteristics of the first master's degree course in nursing in Brazil; to discuss the difficulties faced in meeting the new academic requirements.   | Despite the difficulties, in 1975, the School formed the first nine masters in Nursing, contributing to the emergence of a new generation of nursing researchers in the country.                 |
| A9    | To analyze the activities of the research groups in the history of nursing in Brazil and its relation with undergraduate and postgraduate courses in nursing.                  | The expansion of research groups in nursing history contributes to the expansion of the research field.  |
| A10   | To analyze the scientific production of research groups in the history of nursing in Brazil from 1999 to 2009.   | There was a significant evolution of the scientific production in nursing history in Brazil over the years.  |
| A11   | To present a historical rescue of <i>Stricto Sensu</i> Nursing Post-Graduation course in Brazil and to reflect on its evolution, advances, challenges and future perspectives. | Postgraduate studies have contributed to the advancement and consolidation of scientific, technological and innovation knowledge in Nursing and health.  |
| A12   | To contribute for the discussion about the history of the development of nursing practice and teaching in Brazil.  | There has been a growth of post-graduation in Brazil, but there are several challenges that must be overcome, such as the need to create centers of excellence in teaching and research.         |
| A13   | To analyze the training of nursing doctors in Brazil, from the production of theses, disciplines and other strategies, focusing on research offered by the courses.            | Nursing schools contributed to the organization of the scientific field through spaces for the formation and circulation of researchers.   |
| A14   | To analyze news about Nursing Resources and Needs Survey in Brazil, published in the Brazilian Journal of Nursing between 1955 and 1958.                                       | The Revista Brasileira de Enfermagem provided visibility to the Survey, through the transmission of the news, conferring power and prestige to the Brazilian Nursing.                            |
| A15   | To analyze the first initiatives of the Brazilian Nursing Association for the development of nursing research.   | The projects carried out by this entity represented a real space for research and training of research nurses in Brazil.   |
| A16   | To analyze the strategies of ABEn's struggles emanating from the Law of Guidelines and Bases of National Education / 1996.   | Through demonstrations and events, there was the construction of a new reality and the reconfiguration of the higher nursing courses.  |
| A17   | To analyze the importance of the Brazilian Nursing Center for the preservation and dissemination of professional memory.   | The preservation of documents produced by ABEn constitutes a symbolic material asset of Brazilian nursing for the construction and preservation of professional identity.                        |
| A18   | To rescue fragments of the construction process of the Brazilian Nursing Association and the Brazilian Journal of Nursing.   | The contribution of ABEn to the scientific and professional development of Nursing in the country is very significant.   |

Source: Own authorship.

Figure 4 - Researches' summary included on the integrative review

| Title | Purpose of the study   | Conclusions / Recommendations  |
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| A1    | To analyze the creation of Nursing Schools in northeastern Brazil from 1943 to 1975.   | After the university reform, there was an expansion of the nursing schools, which favored the local formation allowing an improvement in health care.  |
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| A8    | To analyze the initial characteristics of the first master's degree course in nursing in Brazil; to discuss the difficulties faced in meeting the new academic requirements.   | Despite the difficulties, in 1975, the School formed the first nine masters in Nursing, contributing to the emergence of a new generation of nursing researchers in the country.                 |
| A9    | To analyze the activities of the research groups in the history of nursing in Brazil and its relation with undergraduate and postgraduate courses in nursing.                  | The expansion of research groups in nursing history contributes to the expansion of the research field.  |
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| A18   | To rescue fragments of the construction process of the Brazilian Nursing Association and the Brazilian Journal of Nursing.   | The contribution of ABEn to the scientific and professional development of Nursing in the country is very significant.   |

Source: Own authorship

The papers were compared and grouped by similarity in content, in the form of three empirical categories for analysis (Figure 5). The first category was called "Historical regionalism: contributions of educational institutions in favor of the valorization of professional identity". The

second category was called: "Nursing Education in Brazil: paths for recognition as a profession and research to advance professional qualification". And the third category was named: "Brazilian Nursing Association: history and contributions to Brazilian nursing".

Figure 5 - Categorization of the sample studies.

| CATEGORIES  | SCIENTIFIC ARTICLES   |
|---|---|
| <b>Historical regionalism: contributions of educational institutions for the promotion of professional identity</b>                     | Nursing schools in the Brazilian Northeast Region (1943-1975)   |
|   | Nursing education in Ceará, 1942-1956: the memory that projects the future  |
|   | The Nursing School of the University of São Paulo and the reconfiguration of the professional identity of the Brazilian nursing     |
|   | Expansion movement of nursing higher education in the center-west region of Brazil: a historical perspective                        |
| <b>Nursing education in Brazil: paths for recognition as a profession and conducting research to advance professional qualification</b> | <b>SCIENTIFIC ARTICLES</b>  |
|   | Transformations that are necessary for the advancement of Nursing as a care science   |
|   | Developments in the Law on Guidelines and Bases of National Education, Law No. 5,692/71, in nursing professional teaching in Brazil |
|   | A decade of National Curricular Guidelines for Undergraduate Nursing: advances and challenges                                       |
|   | Anna Nery Master's degree course 1972-1975: singularities of the training and challenges in the implantation                        |
|   | Research groups in nursing history: the Brazilian reality   |
|   | Recent trends in nursing history in Brazil  |
|   | <i>Stricto Sensu</i> Postgraduation in Nursing in Brazil: advances and perspectives   |
|   | The postgraduate course in Brazilian Nursing has completed forty years: advances, challenges and needs of new enterprises           |
|   | Doctorate in Nursing in Brazil: training in research and production of theses   |
| <b>Brazilian Nursing Association: history and contributions to Brazilian nursing</b>  | <b>SCIENTIFIC ARTICLES</b>  |
|   | News from Nursing Resources and Needs Survey in the Brazilian Journal of Nursing (1955-1958)  |
|   | Pioneerism of the Brazilian Nursing Association in the development of the research: from the journal to the research center         |
|   | Brazilian Nursing Association in the context of the educational reform of 1996  |
|   | ABEn and the preservation of professional memory: implantation of the Memory Center of Brazilian Nursing                            |
| 85 years of ABEn and 80 of REBEn, promoting the scientific and professional development of the Brazilian Nursing                        |   |

In the characterization of the 18 articles that composed this integrative review, it should be noted that only one article was not published in a national journal. From this total, twelve scientific productions (66.6%) come from the Southeast region and six from the Northeast and South regions (33.4%).

The Brazilian Journal of Nursing (REBEn), with nine (50%) and the Anna Nery School Nursing Journal with three publications (25%) were the most important articles published in scientific journals. The other publications - Nursing School Journal of the University of São Paulo (USP), the Latin American Nursing Journal, Nursing Electronic Journal, Nursing Network Journal of the Northeast, a Culture of Nursing and

Humanities Journal and the History, Sciences, Health - Manguinhos Journal - contains one article each (5%).

In relation to the year of publication of the studies, a larger number of scientific articles were observed in the year 2013, with 8 publications (44.5%); followed by the year 2008, with 3 articles (16.7%). The years 2012, 2014 and 2015 presented two publications each (11.1%), followed by the year 2010 with a study (5.5%). The classification of the level of evidence of productions is related to the research design most adopted in historical documentary works: descriptive (non-experimental) studies.

Regarding the context of the History of Brazilian Nursing and the teaching of nursing in

the period 1950-2004, it can be observed that the greatest number of productions is in the category "Nursing Education in Brazil: paths for recognition as a profession and the realization (50%), followed by the categories "Brazilian Nursing Association: history and contributions to Brazilian nursing" (27.8%) and "Historical regionalism: contributions of educational institutions for the promotion of professional identity" (22.2%). The categories will be presented below with their respective analysis and discussion:

### **Historical regionalism: contributions of educational institutions in favor of the valorization of professional identity**

This category includes four publications<sup>(6-9)</sup> that address the institutional contributions for the valorization of the professional identity of the nurse. The authors focused their studies on focal points of the regional history of Brazilian nursing, such as institutional initiatives related to social practices for the rescue of the history of the profession<sup>(8)</sup>. Among the articles analyzed, two manuscripts<sup>(6-7)</sup> address the contributions and advances of educational institutions in the Brazilian northeast. In this region, in terms of initiatives to create professional nursing, it should be noted that the pioneers of nursing faced numerous difficulties, resulting from a lack of understanding of the need for scientific values in the development of the profession. However, despite the challenges faced, nursing schools spread throughout the Northeast and other regions of the country, such as the Midwest region<sup>(9)</sup>.

Regarding nursing schools, a study<sup>(8)</sup> discusses the main moments of the History of Brazilian Nursing, considering the need for interpretations related to regional aspects and the specificity regarding the general transformations in the infrastructure of society, which corroborates the discussion on the existence of "historical regionalisms" and the brand of the strength of educational institutions in the valorization of professional identity in these regions. This is also shown in the research that portrays the early years of the EEUFMG, in which the graduates from this institution opened nursing careers in Minas Gerais and other states<sup>(1)</sup>.

Still on the institutionalization and the expansion of nursing in the Northeast region, it has been that this occurred in a slow way, compared to the advances and the distribution of

nursing schools in other regions of the country. In fact, an inequitable distributive arrangement of nursing education institutions in the country is still perceptible. This unbalanced distribution and accentuated concentration of schools in the southeast region is justified by the greater socioeconomic possibilities, as well as by their greater demographic representation<sup>(7-9)</sup>.

The study by Costa et al.<sup>(10)</sup> points out specific factors that also justify this unequal distribution in Brazil. It is worth highlighting the growth of the scientific production of the history of the nursing schools, a theme studied in the Southeast and South regions, concentrating mainly on the Anna Nery Nursing School (EEAN), Federal University of Rio de Janeiro<sup>(4)</sup>. This is easily understandable when the EEAN is recognized as a diffusive center of the history of nursing schools, being considered, in the History of Brazilian Nursing, the national standard school<sup>(4,11-12)</sup>.

Regarding the institutionalization of nursing teaching, there is a manuscript<sup>(8)</sup> that emphasized its importance for the recognition of nursing professionals. In agreement with this study, Teixeira et al.<sup>(13)</sup> addressed the importance of schools as creators of skills and abilities in nursing, explaining the responsibility of higher education institutions towards the training and permanent development of nurses. These institutions act as potentiators of education and health actions, as well as promoting the development of skills to build a quality work environment, through the establishment of links and dialogic processes between the nurse and the other members of the team. In addition, the studies are emphatic and unanimous in pointing out that the development of nursing teaching institutions in Brazil had the direct influence of the Brazilian Nursing Association (ABEn), which provided, through extensive movements, changes in the curricula of the courses nursing work to the social reality of Brazil<sup>(14-17)</sup>.

Nursing education in Brazil, since its inception, has been undergoing several transformations, in order to meet the requirements of the nurse professional training to attend the health system. The objective is training professionals with a profile adequate to the health needs of the Brazilian population, highlighting the importance of health education in the production of innovative strategies and knowledge useful to society. In this sense, the EECC/EEUFMG, since its foundation, has



historically confirmed the trend of training professionals focused on the needs of the health market regulated by the State<sup>(1)</sup>. Despite the advances in nursing education, some institutions still persist in conservative models for the training of health professionals, concentrating teaching on curative measures, with a focus on disease<sup>(10)</sup>.

When analyzing the performance of these professionals who base their action on a curative model, it is observed that the actions are insufficient to meet the requirements of the health model and the complexity of the healthy or sick human being. Therefore, it is necessary to emphasize the need for educational institutions to review their pedagogical options in the light of the new paradigm of qualification of the health professional, based on the health care model recommended by the Unified Health System (SUS), and centered on science, technology and innovation in nursing<sup>(10,13)</sup>. It is worth noting that the country's development directly influences the demand for new professional profiles, which implies changes in the nature and the work process, besides indicating the need for greater educational strengthening of nurses in the scope, not only of the technical-scientific knowledge, but also ethical, social, political and cultural, as requirements and attributes of professional qualification<sup>(13)</sup>.

In view of the duty to meet the real needs of the population, both in the individual and in the collective context, the National Curricular Guidelines (DCN) of the Undergraduate Nursing Course, approved by the National Council of Education (CNE), through Resolution CNE / CES 3/2001, directed reflection on the need for curricular restructuring, providing for the training of qualified nurses to work in care, management, teaching, research and extension<sup>(18-19)</sup>.

It is worth noting that, through the historical recovery of the changes in undergraduate education, with emphasis on curricular changes in nursing teaching, one can observe the intention of the nursing training's adequacy to the labor market and the need to attend to the individual in its entirety, with a focus on prevention, promotion and rehabilitation of health<sup>(20)</sup>.

### **Nursing education in Brazil: paths for recognition as a profession and conducting research to advance professional qualification**

This category contemplates nine scientific productions<sup>(11-12,18-24)</sup> that portray how nursing

education has been elaborated and reworked over the years in Brazil, as well as the implementations of curricular changes in the nursing undergraduate course.

The importance of delineating the path of nursing to achieve professional recognition is emphasized. To this end, we highlight the initiative of the provision of nursing education in the state of Rio de Janeiro with the School of Nursing of the National Department of Public Health (DNSP), now known as the Anna Nery Nursing School (EEAN), according to European and American models, with the initial purpose of ensuring urban sanitation in order to reduce epidemics<sup>(12)</sup>. The EECC / EEUFMG, created 10 years after the EEAN, already had clearer purposes for the training of nurses; the main one is to support the high public health demands of the state of Minas Gerais and the country<sup>(1)</sup>. The struggles aimed at the formation of a scientific community and the conquest by space, at first, occurred outside the institutions, in faculties abroad, supported by advanced research centers<sup>(4,12)</sup>. It should be pointed out that, in the first decades of development of Brazilian nursing, ABEn acted as a mediator in communication for the development of the profession, as well as producing journals, seminars and events that portrayed Brazilian nursing, addressing the importance of development of political and technical competence in the profession<sup>(25)</sup>.

Nursing education in Brazil went through several phases in its course. The importance of the National Education Guidelines and Bases Law (LDB), which has provided innovations and changes in education and teaching, with the adoption of specific curricular guidelines for each course of the health area, through philosophical and conceptual bases, political and methodological, in order to train professionals who are critical and reflective, with their eyes on the demands of the labor market<sup>(19-20)</sup>. Thus, the training of the nurse practitioner began to be worked with a focus on care assistance, not only curativist. This allowed the training to become more flexible, less rigorous, but based on scientific knowledge and based on ethical standards aimed at developing autonomy, creativity and communication skills, to identify problems and to find compelling alternatives to overcome them<sup>(21, 24)</sup>.

The milestones in history reflect perceptible advances with the presence of pioneer nurses who actively participated in the

consolidation of nursing as a profession in Brazil and contributed to the reconfiguration of the profession's identity and the construction of nursing education in Brazil<sup>(2,12,14)</sup>.

Nursing postgraduate education emerged to attend professional qualification, through specialization courses, begun in the Southeast region, with the master's degree in 1972, by the EEAN, and by the doctorate, in 1981, at the University of São Paulo, significantly increasing the numbers of theses and lines of research. This was fundamental for the formation of new researchers and expansion of scientific knowledge in nursing<sup>(16,22-24)</sup>. There is an appreciable growth in the postgraduate level of Brazilian nursing, including in the less developed regions of the country, providing a more qualified training of nurses. This is considered an important strategy for the strengthening of nursing as a science and a profession<sup>(23-24)</sup>.

In the search for the advancement of professional qualification and the formation and consolidation of a Brazilian nursing scientific community, the surveys incorporate care practice as an object of study in a perspective of evidence for care. In this sense, evidence-based practice can be defined as an approach that enables the quality of health care.

This approach allows the definition of a problem, the search for evidence available in research and its implementation in practice, contributing to the increase of clinical competence in the decision-making process of the professional, regarding health care<sup>(4,19)</sup>. In accordance with this assumption, health education, which is fundamental to enable and promote relevant changes in the field of research, stands out<sup>(13,18-19)</sup>.

It should be noted that the nursing research groups represent an important ally in the qualification of nurses, making possible the practice of the profession with scientific rigor. They also contribute to future nurses developing skills and abilities, making them appropriate for critical reflection. The groups are important instruments for the collective work in favor of the growth of scientificity in nursing and the centralization of activities in the improvement of nursing knowledge. In addition, they involve technical and administrative activities, favoring the elaboration of education plans for the qualification of professionals<sup>(4,11,22)</sup>.

Nursing research has been consolidating in the professional activity of nurses, with the

emergence of new research groups, in addition to the academic scope, including the assisting loci, increasing and qualifying the professional formation, directly reflecting the quality of care and favoring the efficiency of nursing actions<sup>(4,11)</sup>.

It is important to emphasize the importance of strengthening new lines of research, which may contribute to the increase in the number of scientific productions. This is essential for the development of evidence-based practice, which allows students and nurses to be qualified and interpreted and integrated in the research carried out with patient care cases. Evidence-based practice allows the development of more effective actions, interpreting data to support its practice according to the best possible evidence, providing the quality of care provided by nurses<sup>(4,19)</sup>.

It should be noted that, among the scientific productions analyzed in the final set of this study, there is an article<sup>(23)</sup> that refers to the qualification of nurses in Brazil, pointing out that the distribution of Brazilian post-graduation has a notably higher concentration in the Southeast region. This was in fact expected, given that the first masters and doctoral courses were created in the Southeast region and that advances in education were first given in this region, supported by representative entities such as ABEn<sup>(14)</sup>.

It is observed that, despite a smaller growth, when compared to the Southeast, the Brazilian Northeast presents good prospects in relation to postgraduate courses in nursing, which has allowed a growth of scientific production in the region. In relation to this issue, the states of Ceará and Paraíba are the main highlights in the articles analyzed<sup>(22-24)</sup>.

In this category, there is also an article<sup>(19)</sup> that discusses the importance of the teaching nurse in the qualification of the professional nurse. The evolution of the History of Brazilian Nursing presents a trajectory outlined by achievements, in which the nurse has always been involved in the care process, in order to meet the demands of the population<sup>(1,13)</sup>.

The training of the teaching staff in nursing has been consolidated based on the domain of scientific knowledge and investigative action in the process of teaching and learning. The nurse professor has been seeking, over time, to be involved in processes of (re) creating learning situations through the research of knowledge, in a collective way, with the purpose of validating

students' learning through interactive processes, contributing to the breakdown of teaching centered on "know-how", which helps to train more critical and reflective professionals<sup>(13,19)</sup>.

### **Brazilian Nursing Association: history and contributions to the Brazilian nursing**

This category was composed of five articles<sup>(14-17,25)</sup> with content related to the history of ABEn, the relationship established between the entity and the graduation nursing courses in the training of nurses in Brazil and the contributions of the Brazilian Journal of Nursing and their scientific events.

It is worth remembering that ABEn was founded in 1926, based on the need perceived by the pioneering group of nurses graduated by the Anna Nery Nursing School to develop a nongovernmental body that defended their interests and represented national and international issues education, health, politics and work<sup>(14,16)</sup>.

When founded in 1926, ABEn received the name of National Association of Diplomatic Nurses (ANED). Subsequently, two reformulations were made in the names, becoming known in 1928, as National Association of Brazilian Diplomat Nurses (ANEDB) and Brazilian Association of Graduated Nurses (ABED) in 1944. Finally, in 1954, it was called the Brazilian Nursing Association (ABEn), which remains to this day.

The creation of ABEn has triggered a significant increase in the number of schools and nurses, expanding to other states as a way to coordinate spaces of professional definitions and to discuss political and educational aspects<sup>(14,25)</sup>. Since the directors of educational institutions were members of ABEn, EECC / EEUFMG supported the opening of the regional section ABEn Minas Gerais, hosting many discussions about the teaching and qualification of nursing professionals in the state of Minas Gerais<sup>(1)</sup>.

In order to achieve full recognition of professional identity, ABEn used some artifice aimed at improving nursing education and qualification of professional practice. It is worth mentioning the holding of congresses, addressing issues such as public health, preparation of nurses and auxiliaries.

ABEn's national congresses became a forum for debates, definitions and resolutions for the category. It should be noted that, from these events, the request for the creation of the Federal Nursing Council (COFEN) and the code of

ethics that determined the elaboration of a code of nursing ethics emerged<sup>(14-16)</sup>.

### **FINAL THOUGHTS**

This study allowed the construction of a synthesis of the historical knowledge of Nursing in Brazil, referring to the period of 1950-2004. It is inferred that the evolution of Brazilian nursing was influenced by the demands of society, as well as advancement in the care line, from a limited assistance to the biomedical model to an assistance that has been seeking to incorporate into its practice the best scientific evidence for care.

The knowledge of the historical milestones of the profession and its teaching allowed the progressive idea of the appropriation of the nurse's identity and the professional valorization, subsidized by the changes that occurred in the profession. Emphasis is placed on the organization of the category, through ABEn, in defense of professional training, and its dedication to issues that encompass nursing education, as well as changes in conceptions regarding the health-disease process.

The limitations of this study are the low production of Nursing History of EEUFMG, Mineira Nursing and the History of Brazilian Nursing itself. This limitation, however, opens a range of opportunities for professionals interested in the field of knowledge and research in Nursing History.

It is believed that this research can help nursing, and especially nurses, in the knowledge of their historical trajectory marked by struggles, challenges and advances, propitiating the (re) knowledge of a professional identity and appreciation, in addition to triggering a conscience critical in defense of the growth of the profession.

It is hoped, as the Brazilian nurse learns of the steps taken in his historical trajectory, that he perceives, in the absence of linearity of history, a great opportunity to systematize what is desired for the present and what is envisioned for your future.

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