

# CUIDADO É FUNDAMENTAL

Escola de Enfermagem Alfredo Pinto – UNIRIO

RESEARCH

DOI: 10.9789/2175-5361.rpcfo.v14.10959

## CREATION AND CONSOLIDATION OF AN UNDERGRADUATE COURSE IN NURSING – A HISTORIC RESCUE (1969-1975)

*Criação e consolidação de um curso de graduação em enfermagem – um resgate histórico (1969-1975)*

*Creación y consolidación de un curso de graduación en enfermería – un rescate histórico (1969-1975)*

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### ABSTRACT

**Objective:** to learn how occurred the processes of creation and consolidation of the Nursing Course in a university from southern Brazil, in the 1969 to 1975 period. **Method:** socio-historical research with a qualitative approach, with thematic oral history involving twelve participants. Thematic content analysis and Foucault's referential were used. Two categories emerged: the movement for the Nursing Course creation at UFSC: historical background and; from the implementation to the recognition of the Undergraduate Nursing Course at UFSC: overcoming challenges. **Results:** they point out the challenges faced by nurses in the process of creating and consolidating the Nursing Course. They guarantee achievements, in virtue of their knowledge. The participation of nurses was essential, given the relevance of the political strategies implemented to overcome the challenges. **Conclusion:** the creation and consolidation of this course brought significant changes in health services, in nursing care for the population and in encouragement and support for the creation of new courses in the state.

**DESCRIPTORS:** Nursing; History of nursing; Education, nursing; Education; Universities.

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Received: 03/15/2021; Accepted: 09/24/2021; Published online: 03/10/2022

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**How cited:** Carvalho JB, Padilha MI. Creation and consolidation of an undergraduate course in nursing – a historic rescue (1969-1975). *R Pesq Cuid Fundam* [Internet]. 2022 [cited year month day];14:e10959. Available from: <https://doi.org/10.9789/2175-5361.rpcfo.v14.10959>



## RESUMO

**Objetivo:** conhecer como se deu o processo de criação e consolidação do Curso de Enfermagem em uma Universidade do Sul do Brasil, no período de 1969 a 1975. **Método:** pesquisa sócio-histórica de abordagem qualitativa, com história oral temática envolvendo doze participantes. Utilizou-se da análise de conteúdo temática e referencial foucaultiano. Emergiram duas categorias: o movimento para a criação do Curso de Enfermagem: antecedentes históricos e, da Implantação ao Reconhecimento do Curso de Graduação em Enfermagem: enfrentando desafios. **Resultados:** apontam os desafios enfrentados pelas enfermeiras no processo de criação e consolidação do Curso de Enfermagem. Garantiram conquistas, em virtude de seus saberes. A participação das enfermeiras foi essencial, dada a relevância das estratégias políticas efetivadas para transpor os desafios. **Conclusão:** a criação e a consolidação deste curso trouxeram significativas transformações nos serviços de saúde, na assistência de enfermagem à população e incentivo e apoio a criação de novos cursos no Estado.

**DESCRITORES:** Enfermagem; História da enfermagem; Educação em enfermagem; Educação; Universidades.

## RESUMEN

**Objetivo:** conocer el proceso de creación y consolidación del Curso de Enfermería en una universidad del sur de Brasil, de 1969 a 1975. **Método:** investigación cualitativa con enfoque sociohistórico, con historia oral temática que involucró a doce participantes. Se utilizó análisis de contenido temático y referencial foucaultiano. Surgieron dos categorías: el movimiento por la creación del Curso de Enfermería: antecedentes históricos y, de la Implementación al Reconocimiento del Curso de Licenciatura en Enfermería: afrontando desafíos. **Resultados:** señalan los desafíos que enfrenta el enfermero en el proceso de creación y consolidación del Curso de Enfermería. Garantizaron logros, en virtud de sus conocimientos. La participación de las enfermeras fue fundamental, dada la relevancia de las estrategias políticas implementadas para superar los desafíos. **Conclusión:** la creación y consolidación de este curso supuso cambios significativos en los servicios de salud, en la atención de enfermería a la población e incentivo y apoyo para la creación de nuevos cursos en el Estado.

**DESCRIPTORES:** Enfermería; Historia de la enfermería; Educación en enfermería; Educación; Universidades.

## INTRODUCTION

In Brazil, the professionalization and teaching of Nursing began with the decree N. 791/1890, of September 27, 1890, signed by Marechal Deodoro da Fonseca<sup>1</sup>, who created the first Brazilian School of Nursing, called the Professional School of Nurses at the National Hospice for the Insane (EPEE), currently Alfredo Pinto School of Nursing from the Federal University of the State of Rio de Janeiro (UNIRIO). This School was directed by the doctors of this hospital who formed the faculty of the course. The EPEE curriculum followed the French schools' molds, which conceived the nurse as subordinate to medical power. The school was created to fill the deficit of qualified professionals to care for the sick, especially after the departure of Saint Vincent de Paul's Sisters of Charity from that institution.<sup>2</sup>

Soon after the creation of the EPEE, other Nursing Schools were created, such as: the School of Nurses of the Samaritan Hospital, in São Paulo (1894); the School of Nurses from the Maternity of São Paulo (1908); the School of Nurses from Botafogo's Polyclinic, in Rio de Janeiro (1917); the Practical School of Nurses of the Brazilian Red Cross, in São Paulo (1912) and in Rio de Janeiro (1914).<sup>3-5</sup> These schools were created with the objective of meeting the emergency needs of each historical moment, without, however, meeting the standards of Modern Nursing. They followed a European curriculum model, in which the classes were taught by doctors and the direction of schools was also under the responsibility of these professionals.<sup>2,6</sup>

Until 1921, nursing schools in Brazil only trained "health assistants" without the proper conception of Nursing as a science.

With the arrival of North American nurses, in 1921, initially for the training of visiting nurses, nursing schools and the profession itself started to be considered an autonomous science and have a university education. Therefore, it is considered that the introduction of Modern Nursing in Brazil took place only in 1922, with the Foundation of the School of Nurses of the National Department of Public Health (DNSP) in Rio de Janeiro, the first nursing school in Brazil with a teaching and administrative staff composed of nurses and other health professionals for the basic disciplines.<sup>2-3,6</sup> The activities at the DNSP School of Nurses began in 1923, and in 1926 it became known as the Dona Ana Neri School of Nurses. In 1931, through Decree N. 20,109/1931, of June 15, 1931, from the Presidency of the Republic,<sup>7</sup> Ana Neri School of Nursing was considered the official standard for the entire country. This school adopted the Nightingale teaching system, requiring strict discipline, moral qualities from the students and aimed at training professionals committed to organizing the Public Health Nursing Service.<sup>4-5</sup>

Also in the 1930s, in Getúlio Vargas' government, was created the Education and Public Health Ministry, with the objective of creating an educational state policy, and organizing actions aimed at health care and education in the country. Between 1930 and 1945, ten Nursing Schools were created, and during this period there were many reflections and discussions in Nursing, in the search for identity and professional strengthening, especially led by the Association of Brazilian Graduate Nurses, which later, in 1954, would be the Brazilian Nursing Association (ABEn).<sup>8</sup> However, the consolidation of nursing education came with the Law N. 775/1949, of August 6, 1949<sup>9</sup>, which promoted the reformulation

of the curriculum with a focus on professional subjects, physical and biological sciences, which defined that in each University Center or headquarters of the Faculty of Medicine there should be a nursing school.<sup>10</sup> In the 1940s and 1950s, due to the consolidation of the industrialization and the emergence of large hospitals, there was a growth in the number of nursing schools in the country.<sup>8</sup>

In the context of Santa Catarina (SC), more specifically in Florianópolis, the beginning of the professional trajectory of Nursing takes place from the 1940s onwards, with the arrival of nurses who graduated from other states to work both in hospitals and in public health services. These nurses did a lot for the health of the State, including the training of nursing professionals, the organization of nursing services in institutions, the creation of the first School of Nursing Assistants, Mother Benvenutta, in 1959, by Sister Cacilda (Ottile Hammes), being known as the first mid-level school of nursing in the state.<sup>11-12</sup>

Stimulated by the advances that occurred with Nursing in the national scenario, these nurses realized the need to create an entity that would meet the needs of Nursing in the State. After struggles and claims in favor of improvements in the training of nurses in the face of the political power, on March 13, 1962, ABEn-SC was created, with Sister Cacilda heading the group as president.<sup>12-13</sup>

With the creation of ABEn-SC, the associated nurses, in addition to being able to classify Nursing in the technical-scientific category and guaranteeing a higher salary than other nursing categories, were responsible for the creation and implementation of the Undergraduate Nursing Course in the Federal University of Santa Catarina (UFSC). This course was created in 1969, through Resolution N. 02/1969 of January 24, 1969, signed by the Rector, Professor João David Ferreira Lima.<sup>14</sup> Professor Eloíta Pereira Neves – President of ABEn-SC at the time, together with the other associated nurses, prepared a memorial justifying the need to create this course.<sup>15-16</sup>

The National ABEn promoted the creation of the Federal Nursing Council in 1973 and later the Regional Councils. In Santa Catarina, the movement to establish Coren-SC had its barn in ABEn-SC, led by the leaders of the profession who circulated between the Association and the UFSC.<sup>17</sup>

Considering the above, this study aims to understand how the processes of creation and consolidation of the Nursing Course from a University in Southern Brazil occurred, in the 1969 to 1975 period.

Are justified as markers of historical time, the initial period of 1969, with the creation of the Undergraduate Nursing Course at UFSC, ending in 1975, the year in which this course was recognized by the Ministry of Education.

## METHOD

Socio-historical research, with a qualitative approach, which used Oral History (OH) as a method and a technique. "Oral History has been used by Nursing in valuing oral narratives and recovering the memories of nursing professionals who built the

profession".<sup>18,3</sup> Data collection took place from December 2016 to March 2017, through interviews applied with 12 professors from UFSC. The participants were characterized as three nursing professors who were graduated from UFSC, eight nurses and one physician who were also professors with degrees in other institutions. These were selected because they met the following inclusion criteria: having participated in the process of creating and consolidating the Course, having a good memory, availability and interest in participating in the research.

All interviews were previously scheduled, according to the availability of each participant and had an average of 60 minutes. After clarification and acceptance by the interviewees, they were asked to sign the Informed Consent Form. These interviews were recorded on a digital recorder, transcribed, trans-created and later validated by the respective interviewees. The Assignment Term of the interviews were signed, as well as the authorization to use the names of the study participants, as this is a historical research about a single educational institution. The study followed the guidelines of Res. N. 466/12, of the National Health Council, evaluated and approved by the Ethics Committee for Research with Human Beings (CEPSH) of UFSC, Opinion N. 1.745.809 and CAAE 592553168.0000.0121.

With regard to the data analysis process, the Thematic Content Analysis was chosen,<sup>19</sup> having Michel Foucault as a theoretical reference, with the objective of establishing a dialogue with the contemporary philosophical and historical bases when thinking about the events of the past in the perspective of illuminating the present.<sup>20</sup> At this stage, the reports obtained were grouped into categories, in order to gather possible themes. We also tried to identify the text comprehension cores, through pre-established categories. At the end of the analysis, two categories were reached: the movement for the Nursing Course creation at UFSC: historical background and; from the implementation to the recognition of the Undergraduate Nursing Course at UFSC: overcoming challenges.

## RESULTS

The results of this study are presented below through two categories that make it possible to understand the perception of the professionals interviewed regarding the creation and consolidation of the Nursing Course at UFSC.

### **The movement for the Nursing Course creation at UFSC: historical background**

This category brings the context of Nursing in Florianópolis in the 1960s and the first ideas and discussions for the creation of the Undergraduate Nursing Course at UFSC. It points out the nurses' strategies and struggles in search of nursing professionalization in SC, the support received from ABEn-SC and some professionals of the Medicine Course at UFSC. In the early 1960s, the number of Nurses was still quite small, as shown in the narratives below,

*In 1960, there were a couple of nurses at the Charity Hospital and at Carmela Dutra. And in the state, there were nurses who worked in Criciúma, in Joinville! There was a nurse at the IAPC, which later became the National Institute of Social Security (INSS) and two or three at the Health Department. In Criciúma there was a group of three or four nurses and in Blumenau too. The care provided to patients in hospitals was provided by Nursing Assistants. The vast majority were attendants or servants, who performed the work of a nurse. (Nurse Professor Lydia Ignez Rossi Bub).*

*The number of nursing professionals was minimal, with religious nurses predominating. In 1962, when the ABEn-SC was created, they managed to list 11 nurses in the state, four of whom were lay, the others were all religious and two Nursing Assistant Courses were already functioning, one in Florianópolis and one in Blumenau. (Nurse Professor Nelcy Coutinho Mendes).*

The creation of ABEn-SC was essential to promote discussions about Nursing in the State, to ensure the payment of a fair salary to nurses, but in addition, it contributed to the dissemination of this profession, which was gradually beginning to be recognized.

*Sister Cacilda, president of ABEn-SC had a futuristic vision, because she created the conditions for the Nurse to earn a decent salary. Sister Cacilda, together with the Health Secretary, who was Fernando Oliveira, had already confirmed that she was at the same level as a doctor. This made it possible to hire nurses. (Nurse Professor Eloíta Pereira Neves).*

The nursing work performed by the nurses began to be perceived, valued and recognized, so much that the nurses Sister Cacilda and Úrsula Engel were invited to join the initial implementation team of the Edith Gama Ramos Children's Hospital. From January 1964 onwards, five newly graduated nurses from schools in Rio Grande do Sul arrived at the children's hospital to begin the work of implementing and organizing the Nursing Service in this hospital. Over time, society began to notice the improvement in the quality of care with the presence of nurses. The idea of creating the Nursing Higher Course came in 1965.

*There came a day when people started talking about a Nursing Course to build a profession that here had no degree and that way, we wouldn't be able to continue working because in the interior of the state there wasn't any. And then we were providing the first steps to take the Nursing Course within the Faculty of Medicine. (Doctor Professor Nelson Grisard).*

*While I was taking the Education Course, I was articulating to have the Nursing Course, but I would go to Porto Alegre. It was at this moment that Nelson Grisard, who also worked at the Children's Hospital, comes in, locks me up in the director's office and says: "You're not going to Porto Alegre. Let's build a Nursing School here". All the doctors, including him, made a move and decided to help us. "Let's build what*

*you need". The Medical Association faced this challenge with us. (Nurse Professor Eloíta Pereira Neves).*

Enthusiastic about the possibility of seeing the dream of creating the Nursing Course in Florianópolis, the nurses led by Maria Marlene Bernardes Medeiros, ABEn-SC president, management (1964-1966) and by Eloíta Pereira Neves, ABEn-SC secretary, committed to preparing a document presenting the situation of Nursing in Florianópolis and the need to train new professionals for the qualification of this area. They invited the nurses Dr. Glete de Alcântara, president of the National ABEn, and Dr. Zaira Bittencourt, a retired professor at the University of São Paulo (USP), to attend together an audience with the Rector of UFSC.

*The first jobs were to do a needs assessment, and work with the University Rectory so that it could open a School. At that time, Maria Marlene was the President of ABEn and Eloíta the secretary and through the doctors: Nelson Grisard and Gabriel Faraco, from the Children's Hospital, made contacts with the Rectory that showed interest in the school. So how to open a School? We were looking for nurses from São Paulo for guidance. Nurse Doctor Glete de Alcântara, who was from Ribeirão Preto, and then Zaira Bittencourt, from São Paulo, came. (Nurse professor Lydia Ignez Rossi Bub).*

In 1966, professor Eloíta Pereira Neves, already president of ABEn-SC, management (1966-1968), decided to send another document to the Rector of UFSC, since the previous one was unsuccessful, exposing once again the justifications that demonstrated the need to create a Nursing Course. This time the result was favorable, so much that it culminated in the constitution of a special commission to study the feasibility of implementing the Course.

*The leader of the movement for the creation of the course, the professor who moved the most during all the time was Prof. Eloíta Pereira Neves. She mobilized forces from the local nursing itself and from other segments of society in an attempt to create the course. Nothing fairer than her being the director. (Nurse Professor Wilson Kraemer de Paula).*

In 1967, Professor Eloíta was hired as a full-time professor and began working as Director of the Nursing Course. Upon assuming the direction of the Course, Professor Eloíta makes a plan for visits to the main Nursing Schools in the country, and some in Latin America.

*What do you need to be a principal, said Professor Roberto Lacerda? I said that I needed, at the very least, to visit the best nursing schools in the country. I want to know the curriculum of the University of Rio Grande do Sul, of the Ana Néri School, of USP, of the Federal University of Bahia. The rector replied: Aloísio prepares everything, we have to hire her, immediately. The rector said: Professor Eloíta, who is going to implement the nursing course and gave me*



*a credential so that I can be received in all these schools as an authority. People opened up the programs at each school and gave me copies of all of them. From all this material, we selected the best content and made the programs.* (Nurse Professor Eloíta Pereira Neves).

During this period of approximately one year, 1967 and 1968, professor Eloíta and secretary Tânia Maria Gomes do Amaral, with the help of other professionals, managed to organize the Course and finalize the process for its creation and functioning. The process, after being approved by the Distinguished University Council of UFSC, was forwarded and approved by the Federal Council of Education, and on January 24, 1969, through Res. N. 02/69, of the rector and professor João David Ferreira Lima, the course was created, attached to the Faculty of Medicine.

The issue of the subordination of the Nursing Course to the Faculty of Medicine remained only on paper and for only one class, the Nursing class that graduated in 1971, as it was the necessary requirement, so that the Course could be created and placed in operation. This requirement remained until the implementation of the University Reform, in the early 1970s.

### **From the implementation to the recognition of the Undergraduate Nursing Course at UFSC: overcoming challenges**

In January 1969 the Nursing Course was created and in February of the same year the first entrance exam was held, a specific exam aimed at the selection of students for Nursing. The first class to enter the Nursing Course at UFSC was composed of 24 students, of which 20 were women and four of them were men.

*The entrance exam was exclusive to the course. And I did the second period of the entrance exam. Look what existed in 1969. I was approved, very calm and then I entered the first class. We were twenty-four students and we graduated from fourteen.* (Nurse Professor Maria Albertina Braglia Pacheco).

The Nursing Course started with limitations in the physical structure, but this did not prevent coordination, professors and students from doing their best. At the beginning, the University Campus did not yet exist and the faculties were located in the Center of the city of Florianópolis. After some changes and many classes on the premises of the Faculty of Medicine and the Faculty of Pharmacy and Biochemistry, Nursing moved to the University Campus, in the Health Sciences Center building.

*The first nursing classroom was at the headquarters of the Rectory, which at the time was in Bocaúva, where the Army is located. [...] Basics were going to have classes there in anatomy, in physiology they went to medicine, which was at Ferreira Lima. Then we went to Avenida Rio Branco, which no longer exists. [...] There were some nice shades, we got tired of teaching under the trees and from there we went to Trindade. There we had a laboratory, professors' room and*

*classrooms. Then we went to the CCS, when it was ready, which used to be the Biological Sciences Center and is now the Health Sciences Center.* (Nurse Professor Nelcy Coutinho Mendes).

The challenge of implementing the Course and the functioning of the first group was being overcome as the first professors were hired and classes were taught. It was a class in which professors and students respected each other, the classes were based on the traditional model, but there was dialogue, there was clearly the desire of both to want the Nursing Course at UFSC to really work out. There was a demand from Professor Eloíta for all professors to master their areas of knowledge.

*The first classes I taught were for medical students. Nursing Practice Class. My first classes were Nursing Fundamentals. It was called the 4th phase at that time. I was very picky. For you to be a nurse, you have to have a great capacity for observation, you have to see the care that the patient needed.* (Nurse Professor Lidvina Horr).

*At the beginning of 1973 I started teaching Obstetrics, and then Eloíta gave me the part of Nursing Administration. Then I went to teach in obstetrics. There were three, four professors, because there were divisions, gynecology together and internship fields. Professors stayed together to watch the other professors' classes.* (Nurse Professor Leonita Sulzbach Seibel).

*The first professors considered to be the creators of the course had things in common, and what was common among them was Nursing. They loved Nursing and respected each other a lot because they were also different. They were all people with a lot of personalities, but they were fighting for a common ideal.* (Nurse Professor Ingrid Elsen).

In the process of creating the Course, the pioneer nurses faced many challenges, but they also presented some aspects that facilitated their success in building the Course. The first years were years of many challenges, changes in physical spaces, curriculum, structuring of the Course and the faculty, but they were very promising years. Finally, six years after its creation, the Nursing Undergraduate Course at UFSC is recognized through Decree N. 76.853/1975, of December 17, 1975, by President Ernesto Geisel, after evaluation by a special committee of the CFE.

*The recognition of the Nursing Course came at the end of 1975, after an evaluation by members of a CFE Committee, and a lot of work by a small group of nursing professors, who from the beginning believed it would work and fought hard to make this dream come true!* (Nurse Professor Nelcy Coutinho Mendes).

The recognition of the Course meant the consolidation and validation of the work of a group of nursing professors who believed that all this would be possible and fought hard to make this dream come true.

The creation of the Undergraduate Nursing Course had a significant impact on Nursing and Health in Santa Catarina. The Course has always been a reference in the State. The professors and the coordination always worked in articulation with ABEn-SC, and always committed to the quality of this course that was being born and to Nursing that was growing in SC.

## DISCUSSION

The creation, in March 1959, of Mother Benvenutta School of Nursing Assistants, under the direction of Sister Cacilda, religious of the Congregation of the Divine Providence Sisters, was one of the milestones in the history of Nursing in Santa Catarina. Since the creation of this School, substantial changes have taken place in health services, with a significant improvement in patient care in hospitals and in the qualification of nursing professionals.<sup>12,15</sup>

The creation of ABEn-SC took place in 1962, led by the nurse Sister Cacilda and with the active participation of the nurses Úrsula Engel and Flérida Goudel de Cardoso. Convinced that they needed a space for discussions, decisions, and joining forces to fight for the space of Nursing in the State, these nurses, along with a few who existed in Florianópolis, consulted the board of the Nacional ABEn about the legal procedures of this process and soon began the creation of ABEn-SC.<sup>13,20</sup> In this perspective, Foucault<sup>21</sup> does not analyze knowledge in the direction of ideas, but in the direction of behaviors, fights, conflicts, decisions and tactics, as all knowledge is practical and is built on experience.

In the beginning, ABEn-SC worked as a true family, there were few members, but values such as education, respect, solidarity, companionship, responsibility and commitment and love for Nursing prevailed.<sup>22</sup>

Based on the visibility and committed work developed by the State nurses, the Health Secretary of Florianópolis, Dr. Fernando Oswaldo de Oliveira and the pediatrician Dr. Miguel Salles Cavalcanti, requested, in 1963, the assistance of Nurses Sister Cacilda and Úrsula Engel together to the Implantation Committee of Edith Gama Ramos Children's Hospital (HIEGR). These nurses were responsible for taking on the organization and implementation of the first Nursing Service in the State, according to the standards of modern administration. From 1964 onwards, a group of five nurses from Rio Grande do Sul (RS) were hired, who were part of the HIEGR Nursing team, Eloíta Pereira Neves, Irmgard Brueckeimer, Nelcy Terezinha Pacheco Coutinho, Nilsa Borges Paim and Leonor Borges Caon, who soon returned to RS, being replaced by nurse Lydia Ignez Rossi.<sup>15,22</sup>

Having accepted the challenge of taking over the direction of the new course, Professor Eloíta starts planning the new course, drawing up the Internal Regulation, full and complementary curriculum, following the requirements of the Federal Council of Education. The Undergraduate Nursing Course was born linked to the Faculty of Medicine, which had been created in 1957, and the basic subjects, theoretical and laboratory classes

were taught by medical professors. For the professionalizing disciplines, nursing professors were hired and the practical activities of supervised internships were carried out in health institutions affiliated with the UFSC.<sup>15-16</sup>

It is worth remembering that the course was born in the midst of the implementation of the University Reform, Law N. 5.540/1968, of November 28, 1968,<sup>23</sup> in which there is the dissolution of faculties, creation of departments and centers, implementation of the unified entrance examination, as a form of selection in universities, among other changes, which allowed the Nursing Course at UFSC to continue building its own history.<sup>24,26</sup>

From a “Foucaultian” perspective, it is what one can talk about in a discursive practice that is specified through the domain constituted by the different objects that will or will not acquire a scientific status.<sup>21</sup>

Professor Eloíta Pereira Neves was aware of the need for improvement and training of the teaching staff. Therefore, at the beginning of the hiring, the professors were referred to other educational and health care institutions to deepen their knowledge in the discipline they would teach and for future administrative positions they would exercise.<sup>26-27</sup>

All the effort and commitment of these professors was a reflection of Nursing at that time and of how Nursing professionals struggled for this profession to continue conquering spaces and the trust of the Brazilian society.

## CONCLUSION

The participation of nursing professors in the creation of the Nursing Course at UFSC was essential, given the relevance of the political strategies devised and implemented by this group to overcome the challenges faced. This course brought significant changes in health services, improvements in nursing care to the population and encouragement and support for the creation of new Nursing Courses throughout the state of SC. Although the number of participants is limited due to the selected historical background, the vast majority had vital importance for nursing education in the study institution, as well as subsidizing other universities to create their own courses.

Knowing this process contributes to the reflection on the history of the profession in its aspects related to nursing education and how important collective work and not giving up in adversity are important.

The role played by nursing professors in this historical period brings to light their belief and enthusiasm with the development of higher nursing education in Santa Catarina, considering that all participants came from Rio Grande do Sul.

## FINANCIAL SUPPORT

CNPq, by the doctoral scholarship and the research productivity scholarship of the advisor.

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