





## REFLECTION

**Education and care practice of Brazilian Nursing - where we are and where we are going**

A educação e prática assistencial da enfermagem brasileira - onde estamos e para onde vamos  
Educación y práctica asistencial de la enfermería brasileña: dónde estamos y hacia dónde vamos

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## ABSTRACT

**Objective:** to reflect on the historical trajectory of educational system of higher education in nursing and its contribution to nursing practice. **Methodology:** this is a reflective research based on national and international literature related to curricular changes in the higher education system and how it contributes to the performance of nursing practice in the period from 1950 to 2018. **Results:** the changes in the educational system aiming at the improvement of nursing, allow understand the possibilities for technical-scientific advancement in professional performance for society. **Final Considerations:** to reflect and preserve the historical memory of the nursing teaching process and practice contribute to understand its role in the society, promoting advances in the acquisition of technical-scientific specialized knowledge and implementation of news strategies and intervention tools.

**Descriptors:** Nursing. History of Nursing. Education, Nursing.

## RESUMO

**Objetivo:** refletir sobre a trajetória histórica do sistema educacional de ensino superior de enfermagem e sua contribuição para prática da enfermagem. **Metodologia:** estudo reflexivo, fundamentado em literatura nacional e internacional relacionadas às mudanças curriculares do sistema de ensino superior, e como elas contribuíram para a atuação da prática de enfermagem, no período de 1950 a 2018. **Resultados:** as mudanças no sistema educacional, visando o aprimoramento da enfermagem, permitem compreender as possibilidades para o avanço técnico-científico na atuação profissional em prol da sociedade. **Considerações finais:** refletir e preservar a memória histórica dos processos de ensino e da prática de enfermagem contribui para compreender o seu papel na sociedade, promovendo avanços na aquisição de conhecimentos técnico-científicos especializados e implantação de novas estratégias e instrumentos de intervenção.

**Descritores:** Enfermagem. História da Enfermagem. Educação em Enfermagem.

## RESUMÉN

**Objetivo:** reflexionar sobre la trayectoria histórica del sistema de educación superior en enfermería y su contribución a la práctica de la profesión. **Metodología:** estudio reflexivo basado en la literatura nacional e internacional, relacionado con los cambios curriculares en el sistema de educación superior y en cómo contribuyeron para la actuación de la práctica de enfermería, de 1950 a 2018. **Resultados:** los cambios en el sistema educativo, con el objetivo de mejorar la enfermería, nos permiten comprender las posibilidades de los avances técnico-científicos en la práctica profesional en beneficio de la sociedad. **Consideraciones finales:** reflexionar y preservar la memoria histórica de los procesos de enseñanza y práctica de la enfermería contribuye para la comprensión de su rol en la sociedad, promoviendo avances en la adquisición de conocimientos técnico-científicos especializados y en la implementación de nuevas estrategias e instrumentos de intervención.

**Descriptores:** Enfermería. Historia de la Enfermería. Educación en Enfermería

## INTRODUCTION

Technical -scientific advances over the time and the transformation of nursing practice impose constant debates about how to interlocution between them, based on professional training.

The results of these debates announce the challenges related to the formation of excellence of nursing professionals. They characterize the fundamental scenarios to disseminate knowledge and promote the adaptation of skills and abilities of the area in order to face a competitive labor market. <sup>(1)</sup>

That is why it is necessary to think about educational aspects and how they influence nursing care practices, as the quality of care provided in health services needs to be relevant in professional training in all areas, including also the processes of care management.

An educational process of excellence may cover scientific knowledge, technical abilities and professional skills that culminate in the understand of health care, made possible by update and relevant resources and strategies, capable of providing safety and quality of life to the patient assisted.

In other words, “[...] the academic training of nursing courses should be guided, beyond technical-scientific participation, may privilege, over mode, social, politic, economic, ethical, and legal issues capable of improving a responsible action before society” <sup>(1:27)</sup>

The nursing work process needs integrate and relate technological knowledge and technical practice to the teaching process, strengthening interconnection between learning and acting in the field of work. Thus, pedagogical process must propose models that transcend passives knowledge and materialize learning in relationship between theory and active practices. <sup>(2)</sup>

In addition, it is necessary understand the historical trajectory on the ways in which one learns and works, in order to support the construction of new strategies and management of resources necessary for quality nursing teaching and care. For these reasons, education needs to be integrated into nursing practice, analysed and monitored to achieve the same objectives and demand of specialized work.

In this context, curricular changes and implantation of new care guidelines can mobilize the creation of assertive strategies in order to plan and organize specific actions of nursing care, in addition to consolidate a professional characteristic of own.

It is necessary that, when planning a nursing curriculum, it presents the fundamental principles of human care in terms of professional ethics, life value and political vision of practice, in favour of a broad and complete training. A professional is not expected to be graduate without adequate preparation for research with critical vision, leadership, own scientific knowledge and engagement in struggle for the good of profession. <sup>(3)</sup>

In this way, it is necessary to understand the importance of monitoring the changes in the education and work, which must be mapped and

organized in order to serve as a guideline for systematized and qualified professional training.

Paulo Freire ideas are defended regarding the importance of autonomy and the abandonment of “banking education”, moving on to a problematizing education process, in which the student is not merely “observer” of content, but responsible for their own educational process. <sup>(4)</sup> This fact naturally implies a change of attitude of teachers and the teaching and learning process.

When considering the contribution of changes in the educational system to the improvement of nursing practice, there is a clearer historical trajectory on the possibilities of technical-scientific advancement in nursing professional practice for the benefit of society.

Thus, this text aims to reflect about historical trajectory of important changes in the educational system of higher education nursing and contribution to nursing practice.

## METHODOLOGY

This is a reflective study based on analysis of national and international literature, related to curricular changes in the higher education system and how they contributed to nursing practice care, from 1950 to 2018. This study intends to bring some aspects of reflection on education and professional practice, tried hard to join knowledge capable of draw the historical trajectory of Brazilian education and nursing. The presentation of reflections in this study is conducted so that the interpretations of the literature can provide insights into how changes in the higher education system have contributed to the advancement of nursing practice in Brazil.

## RESULTS

### The historical path of Brazilian health and nursing

The professional identity of nursing has been consolidated years in Brazilian society over the, thought major challenges centred on institutional recognition.

The strategies implemented to construction of specific scientific knowledge highlighted from 1949 with Law number 775 of August 6,1949 who recognized nursing education fixing duration, application criteria and execution processes in accredited school. Which this regulation, nursing training was systematized around the country, being included inspection program of Ministry of Education and Health at the time. <sup>(5)</sup>

In 1952, Brazilian Nursing Association was recognized by Decree number 31.417 of September 9,1952 featuring an important moment of Brazilian nursing, then, the association become an entity of reference in social participation and policy for educational achievements and professional category.

Another important milestone for nursing on this period is profession regulation, by Law number 2.604 of September 17, 1955. After regulation of profession practice, the health institutions all over the country

started recognize nursing professional with certification and qualification properly registered in the Directorate of Higher School of the Ministry of Education and Culture at the time, coffering a systematized process who attested quality of practice through official training.

In addition, professional prestige in a nursing was effective with the organization of conceptions about higher school and increase of *lato* and *stricto sensu* graduate studies, starting in 1960. <sup>(6)</sup> Until then, professionals were absorbed in health institutions aiming to operationalize general services. Educational and nursing service changes contributed to the expansion of the health sector in the country, especially, in the actions and implementations of primary care strategies. <sup>(7)</sup>

Consequently, nursing education assumed an institutional organization, from 1974, approved by Resolution number 08/CCEP of 1974, and Opinion number 163 of 1972, of the Federal Council of Education. This milestone coincided with the period of creation of the Federal and Regional Nursing Councils in 1973. Fri now on, nursing profession began to value official training fir professional practice and moralized work actions, trough protection of social interests and legality and discipline of activities performed by nursing professionals.

This planning of teaching nursing meets the governmental proposes, in which health sector care strategies propose measures and programs to address political and economic crises. As example, organization of Health National System who legitimated the institutionalization of health service and contributed to valorization of nursing work

The 1980s marked a strengthening of nursing practice in a primary health care by assuming leadership and management position in health systems. In view to these changes, the nursing work model was modified adopting professional development strategies trough technical-scientific training. In addition, the profession became legitimized by Law number 7.498 of June 25, 1986 that recognize the category and delimited specifics activities, inserting the nursing professional in planning, execution and evaluation of health schedule and care plan of theses services around the country.

It is possible to observe the advances and debates for the nursing teaching in the Nationals Seminars of Guidelines for Nursing Education promoted by Brazilian Nursing Association since 1990s, and foster reflections aimed at the conduction of nursing education policy in Brazil. <sup>(9)]</sup>

In the 2000s, new change brought a transformation movement and development of nursing training, with the National Curriculum Guidelines of the Undergraduate Nursing Course. It was a movement leveraged by interest in the formation of human recourses to the health, manifested by the National Health Council.

It is under this collection of interpretations that a new way of thinking and preparing the nursing worker for society can be built, whereas process of development of professional abilities, now coping

with multiple health problems, is affected and constitutive in process of knowledge advancement and expansion of nursing professional actions. <sup>(11)</sup>

### **Reflections about educational impact for the Brazilian nursing practice**

Considering social and economic changes of the country over the years, sees the challenge of nursing reinvent itself, transforming and consolidating its actions into symbols of society's relationship.

The value and beliefs define this relationship that distribute ways to educate and act on the field of work and, therefore, it admits that the nursing formation resonates in experiences assessments and recognitions of its professional skills.

The nursing practice act in the historical trajectory reflect on context of curricular changes and the own educational system of higher school, highlighting the actions and repercussion on leadership, abilities and technical capacity registered in health services and widely disseminated by society.

However, it is also noteworthy that nursing work competencies are the stage in the fundamental debate for technical-scientific advancement on the role occupied by nursing in society. In this sense, the idea of preserving and observing the educational changes recorded in official documents is reinforced, that describe recommendations on nursing actions and needs to promote high training and specialization of the performance of professionals.

Nursing practice context is clearly observed by necessity of improve quality of care for ill. <sup>(2)</sup> Therefore, must question and reflect about the importance give to nursing professional role for society, once that other's people care problem and misaligned to propose of changes of teaching process implemented.

Even thought to defend the importance of systematize and uniformize higher training process to promote an excellence of nursing practice, need to consider that she must be taught second regional specifics. As educational and work institutions integrate the same process of execution of scientific knowledge and specific techniques, accentuate the regulation of professional autonomy and workers acquire income in nursing care.

The professionalization of teaching should induce the act, do not learn only, but also of assume and construct a specific identity for the area, in which the reflective action goes through problematization, critically and improvement of decision-making.

In this context, it is possible to affirm that historical events of education and nursing care drive reflections and debates about criticism and construction of new system capable of meeting the population1s health needs.

These notes are essential to implement an integrated process between education and nursing practice, and for this it is necessary to understand the interdependent involvement of knowledge, being responsible for valuing specialized activities. Education is characterized as an aggregator of systematization in professional recognition.

## **New technologies and challenges for teaching and learning and their impacts on nursing education and practice**

It is considered that the technical-scientific advances in the area of health of education promote many social transformations in nursing practice. This is because educational teaching and practice processes are implemented in the management and institutional processes of health. Technical changes, resources and instruments used along the historical trajectory of nursing education and practice are also identified. <sup>(12)</sup>

An example of this is the use of technological innovations for teaching and work, which are objects of learning characterized in the construction of products of reflection, debate, fixation of learning and development of technical skills for nursing practice. <sup>(12)</sup>

Learning objects are significant tools for the development of the teaching process with quality, and allow better experience of learning for decision making in the field of work. <sup>(12)</sup> It is significant to use innovative tools in order to produce participatory teaching and learning processes capable of developing assertive and safe behavior.

Examples of learning objects, related to innovative technological resources and capable of facilitating learning immersed in work practice, communication devices, mobile applications, game emulators, electronic simulators, anatomical simulators, realistic simulation method, among others. <sup>(10,12-14)</sup>

By defining which educational object to be used for the development of a given learning, the technological resource enhances and generates educational ideas based on theoretical and practical concepts, in a chained way, promoting the construction of knowledge and strengthened postures. <sup>(12)</sup> The ideation of the use of these technological resources develops the learning process, based on theoretical knowledge and technical skills.

It is possible to better understand the use of these new technologies in nursing education by observing the current scenario, which imposes a new process of transformation of education and practice of patient care. This is because the COVID-19 pandemic, initiated in China since 2019, is considered an international public health emergency and a major factor for the implementation of differentiated strategies in the development of nursing education. <sup>(14)</sup>

In this context, educational institutions question the best way to develop the teaching process, and perceive the use of technological resources of information and communication as the best instrument for the curricular development of their courses. They also realize that distance learning models may be adequate to promote remote nursing education, according to the authorization of Ordinance No. 343, 2020, of the Ministry of Education, which temporarily characterizes the performance of non-face-to-face classes using distance learning technologies. <sup>(13)</sup>

Thus, nursing education activities began to be administered in the format of distance education, highlighting the temporary character. Supervised internships were suspended, being resumed only in the second half of 2020, in some institutions. This situation has led to the establishment of fragile vocational training, which requires new orientations capable of promoting professional skills in a meaningful and effective way. This fact generated challenges, which altered nursing practices, therefore needing to strengthen educational and communication processes. <sup>(14)</sup>

It is necessary to draw attention to the correct use of innovative technological resources in professional nursing education, because it is necessary to evaluate the qualification of teaching work. <sup>(15,16)</sup>

It is important to devote time to enable and train the teacher in the task of educating who uses these objects of learning. It is essential to develop technical skills for the use of these resources, differentiate and involve understanding about how teachers can work teaching technical skills for meaningful learning.

### **Study limitations**

The study merely describes the reflections on the contributions of higher education to Brazilian nursing practice. It is important to adopt systemic measures to reflect and debate curricular changes, through the comparisons made to current nursing practices in the field of work.

### **Contributions to the practice of Brazilian nursing**

In this sense, it is affirmed that the educational trajectory in nursing reaffirms the commitment of the profession to society. The curricular changes for the training of the professional represent the communication and relationship between the social changes of the country and the importance of building a technical-scientific identity.

The integration of educational changes into nursing work practice is the set of constructed knowledge processes, which facilitate reflection and decision-making during nursing practice.

By implementing innovative technological and scientific pedagogical strategies, patient care care practices are perceived and consolidate the autonomy of nursing practice. These elements are important because they are correlated and interdependent aspects.

## **FINAL CONSIDERATIONS**

This theoretical reflection aimed to highlight the integrating importance between education and Brazilian nursing practice, in order to contribute to the debate on professional development and advancement.

The historical trajectory revealed that the experiences of integration between teaching and work practice transformed the understanding of the role of nursing in society, besides promoting the



debate on the acquisition of specialized technical-scientific knowledge.

It is important to reflect and rethink the process of construction, integration and operationalization of nursing teaching and work processes, following the technological advances of the labor market.

Thus, it is necessary to preserve the memory of the historical trajectory of the teaching process and practice of nursing, in order to bring education and the health service closer together and, thus, to promote the apprehension of new knowledge and instruments of intervention.

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