

UFSC GRADUATE PROGRAM IN NURSING:45 YEARS OF CONTRIBUTIONS TO THE INTERNATIONALIZATION OF BRAZILIAN NURSING

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ABSTRACT

Objective: to analyze the contribution of the Graduate Program in Nursing at *Universidade Federal de Santa Catarina* to the internationalization of Brazilian nursing.

Method: this is a qualitative study of a social historical nature and with a political-documentary basis. The following were used as primary sources: 22 reports (from 1998 to 2020), available in the files of the aforementioned program and in the institutional website of the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*, in addition to the five National Graduate Plans; and the secondary source was the article about the 30 years of the Program. The data were analyzed following the thematic content analysis steps, with the aid of the ATLAS.ti® software, version 9.1.5.0. The findings related to the internationalization initiatives carried out within the scope of the Program were interpreted in relation to the macro-policies of Brazilian graduate education.

Results: the three analytical categories: Ground zero – The first steps of the Program towards internationalization (1976-1997), Consolidation milestone – Strengthening internationalization strategies (1998-2006), and Excellence milestone – The visibility of internationalization (2007-2020), show the internal and external movements that involved the Program's internationalization process.

Conclusion: the contribution of the Graduate Program to the internationalization of Brazilian nursing was based on the commitment of its faculty and students to the profession and its challenges, as well as on a critical perspective at the legal parameters established. The 45-year trajectory, guided by the constitutional bases of international relations, in an original and pioneering way, fostered the development of partnerships, academic advisory and international solidarity. This entire movement exerted a positive impact on the strengthening of the nursing and health science in the world.

DESCRIPTORS: Nursing. Education history. Graduate education program in Nursing. Scientific research and technological development. Education in Nursing. Education. Research in Nursing.

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PROGRAMA DE PÓS-GRADUAÇÃO EM ENFERMAGEM DA UFSC:45 ANOS DE CONTRIBUIÇÃO PARA A INTERNACIONALIZAÇÃO DA ENFERMAGEM BRASILEIRA

RESUMO

Objetivo: analisar a contribuição do Programa de Pós-Graduação em Enfermagem da Universidade Federal de Santa Catarina para a internacionalização da enfermagem brasileira.

Método: trata-se de estudo qualitativo de cunho histórico social e de base político-documental. Foram utilizadas como fontes primárias: 22 relatórios (1998 a 2020), disponíveis nos arquivos do referido Programa e site institucional da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, além dos cinco Planos Nacionais de Pós-Graduação; como fonte secundária, o artigo acerca dos 30 anos do Programa. Os dados foram analisados seguindo os passos da análise de conteúdo temática, com o auxílio do *software* ATLAS.ti versão 9.1.5.0®. Os achados relativos às iniciativas de internacionalização realizadas no âmbito do Programa foram interpretados relacionando-os com as macropolíticas da pós-graduação brasileira.

Resultados: as três categorias analíticas: Marco zero – os primeiros passos do Programa rumo à internacionalização (1976-1997), Marco da consolidação – fortalecendo estratégias de internacionalização (1998-2006) e Marco da excelência – a visibilidade da internacionalização (2007-2020) mostram os movimentos internos e externos que envolveram o processo de internacionalização do Programa.

Conclusão: a contribuição do Programa de Pós-Graduação para a internacionalização da enfermagem brasileira pautou-se no compromisso do seu corpo docente e discente com a profissão e seus desafios, assim como no olhar crítico para os parâmetros legais instituídos. A trajetória, de 45 anos, norteada pelas bases constitucionais das relações internacionais, de modo original e desbravador, fomentou o desenvolvimento de parcerias, assessorias e solidariedade internacional. Todo esse movimento impactou positivamente no fortalecimento da ciência da enfermagem e saúde no mundo.

DESCRITORES: Enfermagem. História da educação. Educação de pós-graduação em enfermagem. Pesquisa científica e desenvolvimento tecnológico. Educação em enfermagem. Educação. Pesquisa em enfermagem.

PROGRAMA DE POSGRADO EN ENFERMERÍA DE LA UFSC:45 AÑOS CONTRIBUYENDO A LA INTERNACIONALIZACIÓN DE LA ENFERMERÍA BRASILEÑA

RESUMEN

Objetivo: analizar la contribución del Programa de Posgrado en Enfermería de la *Universidade Federal de Santa Catarina* a la internacionalización de la enfermería brasileña.

Método: estudio cualitativo de carácter histórico social y base político-documental. Se utilizaron como fuentes primarias: 22 informes (1998 a 2020), disponibles en los archivos del citado programa y sitio web institucional de la *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*, y cinco Planes Nacionales de Posgrado; y como fuente secundaria el artículo sobre los 30 años del Programa. Los datos se analizaron siguiendo los pasos del análisis de contenido temático, utilizando el *software* ATLAS.ti versión 9.1.5.0®. Los hallazgos relacionados con las iniciativas de internacionalización llevadas a cabo en el ámbito del Programa se interpretaron en relación con las macropolíticas de los estudios de posgrado brasileños.

Resultados: lastres categorías analíticas: Marco Inicial – primeros pasos del Programa hacia la internacionalización (1976-1997), Marco de consolidación – fortalecimiento de las estrategias de internacionalización (1998-2006) y Marco de excelencia – visibilidad de la internacionalización (2007-2020) muestran los movimientos internos y externos que involucraron el proceso de internacionalización del Programa.

Conclusión: la contribución del Programa de Posgrado a la internacionalización de la enfermería brasileña se basó en el compromiso de los docentes y estudiantes con la profesión y los desafíos, así como también en una mirada crítica a los parámetros legales establecidos. La trayectoria de 45 años, guiada por las bases constitucionales de las relaciones internacionales, de manera original y vanguardista, fomentó el desarrollo de asociaciones, asesorías y solidaridad internacional. Este movimiento tuvo un impacto positivo en el fortalecimiento de la enfermería y de las ciencias de la salud en el mundo.

DESCRIPTORES: Enfermería. Historia de la educación. Educación de posgrado en enfermería. Investigación científica y desarrollo tecnológico. Educación en enfermería. Educación. Investigación en enfermería.



INTRODUCTION

Brazilian science can be considered recent, when compared to other countries or when expressive moments are resumed, such as the foundation of the Brazilian Society of Sciences, in 1916¹⁻², and national responses to capital expansion after World War II. At that time, the scientific community that was installed in research institutes, governmental agencies and universities was mobilized to be linked to the process of industrialization and modernization, in addition to developing “pure science”³.

The *Sociedade Brasileira para o Progresso da Ciência* (SBPC), created in 1948, played an important role in the expansion and improvement of the national system of science and technology. However, the Brazilian research system gained strength from 1951 onwards, with the creation of *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES) and *Conselho Nacional de Desenvolvimento Científico e Tecnológico* (CNPq), as a result of the struggle of Brazilian scientists for a better space for research support and funding in the universities⁴. During the 1950s and early 1960s, there was great emphasis on training higher-level human resources abroad, financed by newly created institutions in Brazil, such as: CNPq, CAPES, *Fundo do Desenvolvimento Técnico e Científico* (FUNTEC), *Fundação de Amparo à Pesquisa do Estado de São Paulo* (FAPESP), and others international initiatives, such as the Rockefeller Foundation, the Ford Foundation and others alike⁵.

The advance of science was strongly linked to graduate training in the country, and the Sucupira Opinion* (Opinion No. 977/65) assumed the distinction between the *lato sensu* and *stricto sensu* graduate programs⁴. The former were directed towards the demand for specialized positions created by economic development; and the latter aimed at training scientists, researchers and technicians capable of developing research, indispensable for the new directions of the economy and international relations⁵⁻⁶.

From the point of view of the internationalization of Brazilian science, the work of foreign visiting researchers in the 1920s and 1930s is recognized as the first experience of international cooperation. However, it was only in the 1990s that the subject matter gained relevance, precisely because of its link to international standards for evaluating research and graduate studies adopted by CAPES, confirming the subordination of these processes to the State⁷.

Internationalization, however, was not yet a priority in 1965, year of the Sucupira Opinion historical milestone, in which 27 courses were classified at the master's level and 11 at the PhD level across the country. In 2019, the *stricto sensu* graduate system totaled 6,935 courses: 3,652 master's degrees, 2,401 PhD degrees, 851 professional master's degrees and 31 professional PhD degrees. By 2019, 68,777 Masters (academic and professional) and 24,290 PhDs had been awarded their degrees, and goal 14 of the National Graduate Plan (2011-2020) provided for a gradual increase in the numbers, aiming at graduating 16,000 Masters and 9,000 PhDs per year⁸⁻⁹. Goal 14 provides on the strategies for their expansion and funding: “Gradually increase the number of enrollments in *stricto sensu* graduate courses, in order to attain the graduation of 60,000 (sixty thousand) Masters and 25,000 (twenty-five thousand) PhDs”^{10,12}.

Brazilian Nursing, closely following these new measures, implements the first *stricto sensu* graduate course in 1972, at *Escola de Enfermagem Anna Nery*, belonging to *Universidade Federal do Rio de Janeiro*. In that same decade, another eight Master's Degree courses in Nursing were created in several Brazilian states, among them, at *Universidade Federal de Santa Catarina* (UFSC), in 1976. The concentration of courses in the Southeast region was gradually minimized with the expansion of programs in the South and Northeast regions¹¹, although imbalances remain in relation to the

* Newton Lins Buarque Sucupira was the opinion reporter and is considered as the Father of Brazilian Graduate Education. He was a philosopher and lawyer trained at UFRJ, and was Secretary of Education at MEC⁴ at the time.

North and Midwest regions. Creating such courses aimed at meeting the need for qualified training of professors and researchers to meet the higher education demands, monitor the development of *stricto sensu* graduate courses, strengthen research through research groups and laboratories, as well as encourage the creation of PhD courses and, with this, broaden the horizons from an international point of view.

The PhD Course in Nursing was created in 1981, with the so-called Inter-units PhD Program in Nursing, at the Nursing Schools of *Universidade de São Paulo* (USP) – São Paulo and Ribeirão Preto. However, it was in the 1990s that the mobilization of nursing schools for the qualification of their faculty has increased, resulting in the creation of another six master's courses and five PhD courses, including the one at UFSC, in 1993.

It can be said that, in the early 1990s, graduate courses in Nursing in Brazil were divided into three groups: courses in progress, courses in a stable condition, and courses with poor quality. In addition to that, other universities were organizing themselves to create their graduate courses and programs, and their vacancies were insufficient to meet the demand of students from all over the country¹². It can then be seen that, since its beginning and in the following decades, there has been a gradual increase in the number of professors pursuing doctoral and postdoctoral degrees in other countries, in order to strengthen international partnerships and avoid endogeneity in the researchers' qualification. This favored the internationalization of new PPGs in Nursing in different regions of the country, as well as the expansion and enhancement of research groups, the increase in the production of knowledge and the number of journals in the area, in a manner consistent with the CAPES evaluation criteria.

Brazil is currently the 13th science producing country in the world, accounting for 2.7% of all indexed publications in the world⁸, which represents a significant advance, linked to the growth in the number of Brazilian researchers with degrees, resulting from the policy to encourage the training of Masters, PhDs and post-PhDs¹.

The relevance of Brazilian Nursing in the international context can be evidenced by its scientific production, which also signals the growth of graduate studies in this area. Taking the worldwide ranking as a reference¹², from the journals indexed in the Scopus/SCImago database in the 1996-2020 period, Brazil is the 1st country in Latin America and the 8th in the world in number of documents published in the field of Nursing, only behind the United States of America, the United Kingdom, Australia, Canada, France, Germany and Spain^{**}.

Although Brazil is recognized among the 20 countries with the highest number of publications in the area, in terms of citations, such relevance is not reached¹³. This panorama is due to the fact that only three Brazilian nursing journals are indexed in the *Web of Science* database, a number well below the approximately 41 journals in the area¹⁴.

In this context, the Graduate Program in Nursing at UFSC – PEN/UFSC, which completes 45 years of existence, has been contributing in an exemplary way to Brazilian science and with international repercussions in terms of training researchers, scientific and technological development of great national and international impact, and production of quality knowledge. Given its academic, social, scientific and political expression in the most diverse scenarios, this text intends to bring to light one of the aspects that permeates the program's activities since its creation: the internationalization of its internal and external actions.

To give visibility to this excellence, we outline the following objective: to analyze the contribution of the Graduate Program in Nursing at UFSC for the internationalization of Brazilian Nursing.

^{**}<https://www.scimagojr.com/countryrank.php?area=2900®ion=Latin%20America>
<https://www.scimagojr.com/countryrank.php?area=2900>

Reference and conceptual framework – The internationalization process of Brazilian graduate courses

The concept of internationalization is complex and has been increasingly applied to science and higher education in the expanded context of globalization and international education, but its sociopolitical and cultural implications go beyond the walls of universities¹⁵⁻¹⁶.

Academic internationalization is now assumed in Brazil as “a broad and dynamic process involving teaching, research and provision of services to society, in addition to building a resource to make higher education responsive to the requirements and challenges of a globalized society. It is the highest stage of international relations between universities”,^{17:6} it is the integration of international, intercultural or global dimensions of the purposes, functions or offers of higher education, especially graduate studies¹⁶⁻¹⁸, in addition to being strategic for the consolidation of scientific, technological and academic excellence centers in Brazil¹⁹.

There are at least two major objectives that distinguish internationalization actions, due to their predominantly institutional or academic nature; that is, when it is configured as a *marketing* tool, when aiming at institutional recognition or *status*, or when seeking to acquire value in its ability to collaborate with scientific and educational development at supranational levels²⁰. As for the strategies, specifically those academic and organizational ones related to policies, procedures, systems and support infrastructure, are distinguished⁷.

Internationalization processes can be identified in different ways. In terms of mobility, this can be called active or passive, to differentiate flows of people, knowledge and resources in mobility from the country to abroad or in the opposite direction^{16-17,20}. Instead of one-way paths for recipient countries, cooperations based on reciprocity or on symmetrical partnerships are expected, not only with financial counterparts. “At home” internationalization (curricula, methods and curricular activities) is still incipient²¹. Collaboration through transubstantive joint constructions even suggests discussing “transnationalization” as an evolution for internationalization²².

The literature contributes different ways to describe internationalization, such as cooperative, profitable and supportive; ways to specify types of cooperation, such as horizontal, vertical, mature and symmetric; or to characterize activities, such as intercultural, global, transnational and networked, among others¹⁸. From the 2000s onwards, the concept emerged in the national literature and, since then, tensions and contradictions have surrounded it, such as academic productivism, institutional isomorphism and cultural homogenization, related to the role of active and passive nations⁷. In addition to that, the business logic or the so-called *Anglo-Saxonization* is found in the universities, linked to new markets for students and “brains”, due to the researchers’ unequal working conditions across the countries²⁰. Finally, the tensions found in the current scenario can be located in the broad debate that involves critical currents of world geopolitics and the need for the decolonization of the knowledge.

CAPES has been the main responsible for the articulation of the Ministries of Education and Science and Technology in the acceptance of the concept of internationalization in the Brazilian educational system, which culminates in the linking of internationalization to the graduate education excellence goal, in 2014, when it incorporates sectorization of such process, focusing on the international standard in the best courses in the country (with grades 6 and 7) and recognizing the need to expand autonomy, accountability and governance²². By assuming itself as the main manager of international cooperation in graduate studies, the agency promotes the leading role of the Higher Education Institutions (HEI) and different types of scholarships, mobility and research projects¹⁷.

The most recent Institutional Program for the Internationalization of the HEI and Research Institutes in Brazil (CAPES/PrInt), established in 2017, aims at promoting strategic plans in the HEI, international research networks focusing on the quality of academic production, and actions to promote

the international environment in graduate programs, especially through mobility of professors and students¹⁸⁻¹⁹. As a globally valued and measured requirement, internationalization gains importance in national and institutional policies, but the lack of consensus and models hinders its management, turning the academic rankings that consider internationalization into strong influencers on the funding, credibility and visibility of the HEI¹⁶.

Results of a research study developed by CAPES showed that internationalization of the HEI, although no longer incipient, still needs strong development, in addition to changing the trend towards passive internationalization. The diversity of situations does not allow generalizing a single institutional profile of internationalization. Therefore, the HEI studied were divided into cluster 1 (198 HEI) and cluster 2 (48 HEI), with different needs and moments in the internationalization process. The second group makes better use of the promotion opportunities offered (number of scholarships implemented, cooperation agreements and projects), while having a greater number of graduate courses (PPG)¹⁷. Obviously, prior to PrInt, CAPES expressed its efforts towards internationalization in various programs and, increasingly, in its National Graduate Plans (*Planos Nacionais de Pós-Graduação*, PNPG), hence these documents constitute a privileged analysis source. There are five PNPG, covering the periods from 1975 to 1979, 1982 to 1985, 1986 to 1989, 2005 to 2010 and 2011 to 2020²³, although CAPES considers that a fourth Plan (in the 1990-2004 period), although not promulgated, had versions made since 1996 and was adopted as an internal guideline, which would total six and not five PNPG.

Based on concepts, meanings and components of internationalization in PPG, accessed in bibliographic and documentary sources, this reference and conceptual framework was elaborated, which allowed synthesizing a general analytical matrix, as shown in Figure 1. At this time, the main documentary sources refer to the PNPG (I to V)²³, while the rest of the documentary sources, referring to the experience of the PEN/UFSC, explained in the methodology, constitute the *corpus* under analysis. These latter are embodied in the historical milestones or development moments of PEN, namely: Ground zero, Consolidation milestone and Excellence milestone. Each of these milestones will be reported and discussed in light of two central components of the matrix: - strategies and protagonists; and - impacts and expressions.

Strategies and protagonists can refer to the practices and practitioners⁷. In this study, they were assumed as the different actions and activities that are built in the academic life of the PPG by concrete, individual or institutional actors, at varying levels of systematicity and organization, which aim at expanding relationships and international visibility, as well as to the qualification of training and scientific production in the international scenario. According to the main strategies addressed by CAPES programs, inductions and guidelines, and also the experiences of the PPGs portrayed in the literature, the following are elected as components, or subcategories: - academic mobility (flows related to exchanges of students, professors and researchers among countries); - research cooperation (partnerships established in the development of studies and networks, sharing of talents and structures); - training projects (initiatives aimed at international solidarity in the training of Masters and PhD or other educational cooperations). The institutional conditions component (forms of institutionalization, support structures, resources raised or built within the HEI or programs) was not particularly explored, but is articulated at several moments in the reflection on the others.

By impacts and expressions, it is considered one of the obvious ways to manifest the set of individual and institutional investments, with emphasis on qualified intellectual production and on the creation of scientific dissemination strategies, in addition to other possible impact assessment mechanisms, such as actions regarding solidarity and visibility of the program and the national and international relevance of the work of the faculty.

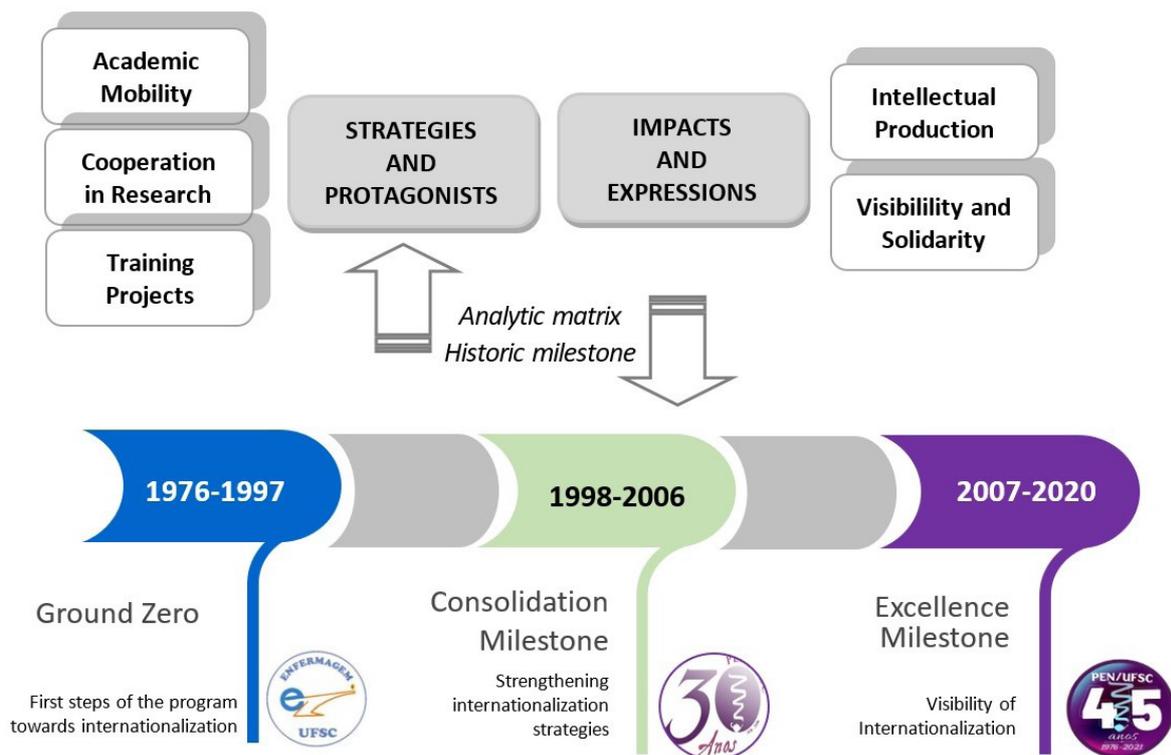


Figure 1 – Analytical Framework proposed. Florianópolis, SC, Brazil, 2021.

METHOD

This is a qualitative study of a social historical nature with a political-documentary basis. As primary sources, it used the 22 reports of the Graduate Program in Nursing at UFSC (PEN/UFSC), from 1998 to 2020 (being 16 annual, four triennial and two quadrennial), available in the files of the program and in the CAPES institutional website (Sucupira Platform, 2013-2020)^{***}, in addition to the five National Graduate Plans²³. The article about the 30 years of PEN/UFSC³ was used as an essential secondary source.

Data analysis was performed using resources from the ATLAS.ti® software, version 9.1.5.0, and followed the thematic content analysis steps, namely: elaboration of the *corpus*, in-depth reading of each document, identification of significant excerpts with attribution of *codes*, review and articulation of *codes* in *groups* and/or interpretive networks guided by the objective and by the theoretical framework elaborated. After this first analytical step, the findings related to internationalization initiatives carried out within the scope of the program were interpreted in relation to the macro-policies of Brazilian graduate education. To present the results, figures were prepared using the CANVAS image resource.

Considering that this study is of a qualitative documentary nature and uses public documents as a data collection source, it is justified to carry it out without submission to the Ethics Committee in research studies involving human beings. Justification is supported under the terms of Resolution No.510, of April 7th, 2016 and in accordance with Law No.12,527/2011.

^{***} <https://sucupira.capes.gov.br/sucupira/public/index.xhtml>

RESULTS AND DISCUSSION

The study was organized into three analytical macro-categories: Ground zero – The first steps of the program towards internationalization (1976-1997), Consolidation milestone – Strengthening internationalization strategies (1998-2006) and Excellence milestone – The visibility of internationalization (2007-2020).

Ground zero – The first steps of the program towards internationalization (1976-1997)

We introduce Ground zero with Figure 2, representing the advances of these first years of the master's course and the beginning of the PhD course. As the focus of this study is to analyze the processes through which the program has advanced in terms of internationalization, the text will analyze the aspects related to this achievement.

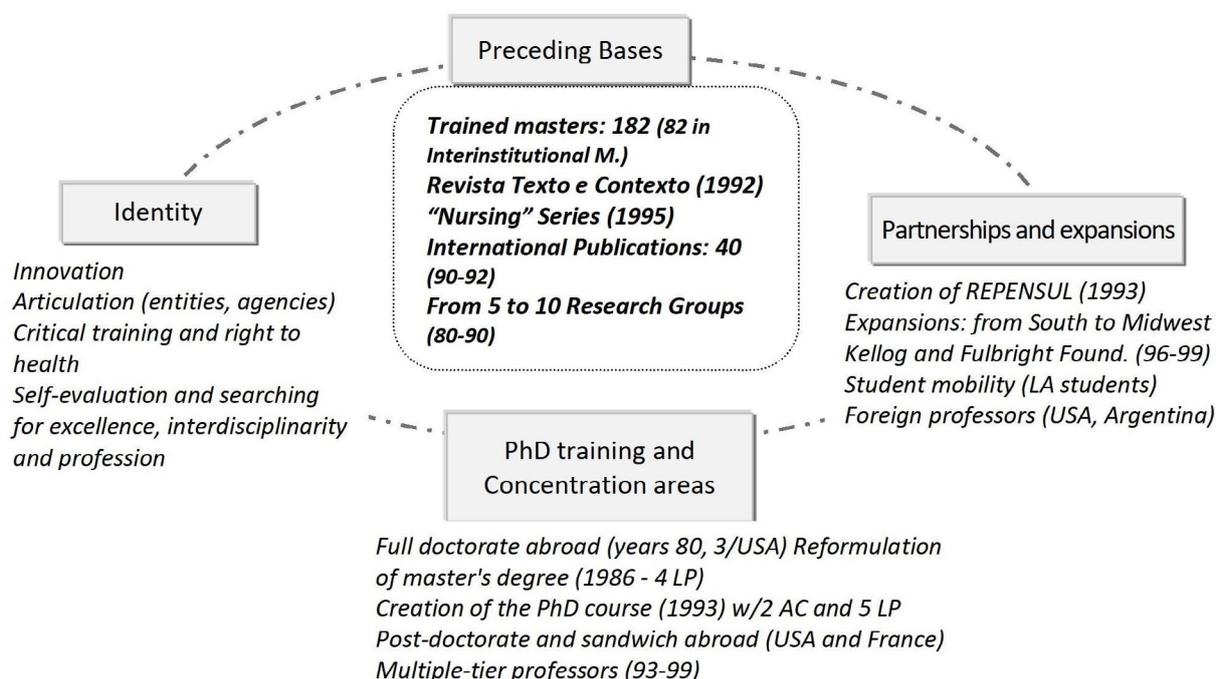


Figure 2 – Ground zero: From the first years to PhD training. Florianópolis, SC, Brazil, 2021.

Since its creation in 1960, UFSC has positioned itself as an institution focused on innovation and on the educational challenges of its time²⁴. The Undergraduate Course in Nursing was created in the first decade (1969), in the context of the University Reform, and its professors already foresaw the need to create a graduate course, to train its faculty and face the future prospects.

Concern with the improvement and qualification of the faculty led to the creation, in 1974, of a Commission**** to prepare a project for a Specialization Course in Nursing. This Commission suggested the creation of a master's course, considering the need to train nurses for teaching and the limited number of Masters in the country in relation to the number of nursing schools²⁵. The commission's first attempt was to establish a partnership with HEIs from other states in the Southern Region. The shortage of qualified nurses at the *stricto sensu* level motivated a goal of graduating 120 master nurses by 1980, of which 20 would be responsibility of UFSC. Such goals were in line

**** The Commission was appointed by Ordinance No. 231/74, by Teaching and Research Dean, Professor Samuel Fonseca, appointing professors: Eloita Pereira Neves, Ingrid Elsen, Nelcy Terezinha Coutinho Mendes and Rosita Saupe.

with what was recommended in the first PNPG of CAPES (1975-1979) and, since the partnership initiative did not materialize, the professors of the Nursing Department at UFSC decided that now was the time to put into practice what had already been planned. The Master's Course took place in 1976, through Ordinance No.28, of 01/27/1976, its coordination being under the responsibility of Prof. Ingrid Elsen²⁶.

It was referred to as Master's Degree in Nursing Science – Adults Health option, and its objectives were to qualify professors to meet the expansion of nursing education in the South Region; to improve the nursing practice through the results of research studies produced in the course, and to participate in the global planning and implementation of nursing programs, meeting the Brazilian health and education policies.

From the beginning, the pioneers were clear about the need for external support from professors and researchers from other regions of the country, as well as from abroad. In this sense, the contribution of Prof. Dr. Wanda de Aguiar Horta (EEUSP) stands out, as well as of PhDs from other UFSC departments and of visiting professor Dr. Edna H. Whitley (*Doctor of Education* from the USA). Later on, other Brazilian PhD professors, from EEUSP, EEURP, EPM and UFRGS, contributed significantly to the development of the Course. Regarding the policies to train the faculty in other states (RJ, SP) and countries, the first female professors held their doctorate in the USA: Ingrid Elsen (*University of California*, San Francisco (1984); Mercedes Trentini (*University of Alabama at Birmingham*) (1985); and Eloita Pereira Neves (*Nursing by the Catholic University of America*) (1980) and post-PhD degree by the University of California San Francisco (1989). The 1980s advanced in the training of Masters and PhDs, in addition to the creation of the first five Research Groups of the Program, as of 1982. Currently, the program has 16 research groups/laboratories, mostly created from the 1990s onwards.

Ten years after its creation, the Seminar for the evaluation of the 10 years of Graduate Studies in Nursing (*Pós-Graduação em Enfermagem*, POSGRADEN) is held, when the creation of the PhD Course in Nursing was recommended; and modification of the Master's in the Adults Health concentration area to "Nursing Assistance". In addition to that, this seminar recommends that a specific Nursing Assessment area be created, previously carried out by a group from the health area in general²⁷. This recommendation would be accepted in the following year, with Nursing being established as a specific knowledge area, with representation in CAPES Technical Scientific Council (*Conselho Técnico Científico*, CTC)²⁸.

In the evaluation of the program by CAPES, 88/89 and 90/91 periods, the following stood out as strengths: "relevant research projects, linked to research lines; majority of the faculty being PhDs or post-PhDs outside Brazil (88/89); research in consolidated groups; course extending to the PhD (90/91)"²⁹:16

The 1990s begin with the *stricto sensu* modality in Brazilian Nursing still not being very expressive, especially for the PhD level, with only four courses (Inter-units USP/SP and USP/RP, 1981; *Escola Paulista de Medicina*, 1986; UNIRIO, 1989 and; USP/SP, 1989) for ten Master's courses in progress. This showed the major need for investments and expansion in the area, considering the still incipient impact of scientific production and research groups/laboratories on the reformulation of practices or on undergraduate nursing courses.

PEN/UFSC follows these demands and turns the 1990s into a period of renewal, innovation and commitment to investing intensively in the Master's and PhD degrees in the Brazilian South Region. With this, in 1993, the PhD Course in Nursing Philosophy was implemented, unprecedented in Brazil, and initially only for 20 nurses, aiming to expand the capacity for theoretical-conceptual, ethical and methodological reflection on issues related to care in the process of healthy living. In

1996, with two classes in progress, totaling 49 students, the PhD Course expands its goals, aiming to become a reference center for advanced and interdisciplinary studies. Since then until 2000, the concentration areas were modified, to merge into a single one – “Philosophy, Health and Society”; and expanding the research lines and their articulation to research groups. In its last reformulation, in 2010, two areas of concentration were once again created: Philosophy and Care in Health and Nursing, and Education and Work in Health and Nursing.

Among the international events organized by PEN/UFSC, the I International Seminar on Philosophy and Health (SEFIS) held in 1994 stands out, aiming to strengthen the theoretical-philosophical foundation of the program. Organizing international seminars is a contribution of PEN to the scientific community, providing another privileged space for updating, deepening and exchanging knowledge on the production related to philosophy and health.

It is worth remembering that, in the period discussed so far, Graduate Education was under the directives of the first three PNPG²³. The first and second PNPG still did not make direct reference to internationalization, but the third (1986-1989)²³ already punctuated the qualification of journals and scientific production of professors according to international standards and the necessary articulation of national and international cooperation (even if focused only on passive exchange – professors/researchers abroad); on the basis that the country’s international competitiveness depends on Graduate Education, science and technology.

Since its inception, the program has maintained international mobility actions, although it did not yet have a specific policy in this regard. After the PhD Course has been created, the activities related to internationalization have been expanded in opportunities, many of them provided by the policies of development agencies, such as CAPES and CNPq. In this sense, the following stand out: the contribution of the program in the graduation of Masters and PhDs from Latin American countries; consultancies provided to institutions and participation in events and courses given by the Program’s professors internationally; participation of UFSC Nursing PhD students in the “Sandwich Doctorate” Program at Universities in North America, Europe and South America; postdoctoral work by the program’s professors, enabling the expansion of international partnerships and agreements and, consequently; and reception of foreign visiting professors.

A weakness identified in the evaluation processes was the scientific production of the program’s students and professors, but the number of national vehicles for the dissemination and socialization of this production was still reduced. From the PhD planning onwards, this need becomes more pressing, leads to a profuse debate and, in 1992, to the creation of *Revista Texto & Contexto Enfermagem*, initially with biannual periodicity, under the coordination of Dr. Ingrid Elsen.

Once again, the innovative character is manifested in the decision to create a journal, aimed at important issues for Brazilian Nursing, enabling the specific theme of each issue to be discussed from various perspectives, with greater depth and consistency. In a short time, *Revista Texto & Contexto Enfermagem* becomes an essential reference for the Brazilian scientific community. After 29 years from its creation, the Journal has undergone several changes to accompany the accelerated technical-scientific development of national and international Nursing³⁰. Also with the objective of increasing visibility of the program, the Theses Series was launched in 1996, which lasted until 2003, with 44 publications designed to socialize the Theses advocated in the program to the scientific community. Its interruption was due to a political decision, since scientific productions not linked to journals and without an impact factor were not valued.

Consolidation milestone – Strengthening internationalization strategies (1998-2006)

With the PhD Course implemented and the first class already graduated, this historical period was marked by boldness and innovation with the definition and implementation of strategies that

contributed to the consolidation of the internationalization of PEN/UFSC, understanding them as required for the strengthening of Nursing as a health profession and a discipline of science.

The training of Masters and PhD associated with the initiatives for the formalization of postdoctoral studies, the production of knowledge to support the practice, and the recognition of health as a universal right guided the path that has been taken. In this sense, the need for international dialog, already envisioned in the creation of the Program, proved to be indispensable.

The formulated and implemented strategies were devised in a participatory manner and systematically evaluated by the faculty and students, dialoging with the UFSC instances, with the national graduate education policies and with the issues under debate in the profession, in the state of Santa Catarina, in Brazil, and internationally.

The data from this period were sourced from the official reports of the Program, available in the PEN archives, and the findings were organized into four thematic categories: academic mobility; research cooperation; training projects; and scientific production and communication.

Figure 3 synthesizes the actions related to internationalization developed at PEN in the period.

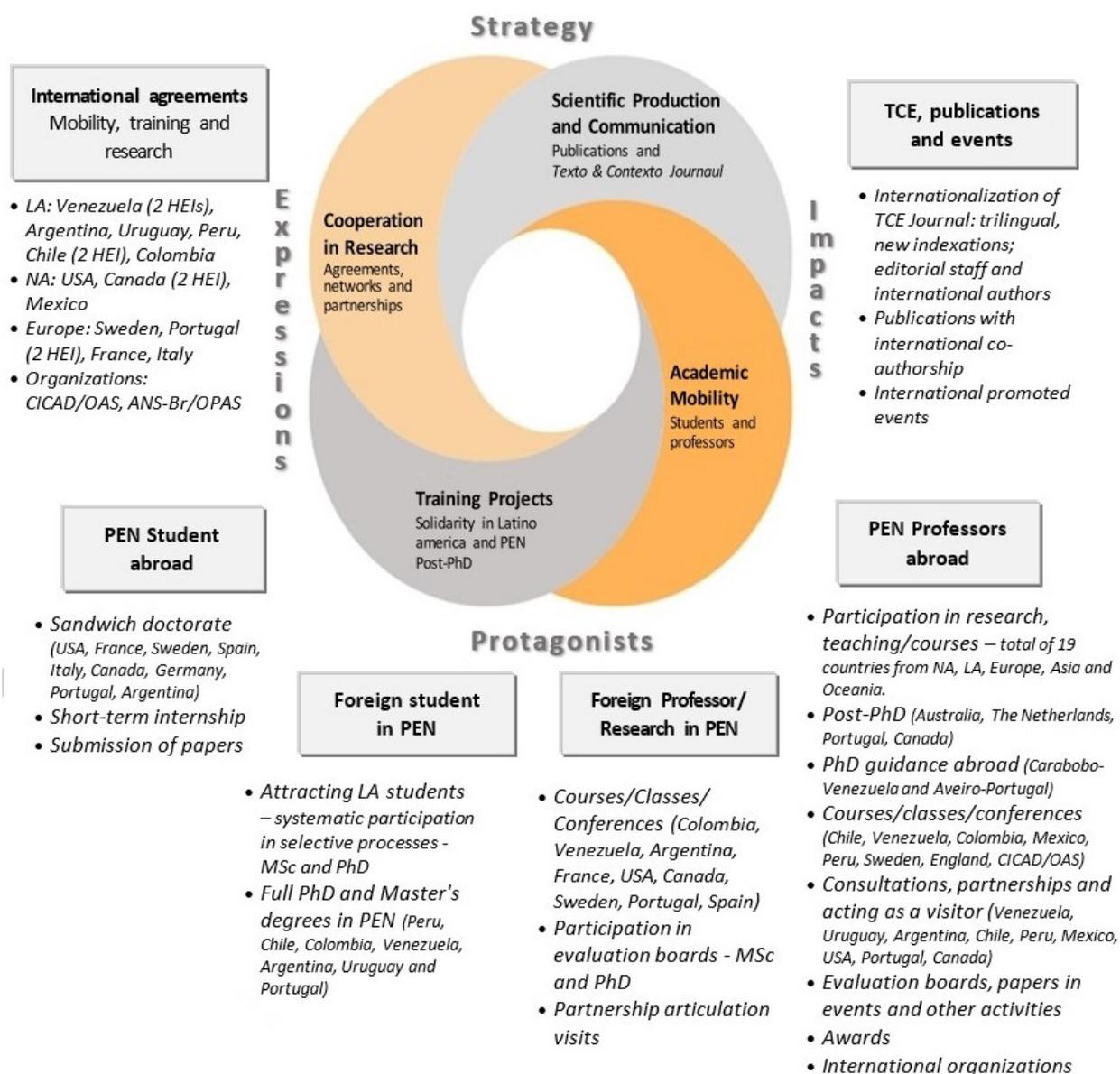


Figure 3 – Consolidation milestone: Strengthening internationalization, the 1998-2006 period. Florianópolis, SC, Brazil, 2021.

The policy implemented at PEN, expressed in the definition of seeking to constitute itself as a national and international reference center in nursing and health, was strongly visible in the investment and results obtained in relation to internationalization in the 1998-2006 period.

Among these results, the academic mobility of the PEN professors and students abroad and of foreign students in the Program stood out, including full graduation as Masters and PhD, and also activities that involved professors/researchers from other countries in the PEN. Among the actions developed by professors abroad, the improvement in postdoctoral internships in Europe, North America and Australia stands out, in addition to multiple activities involving 19 countries, from almost all continents. The academic exchanges that have been carried out include acting as a visiting professor, participating in Master's and PhD evaluation boards, carrying out consultancy and academic advisory and establishing partnerships and agreements. It is also worth mentioning the participation of PEN professors in international scientific and professional entities, receiving awards and honors, participating in international events presenting works (proactive initiative), responding to invitations as a speaker and participating in the organization of itinerant international events in the country and abroad.

The construction of knowledge and its dissemination is a permanent challenge, thus, a significant investment was made in the international participation of PEN students, highlighting the sandwich internship of PhD students in nine countries, six in Europe and the USA, Canada and Argentina. The program maintained a mean of one PhD student/year in a sandwich internship abroad, as well as investing in and providing opportunities for short-term internships and presentation of papers at events in several countries. PEN recognition and the expertise of its professors generated a demand for nurses and health professionals to attend Master's and PhD courses at PEN, coming from six countries in Latin America and Portugal, in addition to constant requests for partnerships, consultancy and academic advisory in universities in several countries, especially in Latin America.

During the period, it should be noted that PEN received professors/researchers and representatives of multilateral agencies (PAHO, WHO, OAS) from nine countries. The foreign professors/researchers carried out activities such as short-term visits, participated in events, taught courses, classes, lectures and conferences, as well as participated in the Master's and PhD evaluation boards in the Program.

This diverse set of activities enabled the articulation and structuring of partnerships and agreements, the organization of new international events, the construction of joint research projects and the publication of articles, books and book chapters produced in partnership with international researchers, with publications in Portuguese, English and Spanish.

The implementation of training projects was also highly significant, with emphasis on the establishment of research and teaching networks. This strategy was devised on the belief that solidarity is a fundamental value to boost the qualification of the nursing workforce, both nationally and internationally, since nursing professionals are fundamental to achieve the universal right to health. This recognition became more evident a few years later, with the implementation of the *Nursing Now Campaign* led by the *International Council of Nursing (ICN)* and by the World Health Organization (WHO)³¹, in addition to the social recognition of the primary role of nursing professionals in the health of populations, evidenced in the COVID-19 pandemic³².

The investment of PEN managers, professors and students in international visibility was built and strengthened by the participation and organization of international events, by the production of disclosure material in *folders* in Portuguese, English and Spanish, and by the investment in the site, also with information in three languages. A significant highlight was the investment in the internationalization of *Texto & Contexto Enfermagem* Journal, including actions to expand and diversify indexing, trilingual publication, dissemination of the journal at international events, showing the scientific community the fertility of this vehicle for the circulation of knowledge.

The articulations with multilateral organizations, in particular the CICAD-OAS Project (Inter-American Drug Abuse Control Commission, of the Organization of American States), and with entities representing the profession were very positive and fruitful. The CICAD-OAS Project generated the organization of several international events at the PEN and the participation of professors in their itinerant versions; it also generated the publication of books in co-authorship with international partners in three languages and the formalization of an international agreement. From the CICAD-OAS partnership, the coordination, by a PEN professor, of an international specialization course based in Canada also stands out, in partnership with the *Center for Addiction and Mental Health (CAMH)*, which enabled the publication of three special international issues of *Texto & Contexto Enfermagem* Journal. From the relationship with entities representing the profession, in particular the *Associação Brasileira de Enfermagem (ABEn)*, the partnership in the formulation of professional policies stands out, including organization of events such as the 51th Brazilian Congress of Nursing (*Congresso Brasileiro de Enfermagem, CBEN*)/10th Panamerican Congress of Nursing and the 1st International Seminar on the Work of Nursing (*Seminário Internacional sobre o Trabalho da Enfermagem, SITEN*). Since then, the SITEN has become a regular quadrennial event organized by ABEn, with the support of the PRAXIS/PEN/UFSC research laboratory. The 5th edition took place in 2019, in Manaus, during the 71st CBEN. Education, knowledge production and professional representation are articulated in the search for solutions to the population's health problems and those experienced in care, management, education and research practices.

The investment in research cooperation, in innovative training projects, and in international partnerships and articulations, constituted a fundamental pillar of the period. Regarding research cooperation, advances in the qualification and expansion of the number of international agreements and the implementation of various initiatives to disseminate the knowledge produced are highlighted. The creative and solidarity initiatives already visible in the emergence of the Program are very evident and consolidated.

By analyzing the internationalization policy implemented by PEN and the provisions on the theme in the National Graduate Plans, both II and III, respectively for the 1982-1985 and 1986-1989 periods²³, the relationship of PEN with the instituted is verified. The implementation of actions that associate prescribed references, protagonism and foresight is verified. The decisions and actions aimed at overcoming limits and building a future, producing knowledge to strengthen the profession, the Nursing science and the health field.

A walk with a strong emphasis on solidarity, building networks, investing in visibility (both in the parent institution, UFSC, and in the international scenario), articulation with entities representing the national and international profession, in knowledge exchange and in the construction of solid and long-lasting partnerships. Increasingly recognized, PEN produced results and made evident the achievement that would follow: the recognition of the program's excellence.

Excellence milestone – The visibility of internationalization (2007-2020)

The trajectory of internationalization built at PEN/UFSC shows how the academic collective was developing its strategic planning and setting goals, optimizing opportunities and partnerships that culminated in the mark of excellence, with the establishment of a consistent and permanent insertion of internationalization.

Understanding that the internationalization agenda²² evolved and was received with greater balance by different foreign institutions, the approximation movement required flexibility, wisdom and openness to the new and diverse, in order to enable promising growth. Investing in internationalization means circulating knowledge, promoting cooperation actions, with concrete changes in the scenarios involved and committed to intellectual solidarity at the service of qualified training and its social impact.

In the period from 2007 to 2020, the actions of PEN/UFSC expressed in the following thematic categories: academic mobility, research cooperation, training projects, solidarity and knowledge production, stand out for their magnitude in terms of the amount of circulation of professors and students both internally and externally to the program, as well as for the quality and consistency of the actions developed. There was a substantial expansion of agreements, training of foreigners at PEN and an expressive movement of international solidarity. As a consequence, collaborative scientific production gained more quality, relevance and greater knowledge dissemination. Figure 4 uses the matrix already evidenced in Milestone II, but highlights exactly everything that has expanded and strengthened, maintaining the strategies and advances in progress since the previous period (note the expansion symbol in the center of the figure), evidenced in geographic and numerical coverage. In addition to that, in the “Expression 45 years” fields, it synthesizes selected aspects of the current reflections of the excellence built.

Academic mobility stood out during this period in different actions, such as continuing the policy of developing post-doctoral internships abroad for the program’s professors and expanding the participation in missions related to study, research, conferences and courses abroad by researchers in PEN/UFSC. In terms of student mobility, the sandwich doctorate was expanded among participants and academic institutions, extending to other European countries and the African continent, in addition to Latin American countries. Considering the CAPES evaluative indicator to focus on the participation of permanent professors (PP) in these processes, over the period, this participation has risen from a mean of 15-20% to 70-80%. Likewise, the policy of assistance, support and encouragement to students for sandwich doctoral internships abroad and qualified participation in international events project a mean presence of 30% of PEN students.

The links established in international relations go beyond the institutional limits, promoting personal and affective bonds⁷, in addition to establishing the healthy movement of integration and visibility of professors, students, graduates, researchers, experts and new partnerships, in a continuous process for the innovation and advancement of the nursing and health science.

With installed expertise and the internationalization culture incorporated, in its 45 years of life, PEN/UFSC celebrates the training of 71 foreign graduate students, 40 of whom are Masters, 23 PhDs and eight post-PhDs, from 11 countries: Peru, Colombia, Costa Rica, Argentina, Portugal, Spain, Ecuador, Angola, Chile, Uruguay and Pakistan.

The bureaucratic, ethical-political, social and cultural procedures aligned objectives, processes and relationships, in order to progressively reach significant numbers of technical-scientific missions, multicentric publications, itinerant international events, training of foreigners, students and professors of PEN in qualification in foreign institutions.

The 26 active international agreements represent a consistent and persistent trajectory over these 45 years since, from the beginning, with three effective agreements, from Ground Zero, rising to 12 in the Consolidation Milestone, we reach 26 in the Excellence Milestone.

A consolidated Excellence Milestone in relation to exchanges and agreements indicates that they have significantly strengthened and expanded in number, quality and complexity of actions, covering the five objectives aligned with the 2011-2020 PNPG²³, such as: research projects in partnership; reciprocal professor and student mobility; guidance and co-supervision of theses and dissertations; participation in evaluation boards, disciplines, seminars and the like; as well as shared scientific production.

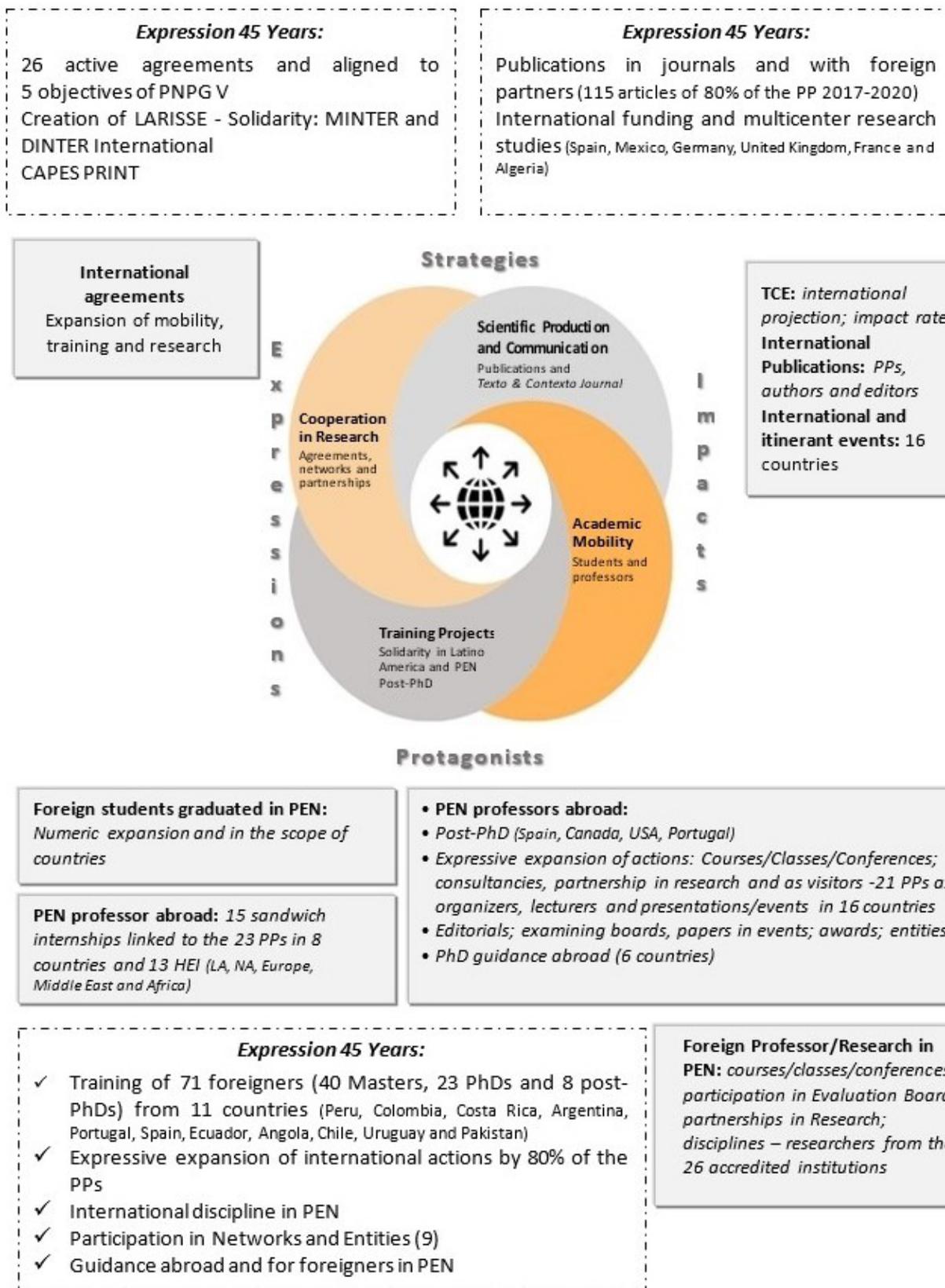


Figure 4 – Excellence milestone: The visibility of internationalization (2007-2020). Florianópolis, SC, Brazil, 2021.

Thus, we consolidated and expanded partnerships with Germany (*Universität Bielefeld* and *Universität Osnabrück*); France (*Université Paris Diderot*); Canada (*University of Alberta – Faculty of Nursing* and *University of Toronto*); Mexico (*Universidad de Guadalajara*, *Universidad Autónoma del Estado de México* and *Universidad de Guanajuato*); Spain (*Universidad de Barcelona*, *Universidad de Alicante*, *Universidad de Córdoba* and *Universidad Autónoma de Barcelona*); USA (*University of Miami – School of Nursing*, *Texas University – School of Biomedical Informatics*, *University of Michigan – School of Nursing*, *Kent State University*, *University of Nebraska*); Portugal (*Universidade do Porto*, *Instituto de Ciências Biomédicas Abel Salazar*, *Escola Superior de Enfermagem do Porto*, *Escola Superior de Enfermagem de Coimbra* and *Universidade de Lisboa*); Ireland (*Queen’s University of Belfast* and *Universidade de Cork*); Chile (*Universidad de Magallanes*); United Kingdom (*University of Nottingham* and *University of Kent*); Costa Rica (*Universidad Costa Rica*); and Noruega (*Lovisenberg Diaconal University College*).

In the context of internationalization, PEN/UFSC has contributed with positive impacts on society, with the following standing out: coordination of the CAPES PRINT Program, with the objective of creating an interprofessional health education network, comprised by a team of Brazilian and foreign researchers (Canadians, Spaniards, Portuguese, Americans and English). The already-developed actions included the following: offering three courses by foreign colleagues, holding a seminar, and receiving a researcher from Colombia for a postdoctoral internship during a 15-month period.

With regard to international solidarity, this policy has been in effect since the creation of the Program, developing collaborative actions with institutions and colleagues from Latin America in Venezuela, Peru, Colombia and Bolivia, sharing knowledge and experiences and, in this way, allowing local institutions to create their own programs, strengthening the training of leaders and qualified performance in teaching, management, assistance and investigation. Accelerating this process, attracting foreign students to the PEN/UFSC also made a substantial contribution, as indicated by the number of foreign graduates.

In view of the growing investment in the training of Masters and PhDs as a strategy that aims at training leaders and at boosting critical reflection on the problems of the profession and health, in 2016, PEN/UFSC proposes MINTER – International together with *Universidad de Magallanes* in Punta Arenas, Chile, allowing the qualification of 20 Masters. The successful experience resulted in the proposal of the International Interinstitutional PhD course (DINTER) in progress. The role of PEN meets the call of PAHO in the training of nursing leaders in the American continent³³. International solidarity also advanced with projects with vulnerable populations, such as victims of natural disasters in Peru; domestic violence in Spain; childhood and adolescent obesity in Chile, and humanitarian missions in Haiti and Africa.

It is worth remembering that PNPG IV (2005-2010)²³ recognizes the stability and induction phase of the Brazilian Graduate Education system (SNPG), guiding the confrontation of different asymmetries/concentrations and integration with other public policies and priority programs. In terms of international cooperation policies, it shows the premises for improving the SNPG as a condition for the country’s economic and social development; suggesting modalities of international cooperation in reciprocity and symmetry models and the encouragement of research networks in South-South cooperation; in addition to those already established, as priorities in intensifying exchange (including undergraduate students) and postdoctoral studies for young PhDs^{19, 28}.

What PEN/UFSC has projected since its creation in the field of internationalization was enhanced in the period from 2007 to 2020, through the collective effort and systematic management of the internationalization process, creating LARISE & CT, the Laboratory of International Relations & Technical Cooperation in Health and Nursing. More detailed information can be found in <https://larise.paginas.ufsc.br/>.

Actions and dialogs gain space and projection through the dissemination of the knowledge produced, whether in the publication of articles, books, book chapters, editorials, annals and protocols, among others. Publications with foreign researchers have been part of the ethical-social goal and commitment since its inception, growing significantly in the last four years (2017-2020), with 115 articles in this type of partnership, involving more than 80% of the PP. This number represents the production of 4.4 (four point four) articles per agreement in the quadrennium, a number that tends to grow with the progressive result of collaborative research studies with foreign institutions and researchers. In addition to that, the importance of the international *ad hoc* consultancies, the international projection of *Revista Texto & Contexto Enfermagem* and the participation in multicenter research projects supported by foreign financial capital.

The international *ad hoc* consultancies attest the professors' potential and expertise both in theoretical frameworks in the philosophical, educational, technological, epidemiological, ergology and strength/workloads, ethics and bioethics, history of the profession, care and management fields, as well as in the methodological field, of research studies with qualitative, quantitative and mixed-methods approaches. Participation in multicenter research projects is maintained by the consistency and development of five macro-projects together with unconsolidated and consolidated research groups, in progress since the previous quadrennium, with Spain, Mexico, Germany, United Kingdom, France and Algeria. The themes involve health promotion in vulnerable social spaces, problems and challenges in the contemporary work of health professionals in public hospitals, health systems, medical care and kidney transplantation, and the economic impact of maternal mortality. They are comparative studies between the countries already mentioned, also contemplating Portugal, Bolivia and Uruguay.

We understand that the internationalization process of PEN/UFSC keeps the hope alive that it is possible to cross borders, with courage, assistance, support and daring to live everything that the movement requires, challenges and provides opportunities, with respect, ethics, resilience and generosity. The process of expansion and excellence is permanent and PEN's visibility has been improved in addition to its webpage, through digital media with a Facebook page, Instagram and a YouTube channel.

CONCLUSION

The milestones in the 45-year trajectory of PEN/UFSC reveal their contribution to the internationalization of the Program and of Brazilian Nursing. The commitment of its faculty and students to the national and international policies for graduate training and international cooperation overlaps with institutional interests.

The internal and external processes that shaped the internationalization of Graduate Education were based on the constitutional bases of international relations and guidelines for Brazilian education, science and technology.

By meeting the agendas proposed but, above all, by anticipating movements, in an original and pioneering way, such as international solidarity, academic advisory, partnerships and training of foreigners with social, political, academic and institutional impact, it imprints the mark that is present in its DNA: the collective investment in strengthening the science of nursing and health in the world.

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NOTES

ORIGIN OF THE ARTICLE

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