



The higher education in nursing in Rio Grande do Norte: revisiting the history

O ensino superior em enfermagem no Rio Grande do Norte: revisitando a história *La educación superior en enfermería en Rio Grande do Norte: revisitando la historia*

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ABSTRACT

Objective: To analyze the institutionalization of the higher education in Nursing in Rio Grande do Norte in the 1970s. **Method:** This is a qualitative research, with a historical-social approach, arising from consultations with documentary sources and interviews with characters that experienced this history. Data were analyzed in the light of Thematic Analysis. **Results:** The following categories appeared: The higher education in Nursing in Rio Grande do Norte; and The Nursing Department of Natal, at the Federal University of Rio Grande do Norte. **Conclusion:** The operation of the higher education in Nursing in the state - in Mossoró (1971) and in Natal (1974) - stems from the effects of the University Reform, which is responsible for increasing the number of vacancies in higher education, opening new Nursing Schools in the country, as well as for raising the need for professional qualification related to the national developmental policy entailed by the Economic Miracle and to the implementation of the development plan of the Northeast Region.

Keywords: Nursing; History of Nursing; Education, Higher; Education, Nursing; Schools, Nursing.

RESUMO

Objetivo: Analisar a institucionalização do ensino superior em Enfermagem no Rio Grande do Norte, anos de 1970. **Método:** Pesquisa qualitativa, de abordagem histórico-social, resultante de consultas a fontes documentais e de entrevistas com personagens que vivenciaram essa história. Os dados foram analisados à luz da Análise Temática. **Resultados:** Emergiram as seguintes categorias: O ensino superior em Enfermagem no Rio Grande do Norte; e O Departamento de Enfermagem de Natal, na Universidade Federal do Rio Grande do Norte. **Conclusão:** O funcionamento do ensino superior em Enfermagem no estado - em Mossoró (1971) e em Natal (1974) - decorre dos desdobramentos da Reforma Universitária, responsável pelo aumento da oferta de vagas do ensino superior, abertura de novas escolas de Enfermagem no país, assim como pela necessidade de qualificação profissional relacionada à política nacional desenvolvimentista, impressa pelo Milagre Econômico, e à execução do plano de desenvolvimento da Região Nordeste.

Palavras-chave: Enfermagem; História da Enfermagem; Ensino Superior; Educação em Enfermagem; Escolas de Enfermagem.

RESUMEN

Objetivo: Analizar la institucionalización de la educación superior en Enfermería en Rio Grande do Norte durante la década de 1970. **Método:** Investigación cualitativa, de abordaje histórico-social, derivada de consultas a fuentes documentales y entrevistas con personajes que vivieron esa historia. Datos sometidos al Análisis Temático. **Resultados:** Emergieron las categorías: La educación superior en Enfermería en Rio Grande do Norte y; El Departamento de Enfermería de Natal, en la Universidade Federal de Rio Grande do Norte. **Conclusión:** El funcionamiento de la educación superior en Enfermería en el estado -Mossoró (1971) y Natal (1974) - resulta de la Reforma Universitaria, responsable por el incremento de la oferta de vacantes en la educación superior, la apertura de nuevas Facultades de Enfermería en Brasil, así como por la necesidad de calificación profesional relacionada con la política nacional desarrollista generada por el Milagro Económico y la ejecución del plan de desarrollo de la Región Nordeste.

Palabras clave: Enfermería; Historia de la Enfermería; Educación Superior; Educación en Enfermería; Facultades de Enfermería.

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INTRODUCTION

Higher education in nursing, in Rio Grande do Norte (RN), had its institutionalization in the beginning of 1970 during the operation of Nurse School of Mossoró, in 1971, and of the Nursing Program, from Federal University of Rio Grande do Norte (UFRN), in 1974. These initiatives attended to different interests, justified themselves by the need of qualified workforce for health facilities. With greater importance, they enabled local nurses qualification, because prior to run, people who were interested in nursing had to develop studies in other Brazilian states. About Nurse School in the northeast region, it is important to clarify that the first actions occurred in the 1940s in the states of Ceará, Pernambuco, Bahia and Maranhão.¹

In decades of 1970 - the rise of the military regime -, higher education in Nursing went through change caused by transformations in national level. Therefore, University Reform (1968), Thereby, University Reform (1968), Ten Year Plan of Health (1972) and the National Plan of Development (1972-74) were responsible to push higher education in federal public institutions. The curricular and education reforms aimed to attend the demands of those times.²

From the beginning of Nursing professionalization in the country, its leaderships demonstrated worrisome with formation of human resources, specially in what is about the formation of scientific-technician and ethical-political formation.³ The advent of University Reform, enabled the incorporation of Nursing schools in Health Science or Biomedical Centers, assuring the emancipation of School of Medicine; faculty composed by nurses; *stricto sensu* graduate institution; faculty qualification; access to national community of researchers; a new curriculum; and opening new schools in the country.^{4,5}

Faced with this, this research presents as aim to analyze the institutionalization of higher education in nursing in Rio Grande do Norte, in the 1970s, being needed, thus, to revisit history. Its development is justified by contribution to memory and history of profession and higher education in Nursing in Brazil, about its creation and operationalization in the scope of a federal university.⁶

METHOD

It is a qualitative research, with historic-social approach. Studies of this nature favor the critical comprehension of social production of documents, non linear time analysis and reality specifications.⁷ In this perspective, history is an evolutive process of contextualized interpretation of social arrangements in which the man is an actor susceptible to power relationships. When applied to Nursing, constitutes a fundamental method of knowledge and interpretation of social structures, in which the profession is not inserted.⁸

Data collection occurred from January to April 2013, with the survey of documentary sources, and from January to July 2014, with the realization of 11 semi-structured interviews. Four nurses-professors, founders of the Nursing Department/UFRN, four collaborator professors of the Nursing Department/UFRN, two students from the first undergraduate class of the School of Nursing of Mossoró/RN and a North American visiting professor participated. All attended criteria of voluntary participation and of experience in the institutionalization process of higher education in nursing in Rio Grande do Norte.

Interviews, previously scheduled, obeyed the protocol of presentation, reading and discussion of the Free and Informed Consent Form and its signature. The recordings took, on average, 101 (one hundred and one) minutes and, after being transcribed, the information was validated to allow the repair of misunderstandings.⁹ On that occasion, it was requested the signing of the Assignment Form of Oral Deposition and given the knowledge that employees would be identified by surnames.

Thematic analysis was used to reconstruct the history of higher education in nursing in Rio Grande do Norte, for dealing with specific subjects.¹⁰ At the end of this step, two categories emerged: Higher education in Nursing in Rio Grande do Norte; And Nursing Department of Natal, in the Federal University of Rio Grande do Norte.

Lastly, this manuscript counted with the approval of research Project in the Research Ethics Committee of Federal University of Santa Catarina under the substantiated feedback nº 425.196, on October 14th 2013.

RESULTS

Following, subsidies that enable to revisit institutionalization of higher education in Nursing in Rio Grande do Norte, in the decade 1970, will be presented. As for this, it is important to emphasize that its start point corresponds to the creation and operation, 1968 and 1971, respectively, of the Nurse School of Mossoró - today Nursing School (FAEN) - and integrated to the University of the State Rio Grande do Norte (UERN).

Higher Education in Nursing in Rio Grande do Norte

Related to the implementation of higher education in Rio Grande do Norte, having as reference the pioneerism of the Nurse School of Mossoró, we present the following statements:

We lived the expansion of Higher Education due to University Reform [...] in 1968, it has created the Nurse School of Mossoró, but its operation initiated in the year of 1971, after the SATs. [...] this attended the wish of making a university work in Mossoró [...] nursing, among health courses, was the cheapest one and could count with

a few exiting doctors in town, as faculty [...] we thought in small investments and using hospitals as intership Field [...] professor João Batista Cascudo Rodrigues, its idealizer, visited great centers and maintained contact with Circe of Melo Ribeiro, National ABEn's president, at the time [...] from Fortaleza-CE there were nurses Janete Maria Matos, Gertrudes Suassuna de Souza and Maria D'arc Cavalcante e Silva (MOURA).

There was a lack of professors-nurses, intership supervisors, pedagogical-didatic material and labs [...] we would watch Anatomy and Physiology class with Dr. Leodécio Fernandes Néo, during surgery, for lack of anatomical parts and mannequin [...] standard nurse, in Mossoró, for a very long time, only our professors [...] at that time, in the health services there was only nursing attendant [...] there were many difficulties and, because of that, Nursing that initiated its activities in 1971 and was only recognized in 1978 (PINTO).

Facing this, measures have been taken and, with regard to the teaching staff.

As there were not graduated nurses in Mossoró, we, students, were hired by the School as monitors on 1972 (MOURA).

We would give classes to the subsequent classes to ours [...] after graduation we were hired as nurses of the institution (PINTO).

Parallely to the implementation of Nurse School of Mossoró, in Natal, articulations were done for the creation of a congenial course in UFRN, as described in the following:

For a long time - me, Raimunda Medeiros Germano, Oscarina Saraiva Coelho, Guiomar Pereira Barreto, Maria Élide Santos de Souza, Dayse Maria Gonçalves Leite, Maria das Graças de Araújo Braga e Leda de Melo Moraes, Professors of the School of Nursing Assistents of Natal, attached to the School of Medicine, since 1964 - we used to talk about creating a higher education course in Nursing in UFRN [...] we knew that the University was experiencing a moment of expansion that contemplated, also, the creation of new courses (VILA NOVA).

Our discussions about higher education in Nursing come before the North american boat-hospital, from HOPE^a Project, in 1972 [...] we didn't understand why Natal, the capital of the state, didn't have a Nursing Course [...] Mossoró's experience, with Nurse School, from 1971,

was provocative and positive [...] we had at our side a teaching hospital, a maternity-school and the schools of odontology, medicine, biology sciences and pharmacy [...] we had the tradition of teaching nursing, even though in high school level, from about the decate of 1950, with the School of Nursing Assistants in Natal, equipped with a small library, lab and nursing professors [...] as for Nursing course approval, no one can deny the goodbye of Prof. Leide Moraes, Vice Rector, husband of Leda de Melo Moraes (GERMANO).

About UFRN's expansion, "a committee is going to see the possibilities to create a high education course in nursing and its composed by the professors Clemente Galvão Neto, Dalton Barbosa and Vicente Dutra de Almeida", that's how it was published in the newspaper "The Republic".¹² About this committee, there was the statement that:

We didn't participate because we were high school teachers [...] this committee was formed, exclusively, by university professors (VILA NOVA).

It was the members of UFRN's Higher Committees [...] we, nurses teachers from the School of Nursing Assistants from Natal, were frequently consulted and many times provided documents and clarifications (GERMANO).

And that way, the notice published in September 20th 1973, having the permanent committee of SATs (COMPERVE) as responsible for the contest, contemplated 30 spots for the Nursing Course/UFRN.¹³ Entries were made on the 26th and 27th of the same month, and the tests, starting January 6th, 1974, starting at 8 o'clock, for four consecutive days.

The Nursing Department from Natal, at Federal University of Rio Grande do Norte

As for the structure of the nursing course in Natal, it is observed the great effort from its precursors, as the following statements:

The Nursing Course, approved in 1973, initiated its activies in the following year, with the entrance from approved students in the SATs [...] it was up to Leda Moraes Nursing Department chief, and Raimunda Germano, Course's coordination [...] we faced many difficulties to initiate it, after all our experience was with high school [...] Nadir Vila Nova and I studied teaching [...] there were many work hours and nights of study [...] the subjects were distributed according to the area of interest and performance of each teacher (BARRETO).

Curricular structure, itself, was supported in the current legislation and counted on subsidies from other Schools of Nursing from UFBA, UFPE, EEAN and USP [...] we organized the disciplines of the Vocational Cycle; hiring of new nurses teachers; integration of the Basic and Vocational Cycles; monitoring student development; stages fields; qualification of teachers; among others [...] the achievements for the Master's degree were under the responsibility of Leda, the department chief [...] Éliida, Nadir and Guiomar went to EEAN and Dayse to USP (GERMANO).

The teachers of the School of Nursing Assistants in Natal were transferred to the Nursing Department [...] me, from the Varela Santiago children's hospital, and Graça Braga, from Januário Cicco Maternity School, already collaborated with the school of Assistants receiving students during curricular internships [...] we are the first hired professors from the Department [...] me for pediatrics and Graça for obstetrics (LEITE).

Faced with the need to expand the teaching staff, contests were held to hire temporary teachers in the scheme to ensure the continuity of activities, considering the need for teachers to leave the postgraduate course *stricto sensu*. About this:

At that time, in the Northeast, almost simultaneously, other higher Nursing courses were created [...] the candidates had to prove qualifications in Public Health, Medical-Surgical or Obstetrics, considered as specialization [...] Master's was a new thing (BARRETO).

I remember collaborating professors coming from Recife (Normélia Maria Freire Diniz, José Cristovam Martins Vieira, Ângela Maria Leal de Moraes Vieira, Rosineide Santana de Brito), from Mossoró (Abgail Moura), from Fortaleza (Francisca Valda da Silva) and from Paraíba [...] there were also North american nurses from the HOPE Earth Project, as visiting professors (LEITE).

And once hired as a professor- collaborating or visiting-, they had the following activities:

I taught from 1976 to 1980 [...] I coordinated the discipline Child-maternal Nursing [...] theoretical classes were in the morning and internships and extension activities in the afternoon [...] we followed the same curricular program from the Nursing course/UFPE [...] I worked in collaboration with nurses-visiting professors from the HOPE Earth Project, Mary Anne Small - in some primary health care units- and Margareth Mein da Costa - on the Department's leadership [...] with discipline professors

and those from UFPE, we created the abilitation in obstetric nursing/UFRN and we had the Januário Cicco Maternity School for internships [...] we created the joint housing and teaching-assistance protocols in the delivery room [...] it was essential the support of the Prof. Leide Moraes and of Leda Moraes, General director and Nursing Director, respectively, from Januário Cicco Maternity School(DINIZ).

I arrived in Natal on January 1976, from the HOPE Earth Project, and stayed until July 1979, as a visiting professor [...] I initiated my activities on march, teaching pediatric nursing, in the Maternal-Child discipline [...] we developed actions, such as: immunizations; childcare; care for hospitalized children and as infectious diseases; health education classes for parents of hospitalized children; play activities for hospitalized children; home visits, among others [...] I participated in the first Specialization Course in Community Nursing/UFRN teaching theoretical and practical classes (REDDING).

I started in the Nursing Department/UFRN in 1977 and I remain to this day [...] At that time the course was structured and [...] I was hired as a contributing teacher for the Maternal and Child Nursing discipline, which covered women's health, neonatology and pediatrics [...] I taught classes and accompanied students of the courses of Auxiliary, Technical and university [...] there was also an agreement between the Department and the State Department of Education for the vocational education in Nursing Technician, and, therefore, we gave classes in public schools, such as: State School Professor Anísio Teixeira and State School Winston Churchill [...] there was a lot of work and one team for everything [...] I worked with professors Normélia Maria Freire Diniz, Luzineide Nunes Ribeiro, Akemi Iwata Monteiro, Sarah Veras Pedroza, Dayse Maria Gonçalves Leite and Léa Ávila Arce (BRITO).

As seen, many were the measures for the proper functioning of the Nursing Course. Interpersonal relations also required special attention, as recorded in the following statements:

I arrived in 1976 and even being from the outside and without stability at UFRN, I opposed the local staff in the elections for the head of the Nursing Department [...] there was a lot of centralization of power [...] I even sent a file to the Rector about irregularities [...] Raimunda Germano, newly arrived from the Master's degree and in the capacity of Head of Department, appeased the moods [...] it was a huge burden for me, my family and the reason for my return to Recife-PE in 1979 (MARTINS VIEIRA).

There were teachers from other states and Americans from the HOPE Project, all with different backgrounds and backgrounds, but whoever was from home was from home [...] there was a group that created, founded and organized the Nursing Department and that diverged from each other [...] it was a great game of interests and vanities [...] Leda Moraes had many conflicts in the Department that accompanied her with her exit to the Januário Cicco Maternity School [...] foreign nurses, visiting professors, also found difficulties [...] we lacked space and recognition [...] for these conflicts, wear and tear, and resignation, I also decided to return in 1980 to Recife-PE (DINIZ).

Leda Moraes Oscarina Coelho has its merits, but they put their finger on everything, orchestrated and bossed the Department [...] I knew of my proper professional training and my skills, so there was no sense of owed the other [...] the control was so much that I was once called attention because of my clothes (MORAIS VIEIRA).

From what was learned, whether the initial discussions, difficulties for approval, implementation and functioning of the Nursing Course/UFRN, or the conflicts arising from the heterogeneity of the group of teachers - training and culture -, these demands ended up contributing to the consolidation of higher education in Natal.

DISCUSSION

Thinking the nurse's training in Brazil, having as reference the anglo-american model, is to certify that, very slowly, this modality of teaching expanded itself through the country, seen that in the case of Rio Grande do Norte, almost 50 years have passed since its concretization. About this event, there is a particularity of having happened in the state's countryside, in the city of Mossoró, and not in Natal, the capital, where it already worked since the middle of the 1950s, the school of nursing assistants of Natal, today the School of Health of UFRN.

This school, of medium level, initially installed on the dependencies of Miguel Couto Hospital, current Onofre Lopes University Hospital (HUOL), marked, in the state, the beginning of Professional Nursing. This achievement corresponded, in part, to a desire expressed since 1927, in the Hospital's Internal Regiment - under the administration of the Hospital Assistance Society (SAH) -, of making it work a Nurse School and Midwives. It's important to clarify that its creation in 1934 and its foundation in the year of 1950, but, in both opportunities, the lack of resources-human and material - prevented their activities.

Such resources limitation were decisive to the Ministry of Education, having as reference a reported shipped by the nurse Marina de Andrade Rezende, recommended the establishment of a secondary school.¹⁴ And like that, the School

of Nursing Assistants of Natal received the authorization in the year of 1955 and, in the following year, started its activities. Its functioning became possible from the agreement signed between SAH, the Hospital Organization Division and the National Campaign Against Tuberculosis. In this regard, the doctors Januário Cicco - elaboration of the Internal Regulation, creation and foundation- and Onofre Lopes da Silva were in front of this execution - on authorization and functioning. Lastly, it's highlighted that the School of incorporated to the School of Medicine/UFRN, in 1964, and that its professors, also UFRN's nurses, accumulated care functions at HUOL and at Januário Cicco Maternity School.^{15,16}

Resuming higher education in Nursing in the RN, the Nurse School from Mossoró had as idealizer the lawyer and teacher João Batista Cascudo Rodrigues. Its creation, in 1968, attended by the Faculty of Economic Sciences and the Faculty of Philosophy, Arts and Letters, a University.^{17,18}

As the collaborators pointed out, the scenario in Mossoró was unfavorable, given that the School started in 1971, three years after its creation. Even though it was recognized the need of the formation of qualified human resources to answer local health services demands, there were difficulties, such as: infrastructure; lack of professors-nurses; didactic-pedagogical material; laboratories; supervisors and internship fields. It is believed, therefore, that overcoming these obstacles delayed its recognition by the Ministry of Education, making it wait until 1978, seven years after the beginning of its activities and having already formed six classes.

Despite this, the reports lead one to believe how great was the commitment of the pioneer teachers - Maria D'arc Cavalcanti e Silva, Gertrudes Suassuna de Souza and Janete Maria Matos - hired to continue administrative and pedagogical activities of the School, always with the purpose of guaranteeing the students the best possible training. About this School, apart from its pioneering in RN, another particularity deserves highlight: its administrative and financial subordination to the Prefecture of Mossoró, made this unprecedented, at least in the Brazilian Northeast.¹

In the reality of Natal, the aspiration to make higher education work in Nursing followed the group of nurses-teachers and nurses supervisors of internships at the School of Nursing Assistants for some time. This group was aware that UFRN - created in 1958 and federized in 1960 - had a congruent structure to the functioning of higher education in Nursing, considering regularity of courses in the Biomedical área (Biological Sciences, Pharmacy, Medicine and Odontology).

However the institutionalization of Nursing higher education in Rio Grande do Norte, in the decade of 1970, can be related to unfolding of the University Reform, the National Integration Program and the growth of the social security system. In the case of Natal, the expansion plan of UFRN and the commitment of Prof. Leide Moraes, Vice Rector, at the time.

That said, it should be reported that the Nursing Course/UFRN completed some bureaucratic steps necessary for its creation and operation, such as: favorable feedback of the evaluation committee of the new courses, its approval by the University Council and the availability of 30 vacancies for the entrance exam in January 1974.^{19,20}

The Nursing Course/UFRN was born as a Department in the Health Sciences Center and, as such, started to take advantage of administrative autonomy to develop its activities. However, its organization and functioning require from the group of founder nurses-professors dedication and effort; after all, as stated a collaborator, there were many hours of work and study.

Although this group had proven experience with high school, everything took on a new aspect due to administrative (Departmental and Coordination of Course), structural (library and physical space), staff (teacher selection and qualification) and didactic-pedagogical (books, curriculum, disciplines structuring and internships fields). It is important to highlight that part of these resolutions are due to the assignment done by School of Nursing Assistants from Natal of its physical structure and personnel. Because of this, the same building started to host assistant courses (1955) and higher education in Nursing (1973) and time after, the technician course (1975).

Thus, for the 1974 class, a pioneer in Nursing/UFRN, the total number of places available was filled, with the approval of candidates of both sexes, being 25 women and five men. About this class, in which refers to graduation in December 10th 1977, it's important to highlight that the composition of 20 graduates, and all of them female.²¹⁻²³

As for collaborating and visiting professors - hired to assure continuity of teaching activities -, it is important to highlight that their insertion in the course coincides with the functioning of disciplines in the professionalized cycle and that ministry theoretical-practical classes, accompanied students in the curricular stages and developed activities of extension. It is also worth noting that their contributions were of vital importance, although cultural and training clashes have caused divergence, in a context, according to the collaborators, of many vanities, tensions, divergences and concentration of power.

With regard to interpersonal relations - people or groups -, in order to develop in a salutary way, it is necessary to identify affinities, since empathy is one of the essential elements of good relationship, since it favors the unpretentious understanding of the positive and negative experiences of the other.²⁴

Regarding this, at work, interpersonal relationships assume relevance in making decisions for the possibility of being thought, planned and executed jointly. In turn, they can influence the everyday in a harmonious way, through relationships that favor the improvement of individuals, or unfavorable, by interfering in the development and accomplishment of the activities by the team.²⁵

It is believed, therefore, that the understanding and tolerance of the feelings, behaviors and motivations of others are determinant to the increase of the perception of reality and to the individual growth, as well as to the good execution of the activities, since heads and co-workers are not chosen.

In the reality of Nursing Department/UFRN, of that time, if, on one hand, the recently arrived teachers - with different culture and training - contributed to the instability of the local group and favored the conflict rise, on another, definitely, the maturity of the group, professional enrichment through the exchange of knowledge and experiences, and the consolidation of the course.

With regard to the contribution of the nurses of the HOPE Earth Project in Rio Grande do Norte, it is worth mentioning that it was another experience between Brazilian and American Nursing. In this regard, the Parsons mission (1921-31), within the framework of the National Department of Public Health and the Foundation of the Anna Nery School of Nursing, and the Special Public Health Service (1942-60) in the training of health workers and in the financing of Nursing Schools.²⁶⁻²⁸

The HOPE Earth Project (1973-1985) corresponds, thus, to an unfolding from the Project HOPE, during the passage of the hospital ship SS HOPE, in Natal (1972). In this new configuration, its activities consisted in leverage higher education in UFRN in health courses through the sending of teachers, as visiting professors. In the case of nursing, ensured the permanence of nurses from 1974 to 1981.²⁹

Regarding the process of scientific nursing in Brazil, when studying training in higher education, it can be observed that the scenario in which teaching has developed is contextualized by political, social and scientific facts of the time, interfering in the attempts, successes and difficulties in establishing a strong, active, continuous and systematic scientific structure in a profession still under development.³⁰

Finally, at the present time, Nursing higher education in the RN is diametrically different from the 1970s, when only Mossoró and Natal had schools. Between 2004 and 2014, 14 new courses were created, of which 10 (71.42%) are private and four (28.57%) are public. From the geographic point of view, they are distributed in four mesoregions of the state: West Potiguar (Mossoró and Pau dos Ferros), Central Potiguar (Caicó), Agreste Potiguar (Santa Cruz) and East Potiguar (Natal and Parnamirim).³¹

FINAL CONSIDERATIONS

At the end of this manuscript, it should be noted that the institutionalization of higher education in Rio Grande do Norte - Mossoró (1971) and Natal (1974) - arose from the need for professional qualification, as well as related to the growth of the health insurance system, expansionist post-1968 post-secondary education, and to the development plan of the Northeast Region, instituted by the development policy during the military regime.

In the context of Mossoró, despite the pioneering spirit and enthusiasm to make a University work in the city, the reports made it clear that the difficulties - infrastructure, didactics, pedagogy and personnel - may have contributed to the delay in the recognition of the course by the Ministry of Education. With regard to the teaching staff, the difficulties were minimized with the adoption of the monitoring system, in which students taught classes to classes subsequent to their own.

In Natal, because of the structure of UFRN, the operation of higher education in Nursing seems to have been quieter, but not less labor intensive. It was essential to rely on the assignment of part of the structure - material and personnel - of School of Nursing Assistants from Natal, in operation since the 1950s, meeting the initial bureaucratic demands, hiring teaching staff nurses and managing interpersonal relationships.

Finally, it is hoped that the accomplishment of this research contributes with new subsidies to the understanding of the institutionalization of higher education in Nursing in Brazil, and, in particular, for Rio Grande do Norte. With this, it is hoped that it will stimulate the realization of other studies on the history of Nursing and higher education in UFRN.

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^a North American Government Project (1960-1973), of humanitarian help and professional internship, to the notions in development. This Project register two tickets from the ship hospital in Brazil: Natal-RN (1972) and Maceió-AL (1973).¹¹