



## **THE HISTORY OF EDUCATION AND TEACHING IN NURSING AND THE IMPACT IN PRACTICE OF NURSING AND HEALTH CARE**

Nursing education in Brazil follows a path permeated by several changes in general education at the secondary level, higher and postgraduate, as well as increasing the schooling of the female population. The predominance of practical nursing professionals, characteristic of the 1970s, with the formation of elementary level workers from side and top of another level, on very short scales compared to the country's needs, gradually being transformed by the struggle of class entities nursing and public policy.

Some achievements in education accounted for example, creating careers of nursing assistant, expanding the degree in Nursing, subsequently creating technical careers in nursing and the propose of national curriculum guidelines, among others. Furthermore, the creation of *stricto sensu* degree courses post and research groups added additional strength to the scientific dimension of the profession, with significant advances in knowledge production and technological development for education and nursing care. Thus contributing to the strengthening and understanding of nursing as labor and production of knowledge.

Nursing is a profession influenced by historical, socioeconomic and cultural conditions, and therefore it needs to be alert to changes in the context in which it is immersed, the health conditions of the population, public policy and social practice professional practice. Labor nursing actions are not restricted to the technical-scientific interventions, but are broader actions in the health-disease process in the social dynamics of public policies and the organization of services. This permanent reconstruction of the ways of making, research and education, involves changes in curriculum career development at all levels of training. New trends and pedagogical innovations produced within academia, covered in research groups, are both input and product of the various processes of scientific production. Curriculum frameworks, institutional knowledge as cuts adopted in schools, the

axes of theoretical and methodological support of curricula, teaching methods and learning assessment, faculty, teaching material adopted, among others, exert direct influence on care practices, educational, management and research that make up the profession in a given historical time. There is no neutrality nor spontaneous generation of committed, ethical and skilled professionals technically and politically. The graduate profile and consequently, the set of professionals who coexist in time and space, which perpetuate and sustain the workforce of the profession are generated/forged, from the purposive work in the field of schools and nursing careers.

Thus, permanent and insightful examination of the world of education and native demands of working life becomes as a need to add coherence and consistency in nursing education exercise, to render it properly responsive to the needs of care the population in constant transformation. It is a technical, socio-political, ethical and necessary alignment for the advancement of Brazilian nursing.

In this respect, this issue of the Electronic Journal of the History of Nursing offers the reader, some products of theoretical and methodological effort to analyze, in a historical perspective, aspects of nursing education and professional practices. These items placed in perspective activities, achievements and struggles of the profession, to subsidize the construction of knowledge and consequently, the act healthcare professional. Therefore, help to demonstrate the intrinsic relationship in shaping the careers and training paths, with resonances in nursing and health care.

**Leila Bernarda Donato Göttems**

Nurse, PhD in Management

Professor at the Catholic University of Brasilia and the College of Health Sciences.

Director of the Education Center of the Brazilian Association of Nursing