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History of the first professors of the Universidade de Brasília nursing course (1976–1990)

História das primeiras docentes do curso de Enfermagem da Universidade de Brasília (1976–1990)

Historia de los primeros profesores del curso de enfermería de la Universidad de Brasília (1976–1990)

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ABSTRACT

Objective: to describe the professional history of the first female professors hired and the process to work in the nursing course at the *Universidade de Brasília* between 1976 and 1990. **Methods:** a historical-social study, based on historical and oral documentary research. **Results:** between 1976, when the first female professor was hired, and 1990, more than 30 professors passed through the course, the majority of whom were women from other states in Brazil, with teaching experience in other institutions. During this period, there were no competitions for professors. Hiring was by careful selection or by invitation. At the end of 1980, the first teaching competition for the course was held. **Final considerations:** the course was not only built physically, but also through teaching staff theoretical and practical training. Scientific publications, research projects and university extension activities were essential for the consolidation of teaching activities.

Descriptors: Faculty, Nursing; Education, Nursing; History of Nursing; Nurse Practitioners; Universities.

RESUMO

Objetivo: descrever a história profissional das primeiras professoras contratadas e o processo para atuar no curso de enfermagem da Universidade de Brasília entre os anos de 1976 e 1990. **Métodos:** estudo de natureza histórico-social, baseado em pesquisa documental histórica e oral. **Resultados:** entre 1976, quando houve a contratação da primeira docente, e 1990, passaram pelo curso mais de 30 docentes, sendo a maioria formada por mulheres, provenientes de outros estados do Brasil, com experiência na docência, em outras instituições. Nesse período, não havia concursos para docentes.

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A contratação era por seleção criteriosa ou a convite. Ao final de 1980, houve o primeiro concurso docente para o curso. **Considerações finais:** o curso não foi construído somente de forma física, mas também através de uma formação teórica e prática do corpo docente. Publicações científicas, projetos de pesquisa e ações de extensão universitária foram essenciais para a consolidação da atuação docente. **Descritores:** Docentes de Enfermagem; Educação em Enfermagem; História da Enfermagem; Profissionais de Enfermagem; Universidades.

RESUMEN

Objetivo: describir la historia profesional de los primeros profesores contratados y el proceso de actuación en la carrera de enfermería de la *Universidade de Brasília* entre 1976 y 1990. **Métodos:** estudio de carácter histórico-social, basado en investigación documental histórica y oral. **Resultados:** entre 1976, cuando se contrató al primer docente, y 1990, tomaron el curso más de 30 docentes, la mayoría mujeres, de otros estados de Brasil, con experiencia docente en otras instituciones. Durante este período no hubo concursos para docentes. La contratación se realizó mediante una cuidadosa selección o por invitación. A finales de 1980 se realizó el primer concurso docente del curso. **Consideraciones finales:** el curso no sólo se construyó físicamente, sino también mediante la formación teórica y práctica del profesorado. Publicaciones científicas, proyectos de investigación y acciones de extensión universitaria fueron fundamentales para la consolidación de la actividad docente.

Descriptor: Docentes de Enfermería; Educación en Enfermería; Historia de la Enfermería; Enfermeras Practicantes; Universidades.

INTRODUCTION

Nursing, as a profession, aims to assist, care for, research and educate. We can consider that educating is one of the main roles that nurses take in their professional practice. It is not only about health education, but also about training new professionals who, in addition to having technical and scientific aspects, need to understand the dimension of their work, the commitment and responsibility they have when caring for other lives, when entering the nursing career^(1,2).

The construction of Brasília, Distrito Federal (DF), was a milestone and an important element in the increased need for nurses in central Brazil, since the new capital would need a suitable and adequate health infrastructure to assist the employees and families of those who would come to work in the new headquarters of the Brazilian federal government. During the 1950s and 1960s, no new nursing courses were implemented in the Central-West region, even with the economic boost to the region due to the construction of the new capital: in FD⁽³⁾.

Around 1972, during a special meeting of health ministers of the Americas, held in Santiago, Chile, the II Ten-Year Health Plan for the Americas was established, which provided for actions for the period 1971 to 1980. The goal established was to increase the number of healthcare professionals, which included higher education nurses, thus making it necessary to increase the number of places available in existing courses as well as create new nursing schools in the country⁽³⁾.

Thus, the *Ministério da Educação* (MEC, Ministry of Education) Departamento de Assuntos Universitários (DAU) appointed a group of nurses, who were part of the Health Sector Group (HSG) of that department, to provide advice on the diagnosis of the courses, in order to identify a model of nursing courses in 1975, and to know the average profile of courses existing in Brazil in that year. During this period, there were 41 active courses in the country. Professors Maria Dolores Lins de Andrade, from the *Universidade Federal do Rio de Janeiro* (UFRJ), Maria Rosa Sousa Pinheiro, from the *Universidade de São Paulo* (USP), and Maria Nilda Andrade, from the *Universidade Federal de Pernambuco* (UFPe), signed a final document that brought as a result of their analyses the need and encouragement for creating undergraduate nursing courses in federal universities where these courses did not yet exist. The product generated by the document served as a reference and technical support for implementing the most recent courses established in undergraduate nursing⁽³⁾.

Among the new courses that used this standard, three were located in the three federal universities in the Central-West region: nursing courses at the *Universidade de Brasília* (UnB), *Universidade Federal do Goiás* (UFG) and *Universidade Federal do Mato Grosso* (UFMT)⁽³⁾.

The UnB nursing course (ENF) was created on April 9, 1975 by Resolution 28/75 of the University's Board of Directors. It is worth noting that the process of proposing, implementing and structuring the UnB nursing course was slow and faced budget problems and difficulties in hiring professors, which were detrimental to creating a teaching environment. One of the factors that also hindered hiring was the requirement, by the *Conselho Federal de Educação* (CFE, Federal Education Council), that professors should have graduate degrees and experience teaching in higher education in order to be hired⁽⁴⁻⁶⁾.

The course remained with a scarce teaching staff until the creation of the Department of Nursing in 1986. The explanation for this was that the course did not have its own budget and that there were no resources allocated to hiring permanent professors for UnB, only temporary professors. There was an overload of work for these professors, and, with reduced staff, they were forced to be responsible for several disciplines offered in different semesters⁽⁴⁻⁶⁾.

Thus, many facts are important for the chronology of a course that was initially created to meet a need in the Central-West region and the recently created capital of Brazil, where there was a deficit in healthcare professional training and, consequently, a shortage of these professionals in services and in health promotion⁽⁵⁾.

Given the above, the interest in reporting, in the present study, the composition, a brief professional trajectory and the form of entry of the first professors of the UnB nursing course emerged, since there were numerous situations that prevented the evolution of the course in terms of teaching staff structure to meet the minimum needs for offering undergraduate courses⁽⁴⁾.

OBJECTIVE

To describe the professional history of the first professors hired and the process to work in the UnB nursing course between 1976 and 1990.

METHODS

Study design

This is historical documentary research and oral history^(7,8). In relation to historical documentary research, it makes it possible to understand the issue under study as well as to reconstruct the historical and sociocultural context of a given event or moment that occurred. Furthermore, documents constitute extremely important sources for research that focus on the search for information in materials that have never received analytical-scientific treatment⁽⁷⁾.

Concerning the oral history technique used, it can be considered as a research method, with the construction of sources for contemporary studies, which consists of conducting recorded interviews with people who participated in or witnessed events and situations of the past and present⁽⁸⁾.

Methodological procedures

The stages of research that were followed are described through the survey and systematization of historical documents from the UnB nursing course Memory Center itself and from other sectors at UnB, as well as other locations, such as digital collections on the internet.

As for the research stages, the following were carried out: 1) data collection from documentary and oral sources; 2) critical assessment of these data and sources; and 3) presentation of facts, interpretation, description of stories and development of research conclusions, according to stages already established in other research⁽⁹⁾.

The period defined for analysis was between 1976 and 1990. This is the period in which the first nursing professor was hired for the UnB nursing course and the end of temporary contracts for the arrival of tenured professors in the course.

Interviewees were contacted by email or in person, explaining the research objectives and asking about their availability for an interview. The interviews followed a semi-structured script prepared by the researchers themselves, which consisted of the following topics: a) describe your training as a nurse; b) comment on whether you knew the institution or the professors, through comments before becoming a professor; c) indicate whether there was any reason for choosing UnB to work as a professor; d) comment on the process of becoming a professor at UnB; e) describe the structure of UnB for nursing classes when you started as a professor and when you left the institution.

Data collection and organization

Data collection took place between August 2022 and May 2024.

To contact potential participants in this research, information available on the internet and data from the UnB Department of Nursing were used to obtain the contacts of the professors. Twenty-two professors were identified, and at the time of this study, nine were deceased, according to information from the department's archives; it was possible to obtain the contact e-mail addresses of nine other professors, through which they were invited to participate in the research; and it was not possible to locate the contact details of four professors. In the end, only two professors agreed to participate in the research.

The professors who agreed to participate in the research are still teaching at UnB. Therefore, the interviews were conducted in their respective rooms, located at the school of health sciences (Faculdade de Ciências da Saúde – FS), by a 5th semester nursing student under the guidance of a researcher who is a professor of the course.

After the interviews were conducted, the following methodological stages were followed, according to Meihy and Holanda^(10,11): a) transcription: recordings were listened to and transcribed in full by the main researcher; b) textualization: questions, references to the interview, repetitions were removed from transcriptions and, at the same time, an attempt was made to organize the narrated facts; c) transcreation: placed entirely in the first person, the texts took the form of someone telling their own story. As loss of meaning and significance commonly occurs when transposing from one language to another, the resource of transcreation was used. Transcreation is the use of linguistic strategies with the aim of minimizing this loss, in an effort to preserve the original meaning of the speeches^(10,11). Finally, we proceeded to: d) checking and final approval of the text: to ensure recognition of the meanings of the speeches, transcriptions were checked and approved by collaborators, who signed the Informed Consent Form (ICF)^(10,11).

As for the documents analyzed, they were separated in a physical section of the UnB nursing course Memory Center so that researchers could access the content and obtain the information necessary to prepare the results. It is worth noting that the documents found were separated by analysis category⁽¹²⁾. This resulted in the creation of a chart that shows, in a compiled form, data on professors in relation to names, date of admission/start of activities, description of material related to the professor and source analyzed between 1976-1990.

Ethical aspects

This research followed the ethical aspects of Resolution 466/2012 of the Brazilian National Health Council, and was approved by the UnB FS research ethics committee (REC), under Opinion 2,396,443. Participants signed the ICF and the Image and Sound Use Authorization Form, and the interview was filmed if the interviewee authorized it.

RESULTS AND DISCUSSION

Analyzing the documents available in the UnB nursing course Memory Center collection and the interviews conducted, it was possible to understand that the course was formed and established with the use of political and financial strategies (influences) to carry out certain situations arising from a recently created course. This is evident in a memorial written by Professor Maria Aurineide^(13:1):

[...] as the first professor of the UnB undergraduate nursing course, I made every possible effort to implement the course along the lines of the best nursing courses in the country and in accordance with the Federal Council of Education guidelines. (Maria Aurineide da Silva Nogueira, 1977).

Aurineide, an important figure in the construction of the UnB nursing course, as she was the first professor to be hired, in 1976, she had, in her curriculum, courses and teaching experience at the *Escola de Enfermagem Rachel Hadock Lobo*, currently the *Universidade do Estado do Rio de Janeiro* (UERJ) School of Nursing^(14,15). Soon after being hired, she took on a teaching role at the same school, in this case, at *Escola Rachel Hadock Lobo*^(5,6).

Professor Maria Aurineide, upon joining the UnB as a professor, had already taken specialization courses at UERJ, such as specialization course in hospital administration, in 1952, and specialization course in executive technique, leadership and human relations, in 1954. In 1956, she completed her higher education course as a professor. In 1966, she took a specialization course in pediatric nursing at the *Universidade do Brasil*, now called UFRJ. Therefore, she was a suitable candidate to take on teaching at UnB, in accordance with CFE requirements at the time⁽⁶⁾.

She was chosen to be part of the Nursing Course Coordinating Committee at the School of Health Sciences, shortly after the course was transferred to the Department of Complementary Medicine (DCM). Her commitment to shaping the newly created course was immediately evident.

Documents from 1977 and 1979 show that Professor Maria Aurineide sought to meet CFE guidelines by providing better structure and equipment for the institution, with requests for equipment for administrative purposes, teaching resources for student training, such as overhead projectors, fans, tweezers and mannequins, in addition to requests from the Central Library (BCE) for a bibliography with journals and books for the course. These requests were made and sent in table format with the desired materials to the head of DCM⁽¹⁶⁾.

In 1977, Professor Maria Aurineide drew up a table with the number of professors that would be needed to meet the needs of the course offerings. There was an expectation that 26 professors would be hired by 1980^(5,6). Just as there was a need for course materials and infrastructure, hiring professors was urgent so that disciplines could be offered as students progressed through the course. Often, hiring targets were set, but in some cases, the minimum required was not met.

From 1976 to 1990, we did not identify just one way to hire professionals to meet this teaching staff's needs, and one of them is a request in the form of a letter written by Professor Aurineide to the *Jornal de Enfermagem*⁽¹⁷⁾, calling for professors with experience in higher education in nursing, master's degrees and free teaching to apply for the position of professor at UnB. According to the advertisement, interested parties should send their resumes to the professor at the UnB address. So far, no reference has been found in which newspaper this type of advertisement was published; we only know, from the document itself, that it was a newspaper of Rio de Janeiro origin, given the address to which the letter was sent. Therefore, we know that it was a newspaper based in the city of Rio de Janeiro at 90 Mexico Street (Figure 1).

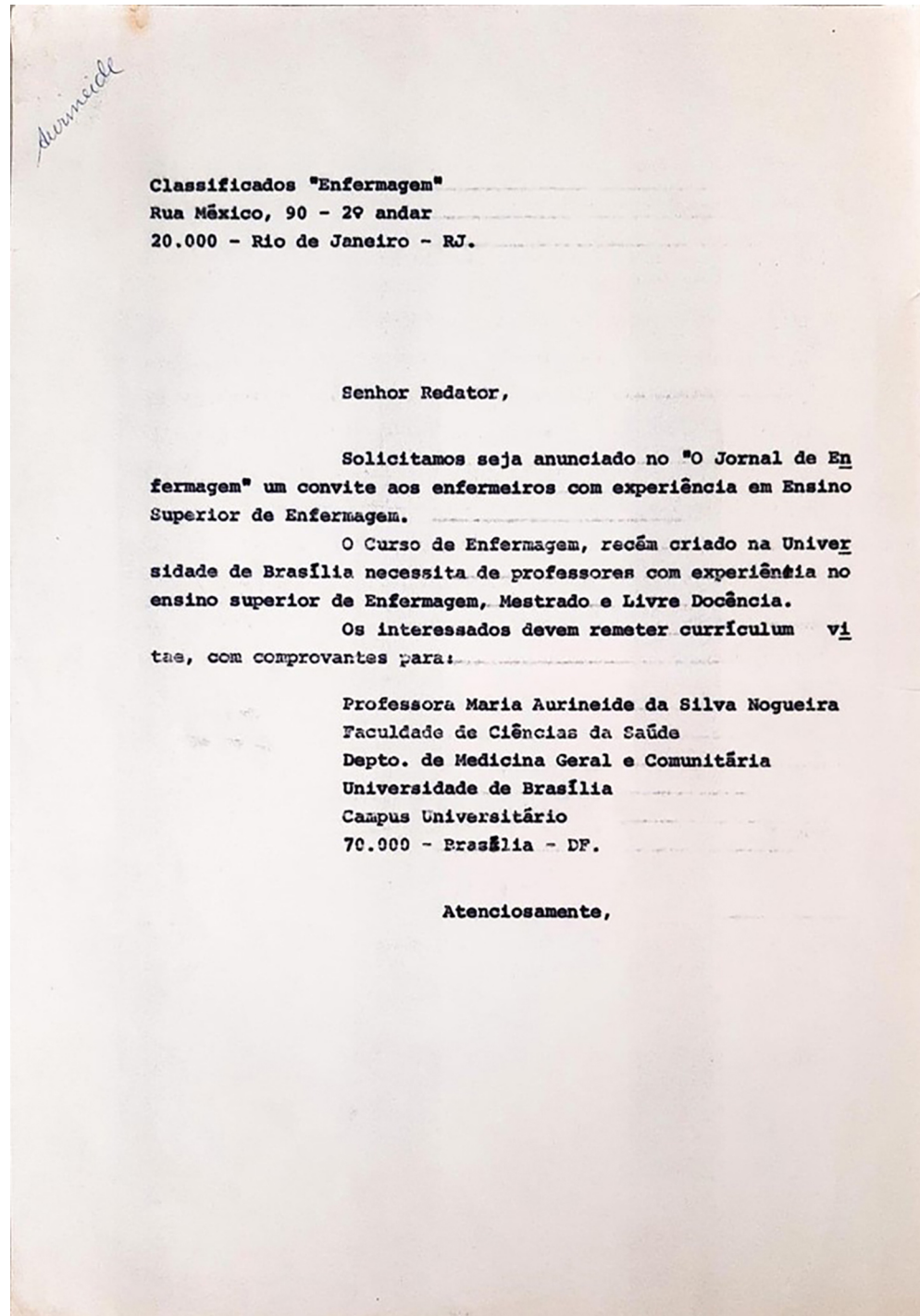
This disclosure can be associated with the memorandums that presented the resumes, with a description of the documents that were or were not sent and whether a candidate had experience as a professor. In the present research, other memorandums were found that contained very detailed assessments of the resumes and that ended their description with the reason why the candidate was or was not suitable for the position.

In this process, Professor Maria Aurineide and UnB undergraduate nursing course coordinators were very demanding in their analysis of the professionals applying for the position, when they sent their considerations to the head of DCM. Below, Chart 1⁽¹⁸⁻⁴²⁾ presents information on names and documents that were found and analyzed about the professors who were hired between 1976 and 1990 for the UnB nursing course.

It was possible to understand that, in the beginning, there was a need to invite nursing professionals to teach projects and classes. Since some of the invited professionals became part of the teaching staff, we can assume that, through these opportunities, the interest or invitation to become a professor arose by free demand. This is evident in the document "Undergraduate course in obstetric nursing - schedule of activities

for 1977⁽⁴³⁾, in which it is possible to find the name of future Professor Judith Feitosa: “invite nurses Isaura Godoy, Clarice Ferrarini, Lygia Paim, Marta Moreno, Dayse Vecchio, Judith Feitosa to a panel⁽⁴³⁾”

Figure 1 – Letter from Professor Maria Aurineide addressed to the editor of the *Jornal de Enfermagem* (n/d)



Source: *Universidade de Brasília Nursing Memory Center collection*⁽¹⁷⁾.

Chart 1 – Professor name, date of admission to the university, document found and analyzed with information about the *Universidade de Brasília* nursing course professor (1976-1990)

Professor name	Date of admission to <i>Universidade de Brasília</i>	Document found and analyzed with information about the professor
Maria Aurineide da Silva Nogueira	1976	<ul style="list-style-type: none"> · Published article: <i>Integração ensino-serviço estudo preliminar na UnB, Revista Brasileira de Enfermagem</i> (1978)⁽¹⁸⁾. · Document called: professor selection: memorandum justifying why the <i>Curriculum Vitae</i> of professor candidates was not accepted⁽¹⁹⁾. · Document called: syllabus of the pediatric nursing discipline and internship (03/16/1981 to 07/03/1981)⁽²⁰⁾. · Document called: syllabus of the maternal and child nursing course (1981)⁽²¹⁾. · Document called: list of disciplines offered - normal enrollment stage⁽²²⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾.
Eunice Carlos de Brito Tesck	1977	<ul style="list-style-type: none"> · Document called: list of disciplines offered - normal enrollment stage⁽²²⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾. · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: performance schedule (1977)⁽²⁵⁾.
Wanda Polewacz Mahajan	1977	<ul style="list-style-type: none"> · Published article: <i>Integração ensino-serviço estudo preliminar na UnB, Revista Brasileira de Enfermagem</i> (1978)⁽¹⁸⁾. · Document called: list of disciplines offered - normal enrollment stage⁽²²⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾. · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: performance schedule (1977)⁽²⁵⁾. · Published article: <i>A enfermagem no projeto de cooperação educacional Vila Paranoá, Revista Brasileira de Enfermagem</i> (1983)⁽²⁶⁾. · Supporting document: professor in the Educational Cooperation Project - Vila Paranoá (1983)⁽²⁷⁾. · Document called: specialization course in nursing services administration report (1984)⁽²⁸⁾.
Antonia Xavier da Silva	1978	<ul style="list-style-type: none"> · Published article: <i>Integração ensino-serviço estudo preliminar na UnB, Revista Brasileira de Enfermagem</i> (1978)⁽¹⁸⁾.
Kazue Horigoshi Rodrigues	1978	<ul style="list-style-type: none"> · Document called: syllabus of the pediatric nursing discipline and internship (03/16/1981 to 07/03/1981)⁽²⁰⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾. · Published article: <i>A enfermagem no projeto de cooperação educacional Vila Paranoá, Revista Brasileira de Enfermagem</i> (1983)⁽²⁶⁾. · Supporting document: professor in the Educational Cooperation Project - Vila Paranoá (1983)⁽²⁷⁾. · Document called: syllabus of the discipline nursing process methodology⁽²⁹⁾. · Document called: university extension policy for the Department of Nursing⁽³⁰⁾.
Solange Maria Ramos	1978	<ul style="list-style-type: none"> · Document called: list of disciplines offered - normal enrollment stage⁽²²⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾.

To be continued

Chart 1

Professor name	Date of admission to <i>Universidade de Brasília</i>	Document found and analyzed with information about the professor
Maria da Gloria Miotto Wright	1979	<ul style="list-style-type: none"> · Document called: list of disciplines offered - normal enrollment stage⁽²²⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾. · Document called: staff of teachers of ENF⁽²⁴⁾. · Published article: <i>A enfermagem no projeto de cooperação educacional Vila Paranoá, Revista Brasileira de Enfermagem</i> (1983)⁽²⁶⁾. · Publication called: <i>As inovações no ensino superior de enfermagem face a assistência à saúde da população - possibilidades e limitações, Congresso Brasileiro De Enfermagem, Anais</i> (1978)⁽³¹⁾. · Publication called: <i>Relatório do curso de aperfeiçoamento em enfermagem de saúde pública</i> (1981)⁽³²⁾. · Publication called: <i>Scientific policy with emphasis on institutional and financial strengthening of research activities</i> (1986)⁽³³⁾.
Marília Singh Largura	1979	<ul style="list-style-type: none"> · Document called: list of disciplines offered - normal enrollment stage⁽²²⁾. · Document called: proposal for distribution of professors by discipline - memorandum of 05/03/1978⁽²³⁾. · Document called: staff of teachers of ENF⁽²⁴⁾.
Judith Feitosa de Carvalho	1981	<ul style="list-style-type: none"> · Document called: syllabus of the pediatric nursing course and internship (03/16/1981 to 07/03/1981)⁽²⁰⁾. · Document called: specialization course in nursing services administration report (1984)⁽²⁸⁾. · Document called: syllabus of continuing education, department of general and community medicine, undergraduate nursing course⁽³⁴⁾.
Maria José dos Santos Rossi	1981	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: university extension policy for the Department of Nursing⁽³⁰⁾. · Supporting document: coordinator of the 1st Health Fair (1981)⁽³⁵⁾. · Supporting document: coordinator of the 1st Seminar on the Practice of Nursing Professionals in Healthcare services in the FD (1982)⁽³⁶⁾.
Maria Aparecida Gussi	1982	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Supporting document: full participation in the extension course in geriatrics and social gerontology (1988)⁽³⁷⁾. · Supporting document: health worker training (1984)⁽³⁸⁾. · Document called: extension course in geriatrics and social gerontology report⁽³⁹⁾.
Maria Darci Collares Siqueira	1985	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: university extension policy for the Department of Nursing⁽³⁰⁾. · Publication called: <i>Scientific policy with emphasis on institutional and financial strengthening of research activities</i> (1986)⁽³³⁾. · Supporting document: coordinator of the 1st Scientific Nursing Week at UnB (1986)⁽⁴⁰⁾.
Matilde Silvia Penalzo Lobos	1985	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾.

To be continued

Chart 1 (concluded)

Professor name	Date of admission to <i>Universidade de Brasília</i>	Document found and analyzed with information about the professor
Stella Maris Hildebrand	1985	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Supporting document: professor in the Educational Cooperation Project - Vila Paranoá (1983)⁽²⁷⁾. · Document called: university extension policy for the Department of Nursing⁽³⁰⁾. · Document called: extension course in geriatrics and social gerontology report⁽³⁹⁾. · Supporting document: extension course in geriatrics and social gerontology general coordinator (1988)⁽⁴¹⁾.
Cristine Alves Costa de Jesus	1988	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: financial support project for a technical-pedagogical training course for nurses in the consultation area⁽⁴²⁾.
Nazaré de Souza Santos	1988	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: financial support project for a technical-pedagogical training course for nurses in the consultation area⁽⁴²⁾.
Dirce Guilhem de Matos	1989	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: financial support project for a technical-pedagogical training course for nurses in the consultation area⁽⁴²⁾.
Elioenai Dornelles Alves	1989	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: financial support project for a technical-pedagogical training course for nurses in the consultation area⁽⁴²⁾.
Jane Lynn Garrison Dytz	1989	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾.
Luiza Aparecida Teixeira Costa	1989	<ul style="list-style-type: none"> · Published article: <i>Integração ensino-serviço estudo preliminar na UnB, Revista Brasileira de Enfermagem</i> (1978)⁽¹⁸⁾. · Document called: staff of teachers of ENF⁽²⁴⁾. · Document: Performance schedule (1977)⁽²⁵⁾.
Maria do Socorro Evangelista Kusano	1989	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: financial support project for a technical-pedagogical training course for nurses in the consultation area⁽⁴²⁾.
Maria da Glória Lima	1989	<ul style="list-style-type: none"> · Document called: staff of teachers of ENF⁽²⁴⁾. · Document called: extension course in geriatrics and social gerontology report (1988)⁽³⁹⁾.

Source: the authors, 2024.

A document was found about Professor Antonia Xavier da Silva, which provides an idea of the period and the way in which she came to become a professor at UnB. The document, dated February 17, 1977, describes the need for authorization from nurse Antonia Xavier, also president of the *Associação Brasileira de Enfermagem - Seção DF* (ABEn/DF, Brazilian Nursing Association - FD Section) (1976–1980)⁽⁴⁴⁾, and nurse Erlita Rodrigues, from the School of Health Teaching Hospital, to carry out the “Study of assessment and preparation of the clinical field for supervised nursing internships”.

Another way of highlighting the issue of contact networks between nurses and professors is the link through teaching and research, developed in the health area of the FD. This is clear in a study from 1978 entitled “*Integração ensino-serviço estudo preliminar na UnB*”⁽¹⁸⁾, which discloses the institution where the authors were affiliated before they became professors of the UnB nursing course, a joint work between Professors Luiza Aparecida (adjunct professor at the *Escola de Enfermagem Anna Nery* - UFRJ), Antonia Xavier (professor at the UnB School of Nursing), Wanda P. Mahajan (professor at the UnB School of Nursing), Erlita Rodrigues (nurse at the *Unidade Integrada de Sobradinho*, FD) and Maria Aurineide Nogueira (professor at the UnB School of Nursing)⁽¹⁸⁾ (Figures 2 and 3).

In 1978, the admission of professors was regulated by the Dean's Office Instruction 06/1978, through a competition of qualifications and tests (Figures 2 and 3), which would be published in the *Diário Oficial da União* and in widely circulated newspapers, one of which was published in the FD. The admission process consisted of an assessment of qualifications, a written test and an oral practice, with mentions for each of the items. The depth and scope of professional and specialized work, the projects executed and the initiatives undertaken were taken into consideration⁽⁴⁾.

However, even with the real demand for new professors, recorded through the survey in a report from 1978, which noted the need to hire 15 more professors to meet the regulatory requirement of the proposal for the consolidation of the Department of Nursing, the shortage of professionals was not resolved. What happened was the hiring of three professors in March 1977 and three more in 1979. In 1980, the course was recognized and had only seven professors; in 1981, it had nine; in 1982, it had ten; and, in 1983, the teaching staff was 12 professionals. In 1984, one of the professors retired and, thus, the course had 11 professors. Only in 1986, due to the requirements for creating the Department of Nursing, four more nurses were hired. With that, the course finally had 15 nursing professors⁽⁵⁾.

Providing a broader view of the number of professors who passed through the Department of Nursing, a document was found that included the chart "Turnover of professors at the UnB Department of Nursing from 1976 to 1993". Considering, therefore, only the date delimited for this work, we find in each year, respectively, from 1976 to 1990, the distribution of number of professors presented in Figure 4⁽⁴⁶⁾.

It was possible to interview two professors hired in the 1980s; they describe the process of becoming a professor in the UnB nursing course. In the first report, we have Professor Maria Aparecida Gussi, who took over as a professor on the course on January 1, 1982.

We would open the notice, sign up, come and do a selection process. There was no competition, because, as they were collaborating professors, they were not full-time professors on the staff. But we would come and do a selection process. Within each department, there were their own criteria, they did a selection process, they analyzed our resumes, conducted a long interview with us, and investigated our perspectives in relation to nursing as a whole and also in the specific area that we would teach (Maria Aparecida Gussi).

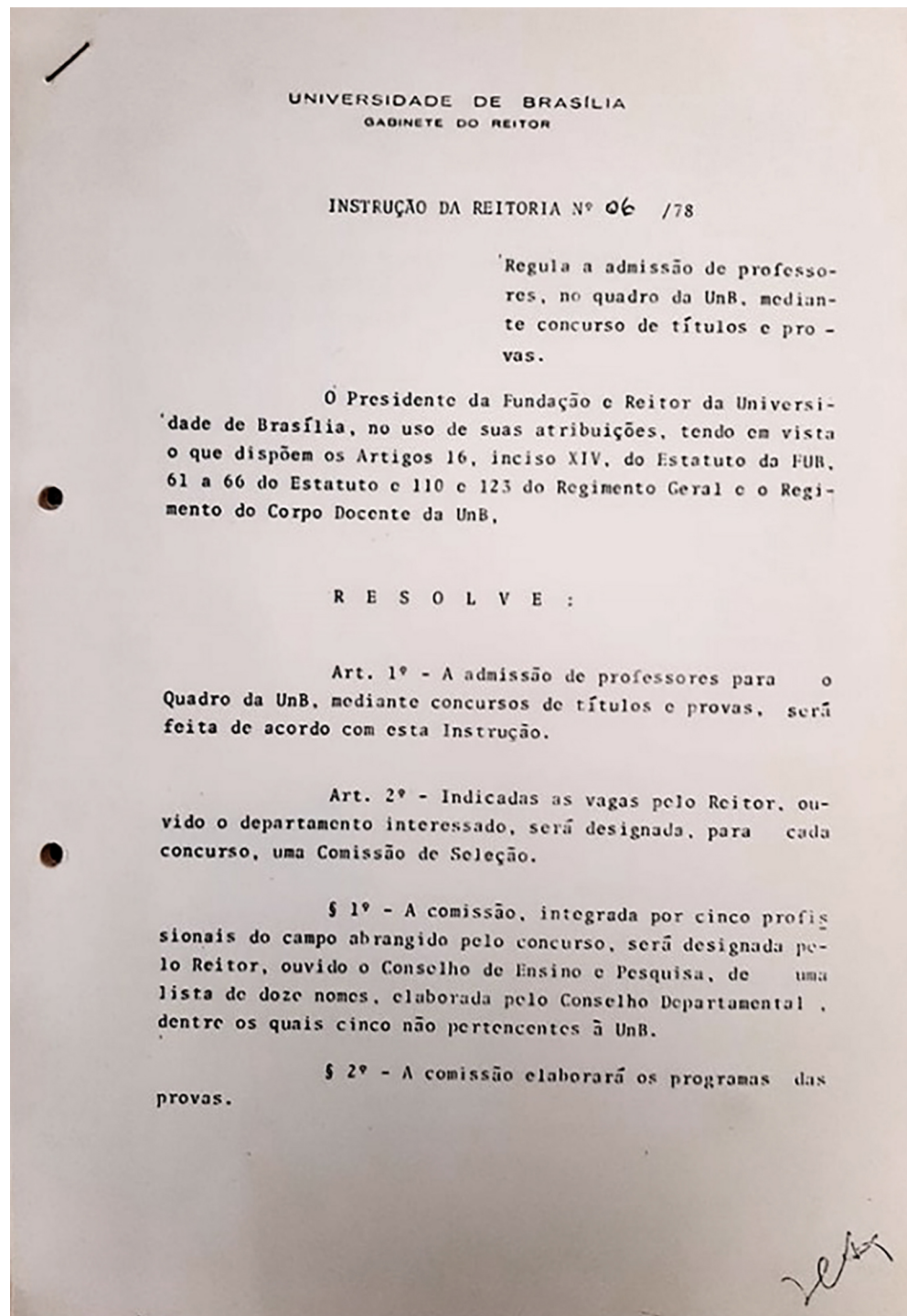
Another thing happened to Professor, also still active, Maria da Glória Lima, hired as a permanent professor on September 11, 1989.

I arrived in 1983. Gussi was doing an internship at the hospital; she was finishing her master's degree, and a colleague and I were invited so that Gussi could complete her master's degree and take on classes in mental health. So, I arrived here at UnB in 1985 on a transfer from the GDF to UnB. I stayed for a year and, while continuing to teach classes in the nursing course, I continued with a visiting professor contract. So, I worked in the secretariat and here at UnB, taking on a 20-hour workload to be compatible with my 40-hour workload at the hospital. And, in 1989, I took the exam here and opted for UnB, breaking my contract with the Hospital Foundation (Maria da Glória Lima).

In relation to the reason that brought them to UnB, since they were not born or resident in Brasília, like most of the other professors, Professor Gussi reported:

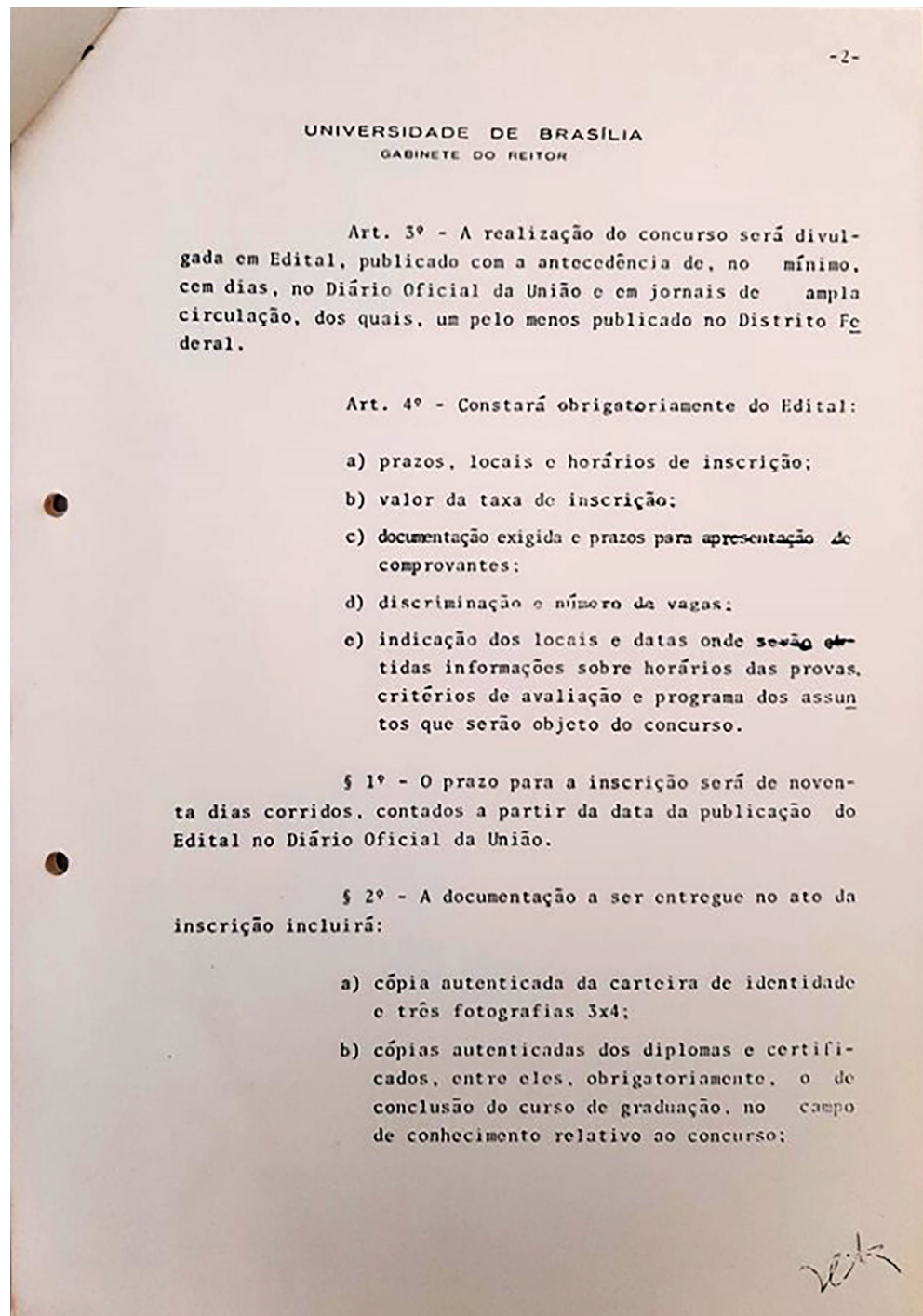
[I] didn't even know about it; I had never even heard of it. I did my undergraduate degree, then I did my residency and specialization in psychiatric nursing, and then I was in Ribeirão Preto doing my master's degree, and when I finished my master's degree I was already hired here. A letter arrived there saying there was a vacancy here, so I came. I fell in love with Brasília, it was in December, so the *Esplanada* was all lit up; this will be the city I'm going to live in. I came with my face and courage, I had no idea what Brasília was like, much less what it was like to be a university professor, but I had previous experience, because I had already worked in psychiatry. I had done my residency, I had done my specialization, so I had previous experience, I didn't arrive like that, either, I graduated and went to do my graduate studies and came back, no. And I had very close experience in healthcare (Maria Aparecida Gussi).

Figure 2 - Dean's Office Instruction 06/1978 of the *Universidade de Brasília*, which regulates the admission of professors to the *Universidade de Brasília*, through a competition of titles and tests (n/d), page 1⁽⁴⁵⁾



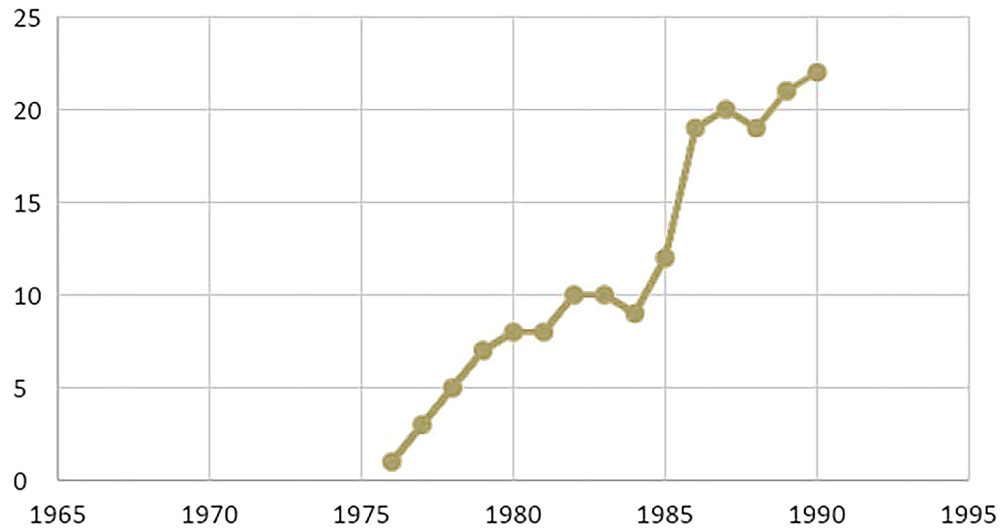
Source: *Universidade de Brasília Nursing Memory Center* collection.

Figure 3 - Dean's Office Instruction 06/1978 of the *Universidade de Brasília*, which regulates the admission of professors to the *Universidade de Brasília*, through a competition of titles and tests (n/d), page 2⁽⁴⁵⁾



Source: *Universidade de Brasília Nursing Memory Center* collection.

Figure 4 - Number of *Universidade de Brasília* nursing course professors between 1976 and 1990



Source: the authors (2024).

Professor Maria da Glória Lima reports:

[in] this way of building Brasília, modern, differentiated, with the fact that it is the capital, a district that organizes the states in a different way, so you have union and the district. The satellite city was very centralized in the form of management. So, it was born, the FD health plan was very differentiated, already thinking about Basic Units, Regional Hospitals, District Hospitals of reference like the Base Hospital, so in an organization of the complexity of this care. So, Brasília was born with a more advanced proposal for organizing its network, so it built its own public network. This did not prevent the growth of the private network. We also have an intense private network in the Federal District. Even with the approval of SUS, this network was established in Brasília. So, this is a difference: everyone dreamed of this possibility. If I have a profile more for primary care, for the hospital network, knowing that I would have a dimension of professional relationship and number of beds, professional relationship with the territory, then it makes a difference in care (Maria da Glória Lima).

While the desired number of teaching professionals was not reached, the course remained organized and sought to structure itself. There are documents that show that there was an organization in setting aside time for discussions, such as study, assessment of programs and teaching plans, study for the preparation of student assessment reports, study and preparation of standards for teaching-service integration activities. Due to the number of professors, many needed to work in areas that were not their specialization. This organization is justified by a sentence taken from a document: “[t]he organization is justified by the vital importance assumed by the teaching and preparation processes of high-level nurses” (Chart 1) ⁽¹⁹⁾

An important milestone in the course was the preparation, by Professors Wanda, Eunice, Luiza and Aurineide, of the first curricular proposal for the first semester of 1977, which was presented and approved in the same year.

According to professor Gussi,

[[t]he professors had a different background. We had a lot of hospital experience, very much linked to care and extension, not that we weren't concerned with graduate studies, so much so that the lines of research that we have today were initiated by us, led by Glória Wright. We held several meetings in the Central-West and Northeast regions to strengthen research, to expand graduate studies. We organized the ABEn archives a little later on with regard to scientific production. But research in training was not as much of a priority as it is today, and care had a much greater workload. These are historical moments that people are living through (Maria Aparecida Gussi).

As reported by Professor Gussi, and also described in “University extension policy for the Department of Nursing”⁽³⁰⁾, extension was understood as one of the university’s functions in society, because it used the knowledge acquired at the university to solve problems that were raised by other areas. Thus, extension was important to boost the university’s teaching and research process and seek a better resolution of society’s problems⁽³⁰⁾.

In this same document, we find an excerpt that demonstrates the importance given to extension by the professors involved in the UnB nursing course: “[a]s despite all the difficulties the course has gone through, the teaching staff, in addition to taking on all the undergraduate course disciplines and carrying out research in various areas, has developed extension activities over the years [...]”^(30:1). Below are the activities developed by the professors in 1985: Educational Cooperation Project - Vila Paranoá, coordinated by Professors Maria da Glória Miotto Wright and Kazue Horigoshi; Campaign to Combat Litter, Care for Preschool Children and Primary Care Program for Families, coordinated by professors Maria Aurineide da Silva Nogueira and Stella Maris Hildebrand.

As a way of training nursing professionals, there was a technical-pedagogical training course for nurses in the field of nursing consultation in Brasília, which sought to offer theoretical framework and practical experiences for participants’ professional performance. For professionals from other areas, there were also training courses available, such as the first aid course for technicians from the *Fundação Nacional dos Povos Indígenas* (FUNAI – Brazilian National Foundation for Indigenous Peoples), which took place in 1980, coordinated by Professor Maria da Glória Miotto Wright.

The lack of nursing courses in some parts of the country, such as Acre, Rio Grande do Sul, Goiás, Mato Grosso and Brasília, was something that intensified the arguments in favor of their creation from the 1970s onwards. Until then, the largest concentration of higher education nursing courses was in the Southeast region^(3,47).

With the receptiveness to the creation of new courses in federal universities, there was a need to have full-time nursing professors and the requirement that these nurses, who should be hired with some specialization, were also in their Institutional Professor Training Plan, aiming at training new master’s and doctoral holders, as was already the case in other courses, mainly in southeastern Brazil^(3,47).

The transformations that occurred in Brazilian universities, with the inclusion of other areas of activity, occurred with the University Reform from the end of the 1960s, with Law 5.540/68, which included research, in addition to teaching, as another core activity of universities⁽⁴⁸⁾.

In the mid-1980s, university extension also became part of Brazilian universities, a strategy that would enable the transformation of society. University extension is defined as an educational, cultural and scientific process that articulates teaching and research in an inseparable way and enables the transformative relationship between university and society⁽⁴⁷⁾. This fact can be observed in the present study with the various fronts of action of the UnB nursing course professors, especially the extension actions.

Observing the UnB nursing course’s current situation, in which we have academic leagues, extension projects and engagement in scientific initiation programs, when looking at the chart and documents, we can admit that much of the success of these activities comes from all the concern and engagement that the first professors had in publishing articles, carrying out research, in addition to enabling the search for knowledge, not only for undergraduate students, but also for professionals who have already graduated, in order to provide the best care to the population and the FD community itself, lacking certain specific knowledge so that they would not be left without access to health information^(4,5).

The path taken by the first professors of the UnB nursing course is similar to other stories of nursing courses in Brazil. It is notable that the commitment of these nurses, who became professors at that time, demonstrates the dedication and commitment to Brazilian nursing. The actions, both care and teaching and extension, show the conquest of spaces and trust in the work of nursing by Brazilian society, being essential to guarantee political strategies that could overcome the various challenges imposed on the training and performance of nursing in the health scenario in the period studied⁽⁴⁹⁾.

FINAL CONSIDERATIONS

This study highlighted the professional history of the first professors of the UnB nursing course, which began without professors, teaching materials or specific bibliography, and was progressively

developed. The course was not only built physically, but also through theoretical and practical training of each professor carried out during the first years of operation. This allowed dissemination of knowledge to nursing students and, consequently, to the FD population, through scientific publications, research projects and university extension actions aimed at disseminating knowledge about health. These initiatives were responsible for strengthening the role of the course in training nurses for the society in Brasília.

A gap found in this research comes from the small number of documents and the difficulty in interviewing the professors, but it was possible to understand the hiring processes and the movements of the professors in the institution through their activities. Thus, the present study sought to value and make public knowledge who were the first nursing professors responsible for initiating the development of the UnB nursing course, through efforts that cannot be measured from documents. To this end, we took into account that it was a different time in terms of technology, access, resources and other factors, which was not an obstacle for these professors in their time and history.

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