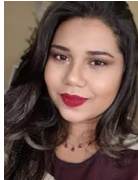


Corresponding
Author



Ana Lídia da Silva Ferreira
E-mail: eulidiaferreira@gmail.com

History of the creation of the first undergraduate nursing course in Piauí, Brazil

História da criação do primeiro curso de graduação em Enfermagem no Piauí, Brasil

Historia de la creación del primero curso de pregrado en enfermería en Piauí, Brasil

Ana Lídia da Silva Ferreira¹
Alan da Fonseca Soares¹
Patrícia Maria Gomes de Carvalho¹
Ana Maria Ribeiro dos Santos¹
Maria Zélia de Araújo Madeira¹

¹ Universidade Federal do Piauí – UFPI, Centro de Ciências da Saúde – CCS, Departamento de Enfermagem. Teresina, PI, Brasil.

How to cite this article (Vancouver):

Ferreira ALS, Soares AF, Carvalho PMG, Santos AMR, Madeira MZA. History of the creation of the first undergraduate nursing course in Piauí, Brazil. *Hist Enferm Rev Eletr.* 2025;16:e002. https://doi.org/10.51234/here.2025.v16.396_en.

ABSTRACT

Objective: to analyze the creation of the first undergraduate nursing course in Piauí. **Methods:** qualitative research, with a historical-social approach, based on oral history. Analysis was based on oral, official, bibliographic and documentary sources about the course. **Results:** data analysis comprises the following categories: Nursing training before the first undergraduate nursing course in Piauí; Creation of the undergraduate nursing course at UFPI; First class of the nursing course at UFPI; Symbolic struggles of the first class for implementing and consolidating the undergraduate course; and Training in teaching and extension of professional subjects. **Final considerations:** the nursing course at UFPI has built and promoted, throughout its 50 years of existence, the locus for the consolidation of nursing in Piauí. It is not possible to know the history of nursing in Piauí without knowing the creation of the first undergraduate nursing degree in the state.

Descriptors: History of Nursing; Schools, Nursing; Education, Nursing; Nursing; Students, Nursing.

RESUMO

Objetivo: analisar a criação do primeiro curso de graduação em Enfermagem no Piauí. **Métodos:** pesquisa qualitativa, de abordagem histórico-social, com base na história oral. Análise se deu a partir de fontes orais, oficiais, bibliográficas e documentais sobre o curso. **Resultados:** a análise dos dados compõe as categorias: Formação em enfermagem antes do primeiro curso de graduação em enfermagem no Piauí; Criação do curso de graduação em enfermagem na UFPI; Primeira turma do curso de enfermagem da UFPI; Lutas simbólicas da primeira turma pela implantação e consolidação do curso de graduação; e Formação do ensino e extensão das disciplinas profissionalizantes. **Considerações finais:** o curso de enfermagem da UFPI construiu e promoveu, ao longo dos seus 50 anos de existência, o locus para a consolidação da enfermagem no Piauí. Não é possível conhecer a história da enfermagem piauiense desconhecendo a criação da primeira graduação em enfermagem do estado.

Descritores: História da Enfermagem; Escolas de Enfermagem; Educação em Enfermagem; Enfermagem; Estudantes de Enfermagem.

RESUMEN

Objetivo: analizar la creación del primero curso de graduación en enfermería en Piauí. **Métodos:** investigación cualitativa, con enfoque histórico-social, basada en la historia oral. El análisis se basó en fuentes orales, oficiales, bibliográficas y documentales sobre el curso. **Resultados:** el análisis de los datos comprende las categorías: Formación en enfermería antes del primer curso de graduación en enfermería en Piauí; Creación del curso de graduación en enfermería de la UFPI; Primera promoción del curso de enfermería de la UFPI; Luchas simbólicas de la primera promoción por la implementación y consolidación del curso de pregrado; y Formación de docentes y extensión de materias profesionales. **Consideraciones finales:** el curso de enfermería de la UFPI construyó y promovió, a lo largo de sus 50 años de existencia, el locus para la consolidación de la enfermería en Piauí. No es posible conocer la historia de la enfermería en Piauí sin conocer la creación del primero curso de enfermería en el estado.

Descritores: Historia de la Enfermería; Facultades de Enfermería; Educación en Enfermería; Enfermería; Estudiantes de Enfermería.

INTRODUCTION

The history of global nursing was directly influenced by the various health transformations and wars that took place in the 19th century. In Brazil, nursing emerged in this context of health crises based on external pressures. There was also an impact of the international model, which mainly impacted the training of the profession and its professionals. However, it was in the 1930s, after modernization, that its consolidation occurred⁽¹⁾.

Regarding the teaching and history of Brazilian nursing, the current *Escola de Enfermagem Alfredo Pinto* of the *Universidade Federal do Estado do Rio de Janeiro* and the courses of the Brazilian Red Cross appear in publications and documents as precursors. The *Escola de Enfermagem Anna Nery* (EEAN), founded in 1923, is the first modern nursing school in Brazil, because EEAN was the first school to genuinely operate under nurses' guidance and organization⁽²⁾.

Thus, the creation of EEAN did not imply the immediate emergence of other schools. This only happened in the 1930s, influenced by the curative medical care model, the failure of the health model, the accelerated pace of urbanization and the modernization of hospitals⁽²⁾. Therefore, for a long time, undergraduate nursing courses were concentrated in the South and Southeast regions. This context began to change with the University Reform, which occurred after Law 5540/68, which boosted the creation of new universities in Brazil, in addition to favoring the expansion of nursing courses, increasing the number of vacancies⁽³⁾.

Higher education in nursing in Piauí was officially established in the early 1970s, with the founding of the nursing course in the *Universidade Federal do Piauí* (UFPI), which is the object of this study, in 1973⁽³⁾. The creation of this course at UFPI met several demands, being motivated by the need for qualified healthcare professionals. Before the course was established, those who wanted to graduate in nursing had to travel to other states to carry out their studies⁽⁴⁾.

Thus, this study aimed to analyze the creation of the first undergraduate nursing course in Piauí. Knowing aspects related to the creation and implementation of the first undergraduate nursing course in Piauí will contribute to recover the history and memory of the profession and higher education in nursing in Brazil.

METHODOLOGY

This is qualitative research, with a historical-social approach, based on oral history, resulting from a Final Project for a nursing degree at UFPI, defended in February 2024, entitled "*Criação do primeiro curso de graduação em Enfermagem no Piauí*"⁽⁵⁾.

Oral history, as a methodology in the qualitative approach, presented itself as a fruitful possibility for carrying out this study, since it allows including, in the constitution of scientific research, reports from sources that were circumstantially silenced, forgotten, ignored or neglected by official history when following written records⁽⁶⁾.

Data collection took place from October 2023 to January 2024. The time frames defined for the study considered the year in which the UFPI nursing course was created (1973) and the year in which the first class of the course was completed (1977).

The documentary corpus was based on oral sources, official sources belonging to the UFPI Department of Nursing and Academic Support Directorate, in addition to theses and articles produced on the nursing course at UFPI as well as the legislation that authorized the creation of the course.

Six female professors (one active and five retired) and two nurses who graduated in the first class participated in this study. All of them had direct experience of the process of creating the nursing course at the Center of Health Sciences (CHS) of UFPI between 1973 and 1977. The invitation to participate in the research was made through email exchanges, WhatsApp messages and also by phone calls. The information needed to contact the interviewees was obtained from recommendations from professionals in the field.

Oral history was collected using the semi-structured interview technique with the help of a script and a recorder. This technique combines closed and open questions, in which the interviewee has the opportunity to discuss the topic in question without being tied to the question asked⁽⁷⁾. This technique, when well conducted, can achieve a level of depth and complexity that is not available in other investigative approaches⁽⁸⁾.

The interviews took place at previously scheduled locations and times, according to participants' availability, and lasted an average of 45 minutes. The audio of interviews was transcribed, maintaining the subject's words and expressions, analyzed in light of Bardin's thematic content analysis⁽⁸⁾.

This work focuses on the application of content analysis to assess communications, based on variables extracted from the research practice of the source related to the object in question. The content analysis technique involves a process of choice, selection and definition of relevance. Thus, the analysis organization goes beyond a superficial reading, using various materials, such as interviews, newspaper records and images.

Furthermore, Laurence Bardin, through discourse analysis, provides a dialogue between the object and the source, aligned with a method that seeks to understand the ethnology of the term and its meanings, without losing sight of its historical context. Therefore, in this study, we intend to apply Bardin's concepts to analyze a document rich in different arguments⁽⁸⁾.

The research, on the other hand, is based on the idea of what remains unexpressed and how this can be revealed intensely through non-verbal language, vocal intonation and emotions expressed by the interlocutor. In other words, the multiple meanings of a statement, just as the varied symbols that a written word had in documents, can have underlying meanings that require an analysis that goes beyond the simple interpretation of listeners or readers.

Laurence Bardin, in her work "*Análise de Conteúdo*", highlights that "content analysis processes require the observation of a time interval between the stimulus-message and the interpretative occurrence [...]"^(8:16, our translation). Therefore, it is understood that, if this interval is loaded with meaning and potential, it becomes essential to apply content analysis.

The project that gave rise to this study was approved by the UFPI Research Ethics Committee, under Opinion 6,516,174.

RESULTS

The data analyzed were organized into eleven categories, which include: "Movement for the creation of the course"; "Context of nursing in Piauí before the course at UFPI"; "Entrance exam"; "People involved in the implementation"; "Location of coordination"; "Hiring of professors"; "Curriculum"; "Classes and subjects"; "Qualification"; "Internships"; and "Congresses".

The study gathered interviews with seven deponents, selected based on their relevant experiences during the time frame of this research. Each one contributed information that was grouped into the following categories. These contributions reflect the perceptions about the construction of knowledge in the course's academic environment and administrative structure.

To understand the conclusions that led to the creation of the first nursing course, a dynamic analysis of five interviews was necessary, which were based on participants' life stories. It is important to highlight that two of the people interviewed were not actively involved in the movements that sought the foundation of the course at that time. These categories were fundamental to understanding the method of access to the course.

In addition, it was possible to count on the participation of a person who commented on the preparatory courses for the entrance exam, emphasizing that the test covers five subjects and follows a single format for all courses offered by the federal university. Concerning the people who participated in implementation, six interviews were conducted, which explored information such as the names of political leaders, families with economic and social influence, and healthcare professionals in Piauí who were involved in the negotiations for creating the nursing course.

As for the coordination location, only three interviews were decisive in clarifying the physical infrastructure of the course. The reports always indicated that the coordination was located at the *Hospital de Doença Infecto Contagiosas* (HDIC). This leads us to conclude that the pedagogical management of the course took place outside the university, which is located in the Ininga neighborhood, since HDIC is located in the center of Teresina, Piauí. Thus, it is clear that the nursing course was linked to fields of activity in the hospital.

As for the hiring of professors, we obtained valuable information from five interviews. These contributions were essential to understand who was part of the teaching staff, the process that led to the hiring of these professionals and the analysis of the ratio between men and women. In relation to the curriculum, five interviews were essential to establish the structure of the course.

It has been repeatedly observed that the subjects aimed at professional training in the initial years are uniform across different courses. Furthermore, the classes were integrated, promoting the coexistence of students from undergraduate courses in nursing, medicine and dentistry in the same classroom. This aspect of the classes was highlighted in all seven interviews conducted, in which participants offered detailed information on the topic, discussing resources used in classes, teaching materials, supervision during internships and the participation of professionals in the field, who were invited to share their practical experiences with students.

Concerning qualifications, only four interviews provided insights, showing that, at that time, the main objective of training was to specialize educators through *stricto sensu* postgraduate courses held in other states. This resulted in a limited number of professors in the course.

Regarding internships, seven interviews provided reports on the experiences of students and professors from the first class. The internships were structured in stages and generally took place in state and private hospitals.

On the other hand, regarding the congresses, only one person made observations about this aspect, mentioning the participation of professors and merchants from the capital of Piauí in their report. Thus, during the analysis of this category, we sought other sources to complement the interviews, such as event annals, photographs from personal collections, among others.

DISCUSSION

In 2023, the UFPI undergraduate nursing course completed 50 years since its creation, and analyzing its creation is an opportunity to highlight its importance in the history of Brazilian nursing in training, improvement, production of knowledge and strengthening of the collective identity of the profession.

The creation of the undergraduate nursing course will be described considering the following categories: "Nursing training before the first undergraduate nursing course in Piauí"; "Creation of the undergraduate nursing course at UFPI"; "First class of the nursing course at UFPI"; "Symbolic struggles of the first class for implementing and consolidating the undergraduate course"; and "Training in teaching and extension of professional subjects".

This study had some limitations. Among them, there is the unavailability of some subjects who were candidates for deponents to participate in the study and a time span of 10 years between the year 1958, creation of the school of assistants, and the year 1968, the year in which UFPI was founded, in which we did not find solid sources to constitute this time span.

Nursing training before the first undergraduate nursing course in Piauí

In Piauí, initially, there was no training focused on nursing care; such care was provided by nuns who worked not only on missions, but also providing care to the sick⁽⁹⁾.

In line with the expansion of the hospital network in Brazil, in 1941, the *Hospital Getúlio Vargas* (HGV) was opened in Piauí. At the time, HGV did not have professional qualifications and nursing assistants were trained at the hospital itself, since at that time there were no nursing schools in the state, and the few that existed in the country were located mainly in the Southeast region⁽¹⁰⁾. For many years, HGV relied solely on the care of nuns, such as the congregation of the *Irmãs de Caridade de São Vicente de Paulo* (Daughters of Charity of Saint Vincent de Paul)⁽¹⁰⁾.

In this context, in 1956, Sister Abrahide Alvarenga, a nurse trained by EEAN, arrived in Piauí. Upon realizing the shortage of nursing staff, she organized meetings with the nuns and nurses who worked at the hospital, with the aim of creating an educational center to professionalize nursing assistants who could assist HGV⁽¹⁰⁾.

We had a great leader, Abrahide Alvarenga. She built the *Escola de Auxiliares de Enfermagem Antoinette Blanchot*, which is now the site of the Faculty of Medical Sciences (FACIME/UESPI). She was the one who managed to build that building in the 1950s. She was extremely active (Deponent 1).

Thus, on June 28, 1958, the first nursing assistant school was founded in Piauí⁽¹⁰⁾. The institution was named *Escola de Auxiliar de Enfermagem Irmã Maria Antoinette Blanchot*, in honor of the French sister who initiated the training process for Vincentian nuns, playing a strong influence in the spread of Catholic nursing schools in Brazil⁽⁹⁾.

Thus, the study of the creation of the first nursing course in Piauí emerges. To this end, we refer to "The *Fundação Universidade Federal do Piauí* - FUFPI, the maintaining body of UFPI, was created by Law 5,518 of November 12, 1968"⁽¹¹⁾. The courses that existed before the nursing degree, in the health field, were medicine and dentistry.

Due to the lack of nursing degrees in Piauí, the path for people who wanted this training was to seek this knowledge outside the state, as we can see in the statements below:

Between 1966 and 1967, after finishing high school, I really wanted to study nursing, but there was no way to do it, since it didn't exist in the state of Piauí yet. In 1968, I decided to go and take the entrance exam in São Luís, Maranhão, where I was accepted into the nursing course. From an early age, I have always been involved with this wonderful process of caring... so, the course was completed between 1968 and 1971 and, later, I started working in Caxias, Maranhão, providing nursing care, including living in the hospital itself (Deponent 5).

Normally, nurses came from other states. Sometimes, families sent their children to study in other capitals, such as Fortaleza or Recife (Deponent 7).

The dynamics of actions regarding the search for a nursing degree in other states dialogue in the context of Piauí with the reality at a national level. There was an urgent recommendation to qualify human resources in higher education in the nursing course.

In this context, we can understand the expansion of undergraduate nursing courses in Brazil during the 1970s of the 20th century. When performing a comparative analysis between the 1960s and 1970s, a

significant growth in the number of courses is observed, rising from 30 to 61 at the end of each decade. This demonstrates a balance in the creation of undergraduate nursing courses in the periods from 1923 to 1970, totaling 40 years, and from 1971 to 1980, covering 10 years⁽¹²⁾.

Therefore, the creation, implementation and consolidation of the undergraduate nursing course at UFPI, between 1973 and 1977, once again contradicting the basis of the policy of increasing higher education in nursing in Brazil, soon indicates that the State remained with the need to meet the demand for training human resources in nursing.

Creation of the undergraduate nursing course at UFPI

The creation of the nursing course came to meet social and institutional demands. The nursing course was created together with CHS, in 1973, and driven by the expansion movement of nursing courses in Brazil, from the 1970s onwards, with historical determinants, such as the Ten-Year Health Plan for the Americas, which occurred in 1972, whose goal was to increase the number of nurses in the country.

This fact influenced the increase in the number of vacancies and the opening of new nursing schools⁽³⁾. That is why the goal of the Ten-Year Health Plan was essential for nurses' quantitative reality. In Piauí, the number of professionals graduated in nursing was insufficient, as reported:

In Piauí, there were very few nurses. That's why they created the course. It was the biggest shortage of nurses (Deponent 3).

We had approximately nine nurses [...] the nurses came from the office, provided support, but the one who actually worked in the assistance was the nursing assistant (Deponent 5).

However, the intention was to take advantage of the infrastructure and human resources common to the two existing courses. Moreover, there was talk of meeting the demand for a course that was rationalized in its organization and had low costs. However, mainly "(...) to bring funds to the university and to the CHS [...]"^(11:188). This fact was reported by the deponent:

The nursing course was created basically to compose the Center of Health Sciences (CHS). There was a medicine and dentistry course, and the ideal was at least three courses, so nursing was chosen (Deponent 1).

The course was for a period inclined to depend on the Department of Medicine, "at the time, a stronghold of local political-party leaders and the oligarchic power established in the State"^(11:189), reflecting the setback to disseminate the projection of its structural development at UFPI until the process of establishing the Department of Nursing.

In terms of higher education, the presence of political party leaders has always been a constant in the history of Piauí. Their influence can be seen since the founding of the first university in the state in 1968. In relation to nursing, their actions had an impact, both contributing and creating challenges. In 1973, the rectorship was under the leadership of Hécio Ulhôa Saraiva, a native of Minas Gerais, who was later succeeded by José Camillo da Silveira Filho. The director of the center was José Nathan Portella Nunes, as recorded:

The rector at the time was José Camilo da Silveira. He was a generous and very cheerful person. The director of the center was Nathan, from the Portella family, an important family [...] among the people of the time, there was also Livio Parente, who was director of the center at one time (Deponent 1).

The director of the center was Dr. Nathan Portella, who at the time was also the director of the *Hospital de Doenças Infeco Contagiosas* (HDIC). The dean involved before Camilo Filho was Hécio Ulhôa from Minas Gerais, but Camilo Filho was the one who gave the course a really good boost. He was very friendly and cheerful (Deponent 6).

It is interesting to analyze that the oligarchic power of Piauí families prevails even today, with reflection in public and private higher education institutions in Teresina, as well as the articulation of this political-partisan relationship in healthcare service institutions in Piauí during the 1970s of the 20th century. In this way, the

reasons that supported the creation of the nursing course are highlighted, in addition to the importance of resolving possible challenges to guarantee the solidity of UFPI, connecting it to the healthcare service through the quality training of its undergraduate professionals for society.

In relation to physical infrastructure, it is worth noting that, for some years, the course did not have a specific space. Until 1975, the coordination of the nursing course was under the supervision of CHS, and the professors were those who already worked in dentistry and medicine.

We did not have a field; we did not have a Department of Nursing. Our course was linked to the Department of Medicine. At that time, the room where the course coordination was located was at HDIC, we worked in a small room there (Deponent 2).

The first entrance exam for the nursing course at UFPI took place in the same year the course was created, in 1973, and 40 places were offered to candidates, divided into two periods with 20 places each, with authorization for operation in 1974, in the act of the Rectorate 198/74, recognized under Opinion 2,137/1978 of the *Conselho Federal de Educação* ⁽³⁾.

We went to the university, signed up for the course we wanted. Then, we took the test. We took a standard test, without an essay. For instance, the test was the same for all courses. In other words, nursing, dentistry, mathematics, regardless of which course we chose, the test was the same (Deponent 7).

The selection mechanism for candidates for admission to vacancies was carried out by applying a test to select those enrolled in the course. The content and foreign language, mathematics, general knowledge, among others, were assessed. However, there was no application of an essay.

First class of the nursing course at UFPI

In 1973, 20 women from Piauí joined the first class of the nursing course, which reinforces the female presence in common nursing at the time; of these, only 15 completed the course in 1977. The graduates' names were as follows: Ana Maria Leite Pereria, Francinete Paula Silva Dantas Avelino, Hilda Martins Freitas, Inez Bandeira de Macêdo Coelho, Lenira Guerra Menezes, Margarida Maria Rodrigues Sales, Maria Bruno de Carvalho, Maria da Penha Carvalho Matos, Maria da Trindade Ferreira, Maria de Jesus Lima, Maria do Carmo Messias, Maria José Viana Neves, Maria Marlene de Macêdo, Raimunda Alves da Silva and Rosa Lúcia Fernandes Lopes⁽¹³⁾.

Five students did not complete the course, according to deponents, because, during the basic subjects, they chose to follow other paths, either choosing other courses at UFPI, or following a different path to higher education.

Since it reflects a reality regarding the nursing course at UFPI for a certain historical period, the presence of only women in the vacancies offered is no longer noticeable in the same way in other health courses in the 20th century (Figures 1 and 2).

In an iconographic assessment, it is highlighted that the human resources for nursing to qualify in that first class were made up only of women. Furthermore, the historical subjects outlined as deponents did not remain silent regarding the inference of their struggles to maintain the choice for the nursing course, as highlighted:

I passed, there was an entrance exam, my whole life I dreamed of being a nurse. So much so that I was invited several times to leave nursing and go into medicine. I never accepted, because I did not want to study medicine (Deponent 3).

We had been at the university for two years, with no place to enroll, because we had no subject. Do you know what the solution was given by the director of the center at the time? "Look, we can make an arrangement. We have already solved your problem, if you no longer have the subject to do, you can change courses. You can get into medicine". Dr. Nathan, if I wanted to study medicine, I would have taken the entrance exam for medicine, because I had the ability to pass. I am not in nursing, because I did not pass medicine. What I want is nursing. I took the entrance exam for nursing (Deponent 3).



Figure 1 - Official photo of the first nursing class at the *Universidade Federal do Piauí* from 1973 to 1977

Source: *Universidade Federal do Piauí* Nursing Museum (MEUFPI).



Figure 2 - Plaque of the 1st class made for the 30th anniversary celebration – Silver Jubilee

Source: plate display gallery (DENF/CHS/UFPI).

By highlighting the desire to choose the nursing course due to the proposal to transfer to the medical course, the problems of implementing the course become evident. After two years of entering nursing at UFPI, there was still not enough teaching staff to guarantee the continuity of the study of the curricular structure. Thus, when reporting the end of the pre-professionalization cycle, common to other courses, it became impossible to continue the course because there were no more subjects to take:

When I arrived here, the course had already been created. The course had been created without nurses participating. It was very difficult for the first classes, especially the first one, because they took all the subjects that had in common with the other courses on the syllabus and that they needed to take, but when it came time for the specific nursing courses, there were no professors with training in the field to teach them. That was the situation I found (Deponent 2).

The year 1975 was significant for students, since the course had been established in 1973. However, regarding the UFPI administration responsibility in creating the Department of Nursing and providing adequate conditions for graduating the first class, there was negligence that manifested itself in the suggestion to transfer them to the medicine course, which would indicate a shortening of the nursing course consolidation. Thus, instead of resolving issues related to the curriculum and announcing to society the graduation of the first nursing class, ensuring a right for the 15 students of the course, they had to mobilize to guarantee their own rights.

Symbolic struggles of the first class for implementing and consolidating the undergraduate course

Contrary to the issues related to the current system, nursing students from Piauí from 1975 onwards implemented an arduous battle, as was seen in the reflections made by the deponents. "Because students from CE/UFPI were struggling with curricular problems and still did not participate in the construction of the first curriculum"^(14:255). Academic life in the nursing course was only experienced by students after their symbolic struggles.

Therefore, students began to mobilize in order to draw the attention of the senior management regarding the disorganization that threatened the recognition of the course. Even before finishing the first stage of the course, with the pre-professional subjects, these women worked hard to materialize the realization of their dreams: to graduate in nursing in Piauí. With this purpose,

Students had already denounced the nursing course precariousness, so Carlota had the courage to publish this in the newspaper. You know that today, unfortunately, the big media outlets, the big newspapers, are all sponsored by the government. Back then, it was the same, but she managed to publish the situation of the nursing course. The admission of the first nursing professor to the teaching staff at UFPI to be coordinator of the nursing course was due to this! I am sure (Deponent 1).

In 1975/1976, students' movement began, together with Professor Carlota Lina, who passed away in March 2023. They made a big movement, and it was all over the newspapers about this course. Carlota participated in the whole movement. She was the first nurse hired by UFPI, but not for the nursing course, but for the medical course. They didn't call her to coordinate the course; they called Professor Lídyia, who arrived in Piauí and didn't know much about nurses in the state (Deponent 5).

It is worth highlighting the hiring of Lídyia Tolstenko Nogueira, who arrived in Piauí without knowing much about the nurses working in that state, and the non-hiring of Carlota Lina as a pioneering professor in that course, even though she was from Piauí and had already graduated in nursing from the *Universidade Federal de Minas Gerais* (UFMG) that year. Even so, considering her contribution and dedication to the implementation of the course, as the deponents announced, she was not invited to leave the medical course and join the teaching staff of the nursing course.

A priori, it leads to an assessment of the power relationship imposed beyond the competency and capacity of both aforementioned professionals. Carlota Lina was the one who implemented the public denunciation of administrative neglect and institutional preference for certain health courses at UFPI.

Below, the newspaper's iconography is presented, with the headline highlighted on the front page and the title in bold, differentiating it from the other reports on that page, with its location above the newspaper's seal.

Thus, those characteristics of the report's presentation demonstrate the press's strategy and indicate the impact of that news on society to ensure the newspaper's sales that day (Figure 3)⁽¹⁵⁾.

Immediately after the publication of the headline, the senior management of UFPI took action and hired the first nurse to coordinate the course - Lídyia Tolstenko Nogueira. With the publicity, the importance of having made those difficulties and disorganization available to the public is reinforced, since, two years after starting the course, students were not taking advantage of professional subjects, harming students by having provided a four-year postponement of completion, by highlighting that they had not attended classes for a semester.

The course curriculum was created after the dean invited Dr. Isaltina Goulart de Azevedo. At the time, she was the *Escola de Enfermagem da Universidade Federal de Minas Gerais* (EEUFMG) director. The dean at the time was from Minas Gerais. So, he invited her. They came and created a curriculum (Deponent 1).

In the 1970s, nursing curricula followed Opinion 163/72 guidelines, pursuant to Law 5540/68 of the university reform (*Reforma Universitária*), in which the curricular structure approved for the operation of the course at UFPI was developed in accordance with the minimum curriculum established by the *Conselho Federal de Educação* Resolution 04/72. These maintained a grid with three successive phases: pre-professional, common professional core and qualifications in medical-surgical nursing, obstetric nursing and public health nursing⁽¹⁶⁾.



DESORGANIZAÇÃO AMEAÇA O CURSO DE ENFERMAGEM

Os estudantes universitários das três turmas de Enfermagem da Universidade Federal do Piauí, estão propensos a abandonarem o curso, devido a falta de organização e a não estruturação do seu Departamento. Os estudantes reclamam que desde quando foi fundado o curso, em 1973, ainda não houve aproveitamento de nenhum deles no profissional, o que vem retardando a conclusão do referido curso. Há mais de um semestre que a turma de Enfermagem da Universidade Federal está praticamente sem frequentar as aulas, numa ociosidade pouco recomendável para quem pretende concluir um ensino superior num período de quatro anos. A atitude da UFPI, inclusive, está indo de encontro às pretensões do Ministério da Saúde, que quase diariamente mostra a necessidade de mais enfermeiros, em curto prazo, a fim de auxiliarem os médicos na elogiável função de salvar vidas. Em recente congresso de Enfermagem realizado na capital pernambucana, todos os conferencistas demonstraram a necessidade urgente da formação de enfermeiros no país. Em dados concretos, foi comprovada a insuficiência de enfermeiras, pois existem apenas uma enfermeira para oito médicos, enquanto nos países mais desenvolvidos a situação é inversa, são seis enfermeiras para cada médico. Uma das sugestões apresentadas no Congresso foi a adoção de incentivos para estimular a demanda aos cursos de Enfermagem, fato que infelizmente não vem ocorrendo no Piauí⁽¹⁵⁾.

Figure 3 - Cover photo of newspaper *O Dia* from October 3, 1975

Source: Arquivo Público do Piauí (APPI).

Once again, the losses suffered by the first nursing class at UFPI were in line with the length of study and their qualifications. However, the lack of administrative organization made training in the three successive phases already announced unfeasible. That said,

In the case of Piauí, given that nursing students spent three academic years taking pre-professional subjects, it was unfeasible, at that time, to include any type of qualification, as the professional training cycle was scheduled to be developed in just three academic semesters to enable the training of nurses in a minimum period of four and a half years^(13:página).

The course was divided into two parts: the first was called pre-professional, lasting three academic years; and the second was called professional, lasting three academic semesters, completing the course in four and a half years. Pre-professional subjects had their workload divided into theoretical and practical activities. Professional subjects had their workload divided into theoretical, practical and performance activities that were equivalent to internships in practical fields. With this objective, we have:

I met Carlota, thank God! She advised me to write a letter to the general coordinator who supervised all these course facilities. Her name was Jaqueline. Carlota got the address, arranged everything and wrote the letter with me. I signed it and said, "Carlota, you know what? I'm not going to sign it alone!" That's when she said, "But I can't sign it!" I told her, "Don't worry, the class will sign it with me because this letter benefits not only me, it benefits everyone." I signed it and everyone else signed it. We sent it. It didn't take long for the inspectors to come. They came and things went wrong right away, but they rushed to implement the course. That's when they finally offered us the courses (Deponent 3).

A priori, the Department of Nursing would be created. According to the Brazilian Nursing Association (In Portuguese, *Associação Brasileira de Enfermagem* - ABEn) guidelines, at least ten professors were needed to create the department⁽¹¹⁾. However, as reported in the headline of newspaper *O Dia*, on October 3, 1975, this was not what happened in the initial years of implementation of the course, imposing an irreconcilable relationship of recommendation between ABEn-PI and leaders, politicians and CHS.

We were not a department. We were part of the Department of Community Medicine, which was run by the director of the Center of Health Sciences, Professor Nathan Portella (Deponent 1).

Only later was it recognized (MEC) as a created course, divided into departments, we stayed in the Department of Nursing. I remember that one afternoon I was alone, in the coordination, when I received a phone call from Petrônio Portella, informing me and congratulating me that the course had been recognized (Deponent 2).

The full article is on the third page of the aforementioned newspaper (Figure 4)^(15:3). In a clipping, it is announced (Figure 4).

Thus, the report highlights the need to establish the Department of Nursing in order to enable uninterrupted studies in the course, since it should be in the phase of professional subjects. The fact that there was no possibility of continuity in the curricular structure forced students of the first group to maintain their assiduity in their studies, repeatedly taking the same pre-professional subjects in the curriculum, without abandoning the basic cycle.

Yes, students passed the entrance exam, they started with the basic anatomy and physiology course (Deponent 4).

In the beginning, we studied Portuguese, mathematics, chemistry and physics. These subjects were the basics. Everyone was together. Later, we moved on to clinical classes, where we studied physiology, anatomy, and health subjects such as medicine and dentistry (Deponent 7).

In 1976, five new professors were hired to continue the course. These professors taught all the subjects, both theory and practice. However, there was dissatisfaction, especially by students, since all the professors were recent graduates and had no experience in the classroom as professors, much less as nurses in the internship field⁽¹¹⁾.



Figure 4 - Photo of the article in newspaper *O Dia*, October 3, 1975, p. 03

Source: Arquivo Público do Piauí (APPI).

ENFERMAGEM EM CRISE NO PIAUÍ

O curso de Enfermagem da Universidade Federal do Piauí está em crise, as três únicas turmas existentes estão praticamente paradas, sem poder frequentar o profissional, devido a falta de organização da própria Universidade, que até o momento não estruturou o seu Departamento, apesar dos dois anos da criação do curso. O curso de Enfermagem foi aberto em 1973 pela Universidade Federal do Piauí, oferecendo 40 vagas aos vestibulandos, divididas em dois períodos. Dois anos depois (1975), ao menos 40 alunos heroicamente aprovados continuam estudando as mesmas matérias do básico porque o Departamento de Enfermagem ainda não foi estruturado.

PREJUDICADOS

Sentindo-se prejudicados, os estudantes de enfermagem estão desestimulados e propensos a abandonarem o curso, tudo por falta de organização e de como foi implantado no Piauí. A maioria dos estudantes que passou no vestibular de Enfermagem em 1973 há mais de um semestre está ociosa, à espera de que a Universidade forme seu Departamento de Enfermagem, para que possam dar continuidade ao curso que já devia estar na fase de complementação [...]^(15:3).

The hiring included the names of professors Maria José Rodrigues de Moraes, Inez Sampaio Nery, Maria Aparecida Área Leão, Maria Íris Mendes Rocha and Maria Helena Barros Araújo Luz, all from Piauí who graduated in nursing in other states:

In January 1976, three professors were hired: Maria José, Aparecida and Inêz Nery. And in July, Maria Helena and Maria Iris were hired (Deponent 1).

I was admitted to the *Universidade Federal do Piauí* in 1976. I returned to Piauí in 1973, exactly when the course was created by UFPI. However, they did not admit nursing professionals in 1973 [...]. When they started hiring, they called Maria José Moraes, they also called Aparecida and I believe I was the third in line to be hired. Then, around August, two more professors were admitted, which were Professor Maria Helena and Professor Íris (Deponent 5).

However, attempts to resolve the problem at CHS itself were futile, after the neglect of the course was reported directly to the Ministry of Education. In return, an audit was carried out at the university to find out where the funds earmarked for the nursing course were being applied.

It was a big struggle. When you create a course, you get the money, the budget for the creation of that course, but they spent the money from our course budget. I simply found out later that they had spent it all on other things, other courses, like medicine, and nursing was left at zero (Deponent 3).

At that time, we were very precarious in terms of materials and professors, because we started without a nursing coordinator. Since our resources were scarce, I thought the course was good because we put in a lot of effort. The professors also put in a lot of effort, and it worked out well (Deponent 7).

We have congruent perspectives regarding the difficulties faced in having an autonomous administrative structure for the course. The issue of financial resources indicated that there was a transfer of funds to the administrative sphere of the institution, in order to provide the structure of the newly created course. Furthermore, it allows us to analyze that the result of good training was exclusively due to the efforts of human resources and the will to make it work, as the course was left without resources, with no expectation at that time of obtaining funds to be structured.

The first class's struggle for the course allowed its implementation, which already had the Department of Nursing, a structured curriculum and a team of professors who ensured professional training with the collaboration of nurses. However, it was important to continue fighting for consolidation of the course, including formalization of classes, internships and participation in conferences, to ensure that the process culminated in the graduation ceremony.

Training in teaching and extension of professional subjects

In a second moment, students of the first class, now joining the efforts of the newly admitted nursing professors, continued the battle in a new field of action, such as classroom learning. The willpower, at that historic moment, guaranteed the battle of both professionals, whether they were students or professors.

The challenges were enormous, and the difficulties included the lack of physical structure with regard to various materials, from the availability of books to free access to study for students and professors.

The teaching resources were precarious, concentrated on transparencies and overhead projectors. Since the acetate sheets for transparencies were expensive and the university rarely bought them, we improvised with cellophane paper. We cut the cellophane, wrote on it and projected it for students, who spent a lot of time copying the projection. We also had the handouts typed on stencil and then reproduced on the mimeograph. All this because we started without textbooks. We made a request for books. They were purchased, but the first class had a lot of difficulty (Deponent 1).

The teaching infrastructure conditions were precarious for professors to be able to teach their classes with the minimum quality, alluding to the technological dissemination materials for teaching at the time, such as overhead projectors, especially their supplies. An educational teaching-learning process requires the availability of teaching resources for better planning of classes, whether theoretical or practical. At that time, professors prepared their classes with hand-made transparencies, without the mimeograph machine.

We taught classes and provided support during internships. However, at that time, there was no specialization. We taught wherever we were needed. The classes were expository and dialogued. We invited many professors from the field, from medicine, to teach more specific subjects. We invited them in advance for a specific day and time, they would teach the class and, when they left, we would introduce the nursing part, nursing care, how nursing worked, we did this a lot. We had an overhead projector with hand-made transparencies (Deponent 2).

The professors argue about the need to be present in several fields of teaching, since there was no specialization to define the subjects that each one should be able to teach. This fact indicates the convergence of a new universe for all those who participated in that process of training professionalizing subjects, whether students or professors, as they all had to adapt to the limiting conditions that were imposed on them at that time.

Professors' responsibility to ensure the best teaching for their students is observed, since the challenge was shared considering the imperative of expanding knowledge through invitations made to healthcare professors, which allowed a general conception of a given topic. It was a strategy that ensured that the professors focused on the teaching-learning process of specific nursing content.

As for the teaching of subjects, it is clear that both professors and students spared no effort to maintain their quality, based on the understanding of the teaching of theoretical subjects, as already defined in their

memories, always followed by absences, whether of specific textbooks, qualification in specialties for professors, teaching support material for a better explanation of contents, as well as more adequate training in the class execution.

During the nursing curriculum professionalization cycle, there was no distinction in the curriculum between theory and practice so that the practical training of subjects in the second part of the curriculum occurred asynchronously to the theoretical classes. It is worth noting that the internship did not take place for the first group in the same way as it would for the other groups.

There was no separate internship. The internship was done together with the course. The teaching of courses took place with theories and practices together. We did the monitoring, it was a real internship, it was an internship where we did monitoring at the hospital. Then, later, with the university reform, internship 1 and internship 2 began to be separated (Deponent 6).

Furthermore, professors and students had to organize themselves during the development of the curriculum. The subject nomenclature – internship – did not exist as a requirement in the course's curricular structure, as students were assisted by professors in "hospital" monitoring during the practical part of the subject. As already explained in this text, this occurred in parallel with the theoretical part.

The internships were in public hospitals. We also had internships in the private sector. This one, for instance, was at Santa Maria Hospital. They paid us to be interns. It was a paid internship. I did an internship at Santa Maria Hospital, along with other students. So much so that, when I finished my course, I went to do a complementary medical-surgical course in Rio de Janeiro. When I returned to Piauí, I was admitted to Santa Maria, the same hospital where I did my internship (Deponent 7).

It is quite peculiar in this statement the importance of taking the practical complement of theoretical subjects in the health network hospitals present in the state of Piauí, due to the initial training of learning accompanied by the professors, very similar to the functioning of curricular internship.

It is worth noting at this point that the curricular structure planned for the nursing course at UFPI did not meet the three curricular phases: pre-professional, common professional and qualifications in nursing.

Therefore, the opportunity for students to obtain financial resources during their teaching practice before completing their degree was favorable because it encouraged a possible qualification of studies in other states, since, in Piauí, this complement was not yet viable.

Furthermore, we highlight the valuable difference of women from Piauí who return to their state contributing to the job market in health, with updated knowledge about nursing, and improving quality of care in public and private services.

The internships were very good, we were highly anticipated in the fields. There were very few nurses working. The São Vicente maternity hospital had one nurse, so did HDIC. And she was responsible for everything, the head nurse, she did everything. At HGV, when I arrived, there were no more nuns, but the number of nurses was very small. There was one nurse for the night, one for the afternoon, and one for night supervision. And in some clinics with nurses, students were highly anticipated, because they came with new knowledge, fresh in their heads (Deponent 1).

In this way, the importance of the practice monitored in the health network is manifested, ensuring a correspondence between academic and community knowledge. In this model, teaching guaranteed learning to students and professionals of the institutions that received them, in force the need of that first class to graduate beyond the consolidation of the undergraduate nursing course at UFPI in 1977.

Furthermore, the interest is in line with the motivation for its creation, which is to increase the supply of nursing professionals in the job market, with a consequent increase in human resources in this field in Piauí, as nurses were highly anticipated, as already announced in this text and in the statement above.

In addition, they were attentive to extension training regarding participation in congresses, seeking to improve their knowledge and interact with national and regional themes, expanding their knowledge and interacting with national and regional issues. These issues are promising in the context of scientific events, since they provide the opportunity to establish contacts with students and professionals from different

regions of Brazil. This enriches the experiences, not only in academic topics, but also in discussions held in the assemblies, with the aim of strengthening professional performance in nursing.

In the record of the *Assembleia de Delegados do XXVII Congresso Brasileiro de Enfermagem*, held in Salvador/BA, in 1975, the minutes of the Assembly⁽¹⁷⁾ present several recommendations that reinforce the themes discussed in the congresses, linking the political debate to the improvements and challenges faced by the nursing course in the national context. At this specific event, there were recommendations directed at: directors of university hospitals and nursing schools; nurses in nursing services; nursing professors; directors of nursing schools; healthcare service managers; healthcare service nurses; hospital managers; specialized healthcare services; on-call nurses; nursing schools that offer residency; nurses; and ABEn. In addition to the motions approved by the Assembly of Delegates, that year of 1975 was the same year that the first class was achieving the nursing course implementation.

Adding to the recommendations of the XXVII congress held in Salvador, Bahia, it can be observed that the axes of considerations to be achieved in nursing were broad. The requests covered external and internal institutions of undergraduate courses, from hospital directors (job market), nursing schools (teaching), nurses (professionals), to ABEn (association)(Figure 5)⁽¹⁷⁾.

Número e Procedência	Qualificação							Total
	Efetivo	Especial	Observador	Benemérito	Honorário	Colaborador	Institucional	
Amazonas	11	03	—	—	—	—	—	14
Pará	15	—	—	—	—	—	—	15
Maranhão	24	14	—	—	—	—	—	38
Piauí	10	02	17	—	—	—	—	29
Ceará	49	21	04	—	—	—	—	74
Rio Grande do Norte	08	16	—	—	—	—	—	24
Paraíba	35	17	04	—	—	—	—	56
Pernambuco	38	20	01	—	—	—	—	59
Alagoas	11	—	—	—	—	—	—	11
Sergipe	11	—	—	—	—	—	—	11
Bahia	351	49	18	—	01	97	01	517
Minas Gerais	56	10	02	—	—	—	—	68
Espírito Santo	08	—	—	—	—	—	—	08
Rio de Janeiro	27	06	—	—	—	—	—	33
Guanabara	266	11	21	01	02	—	—	301
São Paulo	243	33	13	—	02	—	—	291
Paraná	38	02	02	—	—	—	—	42
Santa Catarina	14	04	—	—	—	—	—	18
Rio Grande do Sul	67	02	06	—	—	—	—	75
Mato Grosso	07	—	—	—	—	—	—	07
Distrito Federal	50	—	—	—	—	—	—	50
Goiás	33	04	—	—	—	—	—	37
Estrangeiros	—	—	01	—	—	—	—	01
Total	1372	214	89	01	05	97	01	1779

Figure 5 - Demonstrative table of participating members of the XXVII Brazilian Nursing Congress according to qualification, number and origin. Salvador, BA, Brazil, 1975

Source: Assembly of Delegates^(17;132).

It is important to highlight in this analysis the number of members from Piauí who participated in that event. There were ten active members, two special members and 17 observers. These were quite expressive numbers, which indicate a surpassing of the total number of participants in that assembly, among the states of the North (Amazonas, Pará), Northeast (Rio Grande do Norte, Alagoas, Sergipe), Southeast (Espírito Santo), Central-West (Mato Grosso) and South (Santa Catarina).

This data of 29 members/participants allows us to state, firstly, that the class participated in the national debate regarding the course, thus being able to define their desires in requesting better conditions to meet the nursing course's needs in Piauí. Consequently, it affirmed that the participation was not composed only of students from the first class, since this totaled a maximum number of 20 students, considering that our

sources do not consolidate when the class became entirely composed of 15 students after the entrance exam. Thus, it is clear that there was also the participation of professors from the Piauí course. Furthermore, there was the participation of students from other classes, since, each semester, 20 places were offered for the nursing entrance exam at UFPI.

But the question that initially arises based on the above conclusions is: how were the people who made up the course to participate in the congresses organized, from the planning, the list of participants and the financing for registration and travel? Thus, it is necessary to

The dean was very committed and liked us a lot. On our graduation day, he said, "My little nurses", as if it were something he cared about very much and the course was something he was very happy to help with. It was Professor José Camilo da Silveira Filho, the dean at the time. He helped a lot. Everything we needed, we just had to say and he never said no to anything. So much so that there were conferences, we all went to conferences and the university helped, the city hall helped, these big stores in Teresina helped, so we had all this support (Deponent 7).

In this way, the solution to the reasons for the spread of participation of women from Piauí in congresses is plausible. There was administrative assistance from the rector to guide the arrival of members from Piauí in assemblies such as the one in 1975, held in Salvador/BA. But this administrative collaboration with UFPI began in the emblematic year of 1975, with the rector José Camilo da Silveira Filho (1976 to 1981), who cultivated an affection for students of the course and the needs arising during the nursing course.

Not only from UFPI, although this record is significant, there was a mobilization of several instances, from the city hall to the businesses of Teresina, which financed the participation of these students in congresses. This aspect, although interesting, was not seen as something exceptional, since there was no structure that indicated an obligation of other spheres in relation to training in university extension.

However, we must not ignore the essential importance for the city of Teresina, the state capital, regarding the essential investment by the city hall and businesspeople in the quality of higher education, in order to manage development, by enabling a more complete education for future professionals in Piauí. It is concluded that the coexistence of colleagues from various states of the federation contributed and contributes to the greater enrichment of each congressman, especially due to the wide opportunity for the expression of different schools of thought within the category.

Otherwise, the guarantee of participation of nursing students and professors in congresses qualifies them for new developments in training. Therefore, the reference of a decade between one congress and another refers to the theme of constant updating on the supply and practice of nursing.

In this way, it reaffirms the central north of our study, as well as answers our problem question, the history of the creation of the first undergraduate nursing course in Piauí among the strands, always resulting in the desire to meet the demands in the healthcare service in nursing with quality.

This demonstrates how much the course continues to consolidate its quality since the graduation of the first class in 1977. Its legacy of commitment to ensuring the best training in nursing undergraduate courses at UFPI remains, training nursing human resources, encouraging careers in this field and improving their access to services at the federal, state and municipal levels.

FINAL CONSIDERATIONS

The nursing course at UFPI has built and promoted, throughout its 50 years of existence, the locus for the consolidation of nursing in Piauí. It is impossible to know the history of nursing in Piauí without knowing the creation of the first undergraduate nursing degree in the state.

Pioneering students' struggle stands out, who, in the face of so many difficulties, budgetary and political warnings, never gave up. These graduates fought for the implementation of the course, improvement of teaching conditions and departmental autonomy, playing an important role in the creation and consolidation of nursing.

The difficulties during the creation and implementation of the nursing course at CHS/UFPI were investigated. Furthermore, the analysis highlights that the creation of the nursing degree was important for the society of Piauí, as it added training and expanded access for people who wanted to study nursing. Before this degree, it was not feasible to train in this course without having to migrate to other states in Brazil, a fact that created barriers to entry into the course.

REFERENCES

1. Basílio AC, Ferro MAB. Enfermeiras piauienses que contribuíram para a enfermagem brasileira: história e memória de experiências profissionais. *Rev Saude Desenvolv* [Internet]. 2012 [cited 27 Jan 2024];2(1):68-85. Available from: <https://www.revistasuninter.com/revistasauade/index.php/saudeDesenvolvimento/article/view/75>.
2. Medeiros M, Tipple ACV, Munari DB. A expansão das escolas de enfermagem no Brasil na primeira metade do século XX. *Rev Eletr Enfermagem* [Internet]. 1999 [cited 27 Jan 2024];1(1):1-17. Available from: <https://repositorio.bc.ufg.br/riserver/api/core/bitstreams/0e33a6e9-540a-421d-949d-6e437670059b/content>.
3. Rocha MEMO, Nunes BMVT. Expansão dos cursos de graduação em enfermagem: estudo no Piauí. *Rev Bras Enferm*. 2013;66(3):391-8. <https://doi.org/10.1590/S0034-71672013000300014>.
4. Nunes BMVT. 40 anos do curso de enfermagem da Universidade Federal do Piauí (UFPI). *Rev Enferm UFPI*. 2013;2(1):1-2. <https://doi.org/10.26694/reufpi.v2i1.1041>.
5. Soares, AF; Ferreira, ALS. Criação do primeiro curso de graduação em enfermagem no Piauí. [Trabalho de Conclusão de curso]. Teresina (PI). Universidade Federal do Piauí, 2024.
6. Oliveira AC, Oliveira GS, Corrêa AMC. A história oral: uma metodologia de pesquisa qualitativa. *Rev Prisma* [Internet]. 2021 [cited 02 Feb 2024];2(1):63-77. Available from: <https://revistaprisma.emnuvens.com.br/prisma/article/view/43/34>.
7. Minayo MCS. O desafio do conhecimento: pesquisa qualitativa em saúde. 12a ed. São Paulo: Hucitec-Abrasco; 2010.
8. Bardin L. Análise de conteúdo. 5a ed. rev. atual. Lisboa: Edições 70; 2010.
9. Silva ACB. O ensino de enfermagem no Piauí: história e memória [dissertation]. [Teresina (PI)]: Universidade Federal do Piauí; 2009.
10. Vilar BM, Borges LDVNM, Santos AMR. Escola Maria Antoinette Blanchot e a institucionalização do ensino auxiliar de enfermagem no Piauí. *Rev Bras Enferm*. 2008; 61(5):647-52. <https://doi.org/10.1590/S0034-71672008000500019>.
11. Nogueira LTA. Trajetória da enfermagem moderna no Piauí: 1937-1977 [master's thesis]. Rio de Janeiro (RJ). Universidade Federal do Rio de Janeiro, Escola de Enfermagem Anna Nery; 1996.
12. Malta DV. Criação, implantação e consolidação do primeiro curso de graduação em enfermagem no Espírito Santo (1976-1981) [master's thesis]. Rio de Janeiro (RJ). Universidade Federal do Rio de Janeiro, Escola de Enfermagem Anna Nery; 2016.
13. Universidade Federal do Piauí, Diretoria de Administração Acadêmica. Concludentes em enfermagem em 1977. Teresina, PI; 1977.
14. Rocha FC, Lira JNV, Leite MTF. Currículos do curso de enfermagem da UFPI: uma história em movimento. *Ling Educ Soc* [Internet]. 2010 [cited 01 Feb 2024];(22):247-70. Available from: <https://periodicos.ufpi.br/index.php/lingeducsoc/article/view/1485>.
15. Desorganização ameaça o curso de enfermagem. *Jornal O DIA* (Teresina). 03 jul. 1975;(4321):01, 03.
16. Nunes BMVT. Repensando a prática e construindo caminhos: uma análise crítica do ensino-aprendizagem de enfermagem da universidade federal do Piauí. Teresina (PI): UFPI; 1998.
17. XXVII congresso brasileiro de enfermagem Salvador: 27-07 a 02-08-75. *Rev Bras Enferm*. 1975;28(3):121-31. <https://doi.org/10.1590/0034-716719750003000016>.

Submission: 09/19/2024
Reformulation: 11/26/2024
Approval: 11/28/2024

Editor-in-Chief: Deybson Borba de Almeida
Associate Editor: Deybson Borba de Almeida

Ad hoc reviewers:

Nivia Vanessa Carneiro dos Santos
Rodrigo Nogueira da Silva

AUTHORS' CONTRIBUTIONS

ALSF, AFS, PMGC - Study conception
ALSF, AFS - Data collection
ALSF, AFS - Data analysis
ALSF, AFS - Manuscript writing
PMGC, AMRS, MZAM - Critical review for important intellectual content