

SPECIAL SECTION: TEACHING IN HIGHER EDUCATION IN PANDEMIC TIMES

UFMG NURSING STRUCTURING TEACHING NUCLEUS: FROM CREATION TO COVID-19 PANDEMIC TIMES¹

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ABSTRACT

This is an experience report, whose objective was to reflect on the role of the Structuring Teaching Nucleus (STN) of the Nursing course from its creation until the first academic semester of 2020, moment in which the pandemic was announced by the World Health Organization: the Covid-19 disease (Corona Virus Disease). For this, the sociological approach of “Institutional Analysis” was used, based on the concepts proposed by Castoriadis (1982), Barbier (1985) and Lourau (1995). It was observed that, until now, the theme of “evaluation” was the most debated in the pedagogical workshops promoted by STN. There is no doubt about the importance of these reflections for the implementation of the Pedagogical Project of the Nursing Course and in the permanent process of professors training. This represents, at the same time, the legitimacy of the STN's performance and a stimulus to keep investing in the consolidation of the pedagogical practices already established by this nucleus in the training of future nurses.

Keywords: Nursing education. Institutions of higher education. Undergraduate education. Covid-19. Nursing.

How to quote this document –ABNT

PEREIRA, M. S.; BARONI, F. C. A. L.; MARTINS, E. F.; MONTENEGRO, L. C.; ARAÚJO, M. T.; REZENDE, B. M.; FERREIRA, L. R. P. UFMG Nursing Structuring Teaching Nucleus: from creation to Covid-19 pandemic times. *Revista Docência do Ensino Superior*, Belo Horizonte, v. 10, e023903, p. 1-18, 2020. DOI: <https://doi.org/10.35699/2237-5864.2020.23903>.

Received on: 06/07/2020

Approved on: 18/09/2020

Posted on: 08/11/2020

¹ A tradução deste artigo foi de responsabilidade das autoras.

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NÚCLEO DE ENSEÑANZA ESTRUCTURANTE DE ENFERMERÍA DE LA UFMG: DESDE LA CREACIÓN A LA PANDEMIA DEL COVID-19

RESUMEN

Se trata de uno relato de experiencia, cuyo objetivo fue reflexionar sobre el rol del Núcleo de Enseñanza Estructurante (NEE) de la carrera de Enfermería desde su creación, hasta el primer semestre académico de 2020, cuando la Organización Mundial de la Salud anunció la pandemia mundial de la enfermedad Covid-19 (*Corona Virus Disease*). Así, se utilizó el enfoque sociológico del “Análisis Institucional”, basado en los conceptos propuestos por Castoriadis (1982), Barbier (1985) y Lourau (1995). Se observó hasta ahora, que el tema de la “evaluación” ha sido el más debatido en los talleres pedagógicos promovidos por el NEE. No cabe duda de la importancia de estas reflexiones para la implementación del Proyecto Pedagógico de la Carrera de Enfermería y en el proceso de formación permanente de los docentes. Esto representa, al mismo tiempo, la legitimidad del desempeño de NEE, y un estímulo para seguir invirtiendo en la consolidación de las prácticas pedagógicas ya establecidas por este núcleo en la formación de los futuros enfermeros.

Palabras clave: Educación en Enfermería. Instituciones de educación superior. Docencia de grado. Covid-19. Enfermería.

NÚCLEO DOCENTE ESTRUTURANTE DA ENFERMAGEM DA UFMG: DA CRIAÇÃO AOS TEMPOS DA PANDEMIA DA COVID-19

RESUMO

Trata-se de um relato de experiência, cujo objetivo foi refletir sobre a atuação do Núcleo Docente Estruturante (NDE) do curso de Enfermagem desde sua criação até o primeiro semestre letivo de 2020, momento em que foi anunciada pela Organização Mundial de Saúde a pandemia mundial da doença Covid-19 (*Corona Virus Disease*). Para tal, utilizou-se a abordagem sociológica da “Análise Institucional”, fundamentada nos conceitos propostos por Castoriadis (1982), Barbier (1985) e Lourau (1995). Observou-se que, até o momento, o tema da “avaliação” foi o mais debatido nas oficinas pedagógicas promovidas pelo NDE. Não restam dúvidas da importância dessas reflexões para a implantação do Projeto Pedagógico do Curso de Enfermagem e no processo de formação permanente dos docentes. Isso representa, ao mesmo tempo, a legitimação da atuação do NDE e um estímulo para que se continue investindo na consolidação das práticas pedagógicas já instauradas por este núcleo na formação dos futuros enfermeiros.

Palavras-chave: Educação em Enfermagem. Instituições de ensino superior. Ensino de graduação. Covid-19. Enfermagem.

INTRODUCTION

On June 17, 2020, it was ten years since the Structuring Teaching Nucleus (STN) were constituted from the approval of Resolution Nr. 01, of June 17, 2010 of the Ministry of Education and Culture (MEC), with the academic assignment to follow-up the process of conception, consolidation and continuous updating of the Pedagogical Project for Undergraduate Courses in Brazil, determining among other guidelines, according to BRASIL (2010, p. 1):

[All] Structuring Teaching Nucleus (STN) must be constituted of members of the course's teaching staff, who exercise leadership within it, perceived in the production of knowledge in the area, in the development of teaching, and in other dimensions understood as important by the institution and to act on the course development.

In that direction, the Structuring Teaching Nucleus (STN) of the Nursing course at the Federal University of Minas Gerais (UFMG) was institutionalized in 2012 to accompany the development of the Course's Pedagogical Project, in compliance with Resolution Nr. 15, of May 31, 2011 of the Council for Teaching, Research and Extension (CEPE) (UFMG, 2011). It was recently reissued through Resolution Nr. 10, of June 19, 2018 (UFMG, 2018), which reinforces the attribution of this body and stands out, as described by CEPE, for “proposing measures to the Collegiate of the Course that preserve the current status of the Pedagogical Course Project (PCP), in view of society's demands and possibilities in the field of professional activity”(UFMG, 2018, p. 1).

STN professors of the Nursing course at UFMG, since its institutionalization, aware of their functions, attributions and responsibilities, sought to systematically contribute to the consolidation of the professional profile of the graduate, considering the National Curricular Guideline of the Nursing Undergraduate Course, from Resolution Nr. 3, of November 7, 2001 (BRASIL, 2001), and the Pedagogical Course Project (UFMG, 2017). The STN has also acted in promoting the development of competences, aiming at the adequate social and professional insertion of nurses in their field of activity.

Vieira and Filipak (2015) analyzed the perception of 272 members of the STN of 93 courses at a large private university regarding the performance of the Nucleus in which they participate, and the limits and possibilities shown. Among the main results, it was highlighted that the STN is considered of fundamental importance for the good functioning of the course because it allows rethinking it from relevant political-pedagogical discussions and for promoting a guaranteed space for professor participation. Members also mentioned the role of the STN

in preparing, organizing, and adapting the PCP to the National Curriculum Guidelines, the Institutional Development Plan, the Institutional Pedagogical

Project, and changes in the market and the world. The discussion among the peers was pointed out as an important STN strategy to promote improvements for the course, contributing to its excellence and increasing the level of quality. Other opportunities that the STN offers its participants were also pointed out, including learning how to work in groups, approaching the course with institutional demands, integrating the faculty with the student, strengthening the relationship between teaching, research and extension to the course, in addition to the possibility of bringing innovations to the course (VIEIRA; FILIPAK, 2015, p. 77-79).

In order to analyze the actions of the Structuring Teaching Nucleus (STN) of the Faculty of Dentistry of the Federal University of Goiás (FO/UFG), Arantes *et al.* (2017) also conducted a study in which 14 professors (members and non-members of the STN) and 6 administrative technicians were interviewed. Corroborating Vieira and Filipak (2015), the authors observed that

the STN played an essential role in the implementation and following-up of the restructuring of the new curricular grid for the Dentistry course. Interestingly, the STN also played an important role in the permanent education of professors and administrative technicians, playing a fundamental role in adapting professors and technicians to curricular changes, in addition to helping to adapt the subjects of the new curriculum to the requirements of national curriculum guidelines. Other STN actions included representativeness in clinical teaching disciplines, discussing anxieties, teaching-learning methods and developing interpersonal relationships; support for competitions for new professors, contributing to the construction of the candidate's profile and format of the selection process, while also participating in the preparation of notices and evaluation of candidates; encouraging the use of active methodologies in the teaching-learning processes; and holding of the Administrative and Pedagogical Planning Weeks at the beginning of each school semester, with the aim of providing moments of reflection and commitment to improving the way of teaching and learning (ARANTES *et al.*, 2017, p. 22-23).

Despite the notes highlighted here about the importance of STN in the qualification of undergraduate courses, there is still a shortage in the literature regarding the performance of these nucleus and their role in improving the quality of the teaching-learning process. In this perspective, this article aims to reflect on some aspects of the STN of the Nursing course from its creation until the first academic semester of 2020, when the Covid-19 disease pandemic (Corona Virus Disease), caused by the new coronavirus (SARS-CoV-2), was enacted by the World Health Organization. The dissemination of experiences and activities developed by a Structuring Teaching Nucleus can contribute to targeting other nuclei that face similar challenges in the process of training students in their courses.

METHODOLOGY

For the construction of this manuscript, in the sociological approach of "Institutional Analysis", based on concepts proposed by Castoriadis (1982), Barbier (1985) and Lourau (1995), the theoretical foundations for discussing and understanding the process of consolidation of the performance of the STN of the Nursing course at UFMG, making it possible to apprehend the history built by it, in its active and dynamic state, based on past and current facts. For Minayo (2001, p. 13), studies on the historical particularity of social phenomena reveal that what "lives in the present is marked by the past and projected for the future, in a constant clash between what is given and what is being built".

Thus, methodologically, this experience report on the work process of the Structuring Teaching Nucleus of the UFMG Nursing course was carried out based on the observations of its current members and the analysis of documents. We sought, then, through the Pedagogical Course Project (PCP), the minutes, resolutions and reports produced by the course collegiate and STN, themes and elements that emerged from the collective reflections produced by this group in the period between the years from 2013 to 2019 and those related to the educational context of the moment, when academic activities were suspended at the University due to the pandemic.

Studies that follow the path of institutional analysis should look for the diachronic, i.e. past facts, and the synchronic, which, in turn, represents the cut of the current social situation. However, this separation is only so that the different aspects of reality are perceived, as it is not possible, in fact, to separate the history made from history by making oneself (FREITAS; ARGELLIES 1998).

In this sense, institutionalists teach us that the life of institutions is directly related to their ability to analyze themselves permanently. Therefore, in view of the above, we begin to question some significant aspects of the performance of the STN of the Nursing course in the periods between the year 2013 and the first academic semester of 2020.

PERFORMANCE OF THE STN OF THE NURSING COURSE IN THE PERIOD 2013 TO 2019

The Nursing course at UFMG, as well as the School that houses it, reached on July 7, 2020, 87 years of existence. In turn, the STN of this course will complete 10 years in 2022. Thus, in summary, some of the activities resulting from almost 10 years of the STN of the Nursing course at UFMG will be presented. However, it is not a question of exhausting all the dimensions of the STN's performance in this period, but showing its evolution, demonstrating that there was an ascending and enriching process of institutional maturation. To this end, the main strategy used by the STN since 2013 is presented to involve all professors of the Nursing course in the following-up of their curriculum, using the technique of pedagogical workshops.

For Afonso (2007, p. 9), the workshop “is a structured work with groups, regardless of the number of meetings, being focused on a central issue, which the group proposes to elaborate, in a social context”. In his words,

The elaboration that is sought in the workshops, is not restricted to a rational reflection, but involves subjects in an integral way, ways of thinking, feeling, and acting. The workshops are, therefore, characterized as a practice of psychosocial intervention that enable pedagogical actions and are, therefore, an instrument for the construction of knowledge (AFONSO, 2007, p. 9).

The pedagogical workshops organized by the STN have been held every six months. Data from the document “Synthesis of the Workshops” demonstrate the use of participatory evaluation of the curriculum of the Nursing course as the predominant strategy of its performance. All the workshops had as main objectives: to identify needs and problems in the implementation of the curriculum; elaborate proposals for the evaluation of identified needs and problems; develop and discuss curriculum evaluation tools; define the operationalization of the program of participatory evaluation of the curriculum (UFMG, 2016). In these workshops, different themes were developed each semester. However, there is a predominance of the themes of evaluation, graduate profile, and competences, as shown in Chart 1.

THEMES OF THE PEDAGOGICAL WORKSHOP	
2013-1	Evaluation of the curriculum, the PCP concept map and evaluation tools
2013-2	Evaluation of the curriculum grid: referrals for changes to the curriculum grid
2014-1	PCP axes and concepts and script for building conceptual maps by discipline
2014-2	Curricular evaluation and implementation of the tutorial program in the Mentoring model
2015-1	Evaluation of optional disciplines and approval of the tutoring program guide
2015-2	Student performance evaluation - ENADE and Teaching evaluation strategies
2016-1	Curriculum evaluation; Discussion of sharps accident prevention programs; student support and tutoring
2016-2	Evaluation of curricular internships, Seminar and Methodology disciplines, the tutoring program, the performance of Nursing students and the profile of the graduate ones
2017-1	Evaluation Process - Evaluation in the fields of practice/OSCE Evaluation
2017-2	Curriculum grid and competency evaluation

2018-1	Notions and concepts of competences/General and specific competences
2018-2	Rescue of previous teaching workshops to rethink new trajectories Discussion on tutoring, presentation of teaching-service integration experiences
2019-1	Competences Panel, presentation of the Student Support Committee
2019-2	Graduate Student Profile and Emotional and Relational Competences in the context of nurse education, ENADE
2020-1	Contextualization of the optional disciplines of the Nursing Course Evaluation of students' academic performance carried out by PROGRAD

Table 1 - Pedagogical Workshops developed by the STN from 2013 to 2020-1

Source: STN, 2020.

It is important to mention that, in this reflection, the results obtained in each of the activities presented will not be detailed. This will be done in more depth in research, whose project is already in the process of final adjustments and aims to assess the impact of the strategies used by the STN in the development of the PCP that guides the training of future nurses at UFMG. Thus, even though this is a synthetic picture, which certainly misses important details of the activities developed, it is evident that the most debated theme in the pedagogical workshops was that of evaluation.

The concept of evaluation "can be understood as the gathering of information about the processes that are being evaluated to support decision making with a view to improving them" (VERHINE, 2015). Regarding the evaluation of higher education in Brazil, the Federal Constitution of 1988 provides:

principles for the control and guarantee of education, affirming the State's responsibility to carry out the quality evaluation of education offered by higher education institutions, public and private (BRASIL, 1988, p. 14).

Therefore, the emphasis given to the theme of evaluation in almost all pedagogical workshops conducted by the STN, although not extensively analyzed here, points to the existence of a strong concern of the professors of this nucleus and the entire academic community with the quality of teaching in the training of nurses. This evaluation-oriented movement enabled the emergence of underlying themes, such as the following-up and performance of students, which culminated in the implementation of the tutorial program in the Mentoring model. In the instituted program, every student who formally joined is assisted by the professors, throughout their academic trajectory, to face difficulties and challenges that arise. In this perspective, it is observed that the continuous and collective reflections on curriculum evaluation, which took place in the pedagogical workshops, became instruments capable of strengthening the identity of the STN and the Pedagogical Project of the Nursing Course. It also indicates the commitment of Nursing professors in the training of future nurses.

There was also a need to develop reflections on the theme of the graduate student's professional profile, especially in relation to his/her entry and development in the labor market, with a view to updating the practices developed and evaluating the Pedagogical Project of the Course. This is not a theme that has been exhausted, but, to guide the debate on it, the 1st Meeting of alumni of the 21st century at the UFMG School of Nursing was held (BARONI *et al.*, 2018), which included the participation of 53 people, among them graduates from 2001 to 2017. This is the perspective that, in general terms, has been sought to be incorporated into the process of action of the STN; that is, the approach to the themes that emerged spontaneously in the workshops could never be neglected in those of the following semesters.

In this direction, resulting from the evaluation process, the need to deepen the theme 'fundamental competences' in the training of nurses has emerged. Bork (2011) states that building competences means building schemes for mobilizing knowledge, emotions and doing and assumes the student as an agent of the teaching-learning process. In her words:

The curriculum in the perspective of the construction of competences guides the pedagogical practice and is characterized by a set of real or simulated problems, which trigger resolute actions, as it is not enough to acquire a set of knowledge, but it is essential to acquire skills and strategies, which allow them learn new knowledge and how to access it (BORK, 2011, p. 165).

Therefore, it is important to recognize the existence of interdependence between the themes discussed in the workshops. Thus, when making a cut of the workshops and bringing to discussion the topics of evaluation, the professional profile of the graduate and the competences, we sought to show that they do not contradict each other but are completed. Hence, it should be noted that, in general terms, the bond that unites the themes discussed in the semiannual workshops developed by STN has been the simultaneous search for quality in curriculum development and Nursing development in Brazil.

However, a few days after the pedagogical workshop of the first academic semester of 2020, the Covid-19 pandemic crossed the path of the STN, forcing members of that nucleus to resize their discussions, adapting them to the specific demands of the time. More than going deeper into the controversies and challenges posed to its members, what was sought in this work was to reflect on the strategies used by the STN in the decision-making process required for the moment, as will be seen in the next item.

PERFORMANCE OF THE STN OF THE NURSING COURSE OF UFMG IN FRONT OF THE COVID-19 PANDEMIC

The world is currently suffering the consequences of the Covid-19 disease pandemic (Corona Virus Disease), caused by the new coronavirus (SARS-CoV-2). At the Federal University of

Minas Gerais (UFMG), on-site academic activities were suspended by the Rector on March 18, 2020, through Ordinance Nr. 1,819/2020, in order to contribute to mitigating the effects of the spread of the new coronavirus. In addition to the usual, this pandemic moment brought us urgent and new demands, particularly with regard to the last year of the undergraduate nursing course and, especially, the last period. This is because, on the verge of graduating, the students had, not only by determination of the University, but also by a large part of the health services associated, the suspension of on-site academic activities, including supervised internships, as was the case with the other periods (UFMG, 2020a).

Added to this situation, typical of the University, we also had the indirect interference of the federal government in our work and training processes, through the publication of Ministerial Decrees, of the Ministry of Education Nr. 356/2020 (BRASIL, 2020a), Ministry of Health Nr. 492/2020 (BRASIL, 2020b) and Ministry of Health Notice Nr. 04/2020 (BRASIL, 2020c), which allow students to participate in the “Brazil, count on me” strategy and to take advantage of this workload as a mandatory supervised internship for senior students. Furthermore, it was also necessary to consider Provisional Measure Nr. 934/2020 (BRASIL, 2020d) and MEC Public Ordinance Nr. 383/2020 (BRASIL, 2020e), which authorize the advance of graduation for students in the last period of Nursing courses, Pharmacy, Physiotherapy and Medicine.

One of the demands met in an emergency took place subsequently to the Term of Commitment signed by UFMG with the Military Police of the State of Minas Gerais to collaborate in the assistance activities of the Hospital de Campanha in Belo Horizonte. With this, the Collegiate of the Nursing course at the UFMG Nursing School (EEUFMG) approved, on May 6, 2020, the use of the non-mandatory internship hours of students registered voluntarily in the strategic action “Brazil, count on me” and summoned to work at the Hospital de Campanha as a workload for the Medium and High Complexity Supervised Hospital Internship. However, thanks to the slow evolution of the pandemic in the city, it has not yet been necessary to open the Hospital de Campanha, and students from the last period continue with suspended academic activities.

Thus, like other sectors of society, UFMG and the undergraduate nursing course had to respond to the effects of this crisis and prepare for a fresh start. It has been a resumption with adaptations and restrictions, according to the sanitary conditions, but including education as a basic right and that, therefore, must be preserved in its quality. In this sense, Circular Letter Nr. 9/2020/PROGRAD-GAB-UFMG, of May 18, 2020, presented the principles and guidelines for planning the resumption of teaching activities at the University, as follow:

- Ensure the quality of education offered;
- Consider the heterogeneity of the student body;
- Consider the diversity of faculty members, courses and academic units;

- Consider the physical and computational infrastructure of the University;
- Comply with current regulations, with attention to exceptional cases;
- Evaluate the scheduled return to classes and other on-site activities in line with the guidelines established by the health authorities and the UFMG Permanent Committee;
- Consider the proposals presented by the students.

The aforementioned letter proposed that each course discuss, and present proposals related to academic curricular activities, assessing the capacity of professors and students for these, as well as the resources needed to carry them out. Thus, it became evident the need to mobilize the faculty members and students of the course to systematize the necessary actions in this organization of the return to academic activities.

In this sense, both the Undergraduate Collegiate of the Nursing course and the Structuring Teaching Nucleus, as an advisory body to the Collegiate, proposed a plan for the resumption of teaching, with the pedagogical and methodological strategies for the teaching-learning process that the pandemic demands, starting from the challenges that have most influenced the decision-making process of the current moment. In this direction, without hierarchizing, these challenges are presented and, below, in Chart 2, the actions that were triggered in the search to overcome them:

CHALLENGES	ACTIVITIES
On-site academic activities suspended by the Rectory of the Federal University of Minas Gerais - UFMG on 03/18/2020 in the face of the Public Health emergency (UFMG, 2020a).	Conducting multiple internal meetings with the School Board, Graduation Board, Internal Crisis Committee to pass on information about the pandemic about the possible return from academic activities and support questions from students and professors.
Suspension of field activities by Health Care Services partners in the training of Nursing students.	Constitution of a continuous forum of dialogue between the school management, coordination of the curricular internships and student representatives to propose solutions that would minimize the impact of the suspension of these activities for all involved.
Insertion of the course in the strategic action "Brazil, count on me", according to Ministerial Decrees MEC Nr. 356/2020, MS Nr. 492/2020 and MS Public Notice Nr. 04/2020 (BRASIL, 2020a, 2020b, 2020c).	Ordinary and extraordinary meetings were held with the Undergraduate Collegiate Body and with coordinators of courses in the area of Health for discussions, approvals and establishment of criteria for the use of activities developed by students in the strategy "Brazil, count on me".
Regulation of academic curricular activities required in times of pandemic.	Creation and approval of resolutions by the collegiate to regulate academic activities during the pandemic.

Feasibility of anticipating the graduation of students of the tenth semester, in compliance with Provisional Measure Nr. 934/2020 (BRASIL, 2020d) and the MEC Ordinance Nr. 383/2020 (BRASIL, 2020e).	Meetings with professors of the curricular internship discipline and students of the last year, for possible approval of the anticipated degree.
Planning the return of academic activities in an exceptional and emergency way.	Survey of strategies for implementing Emergency Remote Education and holding the State Seminar on Nursing Courses in Minas Gerais: Strategies and Challenges for Nursing Education and Training in the Context of the Pandemic.

Table 2 - Summary of the Challenges and Activities developed by the Collegiate and STN of the Nursing Course in times of Covid-19 Pandemic, 2020.

Source: STN, 2020.

It is known that the success of strategic planning, according to Bork (2011), is related to several factors, among which are the realization of a continuous and permanent following-up and evaluation of the implemented actions and their results. Among the advantages of this process, the following stand out: an effective communication system; the decentralization of all information, within a participatory administration model; an intensive work to raise the awareness of all those involved; an effective commitment by the leaders in the continuity of the processes for disclosing all decisions and their impacts.

In this perspective, the Undergraduate Collegiate of the Nursing course, and the Structuring Teaching Nucleus, in a permanent effort, moved, from the beginning, to put into practice a shared decision-making process. Prioritizing the development of collective actions in the search for solutions to overcome challenges, their goal was to prepare for the resumption of academic activities. Thus, even if the actions are still being developed, there is no doubt that, in the intensification of the dialogue and in the promotion of numerous meetings and virtual meetings, the best strategy to overcome the challenges of the moment.

Thus, as can be seen in Chart 2, the first challenge came with the suspension of on-site academic activities, mainly hampering the communication process between professionals and students at the University. In this way, several meetings were held by the STN and the Collegiate so that, in a clear and transparent way, initially, the flows of information dissemination and decision-making were aligned, minimizing everyone's anxiety in the face of the current doubts. In this sense, the involvement and mobilization of professors of the Mentoring Program of the Nursing Course to support and respond to the diverse demands of students is also highlighted.

The suspension of field activities by the Health Care Services, according to the aforementioned challenge, triggered an intense process of negotiation with partner services, both in the capital and small cities of Minas Gerais State. This culminated with the elaboration of return plans for

classroom activities in the hospital and primary care, respectively, promoting the beginning of the mandatory curricular internship for students in the tenth semester in August 2020 and in the ninth semester in September 2020. This negotiation continues, so that professors and students of all periods gradually and safely return to on-site practical activities. The priority has been to meet the graduating students needs first.

The third challenge presented refers to the adhesion of students of the Nursing course to the program of the Ministry of Education, "Brazil, count on me", which provided that undergraduate students in Medicine, Nursing, Physiotherapy and Pharmacy would participate, on an exceptional basis and temporary, of the mandatory curricular internship during the pandemic. The participation of the educational institution in this process would only be in the validation and updating of the enrolled students' lists. However, despite the intense mobilization carried out to identify possibilities for the inclusion of UFMG Nursing students in this strategy, in order to allow the professors of the course to follow-up the students' performance, enjoy their activities and dismiss them from the internship mandatory course curriculum, there was a low adherence by health services to it. Thus, only two students were included in this modality. It should be noted that, among the institutional efforts to act in this strategic action, UFMG even entered into an agreement with the Military Police of Minas Gerais for professors and students to go to the Hospital de Campanha. However, due to the political definitions of the state of Minas Gerais during the pandemic, this hospital, despite having been set up, did not open its doors.

The challenge of regulating academic curricular activities required in times of pandemic triggered the need for the collegiate of the course to create and approve the Resolution Nr. 2/2020, of 17 August 2020 (UFMG, 2020e). It established criteria for the payment of credits in the undergraduate Nursing course at UFMG, on an exceptional basis, by the graduates, due to the Covid-19 pandemic. It should be added that this resolution, by standardizing the increase in the percentage of completion of complementary academic activities from 180 hours to 405 hours, as well as regulating the use of non-mandatory internships, in line with Resolution no. UFMG (UFMG, 2019), overcame the challenge of making it possible to advance the graduation of students in the tenth period, enabling the presentation and remote defense of the Capstone Project (TCC) of graduating students. Thus, after the individual analysis of the activities developed by each student, it has been possible, so far, a graduation ceremony of 10 students in virtual solemn sessions.

The last challenge presented is related to planning the return of academic activities in an exceptional and emergency way. Meetings were held with the coordinators of all the mandatory disciplines of the Nursing course per semester to define schedules and activities that are essential to carry out Emergency Remote Teaching. It should be added that, to overcome this challenge, there was, on the part of the STN and the Collegiate, a great

incentive for the professors of the Nursing School to actively participate in the Professor Integration Program, Training Actions for Pedagogical Practices (UFMG, 2020d). This Program, as described on the UFMG website, was created with the objective of presenting the main tools and methodologies used by distance learning to the academic community, as a result of the partnership between the Directorate of Innovation and Teaching Methodologies (GIZ), the Center for Support to Distance Education (Caed) and the Information Technology Directorate (DTI).

It is noted that the urgency of the decisions did not prevent intense reflections and dialogues with the academic community of UFMG and the Nursing School, with emphasis on students, being promoted by the Collegiate and the STN. In this context, it was felt that it was necessary to go beyond the University's borders and listen to what other higher Nursing courses in the state of Minas Gerais were experiencing. This initiative was consolidated with the holding of the State Seminar on Nursing Courses in Minas Gerais: Strategies and Challenges for Nursing Education and Training in the Context of the Pandemic. The seminar aimed to bring together coordinators of Nursing courses and members of the Structuring Teaching Centers at the federal and state universities in Minas Gerais to discuss strategies and challenges for teaching and training in courses in this area in the context of the Covid-19 pandemic. This event, in addition to being a time to increase the visibility of the work developed by Nursing courses at public universities, created a space for sharing the strategies and challenges that the courses have faced since the suspension of on-site academic activities due to the pandemic. There was a consensus among schools that, given the complexity of the situation experienced, just following laws, ordinances and resolutions is not enough.

Laws and regulations are not infallible guidelines from which the whole context will be ordered. If, on the one hand, these regulations reflect the needs of the moment and, in a way, they order social practices, allowing a certain control and control, on the other, they point to the need for constant articulation and negotiation of those who will operationalize them in practice. professional practice. It is worth recognizing that all laws and regulations are the result of tensions, interests, agreements, and alliances involved in the process of their elaboration (RAMAL, 1997).

Therefore, it is up to the collegiate bodies of courses and their STNs to signal the paths to be taken. The laws cannot be taken as an end in themselves because the bases of the social responsibility of the professors are not in the texts of the norms, but in the actions of each one, the school and the university. Each professor at public universities, in his/her time and in his/her own way, must ensure the provision of quality and democratized education. Between the lines, this is what the STN of the Nursing course at UFMG, in a collective and permanent effort, has sought, that is, to aggregate everyone around the responsibility of offering a teaching of excellence in the training of nurses for the Brazilian population.

FINAL CONSIDERATIONS

It is observed that, so far, important themes in the training of Nursing students have been explored by the STN of the Nursing course at UFMG, including: evaluation and referrals for changes in the curriculum grid; axes and concepts of the PCP; implementation of the tutorial program in the Mentoring model; evaluation of student performance; evaluation in the fields of practice; notions and concepts of general and specific competences; emotional and relational competences; competency evaluation; presentation of experiences of teaching-service integration and reformulation of the graduate profile. There is no doubt about the importance of these reflections in the implementation of the PCP and in the process of permanent training for professors. This represents, at the same time, the legitimation of the STN's performance and a stimulus for it to continue investing more and more in the consolidation of the pedagogical practices already established by this nucleus in the training of future nurses.

Therefore, in these days when the Covid-19 pandemic is being the target of intense debates in different corners of the country and the world, the Structuring Teaching Nucleus of the Nursing Course at UFMG, moved by challenges and hope, chose to share, by through this reflection, some more significant aspects of its performance, with emphasis on the collective and shared construction of all the decisions that are up to it. Several steps have been taken, but there is still a long way to go. It has been almost ten years of work by the STN of the Nursing course, over which efforts have been shown to aggregate the entire academic community of the school, the achievement of excellence in the training of future nurses. It is concluded that this nucleus, composed of professors involved technically, emotionally, and historically with the training of nurses, has been able to innovate, giving visibility to the instituting and transforming dimension of their performance.

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