

SYMBOLIC STRUGGLES TO IMPLEMENT THE FIRST NURSING CLASS OF UNIVERSIDADE ESTADUAL DO PIAUÍ IN TERESINA – 2002 TO 2012

LUTAS SIMBÓLICAS PARA IMPLANTAÇÃO DA PRIMEIRA TURMA DE ENFERMAGEM DA UNIVERSIDADE ESTADUAL DO PIAUÍ EM TERESINA – 2002 A 2012

LUCHAS SIMBÓLICAS PARA IMPLEMENTAR LA PRIMERA CLASE DE ENFERMERÍA DE LA UNIVERSIDAD DEL ESTADO DE PIAUÍ EN TERESINA – 2002 A 2012

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Author's Contributions:

Conceptualization: Francisca A. A. Silva, Benevina M. V.T. Nunes; **Data Collection:** Francisca A. A. Silva; **Investigation:** Francisca A. A. Silva; **Methodology:** Francisca A. A. Silva; **Writing – Original Draft Preparation:** Francisca A. A. Silva; **Writing – Review and Editing:** Benevina M. V.T. Nunes.

Funding: No funding.

Submitted on: 2018/09/11

Approved on: 2019/10/16

ABSTRACT

Objective: to describe the creation of the Nursing course at the Health Sciences Center at the *Universidade Estadual do Piauí* and to analyze the symbolic struggles of students and teachers for its implementation. **Method:** this is a socio-historical research, based on the thinking of Pierre Bourdieu. Data production was guided by the thematic oral history and occurred through interviews with five participants and document analysis. **Results:** it has been that for the creation and implementation of the Nursing course symbolic struggles of their social agents were developed, because initially there was resistance from the coordinators and students previously allocated in this space. **Conclusion:** Nursing coordinators and students sought alliances with higher levels in the institution hierarchy and won the insertion of the Nursing course at the Health Sciences Center. As a result, they obtained symbolic gains and recognition from their peers.

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

RESUMO

Objetivos: descrever a criação do curso de Enfermagem no Centro de Ciências da Saúde da Universidade Estadual do Piauí e analisar as lutas simbólicas de discentes e docentes para sua implantação. **Método:** trata-se de pesquisa sócio-histórica, com base no pensamento de Pierre Bourdieu. A produção dos dados foi guiada pela história oral temática e ocorreu por meio de entrevistas com cinco participantes e análise documental. **Resultados:** tem-se que para a criação e implantação do curso de Enfermagem foram desenvolvidas lutas simbólicas de seus agentes sociais, porque inicialmente ocorreu resistência dos coordenadores e alunos anteriormente alocados nesse espaço. **Conclusão:** as coordenadoras e discentes da Enfermagem buscaram alianças com instâncias superiores na hierarquia da instituição e conquistaram a inserção do curso de Enfermagem no Centro de Ciências da Saúde. Como resultado, obtiveram ganhos simbólicos e reconhecimento dos seus pares.

Palavras-chave: História da Enfermagem; Educação em Enfermagem; Enfermagem; Educação Superior; Bacharelado em Enfermagem.

RESUMEN

Objetivo: describir la creación del curso de Enfermería en el Centro de Ciencias de la Salud de la Universidad Estatal de Piauí y analizar las luchas simbólicas de estudiantes y docentes para su implementación. **Método:** investigación sociohistórica, basada en el pensamiento de Pierre Bourdieu. La producción de datos se guió por la historia oral temática y se produjo a través de entrevistas con cinco participantes y el análisis de documentos. **Resultados:** para la creación e implementación del curso de Enfermería se desarrollaron luchas simbólicas entre sus agentes sociales porque, inicialmente, hubo resistencia por parte de los coordinadores y estudiantes previamente asignados a este espacio. **Conclusión:** los coordinadores de enfermería y

How to cite this article:

Silva FAA, Nunes BMVT. Symbolic struggles for the implantation of the first Nursing class of the *Universidade Estadual do Piauí* in Teresina – 2002 to 2012. REME – Rev Min Enferm. 2019[cited ____];23:e-1248. Available from: ____ DOI: 10.5935/1415-2762.20190096

los estudiantes buscaron alianzas con niveles más altos en la jerarquía de la institución y lograron la inserción del curso de Enfermería en el Centro de Ciencias de la Salud. Como resultado, obtuvieron beneficios simbólicos y el reconocimiento de sus pares.

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

INTRODUCTION

The *Universidade Estadual do Piauí* (UESPI) was created in 1986, with headquarters in *Teresina*, capital of *Piauí*, and with *campi* in the cities of *Floriano*, *Parnaíba* and *Corrente*. In the early 2000s, it underwent a process of expansion and internalization that favored higher education in Nursing in the State of *Piauí*.¹ This was due to changes in the expansionist policy of higher education, supported by neoliberal ideas that reduced intervention of the State, and were disseminated by the Brazilian government. This served as the basis for the approval of the Education Guidelines and Bases Act in 1996, which had a direct influence on the growth of the number of undergraduate Nursing courses in Brazil, the opening of these in private sector educational institutions and, therefore a slight increase in public universities.²

In 1998 UESPI started to offer undergraduate nursing in the cities of *Parnaíba* and *Floriano*, however, in the capital *Teresina* the course was offered by the *Universidade Federal do Piauí* (UFPI), which continued until 2001.³ Although the process of UESPI expansion occurred, the State and the institution failed to meet the demands. With regard to undergraduate Nursing, the expected results were not achieved, as the lack of physical structure and qualified personnel to develop undergraduate education in the State led to the closure of six of the nine undergraduate nursing courses offered by the institution in the State in 2004.³

As a result, the 161 students enrolled at these *campi* were transferred to the *Centro de Ciências da Saúde* (CCS) of the *Torquato Neto* campus of UESPI, in *Teresina*, by Resolution No. 014/04, of 03/Mar/2004, of the *Conselho Superior Universitário* (CONSUN). To allocate these students, the Local Nursing Coordination was created at the CCS, although there was on Nursing degree.⁴

The Coordination provided, in the Rector, the hiring of teachers with temporary bond to develop the missing academic periods for the formation of students, because although the teachers located in the cities in which the courses were closed were transferred to *Teresina*, the number of professionals was insufficient to meet the demands of the training process. At the time of graduation, it was necessary to recognize the Nursing course, by Resolution CEE/PI N° 156/2007, for the issuance of diplomas and consequently offering vacancies for Nursing in the entrance exam in 2007/2008.

The implementation of this bachelor's degree in Nursing also occurred without structuring physical space, hiring teachers and teaching materials. For this reason, nursing students and teachers fought symbolic struggles to ensure their implementation in the CCS and, consequently, maintain the position of these actors in this social field.

The study is justified by the intention to generate historical documents to understand the political and social forces that certainly interfered in the implementation of the undergraduate Nursing course at the CCS of UESPI, as well as serving as a basis for reflections in undergraduate programs, postgraduate programs, as well as generate records for the history of Nursing in the context of *Piauí* and Brazil. It is relevant because it serves as a source for future studies, both in Nursing and in the health field.

Thus, the object of this study was the symbolic struggles for the implementation of the Nursing course at CCS UESPI. The time frame of the study began in 2002, the year in which Nursing courses were offered, and ended in 2012, with the graduation of the first class.

The question that guided the study was: what are the struggles developed by coordinators, teachers and students to implement the Nursing course at the CCS?

To answer the question, the objectives were formulated: to describe the strategies undertaken by the social agents to train students from Nursing courses created in the State; and to analyze the symbolic struggles of students and teachers to implement this Nursing course at the CCS.

METHOD

It is a socio-historical narrative that values the global aspect of the historical process, presents an interdisciplinary approach and investigates the relations between the past and the present with an emphasis on social and daily life.⁵

The site of the study was the CCS of the *Poeta Torquato Neto* campus of the *Universidade Estadual do Piauí*, located in *Teresina*, created in 1998, under the name of *Faculdade de Ciências Médicas* (FACIME), which offers the courses of Medicine, Psychology, Physiotherapy and Nursing during the day and night periods.

The participants of this study were: the CCS director, two Nursing course coordinators and two students representing the class. The study contributors were assigned by their position in the institution's environment, followed by an Indo-Arabic number in ascending order.

The production of data was through interviews, which were based on the reference of the thematic oral history⁶ and occurred from October 2017 to March 2018. The average duration of the interviews was 30 minutes, being held at a place

and time appropriate to the participant, using a semi-structured script. The interview followed the pre-interview, interview, transcription, textualization, transcreation and validation steps.⁶

Documents referring to the acknowledgment of the Nursing course, minutes of meetings of the Center Collegiate, laws and ordinances of the State government of *Piauí* that deal with UESPI, letters, memos and resolutions of the University Council of the Institution were used, thus allowing the triangulation of sources, which provides a broader study of social reality.⁷

Data were analyzed after the validation stage of the interviews, followed by their complete reading, when the sections of the written document were separated by similarity of content and the organization of documents by thematic and chronological relevance. The analysis and discussion of the results were based on Pierre Bourdieu's thinking.^{8,9}

This study complied with the rules of Resolution No. 466/2012 of the *Conselho Nacional de Saúde* and was approved by the Research Ethics Committee CEP/UFPI, according to Opinion Report N° 2.139.940.

Considering the documentary basis of this research, the study presents as a limitation the difficulty regarding access to documentation by the coordination and the institution itself. This is because, even with the Rector's acquiescence, it was not possible to locate memos, processes and letters sent by the Nursing course coordinator during the study period, however, there were no sample losses.

RESULTS E DISCUSSION

STRATEGIES UNDERTAKEN TO TRAIN STUDENTS FROM NURSING COURSES IN THE COUNTRYSIDE OF THE STATE

The expansion of UESPI was based on the low offer of higher education courses by public universities in the territoriality of the State of *Piauí* and also by party-political motivations among representatives, characterized as those who had "some political weight, within the correlation of forces of the agreements that could guarantee a certain return to those in municipal power"^{10,8}. These political agreements resulted in agreements between UESPI and the Municipal government that favored the "disorderly multiplication of *campi*, courses and teaching modalities registered at UESPI"^{11,7}.

Also, the primary care policy, with emphasis on the Family Health Strategy, provided a job market for nurses and favored the offer of courses, with financial resources from the Fund for Maintenance and Development of Elementary School and Teaching Enhancement (FUNDEF). These resources enabled the continuity of these covenants¹ but were not enough for their maintenance.

In this sense, in 2002, vacancies were offered for nursing training in nine municipalities of *Piauí*, through covenants signed between representatives of the political power (State and *Secretaria Municipal de Saúde*) and the university, although without the necessary conditions for the proper functioning of a college degree. The hegemonic group of mayors and political allies was mobilized to keep *campi* working and to retain the political gain associated with them, as those in power use it to "impose their mandate interests as the interests of their principals."⁸.

The beginning of classes in these municipalities, in the year 2002, revealed the impossibility of continuing the Nursing courses, due to the lack of physical, material and personnel structure. Thus, the expansion that took place at UESPI happened precipitously and, for this reason, the need to think about new strategies to promote quality education.¹

To continue the training of students, the University Council of the institution, through Resolution N° 014/2004, approved the immediate transfer of these students to already structured *campi*. Thus, those enrolled in the municipalities of *Bom Jesus* and *Corrente* were relocated to the *Dra. Josefina Demes* campus in the city of *Floriano*; the ones enrolled in *Piracuruca*, for the campus *Alexandre Alves de Oliveira*, in *Parnaíba*; and for the CCS in *Teresina*, those enrolled in the cities of *Campo Maior*, *Barras* and *Água Branca*. Completing the process of these transfers, the undergraduate Nursing courses in the cities of *Água Branca*, *Barras*, *Campo Maior*, *Piracuruca*, *Bom Jesus* and *Corrente* were extinguished.³

The *Poeta Torquato Neto* campus in *Teresina* had had the CCS since 1998 and offered undergraduate degrees in Medicine, Physiotherapy and Psychology, with the basic structure to serve them. And it had no infrastructure to receive nursing students from the extinct courses, although the CONSUN Resolution authorized this transfer.¹²

In response to these questions, students, teachers and coordinators undertook struggles at the university to solve the new problem presented. As a result of the negotiations, the university established a one-year agreement (from March to December 2004) with the State Center for Professional Health Education (PREMEN-SUL). And it provided three classrooms and a secretariat to start the classes, because the academics were in different periods, varying between classes of 3rd and 6th semesters.¹³

Initially, they were pleased to be transferred to Teresina, but soon expressed dissatisfaction with the conditions the university offered and went [...] to the fight, dressed in black, put a clown nose and made demonstrations in front of the Rectory. With this mobilization came the project of building new classrooms (Coordinator 2).

After the conclusion of the covenant with PREMEN-SUL, another covenant was signed, this time with the *Universidade Federal do Piauí*, which provided three rooms on the premises of the University Hospital for UESPI, which lasted long enough for the completion of the basic disciplines that occurred in 2006, according to the witness:

I knew the director of the University Hospital, so I went to talk to him before taking a proposal to the university. He answered me, showed me the hospital and said he gave three rooms [...] we worked for four semesters. Meanwhile, we have been improving the likelihood of students being included in FACIME (Coordinator 1).

The problem of physical space continued until the end of the training process, and even during the internships, some teachers, needing space to teach, negotiated with the CCS coordinators, because when transferring nursing students to *Teresina*, the Rectory left the CCS management to distribute classrooms. This use was not documented, and Nursing was not included in the Center's room distribution board. Only during the elaboration and development of the course completion work (*Trabalho de Conclusão de Curso* – TCC) did the Nursing coordination manage, with the direction of the Center, to officialize the release of a classroom in the night shift.

The conclusion of the student training process favored the recognition of the undergraduate Nursing course at UESPI, in *Teresina*, in 2007, through the Resolution of the State Board of Education (CEE/PI) N° 156/0712. However, the offer of vacancies in the 2008 university entrance examination process occurred after several discussions during the meetings of the Council of the CCS.

The minutes of the meeting held on June 12, 2007, in which the faculty director, course coordinators, representatives of the faculty and students of the institution participated as counselors, recorded the first discussion on the offer of places for Nursing. At first, the counselors objected, but approved the claim on the condition that the university promote building renovation or construction of new rooms there, as the local course coordinator recalled.

Even before the actual authorization by the Rectory of the entrance exam for Teresina, difficulties arose [...] there were discussions with the direction of the faculty, so that the entrance exam could contemplate vacancies for Nursing, but, for this, it was necessary to have a physical structure [...]. I can say that the idea was not supported by the direction of either the other teachers or the students of the other courses (Coordinator 2).

The historical implementation of the UESPI Nursing course in *Teresina* was permeated by conflicts regarding the students' expectations regarding higher education and the reality they experienced, which caused a change in the habits of these students by changing their position and mobilizing themselves in favor of their formation.

This attitude of the counter-hegemonic group formed by students and coordinators of the Nursing course led to the constitution of the "power field", whose "relations of forces" were established in the field "between the social positions that guarantee their occupants a sufficient amount of social force – or social capital – so that they have the possibility to enter the struggles for the monopoly of power"^{8,29}.

Thus, the hegemonic group in the CCS was represented by the Center Council, composed of the director, coordinators of the Psychology, Medicine, Physiotherapy courses and their student representatives, in which decisions were deliberated. In this Council, for the propositions of the coordinators of the Nursing course to be approved, it was necessary to undertake struggles to ensure its position in the field. These strictly symbolic struggles support the imposition of the definition of the social world, but according to the interests of the dominant.⁸ This is the reason for the position of denial presented by the members of the Center Council against the coordinator's proposal, which justifies the dominant position. and maintaining their interests within the field.

The negative reaction of the coordinators was the same as the students of the courses already existing in the CCS, who were against opening vacancies for Nursing, as stated by the general coordinator of the Nursing course.

It was perceived the rejection by the students. It was an embarrassing situation, as their aggressiveness towards Nursing coordination was noticeable. In the corridors, pejorative information about the course was heard (Coordinator 1).

Following the defeat at the Center Collegiate, the coordinators undertook another fighting strategy in the Rectory, which pledged to provide resources for the execution of a nine-room construction project for the Nursing course in the Center. This mobilization resulted in the formation of alliances between the Nursing course coordinator and the dean, resulting in the symbolic capital gain of the coordinators that strengthened their position in this social space.

Thus, the symbolic capital acquired by the coordinators was reflected in their own acceptance and recognition of the Nursing course within the CCS. The volume of capital held by each agent will determine the structure of the field. capital accumulated by it, the greater the force on the field.¹⁵

STRUGGLES TO CONSOLIDATE THE FIRST NURSING CLASS

The implementation and development of the Nursing Course at CCS-UESPI in Teresina was marked by symbolic struggles of its social actors to adapt the physical structure, didactic-pedagogical materials, bibliographic collection for new students of the institution. To solve all these issues, there was negotiation, which motivated the mobilization of hegemonic forces (coordinators of existing courses at CCS, center director) and counter-hegemonic forces (Nursing coordinators) to stay in the field.

Soon after the approval of vacancies for the undergraduate degree in Nursing, by CONSUN in 2008, there was a change in the direction of the Center and, consequently, in the Center Council, which demonstrated a new position in relation to the acceptance of the course, as the statement shows from the director.

Until 2007 there was a discussion moment about having or not having a Nursing course. Until that time people were allowed to be for or against, because it was a moment of discussion, but in 2008 the Nursing course was already here, had already taken an entrance exam and already had a class. Then, the coordinators set aside this discussion about whether or not they had the course and began to take a position that: those who were against and were defeated would now come together and make their own contribution to making this moment possible (Director).

The change in attitude by the board and other Council members was noticed after the need to receive and allocate the first class. The promise by the Rectorate to build a space for the Nursing course did not happen immediately, and these rooms were delivered to the course in 2010, requiring adjustments in relation to the electricity network.

Classes began in August 2008 and at that time there was no definition of how to accommodate students in the CCS space, as noted in the statement:

The physical structure was precarious, with everything old and improvised. For example, they arranged a space, placed chairs, an age-old painting, and it was our classroom [...] that suddenly allocation. Nursing space at FACIME was created in these adjustments (Student 2).

The subjects were offered without specific human and material resources, since it was understood that, since the subjects of the basic cycle were already structured and were common to the other courses of the Center, there would be no obstacle. However, the existing laboratories did not support the students, nor did they have inputs to attend the basic subjects.

Although the direction was in favor of the implementation of the Nursing course, this attitude was not shared by all teachers, which led the coordination to seek dialogue with these teachers to redistribute the schedules between the courses that offered these subjects. At times, the intervention of the Rectorate was necessary to mediate this dialogue, as Coordinator 2 recalls, noting that “the histology and pharmacology laboratories were small to meet the demand and still share them with Nursing. [...] The Rectorate intervened in this matter”.

It is recorded that any order is only effectively executed if the one who utters it has authority over its intended purpose.¹⁶

When she started the course, the rector called the coordinators of the courses that worked at FACIME and the director of the Center and said: “This is the structure that UESPI has. The structure of FACIME will also be for the Nursing course”. [...] With that, we started talking about define the classrooms (Coordinator 1).

Thus, the offer of subjects, according to the National Curriculum Guidelines, was based on the following axes: Biological and Health Sciences; and the Humanities and Social Sciences. To meet these axes, there was no availability of teachers with expertise in these areas, which led to the allocation of nurse teachers to fill this shortage.

The lack of teachers for the basic subjects made many students drop out of the course [...]. In Biostatistics, which put a nurse to teach, generated a conflict, not that he did not master the subject, [...] his area of concentration was not that, because when he later taught the subjects for which he had been approved, in which he had real mastery, their view changed. Anyway, the struggle for teachers was as strong as for physical space (Student 1).

At the beginning of the professionalization semester, in 2010, the teachers staff was already structured, as it had professionals who specialize in their own areas of Nursing. The lack of a laboratory for the development of specific nursing practices became another problem that the coordinators sought to solve:

When the first class started, we started making the lab request, [...] we ordered everything we needed in the lab. We requested a room and brought from PREMEN a large stainless-steel sink [...] we requested dolls and other materials for students to do the practices. We got two dolls, but since we didn't have a lab room to store, they went there for Anatomy. With this, the university began to request one of these dolls for the campus of Floriano and the other stayed here and medicine itself

stayed with him. So, since 2009/2010, we fought for this lab (Coordinator 1).

The need for a laboratory for specific practices becomes paramount in the teaching-learning process, because when performing simulations in laboratories, students acquire learning associated with increased self-confidence and technical skills, which favors the transition from the theoretical to the technical field. practical.¹⁷

In another perspective, the bibliographic collection available to Nursing students in the CCS sector library was insufficient and inadequate, a fact identified by the evaluators of the State Council of Education when presenting the institution's evaluation report at the time of recognition of the course. The problem was not immediately solved and again the coordinators requested support from the Rector, which made it possible to purchase, through a bidding process, books for the course.

The university library plays a fundamental role in the formation process, as it is in support of teaching and research, so it is necessary to adapt the physical structure and its collection to the guidelines recommended by the *Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira* (INEP), since library evaluation directly influences the institution and course evaluation in its accreditation or recognition process.¹⁸

As a continuation of the educational actions for the first class, it was necessary to develop the course completion work (TCC) in the last semesters, which provoked discontent of the students, for not knowing their obligation, according to the Pedagogical Plan of the Course (PPC). For this reason, it was a troubled period, due to inexperience in research by the group that made up the Nursing course. Although the current Nursing PPC was prepared in 2002, the students did not know it.

Coordinator 2 describes this moment as remarkable because, although students and coordination sought strategies for the proper functioning of the course, "some students went to court because they felt they were not entitled to do the course completion work and we had to go to an audience and show the Pedagogical Plan of the Course that described the obligation of the TCC".

In this regard, it is noteworthy that the requirement of the TCC at UESPI is based on the principle that universities, in their tripod (teaching-research-extension), should stimulate contact with research in the first semesters of the course and therefore, to favor the students this experience and early professional maturation.¹⁹

Although not getting a favorable response to their demand, the stance of these students to disagree with the obligation of the TCC and resort to justice for their opinion to be validated demonstrates a change of habits, which was built through a "double process of internalization of exteriority and

externalization of interiority" as a result of the adversities these students faced during their undergraduate studies.²⁰

These fighting-minded students sought coordination to solve the problems they felt, and sometimes communication between them and coordinators was exalted. But the alliances between teachers and students of this first class were strengthened to face the difficulties, as well as to maintain the interests of nursing. This alliance was necessary for nursing's social agents to remain in struggle, for "in the actions or reactions of agents who, unless they exclude themselves from the game and fall into nothingness, have no choice but to fight to maintain or improve their lives. your position in the field"^{8,85}.

The communication between the students and the Center's management took place in a discreet way, and because they respected the organizational hierarchy, the problems were directed first to the coordination of the course. With the active participation of the Nursing Board and the Center Council meetings, they expanded their space at FACIME, as the director recalls: "the student participation in FACIME is very strong! Not only from nursing, but from all courses! They participate and give ideas and suggestions".

It is worth mentioning, still in the process of implementation of the Nursing course, the relationship between the Nursing students and those who already lived in the CCS, which happened in a kind way. After the period of symbolic struggles for physical space, in 2004 the member students of the existing Academic Centers (AC) proposed to the newly arrived Nursing students (in 2009) to participate in mobilizations. This culminated in the massive participation of Nursing students in the SOS UESPI movement (mobilization of UESPI teachers and students in 2010, in favor of working and teaching conditions). This approach between different groups that are involved in a symbolic struggle to maintain hegemony is part of the conflicts and strategies of daily adjustments in the search for legitimation of the dominant position in the field⁸. In the midst of these obstacles, they began to devise strategies to achieve the necessary conditions for learning.

The AC Medical students struggled to welcome us to avoid conflict because they fought so hard with students from within. They assumed that the institution is ours and will not advance the enmity between the courses, so they began to insert us in the FACIME, campus conflicts in favor of something together [...] we joined the Medical Board to request more material, Datashow and even employees! (Student 1).

Thus, the coexistence among CCS students during the SOS UESPI movement enabled the political organization of Nursing students and the creation of the Academic Center, which was named after Sr. Abrahilde Alvarenga, a reference character in

Nursing education. Despite realizing the gains from student organization in the form of an Academic Center, students in the first class, given their small numbers compared to the Center's student body, did not believe in the real value of mobilizing.

The AC came after much insistence and persistence from the local coordinator and he only exists today because she showed that it was important and that it was a way for nursing students to also fight to get what they needed and with only one class. , we set up the AC, but it was only structured when the second class arrived, because they had a more mature critical sense and already knew the importance of a AC and went to fight (Student 1).

This process of the creation of the academic center provided the recognition of Nursing students in the student group of the institution, with social capital gain which is the "set of current or potential resources that are linked to the possession of a durable network of more or less institutionalized relationships of knowledge and of inter-recognition"^{9,75}.

The joint struggles of coordinators, Nursing students and CCS management, with the support of the Rectory, favored the implementation of the UESPI Bachelor of Nursing course in *Teresina*, as well as its recognition by *Piauí* society, with performance compared to renowned Nursing higher education institutions in the country, obtaining grade 5 in the National Student Performance Exam (ENADE) 2016.²¹

At graduation, I told the group that I was proud of our class because we had to face a lot, a lot of obstacles. Many inexplicable things, such as difficulty of material, teacher, structure, lack of books. All this happened and we did not use it as an obstacle and the students who were graduating there learned, surpassed, matured. And they are respectful professionals (Student 1).

The recognition of the undergraduate nursing course in the scientific field of CCS, with the grade 5 in ENADE, in 2016, promoted the agents involved the accumulation of social capital and, added to this, provoked in the teachers and students the sense of belonging to the social space of the *Universidade Estadual do Piauí*. This symbolic capital favored the formation and expansion of a network of relationships that could be associated with them. The testimony of the director refers to the gain of social capital by students and coordinators in the CCS environment, because:

Nursing got its place within FACIME, without impairing the quality of other courses. I put it in this sense, because sometimes it can be thought that Nursing

came and, therefore, damaged the structure of the other courses, but this is not what history has shown! (Director).

Although the Nursing course started its activities in unfavorable circumstances, these were the possible conditions at that historical moment. Despite the challenges and struggles, the history of the Nursing course in *Teresina* merges with the socio-political history of the State and this rescue represents an important part of the struggles of nursing in *Piauí*.

FINAL CONSIDERATIONS

The symbolic struggles for the creation of the Nursing course occurred initially among dominant political groups in the *Piauí* State who intervened at the university for electoral and financial interests and opened Nursing degrees in several cities in a disorderly manner and without the corresponding conditions.

This disorder generated outrage on the part of the students, who did not foresee a quality education, and the coordinators, because they did not initially know how to solve the problem. These social actors triggered various strategies, which resulted in the transfer of these students to more structured UESPI *campi*. There were new conflicts with the direction of the Health Sciences Center and with the teachers and students, who did not accept to receive the group of Nursing students.

Thus, as Nursing decided to remain in the CCS, through interventions of the Rectory, its space within the field was expanded and the disputes and conflicts between these agents, which outlined the game of forces in the educational field of UESPI and the closing of the expansionary cycle of Nursing courses, as well as the implementation of the first Nursing course at UESPI in *Teresina*. This represented a symbolic gain for the counter-hegemonic forces, in this case nursing students, coordinators and teachers, who increased the positions of power and prestige within this specific field.

Gradually, Nursing assumed its identity in the administrative structure of the CCS, having its demands discussed in parity with those of other courses. The process of formation of *Teresina*'s first class led to the development of common strategies by students and coordinators to ensure their right to quality training. The commitment of Nursing students and teachers was symbolically recognized in the field of CCS when they received grade 5 in ENADE.

Although the struggles for the implementation of the undergraduate Nursing course are over, Nursing students and teachers remain active in the search for better conditions for the training process.

Thus, the fragments of this story are not separate from the general history of Brazilian Nursing, but also from the broader aspects of society. Despite the difficulties, the Nursing course

represents an important milestone of people from *Piauí* and Brazilian Nursing.

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