

Greetings to the vice-directors of the Federal University of Minas Gerais College of Nursing in its 80 years*

The 80 years of the College of Nursing at the Federal University of Minas Gerais (EUFMG) lead us to think about its history, perspectives, challenges, limits and possibilities and make us think about how much it was renovated and the work that is needed to train personnel capable of facing the world reality which we encounter, with the incredible progress in science and technology lived since the 1930s until the current needs to adapt and transform to meet the demands of care, health, social, ecological, economic and the present values of our society.

As we do a journey in history, we have the feeling that, despite all that was passed, we learned a lot, served the society and we continue to contribute to the formation of all levels of qualified personnel for providing care to individuals, families and communities in our Brazil. In my understanding, our current challenge is to collaborate with the society and others health professionals in ensuring quality of life and of death to people, families and communities. We need to work to develop skills of judgment and proper actions to enhance the quality in the assistance and health care provided.

I will focus on Nursing, since this one has made history as well as historically built the name of this College of Nursing. Nutrition and Management of Health Services will need to build their history in the Federal University of Minas Gerais setting, until now in the site we have prepared for them, and they certainly will achieve their own accomplishments, naming also their future headquarters. This College and the Nursing curriculum have followed the historical moments experienced by the Nursing Education in Brazil. These historical facts relevant to nursing and the work were divided by Angerami and Steagall-Gomes¹ in four. The first shows the roots of Brazilian Nursing when it rescues the North American Nursing influence in the implementation of the first College of Nursing in Brazil in 1923. It required preparation to serve the community, emphasizing the care for the individual and for the hospitalized person.¹

In the second, from 1923 to 1970, the country was changing and our curriculum resembles the development of Public Health Nursing, with an emphasis on nursing programs in universities, curriculum transformations and drastic changes in the Health System. Our College was established at the time of this changing model and our first curriculum was strongly influenced by it, emphasizing the integration of several disciplines, including clinical fundamentals and aspects of Public Health.¹

In the third (1970-1990), the Nursing space began to be established, and under the influence of the University Reform, curricular revisions were demanded. We started to have a body with pre-professional, professional and the qualifications levels. The Degree was being planned. This curriculum was criticized for offering early specializations and only introductory notions of Public Health in the pre-professional level. However, it is worth noticing that the creation of the first Nursing graduate courses during this period (Masters and Doctoral) accelerated the production of knowledge in the area.¹

In the fourth period, beginning in 1996, the colleges prepared themselves to implement a curricular structure that redefined sanitary practices in order to adapt them to the needs of the population. The health picture of the population was suffering a demographic and epidemiological transition characterized by increase in the cases of some infectious diseases, resurgence of others, increased rates of chronic diseases, maintenance of nutritional deficiencies in children and adults. The sanitary practice in the country needed to be rede-

fined as the existing model did not respond to the demands of the population. There was a gap between the hospital, domicile and the services, which demanded reorganization of the curricula. It was an important space to be filled by the Nurse.¹

As I see it, in this moment, we live a fifth period where curricular changes have been proposed since 2006 and their implementation is still in progress. We have revisited our curriculum since that time in a way that it can collaborate to the formation of people that have the competence to help in the implementation of strategies to assist people, families and communities in an effective and efficient way. Home care becomes important and challenging in the sense of care, with emphasis on hygiene and competences educations. The skills of the professional in this area are valuable. Thus, new challenges are established.

In this moment, many memories come to my mind, especially because this college was the birthplace for me to acquire academic experience after the year of 1997, when I earned my Doctoral in Nursing degree. There is here an academic environment with different research themes in progress, with life experiences, with experience exchanges opportunities with other researchers, with studies of a variety of methods used in publications, theses and dissertations that are a continuous source of new knowledge.

Information is also very valuable in this college, and it has great relevance to our development, being part of the requirements of the academic career. On this occasion, I urge everyone to get involved in the process of improvement and adjustment of REME, seeking the necessary quality for the development of nursing knowledge and also the fulfillment of the demands for indexing it in international databases.

A vice-director plays an essential role in the management of this college, share challenges, projects and responsibilities. Allow me the memory of important administrative activities while vice-director in the period between 2002 and 2006. I was very pleased with the successes that we achieved in raising funds for the execution of various projects such as the construction of the attached building of the EEUFMG, creation and implementation of the Nutrition course, creation and implementation of the Doctoral degree in the EEUFMG, proposing and obtaining resources and implementation of the project of restructuring the REME, elaboration and referral of the curriculum project for the Nursing Degree course, participation in the elaboration of the Pro-Health Project, where we were contemplated with funds from the Ministries of Health and Education, along with the College of Medicine and College of Dentistry.

During our management, it was proposed to coordinate the project of increasing the Health-Nursing Virtual Library (BVS) in partnership with Bireme/OPS/OMS and the Brazilian Association of Nursing. The College holds up these days this coordination. The BVS is a distributed database of scientific and technical knowledge that is registered, organized and stores in electronic format in the countries of the Region.

Some years passed and the challenges increased, a new course was created, there was an increase in the number of undergraduate and graduate students, enhance in the number of research projects, especially those funded. It is undeniable that the role of a vice-director in this college encompasses dealing with management tools to be established and implemented. Therefore, guiding principles should be established from the beginning and persecuted for the various areas of expertise, such as undergraduate, graduate, research and extension. The objectives and goals must involve strategies and actions for the strengthening of the undergraduate education; strengthening and expansion of the Graduate Program; expansion, stimulus, search for funds and redefinition of the research and university extension policy; qualification of faculty; appreciation of the technical-administrative work; discussion, analysis of processes and administrative instruments related to the work process in the EEUFMG; viability of strategies for the ongoing process of reform and expansion of the infrastructure of the College in different levels: physical area and furniture, equipment, access to network, transport and general services and strengthening of partnerships with education-

al institutions and service within UFMG, Secretary of State for Health, Municipal Secretaries for Health, UFMG Hospital and Clinics, Risoleta Tolentino Neves Hospital and others. In short, these institutional relationships should always be revised, movements of College staff and initiatives of academic directories should be supported. Thus, to be part of the team that works in this college of great importance in the national setting demands a lot of work, to share the management, aspirations, dreams, duties and responsibilities and, in my professional life in particular was culminated with many accomplishments.

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Reference

1. Angerami, ES; Steagell-Gomes. Análise da formação do enfermeiro para a assistência de enfermagem no domicílio; Rev.Lat-Am. Enf. 1996; 4(2), p.5-22.

* Pronounced speech at the Closing Ceremony of the Activities commemorating the 80 years of the College of Nursing in greeting to the vice-directors.