

The curriculum and nurse education

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One of fundamental questions for changes in superior education in our country is the seek for the answer of what educational system, what university will be able to develop a society with intense knowledge production and information, allied to a deep crisis of civilization.

Nursing graduation course has been guided by permanent concern regarding to their egresses formation, concern which has determined a constant seek for methodologies and education/learning technologies and of care to make possible nurses' formation with technical political competencies for professional actuation.

Along this context, we are moved in the comprehension that since its origins, the formation of nursing social practices, has as a goal the professional profile that cultivates traces of character, allied to technical, ethical and political competencies. In this way, since the first nursing schools until the present time, it is possible to identify the concern with the defense of spaces occupied by nursing category, determining a constant seek for a systematized and autonomous theory referential, addressed to the intention of legitimating a nursing specific knowledge.

Thus, it is possible to highlight that, even though the constitutional process of professional Brazilian nursing is anchored on hegemonic American ideology, the everyday clash of this ideology relation with the professional consolidation movement in Brazil, strongly connected with Brazilian Nursing Association trajectory, slowly is transforming the conditions in which they are based on, and re-constructing the Nightingale's pedagogical model and configuring its ideologies, and organically, re-drawing a pedagogical model for the formation of Brazilian nurses.

The Brazilian Nursing Association has a strategic role as a device for the dissemination of hegemonic thinking in nursing education and practice, exercising a strong influence in academic production of this knowledge and in the construction of school curriculum.

In the development of nursing education in Brazil, it is important to highlight that in a more recent period, the changes were strongly influenced by the sanitary movement. Then, the precedent that preceded the substitution of nursing curriculum in 1972 for a new curricular proposal, achieve in the 1990's was enclosed by several political, social and cultural changes in Brazilian society, that were responsible to form the fertile soil for the generation of a new understanding about health care services production.

Thus, influenced by movements that provoked changes in education and, in another hand, by the context of capital globalization, the Nursing Graduation National Guidelines (2001) in attendance to law determinations and National Education Guidelines, law 9394/96, in the perspective of major flexibility in curricular structuring and in formation of a generalist, humanistic, critics, and reflexive professional.

The curriculum is understood as a camp of power conflicts in interdisciplinary practice, as a result of the each profession historic insertion process in the social and technical division of work and from the constitution of knowledge as a power strategy. A field of reproduction and resistance, in which the understanding about "what teach" and "how much to teach" is vinculated to power relations and to the fight for a given society. As a granted social mandate, both by society and by State, over a specific field to determined profession, involving the content of professional culture composed by a set of cultural values, social identity and favorite technique and theories built in a historic process of institutionalization of corporate organizations.

This historic constituting process of principles of nurses' formation authorizes us to resist to an external determination about the necessary time to realize that an education-learning itinerary that enables us to exercise the care in all its complexity.