



Historical evolution of the training of Bachelors in Nursing Care in Pinar del Río, 1982-2017

Evolución histórica de la formación de Licenciados en Enfermería en Pinar del Río, 1982-2017

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ABSTRACT

Introduction: nursing care arises with the origin of humanity and it has developed to be considered as the Science of Care. Because of the social and human importance of the training of professionals in this sector, the society is provided with a graduate who responds to its demands.

Objective: to analyze the historical evolution of the training of the Graduates in Nursing Care in Pinar del Río province from 1982 to 2017.

Methods: a descriptive research was carried out. The target group consisted of 797 subjects, distributed in 434 professors and 363 graduates. A probability sample of 180 people was comprised, 100 professors and 80 graduates. Non-standardized interviews and questionnaires elaborated by the authors were applied. The variables addressed were: training models, total of graduates, school attributes, curricula, schools and professors. The descriptive statistical method was applied.



Development: during the period analyzed, three training models with different characteristics were implemented in the curricula that allowed the remarkable development of the profession, graduating from the Regular Day Course 2537, from the Course for workers 1650 graduates and the New Pedagogical Model reached 1814 graduates.

Conclusions: there have been intense transformations in the historical evolution of the training of Bachelors in Nursing Care in Pinar del Río, reaching 6 001 graduates, with a broad profile, committed to preserving, improving and restoring the health of the individual, family and the community as well.

MeSH: HISTORY; HISTORY OF NURSING CARE; HUMAN RESOURCES; NURSING CARE; CARE.

RESUMEN

Introducción: la Enfermería surge con el origen de la humanidad y ella se ha desarrollado hasta llegar a ser considerada como la Ciencia del cuidado. Por la importancia social y humana que tiene la formación de los profesionales de este sector, para entregar a la sociedad un egresado que responda a sus exigencias.

Objetivo: analizar la evolución histórica de la formación de Licenciados en Enfermería en Pinar del Río desde 1982 hasta el 2017.

Métodos: se realizó una investigación descriptiva. El universo estuvo constituido por 797 sujetos, distribuidos en 434 profesores y 363 graduados. Se utilizó un muestreo probabilístico de 180 personas constituido por 100 profesores y 80 graduados. Se aplicaron entrevistas no estandarizadas y cuestionarios elaborados por las autoras. Se abordaron las variables: modelos de formación, total de graduados, atributos escolares, planes de estudios; centros docentes y profesores. Se aplicó el método estadístico descriptivo.

Desarrollo: durante la etapa analizada se han implementado tres modelos formativos con diferentes características en los planes de estudio que permitió el desarrollo vertiginoso de la profesión, graduando del Curso Regular Diurno 2537, del Curso para Trabajadores 1650 y del Nuevo Modelo Pedagógico 1814 egresados.

Conclusiones: han ocurrido profundas transformaciones en la evolución histórica de la formación de Licenciados en Enfermería en Pinar del Río, logrando alcanzar 6 001 egresados, con un perfil amplio, comprometido en preservar, mejorar y restablecer la salud del ser humano, la familia y la comunidad.

DeCS: HISTORIA; HISTORIA DE LA ENFERMERÍA; RECURSOS HUMANOS; ATENCIÓN DE ENFERMERÍA; CUIDADOS.

INTRODUCTION

Nursing care arises with the origin of humanity and it has developed to be considered as the Science of Care. Throughout the time and in all places, the contribution of Nursing Care to the society focuses on health care. From prehistoric times to the present day, due to the division of work, women played an important role in the practice of care. ⁽¹⁾

In the therapeutic orientation there were two main lines of behavior that are repeated in all cultures until the Middle Ages; one based on empiricism to administer medications, perform surgeries, diets, massages, baths and the other was the supernatural, represented by enchantments, exorcisms, offerings to gods, prayers and sacrifices. The assistance was made in the familiar environment, with the time the first hospitals materialized. The care

was provided by chosen people, sorcerers, witches, healers and later, when Christianity emerged, Roman matrons.

The care had a humanitarian and healing character, with practices of mystical and religious rituals. The acquired knowledge was transmitted in writing, in this way the training begins. The diseases increased in size and with them the institutions, therefore, the number of people devoted to the care of the sick increased. With the passage from the Middle Ages to the Modern Age, religious orders specialized in health care and the State gradually assumed this area. In religious hospitals, care is provided by women of the order, without pay, hours or social life. In civil hospitals certain professionalism began to emerge. ^(2, 3)

With the Industrial Revolution the inclusion to the work market took place, it becomes necessary to maintain the workers in perfect physical and psychic conditions. Health is conceived as a right and importance is given to hygiene and public health.

In the middle of the 19th century Florence Nightingale, a young English lady of widely cultural level and high sensitivity, visited in Germany the School of Deaconesses of the Protestant pastor Fliedner and his wife Friedericka, where practical nurses were trained. In 1850 she received her first courses in Nursing Care. She defined Nursing Care. While studying she insisted that the training of nurses was essential to give good assistance to the patient and she promoted the creation of the first nursing care schools in England. ^(4, 5)

Nursing care has been influenced by social aspects throughout the history. At every historical moment, health and disease have been related to the supernatural. In the Western world the fundamental influence has been Christianity. The care of consecrated women is directed to the poor, humble or indigent people. Christianity was definitive in the training because spiritual and religious values have been present almost until the integration of nursing care studies in the university.

In Cuba the first Schools of Nurses were founded in 1899, with North American nurses who accompanied the American army in its first intervention in Cuba. The first school was at Nuestra Señora de las Mercedes Hospital. Miss Mary O'Donnell would be in charge of that school. Consideration was given to the need for knowledge about the history of the profession, and its tradition as a women's task. ⁽⁶⁾

From 1910 onwards, the first Free School for Nurses was started in the La Covadonga Health Care House. Years later, in 1915, other schools appeared and in 1937, the National School of Cuban Nurses was opened, in Mazorra Asylum (Hospital) for people with mental illnesses. The first ten nurses graduated in 1939.

In 1940 one of the great working demands requested by the nurses of that time was achieved, which was the increase of the minimum wage to 60 pesos. In 1947, a course for instructors of Nursing Care Education was taught. This was the name given at that time to those who were committed to teaching of the profession.

At the beginning of the 50's, with the economic revival, some of the nursing schools that had been closed during the crisis of 1929 reopened. At that time there was only the National School of Nurses of Cuba, in Mazorra Asylum (Hospital) for people with mental illnesses to which the Military Hospital Carlos J. Finlay was added. In 1958 Cuba had 826 nurses and auxiliary nurses. ^(7, 8)

The Teaching of Cuban Nursing Care, after the triumph of the Revolution, underwent a great renovation, the enrollment of existing schools was expanded and others were reopened to respond to the principle: health, the right of all and the duty of the State.

Since then, work has been done to develop human resources in health, especially nursing care, by training a broad professional committed to preserving, improving and restoring human health, with a high ethical sense, according to the culture and value system of the patient, the family and the community. ⁽⁹⁾

In 1959, in Pinar del Río, there was no training courses in Nursing Care, the province had 50 nurses trained in the capital of the country. For this reason, Nursing Care Education in the province began in 1962, with the objective of increasing human resources.

The objective of the research is to describe the renovations that took place in the training of Nursing Care graduates in Pinar del Río, from 1982 to 2017.

METHODS

A descriptive research was carried out to characterize the training of graduates in Nursing Care in the province in the chosen period.

The comprehensive scientific-methodological conception to which it subscribes is the historical, materialistic and Marxist dialectic, with a historical-cultural approach that allowed the analysis of the origin, evolution and development of the growth of the educational training of graduates, its changes and principal transformations, the practice was assumed as a source of knowledge.

The target group included 797 subjects, out of them 434 were professors and 363 graduate nurses; a probabilistic sample was applied to choose 180 subjects, 100 professors and 80 graduates. Non-standardized interviews and questionnaires prepared by the authors based on the proposed thematic guide were applied. Within the inclusion criteria, professors with a minimum of 10 years of experience and a leading role in the sector were comprised. The research was based on the ethical principles for this type of study, referring to preserving the identity of the participants and the use of data from interviews and surveys together with the testimonies provided in the process, with the consent of all those who agreed to participate.

RESULTS

The training of Bachelor degree in Nursing Care in Pinar del Río, began with the modality of Course for Workers (CW) in 1982 and between the courses 1982 and 1986 the first 33 professionals graduated. This modality continued until the 2006 academic year with a figure of 1.650 graduates in general.

As part of the transformations of Nursing Care syllabus and its upgrading, in the academic year 1987-1988 in Cuba, a new program of study for the degree of Bachelor in Nursing Care for the Standard Day Course (SDC) was initiated, due to the need to raise, in a qualitative way, the availability of nursing care personnel with university training. In Pinar del Río this training began in 1986 and between 1992 and 2016 a total of 2.537 Bachelors in Nursing Care graduated.

In order to respond to the country's social transformations starting in 2003, it was decided to put into practice a new study design named New Pedagogical Model (NPM). Pinar del Río assumed this modality of study from the same year and trained between 2007 and 2017 a total of 1.814 graduates. It is one of the provinces with significant advances in the training of nursing care professionals, having achieved a total of 6 001 graduates from 1982 to 2017.

Table 1- Training of Graduates in Nursing Care at Dr. Ernesto Che Guevara de la Serna School of Medical Sciences 1982-2017

Courses	Educational Training Modalities			Total
	SDC	CFW	NMP	
1982-1986	-	33	0	33
1987-1991	-	304	0	304
1992-1996	188	403	0	591
1997-2001	422	370	0	792
2002-2006	271	540	0	811
2007-2011	1403	0	943	2346
2011-2016	253	0	861	1114
2017	0	0	10	10
Total	2537	1650	1814	6001

Source: Record of graduates. Registrar at Dr. Ernesto Guevara de la Serna School of Medical Sciences

DISCUSSION

The bachelor's degree in Nursing Care is the highest point in the training of comprehensive professionals. The study of nursing care was opened in 1976 by Nilda Bello Fernández, the only Cuban nurse with a university degree to assume the teaching staff in a department of the recently created School of Medicine No. 1 at General Calixto García and Manuel Fajardo hospitals in Havana.

In 1982, began the bachelor degree in Nursing Care in Pinar del Río, concurrently with the training of Nursing Technicians at Simón Bolívar Health Polytechnic Institute, today known as Simón Bolívar University Associate Teaching Block.

In 1977, three nurses, two from Simón Bolívar Health Polytechnic Institute and one from Dr. León Cuervo Rubio Teaching Surgical Clinical Hospital: Esperanza Pozo Madera, Liduvina Álvarez Miranda, and María Valle Hernández, were selected to enroll in Victoria de Girón Higher Institute of Medical Sciences in Havana, in the bachelor's degree in Nursing Care, Standard Day Course (SDC), with a duration of four years.

All them completed their studies with outstanding results and were fixed up in Pinar del Río province in the School of Medical Sciences; Esperanza Pozo Madera and Liduvina Álvarez Miranda at Health Polytechnic Institute and María Valle Hernández as advisor at Pepe Portilla Pediatric Provincial Teaching Hospital.

In December 1981, Dr. Carmen Serrano Verdura, Dean (at that time) of the School of Medical Sciences in Pinar del Río, solicited Esperanza Pozo Madera, BNC to create the basis to open the studies of Bachelor's degree in Nursing Care in the province, a request that she processed and sent to the Rector of La Habana Higher Institute of Medical Sciences. It was approved, and in September 1982 and the university studies of Bachelor's degree in Nursing Care opened its doors.

First professors of the Bachelor's degree in Nursing Care

Esperanza Pozo Madera was appointed head of the Department of Nursing and María Valle Hernández joined as a professor and Guillermina Carrera Vi as registrar.

After a meticulous selection among more than 70 candidate nurses, 22 students joined the Course for Workers (CFW). In the academic year 1893-1894, 11 nurses from Pinar del Río who aspired to continue the third year of the CFW in their province were transferred from La Habana Higher Institute of Medical Sciences. They graduated in 1985 to become the first graduation of Bachelors in Nursing Care in Pinar del Río. The second graduation in the province took place on August 20, 1986.

Entry Requirements for the Course for Workers

The applicants had to be technical nurses with a baccaureate or pre-university level of education, having a minimum working time of five years and a satisfactory guarantee from their workplace.

Curriculum of the Course for Workers

Teaching-learning process was organized having a length of four years, with four to five subjects per semester, with a total of eight students two-day, each 15-days, intensive two-week semester meetings; the eighth semester was full-time arranged for their training, authorized by their workplaces, and with the introduction of knowledge of the Family Care Plan, completing the studies with a degree thesis.

As part of the improvement of the CFW study plan, in the 1987-1988 academic year it was increased to five years with a new structure of the educational teaching process; the last year was devoted to pre-professional practice and the state examination modality as a form of completion.

School attributes

The white nursing personnel uniform was dressed for both teaching activities and for professor in the modality of education in the workplace, that is, in the practice of teaching assistance in classrooms and assistance centers. ^(10, 11)

Professors who taught the subjects of the basic cycle

During this period, a group of professors of the basic sciences was incorporated, among them: Bachelors of Science: Emérida Guerra Cabrera in Morphological Sciences, Sabina

Mena Ramírez and Genaro Crespo Casanova in Marxist-Leninist Philosophy, Julio Ledesma Avendaño in Human Anatomy, Orlirio Walfrido García Padilla and María Martínez Cuador as Technical Assistants for Teaching in Human Anatomy and Morphology; and Esperanza Pozo Madera and María Valle Hernández in General Nursing I and II.

Liduvina Alvarez Miranda joined us to teach Medical Surgical Nursing Care, and Ana María Cordero Abad becomes an assistant student to teach Pediatrics, Esperanza Pozo Madera teaches Gyneco-Obstetric Nursing Care, Julio Luis Hernández Gálvez, Pharmacology, and Dr. Ricelo Sierra Herrera, Obstetrics and Gynecology.

Other professors joined nursing teaching staff: Maida Llano Lazo in Histology, Dr. Carlos Paz Paula and Alina Portilla del Cañal in Biochemistry, Ivis Valverde Bravo in Pedagogy, Dr. Teobaldo Triana Torres in Health Administration, Dr. Idelfonso Cabezas Alonso in Hygiene and Epidemiology and Lazara Mayra Díaz Álvarez in Microbiology, all them well-experienced teachers.

In the academic year 1989-1990, the modality of the study plan of standard daytime course was introduced. The requirements for admission were: to be a pre-university graduate with an academic index of 80 points or more, to perform aptitude tests that included a psychological questionnaire and a personal interview, in addition to an evaluation test and an entrance exam.

The purpose of the Standard Day-time Course was for the students to acquire a Basic and Higher level of Nursing, which would train them in a comprehensive way to provide preventive services, assistance and rehabilitation with a scientific basis. The training of this type of professional lasts five years. The students wore the blue uniform, with a lighter colored gown and a dark skirt or pants, both for the basic area and for the clinical area. ^(12, 13) Later, by national decision, the white and blue uniform began to be worn, similar to the rest of the students of Medical Sciences.

Professors of the Nursing Care Teaching Staff

In the period from 1986 to 2000 the Bachelors: Maritza Peinado Moreno, Nora Mena Pérez, Isabel Sotolongo Castillo, Elsa León Valdés, Francisca Caridad Torres García, Mercedes López Álvarez, Raisa Cristina Arcia Conill, Emilia Moineiro Hernández, Rosalina Castillo González, Berta Margarita Lorenzo Velázquez and Eunice Echavarría Cabrera joined the teaching staff, to cover the background of time, to carry out the tasks of guide-professor, heads of years and main professors of subjects and as technical laboratory assistant the technician Esteban Izquierdo Porras.

In all stages of the training of Graduates in Nursing Care, the upgrading of this teaching staff have been made in the study plans at different times. ^(11, 12)

New Pedagogical Model

The New Pedagogical Model (NPM), was applied as a project, with a duration of five years and its fundamental characteristic were the intermediate exit profiles: Basic Nurse a year, with continuity of study two years graduated as a Higher Technician and for two years more graduate as a Bachelor in Nursing Care. ^(14, 15)

CONCLUSIONS

The results have shown the efforts of Pinar del Rio province with the upward training of graduates in nursing care, aimed at increasing the quality of care to individuals, family and community, as one of the priorities of health and political willpower of the country. 6.001

professionals have been trained as Bachelors degree in Nursing as guarantors of the development achieved in the province.

Conflict of interest

The authors state that there is no conflict of interest.

Contribution of the authors

The authors contributed equally to the design of the study.

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