



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 11, Issue, 11, pp. 51818-51823, November, 2021

<https://doi.org/10.37118/ijdr.23302.11.2021>



RESEARCH ARTICLE

OPEN ACCESS

ACTING NURSING: SPECIALTIES FOR CARE

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ARTICLE INFO

Article History:

Received 20th August, 2021
Received in revised form
17th September, 2021
Accepted 29th October, 2021
Published online 28th November, 2021

Key Words:

Nursing Specialties; Nursing Education;
Graduate Nursing Education; Nursing
Human Resources.

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ABSTRACT

Currently, nurses have been standing out in the job market for having, mainly, the ability to qualify in a scenario focused on patient care. This study aims to assess the importance in the quality of nursing professionals who become specialists through their profession, with a vision of union of ideas, prediction and provision of knowledge. This is a qualitative study developed from an integrative review. We performed a search through the SciELO Brazil database, adding the descriptors "nursing specialties", "nursing education", "graduate nursing education", "nursing human resources", and applying filters according to production. A time cut between the years 2011-2020 was used. Due to a broad qualification, it was observed that the object of instrumenting care proportional to the specialty of each nursing professional, with differentiated ideals, aimed at the humanized ascension and progression of the patient's biopsychosocial functional treatment, made a considerable proportion of these professionals qualified. They sought to enter a scenario increasingly focused on care, seeking a worthy result of exclusive and professional behaviors. In conclusion, there is a need for understanding and continuity of work specifically aimed at the specialties of professionals, monitoring care, understanding values and, furthermore, deferring work ethics and quality through patient care.

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Citation: Bruno Henrique Souza Izidório, Hemerson Garcia de Oliveira Silva, Agnaldo José Lopes. "Acting nursing: specialties for care", *International Journal of Development Research*, 11, (11), 51818-51823.

INTRODUCTION

We witness a society capable of identifying how important a professional becomes when he seeks his knowledge and uses it for a system of actions aimed at quality with regard to health. Through this thought, it should be noted that health care is a feature that is constantly changing. Thus, there is a need for continuity, evolution, understanding and the search for improvements, mainly aimed at local and proper development (Frota et al., 2020). The training of nursing professionals is mainly based on the understanding that the quality of care must continue to evolve. In Brazil, it has developed due to the increase and qualification of *stricto sensu* graduate programs (Scochi et al., 2013). The market demands more and more qualification in the work environment and this is evident when we reopen the need for a new job. Nursing is a field of specific knowledge and social practice that is consolidated and strengthened as a science.

According to Scochi et al. (2013), since the institution of postgraduate courses, there has been a concern with evaluating their performance, with the Coordination for the Improvement of Higher Education Personnel (CAPES) being responsible for monitoring and evaluating them. According to Padilha et al. (2011), discussing the current moment we live in allows us to understand the context of nursing development as a profession, especially from the point of view that interests us. This point of view should reflect the ways in which professional identity is treated by different actors and emphasize the importance of the history of nursing for understanding the area and for the construction of individual and collective identity. Nurses, by becoming specialists in their chosen area, not only demonstrate quality in their treatment, as they theoretically know what it is, but also determine changes in the structural scenario of a certain location, providing local development through their ability to evolve professionally. Therefore, it is extremely important that there is a stable union between the specialist professionals, so that they are able to develop a humanized care for the patient in a comprehensive

way, making them feel welcomed by this range of specialties included in a single location. This can determine a condition of care focused on prestige and quality of life. Thus, it should be noted that, when we mention specialist nurses and their union between specialties, we evidence the development of a society that has been living a life condition focused on medical practices for a long time. This has served the Unified Health System (SUS) from the beginning, gradually breaking this paradigm and, as a consequence, bringing the focus to the nurse who deliberates his place in the current scenario experienced by the population. In this study, we aim to assess the insertion of nursing professionals in the labor market through specializations that qualify them to promote care aimed at the area in which they work. Based on the idea of health promotion, the research also sought to verify the constant need for nursing professional development, the possible lack of a market for insertion of these professionals, evaluating the factors that may be associated with the quality of work offered by nurses and observing its constant role through the professionalization and qualification of the work offered. Thus, this work sought to demonstrate whether nursing professionals have the ability, united in their specialties, to generate humanized care focused on patient care, thus demonstrating that it is important to promote local development, through the union of several specialties of nursing professionals who are increasingly seeking to occupy their place in the professionalism chain.

METODOLOGY

This is a qualitative study developed from an integrative review. Through research and analysis, a temporal cut was made with an interval of the years 2011-2020. Then, a search was made in the SciELO Brazil database, applying filters to choose the articles and inclusion of those that fit the proposed theme. We selected the descriptors for the study and confirmed their existence in the Descriptors in Health Sciences (DeCS) database. The descriptors chosen were the following: "Nursing specialties", "Nursing education", "Graduate nursing education" and "Nursing human resources". For the selection of articles, the following criteria were applied: 1) language in Portuguese; 2) time cut between 2011 and 2020; and 3) thematic area following the descriptors. In total, 95 articles were obtained and, after the criteria applied, 28 articles remained. Ten articles were selected to carry out the work, 18 of which were excluded for not contemplating the proposed theme (Figure 1).

RESULTS AND DISCUSSION

The results of the bibliographic research (including title, authors, year, journal, objective, approach methodological, and main findings of each article) are shown in Table 1.

Nurse training and professionalization: It should be recognized that, in the last decade, advances in nursing education have brought, for the present time, perspectives for work aimed at paradigmatic changes, observing ways to overcome the fragmented idea of reality. Thus, with such a vision, there is the need and the intention to modify and improve situations that aim at building an integrated, complex, polysemic, multifaceted and innovative vision (Frota *et al.*, 2020). Professionalization based on the relevance of new knowledge highlights the need to cover the biopsychosocial model, pointing from the need for growth in the performance of nurses through their specializations focused on care. Nowadays, a deepening about the educational practices in nursing is necessary. This is because reality and everyday life demonstrate that we must go beyond the teaching and learning process, and instruct ways to modify what is already fostered through ethics and humanization. It is necessary to go beyond a conception of formation of a professional conviction in Nursing that does not match the human and social reality experienced (Ferla, 2013). Soares *et al.* (2020) talk about the need to build new spaces from learning that includes invention. These spaces should add other possibilities for problematization and emphasize the formation and creation of content, which are essential as models for

experimentation. Thinking about training as experimentation invites us to keep attentive to what touches us when we are in a learning context. For Francisco *et al.* (2016), the changes that have taken place in the field of undergraduate Nursing have followed the global context. This context is mainly focused on areas of transformation of educational references and health policies that, in this way, point to the need to reorient the training of nurses. It is necessary to recreate its curricular contents, based on health guidelines, as well as teaching methodologies and teacher training, as long as they observe the creation and participate in the entire process, seeking to train the professional that today's society needs. It should be noted, as Frota *et al.* (2020) says, that there has to be a consensus among scholars in the field of Nursing and Health who seek to qualify and debate situations that involve the training agenda of a generalist professional, aware of the singularities health and the importance of technological advances. This can allow for the creation of human-labour forms that highlight political and economic uncertainties. Quality in a way is using the individual for the benefit of the collective, showing that the experiences, experiences and carried out through an individual, are transformed by education, both in its formal and systematic scope in the school environment, and in the broader educational sense, thus creating the identity of the being who experiences it (Padilha *et al.*, 2011). Ferla (2013), through her research, demonstrates that teaching in Nursing, as an educational process since its institutionalization, has undergone several transformations in the pursuit of professional competence. The monitoring of models in the current world promotes technical-scientific development in situations that influence sociopolitical and cultural conditions at various different times. In this scenario, interpersonal relationships gain space as they help in care at different levels of complexity, in which the nurse becomes an agent of change capable of interacting and intervening with society, motivated by personal, professional and social transformation. It is extremely important that the historical practice of nursing evidences certain development, observing qualified interests and reflecting on models of professional identity, emphasizing the quality and importance of their performance, so that there is an understanding of the area and construction of individual and collective identity (Padilha *et al.*, 2011).

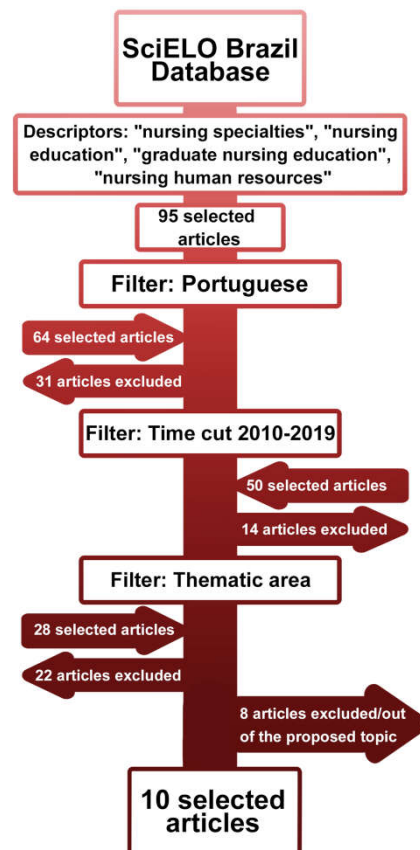


Figure 1. Searches carried out in the databases

Table 1. Studies focusing on the quality of the nursing professional who becomes an expert through their profession.

Title	Authors	Year	Journal	Objective	Approach methodological	Main findings
The understanding of advanced nursing practice as a step towards its implementation in Brazil.	Andriola et al.	2020	<i>Rev Panam Salud Publica</i>	Through the North American certified nurse-midwives and women's health nurse practitioners, to provide subsidies for the implementation of advanced nursing practice in Brazil.	Exploratory research, observing, between April and May 2019, the advanced nursing practices in a hospital in New York, analyzing data individually and developing field notes analysis.	They were divided into categories where each one of them provided to demonstrate the practice of nursing within the hospital. The following categories were leveraged: activities commonly performed; fundamentals that support the practice; differential role of these professionals; interaction with other health professionals; barriers present in practice; facilitators; and results of practice.
A comparative study of the professional qualification of nurses working at primary health care centers and hospitals.	Santos et al.	2020	<i>Rev Cuid. (Bucaramanga. 2010)</i>	To compare, through educational practices in health, between nurses in primary care and in the hospital area.	Cross-sectional, descriptive and quantitative analytical study, with the participation of 140 nurses from basic health units and hospitals in a capital in the Northeast, between May and September, 2014.	It was highlighted that participation in courses and specializations takes place in a greater presence of nurses who work in basic health units compared to those who work in the hospital area.
Mapping nursing training in Brazil: challenges for actions in complex and globalized scenarios.	Frota et al.	2020	<i>Ciênc Saúde Coletiva</i>	To discuss the training of Nursing in Brazil and the evolution of educational institutions.	Descriptive study, which used a research with 35,916 nursing professionals in 2013 and analyzed the trajectory of each professional and their career.	The research took place in three dimensions, where it observed the growth of institutions as well as the evident search for teaching and qualification. The dimensions were as follows: the expansion of nursing education at undergraduate and graduate levels; the boom in nursing schools and the public vs. private; and, the territorial distribution of professional nurses in Brazil.
Education and health experimentations: mapping the development of senses in Nursing graduate courses.	Soares e cols.	2020	<i>Interface</i>	To produce intersections between education and health, observing the possibilities of mapping experiments carried out by students during their phase in <i>stricto sensu</i> graduate studies.	Cartographic interference research, observing <i>stricto sensu</i> graduate students during the subject "Theories of Knowledge and Education in Educational Practices in Health", offered at the Federal University of Minas Gerais.	It brought nursing theory and practice closer through interventions and problematizations during professional practice, also based on two experiments: one inspired by Dewey's concepts, with the theme of psychiatric hospitalization, and another by Paulo Freire's principles, with the thematic process health-disease.
Graduates from a professional master's degree program in family health: expectations, motivations and benefits.	Viniegra e cols.	2019	<i>Rev Bras Educ Med.</i>	To observe through the professional, the academic profile, their contribution, motivations and expectations of professional master's graduates in the field of Family Health.	Quantitative cross-sectional study, applying 102 questionnaires to graduates of a master's degree in family health at the Estácio de Sá University (Rio de Janeiro), completed between 2007 and 2012. Open and closed questions sent and answered by e-mail were used, and the questionnaires were made available on the internet through the Survey Monkey electronic platform.	Through the evaluation of age, gender, regional origin, academic background, as well as the contributions, expectations and motivations related to the course, it was observed that both the course and its expectations were well evaluated, also demonstrating that the need for technical-scientific improvement and personal satisfaction was the main factor in choosing the course.
Evaluation of formation of nurses: effect of methods of teaching-learning curriculum and assumptions in professional practice.	Francisco e cols.	2016	<i>Aval.</i>	To demonstrate, to analyze and to monitor the professional's insertion in the labor market, as well as their continuity in training. It was also sought to evaluate the professionalizing theoretical-practical interpretations.	Study with a quanti-qualitative approach, presenting questionnaires with socioeconomic aspects, performance and evaluation of the course and a narrative with aspects of their training and professional experience.	It was observed that most professionals are inserted in the labor market, with high employability in the area and in public services, with evidence in primary and tertiary care. The graduate, entering the curriculum, is present in the daily lives of graduates with methodologies favoring professional development.
Interdisciplinarity as a structurer in the training and health care process.	Puppin & Sabóia	2017	<i>Rev Enferm UFPE Online</i>	Through the residency course in Nursing in Collective Health, to observe interdisciplinarity as a component of the theoretical-practical curriculum.	Qualitative, exploratory, descriptive study, based on field analysis, with semi-structured interviews conducted with 8 residents and 9 professors from the Nursing Residency Course in Collective Health.	There was a certain lack in the interdisciplinary model, with regard to the concept of disciplines among professors, students and professionals working in the practice of care.
Emphasis on interpersonal relations in the basic training of nurses in the ethical-humanistic paradigm.	Ferla	2013	<i>Trab. Educ. Saúde.</i>	To analyze the initial training of nurses as well as their ethical-humanist bond and their interpersonal relationships.	Qualitative, descriptive-exploratory study, with the application of a questionnaire to graduate nursing graduates and a semi-structured interview conducted with nurse-professors, with data collection carried out in 2009.	Data analysis provided both students and teachers with a view that academic training is still focused on the technical-scientific approach, but that in continuity, ethical-humanist relations centered on the quality of the training process can be seen. It was observed that there is still a need for better comprehensive qualification of nurses.
Biographies as a possible path in the construction of a professional identity in the field of nursing.	Padilha e cols.	2011	<i>Hist Ciênc Saude-Manguinhos.</i>	To observe the biographies in the creation of the nursing professional's personality, bringing this as a tool for continuing education in undergraduate and graduate nursing courses.	Survey of biographies of women who contributed to the development of nursing and whose legacy has been inspiring professionals in this area.	Nursing has its own values and, in this way, biographies come to continue and create the identity of the nursing professional aimed at transmitting new knowledge.
The evaluation of higher education in Brazil and the expansion of higher education in Nursing.	Galleguillos & Catani	2011	<i>Educ Pesqui.</i>	To analyze higher education in nursing and its expansion in the market, also observing the role of the institutional assessment system (INEP).	Interviews were carried out seeking to recover the evolution of the number of courses and vacancies in higher education, using data from INEP and members of the commission.	It was observed that the expansion of higher education in Nursing has been growing more and more, promoting quality to students. Also through INEP, there was a concern of the entity in relation to new units that have been growing disorganized.

Specializations and the nurse: adding knowledge: After the year 2000, with the advance in the implementation of inclusive social and health policies, there was a proliferation of university courses in the area of health. Frota *et al.* (2020) report that the support of quality education, offering employability, qualification and production in practically the same proportion, is a perspective for different countries. According to these authors, each geographic area has local problems, cultural diversity and a local epidemiological profile and, thus, the creation factors aimed at global movements emerge as a way to reorganize each situation. Scientific and technological modernization transfers us to the historical initiative, because from the challenges promulgated for education, with educators being the collaborators of ideas, it guides the human being as a professional or even a student, the formulation of impulse, leading knowledge. This led to the need for science to be evaluated and improved with regard to a new plan completely reorganized under the ideal of universalization and care practices (Ferla, 2013).

The health area constantly lives with advances in scientific knowledge, driven by clinical and social research, the inclusion of new technologies and the change in the epidemiological profile (Santos *et al.*, 2020). Furthermore, health researchers constantly question the need for transformation and at the same time the quality of the idea of transforming this new knowledge. In this sense, the history of Brazilian nursing follows a very qualified model regarding its ownership. Thus, when describing the field of knowledge, it is extremely important to note that, for the profession as a whole, it is still in a process of sedimentation and expansion. In fact, there is a search for valuing the quality of scientific production about the characters who made and are making a difference in professional models (Padilha *et al.*, 2011). It discusses an incessant search for academic training in a Western society that is linked to salary progression, in which it observes the elaboration and construction of policies that demand increasingly more qualified, productive workers that generate improvements within institutions. Linked to this system, graduate courses can certainly provide this qualification, ensuring better technical skills through in-person classes and constructive practices, scientific knowledge, and improvement in nursing care (Santos *et al.*, 2020).

Frota *et al.* (2020) cite, in part of their study, the specialist in nursing education and training (Association of Canadian Nurses), Linda Ferguson, who suggests the evolution of research in nursing and who reflects on the absence of a qualified clinical experience. She adds that, by continuing with the idea of students continuing to do the same things over and over, she can certify the credits toward obtaining the degree. However, considering a comprehensive and qualified training requires more than repetitive clinical experience. From the articulation between the various theoretical thoughts, there is the permanence, in contemporaneity. An approach aimed at the organicist model that values qualification in front of professionals and users of multiple specialties in the field of health is created. From there, we see the situation disqualify in view of the loss of the biopsychosocial view of illness and body fragmentation, in the individual and collective field, with regard to the practice of exercising (Puppin & Sabóia, 2017). Soares *et al.* (2020) report that there is, in an action that combines theory and practice, a way of composing the problematic field, that is, another way of meeting the object of work. The practice, by itself, already shows us to seek improvements in terms of overcoming difficulties in exercising the profession. It is the conformation that will qualify the continuity of practical evolution, composing forms that do not relate to theory or practice, but that are contagious in the symbiosis that intensify them. The authors also observe that this way of acting professionally, on the border between theory and practice, makes univocal practices that serve a single possibility of action that is not very open to different connections vulnerable. Under these circumstances, nursing—which is characterized as a social profession—has been gaining strength in the fields of science, technology and innovation. Thus, professionals in the area tend to seek qualification that must remain in compliance and in line with the standards of competitiveness of the labor market. This means that nurses working in health services must constantly seek

scientific knowledge and improve themselves so that they are able to live up to those who are already doing this search continuously to support care practice (Santos *et al.*, 2020). The integrality of care proposes a non-dichotomized practice, overcoming the separation of individual/collective, preventive/curative care and the fields of public health and hospital care, as well as the biopsychosocial model. Its search is based on the interdisciplinary knowledge, teamwork, the logic of health surveillance and the articulation of biological, psychological and social dimensions. It rests on bases that go beyond the technical domain of the profession and is committed to the health needs of the population (Francisco *et al.*, 2016).

Multidisciplinarity and health promotion through nurses: Andriola *et al.* (2020) emphasize gradually and at the same time firmly when they say that what makes professional nursing practice different from other health professionals are the main activities they develop in their daily lives and, especially, what are the fundamentals of their practice that appear more often when performing this function. Viniestra *et al.* (2019) exposes some experience with regard to the qualification of institutions in Brazil. In this scenario, the Coordination for the Improvement of Higher Education Personnel (CAPES) is the instance that evaluates *stricto sensu* courses in order to maintain or increase quality and adapt them to the applicable requirements. Thus, it becomes increasingly common, especially in institutions that train human resources in health, to face political and social demands, so that without their promotion, there is qualified training in order to achieve the possibility of establishing ethical-humanists relationships promoted amid so much demand. Such relationships require a professional performance based on care for the human being, based on welcoming, bonding and respect, called humanized care (Ferla, 2013).

In addition to promoting improvements in undergraduate and graduate courses (*lato sensu* and *stricto sensu*), moving knowledge through improvement in education, the Ministry of Health in Brazil has been encouraging continuous assessments of the institutions' work and teaching-learning processes so that they name and evaluate their teaching-quality process more and more. These evaluations, when carried out systematically, contribute to monitoring the quality and results of the courses, creating subsidies for the improvement of the same and similar courses. Viniestra *et al.* (2019) emphasize this importance when portraying health as quality of life and advanced care aimed at nursing. According to Puppin & Sabóia (2017), thinking in a fragmented and monodisciplinary way in the face of the contemporary world becomes increasingly complex, given that teaching and research professionals defend the construction of spaces for collective reflection. This is intended to seek the building, consolidation and acquisition of knowledge integrated to humanism, with interdisciplinarity as an element that structures such action and encourages the training of health professionals. Nursing, over time, has been improving technically and scientifically. The need to improve those who need care, aiming at technological training, make nursing practices increasingly structured, moving the importance of entering an increasingly explored body and focusing on extremely efficient nursing, but much less human in the sense of care and interpersonal relationships. Technical care has become essential, as well as activities aimed exclusively at treatment and cure, leaving gaps in their turn, such as interdisciplinarity and ways of acting, thinking and correlating, which are also reflected in the training process and in conducting of practice in the professional field (Ferla, 2013). The training of human resources aimed at the health strategy has been undergoing changes in teaching-learning, with the enhancement of active methodologies that are constantly being improved. There is also the redefinition of work outside the hospital environment, emphasizing primary care and the integration between care levels, which become gateways to those who seek and have the need for care as a whole, fragmenting care and medicalization (Viniestra *et al.*, 2019). The search for greater training is related to the trend according to which people with greater intellectual and financial resources occupy better positions, simply following a paradigm correlated to a generalized capitalist world and in certain instances unable to position themselves in favor of the continuity of care.

Thus, it establishes a strong correlation between education and social class, as well as the symbolic and cultural dimensions considered important, but still a consumer good (Galleguillos & Catani, 2011). In nursing, there is a tendency to improve care aimed at the practice of care related mainly to quality offered as an act of professionalism. To get an idea, when relating the work of nurses in the countryside and in remote communities, it is important to consider that populations living in rural territories have beliefs that differ from those cultivated in urban areas regarding the meaning attributed to diseases, the way they perceive them and the therapies adopted. In this scenario, it is essential to understand that many of these situations cannot be taken care of with linear and protocol practices, developed for epidemiological profiles of urban areas. Rural populations demand different attributes, highlighting the cultural competence to provide qualified care (Frota *et al.*, 2020). There is a perceived demand for training of health professionals, in order to ensure quality care to the population and, thus, highlights the need for increasingly qualified opportunities that are adept at everyday life, thus becoming increasingly specialized and resolute in the face of to society's health needs (Santos *et al.*, 2020). Due to the need to better qualify, the search for professional master's degrees in the area of Family Health and Public Health promote assistance and the idea of professional improvement, a clear concern for teaching processes and concern with assessment models. Courses can internalize the values of permanent education, as a stimulus to continuous learning, exercise of new concepts and problematization of work processes (Viniestra *et al.*, 2019). The assessment focused on health and based on teaching and education must be able to recognize the reality and indicate the necessary changes for a good nursing education, which should be summarized in qualification actions so that nursing professionals feel the need more and more to improve. It is necessary to keep in mind the guidelines of the National Higher Education Assessment System (SINAES), as well as its implementation with regard to the concepts of education and assessment contained therein (Galleguillos & Catani, 2011). Andriola *et al.* (2020) encourage that, in addition to nurses, other health professionals, users of the health system and managers need to understand the function and benefits that advanced practice would bring to the health system. Thus, it would be possible to join forces and move forward in this process. It should seek to promote advances in the direction of comprehensive, humanistic and assistance care, as a result of the need and educational process, based on problems and prior knowledge of each situation and professional. This should seek improvements and the transformation of organizational dynamics practices through the proposal of problematizing the work process, which becomes increasingly important when the idea of work starts to organize itself through the constructions of knowledge. There is a need for constant updating and spaces for dialogue, in favor of developing professional skills to work in the SUS (Santos *et al.*, 2020).

Contrary to what is seen, there is an attempt, through training according to an ethical-humanist paradigm, where the human being starts to observe the continuity of a system focused on ethics and quality offered as long as the humanist part stands out together with the practice of a qualified system. In this context, we privilege what we consider to be the foundation of this training process, which are interpersonal relationships. These are established among peers and are essential for professional practice in nursing (Ferla, 2013). Francisco *et al.* (2016) are supported by the need for a system that has been qualifying every day, but in short steps and still with needs. These authors also add that, if after all these years of conquests for a fairer health system, we still face challenges that do not seem to move towards social transformation, as the training of health professionals is far from the comprehensive care model that is intended in SUS. In addition to technical issues—covering knowledge and skills—the training needs to involve changes in relationships and people. Thus, it is necessary to review concepts and create movements to strengthen the construction and implementation of interdisciplinary spaces based on the opening of health professionals and specialized knowledge, promoting efforts to implement interactive care practices that can make the professional recreate and seek means that transform comprehensive care (Puppin & Sabóia, 2017).

CONCLUSION

There is still a difficulty through society to participate and promote the idea of nurses' specialization. We also observe that the biomedical view is still guided as the main context with regard to health. Thus, when we relate the quality of nurses and health promotion, evidencing their knowledge, there is a need to impose quality of health aimed at the professionalism of all specialist nurses, creating bonds capable of demonstrating that there is a need to promote, generate demand and generate programs aimed at the patient's health, evolving with humanism and treating them fully. The different specialties are attributed and connected, so that the treatment, while promoting health, is fully developed. We also observe that there is a specific and mutual demand for this active area, aimed at the multidisciplinary of the professional nurse who, through qualification, grows according to the evolution of daily life. Thus, providing patient care through nursing adds value, evolving the profession, raising its level of performance and thus promoting local development. Providing this multidisciplinary evolution of nursing through specialties also establishes and enhances care practices. Thus, promoting, emphasizing, choosing, qualifying and continuing are adjectives that, in the case of nurses' specialties, enable and qualify their work, because through this health promotion the most beautiful humanized care that a patient in need of treatment can be enjoy.

Acknowledgment

This research was supported by the Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq: 302215/2019-0), and the Fundação Carlos Chagas Filho de Amparo Pesquisa do Estado do Rio de Janeiro (FAPERJ: #E-26/202.679/2018 and #E-26/010.002124/2019).

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