

THE IMPORTANCE OF TUBERCULOSIS AS A THEME IN NURSING GRADUATION: THE DISCOURSE OF PROFESSORS

IMPORTÂNCIA DA TEMÁTICA TUBERCULOSE NA GRADUAÇÃO EM ENFERMAGEM: A DISCURSIVIDADE DOS DOCENTES

LA IMPORTANCIA DEL TEMA TUBERCULOSIS EN LA GRADUACIÓN EN ENFERMERÍA: EL DISCURSO DE LOS PROFESORES

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Objective: analyze the discourses of professors about the importance of the theme tuberculosis in Nursing graduation courses. **Method:** qualitative, exploratory study, developed from January to March 2015 in two public Nursing universities in the state of Amazonas, Brazil. Fifteen professors from the Nursing course participated in the study. Most were female, had master's degrees, were teachers for more than five years, had working experience prior to being professors, and only one job. The study used Discourse Analysis from a French theoretical-methodological framework. **Results:** two discursive blocks emerged as results: The Importance of the Theme Tuberculosis in the Syllabus; and The Role of the Nurse in Tuberculosis Control. **Conclusion:** the meanings produced by the discourses of the professors made it possible to conclude that, since tuberculosis is an important disease from an epidemiological standpoint, it must be more broadly present in the syllabus of Nursing graduation courses, due to the main role these professionals have in the actions to control this disease.

Descriptors: Tuberculosis. Nursing. Faculty, Nursing. Education, Higher. Higher Education Institutions.

Objetivo: analisar a discursividade dos docentes sobre a importância da temática tuberculose nos cursos de graduação em Enfermagem. *Método:* estudo qualitativo do tipo exploratório, desenvolvido entre janeiro e março de 2015 em

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duas universidades públicas de Enfermagem do estado do Amazonas, Brasil. Participaram do estudo 15 docentes do curso de Enfermagem, sendo a maioria do sexo feminino, possuía mestrado, com mais de cinco anos na docência, experiência anterior à docência e apenas um vínculo profissional. Utilizou-se a Análise do Discurso de matriz francesa como princípio teórico-metodológico. Resultados: emergiram, como resultados, dois blocos discursivos: Importância da temática da tuberculose na estrutura curricular; e Papel do enfermeiro no controle da tuberculose. Conclusão: os sentidos produzidos pelo discurso dos docentes permitiram concluir que a tuberculose, por ser uma doença importante do ponto de vista epidemiológico e social, precisa ter maior abrangência na matriz curricular dos cursos de graduação em Enfermagem, tendo vista o protagonismo dessa profissão nas ações de controle da doença.

Descritores: Tuberculose. Enfermagem. Docentes de Enfermagem. Ensino Superior. Instituições de Ensino Superior.

Objetivo: analizar los discursos de profesores sobre la importancia del tema tuberculosis en los cursos de graduación en Enfermería. Método: estudio exploratorio, cualitativo, desarrollado de enero a marzo de 2015 en dos universidades de Enfermería en el estado de Amazonas, en Brasil. Quince docentes del curso de Enfermería participaron del estudio. La mayoría eran mujeres, con másteres, profesoras hace más de cinco años, con experiencias de trabajo antes que fueran profesoras, y solamente un trabajo. El estudio utilizó el Análisis de Discurso de base teórica y metodológica francesa. Resultados: dos bloques discursivos emergieron como resultados: La importancia del tema tuberculosis en el programa del curso; y El papel de los enfermeros en el control de tuberculosis. Conclusión: los significados producidos por los discursos de los profesores posibilitaron concluir que, puesto que la tuberculosis es una enfermedad importante desde un punto de vista epidemiológico, necesita estar más presente en los programas de cursos de graduación en Enfermería, gracias al papel esencial de esos profesionales en las acciones de control de esa enfermedad.

Descriptorios: Tuberculosis. Enfermería. Docentes de Enfermería. Educación Superior. Instituciones de Enseñanza Superior.

Introduction

Tuberculosis (TB) is still the main cause of morbidity and mortality in the world, despite the advances in chemical therapy treatments and in more efficient diagnostic techniques. There are nearly 9.6 million new cases causing 1.5 million deaths every year⁽¹⁾. It is an important worldwide health problem⁽²⁾.

The state of Amazonas stands out as the one with the highest number of TB cases in Brazil. Its incidence rate for the disease is (70.1/100,000 people), its mortality rate (3.3/100,000 people) and its rate for abandoning the treatment is (13.3/100,000 people) higher than national rates⁽³⁾.

In this setting, many studies are carried out worldwide, aiming to contribute for the diminution in the number of cases and for the control of the disease, which has been sought for so long. However, TB control programs face many challenges, obstacles that prevent their goals to be reached. These go from political issues to operational health team ones⁽¹⁻⁴⁾.

Since TB resurfaced, nearly three decades ago, there has been a growing concern about

the education and competence of health professionals to deal with specialized issues inherent in this disease⁽⁴⁾. Knowledge on TB is essential for Nursing students, considering that nurses are important to offer effective healthcare for this disease, since they manage actions of control and understand the complexity involved in this process⁽⁵⁾. Therefore, these students need to develop a critical awareness of their own attitudes, both regarding the actions that aim at their own protection and those regarding the protection of the patient, also avoiding unethical, non-humanistic, stigmatizing attitudes and prejudice.

Therefore, the importance of higher education institutions as efficient spaces to disseminate both general and specific knowledge stands out. They also stand out as a place for the formation of people who are professionals in the knowledge, values, and ways of thinking and acting, who are also responsible for generating changes that lead to changes in paradigms⁽⁶⁾. In this setting, professors are important elements that contribute to awaken the potential of their

students, opening spaces where knowledge can be built⁽⁷⁾.

A quick bibliographic survey about the perception of professors with regards to the use of TB as a theme in Nursing graduation courses found no results in the databases Lilacs, Pubmed, and Web of Science, in both national and international settings. Therefore, considering the relevance of the role of the professors in the formation of students, in addition to the epidemiological importance of TB in the world and, especially, in the Amazonas state, it becomes important to understand the discourse of professors about the implementation of this theme in Nursing graduation courses.

As a result, the objective of this study was analyzing the discourses of professors about the importance of the theme tuberculosis in Nursing graduation courses.

Method

This is a qualitative, exploratory study, that used the Discourse Analysis (DA) from a French theoretical-methodological framework to understand the meanings produced by the discourse of professors on the importance of the theme of TB in the Nursing graduation courses.

This study was approved by the Research Ethics Committee of the *Universidade do Estado do Amazonas* under CAAE: 2619211400005016 and was carried out in accordance to the ethical and legal precepts from Resolution n. 466/12 of the National Council of Health⁽⁸⁾.

Three different fields of knowledge are joined in French DA, founded by Michel Pêcheux: Psychoanalysis, Linguistics, and Historical Materialism. Linguistics explains the syntactic mechanisms of language and its utterance processes; Psychoanalysis, the phenomena involving the relations between the subject and the symbolic; and Historical Materialism explains the phenomena of social formations, including the ideologies that manifest themselves in discourse as an effect that generates meaning between interlocutors, which belongs to a field of contradictions and strangeness⁽⁹⁾.

The DA was born in the decade of 1960, and its object is discourse itself: the functioning of language in the production of meanings. Through discourse, one believes in the possibility of accessing what is unique in the subject, that is, the unconscious, as well as the social and historical features that characterize this subject⁽¹⁰⁾.

To better understand the theoretical references and data analysis, one must reflect on the classic DA concepts, such as: subject, ideology, conditions of production, discursive formations, and interdiscourses⁽⁹⁾.

Subject is here understood as the positions that a certain individual occupies as an enunciator who is affected by an ideology, that is, a subject is determined by language and history. In this context, it is a split subject. There is no discourse with no subject nor subject with no ideology. Ideology is the interpretation of meaning in one direction, determined by the relation between language and history. The conditions of production also fundamentally understand subjects and situation, beyond memory, which is also a part of the production of discourse⁽⁹⁾. The conditions of production must be taken into account, so that the analysis can explain the discursive functioning, pointing at a discursive memory, in which the contradictions between discursive formations are easily discernible. The discursive formation is that which, in a given ideological formation, that is, from a given position in a given context, determines what can and should be said⁽⁹⁾. Considering this line of thought, the discourse will always be linked to other discourses. Interdiscourse is “[...] that which speaks before, in another place, independently”^(9:10).

This study was carried out in Manaus, Amazonas, in two public Nursing universities committed to teaching, research and extension.

Fifteen professors from the Nursing courses participated in the study. Most professors were female (10), had a master's degree (9), more than 5 years as professors (9), only one job, as a professor (11), and working experiences prior to teaching (12). This prior experience was in hospitals (5), Primary Healthcare (4), urgency and

emergency (3), management (1), Intensive Care Unit (1), surgical center (1), or epidemiological surveillance (1). Inclusion criteria were: teaching content related to TB and being active at work during the data collection period.

Interviews were carried out from January to March 2015, in a place chosen by the professor. The mean duration of the interviews was 15 minutes. They were recorded in a digital recording device after the Free and Informed Consent Form was signed by the participants. The interview was guided by the following discourse trigger-sentence: Comment on the importance of the theme tuberculosis in the syllabus of the Nursing graduation course.

The audio of the interviews was recorded. They were later transcribed in their entirety into Microsoft Excel, in a spreadsheet in which the columns corresponded to the guiding question, and the lines, to the participants. Each Excel line corresponded to one primary document. Later, these data were exported to the software Atlas.ti 7.0, and one project called "Hermeneutic Unit" was created. It should be highlighted that the software did not interfere in the choice of excerpts, nor did it influence in the creation of the blocks; it only helped organizing the data whose selection and command were exclusively carried out by the researchers. For the presentation of the results, the letter P was used, for professor, following a number which indicates the order of the interviews.

For the analysis of the interviews, the DA was used according to the following steps: passage from the linguistic surface to the discursive object – the interviews transcribed were read, considering the discursivity and identifying the enunciations that could guide the interpretation, denaturalizing, therefore, the word from the things; from the discursive object to the discursive process – discursive sequences were found and related to the distinct discursive formations, outlining the meanings around the fragments being analyzed; the discursive process itself (ideological formation) – interpretation of Discursive Sequences (DS), observing their conditions of production and the discursive

formations in which the subjects are inscribed and upon which their utterances are based⁽⁹⁾.

Results

From the discourse of the professors, two discursive blocks emerged: The Importance of the Theme Tuberculosis in the Curriculum; and The Role of the Nurse in Tuberculosis Control.

The Importance of the Theme Tuberculosis in the Curriculum

This block included discourses that are part of discursive formations that emphasize TB as an endemic, resurfacing, neglected, and socially constituted disease.

The words of the professors P1, P9, and P14 are inscribed in an epidemiological discourse that emphasizes the high incidence of TB in Amazonas. In addition, they indicate the importance of the knowledge about TB acquired during graduation for the future practice of the professional, as the excerpts below demonstrate:

Because the student who will be a nurse in the future must know this disease that is specific to our region, in addition to being highly incident in our reality. (P1).

Amazonas is the champion, number one in notified tuberculosis cases. In order to demystify TB [tuberculosis] and induce early diagnoses, the theme of tuberculosis is important in Nursing graduation courses. (P9).

Because this is a disease with high incidence in Brazil, with social implications. Moreover, since it is an endemic disease in the state of Amazonas, it is paramount for the student to have knowledge on the prevention of said disease, since the control of the disease is the most important point in the process of diminishing the cases in our country. (P14).

The role of the university, mediated by the professors, in the control of endemic diseases in the region, such as TB, can be noted in the following excerpt:

[...] and we, nurses, are committed to doing so. If you live in a region which has the highest number of tuberculosis cases, and the nurse leaves the nursing course without knowledge on how to deal with it, it is very complex. So, well, we, mentors, professors, have the duty to form the student with knowledge of this, of how to control, how to combat, how to prevent TB. (P13).

Knowledge on TB is pointed out as a form of empowering the students for actions of disease control, according to what is presented in the following excerpt:

[...] the student must leave prepared for the work market and armed with previous knowledge on what to do. The more knowledge a student has, the faster they will be able to carry out diagnoses and minimize damage both for patients and for other people in contact with them, be those relatives or professionals within their social networks. (P4).

The fact that TB is a disease which is resurfacing is a fundamental point in the excerpts from subjects P2 and P5.

Because this disease is [...] considered to be resurfacing, it had been notified a long time ago and was found to be controlled, that is, almost eradicated, and today it is one of the main public health problems. In some studies, this is associated to the emergence of HIV. It is emergent because it is a new disease entering society, but it is re-emergent because it is a disease that already existed, was controlled, and now, once again, becomes a reason for concerns for the public health of the population. In some studies, this resurfacing of TB is seen as associated to HIV-AIDS. It must be considered and treated with responsibility. It is, indeed, a disease that is coming strong. (P2).

[...] because the resurfacing of tuberculosis, in the last 10 years, together with HIV, is important for the student to deal with these patients. (P5).

The discourses of the professors P4 and P11 are part of a discursive formation that sees TB as a neglected disease, as the excerpts below demonstrate:

[...] it is a neglected disease. It is an infectious disease, that really needs special attention and public policies targeted at preventing, protecting. And future professionals must have knowledge on how to deal with public issues. (P4).

[...] since it is included as a Neglected Disease with compulsory notifications, scientific knowledge on the disease is required from the nurse, especially concerning its symptoms, so that the nurse can systematize nursing healthcare. A profound knowledge on the theme will lead the nurse from the health promotion of the population to the treatment of the being who is diseased with TB. (P11).

Still in this discursive block, the following utterances demonstrate the social character that permeates TB:

TB is a socially constituted disease and, in addition to being an infectious disease, the location where the person lives, their conditions of life, all of this is extremely important; the first thing students must learn is this. What is the social context in which the individual is inserted in society and where will they, as future nurses, going to work? From the moment I know where people are inserted, what do I do? I work better in prevention and on how to prevent, I carry out active searches for respiratory symptoms, in the case of pulmonary TB, as early as

possible, because, sometimes, since we know that TB is a disease whose bacillus almost everyone has, what will make it manifest is the condition in which the patient is. Regarding tuberculosis, it is paramount for the student to understand all this, so they can work with the idea of prevention. (P13).

Yes, because it is a disease that affects the population with the highest socioeconomic vulnerability, and it is still a current problem. (P15).

The Role of the Nurse in Tuberculosis Control

In the existing production conditions, as the positions-subjects affected by ideology discourse, they inscribe themselves in a discursive formation that understands that nurses have an important main role in the actions for the control of TB. In this context, the knowledge of students on the theme of TB is seen as important, since they can be professionals who apply the knowledge they acquire. They can also be managers, controllers, or administrators of sanitary units, as can be understood from the symbolic materials present in the excerpts below:

[...] it is important for students about to graduate to know, because they will be future nurses and will be in the front lines in hospital units. Whether we like it or not, nurses are the gateway. (P3).

The students will be future nurses in the front lines in the government health programs targeted at TB. (P12).

The nurse is one of the main professionals in the organization and progress of the TB program. (P14).

It is important because those concluding their courses will soon be occupying their spaces in the several levels and models of healthcare attention, especially those who will act in primary health care. They shall have a germane role in the performance of primordial actions in this level, such as in the active search for respiratory symptoms, diagnoses and treatment, in addition to actions of health education within the community. (P8).

[...] it is important to address it in the syllabus, so that the now student has an idea of this knowledge and is able to use it in practice [...] because the nurse, in this case the student, when graduated, will already have this knowledge and will apply it in healthcare. In public health, they coordinate, they directly apply the guidelines for these diseases, according to the guidance of the Ministry of Health, diagnosing, prescribing or transcribing medication, among other types of care. That is why, it is important. (P6).

The need for a multidisciplinary approach to control the disease is uttered in the excerpt below:

Since TB is a health grievance that demands intervention from multi-professional health assistance teams, individuals who are the hosts for the disease and inserted in this team, the nurse [...] the student must be prepared with regards to the professional ways to address prevention, about how to diagnose the disease early [an important tool in the control of the disease], about the ways to treat and care for the patient and to prepare the attention, consolidating the possibility of the cycle of disease transmission, from the early identification of determining and conditioning factors for the disease that contribute for the increase in incidence rates. (P7).

Discussion

In the first discursive block, “The Importance of the Theme Tuberculosis in the Curriculum”, the subjects, between the lines of the excerpts 1, 2 and 3, highlight the need to expand the presence of the theme TB in the syllabus, since it is a “specific disease in the region”, the state is “the champion in the number of notified tuberculosis cases”, which is “an endemic disease”. The student will deal with situations involving the disease in their future professional practice. The fact that TB has a high incidence in the state of Amazonas does not mean it is a region-specific disease. TB is a worldwide disease, as well-documented in literature, according to which 22 countries, among which Brazil, have 80% of cases⁽¹¹⁾. The significant “champion” is an index paradigm, instigating one to think that the state of Amazonas is the most affected by the disease. As already mentioned, the state is the one with the most TB cases in Brazil⁽³⁾.

The discursive sequence “demystify TB”, from subject P9, produces meanings that reiterate the negative aspects of the cause of the disease and the historically constituted forms of the disease in the collective imagination of the professors, students, and population. Literature indicates that TB is seen as a metaphorical disease, triggering a collective imagination filled with fantastic and stigmatizing explanations regarding the disease which have biological and social consequences for its hosts⁽¹²⁾. The stigma is one of the main hindrances in the control of TB and can delay the search for health services. Therefore, health professionals must develop qualities such as empathy, preoccupation, and respect towards

the person with TB, in addition to cultural sensitivity⁽¹³⁾.

The importance of TB, in the discourses of the professors, is noteworthy. They mention the importance of the knowledge of the students on the disease, and the positive results that can be achieved for the control of the disease when professors are committed to cooperate to the formation of students with regards to a disease that is so ubiquitous in the state. However, a recent study about the knowledge of TB carried out with students showed their vulnerability with regards to the level of knowledge on the disease, leading to a reflection on the methodology used in the formation and qualification of future nurses to enable the integration of different types of knowledge and the qualification of future nurses, to enable the integration of different types of knowledge for a qualified professional acting in the care for people with TB⁽⁵⁾.

Still in the first block, professor P13, assuming the position of opinion leader, assumes the co-responsibility of contributing for TB control. It stands out that Higher Education Institutions must be committed to the formation of qualified professionals that can respond to the demands of the Single Health System (SUS). They also must be committed to its principles, such as equity, universality, and integrality⁽¹⁴⁾. The importance of the SUS in the control of TB stands out, since it offers free access to the diagnostic and treatment of this disease.

The discursive sequence “the student must leave prepared for the work market and armed with previous knowledge on what to do” (P4) seems to incorporate an institutional discourse that indirectly emphasizes the role of the university in the formation and preparation of professionals capable of being inserted in the work market with the abilities and competences necessary to develop their roles. The modern health model demands professional qualification for the attention to the needs of the population and of health services. Therefore, permanent education activities must be directed to the health needs of the population. Professionals with competence and ability to act with reflexivity

and awareness regarding the real health needs and priorities of the population are essential⁽¹⁵⁾.

The discursive sequence “The more knowledge a student has, the faster they will be able to carry out diagnoses” (P4) signs an utterance that indicates that knowledge on the disease is essential for early diagnoses. Theoretical and scientific knowledge on TB is essential for health students, since they will occupy important roles in the actions to control the disease. It stands out that the nurse is responsible for direct action with the people with TB, be it in the prevention or promotion of individual or collective health. It should also be highlighted that health prevention and education are undeniable means of avoiding the surfacing of new cases and tools for raising awareness and spreading information. Therefore, it is important for students to acquire this knowledge, so they can, based on it, stimulate the empowering of the person with TB as an instrument of social change, aware and capable of guaranteeing changes in behavior and attitude^(5,16).

A historical memory echoes and reverberates in the discourse of subject P2, when the subject utters that TB is a disease that is resurfacing, which regained strength with the advent of AIDS. It can be seen that this significant “resurfacing” is present in the discourses of the professors and of many researchers in the field. However, although it is agreed upon that TB may be resurfacing in some European countries and even in the United States of America, in Brazil, TB is not a surfacing health problem nor is it resurfacing⁽¹⁷⁾. It is a health problem that has been present and permanent for a long time, though it is often neglected.

Subjects P4 and P11, affected by the interdiscourse, enunciated the discursive sequences “it is a neglected disease”, “It is an infectious disease, that really needs special attention and public policies [...]” and “it’s included as a neglected disease” incorporate and reiterate the interdiscourse according to which TB is a disease that is neglected and forgotten by public policies⁽¹⁷⁾. These excerpts, also, circulate

meanings about the needs for the student and future nurse to acquire knowledge on TB.

In the statements of subject P13, the effects of meaning that TB is a socially constituted disease reverberate according to a discursive memory. This excerpt also signs a popular imagination represented in the discursive sequence “the location where the person lives, their conditions of life, all of this is extremely important; the first thing the student must learn is this.” This popular imagination is anchored in a discursive formation that understands the importance of nursing students to get to know the social context in which the person with TB is inserted, thus acting in a humane and integral way, since this is how it is possible to identify the needs of this person and propose tangible action strategies. It should be highlighted that the formation of nursing professionals must be targeted at the entirety of the health problems present in the Brazilian population. It needs to be contextual and capable of solving the problems, based on Pedagogical Course Projects that make socially responsible health practices possible⁽¹⁸⁾.

Subject P15 highlights the social and economic vulnerability that affects subjects with TB. The synergy between TB and poverty is a fact that is based by literature. TB is historically described as a social disease, which develops in a context of poverty and social disadvantage⁽¹⁹⁻²¹⁾. It stands out that, not only factors related to poverty increase the odds of an infection, but expenses derived from the disease and income losses prevent care, deepen poverty, and increase the risk of adverse reactions and recurrences⁽²¹⁾.

In the second discursive block, “The Role of the Nurse in Tuberculosis Control”, the discursive sequences “in hospital units”, “in the government health problems targeted at TB”, “progress of the TB program” and “occupying spaces in the many healthcare levels and models” indicate the different roles the nurse occupies in the exercise of the profession, all of which may be related to TB control.

The metaphor “front lines”, present in the discourse of subjects P3 and P12, in the interdiscourse, refers to the place where generals

sent their best soldiers, producing, therefore, in the discourse of the professors, a meaning according to which nurses have a major role in health services. Nursing has had a valid discourse with regards to the issues related to people with TB. These professionals have a long experience in the control of the disease, both in the hospital environment and in public health, involving prevention, treatment, and the formation of health workers to act to confront the disease^(16,22).

The discursive sequence “The students will be future nurses” leads one to consider that the nurse is a subject who is subjected in the organization and management of the TB program: “The nurse is one of the main [...] in the organization and progress of the TB program” (P14). Additionally, the same statements produce meanings that instigate one to think that, although the significant “future nurses” are present in the discourse of the professors, students already deal, during the course of their education and internships, with situations that involve people with TB. Therefore, this theme must be discussed in different moments of their formation. On the other hand, these significant are a calling for students to understand their responsibility in the actions of health as future professionals.

The discursive sequence “They shall have a germane role in the performance of primordial actions in this level, such as in the active search for respiratory symptoms [...]” (P8) enabled the observation of a subject affected by the interdiscourse and by ideology, inscribed in the discursive formation of the medical discourse anchored in the TB control program used by Brazil and the WHO, according to which the active search for symptoms is one of the most important processes in the control of the disease^(11,23).

On one hand, the significant “Since TB is a health grievance that demands intervention from multi-professional health assistance teams” produce the meaning that the assistance to the person with TB involves the intervention of many professionals, and therefore, suggests that a teaching that focus on multidisciplinary activities is important in the control of the disease. On the

other hand, the same utterance leaves signs that impels one to reflect on the image of the nurse as someone instigated by the complex process of team management and action. Literature has been pointing out the extreme relevance of the presence of a complete team, which can be an important factor in the diminution of treatment abandonment. Therefore, it is important for the Tuberculosis Control Program to prioritize strategies developed by multiprofessional teams, leading to the social inclusion of the patient and improving the organization of the service⁽²⁴⁾.

The educational-authoritative discourse “the student must be prepared with regards to the professional ways to approach prevention, about how to carry out early diagnoses for the disease” made it possible to sign the condition *sine qua non* that determines the recognition of the student as a competent professional, accepted by his working class. The knowledge on prevention and diagnosing diseases are basic elements for the future nurse, since its absence may lead to shortcomings in the healthcare to the person with TB and those in contact with them, which increases the potential risk of transmission of the disease for both professionals and the population⁽²⁵⁾.

This study had as a possible limitation in the fact that it does not allow one to verify if, in the teaching practice of the professionals interviewed, they show a greater concern in discussing the theme of TB. This question, however, can encourage other studies to be carried out.

Conclusion

The meanings produced by the discourses of the professionals made it possible to conclude that, since TB is an important disease from an epidemiological standpoint, it must be more broadly present in the curriculum of Nursing graduation courses, due to the main role these professionals have in the actions to control this disease.

The teaching-learning process regarding TB needs to have its meanings constantly redefined by the professionals and by the higher education

institutions, for the profile of their alumni to be that of someone capable of working in activities for the control of this disease, which has such a high epidemiological relevance.

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Collaborations:

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3 – final approval of the version to be published: Lara Bezerra de Oliveira, Luana Cristina Fernandes Eufrazio, Ana Paula de Carvalho Portela, Pedro Fredemir Palha and Amélia Nunes Sicsú.

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