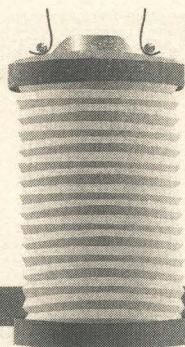


1st ICoHNE

International Congress on the
History of Nursing Education

NOVEMBER 28 - 30, 2019



5th Colloquium of the Brazilian
Academy of Nursing History
(ABRADHENF)

2nd Symposium of the Laboratory
for Nursing History Studies
(LAESHE)

RIBEIRÃO PRETO-SP, BRAZIL

Statement from Ribeirão Preto (Brazil) for Nursing History Education

Considering the organization of the *1st International Congress on the History of Nursing Education (ICoHNE)*, the *5th Colloquium of the Brazilian Academy of Nursing History (ABRADHENF)*, and the *2nd Symposium of the Laboratory for Nursing History Studies (LAESHE)* and its developments through the involvement of different leaders in the area of Nursing History from different countries, and participants of this event, the president of the event invited those leaders to build a collective voice our defense of Nursing History Education, using this event as a space for the dissemination and validation of the present statement.

The Global State of Nursing History Education

In 1917, the National League of Nursing Education in the United States implemented the first standardized curriculum in nursing. This initial curriculum shaped nursing curriculum globally, offering a model for other countries to adapt based on their own national priorities. However, the global nursing profession, as well as its curriculum, has evolved significantly over the past century.

Today, nursing curriculum in the U.S. is largely driven by the Commission on Collegiate Nursing Education (CCNE) and the National Council of State Boards of Nursing. Together, these organizations regulate what is taught and valued in nursing programs, and have left little room for the history of nursing. In 2001, the American Association for the History of Nursing published a position paper advocating for the inclusion of nursing history in graduate and undergraduate U.S. nursing curriculum. However, these recommendations remain unadopted, and the vast majority of nursing schools have completely removed nursing history from their curriculum.

In 2015, the Canadian Association for Schools of Nursing (CASN) identified nursing history as an essential component of foundational knowledge for baccalaureate education in its National Nursing Education Framework. This new framework prompted nursing leaders across the country to mandate the inclusion of nursing history into undergraduate curricula. However, there are few professors that are prepared, and limited teaching resources, available that are specific to the history of nursing in Canada. As a result, nurse historians have created new online resources about the history of Canadian nursing.

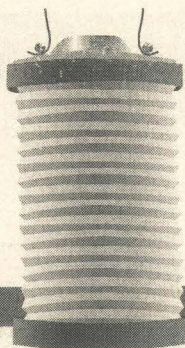
In Spain, there is much to do. An increasing number of educators have a greater preparation in the history of nursing and historical methodology, which has made history more universally attractive. However, in the Health Sciences, educators are not given enough time to teach history in the curriculum. Nurses have achieved many of their goals in history, but continue to fight for more recognition. It is essential that nurses know where they came from and where they are going. The history of nursing must be taught in its historical, anthropological, cultural, social and ideological context. In addition, the curriculum must be oriented to global, national, and local nursing history.

In Portugal, nursing history is present in undergraduate courses, in official nursing curricular programs, in optional curricular units, or in modules within larger curricular units. A common goal for nursing schools is that nursing students know and

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understand the history of nursing. This same goal is shared by national nurse historians, which make an important contribution to advising and developing research in nursing history at all levels.

In Brazil, the history of nursing education, strongly influenced by the Standard Curriculum for Schools of Nursing, has survived most of the Brazilian curriculum changes. Considering that resolutions for nursing education in Brazil were mandatory, nursing schools were required to teach nursing history. This demand, arising from a legal mandate, caused important deviations that has led to much criticism today.

Barriers to Integrating Nursing History in Curricula

In some areas of the world, nursing history is absent from the curriculum. The undergraduate and graduate nursing curriculum is heavily regulated and formed based on accreditation standards from several different organizations which provides standards for curriculum, evaluate the quality of nursing programs, and/or develop the examinations given to all graduating nurses and advanced practice nurses. Pressures from these and other stakeholders in nursing education leave little room for content in curriculum that is not mandated or prioritized by these stakeholders. As a result, important knowledge and education in the humanities, including the history of nursing, are often minimized or nearly absent from the curriculum. Some programs created courses about professional nursing, which may include historical perspectives, however it is not consistent.

When history is included, some educators focus solely on the influential ideas of Florence Nightingale or biographic historiography. Consequently, very few students are exposed to a broad overview of local or regional nursing history or are introduced to other nursing leaders. Faculty often have no experience in the area, are unfamiliar with conducting or using historical research, use antiquated data or references, or present the material without using engaging or creative teaching methods. These issues have limited the potential for engaging students in Nursing History, and the impact it can have on the nursing profession and identity.

Nursing graduates around the world will face challenges in the next decades as they respond to the complexities of healthcare and the knowledge explosion of the 21st century. Creative approaches will be necessary to enhance the student's cognitive flexibility and receptivity. While the debate continues concerning the technical elements that should be present in nursing education, the temptation to base curricular decisions on technical knowledge, overlooking the relevance of other elements, is short-sighted. Nurses in the 21st century will need more than science and technological skills; they will need a greater sensitivity to contextual variables and ambiguity if they are to critically evaluate the information they receive.

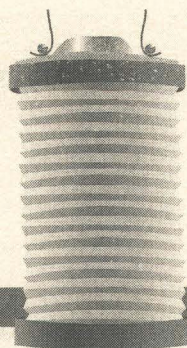
The Importance of Incorporating Nursing History into Curricula

In the twentieth century, objectivity was singularly valued; scientific research methods and evidenced-based practice were the only path to professional credibility. However, this philosophy may have silenced the artistic, "non-quantifiable" elements of nursing, critical to the healing process and nurse-patient relationship.

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Teaching students new ways of thinking about increasingly complex and new health care problems are critical to the future success of our profession, our patients, their families, and our communities. Reading history expands the students' knowledge base and promotes an understanding of the social and intellectual origins of the profession and helps students comprehend the context, meaning, and significance of the nursing profession and healthcare, and is a valuable tool to understand and address the complex cultural, anthropological, social and political struggles that students, patients, and colleagues experience in their daily lives.

The appreciation of nursing history teaching fosters self-appreciation in nursing, which has the potential to promote the retention of nursing students, because the lack of interest in the courses seems as worrying as the level of attrition. Local, regional, national, and international history is very important for the development of identities and a sense of belonging. The history of nursing fosters professional identity.

It is necessary to educate competent professionals who are also aware of the legacy of care in human history and the immense relevance of nursing within national health policies and the improvement of world health. Without teaching the history of nursing we may miss the opportunity to form leaders who will fight to advance this legacy. Nursing does not exist in an unpredictable vacuum. The social and ideological pressures that have shaped nursing in the past persist today in new forms. Today's challenges are not easily understood nor addressed in the absence of such insight. For example, today we are faced with yet another nursing shortage as in the 20th century, it can provide valuable lessons for addressing the current situation. This wealth of historical nursing knowledge should not be ignored; however, it will be largely forgotten unless conscious and coordinated effort is made to embed historical nursing content within nursing education curriculum.

Recommendations for the Teaching of the History of Nursing

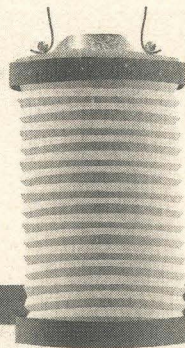
To support the strength of teaching history in nursing education, the scientific societies that signed this letter present the following recommendations:

1. The mandatory inclusion of nursing history and related competencies in the curricula of all undergraduate and graduate nursing programs,
2. In undergraduate programs, the teaching of history of nursing should include the history of care.
3. Considering the challenges regarding the recruitment and retention of students and the shortages of nursing in 21st century, we recommend that nursing history is included in undergraduate programs, with a minimum of 30 hours exclusively for this subject. The course should include a historical research project.
4. The history of nursing societies must be involved in the continuing education of professors through conferences, courses and other programming.
5. International networks connecting nurse historians must be constructed to exchange experiences and provide continuing education.

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6. At the graduate level, nursing historians must further the research and methods used in historical research, and involve nursing faculty with the results to initiate new discussions and explore new themes.
7. Creative methods must be incorporated into the teaching of nursing history. We recommend faculty support in the creation of engaging teaching methodologies and unconventional sources in conjunction with scholarly works. The students also must be encouraged to produce knowledge using these modalities. The use of technology, innovation and social media is recommended to expand the reach and impact of nursing history.
8. In countries with specialization, licensure, or undergraduate examinations, content related to the history of nursing should be included.

Including nursing history into the curriculum will allow us to educate rather than "train" our students. In so doing, we will give them a sense of professional identity, a useful methodological research skill, and a context for evaluating information. This international effort is a bold and important step towards a coordinated effort to integrate nursing history curriculum into schools of nursing around the world. Therefore, strengthening this discussion at an international level is critical.

Ribeirão Preto, Brazil, November 30, 2019.

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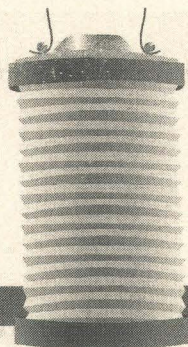
3rd Vice President of the Brazilian Academy of Nursing History (ABRADHENF).
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