

TEACHING IN SPACES OF UNCERTAINTY AND UNPREDICTABILITY: LOCAL NURSING PRACTICES

ATUAÇÃO DOCENTE EM ESPAÇOS DE INCERTEZAS E IMPREVISIBILIDADE: PRÁTICAS LOCAIS DE ENFERMAGEM

ACTUACIÓN DOCENTE EN ESPACIOS DE INCERTIDUMBRE E IMPREVISIBILIDAD: PRÁCTICAS LOCALES DE ENFERMERÍA

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How to cite this article: Whitaker MCO, Laperrière H, Camargo CL. Teaching in spaces of uncertainty and unpredictability: local nursing practices. *Rev baiana enferm.* 2023;37:e53319.

The world today is permeated by challenging scenarios such as climate change, environmental degradation, natural disasters, conflict zones and wars. In addition, there is an increase in social inequalities and poverty, as well as food insecurity and health crises, which require training of nurses strengthened in the preparation of future professionals committed to regional, national needs and global challenges.

According to the WHO¹, the number of nursing professionals in the world is estimated at 28 million professionals, which represents more than half of all health professionals. This contingent, although significant, is not enough to supply the deficit of this professional in the world market and points out the need to increase the number of undergraduate nursing students, especially in Africa, Southeast Asia, Eastern Mediterranean, Latin American countries. It should be noted that nurses must be prepared to act in line with important international agreements, such as the Sustainable Development Goals (SDGs) and the 2030 agenda, in an attempt to eradicate poverty and promote a dignified life for all, conditions that preserve the planet and enable quality of life for the next generations⁽¹⁻²⁾.

Nursing professionals develop their care practices for people in different age groups, families, groups and communities, who are healthy or affected by some disease in different environments and

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political-social contexts. The same happens in the training spaces for future professionals in the area and thus stand out among the different teaching spaces, communities and territories in a situation of social vulnerability, including those where the nurses and university professors live. There are also spaces characterized by fragility or absence of civil rights for equitable access to education, health, leisure, culture and work. Conditions that reflect the quality of life, well-being of individuals and community.

Thus, to provide opportunities for the training process of nursing students, in these scenarios of social vulnerability, is to plan the development of professional skills to work in health care, promotion, prevention and treatment of the disease, as well as in service management, both in teaching activities, extension, technological innovations and research.

Educational practices in communities allow the development of skills such as creation, innovation, communication and leadership to plan actions in scenarios of unpredictability, limitations and lack of control. Such situations cause the need for reorganization in the planning and goals that are unveiled by experiences in the communities⁽³⁾.

The experience of a group of nurses, active with more than 15 years of teaching, research and extension allow to affirm the potential that these activities in the field enable students. The experience of this group of professors at the School of Nursing of the *Universidade Federal da Bahia* - Brazil, combined with the experience of professors from the School of Nursing, Ottawa University - Canada, Brazilian students have the possibility to experience health practices aimed at *quilombola* and indigenous communities, respectively. These activities allow the recognition of the importance of knowledge exchange (popular, traditional and ancestral), shared through action, discussion and integration.

Quilombola communities are present in almost all Brazilian states with the highest concentration in Bahia, Maranhão, Minas Gerais and Pará. They are characterized by their organization, by the common use of their lands, by the sharing of subsistence activities, by the practices and use of traditional knowledge, by the majority formation of Afro-descendant peoples. Currently, these communities may be inserted in urban agglomerations, rural areas or geographically islets as some communities in the state of Bahia. Historically, they suffer from racism and are in conditions of social vulnerability with many families in extreme poverty and food insecurity. They are communities with great power of popular knowledge such as fishing, shellfish, navigation, embroidery, planting and harvesting, use of medicinal plants and environmental preservation through ancestral, cultural and artistic practices.

In 2012, the Idle no more movement made the world aware of the need to engage indigenous peoples in decision-making processes that concern them. In 2015, the Truth and Reconciliation Commission mandated government and teaching institutions (including Canadian nursing schools) to recognize the colonizing dimension of health and education policies that disregard ancestral knowledge and contexts of vulnerability imposed by colonial activities.

Thus, especially in the area of nursing, there is a government obligation to recognize that practices, even participatory and democratic practices, have the potential to create trauma in populations not identified as “vulnerable”, who wish to reappropriate the identity definitions and put in doubt the universalist policies, especially of centralist origin of the institutions that until then were considered infallible. Indigenous movements claim ancestral ways, such as the preservation of the territory as a form of health and environmental promotion. In this sense, the teaching of health education and health promotion should include health practices in culturally safe spaces and decolonization, which respond to the promotion of protection of indigenous territories.

In addition to these strengths, these fields of practice enable contact with aspects of unpredictability that require dexterity, sensitivity, listening and redirection of actions. decolonizing skills can be developed when experiencing aspects such as: logistical difficulty for access to the community, climatic variations, local celebrations and celebrations, routine work and leisure of the community, cultural and religious aspects; priority principles of life and desire of the local community. Considering the

SDGs, the 2030 agenda and the 2020 report on nursing teaching⁽¹⁻²⁾ for nursing graduation in territories where the planning and established goals suffer changes due to the unpredictability and instability of local circumstances can contribute to the training of future professionals who are attentive to the particularities of communities in social vulnerability, as citizens, and develop skills that respond to the global challenges of the millennium. The arduous task is also to decolonize the character of necessarily considering positive the concept of aid to populations considered needy⁽⁴⁾. This simplistic view hides a gentle benevolent movement of social and cultural integration, coming from above, or from the center to the periphery.

Collaborations:

- 1 – conception and planning of the project: Maria Carolina Ortiz Whitaker and Hélène Laperrière;
- 2 – analysis and interpretation of data: Maria Carolina Ortiz Whitaker and Hélène Laperrière;
- 3 – writing and/or critical review: Maria Carolina Ortiz Whitaker and Hélène Laperrière;
- 4 – approval of the final version: Maria Carolina Ortiz Whitaker, Hélène Laperrière and Climene Laura de Camargo.

Conflicts of interest

There are no conflicts of interest.

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Received: March 20, 2023

Approved: March 29, 2023

Published: June 12, 2023



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