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THE FORMATION OF HUMANISTIC VALUES IN THE PROFESSIONAL IDENTITY OF GRADUATES OF A GRADUATION NURSING COURSE

^{1,*}Maria Dyrce Dias Meira and ²Paulina Kurcgant

¹Nurse, PhD in Sciences, Professor and Researcher of the Master Program in Health Promotion at the Adventist University Center of São Paulo - UNASP – SP

²Nurse, Senior Professor, School of Nursing, University of São Paulo – EEUSP

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ABSTRACT

Introduction: nurses' training focused on integral care, linked to health care policies and the development of the capacity to "learn to learn" in the technical-scientific, socio-educational and ethical-political dimensions, has been a great challenge for educational institutions.

Objective: identify the influence of training based on humanistic values in the development of the professional identity of the nurse.

Methodology: Case study developed in a qualitative approach with assistance units represented by 19 graduates, who concluded their studies in 2007 and were inserted in the labor market in different contexts. Semi-structured interviews were carried out, which were submitted to Thematic Analysis techniques according to Bardin.

Results: upon the evaluation of the training against the demands of the health services, three categories emerged: "Humanistic values as a positive differential for integral care"; "The teacher as a reference" and "The recognition of the labor market".

Conclusion: the study allowed the understanding that, for integral care, the development of competences during graduation should be permeated by humanistic values. It should also be noted that the recognition by the graduates of the influence of this approach on the development of the professional identity of the nurse demonstrates the importance of working these values during the training.

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INTRODUCTION

The ideology that permeates the educational Nursing system in Brazil has, as a paradigm, a training focused on the integral care of the human being, and for that, the strategies for the construction of a teaching program need to be rethought and realigned to the reality of professional practice of nurses. Thus, according to this paradigm (Brazil, 2001), educational institutions should promote learning in a direction enabling to develop, in the student, the competences defined by the National Curricular Guidelines (DCN). Mueller (2017, p. 1) defends the thesis that "education in general has been

***Corresponding author: Maria Dyrce Dias Meira,** Nurse, PhD in Sciences, Professor and Researcher of the Master Program in Health Promotion at the Adventist University Center of São Paulo - UNASP – SP.

historically transformed and minimized to a set of skills and competences exclusively necessary to obtain a job and that, consequently, is losing its primary function in terms of human formation". Della Fonte (2014) problematizes the human formation from a postmodern educational perspective and proposes critical pedagogical formulations in a humanistic conception, gaining visibility and prevalence so that it can overcome the trend of market education that overlaps. Gracia-Calandin and Gozávez, (2016), list the values they consider important to be worked through during the educational process: meaningful freedom; responsibility; equality complemented by differences; solidarity and respect on the basis of reciprocal recognition. They defend that justice is the supreme value that must permeate all others and guide actions based on educational ethics. The training of nurses focused on integral care, articulated to health care policies, which develops the capacity to "learn to learn" according to the

technical-scientific, socio-educational and ethical-political dimensions, has been a great challenge for educational institutions. The Nursing course, scenario of this study has the mission: "To promote the development of the student in his/her integral potentialities as being healthy, enabling him/her to the care in Nursing" (Centro Universitário. 2010, p.25). In this direction, two aspects in the pedagogical guidelines that address the educational process of the course stand out. The former defends that "it is imperative to identify ideological and market trends, since contemporaneity, with intense changes in social, political and economic scenarios, interfere with professional profiles and may offer risks and opportunities to future graduates". The second proposes that "contents of spiritual, ethical-moral formation and citizenship must permeate all semesters of the courses" (Centro Universitário... 2010, p. 26) and Knight (2001, p.239), warns about the applicability of ideologies and proposes to educators to question whether the activities intended for teaching and learning practiced in the everyday classroom will have positive effects on the character formation of students, and still, if the formal and informal aspects of the adopted curriculum include space for the development of values.

The curriculum conception, defended by Silva (2005, p. 147) goes beyond the composition of a discipline grid. The curriculum, in a post-critical approach, is the identity of the course and "a political territory," or even "A space of power." As such, it covers multiple aspects, involving all the protagonist actors of the educational process, as well as all initiatives and physical spaces that directly or indirectly influence its targeting. In this sense, Maia (2004, p.103) states that "the curriculum is a social construction of the school, an instrument by which it delimits the space where teaching and learning experiences will occur, viewing the formation process". In these conceptions of curriculum, one perceives a nucleus that allows to the educational institutions to prioritize, intentionally, the inclusion of the formation of values in the curricular structure. The present study, when proposing to analyze the perception of graduates entering the labor market, on the aspects that influenced their professional identity, started from the premise that, because they experienced the educational process during the training, as well as their applicability in the daily life, it could point, with greater property, to the contribution of values formation in professional practice. Thus, this study aims to "identify the influence of an academic formation based on humanistic values in the development of the professional identity of the nurse".

MATERIALS AND METHODS

A qualitative, descriptive and exploratory research that works with the universe of meanings, motives, aspirations, beliefs, values and attitudes of the universe researched (Minayo, 2008). The Case Study method was adopted, with units incorporated represented by 19 professionals graduated in 2007 and inserted in the labor market, selected in an intentional sampling, of spontaneous adhesion. The study was approved by the Research Ethics Committee of the University of São Paulo School of Nursing. Case n° 804/2009/CEP-EEUSP. The interviews were conducted using a semi-structured script with the following guiding questions: "Today, working in the market, as a professional nurse, how do you evaluate your training?" And "Describe a situation experienced by you, when performing the activities, as a professional, in

which the training institution is very present, that is, whose performance / decision has been influenced by the formation process". The data were processed based on the Bardin (2011) Thematic Analysis technique that identified Meaning Units in the transcribed discourses allowing the composition of three categories. The discursive content was based on the presuppositions of the DCN (Brazil, 2001) and the Pedagogical Project of the Course, which, based on the biblical-Christian worldview, defends humanized care as an essential element in the formation of the professional identity of the graduated nurse.

RESULTS AND DISCUSSION

The sample consisted of four male and 15 female students, with an average of one to two years of professional practice, distributed in several health services: eight in Primary Care; 14 in hospital care and in "Home Care" and three in the area of technical education. It should be noted that six of them had worked in more than one area. When evaluating the academic formation experienced in front of the demands of the different health services where they were inserted, they highlighted in their speeches the relevant aspects that constituted the Meaning Units presented in the three categories of the present study.

Category 1 - The formation of humanistic values as a differential for integral care

Care, as the nurse's object of work, in its historical context, cannot be understood apart from the values that are inherent to it. In other words, there is no way to dissociate "care" from "humanistic values". Human care is referred as an ethical attitude and understood as a way of living in which human beings try to harmonize their desires for their own well-being, in relation to their own acts, in function of the well-being of third parts (Waldow, 1998). On the other hand, ethics, as a principle that makes life possible in the society, is guided by "praxis" and involves subjective values and goals concretized in daily life as guides of individual actions that, in turn, impact on the collective (Rosa and Giomette, 2016). The following discourses were chosen, among others, by expressing the contribution of a formation based on values that constituted the confessional philosophy adopted by the institution, scenario of this study. It is worth highlighting the recognition of graduates that this course differential had a positive impact on their academic training and the performance of their professional activities, both in the direct care to the patient, as in the indirect one.

The great differential of course is that it does not prepare you only theoretically, it prepares you emotionally. It works the spiritual part along with the mental part, so as to turn the student better than when he entered. During the course the student will also work with his emotional, to leave from there as a balanced professional, that does not see only the disease, but that looks at the human being as a whole. (E2)

In the research conducted by Nascimento *et al.* (2016) about the integrality of nursing care, including the patient's spirituality dimension, the authors have identified that the lack of knowledge that comes from the academic formation process consists in one of the difficulties of nurses to deal with these needs and to provide adequate care.

We perceive in the course, the importance that is given to the person, the humanistic vision, something that you do not see in other institutions that do not have Christian philosophy, identify the needs of the person, trying to analyze in a more human way, with more love, with more attention, looking towards spiritual need, physical need, respectful care, with love and with affection. (E4)

It is also seen, underlying these discourses, that the graduates understood that care involves a "holistic" view of the human being. They testified that, as students, they received support to broaden the way of seeing the patient, beyond the physical needs revealing the understanding of what it means by "care" for the human being in all its essence, having integrality as the guiding axis of the formation process (Machado *et al.*, 2007).

An outstanding differential, is to take care of human beings with a special feeling with a more spiritual level. Those who graduated from the course learned how to treat people and respect their individuality and completeness. (E7)

The differential had been in the psychiatry part that we had a very good background in the clinic that we did internship. We have the human part, the next. The academic care ends up getting different, not just mechanical. We see much more the emotional and spiritual aspects. (E19)

In this direction, Kuntze (2010, p. 200) registers the influence of the institutional vocation as a differential in the formation of competent nursing professionals that appreciate humanistic values for integral care. For this author, the spiritual substratum of each student, when stimulated and reinforced by curricular activities and by the substratum in what is called 'hidden curriculum', subsidizes formation to contemplate the physical, emotional, social and spiritual dimensions. In the two discourses that follow, the egresses refer to situations that they experienced and in which they recognized, the direct influence of the educational institution, in the decision-making process of the nurse.

At least I have learned to never leave the relative aside not knowing what is happening to the patient. I let him get in all instances, to see the child. I always do that. And, I see this was something I learned in my school. (E13) There was a postpartum woman who suffered an abortion and she was very depressed, with a lot of remorse... And most people were only criticizing and judging her. I realized that at that moment she did not need anyone to criticize or to judge her, I'm not God... We learned that on our graduation. Our school does not see the human being in the physical part only, you also try to interact taking in consideration the emotional part. I talked to her about God and suggested that she ask for forgiveness, since He is the only one who can judge and forgive her. (E14)

Although they have shown love and respect for the patient, there is a weakness in the lines of discourse regarding the formation of ethical-political competencies. In general, nursing still needs to move in this direction, as problems of this nature involve higher instances and structural aspects for less punctual and for more definitive and effective solutions (Meira and Kurcgant, 2013). In the speeches, below, it is remarked that graduates recognized the relationship between professional performance and the training process. They considered that, as students, they had the opportunity to widen

their gaze towards an integral care for quality assistance to patients and families. Esperidião and Munari (2005) mention that there is no guarantee of integral care without involving the entire team and without making use of humanistic values as a tool to aid administrative behavior.

The course contributed a great deal, mainly in administrative training. In the matter of managing itself. Dealing with subordinates, with technicians, with bureaucratic parties, helped a lot in the matter of posture, decision issues, being fair of not taking sides. (E12)

We have to manage and conquer all this team, and many times we are faced with many problems... Our role is totally different, is to help, is to observe, to be together, to form a family for the sake of wellness, with the purpose of helping the patient... (E15)

Suárez *et al.* (2017) emphasize that academic formation must be based on subjective relations, in which human inter subjectivity and self-reflexivity aim at the search for scientific truths in the relational space characteristic of human beings.

Category 2 - The teacher as a reference

By pointing the teacher as a reference, the graduates outline in their speeches the responsibility attributed to the teachers' attitudes and that they appear in the involvement and competence of the teacher. Perissé (2004) argues that the teacher needs to be consistent in carrying out his / her activities in teaching, transforming the student into the person he/she wants to be. Even the simplest actions, such as listening to the student and valuing the doubt, when he expresses it or not, can make all the difference in the intended formation. The main didactic instrument of teachers is dialogue and coherence. By letting his principles and his "intelligent doubts" appear in the way he conducts his classes and relates himself to the student, the teacher provides a space of freedom for the student to develop self-knowledge, helping him to better define the heading of his formation. Zavala (2017) argues that teachers should invest permanently in their formation process, proposing collective reflections based on practice, understanding these practices and the structural conditions in which they occur. It also emphasizes that the teacher must be aware of his limitations so that changes can be made for professional growth. In the egress narrative that follows, he exposes the relational inefficiency of some teachers.

The teachers had to be more empathetic. Several teachers arrived from duty tired, stressed, they lacked patience, had no time to exchange experience and to exchange ideas with the student in a more informal way. It was a very cold relationship, we leave college and have no reference to seek help, exchange experience or ask for guidance. We lack interaction, dialogue and sympathy. (E5).

Even considering the subjectivity of the discourse of this egress it becomes evident, with great objectivity, the need of the student to have the teacher as a reference. It is evident that the student needs the teacher's support so that he can affirm himself as a professional. In this case, he understands that the true master is one who also learns and grows, when he allows the dialogue to be the mediator of the pedagogical relationship (Perissé, 2004).

The course offers a rich, fully satisfying curriculum with good teachers. Teachers offer a broad knowledge, a more holistic view, in relation to the patients and the professional path itself.

The course provides a secure foundation. (E7) The teachers were all well-respected, updated, all were very good, all had good titles, but besides the titles they had that special attention by the student, they gave good, well-structured classes. They gave you an incentive to seek not only what was given in the classroom, but also outside. (E9)

Another aspect that transpires in the speeches, and that deserves to be highlighted, is about the teacher training that demands constant updating. Tyagi and Misra (2017: p.17883) state that "the continuous professional development of in-service teachers is vital to quality education."

The way teachers approach us and teach us, turns us to have a difference of respect, ethics, posture and even education... Because teachers teach us how we have to behave and how we can be a differentiated professional with ethics and respect (E18).

Since teachers face the most diverse working conditions in their professionalization, the starting point must be to face reality in order to adapt their knowledge (Leonello and Oliveira, 2014). The technical-scientific and pedagogical domain of the teacher makes the student feel safe and motivated to go in the same direction (Perissé, 2004).

Category 3 - Recognition by the labor market

The graduates express themselves on the employers' recognition of the differential, which represents these values identified in the professionals who were trained in this perspective. This recognition reinforces the importance of prioritizing the development of humanistic values as the ethical foundation of the profession in educational planning (Marta *et al.*, 2014).

I am proud to have attended Nursing course in... (Name of institution). It is a differentiated formation, it is a more globalized vision. It has a more social, psychological, and physical vision and manages to globalize care in a better way, not in a single way. (E15)

Graduation was the root of my professional life today, as a teacher. I thought it was worth it. In a selective process, I was told that I was chosen because I graduated from (course name). (E17)

I see my graduation as being above what we observe among colleagues graduated from other schools. It excels in the job market. (E19)

Some participants reported that this sense of "belonging" influenced, in many ways, their professional identity directly impacting on the care they provided.

Final considerations

The analysis and discussion of the categories of the study allowed us to understand why the formation of humanistic-Christian values during the educational process is a positive

aspect that makes a difference in the care that the nurse provides to the individual, family and community in the different contexts of professional practice. It is presumed that the development of technical-scientific, socio-educational and ethical-political skills in graduation cannot dispense with the presence of these values or the formation of the professional identity of the nurse. It is also worth noting that the recognition by the student of the importance of humanistic values formation during the educational process stimulates meaningful learning with practical applications in the daily work.

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