



QUALITATIVE ORIGINAL ARTICLE

HUMANIST AND INCLUSIVE TRAINING IN HEALTH TECHNOLOGY FROM MEDICAL EDUCATION

LA FORMACIÓN HUMANISTA E INCLUSIVA EN TECNOLOGÍA DE LA SALUD DESDE LA EDUCACIÓN MÉDICA

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ABSTRACT

Introduction: nowadays, the accelerated development of scientific knowledge and the demands of the new generations, becomes an important element in the transformation of scientific production, renewing the social direction of Medical Education. Therefore it is necessary to train professionals in Health Technology who master the creations of the scientific-technological civilization from a humanistic and inclusive conception. *Objective:* to analyze humanistic and inclusive training in Health Technology, in the context of universalization, from Medical Education. *Development:* consequently, with the challenges that Medical Education postures today when dealing with what refers to humanistic and inclusive training by different authors of national and international studies, it led to the definition of humanistic and inclusive training in Health Technology. *Conclusions:* the systematization made referring towards the need to provide a humanistic and inclusive education, allowed to establish an approach in the theoretical referents that sustain the theme, focused on health technology professionals where they develop their work focused on the context of universalization from Medical Education.

Keywords: *humanist, medical education, inclusive*



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RESUMEN

Introducción: en la actualidad, el acelerado desarrollo del conocimiento científico y las exigencias de las nuevas generaciones, se convierte en un elemento importante en la transformación de la producción científica, al renovarse el encargo social de la Educación Médica. Por ello se hace necesario formar profesionales en Tecnología de la Salud que dominen las creaciones de la civilización científico-tecnológica desde una concepción humanista e inclusiva. **Objetivo:** analizar la formación humanista e inclusiva en Tecnología de la Salud, en el contexto de la universalización, desde la Educación Médica. **Desarrollo:** en consecuencia, con los retos que hoy se plantea la Educación Médica, al abordar lo referido a la formación humanista e inclusiva por diferentes autores de estudios internacionales y nacionales, conllevó a la definición de formación humanista e inclusiva en Tecnología de la Salud. **Conclusiones:** la sistematización realizada referida a la necesidad de brindar una formación humanista e inclusiva, permitió establecer un acercamiento en los referentes teóricos que sustentan el tema, centrado en los profesionales de tecnología de la Salud donde desarrollen su trabajo centrado en el contexto de la universalización desde la Educación Médica.

Palabras clave: *humanista, educación médica, inclusiva*

INTRODUCTION

At present, with the accelerated development of scientific knowledge and the demands of the new generations, the transformation of scientific production becomes an important element, as the social demand of Medical Education (ME) is renewed. That is why it is necessary to train professionals in Health Technology (HT) who master the formation of the scientific-technological civilization from a humanistic and inclusive conception. The new role of knowledge is induced to deep transformations, key to launch the necessary processes in meeting the challenges of the current world.

The new vision of Higher Education (HE) requires that the demands of the universality of higher learning be combined with the imperative of greater relevance to respond to the expectations of the society in which it operates. There are aspects that determine the strategic position of the HE in contemporary society and its internal functioning. They are: relevance, quality and internationalization.^(1, 2)

The ME has its own characteristics, seen from different dimensions. In the first place, determined by its general requirement, proposed to every university facing the global process; secondly, because of its insertion in a social project that marks differences when proposing the construction of a type of society; thirdly, due to the specific nature of the disciplines and occupations of this field of health, which tend towards a common commitment with every Cuban university, but still also their differences.⁽³⁾

The professionals in HT are called today, to promote, as an inseparable part of their training process, the deepening of the humanistic and inclusive aspects as part of the personal and social development of present and future generations, based on a deep theoretical knowledge of the profession, as well as its human virtues.

The objective of this publication is to analyze humanistic and inclusive training in Health Technology in the context of universalization from Medical Education.

DEVELOPMENT

To get closer to the humanistic and inclusive education that is defended in this publication, it is necessary to deepen the theoretical referents that sustain it in the context of universalization from the ME.

Humanism is an attitude that refers to the dignity and value of the person. One of its basic principles is determined by seeing people as rational beings who possess in themselves the ability to find the truth and



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practice moral. As a vision of man and culture, it develops during the Renaissance and coincides with the transition to a new professional formation, facing increasingly growing challenges in the scientific-technological civilization from a humanistic and inclusive conception.

Humanism is presented as a trend in the analysis of man, his right to happiness, freedom and full development of their abilities. This conception and projection with respect to the real man have depended from the times of the class struggles, in every concrete historical situation. ⁽⁴⁾

From this perspective, the ME defends the qualitatively new humanism, whose theoretical basis is the Marxist-Leninist philosophy, where the man and his vision of freedom is in the scientific-technological emancipation of the professionals of HT, for the construction of a nondiscriminatory society on the basis of a truly human and inclusive relationship.

The foregoing, leads to insist on the authentic application of guidance in training processes, in recognizing the origins of humanism and from a materialist dialectical position, look for the positive, all of which allow a humanistic and inclusive formation in the context of universalization from ME.

The analysis of the humanistic conception, based on the theoretical referents of the Cuban ME, allows the authors to identify a humanistic educational ideal in the formative processes, having as a main figure the man, determined from the following thoughts:

- Man must be characterized by a deep human sense
- Have a unique understanding and projection in decision making, taking into account the culture and values
- Consider the formation of man from the mental and moral position
- Need to teach to think, to create, to exercise the mind, as well as to work independently
- Feel identified with the profession and take on the social task for which they are trained
- Contribute to the continuous improvement of the group of students that he leads, of his knowledge, skills, abilities and aptitudes to play the social role that corresponds to him, at work and civic life
- Feel professionally identified with their career; what constitutes a fundamental element in the training of the health technologist, because it provides the scientific and technological elements necessary for him, as a future professional.

All this educational thought has as its fundamental basis and José Martí resumed since the beginning of the revolutionary process and reinforced by Fidel Castro Ruz in the role of education in the creation of a man with ethical principles capable of creating a conscience with a deep sense of organization, discipline and responsibility.

This research considers theoretical references of researchers that are of extraordinary importance for the proposal of the humanistic and inclusive formation in HT, when posing as regularity: "The humanist component (...) is an indicator of the degree of concreteness that humanism has as a philosophical conception and as an ideological position (which in Cuba has Martí and Marxist content in the materialist dialectical conception of the world), which in Cuban society expresses the interests of the broad working masses in the power." ⁽⁵⁾

"... Love and humanism, without knowledge and skills, cannot transform the environment and guarantee the basic needs of man for his survival and perpetuation". ⁽⁶⁾

That is why, the conception of a humanistic and inclusive formation is a revelation of the Marxist-Martian-Fidelist humanism, which centers on man and his full realization by preparing him as an active element in the solution of



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problems, from the unity of the cognitive and the affective, by involving them in the training processes in HT, from the ME, as a result of the professional and human improvement.

From these reflections, the need for the independent activity of HT professionals in training, the exercise of continuous and permanent criticism, their relationship with life, their scientific-technological production, social contextualization and debate, is valued. Enough elements to provoke the motivation and effective social reflection in the transformation of the formative processes.

An indicator to be taken into account in the success of the humanistic and inclusive formation in HT from the ME, is not only to promote better living conditions that allow them to develop potential, but to be able to defend their ideals, to cultivate the results objectives of their past experience, with which they confront the dissimilar problems that result from the scientific-technical transformations in function of the social transformation.

From this position, the authors consider that the diagnosis of a certain reality allows to establish the problem and translate it to human needs, where besides the contents, methods, means and ways of organizing the training processes from the ME, there is the need to discover the ways of projecting values, creating a human development in health technologists, based on the relationships they establish with the socio-cultural context and the humanistic character of professional training.

Ávila defines vocational training as: "(...) a process through which the subject can travel throughout the pedagogical field, as a social phenomenon that includes the learning of knowledge, skills and values in correspondence with the profession and with the demands that society carries out this, in each concrete historical moment."⁽⁷⁾

The successful training of this professional is focused on seeing it as a bio psychosocial being as a center of discussion and concern, as it constitutes a problem that responds to the demands of social development, in which the active and creative role of the subjective factor increases more and more. One of the essential purposes of the ME is to train a professional with principles and values that allow him to face the complex situations, assimilate the changes and look for correct solutions to the complex problems of the contemporary world.^(8, 9)

On professional training, Ercilla and Batista pose: "Professional values are understood as those qualities of the professional personality that express social meanings of human resizing, and that are manifested in relation to professional work and modes of action. Professional values are nothing more than human values contextualized and directed towards the profession. Their meanings are related to universal requirements and particular to the profession. Professional values are, in turn, features of the professional personality and contribute to defining a conception and integral sense of the profession".⁽¹⁰⁾

In relation to the points of view of these authors, it is considered of great importance the values in the initial formation of the HT and its significance for their professional performance in the different scenarios. Achieve a scientific-technological training that provides the necessary knowledge to perform with the current required in solving the professional problems that may be faced; establishing a dialectical interrelation between the socio-political and the technological-scientific.^(11, 12, 13)

Education in values as an essential aspect, from the humanist approach, must be in dynamic relationship with reality and the problems with which they live, taking into account the social context in which they develop and in accordance with the demands of social transformations. The process of education in values is expressed in the professional performance of the HT; with which it becomes necessary, then, to train them in the solution to professional problems and seek the approach to professionalization. The scientific-technical advances lead to challenges that are imposed on the education of the new generation; so the initial training of a HT with high levels of professionalism demands is required.⁽¹⁴⁾



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After the systematization process carried out, the authors verified that the humanistic and inclusive training in Health Technology should be understood as: a concrete action in correspondence with the sense of duty before oneself and society, in the domain of scientific activity- technical, which is capable of promoting alternative thought, reflective, that reinforce education in values by taking into account the social context in which they are developed and in accordance with the demands of social transformations, approached from a humanistic and inclusive conception, sustained its action in the application of knowledge, skills and values where its identity and culture are respected.

In this new definition, the actions of humanistic and inclusive training in HT professionals are reinforced from the contextualization of ME.

The authors consider as an ideal professional, the one who travels throughout the pedagogical field, as a social phenomenon that includes the learning of knowledge, skills, values, in correspondence with the profession and with the demands of society towards it, in each concrete historical moment.

In the previous definition, the interrelation between values and the demands of society is expressed, the humanistic and inclusive formation of man is expressed as the main goal in health technologists. Medical Education must be characterized by training capable, sensitive professionals that allow them to develop actions that meet their human and clinical needs.

The author's value from this position, the need for a humanistic-clinical integration and an indissoluble patient-family-professional relationship of Health Technology, which contributes to the strengthening of sensitivity, spirituality, values and convictions based on a dialectical-materialist conception directed to the integrality of scientific knowledge.

CONCLUSIONS

The systematization carried out on authors who have come close to humanism, allowed us to analyze the need to provide a humanistic and inclusive education, focused on the professionals of Health Technology where they develop their work in the context of universalization from Medical Education, which entailed to the definition of humanistic and inclusive education in Health Technology, as well as the humanistic educational ideal in the formative processes.

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