
CONSIDERATIONS ON THE HUMAN DIMENSION IN A NURSING UNDERGRADUATE COURSE

Sandra Fogaça Rosa Ribeiro¹

Faculty of Human Sciences/Federal University of Grande Dourados, Brazil.

Eliaana de Fátima Catussi Pinheiro

State University of Northern Paraná, Brazil.

Cátia Paranhos Martins

Federal University of Grande Dourados, Brazil.

Adriano Rodrigues Ruiz

University of Oeste Paulista, Brazil.

ABSTRACT. Health care is the main goal in an Undergraduate Nursing Course, extending health beyond biological body care. Thus, the objective of this study was to analyze the conception of human dimension according to the professors and the Political-Pedagogical Project of a public college, located in a city the Northern State of Paraná. The research was qualitative. The participants of the research were 13 professors of the Nursing course of the studied institution. Semi-structured interviews and documentary analysis were used as collection instruments. Analysis and interpretation of the data were performed from the interdisciplinary theoretical reference, articulating knowledge of Collective Health, Social Psychology and Education, in order to express the human dimension through these lenses, allowing to perceive the specificity of the phenomena studied and its relations with the educational situation. The results were presented in five categories: Relationship Political-Pedagogical Project and activities developed, Interpersonal Relations in the teaching-learning process, Interpersonal relations in the approaches between teaching and services, Interactions among professors, Human dimension. Human dimension was conceived as a priority; however, the lack of integration among professors, a dissociated understanding of the human and technical aspects of training, and suboptimal conditions prevented their potentialization.

Keywords: Humanization of assistance; nursing education; health services.

CONSIDERAÇÕES SOBRE A DIMENSÃO HUMANA NO CURSO DE GRADUAÇÃO EM ENFERMAGEM

RESUMO. O cuidado em saúde é a principal tarefa a que se destina um Curso de Graduação em Enfermagem, ampliando a saúde para além de cuidados ao corpo biológico. Dessa forma, o objetivo deste estudo foi analisar a concepção de dimensão humana segundo os professores e o Projeto Político-Pedagógico de uma instituição de ensino superior pública, localizada numa cidade no norte do Paraná. A pesquisa foi de caráter qualitativo. Os participantes da pesquisa foram 13 docentes do curso de Enfermagem da instituição pesquisada. Como instrumentos de coleta utilizou-se uma entrevista semiestruturada e análise documental. A análise e interpretação dos dados foram realizadas a partir do referencial teórico interdisciplinar articulando conhecimentos da Saúde Coletiva, Psicologia Social e Educação, procurando explicitar a dimensão humana por meio dessas lentes, permitindo perceber a especificidade dos fenômenos estudados e suas relações com a situação educacional. Os resultados foram apresentados por meio de cinco categorias: Relação Projeto Político-Pedagógico e atividades desenvolvidas, Relações Interpessoais no processo ensino-aprendizagem, Relações interpessoais nas aproximações entre ensino e serviços, Interações entre os professores, Dimensão humana. A dimensão humana foi concebida como uma prioridade, entretanto, a falta de integração entre os professores, compreensão dissociada entre os aspectos humanos e técnicos da formação e as condições de trabalho aquém do necessário desfavoreciam a sua potencialização.

Palavras-chave: Humanização da assistência; formação em enfermagem; serviços de saúde.

¹ E-mail: sandrafogacarr@gmail.com

CONSIDERACIONES SOBRE LA DIMENSIÓN HUMANA EN UN CURSO DE ENFERMERÍA

RESUMEN. El cuidado de la salud es la principal tarea que se destina un Curso de Graduación en Enfermería, ampliando de la atención de salud más allá del cuerpo biológico. Por lo tanto, el objetivo de este estudio fue analizar la concepción de la dimensión humana de acuerdo con los profesores y el Proyecto Político-Pedagógico de una institución pública de la educación superior pública, ubicada en una ciudad del norte de Paraná. La investigación fue de carácter cualitativo. Los participantes de la investigación fueron trece estudiantes del curso de Enfermería de la institución de investigación. Como instrumento de recolección se utilizaron un análisis de la entrevista semiestructurada y el análisis documental. El examen e interpretación de las informaciones se produjeron a partir del referencial teórico interdisciplinar articulando los conocimientos de la salud general, Psicología Social y Educación, el intento de clarificar la dimensión humana por medio de estas lentes, permitiendo percibirse la especificidad de los fenómenos estudiados y su relación con la situación educativa. Se presentaron los resultados por medio de cinco categorías: Relación de Proyecto Político Pedagógico y las actividades desarrolladas, Relaciones interpersonales en el proceso de la enseñanza-aprendizaje, Relaciones interpersonales en las aproximaciones entre la enseñanza y servicios, Interacciones entre los profesores y Dimensión humana. La dimensión humana fue concebida como una prioridad, no obstante, la falta de integración entre los profesores, comprensión disociada entre los aspectos humanos y técnicos de la formación y las condiciones de trabajo debajo de lo necesario desfavorecerían a su potenciación.

Palabras-clave: Humanización de la atención; educación en enfermería; servicios de salud.

Introduction

Health care is the main task in an Undergraduate Nursing course. In Brazil, the health of individuals and communities is a right guaranteed by the State and is under construction since the Constitution of 1988. The principles and standards that compose the Unified Health System (SUS in Portuguese) support the development of people's social and subjective aspects in their uniqueness, expanding health care beyond the biological body (Ministério da Saúde, 2008).

The National Curriculum Guidelines that guide the Nursing Undergraduate courses state that the training of these professionals should emphasize the principles of SUS – integrality of attention, quality and humanization of care – considering them as structuring axes of the profession (Ministério de Educação e Cultura Brasil, 2001). Despite the time elapsed since the adoption of the resolution, the implementation of the training of health professionals, including nurses, is still under construction. Initiatives and partnerships of the Ministries of Education and Health seek to enhance the relationship between university, health services and community. In this context, programs were created, "VER-SUS" among them, with the aim of preparing future professionals to work in the area of public health, including the humanizing character, through specific policies (Borges, Figueiredo, Carli, & Bomfim, 2016).

In this sense, the issue assessed in this research was whether the academic activities envisaged in the Political-Pedagogical Project, developed in an undergraduate nursing course, provide subsidies for the humanization of the services, relationships and health practices. The objective of the study was to analyze the notion of human dimension according to the professors and the Political-Pedagogical Project of a public college, located in a city in the Northern State of Paraná.

Since the 2000s, SUS sought to disseminate and conduct actions toward the humanization of the system, through programs, prizes and regulations, aiming to improve the quality of health care, focusing mainly on the relationship between users and health professionals. Currently, the National Policy of Humanization (NPH) – HumanizaSUS – stands out with the proposal of changes in the care and the management of the services offered to the population (Ministério da Saúde, 2014; Campos, Cunha, & Figueiredo, 2013; Ohira, 2012; Ribeiro, 2011), establishing humanization as:

... the valuation of the various participants involved in the process of health promotion: users, workers and managers. The values that guide this policy are the autonomy and the protagonism of

the participants, the co-responsibility between them, the establishment of ties of solidarity, the construction of cooperation networks and the collective participation in the management process (Ministério da Saúde, 2008, p. 8).

The valuation of social and subjective issues in expanding the health care and the democratization of relations, practices and services comprise the structuring axes of the National Policy of Humanization. From the National Curriculum Guidelines and the HumanizaSUS, we assessed the context of the human dimension in a Nursing Undergraduate course, and to do so, the discussion on the conceptions related to human existence were instrumental. An interdisciplinary theoretical basis was applied, linking knowledge of Collective Health, Social Psychology and Education, pointing out the process of humanization in the educational context, specifically in the area of nursing, from the point of view of public policies. Thus, the concept of human dimension was understood in a transcendent perspective, from the objective, subjective and trans-subjective dimensions, through concrete mediations of the individuals with the world, their gestures and marks, with themselves and with others (Codo, Sampaio, & Hitomi, 1993).

In a social perspective, Codo et al. (1993, p. 67) state that “sociability only establishes its existence from the interrelation between humans and, afterwards, of humans with themselves”. This statement points out the enmeshed constitution of humans and society, as the individual and the social movement are connected through work, a human and concrete activity. In this perspective, student and professor are constituted and reconstituted through the educational work, in which both weave a steady and dialectic relation with society, where are inserted the university and the public health policies (Codo, 2010). Both should walk together, because it is necessary to bring teaching closer to the reality of these professionals, in order to achieve a mutual and multiple realization – professors, teaching staff and community – with the aim of promoting human existence, social act that is achieved through the work developed by the links of social collaboration present in the process of production of health (Antunes, 2011). This is the essence of health care, the production of health for oneself and for others, and also the co-construction of the ability of reflection and action that generates governability to the participants involved in these processes: workers – trained and in training professionals – and users (Campos et al., 2013). To conduct the training process in this sense, it is necessary that participants become re-creators of the world, abandoning the passive condition of receivers of information and assuming an active role; a form of misguided education, in which knowledge is supposedly deposited, should be left aside, the “bank education”, which must be overcome by a “liberating education”, where the apprentices are autonomous participants (Freire, 2007). The fact is, as human beings, conviviality is essential, requiring that education becomes also “humanizing”, valuing the interpersonal relations and the questions about what is done and for what it is done.

Returning to Codo et al. (1993, p. 75), the construction of human existence occurs in an inter-dependency: “The existence, mine, the others’, the others’ in me and mine in them; in other words, inter-dependency and cooperation”. This interrelation enables one’s sociability, constituting one as a human being. This existence of humans is different from the animals due to its transcendence, marking its uniqueness in this exercise, and from the possibility of objective expression of the subjectivity, one is distinguished from the other. The survival depends on the development of three elements: language, work and cooperation, pointing to their correlation in the process of individualization (Codo et al., 1993; Codo, 2010). To the authors that reference this discussion, language is the way of humans to intervene in each other. The work characterizes the history of individuals, their activity in the world, and expresses the relationship of singular sociability, mediated by the relationships of production. Cooperation is the circumstantial synchrony of past and future, the human being is a vast composition of all its peers. Freire (2007) corroborates these ideas, pointing out that action as praxis implies action and reflection on the world in order to transform it. This understanding of humanization, as a constant production, is aligned with the National Policy of Humanization of SUS, enabling the training based on the institutional democracy, the expanded clinic and the active participation of the community in the attention to and management of SUS (Ministério da Saúde, 2008).

However, health care, as others, results from the production of goods, with the purpose of exchanging values, centered in capital, as much as any other industrialized productive process

(Antunes, 2011). Thus, it is possible to understand that the labor force in health promotion, even though immaterial, presents excluding mechanisms that can transform workers into mere parts of a game. The neoliberal economic system engenders ideological actions, in order to contain or prevent the reform project of SUS, invalidating its most collectivist aspects (Campos et al., 2013).

The weight of the neoliberal system reflects directly on the process of work in health care, on the approach of promotion and prevention, disfavoring the development of the concept of 'teamwork' (Peduzzi, 2007), which is fundamental for the qualification of this activity. Despite these difficulties, it is salutary to invest in a health care that is inclusive, based on the democratization of relations and practices, in the establishment of bonds and in the co-responsibility between professionals and users. In this way, it can incite the appreciation of health care as a locus that foments and potentializes communication and ethics, implied in the human dimension, among users, professionals and social networks (Peduzzi, 2007).

These issues, both positive and negative, permeate the entire training in Nursing and the organization of SUS, as shown in the statements of the individuals of this research, which will be discussed below, substantially interfering in the Nursing course and the training of future professionals.

Method

The method involves the position assumed in the face of the object to be analyzed and discussed in theory. It is the search for clarity in the elaboration of the object of knowledge. For this reason, a qualitative approach was used to enter the real complexity of facts and phenomena observed, to understand how they appear, articulate and relate (Minayo, 2010).

Open interviews and documental analysis were used for data collection. The interviews had an average duration of 40 minutes, held on the premises of the University, in a reserved room, preserving the confidentiality of the information, recorded and fully transcribed in the form of handwritten record. The researcher performed a "pilot" interview with a professor from another university in order to prepare for the interviews in the specific location of the research. The guiding question was: "Express your opinion about the human dimension provided by the course to the Nursing students". The documentary analysis ensured a process of "refinement", analysis and assembly of the parts, as in a puzzle about the phenomenon, and the Political-Pedagogical Project was the document assessed, with emphasis on the goals and menus of the course subjects. The study received a favorable decision from the Research Ethics Committee, under No. 1027/OL, and all the ethical precautions were respected.

Participants

The research was carried out in a Public College, in the Nursing Undergraduate course of a city in the Northern State of Paraná, with 13 individuals of the teaching staff, being one of them the coordinator of the course, included in the research due to his teaching activities. The selection of participants was based on the time the professor had been working at the institution, with a minimum period of four years, encompassing the length of the course, as well as all the areas of the subjects of the Nursing course: human, basic and specific. From the 13 participants, 70% held a Master's degree, 23% were PhD and 7% were specialists. Only one professor held a degree in Sociology; all the others held Nursing degrees. Seven professors had been teaching from nine to eighteen years; the remaining ones had between four and eight years of experience. It was observed that 46% of the professors were male, breaking the predominance of women in Nursing, category that was marked in its initial historic period by the association with female work. Regarding age, 62% of the professors were between 25 and 35 years old, and is worth emphasizing that all were seeking qualification.

Data analysis

Content analysis was used to interpret the collected data, based on Bardin (1977), comprising the phases: 1) Pre-analysis, in which the subjectivity of the researcher and the participants are integrated in order to establish a contextual unity, pointing out the categories that synthesize the essence of the phenomenon with significant excerpts; 2) Exploration of the material through several readings, in order to discover guidelines for the proper analysis and the establishment of categories; and, 3) Treatment and interpretation of the results obtained, performed in the search for the latent of subjacent sense expressed in the statement and correlation with the theoretical basis.

The categorization criterion was thematic because, according to Minayo (2010), the theme is grouped by its meanings. Thus, the results are presented in the following categories: Relationship Political-Pedagogical Project and activities developed, Interpersonal relationships in the process teaching-learning, Interpersonal relationships in the approaches between teaching and services, Interactions among professors, Human dimension.

Results and Discussion

The statements of the participants are presented as in the literal transcription of the interviews, followed by the discussion, and they were organized in the categories obtained in the content analysis. Though the results could be presented separately from the discussion, we chose to maintain them together in the same section in order to facilitate the development of the text and to indicate the desired wholeness. It is worth noting that the categories are related and were divided to facilitate the understanding of the studied phenomena.

Relationship Political-Pedagogical Project and activities developed

In the analysis of the statements about the Political-Pedagogical Project (PPP) of the Nursing course, it was possible to verify the estrangement between what is proposed by the PPP and how the activities were developed by the professors: "The political-pedagogical project is not accessible to everyone, if you ask today: when was the last time each of us read this project? You will be disappointingly surprised".

They report that

The philosophical notion expressed in the PPP indicates that the aim of the Nursing Course is to provide the students a human and generalist training, considering citizenship and professionalization, focusing on the technical-scientific, social, managerial and educational improvement. It seems to value the human dimension, but if it is not accessible to all, it will not exert a favorable influence on its daily development.

Furthermore, by analyzing the distribution of the academic load destined to the knowledge areas, it was observed that subjects focused on Human and Social areas represented 9% of the hours, opposed to 28% in basic areas and 62% in the specific areas of the course. The set of the following subjects of human and social areas summed up 330 hours: Social Sciences in Nursing, Psychology Applied to Nursing, Introduction to Scientific Research Methods, Biostatistics, Research Methodology I and Research Methodology II. All subjects from the basic area presented an academic load of 960 hours: Human Anatomy, Embryology and Histology, Human Physiology, Biophysics, Biochemistry and Pharmacology. Finally, specific subjects accounted for a total of 2.070 hours: Attention to Collective Health I, Attention to Collective Health II, Epidemiology in Health, Nursing as Profession/Fundamentals of Health Care, Nursing in Mental Health and Psychiatry, Practical Fundamentals for the Care in Nursing I, Practical Fundamentals for the Care in Nursing II, Nursing in Medical-Surgical Practice, Perioperative

Nursing, Center for Materials and Sterilization, Environmental Health, Health of Neonates, Children and Adolescents, Women's Health, High Complexity Clinical Practices, Administration in Health and Applied to Nursing, Elderly Health, Laws and Professional Ethics in Nursing.

The statements and the documental analysis allowed us to verify a contradiction between the professional profile in the PPP of the course and a practice that intervenes in the process health/disease in a humanized way. Is it possible to provide an ethical training directed to the social and subjective dimension of people and communities with an academic load corresponding to 9% of the total? There is a gap between the desired training and the subjects offered, which prevents the human dimension to be assessed in all its complexity according to the priorities of the Political-Pedagogical Project. The decision is in the hands of each professor's will, should they understand that this is necessary. According to the following statement, some of them are aware of this frailty: "But there is also that professor who is more human, who is nicer..."

We also highlight that hospitals are the locations where the practices of the course are mainly developed, corresponding to 68% of them, with laboratory practices comprising 20%, and Basic Health Units, 12%. It is possible to observe that a training focused on the already established health problems prevails, directed to the hospital-centered model, which is individual, biologicist, hierarchic and aimed at healing. This centrality of hospitals puts health promotion and prevention in second plan, as well as the experience in Basic Assistance, among so many other learnings and challenges found at the other centers for care and management of the SUS network.

The National Curricular Guidelines, Resolution No. 3/01 (Ministério da Educação e Cultura, 2001) indicate that training in Nursing should be performed according to the needs of SUS. However, we observed that the hospital-centered model is still the main focus of the training of future nurses, contradicting the accumulations in the field of Collective Health and also of the public health policies, which state that Basic Assistance should be the ordering factor of the care network, with capacity of resolution of approximately 80% of the health problems of the population (Ministério da Saúde, 2008, 2014). And it is worth emphasizing that the coordination of multidisciplinary teams is often performed by nursing professionals, in an approach based on the General Theory of Administration, restricted to the administrative, fragmented and controlling bias, instead of valuing shared strategies and solidary projects (Campos et al., 2013).

Interpersonal Relationships in the process teaching-learning

The professors have expressed concern about the relationship established in the process of learning, the integration teacher/student and the process of training performed in everyday life. They admit difficult situations, such as those expressed in the following statement: "I have been trying to observe how I treat students, in order not to press them, respecting them, knowing that the institution will not support them, and therefore encouraging them to try again". The professors also mentioned the challenge and the guilt in these relationships: "The professors felt really guilty for all these problems, assume the problems, aggregate everything, and then they stop and say oh my God... This is why I suffered, I was seen as an executioner, demanded too much".

In the opinion of this professor, the training process demands too much of the professional, it is a lonely activity, "with no support of the institution". Even though the learning process is not an exclusive responsibility of the professor, but of the entire society, in greater and smaller scales (Freire, 2007), the doubts and feelings of the participants in this research indicate guilt and individualism, characteristics of the capital world. In the words of Freire (2007, p. 43): "There is no education outside human societies and there is no empty human being", though the capital preaches the opposite. This is observed in the report in which the professor explains that sometimes he feels lonely in the face of the pedagogical demands he presents to the students, but he does not have "the support of the institution". As consequence of this lack of support, "he assumes the problems". Besides, he also saw himself as an "executioner", and suffered for that. In order to reflect on these issues, it is pertinent to make some questions: Where can the teachers reflect on what they do and how they do it? Are these issues approached in the meetings? How could they build relationships and practices based on humanization in the face of these difficulties and problems?

The problem of spontaneism and the concern with individuality appear again in the relationship with the students, as mentioned above. The following statement clearly exposes this issue: “Some professors are more experienced, they know who they are dealing with and have a good practice regarding their profession and their human side”. Another statement reveals there are “more human professors”; it seems that it is something inherent in those professors, which might significantly compromise both the training process and the professional practice of the students, since the human dimension is developed, or not, depending on the particular characteristics of each professor. Conversely,

In order to set an activity as human, it is essential that it is intentionally carried out, being, in turn, a response to satisfying the requirements imposed to human beings in their relationship with the environment (Moretti & Asbahr, 2011, p. 479).

Overcoming spontaneism with intentionality in training is essential, so that the process would contribute significantly to the development of the characters involved. It demands deep reflections on the teaching practice and the political role of education of the course coordination, of professors and the University, as well as other instances (Freire, 2007).

Interpersonal relationships in the approaches between teaching and services

The participants also emphasized the importance of being attentive to the participation of all those involved in the various approaches between teaching and services, namely the relationship between professor/student/user and community. They mention that “students reproduce the way they learn. If they participate and build when learning, they will also reproduce it in practice”.

In the continuity of the relationship with users, they include the importance of the relationship between academy and services, because that is where they establish contact with the practical problems of a community. This is a concern of the professors, pointing to the difficulties in the context of health services: “Most of the time, you have to adapt what you learned at the academy, the professors have to figure that out and explain it to the students”. In this way, students find a reality different from what they have learned, which requires reflections and questions about the knowledge acquired in theory (Rudnicki & Carlotto, 2007). In this coming and going of the learning process, a reflective and critical being is created, able to improve the society. The training process must follow these purposes to achieve such goals. Some of the statements here exemplify the difficulty to deal with problems in SUS: “You must learn with the flaws; if you are able to recognize them, you should act differently, because throwing stones doesn’t solve the problem”.

It seems that the difficulty found by students and professors in health services is that professionals are not always able to understand the moment of assistance as a privileged place to dialogue, both for the professionals and the users. They often transform the practice into routines and protocols (Fracolli & Zoboli, 2011), according to the statement that points out the challenge of changing how they see the practice: “They should always see the individual as a person and not as a number in the hospital bed, or the pathology, the label”.

The professors understand it, but at the same time they question the need for a policy to humanize human beings:

It is hard to accept that the Ministry of Health must formulate a National Policy of Humanization if our main focus is the human being, but the mechanicism is so strong that it became a necessity, a moment for reflection and valuation of listening and seeing, of the singularity.

The problems reported by the professors point out that SUS, as well as its guidelines and policies, are still an “incomplete reform”, maintaining mechanized, hierarchic and biologic relations (Campos et al., 2013). Though the challenges are many, it is up to all involved in the process – workers, users and academics – to promote the improvement of the ability of analysis in order to build interventions in day

to day work. Thus, SUS is part of a broad scenario, which involves the city, the State and the Union in the process of transforming the way the Brazilian State promotes its public policies (Campos et al., 2013; Franzese, 2011). We highlight the criticism to the federal management, although the professionals must live in alienation, a striking aspect of the work in health assistance.

Interactions among professors

The difficulty in the interaction among professors and subjects were pointed out as an obstacle that oppresses the work of the professors, explained in the statements that indicate “the lack of integration among ourselves, ... we should sit and talk more often”. There is a demand for collective reflection on the practices they perform, when they state “the idea was to talk about it more often, not only the professor of the subject, but the professors of similar areas”. There is a desire for integration, but it does not happen. Maybe the professors should understand that the “art of the masters” is discovered in the social context, in the confirmation that human beings are so defined in a complex network of relationships with other human beings (Codo et al., 1993; Freire, 2007).

The excessive workload appears as a difficulty for the daily interaction in the training process, resulting in professional distress for professors: “We currently don’t have disposition for meetings, even due to fatigue”. Codo et al. (1993) highlight the aggravating factors of this situation, because when the professionals work in gratifying conditions, they appreciate what they do; conversely, when the work conditions are unpleasant, they attribute a sense of antagonism to the product. It seems that isolation and the lack of “sitting and talking” occur because of exhaustion, which in turn results in discouragement, as expressed here: “You cannot even sleep well, you keep thinking about the time, because the next day you must be in the internship”. They reaffirm the distress: “The workload is extremely tight ..., in other words, there isn’t enough time and there’s too much fatigue and stress”. According to Silva (2015), this suffering forms a complex weave that prevent the recognition of the importance and the sense of the work, which results in this condition of “lack of time and too much fatigue and stress”.

In the same way as the professors, the workers in health assistance, with whom the students will share their time in the internships, also suffer with excessive work, partly due to the economic and political situation, but also due to the limitations of the hegemonic alternative of the work process itself, based on a biomedical and fragmented model (Campos et al., 2013). The creation of the NPH by the Ministry of Health (Ministério da Saúde, 2008), among so many other public policies, contributes to the alteration in the attention to and management of SUS, but there are numerous challenges to be faced in the construction of universities of health with quality, resolution, integrality and equity. Therefore, both the local of the internship and the training institutions do not offer space for the valuation of the human dimension in a transcendent way – objective, subjective and trans-subjective – since they are permeated with neoliberal values. This unfavorable situation can lead students to mistakenly understand that health assistance naturally includes social inequalities, suffering, distress, and to see others as objects.

The need for collective moments is evident, as proposed by the NPH from the guidelines for co-management and hosting, in which professors, students, workers and users may share the problems and potentials for the strengthening of SUS, because human beings have more freedom in the company of others than in solitude, becoming thinking beings who shake the determinations imposed by the dominant, capitalist system, overcoming isolation and excluding mechanisms (Chauí, 1995).

Human Dimension

There is a supposed polarization among professors, involving the human and technical dimensions. On the one hand, professors report they prioritize individuals and community in detriment of technicism; on the other hand, they state that it is not always possible, inverting the priorities, with technical predominance: “The course itself does not favor this human perspective because it values correct procedures, the steps that must be followed in order to achieve a good technique, without thinking about the needs of the client, [the course] still remains very technical and mechanic.”

Regarding this supposed dichotomy technique versus human dimension, Codo (2010) presents and integrating position between objectivity and subjectivity, maybe a conciliatory option for professors. It consists in the comprehension that the technique, in the objective sense, and the human dimension, in the subjective sense, are part of the same process, therefore not mutually excluding. For the author, the work exerts an exchange between the subject and the environment, a synthesis of objectivity and subjectivity. By means of the work, the individuals reach their transcendence and recognize themselves through it, being molded as they change the universe. In the words of Codo et al. (1993, p. 48), this transcendence is thus expressed:

Humans are beings despite themselves, transcendent beings. It is possible to us all to think the generic humans, how they are and how they should be: "what Brazilians really like is soccer", "a real man does not cry", "a respectable woman should not...". Each gesture or word is always inserted in a myriad of meanings, always reporting to the various selves living inside the self. Gestures embed meanings in spite of the presence of the individuals and beyond their existence ... Reciting a poem, for example, makes me representative of numerous others, through the voice of the declaimer, they are imposed, and when they leave, a rhythm remains, an idea, a way of articulating the senses.

It is possible to understand that the professors, in the pedagogical process, deal with this transcendence in each individual involved, themselves, the students, the community, leaving objective marks of their acts, using specific techniques, as the declaimer of the poem when printing a rhythm and an idea. And, at the same time, they develop the construction of their subjectivity through the impressions of themselves outside themselves. In this interpellation, each one leaves their mark in the world.

The work in nursing deals directly with the human being that demands care, given by the relation with the other, involving responsibility and commitment; therefore, it is not restricted to the technique, but it does not necessarily precludes it, differing by the attitude of concern and interest in every action developed. The work performed, guided by technical knowledge, is based on what is considered to be the best for the assisted person, promoting well-being; however, it cannot avoid the manifestation of will, desires, feelings and beliefs (Fracolli & Zoboli, 2011).

All these issues bring concern to professors, because they realize they are a "model" for their students: "That's how it is, like father, like son, if I do it, they'll do it in the same way, so imagine if the professor cannot go further the humanized part of the work!". It is worth reflecting on this role of "model" of professors for students as a reference in training. A rigid and indisputable posture in the face of knowledge might deny education as a search process. On the other hand, the appreciation of their responsibility allows the reflection that good educators must awake inside themselves the sense of their educational activities, conceiving them with intentions and desires, resulting in greater autonomy of people to perform concrete changes in the world (Freire, 2007).

Final Considerations

The proposal of HumanizaSUS aims to build horizontal relations in the care and management from the guidelines that broaden the clinical practices, the ways of organizing health assistance and the construction of greater degrees of co-responsibility among the characters involved. The humanization targeted by the National Policy is not the ideal human being, kind and charitable. It is about the unfinished process of our own humanity (Benevides & Passos, 2005) and about facing the relationships of knowledge/power that produce and naturalize the dehumanizing practices. Although this federal Policy has already completed a decade, it is clear in the statements of the participants the lack of knowledge of the proposal due to the criticism of the naturalized oppositions, such as: "more human" versus "executioner" and "human" dissociated from "technique" and the division between "ethics" and "technique". Moving toward the conclusion, it is worth emphasizing the demand of professors for teamwork, which, for Codo et al. (1993), is the "set of operations performed by one or several workers,

guided toward the production of a merchandise or the performance of a service" (1993, p. 104). Therefore, it includes a context that integrates and recognizes these workers, in this case the nurses, in their singularity, so they can act as co-responsible for their functions and be valued for their performance, in order to allow the construction of knowledge through the differences and diversities.

We have seen that the human dimension was conceived by the professors as a training priority, requiring a singular perspective of people and communities, a process admittedly difficult to be developed. On the other hand, they consider the human dimension a "natural process" in the pedagogical process of some professors. However, it is worth considering that this supposed naturalness is not enough to guarantee the presence of human complexity in pedagogical actions, since intentionality is an essential mark of the activity. They feature a dissociated understanding between the human and technical aspects of training, assuming division and even contradiction between them, and stress that the everyday rush and the excessive workload prevent the exchange of experiences among them, reinforcing the biomedical, fragmented model, hindering the expansion of their scope to the many aspects included in living.

Other issues that interfere with the formation and development of the human dimension are interdisciplinarity, multi-disciplinarity and integration among professors, highlighted as below the required, lack of time and of working conditions, expressing anguish for not being able to progress; several professors have asked that this work was presented to the Collegiate, as a guideline for the reconsideration of educational practices.

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Sandra Fogaça Rosa Ribeiro: Undergraduate and Graduate Program in Psychology, Faculty of Humans Sciences of the Federal University of Grande Dourados.

Eliana de Fátima Catussi Pinheiro: Undergraduate Course in Nursing of the State University of Northern Paraná.

Cátia Paranhos Martins: Undergraduate Course in Psychology of the Faculty of Humans Sciences of the Federal University of Grande Dourados.

Adriano Rodrigues Ruiz: Graduate Program in Education of the University of Oeste Paulista.