

# Contributions of the Humanities in the training of the Surgeon of the University of Antofagasta

## Aportes de las Humanidades en la formación del Médico Cirujano de la Universidad de Antofagasta

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If the teaching of Medicine is a great challenge for any health professional, the challenge will be greater for a professional in charge of this and belonging to the area of the humanities. It is here where the discipline of Psychopedagogy gains strength, supporting both teachers and students, becoming a holistic support that, within the possibilities, positively influences both the professional and personal training of the future Surgeon.

From this point of view, psychopedagogical work translates into encouraging students to be the protagonists of their own academic process, to achieve metacognition and thus be aware of their learning styles and rhythms, so that in this way the contents of the subjects are acquired in a significant way, giving them value and usefulness. This can be achieved based on the acquisition of different skills, such as self-regulation of learning, a fundamental aspect in the acquisition of new knowledge. This self-regulation of learning is also based on emotional intelligence, which both students and teachers need to develop and enhance, and thus promote emotional well-being both within the classroom and throughout the training process. In this way, self-knowledge, self-regulation, motivation, empathy and social skills are considered and worked on, the five dimensions of emotional intelligence proposed by Goleman (1) and that will shape the future doctor, considering that clinical work It involves working as a team and mastering different extreme situations that arise and involve patients and family members.

Medicine requires mastery of these dimensions in order to avoid situations that compromise the mental health of future doctors, such as Burnout, which according to Maslach is the three-dimensional syndrome in which the worker presents emotional fatigue, depersonalization or cynical treatment. and negative attitude towards customers, and low personal accomplishment (2). This aspect is addressed in the medical school at the University of Antofagasta with the Maslach Burnout Inventory scale, which is applied every six months to students and allows the necessary preventive actions to be taken. This contribution to the training of future doctors, from a psycho-pedagogical point of view, is complemented by the enhancement of social and communication skills, fundamental aspects of a future leader of a multidisciplinary team.

Understood in this way, psychopedagogy plays an important role not only in the field of identifying learning styles and motivational aspects, but is also useful as a bridge for the development of social skills in students who, as future doctors, must establish relationships with patients, families and communities.

As background, it is necessary to remember that in the 1970s, due to changes in health policies in both England and the United States, the contribution of the social or human sciences began to have greater relevance to solve problems that arose with users of the system. health, focusing attention, first, on the sustained interaction between two people, doctor and patient or between groups of individuals in an organizational setting, such as hospitals (3). This is where the curriculum of the Medicine Course at the University of Antofagasta becomes relevant, through the inclusion of different subjects from the field of humanities, such as "Health and Society", taught in the first year, where students know the importance of the social determinants of health. Furthermore, through a learning unit called "Social interaction in health-disease processes", students dramatize a real or fictitious situation applied to the doctor-patient relationship or everyday relationships, considering content from the field of sociology of health. health and social psychology. The dramatization activity as a teaching strategy highlights the performing arts for the achievement of meaningful learning, replacing lecture tests and master classes, allowing students to experience a first approach to the human ties that they must develop both in their formative stage and in future professional performance. Consequently, the role of psychopedagogical sciences is fundamental when deploying motivational, vocational and empowerment strategies for students to face this dynamic, serving as a complement to the area of health sociology.

Sociology and other disciplines in the field of social sciences must be present in the medical training curriculum, but ensuring that their approach is appropriate to the field of health sciences training, ensuring meaningful learning and coherence with what is stipulated. in graduation profiles. This aspect is relevant, since most of the time the profiles declare the importance of social elements, but without a training correlate in the subjects and activities that the students develop.

**Keywords:** undergraduate education in medicine, doctor-patient relationship, empathy, leadership, interpersonal relationships.

## References

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