

Hacia una pedagogía axiológica transdisciplinaria por recorrer en la formación de enfermeros

Towards a transdisciplinary axiological pedagogy in the training of nurses

Isabel Soledad Hernández

Universidad de Santander, Cúcuta, Colombia

Correo electrónico:

isasohe@gmail.com

Received: May 6, 2017

Accepted: July 2, 2017

Resumen: Los profesionales en enfermería requieren ser preparados para brindar cuidado humanizado, por lo que el propósito de esta investigación es generar algunas orientaciones sobre la implementación de una pedagogía axiológica transdisciplinaria que conduzca a mejorar los procesos de acción pedagógica en la formación de enfermeros. La metodología empleada recae en el paradigma cualitativo enmarcado en un método hermenéutico con un abordaje teórico. Como resultado del análisis hermenéutico se plantea el presente abordaje teórico con miras a la inclusión de los elementos axiológicos para la formación de los futuros profesionales en enfermería.

Palabras clave: Pedagogía transdisciplinaria; Valores éticos; Formación de enfermeros; Proceso de enseñanza y aprendizaje

Abstract: Nursing professionals need to be prepared to provide humanized care, so the purpose of this research is to generate some guidelines on the implementation of a transdisciplinary axiological pedagogy that leads to improve the processes of pedagogical action in the training of nurses. The methodology used rests on the qualitative paradigm framed in a hermeneutical method with a theoretical approach. As a result of the hermeneutical analysis, this theoretical approach proposed the inclusion of axiological elements for the training of future professionals in nursing.

Keywords: Transdisciplinary pedagogy; Ethical values; Nursing training; Teaching and learning process

Introduction

Every day society is involved in important and transcendental changes that in one way or another impact on each human being; from there, the intention to stop to review, analyze and look for some elements that needs to be rethought and that at present have been taking over the multiple processes that are developed in it. Therefore, the intention of this article is to generate some guidelines for the implementation of a transdisciplinary axiological pedagogy that leads to improve the teaching and learning processes in the training and training of nurses as the social environment increasingly requires significant changes in function of improve the quality of patient care.

Therefore, one of the problems is specifically that the majority of nursing professionals are only interested in managing care for patients, families and communities, leaving aside what is humanized care, psychological and emotional treatment, reason which entails rethinking that it is necessary to implement a transdisciplinary pedagogy so that the future graduate in nursing possesses the essential knowledge to guarantee a better performance.

The background of the present study is in the work of Jimenez and Rodriguez (2013) titled: "Professional Imaginary: Dreams and Realities in Nursing", which focuses its intention to visualize the imaginaries, dreams and realities of those who choose to study nursing as a bachelor's degree, and the observation of mistakes in the choice of career by young people, often to please their families, indicating some weakness in the vocational part.

Similarly, the research of Díaz Flores (2012) aimed to determine the professional values in undergraduate students in nursing at the Autonomous University of the State of Mexico. With a quantitative approach, a cross-sectional, exploratory and descriptive study was carried out through a survey based on the values proposed by the American Association of Colleges of Nursing and, based on Likert scales, professional values were determined for patients, the family of patients and medical equipment. As a result the following value system was obtained: human dignity, equality, truth, freedom, justice, altruism and aesthetics. It is observed that most of the values were considered indispensable to the patient, showing lower percentages towards the patient's family and medical equipment, especially in the values of aesthetics, altruism and freedom.

The work "Pedagogical Model and Student Assessment in Nursing", by Blanca Elpidia Tovar Riveros (2013); was presented at the National University of Colombia, Faculty of Human Sciences, Institute of Education Research Bogotá - Colombia; and was developed in specific areas of nursing such as: care for the adult, the mother, the child and the adolescent, with the participation of teachers and students of the nursing program.

As a result of this research, we show a first premise called transdisciplinary pedagogy as a means of teaching values in the training of nurses, which reflects some elements that show how pedagogy is used from a transdisciplinary perspective, where most the subjects that are handled in the training and training of nurses conjugate and correlate contents that are linked to the values.

The second premise is devoted to the training of nurses from the perspective of axiology, understanding and understanding that the science of values must permeate most of the subjects, objectives and contents according to a new way of educating. And the third defines the guidelines for a transdisciplinary axiological pedagogy, where they fall into actions that converge to improve the teaching action in order to prepare nurses actively and creatively so that they can treat in a more humane way the patients; all these aspects correlated with theoretical-practical tools to make the teaching action a scenario that allows the production of new elements, and at the same time leads to rethinking a new way of doing pedagogy.

It is significant to emphasize that the methodological approach employed in this study relies on the qualitative paradigm framed in a hermeneutical method (interpretation of theoretical contributions that are

put into practice), reason that allows to leave evidences from a documentary perspective to generate appreciations that are viable in the practice from the experiences and knowledge that the author of the present work has on the nursing career.

Development

Transdisciplinary pedagogy as a means of teaching values in the training of nurses Values are universal positions that belong to the nature of people that in a sense, are elements that humanize, because they improve the conditions of people and improve their way of acting and to deal with the challenges, adversities and changes that demarcate society. When talking about values, it is a question of reaching a broader meaning such as the sense of loyalty, justice or tolerance. That is why it can be said that values motivate and define the decisions of the people and here appears a topic of permanent discussion; on the one hand, are the values and on the other the valuations, both differ.

The latter can be a consequence of values, for example, a movie is said to like because it highlights the idea of justice, which is part of the values according to the belief of the person who is in the situation. The latter become virtues, characteristics and conditions of each person, so that justice can be considered as a main value, then it means that justice in the personality is a virtue that marks the way of acting of any person. Another assertion about value is that it has a subjective dimension, according to the author as being a human condition, and varies from person to person, for many their scale may be preceded by work, family and friends; while for others the family is the main value, then come friends and finally work. None of them is wrong, since each applies the criterion that he thinks fit.

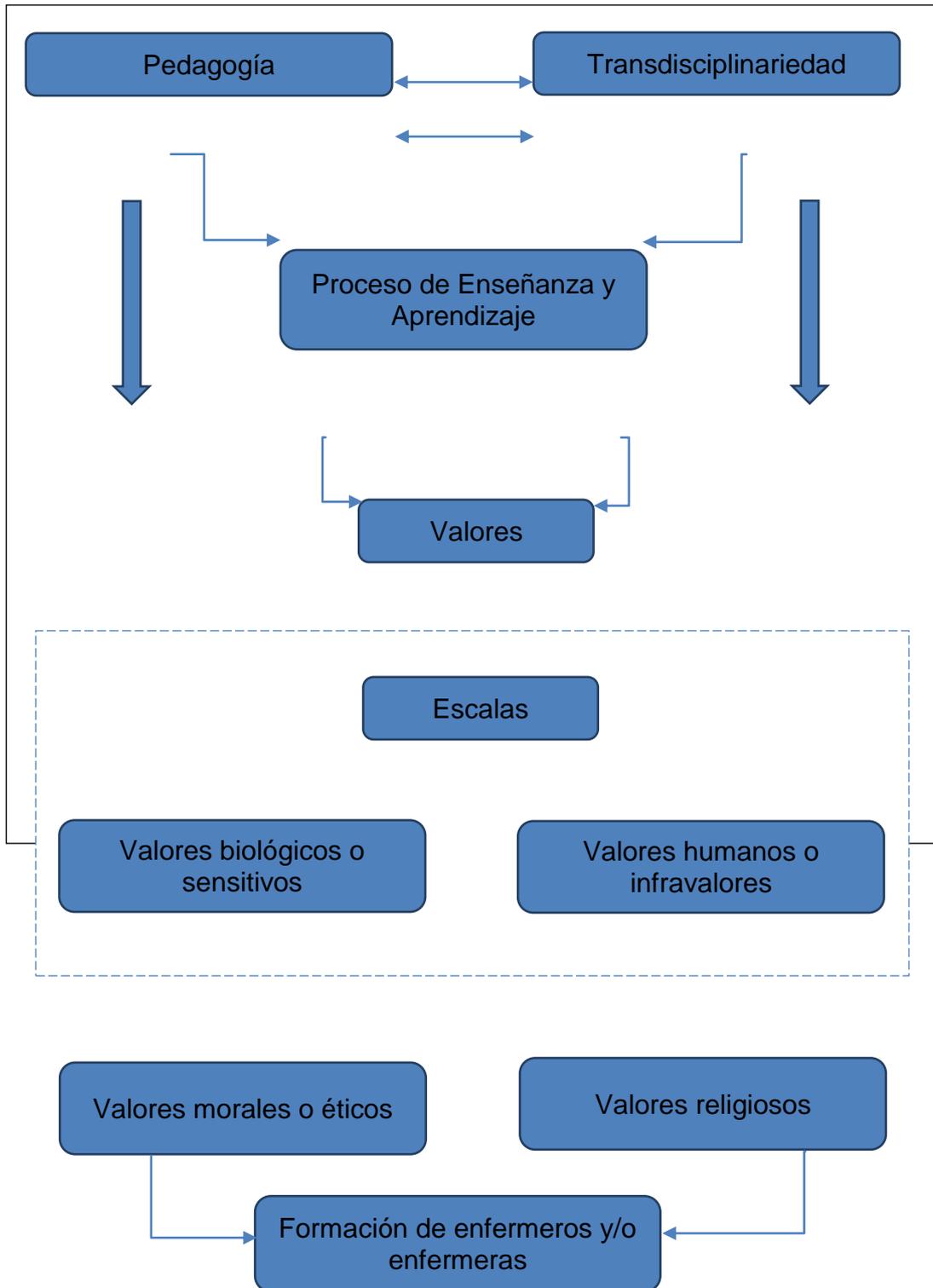
There are differences between human values in general and personal values. The concept of human values encompasses all those things that are good for humans and that improve them as such. Personal values are those that have been assimilated in our life and that motivate us in our daily decisions. Among the objective values there is a hierarchy, a scale. Not everyone is the same. Some are more important than others because they are more transcendent, because they elevate more as people and correspond to our higher faculties. These are classified into four scales, so paraphrasing Cortina (1997) have:

1. Biological or sensory values are not specifically human, as they are shared with other living things. Among them are health, pleasure, physical beauty and athletic qualities. Unfortunately, many place too much emphasis on this level. It is not uncommon to hear phrases such as: As long as you have health, everything else does not matter. According to this, one would have better be a healthy mafia boss than a sickly good man.
2. Human values inframorales: are specifically human. They have to do with the development of nature, talents and qualities of the human being. But they are still not as important as moral

values. Among these are intellectual, musical, artistic, social and aesthetic interests. These values ennoble and develop human potential.

3. Moral or ethical values: are superior to those already mentioned. This is because they have to do with the use of freedom, that priceless and sublime gift that allows man to build his own destiny. They include, among others, honesty, kindness, justice, authenticity, solidarity, sincerity and mercy. Each value supports and sustains the others, together they form that solid structure that constitutes the personality of a mature man.
4. There is still a fourth level of values, the highest, which crowns and completes the values of the third level, and which allows the human being to go beyond his nature. Values become key elements for nurses to be able to function properly in the care of patients, thus establishing exclusive relationships with the ethics of care, conceived as a way to understand and understand human beings in a situation of disease. They are basic elements to ensure the ethics and morals of nurses currently in their development with patients.

Transdisciplinary pedagogy as a means of teaching values in the training of nurses.



Picture 1

Source: The author

Nursing care is required when the person spends more energy in coping, leaving very little energy to achieve the goals of survival, growth, reproduction and dominance. Includes assessment, diagnosis, goal setting, intervention and evaluation. Nursing seeks to promote the acquisition, maintenance or restoration of maximum independence for each patient, this occurs at the level of activities that tend to prevent, to seek comfort when the individual is in the optimal conditions to give himself a cause, to love, to be fulfilled.

The primary objective of care is to respond to individual needs, for which it is necessary to accompany them in identifying their needs, respecting their choices, ensuring quality care and preserving their autonomy. All patients have the right to receive the best treatment, care and support available, regardless of social, political and economic differences, in addition to education and active participation of the user and family members in the prevention, restoration and maintenance of health.

The training of nurses from the axiological perspective

Nursing as a profession is one of the most responsible, because it has in its hands the lives of people; caring and helping to heal are functions that this professional must practice, understand and understand. In the words of Jiménez (2010):

The nursing profession has been affected by its social image, because its object of study is the care of the body, which is considered an undesirable practice; Likewise, when it is characterized as a feminine task, focused on the illness, it confronts the imagined with reality, transforming itself into frustration, disappointment and even obstinacy when trying to create a fantasy called dream (p.105).

Law 266 (Ministry of Education, 1996) regulates the nursing profession in Colombia and other provisions are defined, its nature and purpose are defined, the principles that govern it, its governing bodies, organization, accreditation and control. Likewise, it establishes the obligations and rights that derive from its application. Nursing education is based on the Nursing Care Plan in the disciplinary area to address all the health problems of the subjects. This allows identifying the subjectivities and inter-subjectivities that can hardly be determined by the nurse without the mediation of the communicative interaction with the patient, his family or companion, even with other professionals involved in care.

The above statement makes it possible to understand and understand the role of nurses who, at all times, is marked by care and treatment with people, hence they need initial and continuous training and training, as well as learning throughout to exercise their profession in a competent manner within society.

This transversal course of knowledge, from Florence Nightingale to the present, has been treated in four metaparadigmatic concepts that are present in all theories and conceptual models: people, environment, health and nursing care, the latter object of study and reason for being of the infirmity.

Nursing discipline is based on a nineteenth-century basis of concepts built by Florence Nightingale, which systematically makes and writes her observations on care, considered to be the first theory of nursing, followed by Hildegard Peplau (1952) and Virginia Henderson (1948), among others. Different approaches were developed: philosophical analysis on the origin and responsibility of nursing; conceptual debates about being and work; the concept of man and his environment; the health - disease process. This theoretical work results in the organization of nursing knowledge in philosophies, conceptual models or great theories and middle-level theories. The conceptual development that until now has been given in nursing reflects the insistent search for a proper framework that bases the identity of the discipline and profession, which diminishes its historical dependence on other health sciences. This great advance has shaped the way of expressing the meaning of nursing, which translates into the consolidation of conceptual development, the growth of the body of knowledge, and its acceptance as a professional discipline. It is required that those who practice this profession give the sense of discipline that is currently recognized through the approach to the phenomena of nursing interest, on which there is a theoretical construction tackled from different perspectives according to the model proposed by each theorist, with the purpose of generating, using and disseminating the knowledge that guides practice, research and teaching, and which ultimately demonstrates the evidence of a pragmatic sense of being, the knowledge and task of nursing. The central structure of theoretical development in this discipline has given him an identity, which is constructed from experiences offered by formal education through an objective image embodied in a specific academic profile and educational objectives.

The training of nurses has always been centered on the doing and not on the being of the nursing. In this line of argument, whoever takes on the challenge of giving the character of discipline to the professional exercise must take into account that beyond the excellent performance of skills and the mastery of technological development, there is the interaction with the subjects of care, supported in the essential disciplinary concepts. Therefore, it would be fulfilling what was expressed by several scholars.

Therefore, within the framework of this conceptual development, nursing is assumed as the exercise of an art and a discipline. Art because it requires subtlety to understand the other holistically from its socio-anthropological, biological, psychological and spiritual trajectory, demonstrating a particular interest in recognizing the individuality of the subject of care; discipline because it has its own knowledge, a historical development and a defined professional exercise. These aspects clarify the impact of nursing in society, the nurse has the responsibility to operationalize the treatment of those who submit to it for recovery. "We can not leave aside that Nursing is a profession

with eminently social characteristics, linked directly to the population and committed to the attention of their needs" (Cruz, Pérez, Jenaro, Flores and Segovia, 2010, p.271).

In this sense, nurses should focus their attention on the care of people who are facing a disease, since through the operation of the techniques and tools is observed how and what will be the way to take for a prompt recovery . The nurse is responsible for designing the way forward and has the power to act at the moment the patient requires it, because a protocol of care should be established with actions that allow to avoid inconsistencies in the praxis and to carry out activities in moments and times outside the norm.

The training of nurses in the Higher Education spaces are not alien to the educational and health system that prevails according to the time and space historically lived. This is how future health professionals will face situations that are often far away from what they knew in their academic training spaces and that can minimize their possibilities of acting.

It should be emphasized that nursing education must be linked to the axiological perspective, since the values and the ethical level are those that demarcate the profession in the treatment and management of patients. The nursing professional must act with a high ethical level with the intention that the patients not only evolve, but also feel well from the psychological point of view during their care.

Guidelines for a transdisciplinary axiological pedagogy in the training of nurses

At present the teacher who works in the training of nurses knows that through the problems presented daily in their work can use methods or strategies to be able to successfully transmit the lessons learned. Thus, in the area of nursing, it has been sought to use these various pedagogical teachings for the growth of the present society considering the axiological perspective. However, it is observed that these orientations converge in strategies that in the nursing profession are based on exposing both theoretical and practical knowledge, this in order to seek the achievement of objectives and the development of professional competencies to ensure care of quality to the patients. That is why Diaz (2008) expresses that:

Teaching methods and techniques: they constitute necessary resources of the teaching; are the vehicles of orderly, methodical and adequate realization of the same. The methods and techniques are designed to make the direction of learning more efficient. Thanks to them, knowledge can be developed, acquired skills and incorporated with less effort the ideals and attitudes that the school aims to provide its students. Teaching method is the logical and unitary set of didactic procedures that tend to direct learning, including in it from the presentation and elaboration of the subject to verification and competent rectification of learning (p.67)

Teaching methods and techniques allow the determination of strategies and resources that have a direct impact on reality, from which arises the didactic method that is directed towards the teaching procedures that the teacher develops within the class for the approach of knowledge in attention to the demands of the students, all based on the generation of significant knowledge.

Likewise, it seeks to use new strategies for student learning that allow it as a future health professional to face quickly and concrete problems that occur daily in hospitals and clinics. Individual and collective works, actions and reflections involve taking one's own action as an object of study to re-act. Reports, essays, nursing situations and discussion groups are designed to encourage reflection on one's own action.

The dialogue as a mediator of the learning process arises in the relationship between the subjects, it becomes an indispensable means to share lived experiences and for the discussion on the object of study. For there to be dialogue it is necessary to consider intrapersonal intelligence that seeks to understand other people, that is why the subject must listen and then respond in a respectful way. In fact, nursing has had to reflect on how to approach the care it provides because technological advances, economic, social and cultural conditions have caused people to change their lifestyles and therefore the health - disease process if you live differently. It is for this reason that in nursing it is necessary to resume its work and expand its conceptual framework since it can not be alien to the social and economic circumstances of today's society, which influence its conception and transform it. As Sanabria, Otero and Urbina (2002) mention: "It is evident that the philosophy of science, dictated by Khun, has been a great help in understanding the evolution of nursing theory through the paradigmatic models of science" (p.1).

For this reason it is clear to take into account some pedagogical orientations framed in the axiological and transdisciplinary precepts, understanding that the latter is constituted in complementary aspects to enrich the knowledge and in this way to put them into practice in an efficient and effective way considering the abilities and skills that can be had without leaving aside creativity and within those elements that can be framed in the treatment of patients.

In academic circles, a key social need must be addressed: training not only nursing professionals, but also citizens capable of facing the problems of their context and their time. This would allow a slowing down of the democratic weakening of the authority of experts, specialists of all kinds who progressively limit the competence of citizens, condemned to ignorant acceptance of the decisions of those who are considered to be knowledgeable, but who in fact practice a distant compression of the context of problems. Reason for which the following pedagogical guidelines are proposed:

N°	Pedagogical orientation	Description
1.	Experiential demonstrations	This technique converges to examples using technological resources and audiovisual support, showing how protocols should be applied and how some actions should be carried out in order to bring theoretical knowledge into practice.
2.	Exemplification of experiential scenes based on emotional intelligence	It is important to perform scenes with similarity very close to what happens in nursing situations in which it is required that the future nurse can apply their knowledge and control their actions through emotional intelligence which leads to teach how to develop in a situation that be presented.
3.	Simulations of care of situations in real life	The simulations of care are similar to the previous pedagogical orientation, it differs only in that the future professional of the nursing must reflect on the situation that was lived. It is recommended to make videos and then analyze in groups and socialize the elements where strengths and weaknesses are presented.
4.	Theoretical applicability in everyday praxis	The theory becomes the basis of praxis, but for this it is indispensable to teach nurses that cognitive processes should be applied, such as considering all Valuation Domains where the future nurse should hierarchize domains and visualize what theoretical elements should be used at the time of presenting the situation of application of patient care.
5.	Understanding the human continuum	This technique is based on how patients are treated in order to understand and understand people who are in a state of illness. It is also necessary that the future professional of nursing can contribute to raising the self-esteem of the patients and in turn allows socializing on topics of interest leaving aside the effects of the disease.
6.	Holistic operation of care processes	The holistic operations of the care processes are implemented from the protocols, however, it is necessary to reaffirm these with ethics and values, because it is pertinent that the future professional of nursing can develop in a very natural to the front of the patients with the intention to give confidence and to avoid instilling fear to them.
7.	Comprehensive Care Referrals	The future nursing professional must be aware that, in addition to applying scientific knowledge, he must be ready to sometimes apply some skills and skills for personal grooming or any other direct care that requires the patient, and contribute to make you feel better and raise your spirits.
8.	Actions and performance of facts of marked relevance	It is essential to offer knowledge and experience in the light of risk situations because it is the moment in which the future nurse needs to be able to develop in an efficient and effective way in situations of shock; because they are rare situations, but not disposable and for that must be prepared with the intention

		of developing in the most appropriate way.
9.	Control and self-esteem in patient care.	This is one of the most important orientations because it is required that the future professional nursing has control to avoid stress and fill with many everyday elements that may impede their performance, and also requires a high self-esteem to be able to face any situation in the work that does not affect their development before the family group, that is, it should be taught that the work stays in the workplace and the family in the home.

Table 1.

Source: the author

The pedagogical, axiological and transdisciplinary orientations in the training of nurses is a great help for the training of future health professionals, since they are considered as transdisciplinary and complementary elements that lead to an integral and holistic formation to achieve a formation of quality in nursing graduates.

Conclusions

Osuna and Gonzalez (2010) reaffirm that: "nursing is a theoretical-practical profession of dialectical nature, that is, once taught theory, it must be put into practice to achieve a better learning from feedback" (p 125). They continue, citing Triviño and Stiepovich "Praxis constitutes a construction, in which reflection and action are its constituent elements" (p.125).

Hence, the present theoretical approach is framed in the first instance in transdisciplinary pedagogy as a means of teaching values in the training of nurses. Theoretical aspect that converges in showing how to include the values in the formation of the future professionals from a transdisciplinary perspective where it is necessary to look for that in all the subjects the values are taught so that they are put into practice in the moment of being developed before any situation.

Also, another of the treated elements arises, which falls on the training of nurses from the axiological perspective, aspects that arise as a function of a way of teaching considering a group of elements that are later sent in the guidelines for an axiological pedagogy transdisciplinary in the training of nurses. In this case, there are nine orientations that must be taken into account in order to reach the training of people with knowledge, skills and abilities that can offer patients a way of attention based on knowledge and integral care, which guarantees efficiency and effectiveness in performance professional.

It is appropriate to point out that the proposed objective was reached since it shows the theoretical aspects that lead to establish some orientations framed in the transdisciplinary pedagogy with the conviction that

are established educational models that understand and understand the people not only from their illness but that also from his personality and the context that surrounds him.

Finally, the intention of the present theoretical approach leads to a rethinking of the way of teaching and training in order to reach a graduate who has an integral and holistic vision that at all times guarantees adequate care for the patients, however, some arguments are presented that converge to open paths for those who wish to delve into the subject, which will allow more theoretical approaches and research to strengthen the issue raised in order to give guarantees for the current society in terms of a fair and consistent social welfare that represents progress and development.

Bibliographic references

- Carpenito, L. J. (1994). *Planes de cuidado y documentación en enfermería*. Madrid: McGrawHill, Interamericana.
- Cerdá Michel, A. D. (2007, julio – diciembre). Arte: ¿talento y/o disciplina? *Revista Intercontinental de Psicología y Educación*, 5(10). Recuperado de <http://www.redalyc.org/articulo>
- Cortina, A. (1997). *Ciudadanos de Mundo*. Madrid: Alianza.
- Cruz Ortíz, M.; Pérez Rodríguez, M.; Jenaro Río, C. ; Flores Robaina, N. y Segovia Díaz de León, M. (2010). Necesidad social de formación de recursos no profesionales para el cuidado: una disyuntiva para la enfermería profesional. *Index de Enfermería*, 19(4), 269-273.
- Díaz, (2008). Actividad, contexto organizacional y competencias. *Psicología Organizacional Humana*, 2.
- Díaz Flores, M.; Castro Ricalde, D.M. y Cuevas Jaimes, B. L. (2012). Valores profesionales de enfermería: Una mirada hacia la formación en la Educación Superior. *Humanidades Médicas*. Recuperado de <http://humanidadesmedicas.sld.cu/index.php/hm/article/view/242>
- Durán de Villalobos, M. (2009). Marco epistemológico de la enfermería. Experiencia de la Facultad de Enfermería de la Universidad de La Sabana. *Aquichan 2* (1).
Recuperado de <http://aquichan.unisabana.edu.co/index.php/aquichan/article/view/17/34>
- Jiménez Barboza, V. (2010). *Construcción del Concepto de Promoción de la Salud desde la Transdisciplinariedad*. (Tesis de Maestría). Universidad de Costa Rica, San José, Costa Rica.
- Jiménez, M. y Rodríguez, A. (2013). *La Salud una Prioridad del Ser Humano*. (Materia mimeografiado) Guía de Estudio.

- Kuhn, T. (2006). (trad. de Carlos Solís Santos). *La estructura de las revoluciones científicas*. (3ra ed.). México: Fondo de Cultura Económica.
- Leddy, S.; Pepper J. y Mae, B. (1989). *Conceptuales de la Enfermería Profesional*. Organización Panamericana de la Salud, New York.
- Ley 266 . (1996, 25 de enero). *Diario Oficial*, No. 42.710, del 5 de febrero de 1996. Recuperado de: <http://mineducacion.gov.co/portal/normativa/Leyes/105002:Ley-0266-de-Enero-25-de-1996>
- Moreno Fergusson, M. (2009). Importancia de los modelos conceptuales y teorías de enfermería: experiencia de la Facultad de Enfermería de la Universidad de La Sabana. *Aquichan*, 5(1). Recuperado de <http://aquichan.unisabana.edu.co/index.php/aquichan/article/view/58/121>
- Osuna Torres, B. y González Rendón, C. (2010). La enseñanza práctica de enfermería y el microespacio. *Revista de Enfermería del Instituto Mexicano del Seguro Social*, 18 (3), 123-127.
- Ricoeur, P. (2003). *III Tiempo y narración. El tiempo narrado*. (3ra ed.). Argentina. Ed. S. XXI.
- Sanabria Triana, L.; Otero Ceballos, M. y Urbina Laza, M. (2002). Los paradigmas como base del pensamiento actual en la profesión de enfermería. *Revista Cubana Educación Médica Superior*, 16(4).
- Torres Tobar, M. (2006, 19 y 20 de agosto). *El Reto por desarrollar una nueva Salud Pública en contraposición a una Salud Privada*. XXI Reunión de la Asociación Latinoamericana y del Caribe de Educación en Salud Pública. Panel Futuro de la Salud Pública. Río de Janeiro.
- Tovar Riveros, B. E. (2013). *Modelo pedagógico y la evaluación del estudiante en enfermería*. Trabajo presentado en la Universidad Nacional de Colombia. Facultad de Ciencias Humanas, Instituto de Investigación en Educación Bogotá, Colombia.