

EDUCATION FOR A HUMAN, HUMANISTIC AND HUMANIZING HEALTH CARE

Education for health care professionals includes ethical formation, more precisely bioethical formation regarding all aspects of human life.

If we understand ethics as the ability human beings have to freely choose between right and wrong doing, we realize that ethics is connected to actions performed by people; however, this acting human beings perform in one way or the other is not due to spontaneous generation, but the result of a myriad of combined circumstances that each person gets from the environment she or he is born. Even before, there are influences of genetic nature, and those related to gestational environment; influences of principles governing the raising at home; influences of teachers and mentors during preschool, school, high-school and college training; and finally, the strong influence exercised by society and its nurturing culture.

All the above mentioned makes individuals to acquire ethical and moral principles that will determine their conduct in the future, the essence of their way of being; so we reassert that ethics is not a stand, but a way of life resulting of all factors that converge in each individual to constitute, on one hand her or his personality, and on the other, her or his way of acting.

Considering these influences, students in general and particularly Health Sciences students of all kinds of moral background arrive to universities. Also, they arrive with a poor humanistic formation and scarce knowledge of what really is a human being, not in the physical aspect biological sciences deal with, but human beings in their essence, their actions, each as unique and one of a kind, with their own abilities and values. Those students don't know themselves and don't know the people that will become their "working material". Those people are not tools or numbers, but human beings to work with integrally, caring about their body illnesses, and also about their soul and spirit. When health caring those elements can't be separated as they constitute a human, humanistic and humanizing view of the patient.

Taking into account that health professionals must provide humanizing care to patients, the current tendency in health care education is that students begin their formation with knowledge of basic anthropology, specially related to human behavior and human essence, through anthropovision or the notion of oneself, theovision or the notion of a creating higher being, cosmovision or the notion of the world around, and the notion of each one's knowledge or cognovision.

On the other hand, this humanizing process is pursued by developing each one's human abilities, by recognizing those of the others who will become patients in the future, and including the following abilities in their care:

- Cognitive ability which involves reasoning, knowledge, reflecting, deepening to act and to treat patients not in a mechanical manner, but in a reasoned and reflective one.
- Voluntary ability which involves the force of will to do things, wanting and wishing so.
- Ethical ability that allows freely choosing between doing right or wrong, which is particularly important in health care professionals, as it requires logical judgment and conscience before and after the actions.
- Besides, abilities regarding values, aesthetics, religion and society which give meaning and humanize people behavior.

On the other hand, future professionals are to be educated in recognizing each person's essence, uniqueness, identity, autonomy, as holder of their sacred rights in every law.

Finally, another important discipline for health care professionals is Deontology, the collection of terms of conduct and professional performing agreed by members of a given profession to be complied with and applied by every professional in the specialty. These terms will also be human, humanistic and humanizing.

Many of these terms are included in law which proves a dehumanizing lacking of limits between ethical, deontological, and legal terms of conduct.

The concern for organizing this symposium is looking for a humanizing process in education and health care; we agree that presently dehumanized professionals are formed who pursue purely mercantilist objects, resulting in restrictive human and health care rights for just a few. Health care human resources must be humanized with an education addressed to human beings and each person as a center of concern.

The success achieved in this form of education will automatically express itself in humanized deontological terms and – why not – legal terms as well.