

Health care and teaching in the postmodern period considering the conditions of the individual

O cuidado e o ensino em saúde no período pós-moderno considerando a condições do indivíduo

Atención y enseñanza de la salud en la posmodernidad considerando las condiciones del individuo

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Abstract

This work aims to reflect on health care and teaching in the postmodern period, considering the individual conditions of the human being. The conditions of the individual consider everything that holistically encompasses the subject, such as their physical and mental health, family and social role, spiritual well-being, and other diverse social determinants of health and education. In the postmodern world, it is clear that there is a lot of emphasis on humanized care and quality teaching, where the patient is the protagonist of the care itself and the student of the teaching-learning process itself. Other nuances and interfaces between health and education have been highlighted and explored. As a result, closer relationships have been established between education, health, environment and social learning. The divergent ideas of the different actors and protagonists of health and education continually clash. These clashes generate discussions, studies, and new experiences.

Keywords: Health; Teaching; Integrality in health; Education.

Resumo

Este manuscrito tem como objetivo refletir sobre o cuidado e o ensino em saúde no período pós-moderno, considerando as condições individuais do ser humano. As condições do indivíduo consideram tudo o que engloba holisticamente o sujeito, como sua saúde física e mental, papel familiar e social, bem-estar espiritual e outros diversos determinantes sociais de saúde e educação. No mundo pós-moderno, percebe-se que há muita ênfase no cuidado humanizado e no ensino de qualidade, onde o paciente é o protagonista do próprio cuidado e o aluno do próprio processo ensino-aprendizagem. Outras nuances e interfaces entre saúde e educação têm sido destacadas e exploradas, e como resultado, foram estabelecidas relações mais estreitas entre educação, saúde, meio ambiente e aprendizagem social. As ideias divergentes dos diferentes atores e protagonistas da saúde e da educação se chocam continuamente, o que gera discussões, estudos e novas experiências.

Palavras-chave: Saúde; Ensino; Integralidade em saúde; Educação.

Resumen

Este manuscrito tiene como objetivo reflexionar sobre el cuidado de la salud y la enseñanza en el período posmoderno, considerando las condiciones individuales del ser humano. Las condiciones del individuo consideran todo lo que abarca holísticamente al sujeto, como su salud física y mental, su rol familiar y social, su bienestar espiritual y otros diversos determinantes sociales de la salud y la educación. En el mundo posmoderno es claro que hay mucho énfasis en el cuidado humanizado y la enseñanza de calidad, donde el paciente es el protagonista del propio cuidado y el alumno del propio proceso de enseñanza-aprendizaje. Se han destacado y explorado otros matices e interfaces entre la salud y la educación. Como resultado, se han establecido relaciones más estrechas entre educación, salud, medio ambiente y aprendizaje social. Las ideas divergentes de los diferentes actores y protagonistas de la salud y la educación chocan continuamente. Estos enfrentamientos generan discusiones, estudios y nuevas experiencias.

Palabras clave: Salud; Enseñanza; Integralidad en salud; Educación.

1. Introduction

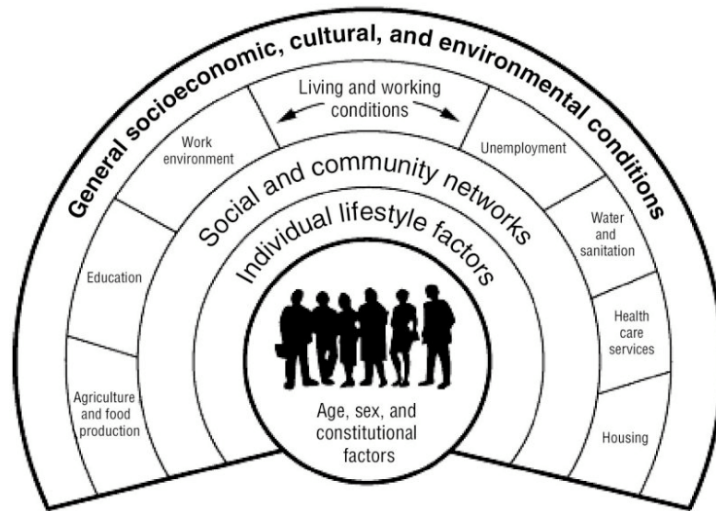
The individual's conditions were not always considered an important factor in the health care process. For a long time, it was seen in a fragmented way in health, without considering all the nuances that surrounded it (Barnea et al., 2021; Beltrammi, 2020; Malta, 2017; Silva, 2011). Teaching and research also, in turn, for a considerable time followed this same logic: the fragmented logic of seeing, teaching, and evaluating the student, as well as the way of researching in a limited way the existing phenomena and the relationships between them and man (Sivarajah et al., 2019; Ciavatta & Ramos, 2011).

This manuscript aims to reflect on health care and teaching in the postmodern period, considering the individual conditions of the human being.

2. Critical and Analytical Reflection

The conditions of the individual consider everything that holistically encompasses the subject, such as their physical and mental health, family and social role, spiritual well-being, and other diverse social determinants of health and education. These aspects must be considered when thinking about health care and teaching offered by the health care professional and the teacher. It is not by chance that, in this sense, Dahlgren and Whitehead (2007) presented the model of the social determinants of health, shown in Figure 1.

Figure 1. Social Determinants of Health.



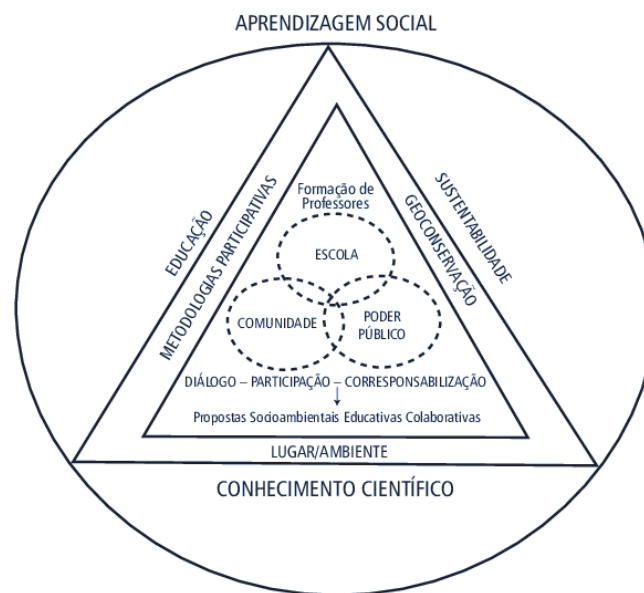
Source: Dahlgren and Whitehead (2007).

Until the modern period, what most ignored the conditions of the individual in the field of education, even after the numerous revolutions, ideas, and philosophical currents in the field of education, was the traditionalist regime itself adopted for many decades, and the non-use of strategies and effective tools. In the practical field of health care, the hegemonic health care models ignored numerous conditions of the individual (Ter-Israelyan et al., 2021; Silva, Silva & Sales, 2018).

In the postmodern world, it is clear that there is a lot of emphasis on humanized care and quality teaching, where the patient is the protagonist of the care itself and the student of the teaching-learning process itself. Many types of research and studies have been published in this area. As well as, health policies were created to implement this humanized care and this quality teaching in the higher education network. With this, it is possible to say that health care and teaching have advanced a lot in the postmodern world.

Other nuances and interfaces between health and education have been highlighted and explored (Falkenbach, 2022; Silva et al., 2018; Grah, 2018). As a result, closer relationships have been established between education, health, environment and social learning (Silva et al., 2019; Melo-Dias & Silva, 2019; Bragato et al., 2018; Soares & Oliveira, 2018). As seen in Figure 2, for example, it can be seen that the individual's social learning depends on connections established between certain dimensions that surround him.

Figure 2. Connections established between the dimensions that surround the individual.



Source: Santos and Jacobi (2017).

It should also be recognized that much of what has been seen and studied about education and care still needs to be improved and reconfigured based on the individual and collective conditions of the subjects. In this way, teaching and care practices will be able to consider all possible conditions emanating from a single individual and from the society in which he finds himself. What was previously ignored, today, in the postmodern world, must be recognized as an important and fundamental aspect for the effectiveness of care and teaching actions in health.

Zygmund Bauman, in one of his interviews reported on the YouTube platform, stated that a “Facebook addict” once told him that he made more than 500 friends in one day; Bauman claimed to have told him that in his 80s he did not even have that many friends (NPEC, 2011). That is because their relationships were built on human bonds rather than social networks. In addition, the concept of “friends” for both is different since social networks and human ties move from particular and collective perspectives in different places in history.

Likewise, in the context of teaching and health care, the individual condition of the patient subject versus the health professional subject, and of the student subject versus the teacher subject, cause their ideas to clash. From them, new philosophical and technological concepts and ideas are born, but also new ways of conceptualizing what already has a concept and what has no concept and improving what has already been created.

The divergent ideas of the different actors and protagonists of health and education continually clash. These clashes generate discussions, studies, and new experiences. The products of these clashes, in turn, allow the population to have access to the most diverse pieces of knowledge produced and disseminated, essential for consolidating scientific evidence and modifying teaching and health care practices.

Zygmund Bauman further states that community precedes man and men connect/disconnect from each other through networks (Bauman & Raud, 2018; Beltrammi & Reis, 2018). In the field of education, the community is the teaching institution and in the field of health, the community would be the three levels of health care; and networks remain the connection and disconnection link between these teaching agents (teacher and student) and health agents (health professional and patient).

3. Final Considerations

The student and the patient have individual conditions that do not cancel out the conditions of the care and teaching agents, or vice versa. Therefore, spaces for discussion and reflection must be created so that these agents, in all their nuances, can discuss everything that concerns care and teaching from the perspective of integrality. Holistic care and holistic teaching, in the postmodern world, are sufficiently capable of transforming individual and collective realities.

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