



Research Article

The practice of Preceptorship in dialog with Morin's seven complex lessons

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Abstract

Residency is a form of in-service training established in the 1970s with medical residency as a form of specialization and later in the 1990s nursing residency was also regulated. It is practiced in health institutes under the supervision of renowned and skilled professionals. This study is a theoretical reflection that aims at highlighting where Edgar Morin's Seven Complex Lessons in Education for the Future meet with the practice of preceptorship in a multi-professional residency in a HIV/AIDS Specialized Ambulatory Service. The Seven Complex Lessons are: The Blindness of Knowledge (Error or Illusion); Pertinent Knowledge; Teaching the Human Condition; Teaching the Earth Condition; Confronting Uncertainties; Understanding Each Other and the seventh lesson is on Ethics for the Human Genre. In associating the lessons to the practice of preceptorship, the overcoming of fragmentation is sought out by unifying theory and practice

Keywords: HIV, Preceptorship, Interpersonal Relationships, AIDS

INTRODUCTION

Residency is a type of in-service specialization teaching program that was established in the 1970s with medical residency under Decree number 80.281 of September 5th 1977 and later, in the 1990s, nursing residency was then regulated (Ministério da Educação, 2013). It is practiced in health care institutions under the supervision of renowned and skilled professionals, known as preceptors.

According to the Ministry of Health's administrative ruling number 1000/05, it is the preceptor's role to supervise and teach-assist, and is the one who organizes the learning process and advise their students, whether they are at under

graduate or extension course level. Therefore, the preceptor must have at least three years experience in their specialty field or an academic title in a specialization or residency (Ministério da Saúde, 2005).

Brant (2011) states that the exercise of preceptorship is a group construction which occurs around meetings, whether they may be: between those who long to know about their health/life – the user; between those who demand = with regard to a specific health process and individual and/or collective ailment – the student and the one who oversees and aids in this knowing process – the preceptor. In these meetings, the preceptor acts as a mediator and facilitator between the student and the service user, qualifying and strengthening the acting power in health care.

Peixoto and Tavares of Universidade Federal Fluminense, in Brazil. Master in Healthcare Sciences considered that the preceptorship of residents should be carried out by assisting professionals and that a theoretical-pedagogical background should help these actors in mediating the articulation of the resident's theoretical-practical knowledge, effective learning. Therefore, it is imperative that these preceptors are able to develop their tasks and that the institution works with tailored pedagogical methods and proposes needed interventions in the teaching process, and thus, most importantly, meet the social requirements, while taking into account the necessary human resources. The conception used by this author also applies to multi-professional residency preceptorship.

According to Chiesa et al. (2007), instrumentalizing future professional is not only a challenge for teaching hospitals, but also for all professionals involved in the process. After all, changes involve people, values, culture and, specifically in the fields of health and education, as well as ideological, social, economic and historical issues are also involved, and the educational institutes have a fundamental role in the development of such skills.

During a consultation, one should consider that human beings are multidimensional, biological, psychological, social and emotional, and specialization incurs discrimination, a break of ties, in which the whole and essential are lost, and reconstruction of the whole is necessary in order to know the parts, gathering together the various areas of knowledge against fragmentation, one of the purposes of multi-professional health care residency is to rescue the principles of the pertinent knowledge (Morin, 2011a).

This reflection therefore aims at highlighting where Edgar Morin's "Seven complex lessons in education for the future" are found in practice in residency preceptorship, because Morin proposes the reconnection of the complex lessons with new conceptions about knowledge and education.

THEORETICAL REFERENCE

Edgar Morin, pseudonym of Edgar Nahoum, was born in Paris on July 8th 1921, where he currently lives. He is French Jewish of Judeo-Spanish (Sefardi) origin, an anthropologist, sociologist and philosopher. He is an Emeritus Researcher at CNRS (Centre National de la Recherche Scientifique). He has degrees in Law, History and Geography and has carried out studies in Philosophy, Sociology and Epistemology. He is the author of more than thirty books, including: *The method* (6 volumes), *Introduction to complex thought*, *Science with conscience* and *Seven Complex Lessons in Education for the Future* (Morin, 2014).

After fleeing to Nanterre when Germany occupied France during the Second World War, he joined the Resistance and adopted the codename Morin. Although sympathetic to Communism, he was distanced from the Party's activities due to his opposition to Stalinism. As an independent person, he has refrained from thinking or acting anything but civically and politically correct.

With a degree in Sociology, he understood early on the need to integrate the many areas of knowledge. His inter and transdisciplinary studies, which were initially met with skepticism by a large portion of the scientific community, and even received, in 1965, a "scientific reprehension" from the Délégation Générale à la Recherche Scientifique et Technologique, with whom he was then developing his investigative work (Morin, 2009).

The success of his book *Le Paradigme Perdu. La nature Humaine* (1973) and the great depth of *La Méthode* - which he had been working on since the mid-1970s and from which six volumes were published between 1978 and 2004 – led his criticism on the paradigms in modern science to become progressively more accepted (Morin, 2014).

The book "Seven Complex Lessons in Education for the Future" was born as a result of an invitation from the United Nations Organization to the author to address issues that a citizen of the 21st century should not go without (Morin, 2011b). The complex lessons described by Edgar Morin are, 1st The Blindness of Knowledge (Error or Illusion), 2nd Pertinent Knowledge, 3rd Teaching the Human Condition, 4th Teaching the Earth Condition, 5th Confronting Uncertainties, 6th Understanding Each Other, and 7th Ethics for the Human Genre (Morin, 2011a).

This reflection is driven by bibliographic research on thirteen subjects including "Preceptorship", "Interpersonal relationships", "HIV", "AIDS", "SIDA" (abbreviation for AIDS in Portuguese), "Teaching", "Nursing", "Qualification", "Health Professionals", and "Education". The themes that emerged for the construction of this study are based on the work of Edgar Morin mentioned beforehand. A critical analysis method was used, which included a problematization of the issue, interpretive reading of related bibliography and a specific theoretically-founded construction on the subject.

1st lesson: The Blindness of Knowledge (Error or Illusion)

The lists begins with a study of knowledge itself, known here as The Blindness of Knowledge or Error or Illusion which states that education should show that there is no knowledge that isn't threatened in some degree by error and illusion. For knowledge to move forward, the error shouldn't be kept out of the learning process, but integrated into it. A study of the human knowledge's cerebral, mental and cultural characteristics, of its processes and modes, its psychological and cultural dispositions that lead to error and illusion should be introduced to and developed in education (Morin, 2011a).

This lesson could be identified in the studies of Silveira (2001), Monteiro and Figueiredo (2009), Mahat and Eller (2009), Pereira (2009), Sowell and Phillips (2010), Vargens et al. (2010,2012), Mockiene et al. (2011), Galvão et al. (2011), Costa (2013) and Pereira e Tavares (2014), since issues such as intellectual errors, rational uncertainty, the learning process were present in their development and are contemplated in the practice of preceptorship. The fear of making mistakes, the non admission of errors as a process of learning needs to be re-evaluated, because these events are linked to education and contribute to the advance in science, as well as doubt gives opportunity to learning.

2nd lesson: Pertinent Knowledge

Morin (2011a), in the second lesson, presents the issue of "Pertinent Knowledge" in which the gathering of the many areas of knowledge is proposed to oppose fragmentation. True knowledge should be pertinent, that is, it should take into account the relationship between the generating objects, establishing the mutual relations between the parts. The development of the mind's general aptitudes allows for better development of particular or specialized skills. Future education should stimulate general intelligence.

The studies of Moskovics and Calvetti (2008), Monteiro and Figueiredo (2009), Mahat and Eller (2009), Pereira (2009), Sowell and Phillips (2010), Vargens et al. (2010, 2012), Galindo e Francisco (2013), Costa (2013), Camilo et al, (2013) and Pereira e Tavares (2014), present in their context the importance of multi-disciplinarity, which is nowadays very much divulged in government programs such as, for example, the deployment of multi-professional Healthcare Residencies by the Ministry of Education and Ministry of Health.

In order to reach integrability, teaching methods must change, even after a great deal of debates on the subject, little has changed in practice. It is imperative that a multidisciplinary team is involved, with a view to overcoming the difficulties related to specialization and that more preceptors, residents, faculty, under graduates, institutes and other professionals get involved, so that the best development possible in the skills is achieved. Therewith, it is understood that the process of teaching and learning needs to be equally skilled at educating both teachers as learners so as to promote multidisciplinary of quality healthcare services (Saraiva et al., 2014).

3rd lesson: Teaching the Human Condition,

The third complex lesson talks of teaching the "Human Condition" and that implies questioning our place in the world (Morin, 2011a). All of our conditions on planet Earth: cosmic, physical, earthly and human should be analyzed so that the inter-relation (human unity) can be noticed ; within this context, we identified in the articles of Monteiro and Figueiredo (2009), Pereira (2009), Sowell and Phillips (2010), Vargens et al. (2010, 2012), Mockiene et al. (2011), Costa (2013), Camilo et al. (2013) and Galindo and Francisco (2013) that in some way, whether explicit or implicit, this issue is addressed in its context. This complex lesson is well defined in the National Program of Humanization when treating the integrability issue.

Although, similar to the previous lesson, this one shows that an individual should be seen as a whole, while the previous lesson allows for this view as a whole through the inclusion of multi-disciplinarity, that being, a multi-professional team, uniting their specialties for the sake of pertinent knowledge.

4th lesson: Teaching the Earth Condition

To know that Earth is a small planet, that it needs to be maintained at any cost. Idea, sustainability, home land earth. Education for the future should be teaching first and universal, centered around the human condition. To know humans is, first and foremost, to situate them in the universe, and not separate them, requires polycentric thinking nurtured by the cultures of the world (Morin, 2011a).

Starting from this complex lesson described by Morin, we can relate it to preceptorship through the research of Moskovics and Calvetti (2008), Pereira (2009), Vargens et al. (2010, 2012), Mockiene et al. (2011), Galvão et al, (2013), and Camilo et al. (2013) since these authors present in their contents reports interconnected to the question of taboos and non isolation, making team work necessary. Once the preceptor has recognized that error is part of the learning process, as well as that involving themselves with other professionals is necessary to see to the individual in their

entirety, he/she must remember cultural diversity, and understand that the individual completes the social universe in which the individual itself is inserted in.

5th lesson: Confronting Uncertainties

The fifth lesson is “Confronting Uncertainties”. In the last century (20), the loss of the future and unpredictability were discovered (Morin, 2011a). Related to this lesson, we detected in the articles of Moskovic and Calvetti (2008), Mahat and Eller (2009), Pereira (2009), Vargens et al. (2010,2012), Mockiene et al. (2011), Galvão et al. (2011), Galindo e Francisco (2013) and also the work of Pereira e Tavares (2014), a presentation of these uncertainties and outlining of propositions. This is information.

Those who dedicate themselves to education should teach strategy principles that help confront unpredicted adversities, the unexpected and uncertainty, and modify the development, because of the information acquired throughout time so that we know to expect the unexpected and work for the improbable (Morin 2011a).

One can learn from this fifth lesson that the greatest challenge in education is to teach strategies that prepare the student to face the unexpected in a future world that we know nothing of (Silveira, 2001).

6th lesson: Understanding Each Other

Understanding Each Other starts a discussion on communication in the sixth lesson, as understanding of the incomprehensible is requested. Intellectual understanding is different from human understanding, because the latter goes beyond explanation, and is constructed differently from person to person. While considering human communication and understanding as means and end, the author evokes the need to study the incomprehensible to stress the importance of mutual understanding as a condition and guarantee of intellectual and moral solidarity of humankind founded on ethics on understanding and to promote safer foundations for education towards peace.

For this lesson, we point out the articles of Moskovic and Calvetti (2008), Monteiro and Figueiredo (2009), Pereira (2009), Sowell and Phillips (2010), Vargens et al. (2010, 2012), Mockiene et al. (2011), Galvão et al. (2011) and Pereira and Tavares (2014), which are also present in the 3rd and 4th lesson. With this lesson, we are discussing teamwork that builds work and inter-relationships.

7th lesson: Ethics for the Human Genre

Finally, the seventh lesson “Ethics for the Human Genre”, shows that the anthropo-ethics should be considered as a chain of three terms Individual $\leftarrow \rightarrow$ Society $\leftarrow \rightarrow$ Species, from which our conscience and our human self spirit emerge (Morin, 2011a). Education could contribute to help reach this ternary quality (individual, society and species) and help broaden individual conscience for two great ethical-political purposes for the new millennium, that is, establish a relationship of mutual control between society and the individual for democracy and, to conceive humanity as a planetary community, the studies of Monteiro and Figueiredo (2009), Pereira (2009), Sowell and Phillips (2010), Vargens et al. (2010,2012), Mockiene et al. (2011), and Galindo and Francisco (2013) point us to this lesson.

In practice, this lesson leads us to the question of empathy, to recognize others as beings and not as objects. One should work for the humanization of humanity; obey life; guide life; realize planetary unity when faced with adversity; respect others, their differences and one’s own identity at the same time; develop ethics for solidarity; understanding; teach ethics for the human genre. Anthropo-ethics has the hope of realizing humanity as a conscience and planetary citizenship. To teach democracy. To teach love.

CONCLUSION

Edgar Morin had a difficult task to describe the complex lessons needed in education for the future, thus, it can be noted that he was already a man ahead of his time, however, as hard as it was to describe them so is the task of inserting these lessons in everyday hospital practice, especially in regard to teaching/preceptorship. Such lessons, as the ones determined by the author are like a chain, interconnected and point to a single direction, the direction of full and extensive knowledge, which is a constant search in teaching in health care and reinforced in practice by teamwork which leads to a transfer in knowledge and efficiency in meeting shared targets, since it makes the most of each individual’s time and also contributes to learning new tasks.

In preceptorship, there are many challenges, it is important to face the fear of making mistakes and accept it as a means to knowledge, because only through error can one rethink reality and transform it, besides, it is important to see that fragmentation through specializations limits knowledge, and it is not a full form of knowledge as idealized by Edgar Morin.

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