

Discovering a New Professional Path in Research: a Humanistic Vision of the Health Sciences Teacher From their Professional Training

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ABSTRACT

The epistemic aim of weaving together a humanistic theoretical framework for the professional research path of health educators from a humanistic perspective is the landscape of knowledge in which this research is situated. Its fundamental teleology is to structure a humanistic theoretical framework for the professional research training of health educators from a humanistic vision within the context of Venezuelan university education. Theoretically, this thesis draws on the humanistic perspective of education proposed by Carl Rogers (1975), the contributions of Bruner's (1965) work on cognitive and language development, Vygotsky's (1920) theory of social construction, and Heidegger's (1920) existentialism. Epistemologically, this research is grounded in a humanistic view of reality, as it proposes a critical humanism that pays homage to human creativity, analyzing how individuals respond to social and economic limitations. This implies an ethics of care and a critical view of power structures (p. 168). The research setting was the Health Sciences area of the University of Health Sciences of Carabobo State, and the key informants were three professors from that area. Based on categorical interweaving, phenomenological eidetic reduction, and theoretical refinement, I generated an emergent episteme configured around the transcendence of academic daily life. In Health, one only learns to be and give Health when one comes into contact with the socio-cultural context of Health.

Descriptors: Professional Training, University Research, Humanistic Dimension of Knowledge.

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