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MEDICAL EDUCATION IN GUARANTEEING HUMAN RIGHTS

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Abstract: Changes in society demonstrate that human rights and the role of doctors in ensuring this conduct are closely linked. The objective is to point to medical training as a driving factor for this. For this, publications in several research bases were used. It is demonstrated that the lack of a practical scenario leads to non-humanized technical assistance. Therefore, practical environments are needed that encourage humanized management and thus guarantee the protection of human rights. **Keywords:** human rights; social minorities; medical education.

INTRODUCTION

“ Rare professions enjoy the privilege of being able to share and mitigate pain and human suffering like those in the health area” (ipsis litteris, SIQUEIRA, J.E., 2012) – through this initial reflection, it is possible to signal that the medical profession is in the front line and, therefore, is the first witness to the physical and mental suffering resulting from various practices that violate human rights (Albuquerque, A., 2015). In addition to this note, it is known that after the First World War the implementation of guidelines that guide human rights was established and medical participation during this construction has been demonstrated, since recognition of the right to health is one of its essential pillars (Albuquerque, A., 2021). It is important to highlight that, in addition to being directly involved in health promotion and prevention, medical practice has the duty to prepare reports and state regulations in cases of human rights violations. Based on what was mentioned, it is possible to infer that this profession aims to guarantee and protect the essential conditions that condition the dignity of any human person (Albuquerque, A., 2015). In Brazil, the guiding axis of medical training is the National Curricular Guidelines (DCN, 2013) which highlights the

importance of humanistic training and action based on ethical principles (Gontijo, E. D. 2021). However, medical practices have been observed that are at odds with ethical issues and consequently infringe on the inalienable rights of patients (Ezer, T., 2016) and, in order to reduce this poor commitment to the health and dignity of patients, it is which demonstrate the importance of training doctors committed to the humanization of health care. It is necessary to highlight that there is a shallow literature on the topic “Human Rights and Medical Performance” and consequently, there is a gap in the training of doctors in Brazil (Gontijo, E. D. 2021). Taking into consideration what has been mentioned, it is clear that promoting research and the search for knowledge regarding the extent to which medical action goes in the face of social and moral issues for all types of patients is more than necessary, as it allows reflection and improvement on the part of those who deal with human lives every day. Furthermore, medical training based on the priority of defending and following human rights helps to build a fairer, more egalitarian and democratic perspective on health professionals who aim not only to diagnose, treat and cure people, but also to listen and transform. In view of the above, the objective of this work is to demonstrate how medical education can support the guarantee of human rights to any citizen.

MATERIAL AND METHODS

This bibliographic review was carried out based on cataloged books, scientific articles and published studies, and was found through research carried out on the digital platforms Scientific Library Online (SciELO), Pubmed, Newspaper: Capes and Cochrane. Due to the relevance of the original and current theme, we selected works published in the last 5 years to construct the study up to this point.

RESULTS AND DISCUSSION

The International Covenant on Economic, Social and Cultural Rights provides for the right of everyone to enjoy the highest possible level of physical and mental health (ICESCR, 1966). The right to health, a pillar of human rights, comprises the right of every individual to enjoy goods, services and conditions necessary to have the highest possible level of health, which are guaranteed by the State, which must take measures that respect, protect and fulfill the right to health. The task of monitoring and evaluating whether governments comply with these obligations falls to society, the State itself and Human Rights protection systems. Therefore, to guarantee the right to health, it is essential that the actors involved in such actions know what this right means, what must be done or not done to materialize it and how to apply it to concrete situations (Albuquerque, A. 2010). Given this premise, we have the vitality of health professionals, especially doctors, to be taught exhaustively about human rights during graduation, so that when inserted into professional practice they are fully understanding of this subject in order to guarantee knowledge and protection of human rights. to everyone in your community.

The National Guidelines for Graduation in Medicine encompass the training of a humanist and ethical professional beyond the technical capabilities of medical practice, as they are a vital character in facing situations that violate human rights (Albuquerque, A. 2015). Furthermore, The Global Human Rights Education Plan states that human rights education includes not only education per se, but also training and information. Thus, including values, attitudes and behaviors (Rego, S. 2010).

It is essential that professionals are trained in the culture of human rights, as doctors will be more attentive to the universal obligation

to respect the differences that constitute each person's identity and to the fact that the practice of Medicine is not assistance, charity or beneficence, but rather the materialization of the human right to health (Albuquerque, A. 2015). Based on what has been mentioned, the future professional has the opportunity to become aware of the uniqueness of each situation when making decisions and assessments. To develop moral competence in training processes, teachers must expand, beyond the transmission of information, reflection on social and ethical commitment in the search for the formation of autonomous, critical and participatory citizens (Gontijo, E.D. 2021). This way, the need for education of health professionals on technical issues involving care for patients who clearly have basic human rights violated becomes clear, so that questions about ethical values can be addressed in a direct and punctual manner, in addition to due instruction about these approaches.

According to Marques et al. (2020), medical students observed that practical scenarios are ideal for adequately stimulating ethical values and learning how to manage humanized care, but most of them report greater learning in an active approach, and not in mandatory disciplines and techniques such as "Ethic".

Human rights must be part of the medical course graduation and continue after the professional enters the job market. However, Mezzalira et al. (2022) points out that Brazilian medical education presents fragility in the social and human construction of students and this is due to the discreet relationship between teachers and users and teachers and students. Therefore, the fragility of these binomials can lead to situations of lack of reception and disrespect for human rights.

Contact with different environments and cultures through medical practices in different settings during medical graduation promotes increased empathy and respect for

patients (Toledo, AC. 2018); such a statement was evidenced by Matsuda, et. al. (2016) in a study in which students lived for a long period (between 2008 and 2014) with patients who were subjected to social isolation due to leprosy. The data from this study describe that students acquired several social skills, including: cooperation, empathy and respect. Furthermore, such skills were essential for the construction of a humanized medical practice.

Therefore, educational practice must not be merely technical and, therefore, involves the individualization of each patient's basic rights provided for by law and addressed in the World Human Rights Education Plan (PMEDH) in order to achieve a standard worthy of any citizen.

CONCLUSION

Faced with countless challenges, doubts and changes regarding modern medicine and how it interferes in society, the importance of practical scenarios that encourage the training of doctors with precepts that guide the social well-being of all individuals and, finally, ensures confrontation in situations that violate human rights.

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