

Hospital pedagogy as support for the construction of identity in chronic hospitalized students, Peru

Fernando Eli Ledesma Pérez^{a,*}, María Petronila Caycho Avalos^a, Juana María Cruz Montero^a, Silvia Vanessa Rodríguez Melgar^a, Estefany Vanessa Escudero Mori^a

^aUniversidad Cesar Vallejo, Lima, Peru

*fledesma@ucv.edu.pe

received: 03 February 2019; Accepted: 05 February 2019; Published: 07 February 2019

Resumen

La pedagogía hospitalaria implica la presencia del profesor en el entorno en el que el alumno enfermo debe acompañarlo en su proceso de desarrollo cognitivo, afectivo y social y contribuir con los elementos de comprensión a su condición actual y, en ese sentido, el proceso educativo se convierte. El apoyo a la construcción de la identidad de estudiantes crónicos hospitalizados. El objetivo de esta investigación es entender la pedagogía hospitalaria como un apoyo en la construcción de la identidad en estudiantes hospitalizados crónicos, Lima, 2017, enfoque cualitativo, método etnometodológico, técnica de observación no participante, se utilizó la entrevista semiestructurada y las historias se enviaron a análisis de dominios y análisis de categorías que permitieron comprender la escena cultural y el sentido de identidad y la interpretación de cómo construyen su identidad a través de prácticas y valores, que se adquieren a través de la interacción con su entorno; Familiares, doctores, enfermeras, auxiliares, voluntarios y amigos.

Palabras clave: Pedagogía hospitalaria, identidad, construcción, estudiante hospitalizado.

Abstract

The hospital pedagogy (HP) implies the presence of the teacher in the environment in which the sick student is to accompany him in his process of cognitive, affective, and social development and provide the elements of understanding to his current condition and in that sense, the educational process becomes the support for the construction of the identity of chronic hospitalized students. This research aims to understand hospital pedagogy as a support in the construction of identity in chronic hospitalized students, Lima, 2017, qualitative approach, ethnomethodological method, non-participant observation technique, semi-structured interview was used and the stories were subjected to the analysis of domains and analysis of categories that allowed the understanding of the cultural scene and the sense of identity and the interpretation of how they construct their identity through practices and values, which are acquired through interaction with their environment; family members, doctors, nurses, assistants, volunteers and friends.

Keywords: Hospital pedagogy, identity, construction, hospitalized student.

1. Introduction

The Hospital Pedagogy (HP) is a branch of education that is responsible for the teaching-learning processes of hospitalized students for which it makes curricular adaptations and contextualizes the didactic processes to guarantee access to knowledge. Identity refers to how social subjects are constructed through the constitution of an "I" by distinguishing the "other"; Both in the process of formation and social beings as identity, are based on the establishment of a relationship with the other, since "without the others" there is no need to define ourselves "(Hobsbawn, 1994). The construction of identity is the result of the formation of the subject and the subjectivity that is configured through linguistic relations that reproduce the established order.

The HP as educational possibility is valid in almost all countries and the construction of identity as a process of social construction occurs in the interaction with others, with their peers, who are in school. However, hospitalized students are prevented from acting with their peers and must construct their identity under other circumstances, so the presence of the hospital teacher with a pedagogical discourse should serve as support in the construction of said identity.

Identity refers to internal dynamic arrangements mediated by the social environment, it is a construction process in which subjects define themselves in close symbolic interaction with other people. Through the individual's ability to internalize the attitudes and expectations of others, their self becomes the object of their own reflection. Identity, therefore, is the capacity to consider oneself as an object and in that process and to build a narrative about oneself.

In this panorama it is important to know how the student identifies himself and what makes him different from the others; for this, their participation, their opinion and the development of their present abilities for the conformation of their personality were considered.

Vergara (2011) carried out an investigation to base the central elements of the construction of the personal identity with the sense, associated to processes of maintenance of the personal identity and the meaning related to the processes of change of the personal identity; reviewed the proposals made by Jean Piaget, Jerome Bruner and Vittorio Guidano who agreed that personal identity is a significant phenomenon for the understanding of subjects; the meeting of these theories allowed the approach to complexity and understanding of factors involved in the formation of personal identity. González (2016) conducted an investigation to know the effects that hospital pedagogy has on the child admitted, both educational, psychological and social, and concluded that from the point of view of the nurse the HP had little importance; However, the volunteers highlighted how interesting it could be to organize weekly workshops to express emotions in which families would be included.

Chala and Matoma (2013) investigated to explore how the adolescent thinking about the construction of identity becomes a self-critical subject, who makes decisions, resolves conflicts and develops his abilities in other social environments and concluded that the construction of identity is a permanent process, the adolescent lives deep, fast and constant reelaborations, since in this life cycle the subject shows greater risks of vulnerability, conflicts and distancing in their spaces of socialization.

Díaz, Londoño, Pamplona and Restrepo (2010) investigated to establish the factors that allow framing the interventions developed with children in situations of vulnerability in health, in the categories of educational act or educational action, through a comprehensive analysis of these , contributing to the construction of knowledge in the framework of hospital pedagogy and

concluded that the educational act is constituted by two components: one theoretical and one practical, which are combined with the intention of promoting transformations in pedagogical knowledge and subjects they are part of the educational process.

Olguín and Soto (2015) described the organization of personal identity in children from six to 11 years old, from the dimensions of identity, from their autobiographical narratives, the results were made from the analysis of written autobiographical narratives and the Conclusions were organized according to the dimensions of personal identity.

2. Material and methods

Spatial and temporal framework.

The research was conducted in the city of Lima, in a child health institute that has hospitalization services in the areas of cardiology, neurosurgery, head-neck and maxillofacial surgery, chest and cardiovascular surgery, hematology, neuropsychiatry and plastic surgery. The synchronous investigation was conducted from April to December 2017.

Thematic approach

In order to carry out the research, the general theory of symbolic interactionism proposed by Mead (1972) was used, who maintained that the person's conscience, thoughts and feelings are at the center of social study, their study is based on observations of the daily social activities and facts available to everyone. Consciousness, thoughts and feelings, must be studied as irreducible facts and according to their own conditions since it is the only way to capture what is specific in the social world. In the same sense, Blumer (1969) indicated that the meaning of a behavior is formed in social interaction; its result is a system of intersubjective meanings, a set of symbols whose meaning the actors participate in. The meaning content is nothing more than the reaction of the actors to the action in question. Consciousness about one's existence is created as is consciousness about other objects; both are the result of social interaction. Symbolic interactionism places great emphasis on the importance of meaning and interpretation as essential human processes. People create shared meanings through their interaction and, from these meanings, they become their reality.

The thematic unit of the investigation was the construction of the identity, being the author Chihu (2002) who maintained that the identity has to do with two aspects: with the self-definition and with the identification, that is to say the individual has the capacity to self-define, but likewise, it is identified by the other, because identity is what distinguishes it in a personal or group way but at the same time that distinction is common to them and unites individuals, but also differentiates them from other groups.

Mercado and Hernández (2010) agreed that identity is recognized and recognized, that it occurs in the process of socialization and develops in the processes of interaction, it is constructed throughout the existence of the individual through the relationship with other individuals. Sandoval (2007) affirmed that the values are present in the processes of socialization and resocialization, are a way to build identities, motivate individuals and influence their needs, aspirations, perceptions and criteria to justify or judge situations, fulfill the function of generating attitudes and guiding behaviors, which is also, the role of identity, values assume a central role in the construction and maintenance of the identity of individuals and collectives.

Thematic unit: Identity construction.

Domains of the thematic unit

Domain 1: Collective identity, Domain 2: Personal identity

Identity construction

Mercado and Hernández (2010) affirmed that the process of identity construction implies the inclusion of individuals through the appropriation or internalization of values and practices, this implies that there are two levels of identity, which has to do with the manner of ascription or group membership and the one that involves knowing and sharing the contents socially accepted by the group; that is, to be aware of the traits that make them common and make them us. (p.234)

Collective identity

Arteaga (2000) argued that collective identity is the self-perception of a relatively homogeneous we as opposed to others, based on attributes or distinctive features, subjectively selected and valued, which at the same time function as symbols that delimit the space of selfhood identity (p.54)

Personal identity

Rosenfeld (2006) said that personal identity is understood as those characteristics that the person considers to be defined as being unique and different from others, but at the same time they feel they are part of certain groups and recognize themselves in others and that they guide their actions. In itself, the personal identity is the concept of oneself, it is through socialization that the individual learns to be different from other individuals by developing a concept of oneself. (p.2)

Domains	Categories	Guiding questions
Personal identity	Self-definition	What concept does he have of himself?
		What characteristics do you think define it as being unique and different?
		Do you like your way of being?
		Do you value yourself as you are?
	Identification	Do you think your ID is part of your identification? why?
		What language identifies you with?
		What place of origin is it?
		How do you consider yourself?
	social context	How do you relate to your environment?
		What common interests do you have with your family or friends in your area?
		How do you participate in your locality?

colective Identity	Culture	What customs do they perform in your locality or country?
		How much do you know about the history of your locality or country?
		Do you feel identified with the cultural identity of your town or country?
		Have you visited places that have the same cultural identity as your locality?

Source: Adapted from the book *Sociology of Identity*, by Achilles Chihu (2002)

Type of study.

The research used the qualitative approach to understand from the perspective of the HP how the chronic hospitalized student constructs his / her identity. It was considered chronic hospitalized student who has more than three years of institutionalized permanence, for that reason, it was intended to understand how he constructs his life project after hospitalization; the synchronous temporary design was used, which covered the two academic semesters of 2017. The information was collected throughout the year, including the vacation period. Due to the nature of the research, its level was framed within the scope of comprehensive interpretive sciences (Strauss and Corbin 2002; Tamayo, 1997).

Method

In the research the ethnomethodological method was used. This method is the one that most adapted to the pretensions of the investigation since it allowed the observation of the chronic hospitalized student in the different scenarios in which his institutionalized life passed.

Characterization of the subjects

The participants of the present investigation were chronic hospitalized children who were hospitalized in the health institute for various diseases. There were children from different provinces of Peru who were accompanied by their parents who were the ones who spent the most time with them, other relatives visited them like their brothers, uncles, grandparents, cousins; There were times when the children were alone. The evolution of his ailment in some cases is progressive and in others involutive. There are patients who remain hospitalized since birth.

Sample

The sample of the present investigation consisted of five chronic hospitalized children from the maxillofacial head - neck area.

Methodological investigation procedures

At the beginning of the present investigation, an approach was made, awareness was raised, consent was obtained, confidence was gained, first the way in which the activities were carried out was investigated and then, in a progressive manner, enough autonomy was achieved to carry out the interviews.

3. Results

Understanding of hospital pedagogy as a support in the construction of collective identity in chronic hospitalized students.

The hospital pedagogy as a space for attention to hospitalized students offered the opportunity to interact with them, with the professional health personnel, with the assistance personnel, with the volunteers and with their relatives. Life in hospitals generates situations of anguish and uncertainty, however, the presence of others, through their different roles is the emotional support they need to overcome any circumstance during their stay in the hospital.

The disease has an important psychological impact on the parents and siblings of the pediatric patient, it can interfere with their social emotional adaptation and their health, both HPysical and mental. That is why it is necessary that hospitalized children have emotional support from parents, since the family is the best emotional support and point of reference for the child. Because being with them they transmit calmness, create a climate of trust, reduce their fear and anxiety, helping them in their hospitalization process.

In the domain of collective identity, reference is made to the fact that each person is a member of the community in which it is developed; family members, neighbors and friends who make up their environment, share affective bonds and cultural relationships; is one that is built through continuous contact with a group; it is a relation of the self to the other. It can be seen in the description of the story that the students made, how hospitalized children usually relate in a constant way with doctors, pediatricians, neurologists, nurses, assistants, laboratory technicians; family members, volunteers, friends and roommates with whom they establish relationships. Hospitalized students, through their interactions generate a climate of friendship and friendship, express their feelings and thoughts. These bonds allow them to feel protected, since they are not always accompanied by their relatives in whom the predominant feeling is helplessness; as he mentioned it:

"I would like to leave the hospital to be with my family and play with my cousins, but I am also sorry to leave because I have made friends here" (Lourdes 8 years old)".

Hospitalized students often feel the desire to go home to meet their family, friends, acquaintances, but at the same time the feeling predominates, since they do not want to separate from their roommates with whom they have spent the most time together, sharing experiences and experiences, in their leisure time they also shared part of their time with hospital volunteers who were responsible for providing educational support to the hospitalized child through school activities, there were also recreational moments where they played, painted, they drew, made crafts to move the disease from the center of their lives and facilitate social interaction with other children, so in this space they built their collective identity.

Understanding of hospital pedagogy as a support in the construction of personal identity for their life project in chronic hospitalized students. The hospital pedagogy, states that the school has to prepare the hospitalized child to face the conflictive situations that will live, developing cognitive skills, academic performance, improving their emotional and emotional state, in order to better cope with their situation and improve of your health. It is a new way of teaching and living the educational process to avoid the school exclusion of those who are in a situation of diminished health, in order to favor the motor, social, affective and cognitive development of children and significantly improve their quality of life. lifetime. The hospitalized students are the main actors of

receiving medical, psychological and pedagogical attention, in order to continue with the development of their life.

In the domain of personal identity refers to the perception that each subject has of himself, that is, the perception of his own consciousness of existing in both the person in relation to other individuals with whom it is grouped, including family and context. Students hospitalized through their stories tell their experiences, experiences within the hospital, as is their coexistence with other children. In some cases it is evident that the hospitalized students show joy, sympathy, sadness, express what they think and feel about some bad attention received. The permanent presence of parents and other family members accompanying the hospitalized student, since through their protection, care, affection and dialogue they transmit the child confidence in themselves and in others.

Hospitalized students in some cases feel sure of themselves, their potential and their real possibilities of personal development. as he mentions:

"I would like to return to my village Tambo to continue studying with my friends and continue helping my dad in his business" (Reynher, 16)

The students hospitalized through their narrations express what they think and feel. They would like to return to the place where they live, since being in another place they feel strangers, they do not have their relatives close by, friends who can see him; That is why they feel the need to return to their home, in order to continue with the development of their life.

4. Discussions

In the present investigation it was found that the hospital pedagogy in the institution in which the research was carried out is determined by the set of actions carried out by the teachers in training, education practitioners, university careers volunteers and non-educated volunteers, who develop recreational, entertainment, educational and play activities with chronic hospitalized students. Students' identity can only be constructed from their awareness of the existence of themselves and of others, these elements facilitate the processes of individualization and differentiation, reinforced by the elements of how they are treated and how they construct their self-concept. The educational action in hospital environments facilitates the interaction of students as a central element of their own growth and personal development in a guided manner; The professional, welfare, volunteer and family staff also have an influence on the construction of their identity. The stay in hospital environments generates situations of anxiety, anguish and uncertainty in chronic hospitalized those that are faced with the presence of others, who through the representation of different roles become the emotional support of students and facilitate the overcoming of the various circumstances.

Hospitalized students interact with their peers with whom they share spaces all the time, in them there is a predominance of collective identity, it is not easy for them to separate from their peers with whom they spent a lot of time together, they shared experiences and experiences, in their leisure time They also shared games and secrets, however, the desire to feel free and able to self-assert.

The results of the present investigation are coherent with the findings of Vergara (2011) who investigated the meaning and personal meaning in the construction of personal identity, in Chile and found that the review made of the proposals made by Jean Piaget, Jerome Bruner and Vittorio

Guidano, evidenced that the personal identity is a significant phenomenon for the comprehension of the subjects; the dialogue achieved between these theories, is a contribution that allowed the approach to the complexity and understanding of this.

In the present investigation the hospitalized students are in an environment of internment, equipped with the necessary devices for their attention, they share the most time with their other roommates where they create relational bonds that allow them to feel protected. Within the health institute seeks to offer a vitalized pedagogy, where there is greater experiential communication between the life of the learner and the life of the educator in order to transform their suffering into learning. Hospitalized students regardless of their health status, have basic needs to cover, they need adequate care and attention. It was observed that there is good relationship with doctors, nurses and volunteers where they develop different activities such as crafts, individual and collective games, sometimes sing songs, even some volunteers who are foreigners teach them some phrases or words of the language of their countries. This makes students feel motivated to learn and their emotional state changes, simply because they know that someone is interested in them. The collective identity of hospitalized students is usually built in interaction with family members, roommates, doctors, nurses, visits of professionals from different specialties and volunteers with whom they spend the most time, establish friendly relationships, this generates the ability to listen and understand the state in which the other is. These relational links within the hospital allow them to feel protected, since many times parents are absent because they have to work, take care of their other children, take care of their home and other responsibilities that make students remain alone. Some feel safe in the hospital, because they have good care, care and assistance.

The results of this research are coherent with the findings of Chala and Matoma (2013) who investigated the construction of identity in adolescence, in Colombia and argued that the construction of Identity is a permanent process that tends to manage levels of stability, for this reason the adolescent lives deep, fast and constant reelaborations of the reality that is living, since of the life cycles of man, it is in this stage where vulnerability, conflicts and distancing in their spaces of socialization are most evident. Likewise, both results are explained by the theoretical proposals of Arteaga (2000) who argued that collective identity is the self-perception of a relatively homogenous we as opposed to others, based on attributes or distinctive features, subjectively selected and valued, that at the same time they function as symbols that delimit the space of identity.

5. Conclusions

- In the present investigation it was concluded that hospitalized students build their identity through daily experiences and experiences, feel the company of their parents, relatives and friends.
- The students hospitalized through their narratives experience the protection to their condition of vulnerability from the presence of other people, it is the presence of the others who, through their company, give them affection, trust, security, feel loved and protected.
- Students hospitalized through their stories tell their experiences, experiences within the hospital, as is their coexistence with other children. In some cases it is evident that hospitalized students show joy, sympathy, sadness, express what they think and feel about some bad attention received

Reference

- Arteaga, C. 2000. Modernización agraria y construcción de identidades [Agrarian modernization and identity construction]. México: Plaza y Valdés, Centro de Estudios para el Desarrollo de la Mujer, Facultad Latinoamericana de Ciencias Sociales.
- Blumer, H. 1981. El interaccionismo simbólico: Perspectiva y Método [Symbolic interactionism: Perspective and Method]. Barcelona: Barberá de Vallés.
- Chala, L. y Matoma, L. 2013. Construcción de la identidad en la adolescencia [Construction of identity in adolescence]. Universidad Pedagógica Nacional. Bogotá. Available in: <http://repositorio.pedagogica.edu.co/bitstream/handle/20.500.12209/2535/TE-16019.pdf?sequence=1&isAllowed=y>
- Chihu, A. 2002. Sociología de la identidad [Sociology of identity]. México, Miguel Ángel Porrua. Available in: <http://dcsh.izt.uam.mx/labs/comunicacionpolitica/Publicaciones/Libros/libro2.pdf>
- Díaz, M., Londoño, N. Pamplona, C. y Restrepo, E. 2010. Pedagogía hospitalaria: de la acción educativa al acto educativo [Hospital pedagogy: from the educational action to the educational act]. Universidad de Antioquia. Medellín. Available in: <http://ayura.udea.edu.co:8080/jspui/bitstream/123456789/1097/1/CA0356.pdf>
- González, S. 2016. Pedagogía hospitalaria, algo más que enseñar contenidos [Hospital pedagogy, something more than teaching contents]. Canarias. Available in: <https://riull.ull.es/xmlui/bitstream/handle/915/2702/PEDAGOGIA%20HOSPITALARIA.%20ALGO%20MAS%20QUE%20ENSENAR%20CONTENIDOS.pdf?sequence=1>
- Hobsbawn, E. 1994. Identidad. Revista Internacional de Filosofía política. 3:7- 17
- Mead, G. 1972. Espíritu, persona y sociedad: desde el punto de vista del conductismo social, Ed. Paidós, Buenos Aires, Argentina.
- Mercado, A. y Hernández, A. 2010, El proceso de construcción de la identidad colectiva. Revista de Ciencias Sociales, núm. 53, pp. 229-251.
- Olgún, C. y Soto, S. 2015. Organización de identidad personal en niños y niñas entre 6 y 11 años: Dimensiones de la identidad [Organization of personal identity in children between 6 and 11 years old: Dimensions of identity]. Universidad de Chile. Santiago. Available in: <http://repositorio.uchile.cl/bitstream/handle/2250/136431/Tesis%20final%20empaste.pdf?sequence=1>
- Rosenfeld, K. 2006. Identidad y posición social en grupos juveniles: diversidad en hiphoperos y hiphiperas. Santiago: Universidad de Chile.
- Sandoval, M. 2007. Sociología de los Valores y la Juventud. Revista Última Década, Núm. 27, pp. 95-118.
- Strauss, A. y Corbin, J. 2002. Bases de la investigación cualitativa. Técnicas y procedimientos para desarrollar la teoría fundamentada. Medellín, Colombia: Editorial Universidad de Antioquía. Available in: https://www.academia.edu/949983/Bases_de_la_investigaci%C3%B3n_cualitativa._T%C3%A9cnicas_y_procedimientos_para_desarrollar_la_Teor%C3%ADa_Fundamentada
- Tamayo, M. 1997. El proceso de la investigación científica. México: Editorial Limusa S.A.
- Vergara, P. 2011. El sentido y significado personal en la construcción de la identidad personal. (Tesis de maestría). Chile: Universidad de Chile.