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Interpersonal Values, Relevance in the Learning of Human Rights of the Medical Student

Karina Maldonado, Pedro Gerbacio Canul Rodríguez, María Esther Mena Espino

Universidad Autónoma de Campeche, México

kimaldon9@hotmail.com, pegcanul@uacam.mx, maremena@uacam.mx

Abstract. The interpersonal values (IV) allow the person to respond with preferential behavior in a social situation based on Human Rights. Health personnel in training must allow themselves to modify some behaviors for their professional performance. Objective: Characterize the interpersonal values that are developed in the Medicine student in the learning of Human Rights. Method: Descriptive study with a quantitative approach, non-experimental and correlational design. Intentional non-probabilistic sample of 40 students, both sexes, aged 19 to 21 years of the 7th semester of Medical Surgeon. Instrument: Survey of Interpersonal Values (SIV). Results: The following was obtained in the SIV Scales at the end of the semester: Stimulus, 44/32 approval as a professional; Conformity 53/36 Critical training; Recognition 42/39 Similar; Independence 57/18 Precautionary action; Benevolence 49/39 Altruism; Leadership 35/22 little power without going unnoticed. Conclusion: The VI provides tools in patient medical care and the recognition of values, achieves a positive impact on professional training.

Keywords. Interpersonal values, Human Rights, learning, students

Introduction

The values can be considered as cognitive representations that are related to human needs, the main ones, the needs for social interaction. Values have great relevance in the individual's personal, social, family, and professional adjustment. According to Castanedo (1991) the main ones are self-esteem, honesty, responsibility, and respect. Values are qualities or aptitudes that are added to the physical and tangible characteristics of an object, that is, they are attributed to the object by an individual, which allow the individual to modify its behavior and attitude towards the object in question. In such a way that the values are related to behavior patterns and social roles, which guide conduct. When considering a hierarchy of values, this will be more perfect, as the constitutive gifts of personality stand out (Farré, 1949).

Interpersonal values are defined as convictions sustained over time that a person possesses regarding a certain preferential mode of behavior (Kornblit, 2003), considering the core of a person's attitude system, which persevere and guide behavior towards its goals (Hollander, 1968).

Tueros, et.al (2013), mentions that there are two large groups of values that exist in society: the values related to the development of a civic morality and the values that allow

individuals to build their patterns of autonomy, be supportive and live committed to their society.

In 1977, Gordon mentions that values can be appreciated on two levels: personal values and interpersonal values. Interpersonal values would imply the following characteristics for the subject (Gordon 1995; cited in Emiro, et al. 2009): Support (S): being treated with understanding, receiving support from others; be treated with kindness and consideration; Conformity (C): doing what is socially correct, strictly following the rules; do what is accepted and appropriate, be conformist; Recognition (R): being well seen and admired, being considered as an important person, attracting attention, getting recognition from others; Independence (I): having the right to do what one wants to be, being free to decide for oneself, being able to act according to one's own criteria; Benevolence (B): doing things for others and sharing them with them, helping the less fortunate, being generous; Leadership (L): being in charge of other people having authority over them, being in a position of command or power.

Kornblit (2003) mentions that the lack of interpersonal values and the lack of prosocial behaviors generate violent behaviors in the individual.

The school is the important educational institution that provides the foundations that prepare the human being for life, imparting not only knowledge but also developing and deepening the attitudes and values that the student requires at an intellectual, interpersonal, and moral level. Human Rights involve a positive attitude in the training of the medical student because it provides tools for their humanistic development in clinical practice. Therefore, learning based on the training and integration of Human Rights in medical students will have a positive impact on the decisions that must be considered in the clinical area of health institutions. Interpersonal relationships based on Human Rights are a fundamental part of the development of society and especially in the context of health.

Thus, the objective of the work is to characterize the interpersonal values that are developed in the Medicine student in the learning of Human Rights during the period from January to August 2023.

Method Description

A descriptive study with a quantitative approach with a non-experimental and correlational design was carried out. The research sample consisted of 40 students between the ages of 19 and 21, of both sexes and from the 7th semester of the Medical Surgeon Degree. The corresponding permits were made with the authorities and with the students in order not to coerce the result. To obtain the sample, an intentional non-probabilistic sampling procedure was applied. The instrument used was the Survey of Interpersonal Values (SIV) by Gordon, L.V. that measures the values that the subject adopts and affects the relationship with others.

Survey of Interpersonal Values SIV proposed by Leonard Gordon (1996). This Test was elaborated with Factorial Analysis techniques and as a triad choice survey (30 in total, which makes a set of 90 items) allows to appreciate and compare the importance that a person considers based on the following values, attitudes or aspects of their relationships with others: Support, Conformity, Recognition, Independence, Benevolence and Leadership. Percentiles were obtained to verify the percentage of data that is equal to or less than a certain value, it is a statistical measure to compare data.

The administration of the survey was group and without time limit, although it takes approximately 15 to 20 minutes. Marking is done by hand, by applying marking templates directly to the answer sheets. The score varies between 2, 1 or 0 points. The qualification is counted in the sum of the scores. Once the correction is finished, all the partial scores are added

(6 in total). If the survey has been answered and corrected correctly, the result should be equal to 90. The test can be directed at people from 14 years of age onwards.

After the application of the surveys to the students, the work procedure that would be carried out based on the data that was recorded in the diagnostic test was explained. The informed consent letter was given to the students based on the information provided to them and the fact that they were informed about the handling and procedure of the data obtained in the tests.

The data analysis was carried out with the SPSS Version 15 Program and also with the Office Excel Program, with which the graphs of the processed data were made.

Results

After conducting the work with the students in the classroom, the following results are represented. Table 1 only considers the sample that was obtained from a student surveyed with the SIV Survey to see the variability in the data found:

The SIV or Survey of Interpersonal Values, will assess what the student in this case considers important as a resource to determine her individual values.

	SCALES	Direct Punctuation (DP)	Percentiles (PC)
S	Stimulus	12	8
C	Conformity	8	17
R	Recognition	23	32
I	Independence	12	15
B	Benevolence	15	27
L	Leadership	20	35

Table 1. Represents the SCRIBL scales of a questioned student, referring to the direct score of the values and their percentile.

It can be seen in Table 1, that the subject under study involves very low Interpersonal Values in their daily life (it is suggested to focus on their personal and professional life, covering all spheres) when direct scores are taken, which sometimes do not delimit the real values. When obtaining the percentiles, the values are located low high, medium low. Constituting that the person seeks the approval of others, without focusing on the situations in which it is required to be evaluated.

Conformity, as well as independence, are very low values (17/15 respectively) in the student, conceiving a passivity in the decision-making that is presented to him. Regarding the values of the individual, counteracting it with the entire percentage obtained, leadership is a fundamental part of its development with PC 35, however, the initiative for both learning and job development should be further encouraged.

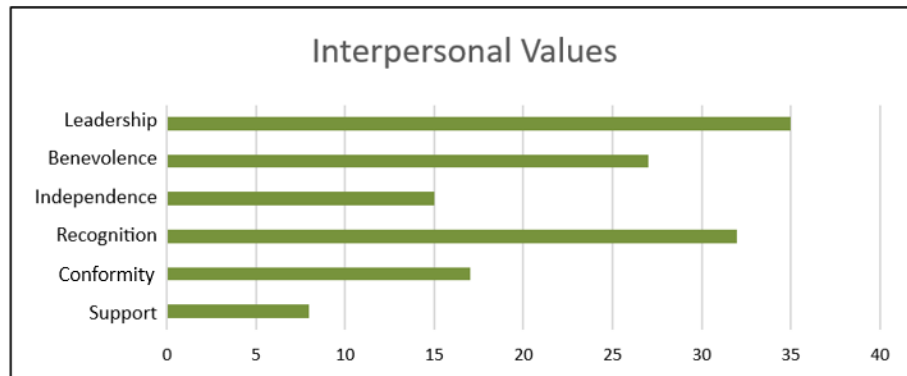


Figure 1. Represents the percentile obtained after completing the SIV survey in the Medicine student, before learning the Human Rights in Health syllabus.

Figure 1 considers the data from the table to visualize in greater detail the values determined in the SIV.

Figure 2 shows the percentiles of the total sample of 40 students of the Medical Surgeon Degree before carrying out the classes in the classroom on the Human Rights Learning Unit. As can be seen, the trend line is maintained in the proximal values, it only shoots up in Independence. The survey had the same application time with the students to avoid variability and to constitute, even if it was a small sample, the significance of the application of interpersonal values, before reviewing the theme of the Human Rights Learning Unit in Health.

As can be seen, there is a percentile of 44 in the value of the Stimulus or Support that is in a low average value. It is worth mentioning that this value is considered as the fact that most of the sample of students does not value being treated with understanding and does not live based on receiving support from others. This is also suggested by the value of Recognition that oscillates between medium low, which indicates that you do not like to be well seen and admired by the people around you, avoiding recognition from others.

Therefore, Independence is in an intermediate term, being sometimes autonomous and sometimes not. There is little definition on this point because you may or may not value having the freedom to decide for yourself with a 57th percentile.

Leadership with a value of 35 ranges from low high, the result being interesting because he is not interested in having leadership in his profession, since it is of fundamental importance for the doctor to impose leadership in the management of surgery, or in the decisions that are often made to issue a diagnosis or treatment.

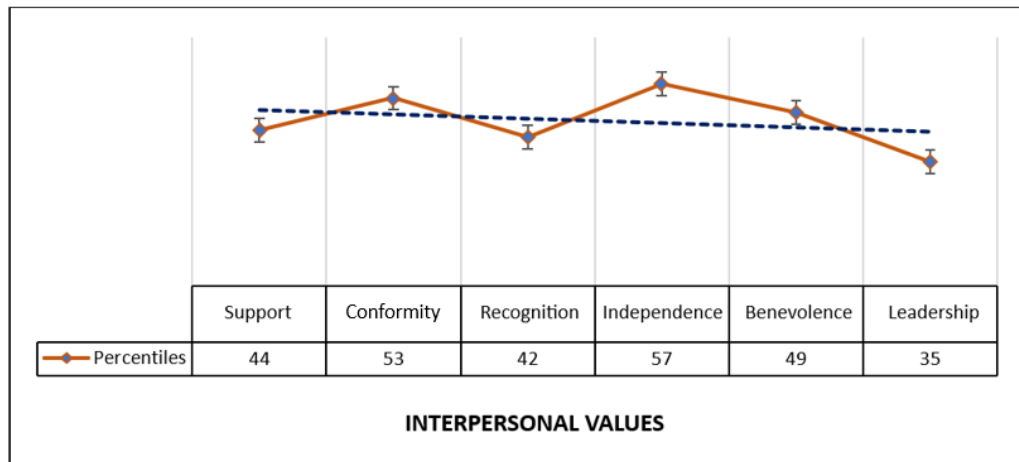


Figure 2. Represents the percentile obtained after completing the SIV survey of the total sample of 40 students of the Medical Surgeon Degree, before learning the Human Rights agenda in health.

The following figure 3 shows the result of the total sample of medical students once the syllabus of the Human Rights Learning Unit has been applied, based on the percentiles obtained.

A high change was obtained in each of the values, integrating higher percentiles than those previously obtained. High leadership and recognition is presented in the students after receiving the theme based on the importance of the doctor as a public servant, little power without going unnoticed. Gordon mentions that the score increases in the samples whose members must face situations that require demonstrating efficiency and aptitude, however, as we saw previously, it decreases when there is a formative mental censorship in which the vain and proud should not exist.

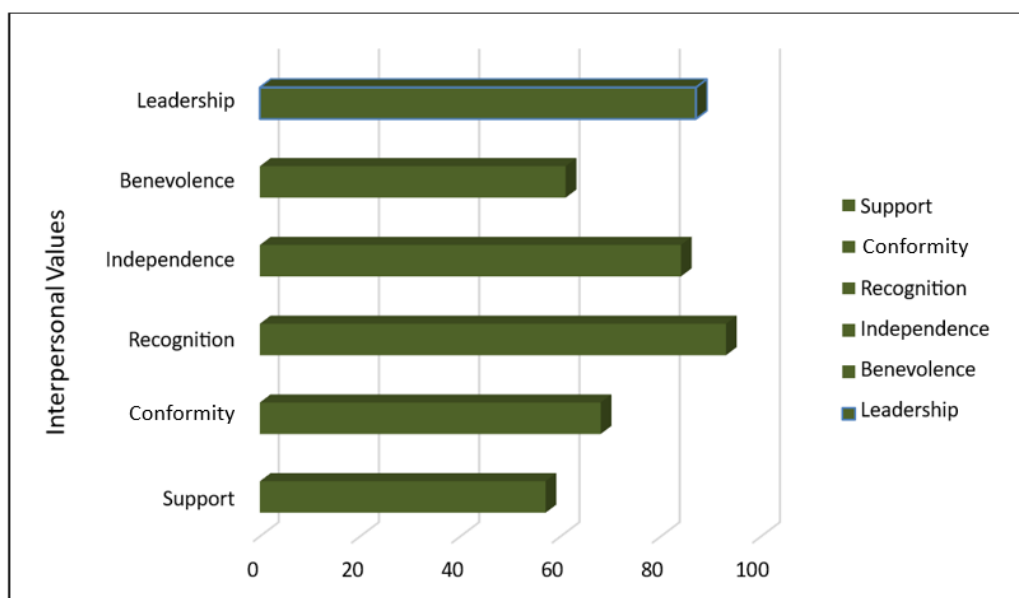


Figure 3. Represents the percentile obtained after completing the SIV survey of the total sample of 40 students of the Medical Surgeon Degree, after applying the Human Rights syllabus in health.

Leadership also presents a characteristic feature in the profession. The author considers that when there is a high level in this value, there is a greater desire and taste for commanding attitudes and for situations that involve making decisions with authority over other people. What can indicate a training aimed at good leadership in health institutions.

Based on the value of Benevolence with a PC 49, it can be based on the theme of the value of the human being and his dignity. The altruistic part is also considered. It is important to visualize that the support of Human Rights is based on seeing the person as oneself, with needs, rights, duties, but above all as those people we would altruistically want to help. The conformity bases with the value 53 the critical formation of the student before the learning obtained.

Conclusions

The IV provide tools in medical patient care and in the training of students of the Medical Surgeon Degree. When values are recognized, a positive impact is achieved in professional training, providing a holistic integration in learning when the student is developing their professional skills.

It is important to visualize that the Learning Units in the social field, which support the dignity and respect of the patient, humanism and medical responsibility, such as Human Rights in the field of health, allow the medical student to be more sensitive towards the pain of the other, and above all is characterized in expressing the interpersonal values that are so important today.

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Appendix

Survey used in the research

VALUES SURVEY INTERPERSONAL SIV (Gordon,1977)

INSTRUCTIONS:

To respond to each group, choose only two sentences, the most important to you. (indicate it by putting a cross in the plus + column) and the least important for you. (Put a check mark in the column. Leave the remaining sentence blank. Answer all groups.

1. Have freedom to do what you want.
2. That others agree with me.
3. Make friends with the less fortunate.
4. Occupy a position where you do not have to obey orders.
5. Exactly comply with laws and regulations.
6. That people give importance to what you do.
7. Occupy an important position or position.
8. Treat everyone with great kindness.
9. Do what is admitted as right and proper.
10. That people think I'm important.
11. Have total and complete freedom.
12. Knowing that people are on my side.
13. Obey the rules or social norms of behavior.
14. That there are people interested in my well-being.
15. Assume leadership and initiative in decision-making in my group.
16. Being able to habitually do what pleases me.
17. Being in charge of an important matter or project.
18. Work for the benefit of other people.
19. Associate with people who are famous or very popular and well-known.
20. Strictly attend to and fulfill the matters of my office.
21. Have a big influence.
22. That my name is famous or well known by many people.
23. Do things for others.
24. Work on my own account or responsibility, without anyone directing me.
25. Follow a strict rule of conduct.
26. Being in a position or post where you have authority.
27. Having close to me, people who encourage me or who give me encouragement.
28. Be friends with those who have no friends.
29. That people do me favors.
30. Be known by more important people.
31. Being the only one who commands and directs.
32. Strictly abide by the laws or established regulations.
33. That others show me that they like me.
34. Being able to live my life exactly the way I want.
35. Do my duty.
36. That people treat me with understanding.
37. Being the leader or boss of the group of which I am a part.

38. That people admire what I do.
39. Be independent in my work.
40. That people behave considerably with me.
41. Have people work under my direction.
42. Spend my time doing things for others.
43. Being able to govern my own life.
44. Contribute a lot to social welfare works.
45. That people make favorable comments about me.
46. Being an influential person.
47. Be treated kindly.
48. Always maintain the highest level of moral conduct in whatever you do.
49. Being praised or esteemed by other people.
50. Be relatively free of formalities or social conventions.
51. Work for the common good.
52. To have the affection of other people.
53. Do things according to what is approved and allowed.
54. Go through life doing favors for others.
55. That you are allowed to do everything you want.
56. Being considered as a leader or boss.
57. Do what is socially correct.
58. That others approve of what I do.
59. Being the decision maker in my group.
60. Share what I have and what belongs to me with other people.
61. Be free to come and go wherever and whenever I please.
62. Help the poor and needy.
63. Show respect for my superiors.
64. Receive expressions of courtesy, sympathy or affection from others.
65. Occupy a position or post of great responsibility.
66. Comply with what is considered usual or conventional.
67. Being responsible for a group of people.
68. Make all my decisions by myself.
69. Receive encouragement and uplifting from others.
70. To be looked at with respect by others.
71. Easily accept others as friends.
72. Direct others in their work.
73. Be generous with others.
74. Be my own master.
75. Having understanding friends and colleagues.
76. Being chosen for a position of command or managerial position.
77. Be treated as a person of some importance.
78. Get away with things that are pleasant to me.
79. That there are people interested in me.
80. Having manners or social manners, correct and appropriate.
81. Be understanding with those who have a problem.
82. Be popular with people.
83. Be exempt or released from having to obey rules or regulations.
84. Being in a position that allows me to tell others what to do.

85. Always do what is morally right.
86. Dedicate myself to helping others.
87. That there are people willing to offer me help.
88. That there are people who admire me.
89. Always do what is approved and allowed.
90. Being able to abandon or set aside what surrounds me if I want to.