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The contribution of the hidden curriculum in university nursing education

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Background: within the hidden curriculum educational environments manifests itself in the body of knowledge, attitudes and values in all interactions that happen every day and that never explained as intentionally educational goals. At present they described some of the processes attributed to the hidden curriculum in health sciences and nursing not reached to explore.

Method: qualitative study were interviewed twenty students in five focus groups from second to fifth year of the National School of Nursing and Obstetrics (ENEO) of the National Autonomous University of Mexico (UNAM) and interviewed five teachers, using a semi structured guide with questions about their perception of the education they received, and the identity and values in nursing. Grounded theory was used to analyze the information obtained and categorization triangulation.

Results: Students reported several examples of negative teachers base their teaching on student humiliation in their learning. They also highlight an individualistic and competitive atmosphere that lingers for the profession, and is noted for their professional development in clinical fields.

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