


INTEGRATION OF TECHNOLOGY AND LITERATURE IN HUMANISTIC EDUCATION IN HEALTH: EFFECTS OF TEXTS ON THE HUMANIZATION OF CARE

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ABSTRACT

In view of the need to develop educational practices that transcend technical knowledge, promoting ethical reflection and empathetic understanding of patients, this study aimed to analyze how the use of literary texts in health education can promote the humanization of care, integrating digital technology to maximize educational impact and improve the training of professionals. The proposal explores the potential of digital technologies to maximize educational impact and improve the training of future health professionals. A mixed methodological approach was used, with qualitative and quantitative analyses, applied in the discipline of Women's Health Nursing at a private university in São Paulo. The research was conducted remotely, due to the restrictions imposed by the pandemic, and involved 58 undergraduate nursing students. During the study, students read and discussed the works *The Death of Ivan Ilyich* and *Little Doctor* through the Google Classroom platform. The activities included guided readings, weekly discussions, and questionnaires to assess the impact of the readings on students' understanding and practice in relation to the humanization of care. The quantitative analysis revealed a significant increase in student participation and in the depth of reflections after the introduction of literary texts, while qualitative analyses highlighted the importance of literature to foster a more empathetic and humanized perspective in health practice. It is concluded that the integration of literary texts, mediated by digital technologies, proved to be effective in improving the understanding and practice of humanization in care, contributing to a more sensitive and reflective professional training.

Keywords: Patient-centered care, Digital technologies, Nursing, Emotional development, Literature.

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INTRODUCTION

The accelerated advancement of technology and the growing emphasis on education aimed at vocational purposes in recent decades have led to a decline in the broad cultural formation of students, especially in the field of humanities. As Sesento Garcia (2021) points out, the university's mission is to balance technical development with humanistic training that is essential for life and professional practice.

However, with the predominance of a technicist education, the human being, as the center of training, was replaced by technology, resulting in dehumanized practices, especially in the health area (Golossenko et al., 2023; Gra; Bezerra Filho; Silva, 2024). In health education, the absence of discussions about subjectivity, empathy, and communication has represented a significant gap (Mairot et al., 2019).

Humanistic training, which should be a central concern, is essential to prepare professionals for the comprehensive care of human beings, promoting a holistic view that goes beyond the treatment of the disease.

In this sense, Jean Watson's Theory of Transpersonal Care offers an essential perspective for humanization in the health area, advocating care that goes beyond the technical aspects and integrates the emotional and spiritual dimensions of the human being. This approach emphasizes the need for an empathetic and compassionate connection between the practitioner and the patient, promoting integral well-being and recognizing the value of the human bond in the healing process (Afonso et al., 2024; Delgado-Galeano et al., 2023). Humanistic training, therefore, is fundamental for the preparation of health professionals capable of acting with this holistic view, favoring care practices that transcend the treatment of the disease.

In view of this, the use of literary texts emerges as a powerful tool to foster reflection and the development of a humanized approach to health care (Röhrig, 2017; Balbi; Lins; Menezes, 2017).

Considering the transformative potential of a humanistic education, it is essential to investigate how digital technology can enhance this practice, improving humanized learning through specific resources. It is proposed, therefore, that the use of digital technology transcends the role of mere support for reading, positioning itself as a fundamental instrument to expand learning by facilitating discussions and specialized interactions (Moreira and Schlemmer, 2020).

In a traditional classroom setting, activities such as readings and debates can be replicated; However, digital technology offers an environment that enables synchronous and asynchronous interactions, expanding the scope of discussions and fostering continuous reflective practice. The possibility of posting comments and receiving feedback in real time allows for collaborative learning that overcomes the limitations of physical space and time of face-to-face classes, consolidating technology as an indispensable element for the critical development of students (Santos; Torres, 2021).

Thus, the objective of this study is to analyze how the use of literary texts in health education can promote the humanization of care, integrating digital technology in order to maximize the educational impact and improve the training of health professionals.

METHODOLOGY

The present research adopts a mixed-methods approach, combining qualitative and quantitative analysis, to investigate the impact of the use of literary texts on the promotion of the humanization of health care in the context of nursing education. The central object of investigation was the influence of literary readings on the development of a more empathetic and humanized understanding among students, focusing on how these activities impact engagement, the quality of reflections and the practical application of the concepts of humanization in care.

The data collected included quantitative metrics of student participation, such as frequency of interaction with materials in Google Classroom, quality of contributions to discussions, and responses to questionnaires to evaluate the impact of readings. These quantitative data allowed the measurement of the students' levels of engagement and comprehension after the introduction of the literary texts. In the qualitative scope, students' perceptions and experiences about the readings were collected, using semi-structured interviews and field diaries, which allowed a detailed analysis of the meanings and interpretations attributed to the humanization themes.

The study was carried out during the discipline of Nursing in Women's Health, in the Nursing course of a private university in São Paulo, and involved 58 students. The survey was conducted remotely between February and April 2021 due to Covid-19 pandemic restrictions. Google Classroom was used to organize and centralize activities, including the distribution of reading materials, e-books, and quizzes. The platform facilitated

documentation and continuous monitoring of students' interactions with materials and discussions.

The selected literary texts, *The Death of Ivan Ilyich* by Leo Tolstoy and *The Little Doctor* by Graziela Gilioli, were chosen based on rigorous criteria, which included the thematic relevance to the practice of humanization in care, the practical applicability of the concepts addressed, and the ability to stimulate critical reflection on the human experience and empathy (Tolstoy, 2021; Gilioli, 2021).

The discussions took place in weekly 90-minute sessions, where a group of students presented a summary of the book, followed by instructor-led discussions. These discussions explored the connections between literary themes and nursing care practices, fostering a collaborative environment. The interactions in the discussions were recorded and later analyzed to evaluate the impact of the readings on the quality of the reflections and on the students' engagement with the theme of humanization.

To ensure the validity and reliability of the data, robust methodological strategies were adopted, including triangulation of sources (analysis of participation in discussions, responses to questionnaires and field diaries), peer review to ensure analytical accuracy, and data auditing to verify the consistency of notes and transcripts. These strategies ensured a detailed and reliable analysis, providing an in-depth understanding of the students' experiences and the effectiveness of the pedagogical approach.

The study was approved by the Research Ethics Committee, with opinion number 1,207,427.

RESULTS

The profile of the students participating in this study was analyzed using data from the attendance list and the course program. The sample included students of both sexes, regularly enrolled in the discipline taught remotely, with synchronous and asynchronous meetings, between April and May 2021.

Observations made from the notes in the online field diary on Google Classroom revealed that the reading of the classics had varied impacts on each student, reflecting their personal experiences and experiences. For some, this was the first time they came into contact with the theme of humanization; for others, an opportunity to expand their experiences, whether in the personal or professional sphere. From the students' narratives,

three main categories emerged: the aesthetic experience provided by literature, care for the other, and a humanized view during care influenced by experiences with the classics.

The analysis of the experiences revealed that reading works such as *The Death of Ivan Ilych* and *Little Doctor* can expand the understanding and practice of care in nursing. These readings promote deep introspection and help in the development of emotional skills essential for professional practice. The emerging categories were: exploration of emotions and introspection; development of human qualities and criticism of superficiality; and questions and deep reflections on humanized care.

CATEGORY 1 - EXPLORATION OF EMOTIONS AND INTROSPECTION

One of the students highlighted the depth of the literature when reflecting on internal emotions, aspects often neglected in daily practice. He noted:

Literature often reflects us, challenging us to consider internal aspects that we often ignore in everyday life, such as our innermost feelings, illusions, and concepts about love and happiness. (E1)

This viewpoint is supported by research that highlights the literature as an effective tool for exploring complex emotions and personal experiences (Klumb et al., 2023; Mega et al., 2021). Another student commented on the complexity of the emotions aroused by reading:

Reading this book provoked a range of emotions, many of which I don't usually face, such as frustration and love. While these emotions are deep and revealing, they can also be uncomfortable, revealing the fear we feel when facing the vulnerability of love. (E2)

Studies confirm that literature can elicit a wide range of emotions and challenge the reader's perceptions of suffering and emotional complexity (Mello, 2022).

Four students reported that, even with familiarity with cinema and literature, reading *The Death of Ivan Ilych* brought a new perspective on humanized care. They highlighted:

Reading it made me realize fundamental characteristics in a health professional, such as kindness, compassion, patience and love for others. These qualities are essential for truly humanized care. (E3 and E4)

Evidence shows that literature can develop interpersonal skills and promote a deeper understanding of the human qualities essential to care (Moreira; Schlemmer, 2020).

CATEGORY 2 - DEVELOPMENT OF HUMAN QUALITIES AND CRITICISM OF SUPERFICIALITY

In addition, a criticism arose about the superficiality in the practice of care: "I believe that many professionals maintain an ethical posture only to meet social expectations, without getting deeply involved with patients. This approach can result in a superficial form of humanization, where real emotions are ignored" (E5). Studies indicate that a truly humanized care practice requires a deep integration of emotions and true engagement with the patient's suffering (Gra, 2024; Mairot et al., 2019).

Reading the classics also provided valuable insights into professional practice. As one student noted:

The book and the coexistence lead us to reflect on what care should be like, even before we experience it in practice. The Death of Ivan Ilyich reveals the superficiality of dehumanized care and challenges us to seek genuinely empathetic and compassionate care. (E6)

Another student added:

Reading Little Doctor made me think about how nursing practice should be grounded in empathy and authentic care. This book shows that, when caring for patients, we need to go beyond technique and value the human aspect of each individual. (E7)

CATEGORY 3 - QUESTIONS AND DEEP REFLECTIONS ON HUMANIZED CARE

In addition, the reading of these classics allowed a critical reflection on the practice of care and humanization. One student commented:

[...] The Death of Ivan Ilyich helps us to understand the disease process and the importance of a humanized attitude on the part of professionals. The work challenges us to consider the patient's suffering and the need for care that recognizes his totality as a human being. (E8)

Other students also highlighted:

What would I do differently if I were taking care of the other? The Death of Ivan Ilyich made me question whether I was really providing care that goes beyond the technical, or if I was just fulfilling a superficial role. (E6)

I know that when caring for someone I cannot be insensitive and indifferent to their suffering. Little Doctor reinforces the importance of care that is not only technical, but also emotionally engaging and compassionate. (E7)

Finally, a student reflected on patient fragmentation in practice:

You know, sometimes we realize that there is a fragmentation of the patient. He is often not seen as a complete person [...] It is only a disease, which should be referred to a doctor who specializes in that disease. The Death of Ivan Ilyich shows us the importance of seeing the patient as a whole human being, and not just as a set of symptoms. (E9 and E10)

To assess the engagement of students during discussions about literary texts, detailed analyses of participation in discussion forums and completed questionnaires were carried out. The methodological approach, which integrated critical reading of literary works with facilitated discussions, demonstrated a positive impact on student engagement and the quality of their reflections.

Participation in the discussion forums was analyzed quantitatively and qualitatively to assess the level of engagement. A significant increase in the frequency and depth of contributions was observed after the introduction of the literary texts. Table 1 shows the distribution of posts and comments before and after the introduction of the literary readings.

Table 1 - Participation and quality of reflections in the discussion forums. Brazil, 2024.

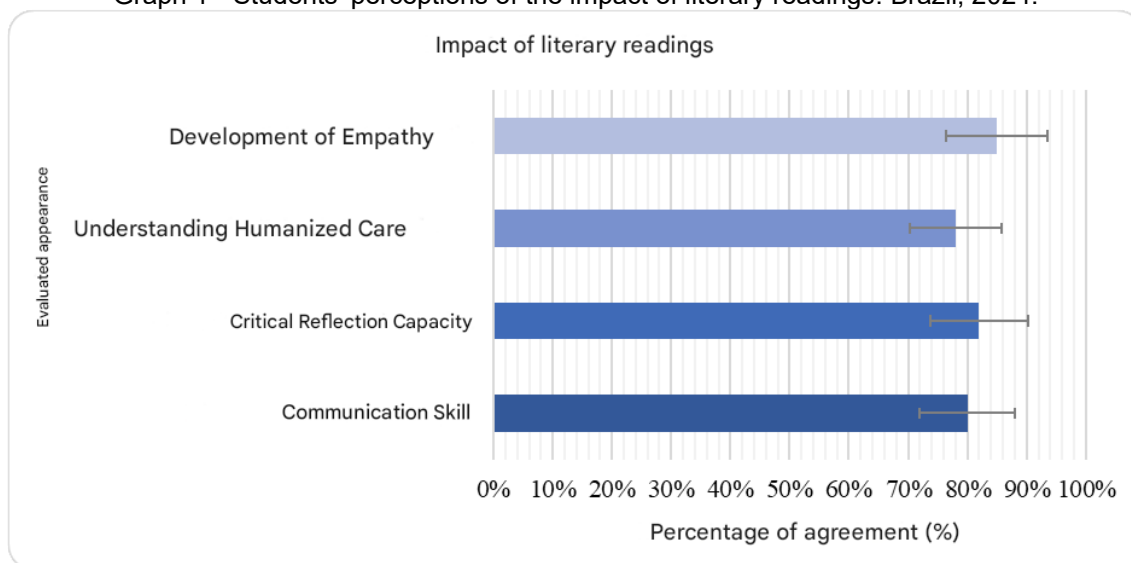
Period	Number of Posts	Number of Comments	Quality of Reflections (Scale 1 to 5)
Before the Reading	45	120	2.8
After Reading	90	240	4.1

Source: Author (2024).

The results of the t-test for paired samples indicated that the difference in the number of posts and comments before and after the introduction of the literary readings was statistically significant ($t(57) = 5.43$, $p < 0.001$). The improvement in the quality of the reflections was also significant ($t(57) = 6.27$, $p < 0.001$), suggesting a deepening of the discussions and a greater critical capacity on the part of the students.

The questionnaires filled out by the students were analyzed to identify perceptions about the impact of literary readings on their professional practices and on the development of interpersonal skills. Graph 1 summarizes the main perceptions of students regarding the influence of readings on their education.

Graph 1 - Students' perceptions of the impact of literary readings. Brazil, 2024.



Source: Author (2024).

The results of the Chi-Square test indicated that the students' perceptions were significantly different ($\chi^2(3, N=58) = 14.92, p=0.002$), suggesting that the literary readings uniformly impacted the areas evaluated.

DISCUSSION

Data analysis demonstrated that literature can play a transformative role in the education of nursing students, materializing the principles of Watson's Transpersonal Care Theory (Afonso et al., 2024; Delgado-Galeano et al., 2023). Reading works such as *The Death of Ivan Ilyich* and *Little Doctor* not only encourages, but concretizes aspects of this theory, providing a space to develop empathy and ethical reflection, central components in humanized care (Sesento, 2021; Santos, 2021). This theory emphasizes that care should encompass the totality of the human being, and the literature allows students to visualize and internalize these dimensions, promoting a more empathetic and profound care practice (Röhrig, 2017; Souza, 2019).

Integration with the fundamentals of empathy was also observed, studies on empathy in nursing education emphasize that contact with personal and fictional stories facilitates the development of a genuine understanding of human suffering, essential for empathetic care (Moreira; Schlemmer, 2020; Mayer; Smith, 2019).

. This exposure to literary narratives helps students recognize and value the meaning of pain and suffering, essential components for patient-centered practice (Frederico, 2024; Gra, 2024). By delving into these themes, the literature contributes to the student not only

understanding the clinical aspects of care, but also the emotional implications, promoting a more compassionate and humanized care (Marcucci; Gallian, 2023).

Literature also acts as a means for the critical and reflective formation of students (Marcucci; Gallian, 2023; Moreira; Schlemmer, 2020). In class discussions, students demonstrated a critical analysis of care practices, identifying, for example, nuances of dehumanization in professional attitudes (Golossenko et al., 2023; Smith; Osborn, 2023). This process is in line with Freire's (2022) analyses of critical education, which defends the need to develop critical thinking and student autonomy. According to Freire, teaching should be a process of awareness, where the student reflects and questions the context and practice. In this sense, literature not only facilitates the formation of a critical view, but also strengthens the student's autonomy to identify and correct practices that can dehumanize care.

The contribution to student engagement was significantly amplified by the combination of literature and technological tools. Souza and Lima (2023) discuss the role of educational technologies in encouraging active engagement and critical-reflective development. It was observed that the use of discussion forums, debate platforms and other digital means not only increased the participation of students, but also deepened the quality of their reflections on care. These technological resources, by enabling a continuous exchange of perspectives, have broadened the scope of discussions and allowed a more critical and detailed analysis of literary texts, configuring themselves as an indispensable tool for critical teaching.

The results reinforced that literary readings had a positive impact on the development of skills such as empathy, critical reflection, and communication, confirming previous findings in the literature (Feuerwerker, 2021; Marcucci; Gallian, 2023). The use of literature as a pedagogical tool is aligned with Freire's perspective of education, which values critical and ethical training as fundamental components for a practice of comprehensive and humanized care.

In addition, the positive correlation between literature and technology increased student engagement. Rocha et al. (2021) highlight that literature, when supported by technology, facilitates more reflective and richer discussions. Technological tools, by promoting synchronous and asynchronous debates, have created a learning environment that favors critical and collaborative interaction among students. Klinger, Kim and Padó (2020) reinforce this importance by highlighting how technology creates a space for

continuous analysis, essential for reflective training and for the development of more empathetic and sensitive care practices.

A relevant point for the complete understanding of the impact of literary readings was the contribution of technology as a transforming element in the educational process. While reading and discussion can take place in a traditional classroom, technology powers these interactions in ways that go beyond physical space and time constraints. Discussion forums and digital platforms allow students to participate in debates synchronously and asynchronously, expanding the depth of reflections and promoting critical and collaborative interaction. Souza and Lima (2023) highlight that educational technologies are fundamental to stimulate the development of critical-reflective thinking, allowing students to build a deeper and more continuous understanding of care practices.

Rocha et al. (2021) argue that the combination of literature and technology creates a rich learning environment where students can revisit and refine their ideas as they reflect and interact with peers and teachers. Technology, by enabling the posting of comments and feedback in real time, promotes a constant exchange of perspectives, facilitating a more critical and in-depth analysis of literary texts. This process is essential for the formation of a humanized practice, as it allows students to discuss, confront and consolidate their understandings of ethics and empathy in care.

In this way, technology is not only presented as a means of access or connection, but as a central platform that intensifies critical and collaborative analysis, configuring itself as an agent of transformation in the educational process. The possibility of synchronous and asynchronous debates allows for continuous interaction, essential for the development of a reflective, critical, and humanized practice (Chirelli and Sordi, 2021). Klinger, Kim and Padó (2020) point out that these digital tools promote the exchange of ideas in a way that would be difficult to achieve in a traditional environment, allowing learning to expand beyond the limits of the classroom.

Thus, the integration of literature and technology into the nursing curriculum not only increases students' engagement and capacity for reflection, but also transforms the educational experience into a critical, interactive, and dynamic process (Santos; Torres, 2021). The presence of literature in the curriculum contributes not only to intellectual development, but also to an ethical and empathetic understanding of nursing, promoting a truly humanized care practice.

IMPLICATIONS FOR EDUCATIONAL PRACTICE

The implications for educational practice include the need to incorporate literature as a crucial didactic tool in health education programs. By integrating literary readings that explore themes of suffering, empathy, and humanization, educators can foster greater sensitivity and understanding in students' future professional practices. The literature offers a unique perspective that can enrich technical training with a human and emotional dimension, essential for comprehensive patient care.

In addition, the use of discussion forums and literary analyses should be encouraged to deepen students' critical reflection. The research revealed that student engagement increases significantly when they are exposed to texts that provoke deeper introspection and richer discussion. Therefore, it is recommended that educational institutions integrate methodologies that combine literature and technology to create a more dynamic and engaging learning environment.

The inclusion of activities that stimulate critical discussion and analysis of care practices can also help prepare students to face ethical and emotional challenges in their careers. In short, the adoption of educational strategies that value literature and critical reflection can strengthen the training of future health professionals, promoting a more humanized and conscious care.

CONCLUSION

The inclusion of literary works offers significant benefits for the training of future health professionals. Reading these works expanded the students' empathy and provided a deeper understanding of patients' experiences, contributing to a critical reflection on their care practices.

Data analysis revealed that literature plays a crucial role in the humanization of care by enabling students to explore complex emotions and human experiences in a deeper way. The combination of literature with technological methods, such as digital tools, proved effective in creating an interactive and reflective learning environment. This integration facilitated more enriching discussions and promoted a more holistic understanding of health practices.

The implications for educational practice are evident: the systematic inclusion of literary texts in the curriculum can significantly improve the training of health professionals, better preparing them to face the emotional and ethical challenges of clinical practice. The

integration of literature and technology not only enriches students' technical knowledge, but also promotes a more complete and humanized understanding of care.

Therefore, the use of literature as a didactic tool, combined with technological methods, offers a promising path for the training of more empathetic and reflective health professionals. This approach can result in a more sensitive and humanized service, raising the quality and humanity of the care provided.

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