

Scars of failure: An otobiographical study with health students

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ABSTRACT

Scars are the marks of a body, of a history, of a trajectory. The theme of this work is to treat failure as a scar, as a particular feature of a story that can manifest itself according to the memories, periods and situations experienced by the student.

Keywords: Scars, Health area, Failure.

INTRODUCTION

Scars are the marks of a body, of a history, of a trajectory. The theme of this work is to treat failure as a scar, as a particular feature of a story that can manifest itself according to the memories, periods and situations experienced by the student.

The existence of scars does not refer us to scars and their visible types, but to scars that run through moments, actions, which do not have finished meanings, are felt in countless ways, which differ for each individual in their unique trajectory. This study focuses on the experience of failure, the link between professional choice and entry into higher education, since this has effects that can be reflected during this period. Choosing the health sector as a career option is a privilege, it can guarantee status and a good position in the job market, but there are different ways of getting there that show us different perspectives that can end up influencing future and everyday actions.

OBJECTIVE

The question arises as to what existing factors associated with failure can be part of the life of a student entering a health course. As well as how these students perceive this event, given that failure is a multifactorial, social and particular phenomenon. The general aim of this study is to analyze the effects of failure on the lives and personal and professional relationships of health students at the University of Brasilia.

METHODOLOGY

The research method chosen for composing and analyzing the data is called Otobiography. It is a type of qualitative approach that aims to listen to experiences in textual productions. The participants in

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the research are health students who have experienced failure in their attempts to enter higher education at the University of Brasilia (UNB), who at some point in their careers opted for the medical course, but took paths within the health area itself at the university. The participants were invited to tell their stories about the phenomenon of failing to get onto their current course.

DEVELOPMENT

The results were that the effects of failure are felt in a unique way, alerting us to the importance of topics such as mental health, the importance of quotas for higher education access policies and perspectives that cut across dreams, expectations and realities.

According to Faro, Bahiano, Nakano, Reis, Silva and Vitti (2020), mental health sequelae will be the most aggravating aspects of this period, and attention must be paid especially to the remnants that reproaches and feelings present with it may be generating in the short, medium and long term.

Ribeiro (2017) also shows that the university's mission is made possible by each new entrant, project and history experienced at the institution, where the fields of possibilities are renewed and the real trajectories feed today, but do not end the various tomorrows that the university participates in.

Uncertainties will always be part of an individual's trajectory. Phenomena such as failure run through experiences and leave their marks, or rather, their scars, which are re-signified with each look chosen and transformed by those who read them, and are felt differently by each person.

Reflection and questions about emotional, cultural and symbolic fields are important, because an individual is always in the process of developing in the face of their life. Individual phenomena happen in harmony with social phenomena and there are patterns, where stories become weapons of overcoming and mechanisms of resistance.

FINAL CONSIDERATIONS

The failure of each participant when they entered their current course was a singularity of its own, which will never be felt equally by another person, thus referring to the perception that failure is a path that exists between what is considered good and bad. It shows that within this path we find new possibilities and inventions in a world of constant transformation, because experiences are inserted into this path.

Situations of overcoming, resistance and strength were experienced, positive choices and feelings of joy were witnessed. Many students are where they want to be and have no regrets about having taken their trajectories down unique paths and positive valuations, thus creating expectations for the future and new possibilities from the phenomenon, being inventors in their actions, as Nietzsche (2004) reflects, because life is an infinite creation. As Villardi, Cyrino and Berbel (2015) point out, new ways of looking



at areas such as health and their future professionals are necessary, as they demand new attitudes, new adaptations and face instability every day.

This study alerted us to emerging issues ranging from the option for emancipatory assessment models to topics such as the importance of quotas in guaranteeing quality education, mental health and inequality in access to higher education, showing that much still needs to be thought about, analyzed and reflected upon when it comes to a multifactorial and complex issue such as failure.



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