

# University hazing: amusement or embarrassment among health academics?

Simone de Melo Costa <sup>1</sup>, Orlene Veloso Dias <sup>2</sup>, André Costa Alencar Dias <sup>3</sup>, Thaynara Rocha de Souza <sup>4</sup>, João dos Reis Canela <sup>5</sup>

## Resumo

O estudo objetivou identificar, entre universitários, a opinião acerca da participação no trote de calouros, bem como os possíveis constrangimentos relacionados. Participaram 202 estudantes com idade média de 20 anos, que correspondem a 80,8% dos universitários da instituição. A maioria (77,5%) não vê o trote como violência e 67,8% dele participaram ao ingressar no curso. Entre os que percebem o trote como violência, não houve diferença entre sexo e o curso ( $p > 0,05$ ). No entanto, a opinião prevalente daqueles com maior idade ( $p < 0,05$ ), que não participaram do trote ( $p < 0,05$ ), considera-o constrangedor ( $p < 0,05$ ). Se grande parte dos estudantes avaliou positivamente o trote, mas os não participantes sentiram-se constrangidos, pode-se questionar em que medida as instituições de ensino superior podem continuar admitindo o trote como rito de passagem ou até que ponto se deve classificá-lo como processo opressivo, apesar de naturalizado.

**Palavras-chave:** Estudantes de ciências da saúde. Violência. Comportamento de massa. Comportamento social.

## Resumen

### Rito de iniciación universitario: diversión o avergonzamiento entre académicos de la salud?

El objetivo del estudio fue identificar entre los académicos, la opinión acerca de la participación en una novatada de estudiantes de primer año y las posibles consternaciones relacionadas. Acudieron 202 estudiantes con un promedio de edad de 20 años, lo que corresponde al 80,8% de los estudiantes de la institución. La mayoría (77,5%) no ve a las novatadas como una violencia y el 67,8% participaron al ingresar al curso. Entre aquellos que perciben al rito como violencia, no hubo diferencia entre el sexo y el curso ( $p > 0,05$ ). Sin embargo, la opinión predominante entre los mayores ( $p < 0,05$ ), los que no participaron en las novatadas ( $p < 0,05$ ), lo consideran vergonzoso ( $p < 0,05$ ). Si la mayoría de los alumnos evaluaron positivamente el rito, pero, los que no s participaron se sintieron avergonzados, cabe preguntarse hasta qué punto las instituciones de educación superior pueden seguir admitiendo novatadas como un rito de pasaje o en qué medida se debe clasificarlo como proceso opresivo, aunque naturalizado.

**Palabras-clave:** Estudiantes de Ciencias de la Salud. Violencia. Conducta de masa. El comportamiento social.

## Abstract

### University hazing: amusement or embarrassment among health academics?

The study aimed to identify among academics the opinion about participation in freshmen hazing and possible constraints related. Two hundred and two students with a mean age of 20 years participated, which corresponds to 80.8% of the students of the institution. The majority (77.5%) does not see hazing as embarrassment and 67.8% has participated on it to join the course. Among those who perceive hazing as violence, there was no difference between gender and course ( $p > .05$ ). If most of the students evaluated positively the hazing, even feeling constrained about it, one might question the extent to which higher education institutions can continue admitting hazing as a rite of passage or to what extent it should sort it process as oppressive, though naturalized.

**Key words:** Students, health occupations. Violence. Mass behavior. Social behavior.

Aprovação CEP Unimontes n.º 2.669/2011

1. **Doctor** smelocosta@gmail.com 2. **Master** orlenedias@yahoo.com.br 3. **Undergraduate student** andreh2004@hotmail.com 4. **Undergraduate student** thaynararochoa2009@gmail.com 5. **Specialist** jreis.canela@gmail.com – Universidade Estadual de Montes Claros (Unimontes), Montes Claros/MG, Brasil.

## Correspondence

Simone de Melo Costa – Rua Dr. Walmor de Paula, 27, Vila Regina CEP 39400-198. Montes Claros/MG, Brazil.

They declare that they do not have conflict of interest.

The society became, and the levels of violence and tolerance of the people have also changed <sup>1</sup>. In this perspective, the violence of the university hazing happens to be one of the problems of the educational system to be faced.

In order to combat violence of university hazing in Brazil, the Chamber of Deputies approved, in 2009, the Bill 1,023, which provides for the classification as a criminal contravention, in which the practice of hazing students is specified. This law, which criminalizes violent hazing, was not yet approved by the Senate. One of its articles determines the prohibition of hazing which may offend the physical, moral or psychological integrity of new students; which cause embarrassment to them in a vexatious way, and involves application of donated goods or money to them, except when they are intended for a social assistance entity <sup>2</sup>.

The socioecological model assumes that the behaviors of aggression are formed by different interrelated contexts, including the individual characteristics, family, colleagues and the school environment. Therefore, the problem is best understood in the social context in which it occurs, and this may contribute to engagement in acts of violence. In this perspective, there are included: teachers who ignore violence, schools with negative mood and the bully profile of students who socialize with friends <sup>3</sup>.

University students represent the group of people who are often exposed to situations involving violence <sup>4</sup>. However, the high rate of violence among college students did not culminate in scientific discussion on how to produce enough more effective anti-violence messages within the universities. When they consider hazing as a relationship of power, the favored ones (current students) against the disadvantaged ones (freshmen), the subject becomes part of the discussion on bioethics because it involves ethical conflicts between people.

The Bioethics of the 21st century must take into consideration the changes which coexist with the humanity. It must be guided by respect and encouragement of individual freedom in his decision making, in addition to other principles, such as solidarity, when there is the need to protect the most disadvantaged ones. Thus, we expect a bioethics which may contribute to find solutions to the tensions between the individual liberties and collective interests, with weighting and balance to the reasonable and prudent decisions <sup>5</sup>. In this sense, university hazing creates potential ethical conflicts which may cause embarrassment to the subjects involved, mainly in those ones who are found in a situation of vulnerability in the interpersonal academic relation.

The aim of this study was to identify amongst the health academics of the State University of Montes Claros (Unimontes) their opinion about participation in university hazing and embarrassment situations related to this practice.

## Material and method

It is a transversal study of quantitative approach. The participants of this research were students enrolled in the first year of undergraduate courses in Nursing, Dentistry, Medicine, Physical Education and Biology, which are linked to the Center for Biological Sciences and Health (CCBS) of Unimontes University, in 2012. The study was approved by the Ethics Committee of the State University of Montes Claros in respect to the Resolution 196/96 <sup>6</sup>, which deals with the guidelines and regulating standards on research involving human beings.

The clipping with undergraduate students from the first year of the course was due to the fact of representing the year that involves participation in university hazing. Academics of the first period participate in university hazing as freshman and the ones who are enrolled in the second period take part as organizers, applying it to freshmen. It is worth to note that each period represents a semester. In this case, the first and second periods comprise the first year of graduation. In parallel, each period is composed of 25 students, so in the expectation for participation was 50 students in each course, making a study universe of 250 participants.

In order to collect data, we used a semi-structured and self-administered questionnaire which contains related issues to university hazing. Data collection occurred in classrooms, after a pilot study involving 10 academics which aimed to adapt the instrument of data collection.

The data collected were subjected to statistical treatment by the program *Statistical Package for the Social Sciences* (SPSS), version 18.0. The statistical analysis included the calculation of proportions, and bivariate analyzes, t test (student) and Pearson chi-square test, by taking into account the significance level of  $p < 0.05$  <sup>7</sup>.

## Results

202 academics participated in this study, which represent 80.8% of the students of the first and second periods enrolled in the different health

courses related to Unimontes. Students have shown the mean age equal to 20.13 ( $\pm$  3.358), with the minimum age of 17 years old and maximum age was 37 years old. The mode was equal to 18 years old, the median was equal to 19 years and 75% percentile was equal to 21 years old. The age was categorized in 17-20 years old and over 21 years old, with the smallest age group the most prevalent one (71.7%) among students. The highest participation in the study were women (67.8%) and undergraduate students of the second period (62.9%). Only 2% said they do not have any friends at the university. The distribution of university students according to the course was organized as follows: Biology (20.8%), Physical Education (17.8%), Nursing (22.8%), Dentistry (21.3%) and Medicine (17.3%).

For most part of the students (77.5%), university hazing does not characterize the situation of embarrassment, i.e., violence. Participation in university haz-

ing, at the moment of enrollment, was emphasized by the majority (67.8%) of the students. For 69.7% of the students, participation in hazing Unimontes did not cause embarrassment situations (Table 1).

It was found that slightly more than half (55.9%) of the students enrolled in the second period of the graduation course was not involved in the organization of university hazing applied to students registered in the first period. Among the 71 students of the second period, 87.3% said they did not put the freshman in embarrassment situations. Among the reasons argued by academics to implement the freshman hazing, it is possible to mention the fact that they consider it as an opportunity to repeat with novices the same treatment which they received when they entered university, as it was a kind of "revenge". However, the most prominent reasons for the organization of hazing were fun and interaction among students (Table 1).

**Table 1.** Distribution of respondents according to variables related to university hazing. Students of the first year of undergraduate course, 2012

Period	Variables	Absolute frequency	Relative frequency
	Is university hazing violence? (N=200)	N	%
	Yes	45	22,5%
	No	155	77,5%
Students of the first and second periods	Yes	137	67,8%
	No	65	32,2%
	Was hazing embarrassing? (N=137)		
	Yes	41	30,3%
	No	96	69,7%
	Was your non-participation in hazing when you entered university embarrassing? (N=65)		
	Yes	9	14,6%
	No	56	85,4%
Students of the second period	Did you haze freshmen? (N=127)		
	Yes	56	44,1%
	No	71	55,9%
	Did you put freshman in an embarrassment situation? (N=56)		
	Yes	7	12,7%
	No	49	87,3%
	Which has led you to apply hazing to the freshmen? (N=35)		
	Fun/interaction	6	17,1%
		29	82,9%

The opinion of the academic about university hazing as violence was associated with gender, number of friends, age and undergraduate in health. It

was found that responses associating hazing with the process of violence were higher among women ( $p > 0.05$ ); among those who reported not having

friends in the university ( $p > 0.05$ ); among the aged over and equal to 21 years old ( $p < 0.05$ ) and among students of medicine ( $p > .05$ ).

The mean age of students were compared according to variables related to hazing in health courses. Those who stated that hazing is a form of violence had higher mean age ( $20.9 \pm 3.85$ ), when

they are compared with the opposite opinion ( $19.9 \pm 3.18$ ), and the difference was not significant ( $p > 0, 05$ ). People with higher mean age did not participate in hazing when they entered university ( $p < 0.05$ ), but they considered that the non-participation has led to embarrassment situations ( $p < 0,05$ ). Older students did not participate in hazing applied to freshmen in the university ( $p < 0.05$ ) (Table 2).

**Table 2.** Mean age and standard deviation according to variables related to university hazing. Health students of Unimontes, Montes Claros, MG, Brazil, 2012

Period	Variables	Média de idade ( $\pm$ desvio padrão)	P
Students of the first and second periods	Is university hazing violence?		
	Yes	20,9 ( $\pm 3,85$ )	0,086
	No	19,9 ( $\pm 3,18$ )	
	Did you take part of hazing when you entered university?		
	Yes	19,8 ( $\pm 2,81$ )	0,036
	No	20,9 ( $\pm 4,22$ )	
	Was hazing embarrassing?		
	Yes	19,8 ( $\pm 1,95$ )	0,945
	No	19,8 ( $\pm 3,04$ )	
	Was your non-participation in hazing when you entered university embarrassing?		
Sim	22,4 ( $\pm 4,57$ )	0,080	
No	20,1 ( $\pm 3,86$ )		
Students of the second period	Did you haze freshmen?		
	Yes	19,3 ( $\pm 1,80$ )	0,005
	No	21,2 ( $\pm 4,60$ )	
	Did you put freshman in an embarrassment situation?		
	Yes	20,0 ( $\pm 1,82$ )	0,435
	No	19,3 ( $\pm 2,39$ )	
Which has led you to apply hazing to the freshmen?			
Revenge	19,3 ( $\pm 2,07$ )	0,477	
Fun/interaction	20,6 ( $\pm 4,19$ )		

The association of the variable “application of university hazing when the students are veteran in relation to freshmen” has been verified if it is related to sex, number of friends, age and course of students enrolled in the second graduation period. It was found that the age between 17 and 20 years

old was associated with the condition of they have applied the freshmen in college ( $p < 0,05$ ). The males without friends at the university and students of Dentistry, showed a higher percentage of participants, however, all variables showed no significant association ( $p > 0.05$ ) (Table 3)

**Tabela 3.** Association of applying university hazing to freshmen by sex, number of friends, age and course. Students of the second period of graduation. 2012

Variables	Have they applied hazing to freshmen?		p
	Yes (%)	No (%)	
<b>Gender</b>			
Male	48,8%	51,2%	p=0,496
Female	42,4%	57,6%	
<b>Número de amigos</b>			
0	50,0%	50,0%	p=1,000
≥ 1	44,0%	56,0%	
<b>Age</b>			
17-20 years old	51,8%	48,2%	p=0,042
≥ 21 years old	31,4%	68,6%	
<b>Course</b>			
Biology	26,7%	73,3%	p=0,090
Physical Education	42,9%	57,1%	
Nursing	40,0%	60,0%	
Odontology	61,5%	38,5%	
Medicine	55,6%	44,4%	

## Discussion

The average age of students was compatible for the classification of young adult, which is equal to 20.13, and corresponds to the age of entry to the universities. The research assessed only the academics enrolled in the first year of different undergraduate courses in health education. It was found that 25% of the students were aged between 17 and 18 years old, who are considered as teenagers according to the *Statute of the Child and the Adolescent* (ECA) that was established in Brazil in 1990 – which considers this phase as the period between 12 and 18 years old<sup>8</sup>.

College students aged between 18 and 24 correspond to the group most often exposed to situations involving different types of violence. They have a greater access to alcohol and drugs and, at the same time, they are less supervised by their parents, if they are compared to younger age groups. The frequent participation in violent events can seriously harm university students, both physically and psychologically<sup>4</sup>.

The Unimontes hazing is not characterized as a situation of embarrassment in the opinion of the majority of the students, who stated that they have

participated when they entered the university. This result meets literature. The apparent social tolerance over hazing has strong theoretical reason for being thought as a rite of passage between adolescence and adulthood, whose origins can be considered as a “tradition”, since that they date back to the very creation of universities in the medieval period<sup>9</sup>.

It is not possible to disregard the percentage of students who considered participation in hazing as embarrassing, as well as the percentage of non-participants who characterize the non-participation also embarrassing. Thus, participate or not to participate can lead to embarrassment. It is important to also consider the lowest participation in this study, freshmen in the university. This fact can be explained by the fear of answering questions related to hazing, since that the experience of hazing was experienced in the same period of data collection, which could be indicating a so accentuated discomfort that it cannot even be mentioned, as the fear of the possibility of retaliation.

Most of the students who participated in the study are female, which meets the feminization of health. This fact was observed in a research at the

same university, in the undergraduate course of Dentistry <sup>10</sup>. The opinion which considers hazing as violence was highlighted by women, the ones who have no friends at the university, the aged over and equal to 21 years old and among the students of Medicine, and the association is statistically significant only for age variable. Ethnographic study of medical students of a public university in the State of São Paulo found in the speeches of the students that university hazing characterized as a means of violence, fear and submission of the subjects on a scale of hierarchical power in the institution <sup>11</sup>.

Age was an important factor in the issue of university hazing, because we detected that most students of the second period, especially those with a higher mean age, did not apply hazing in freshmen. In this context, the higher age may have represented, in part, maturity for non-adherence to university hazing applied to new academics despite the ones who showed higher mean age feel constrained on condition of participating in hazing when they enter the university. It is possible to conjecture to which extent this embarrassment does not derive from feelings of detachment and inadequacy in relation to the majority, which can make relationship between students difficult.

However, most of those who applied hazing said they have not put new students in embarrassment situations. The feeling of “revenge” was one of the motivations for participation in hazing applied to freshmen, fun and interaction were the most prominent reasons reported by the academics of the second period. The “revenge” should be carefully analyzed, because it is characterized as perpetuating violence, which is an idea that, nowadays, has started to be socially well accepted. Maybe that is why it was found the highest percentage of responses characterizing hazing as “fun” because, for many, “fun” cannot imply causing embarrassment to their colleague. It is worth noting that such an argument can often not be true for those who are disadvantaged – in the case of hazing, the freshmen.

With regard to the university hazing, in the near future the oppressed becomes oppressor, and then it is their turn to humiliate the other as they were humiliated, and the cycle perpetuates itself. The one who is submitted to hazing shows no effective resistance, in order not to be considered as different by the group <sup>12</sup>.

In another study, university students were considered as victims during the hazing. When they were evaluated, through hazing disseminated in the media there were found cases of beatings and even

deaths during the time of paint and cut hair, which are seemingly safety acts, but which give the opportunity of more violent attitudes. The hazing, though it is a tradition that has been happening for decades, can no longer be tolerated. It is necessary that the higher education system can mobilize itself to end this tradition. Furthermore, the misuse of words as “freshman” and “veteran” involves the sense of hierarchy, which can lead to misuse. Hazing is exclusion and it is not integration among academics <sup>13</sup>.

If it is performed in a persistent way, hazing may cause damage to students who enter the universities. Hazing is regarded to a culture situation in which the abuse is transformed into something that is funny. The other becomes the object of fun, ridicule, mockery and violence. This cultural situation provides the free expression of individual imbalances <sup>14</sup>.

The university hazing can be compared to other types of violence ridicule. For example, the “gotchas” on television in which people are exposed to situations of embarrassment and even risk. The filmography of violence and violent video games are also part of a culture of trivializing the interpersonal violence. Such culture in our society is extended from the verbal violence through the disqualification of the person, of mockery and ridicule of biological sex, the physical attributes, color, sexual orientation, among others. Even physical violence can be manifested in different behaviors, such as getting the participants drunk, throw paint at them, eggs or other materials with color, texture or smell, use of blindfold to prevent vision, gag, immobilized by lanyard or adhesive tape, shoves, kicks, slaps and punches, as well as proofs of submersion in dirty water and even in mud.

We should also remember that since its institution, for over 700 years, hazing has caused the death of freshmen in different institutions and regions around the world <sup>9</sup>. A study carried out with American college students found that hazing is widespread practice and it involves a number of student organizations and sports teams. Alcohol consumption, humiliation, isolation, sleep deprivation and sexual acts are common in hazing to groups of students <sup>15</sup>.

In Brazil, a research has found that the excesses of university hazing are noticed by professors and undergraduate students as normal situations, including abusive fights between freshmen and veterans. The difficulties, conflicts, mistakes and attacks are individual, and responses to aggression. idem, because it is a consensual violence, naturalized and expected. A possible explanation for this naturaliza-



tion of hazing violence is the absence of reflection on the subject, the feeling of helplessness, on one hand, and denial, on the other <sup>16</sup>.

However, the damage caused by hazing are not restricted to their victims, but also to aggressors, because students learn to drink and use other drugs, to humiliate, to maintain an atmosphere of conflict with colleagues. The students naturalize hierarchies and they become less concerned with ethical behavior. While hazing occurs as something trivialized by people, the re-searchers of higher education have a little concern with the approach of the theme. Hazing is an important subject to be debated, because without such debate, this system will continue to form oppressors to be naturalized by people <sup>14</sup>.

In a study carried out with American undergraduates, it was found that exposure to social marketing campaign increased awareness of the role of each in reducing violence and persecution in relationships, as well as the expressed willingness of involvement <sup>15</sup>. Thus, the university may have an important role in designing prevention messages of violence and highlighting the standards of behavior to be explored and adopted in the university context.

In an exploratory research conducted with the course coordinators of Medicine and Nursing in public and private universities, in the Brazilian cities of Rio de Janeiro and Cuiabá, it was noted the recognition of violence as a health problem. Respondents suggested the inclusion of this subject in the undergraduate courses, indicating the urgency of renovation on the structure of the curriculum of training courses in health <sup>16</sup>. However, with respect to violence in hazing, measures would have to be implemented in the first year of graduation, to achieve the overall population that participates and implement university hazing, freshmen and students enrolled in the second period.

Although established in 1948, the *Universal Declaration of Human Rights* is not yet respected in its entirety, particularly with respect to the assertion of the right of self-determination, the respect for the principle of autonomy of the subject, of duty to act freely according to their conscience and moral values <sup>17</sup>. This points to the need for bioethics discussion in favor of respect for citizens, broadly in society, including the university and the relationship between of students in order to prevent attitudes of mistreatment and abuse with colleagues.

It is known that this task is not easy: discussing the application of ethical principles in a capitalist society in which people are worried about their

desires and interests to the detriment of individual reflection on aspects related to the collective good. In the training courses for health, it is especially necessary to develop critical awareness regarding the evil social forces to the life and health of individuals of the community. In addition, the academics should recognize their roles as citizens who are against all types of violence <sup>18</sup>.

In bioethical terms, the reflection on the hazing related to health course can be associated to concepts, virtues or bioethical principles that allow discussing the possible benefits and harms of both the practice and the suppression of hazing.

When hazing is considered as a rite of passage, it is worth to question the values that characterize the new stage of academic development. Which is expected of students in health care is to care about the other and not striking him as a naturalized violence, in which some people are vulnerable or at submission to a dominant group <sup>16</sup>. Keeping the practice of violent hazing brings harm to the academic community in designing in the health students the values of domination in interpersonal relations. This possibility of embarrass academics in violent hazing originates the bioethical discussion in the search of balanced solutions.

It must be considered that the so-called university hazing can be transformed into a healthy practice, of interaction and fun among academics, into an action that causes solidarity among participants, to protect the less well-off and respects the freedom of individuals in making decisions.

In this perspective, the *Universal Declaration on Bioethics and Human Rights* expresses principles that might guide the practice of healthy hazing. Among them, we can highlight the respect for fundamental freedoms; non-discrimination and stigmatization in any circumstances and the principle of solidarity among individuals who are in different historical and social situations, and they should support each other unselfishly without expecting materials in return or any other nature <sup>19</sup>. The principles must confront the actions of university hazing, which in most cases lend themselves to explore and take advantage of those newly arrived to the university and in that this situation, they are the ones who need protection and care.

Despite efforts in the discussion of the results of this study, it should be emphasized the difficulty due to the scarcity of publications involving the issue of university hazing. With regard to the limitations of the study, there is the fact that it was conducted

at a single institution of higher education, which was chosen because the researchers are linked to this institution. However, the assessment was census imprint for the students enrolled in the first year of undergraduate courses in health.

### Final considerations

The maturity, which is represented in this study by the higher age of the students, was an important factor associated to non-participation either in hazing to enter university or their condition of student with ongoing course. In addition, for those who applied for freshman hazing, the greater age was associated with self-assessment perception of colleagues who was put in an embarrassment situation. Although most students have stated that they participated in the hazing when they entered the course and not have considered embarrassing, it is not possible to ignore the people who were embarrassed both in participation and non-participation in the university hazing.

However, university hazing becomes a problem when it starts to be a problem when we take into consideration the establishment of autonomous people and end of oppressive processes of society. The issue needs to be further discussed in the sense of breaking the continuity of these practices of naturalized violence in institutions of higher education. This is a challenge to be faced, considering that hazing was associated with younger people, who realize

it as fun and interaction among students, disregarding the embarrassment caused to others.

The interface between university hazing, the bioethical reflection and health training indicates the contradiction which increases in violent hazing in health field, i.e., among a ritual that reproduces violence and contradicts with the further professional practice of the student oriented to care and health care. Thus, the violent hazing, characterized as a rite of passage, denies the very essence of the health academic and having a disastrous role in the early teaching-learning relationship. The Bioethical reflections under this perspective are evident by the vulnerability of freshmen and academic responsibilities, both individual and collective, which should permeate the academics in later stages of graduation. Finally, which is expected of future health professionals is hosting as a strategy to welcome the new students at the institution of higher education.

Suggest more scientific publications on the subject of university hazing, so they can be used as teaching material in the classroom with young students, in order to contribute to both ethical reflection and the awareness about the issue with a view to deepen reflection and awareness on the subject, and, so, reducing the victimization of individuals.

We would like to thank the State University of Montes Claros (Universidade Estadual de Montes Claros) (Unimontes) for the incentive to scientific initiation to the academics who are the co-authors of this study. Institutional Program of Scientific Initiation – Proinic 2011 (ICV/Unimontes).

### References

1. Almeida Jr OR, Queda O. Bullying escolar, trote universitário e assédio moral no trabalho: uma investigação sobre similaridades e diferenças. Antitrote. [Internet]. 2011 [acesso 25 mar. 2012]. Disponível: <http://www.antitrote.org/artigos/?id=26>
2. Brasil. Câmara dos Deputados. Projeto de Lei nº 1.023/1995. Dispõe sobre as atividades de recepção aos novos alunos nas instituições de ensino. Autor: deputado Feu Rosa. Câmara dos Deputados. [Internet]. 8 set. 1995 [acesso 25 mar. 2012]. Disponível: <http://www.antitrote.org/artigos/?id=29>
3. Espelage DL, De La Rue L. School bullying: its nature and ecology. *Int J Adolesc Med Health*. 2011;24(1):3-10.
4. Yu HJ. Producing more persuasive antiviolence messages for college students: testing the effects of framing, information sources, and positive/negative fact appeal. *J Interpers Violence*. 2012;27(9):1631-54.
5. Fortes PAC. A bioética em um mundo em transformação. *Rev. bioét (Impr.)*. 2011;19(2):319-27.
6. Conselho Nacional de Saúde (Brasil). Diretrizes e normas regulamentadoras sobre pesquisa envolvendo seres humanos. Resolução nº 196, de 10 de outubro de 1996. Brasília: Ministério da Saúde; 1996.
7. Pestana MH, Gageiro JN. Análise de dados para ciências sociais: complementaridade do SPSS. 3ª ed. Lisboa: Edições Sílabo; 2003.
8. Brasil. Lei nº 8.069, de 13 de julho de 1990. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. Brasília: Presidência da República; 1990.



9. Zuin AAS. O trote na universidade: passagens de um rito de iniciação. São Paulo: Cortez; 2002.
10. Costa SM, Durães SJA, Abreu MHNG. Feminização do curso de odontologia da Universidade Estadual de Montes Claros. *Ciênc Saúde Coletiva*. [Internet]. 2012 [acesso 18 dez. 2012];15(Supl. 1):1873-2010. Disponível: <http://www.scielo.br/pdf/csc/v15s1/100.pdf>
11. Almeida MT. A ordem médica e a desordem do sujeito na formação profissional médica. *Rev bioét (Impr.)*. 2011;19(3):741-52.
12. Siqueira VHF, Fonseca MCG, Sá MB, Lima ACM. Construções identitárias de estudantes de farmácia no trote universitário: questões de gênero e sexualidade. *Pro-Posições* [Internet]. 2012 [acesso 6 jun. 2013];23(2):145-59. Disponível: <http://www.scielo.br/pdf/pp/v23n2/a10v23n2.pdf>
13. Dearo G. Trote é exclusão, não integração. [Internet]. 17 fev. 2011 [acesso 25 mar. 2012]. Disponível: <http://guiadoestudante.abril.com.br/vestibular-enem/trote-exclusao-nao-integracao-diz-professor-usp-619019.shtml>
14. Almeida Jr OR. Uma forma institucional de glorificar a violência. [Internet]. 2011 [acesso 25 mar. 2012]. Disponível: <http://www.antitrote.org/artigos/?id=27>
15. Allan EJ, Madden M. The nature and extent of college student hazing. *Int J Adolesc Med Health*. 2012;24(1):83-90.
16. Villaca FM, Palacios M. Concepções sobre assédio moral: bullying e trote em uma escola médica. *Rev Bras Educ Med*. [Internet]. 2010 [acesso 6 jun. 2013];34(4):506-14. Disponível: <http://www.scielo.br/pdf/rbem/v34n4/v34n4a05.pdf>
17. United Nations. The Universal Declaration of Human Rights. [Internet]. Adopted and proclaimed by Resolution 217 A(III) of the UN General Assembly on December 10, 1948 [acesso 18 dec. 2012]. Disponível: <http://www.un.org/en/documents/udhr/>
18. Souza ER, Ribeiro AP, Penna LHC, Ferreira AL, Santos NC, Tavares CMM. O tema violência intrafamiliar na concepção dos formadores dos profissionais de saúde. *Ciênc Saúde Coletiva*. 2009 [acesso 1. out. 2012];14(5). Disponível: <http://www.scielo.br/pdf/csc/v14n5/12.pdf>
19. Organização das Nações Unidas para a Educação, a Ciência e a Cultura (Unesco). *Declaração Universal sobre Bioética e Direitos Humanos*. [Internet]. Paris: Unesco; 1997 [acesso 17 jun. 2009]. Disponível: <http://unesdoc.unesco.org/images/0014/001461/146180por.pdf>

**Participation of the authors**

Simone de Melo Costa, Orlene Veloso Dias, André Costa Alencar Dias, Thaynara Rocha de Souza and João dos Reis Canela participated equally in all the elaboration stages of the article.

Received: 18.12.2012

Reviewed: 11. 6.2013

Approved: 24. 6.2013

