

Estrategia pedagógica interventiva para la profesionalización de los docentes de enfermería

Pedagogical Intervention Strategy for the Professionalization of Nursing Teachers

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RESUMEN

Introducción: En los tiempos actuales, se exige que la labor del docente se caracterice por tener óptimos niveles de profesionalización, estos deben de estar en correspondencia, con las múltiples situaciones sanitarias que se presentan. **Objetivo:** Diseñar una estrategia pedagógica interventiva para la profesionalización de los docentes de enfermería. **Métodos:** Se realizó una investigación descriptiva retrospectiva, del año, 2022 al 2024. La unidad de análisis estuvo constituida por la totalidad de los docentes de enfermería, de los Departamentos de Enfermería y de Ciencias Básicas Biomédicas. La información fue recogida mediante una encuesta y el análisis documental. **Resultados:** La estrategia pedagógica interventiva para la profesionalización de los docentes fue validada por el Modelo escalar de Thurstone, mediante este se obtuvo un valor positivo de 0.09. Su viabilidad se constató mediante el Coeficiente kappa de Cohen, el resultado fue de $k=0.87$ con límite mínimo 0.64 y máximo de 1.11, con una interpretación de concordancia fuerte. **Conclusiones:** La estrategia pedagógica interventiva para la profesionalización de los docentes de enfermería, contribuye de manera significativa, al desarrollo de estos profesionales, en las ciencias médicas.

Palabras clave: estrategia, profesionalizaciones docentes, educación médica, enfermería

Descriptores: profesionalismo; educación profesional; docentes; educación médica; docentes de enfermería; competencia profesional

ABSTRACT

Introduction: In current times, the work of teachers is required to be characterized by optimal levels of professionalization, which must correspond to the multiple health situations that arise. **Objective:** To design an pedagogical intervention strategy for the professionalization of nursing teachers. **Methods:** A retrospective descriptive study was conducted from 2022 to 2024. The unit of analysis consisted of all nursing teachers from the Departments of Nursing and Biomedical Basic Sciences. Information was collected through a survey and documentary analysis. **Results:** The interventional pedagogical strategy for the professionalization of teachers was validated using the Thurstone scalar model, through which a positive value of 0.09 was obtained. Its feasibility was verified using Cohen's kappa coefficient, resulting in $k = 0.87$ with a minimum limit of 0.64 and a maximum of 1.11, interpreted as strong agreement. **Conclusions:** The interventional pedagogical strategy for the professionalization of nursing teachers significantly contributes to the development of these professionals in medical sciences.

Keywords: strategy, teacher professionalization, medical education, nursing

Descriptors: professionalism; education, professional; faculty; education, medical; faculty, nursing; professional competence

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INTRODUCTION

Los tiempos actuales exigen que la labor del docente se caracterice por niveles de profesionalización en correspondencia con las múltiples situaciones sanitarias que se presentan. En este sentido se hace énfasis en la importancia que tiene la elevación de la profesionalización de los docentes a partir de la formación continua.⁽¹⁾ Se infiere que el profesional competitivo requiere del dominio, de la lógica de la profesión, de la ciencia para enfrentar con éxitos los problemas, en el cumplimiento de sus funciones. En la actualidad, la enfermería como profesión contempla exigencias de una formación amplia.⁽²⁻⁵⁾

El proceso formativo en el área de la salud, tiene como base el desarrollo de competencias profesionales y la adquisición de ellas, a través de la experiencia clínica. Por ello, un volumen apreciable de la actividad del profesional de la enfermería se relaciona con conocimientos técnicos y la metodología para usarlos en su actividad, desde una perspectiva humanística y ética. Se habla de modelo biomédico debido a que, durante años, la actuación de la enfermera, ha estado subordinada al médico, sin una autonomía profesional. No toda práctica de enfermería, puede ser reducida a una acción instrumental. Es por eso que ciertos estudios señalan la importancia de que exista una teoría de enfermería sólida que desafíe los modelos médicos.⁽⁶⁾

Por su parte otro autor⁽³⁾ refiere que el proceso de profesionalización de los enfermeros, no puede ser analizado con relación a la adquisición de conocimientos académicos y laborales, sino que debe incorporarse el estudio de la construcción de sí mismos, como grupo profesional con intereses específicos. Todos los elementos antes expuestos imponen la necesidad de la profesionalización desde la academia.^(7,8)

La novedad científica de la investigación, radica en la propuesta de una Estrategia Pedagógica Interventiva para la Profesionalización de los Docentes de Enfermería (EsPIPDE), como alternativa para mejorar los procesos de atención sanitaria a los diferentes niveles.

Por lo antes expuesto el objetivo de este trabajo es diseñar una estrategia pedagógica interventiva para la profesionalización de los docentes de enfermería.

METHODS

A retrospective, cross-sectional descriptive study with a mixed approach was conducted at the Faculty of Nursing and Technology of the University of Medical Sciences in Santiago de Cuba, from 2022 to 2024.

The population was studied. The unit of analysis consisted of 44 teachers from the Department of Nursing and the Department of Biomedical Basic Sciences (DN-BBS) who were actively teaching in the Bachelor's Degree in Nursing program at the time the research was conducted.

All teachers gave their consent to participate in the study as the sole inclusion criterion. Non-consent to participate was the element considered for non-participation, whether before or during the study.

The Thurstone Scalar Model (TSM)⁽⁹⁾ was used to assess the results of the implementation of the EsPIPDE, using a satisfaction survey. This was aimed at measuring each stimulus through a discriminant process: satisfied or dissatisfied, through which a value was assigned to each. This model was selected because it did not require experts, in addition to its applicability with a variety of subjects.

Cohen's kappa coefficient (CKapC)⁽¹⁰⁾ was used to measure agreement regarding the viability of the interventional pedagogical EsPIPDE for the professionalization of nursing teachers. This statistical measure adjusted for the effect of chance in the proportion of observed agreement among nursing teachers.

The variables studied were:

- Sex: male or female.
- Teaching category: Instructor, Assistant, Auxiliary, and Full Professor.
- Years of experience: more than 10 years, 11 to 20 years, 21 to 30 years, and more than 30 years.
- Professionalization of nursing teachers: complex variable studied.

The systematization carried out on various authors from the scientific community made it possible to identify dimensions: teaching, scientific, research, and clinical care, along with 12 indicators.⁽⁷⁻⁹⁾

To measure the current state of the complex variable, a survey was administered to

nursing teachers of the DN-BBS, consisting of four questions, three closed-ended with 12 items using a Likert scale.

The survey was subjected to reliability and validity tests, which were provided as a supplementary file. According to Moriyama's criteria, the results were favorable at 95.24 %, and a pilot test yielded a Cronbach's alpha of 0.92.

The validation and viability of the results of the implementation of the EsPIPDE were carried out using the TSM and CKapC, respectively. The instrument developed for this purpose was validated according to Moriyama's criteria, achieving a rate of 90.47 %

Thurstone Scalar Model.

The TSM (4) for assessing the results of the EsPIPDE in terms of satisfaction used the following formula:

$$SV = (\sum Zij)/n$$

$$Y = SV + |SV \text{ minimum}|$$

The formula was described as follows: Scalar Value (SV), $\sum Zij$ was the sum of the standard scores belonging to the stimulus, and n was the number of stimuli, including the calculation of the frequency matrix and the ordered frequency matrix.

Y was the linear transformation of $SV + |SV \text{ minimum}|$, involving the calculation of the standard score matrix.

For this purpose, equivalent values were established, ranging from completely satisfied -0.10, to completely dissatisfied -0.00.

Table 1. TSM Assessment Standard

No.	Label	Y Values	Equivalent Letter
7	Completely satisfied	0.10	A
6	Very satisfied	0.08 – 0.09	B
5	Satisfied	0.06 – 0.07	C
4	Neither satisfied nor dissatisfied	0.05	D
3	Moderately satisfied	0.03 – 0.04	F
2	Dissatisfied	0.01 – 0.02	G
1	Completely dissatisfied	0.00	H

For the calculation of the standard score matrix, the theoretical value of the normal distribution was set at 0.05, 95 %. Positive expected values > 0.07 were considered valid.

Cohen's Kappa Coefficient.

The CKapC ⁽⁵⁾ used to measure agreement regarding the viability of the EsPIPDE applied the following formula:

$$k = (Pr(a) - Pr(e)) / (1 - Pr(e))$$

$Pr(a)$ = observed agreement among nursing teachers, and $Pr(e)$ = hypothetical probability of agreement by chance (random classification of each category).

Table 2. CKapC Assessment Standard

B	Strength of evidence in favor of M1
0.00 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Strong agreement
0.80– 0.99	Very strong agreement
1.00	Optimal agreement

The following scientific hypotheses were proposed:

-Ho: It was expected that the EsPIPDE for the professionalization of nursing teachers from the DN-BBS would not be viable.

-Ha: It was expected that the EsPIPDE for the professionalization of nursing teachers from the DN-BBS would be viable.

To test the hypothesis, the K value was used. Total agreement was represented by $\kappa = 1$. It was stated that if $K < 0.80$, then H_0 was accepted and H_a was rejected, and vice versa. Statistical analyses were tabulated in Excel 2016 for Windows. Data were processed using the statistical package Real Statistics Using Excel version 8.7.

The study adhered to the guidelines of the Declaration of Helsinki regarding ethical considerations. ⁽¹¹⁾ The techniques and procedures used in the research safeguarded the fundamental rights of the nursing teachers.

RESULTS

At the University of Medical Sciences of Santiago de Cuba (UCM-SC), several degree programs were studied, including the Nursing program. All 44 teachers from the DN-BBS were actively engaged in teaching during the last five years, a valid period for the research for which they gave their consent. Of the total number of teachers, 71.81 % were female and 28.19 % were male.

Of the total, 81.81 % held a primary teaching category, of whom 40.90 % held the teaching category of Auxiliary Professor, 36.36 % were Assistant Professors, and 22.74 % were Ins-

structors. Regarding years of teaching experience, 15.90 % had up to 10 years. 29.54 % had between 11 and 20 years of experience, 29.54 % had between 21 and 30 years, 25.02 % had more than 30 years of experience.

To assess the current state of aspects related to the professionalization of teachers in the DN-BBS, a documentary review was conducted, as well as a survey of the teachers. The review of the minutes of class evaluations, the professional development plan of the Faculty of Nursing and Technology (FETS), teacher personnel files, and individual development plans yielded the following results:

-Minutes of class evaluation.

During the study period, 56 class evaluations were conducted, representing 63.63 % of the total. Of these, 52.72 % were rated as excellent. 47.28 % were rated as good, and none were rated as fair or poor. Although scientific rigor in technical, methodological, and political-ideological content was recorded in the professional practice of those who achieved an excellent rating, no written evidence could be found demonstrating the manifestations of these functions in their professional performance in any of the cases. In this regard, the dimension with the greatest difficulty was clinical care.

-Professional development plan of the Faculty.
Upon examining the professional development plans of the FETS, 79 training actions were listed. Only 6.33 % of the total planned actions were related to teacher professionalization. No evidence could be found of actions related to professional problems. The most affected dimensions were clinical care and scientific research

-Teacher personnel files.

In the review of the 44 personnel files belonging to teachers of the DN-BBS, it was found that 25 % received consecutive excellent evaluations during the last three years. In the body of the description of the items to be evaluated, no reference was made to objective manifestations or lack thereof regarding their professional performance. The main problems in the evaluations were related to scientific-technical work and professional development work. As could be observed, less than 70 % achieved an excellent evaluation; therefore, more than 30 % presented some deficiency in their professional performance. The most affected dimensions were clinical care and scientific research.

-Individual development plans.

Forty-four individual development plans were reviewed. It was corroborated that not in all cases they were based on the identification of learning needs. Planned actions related to teaching, clinical care, and scientific research work were found to be limited. Actions related to professionalization and their evaluation were not taken into account. The individual development plans of teachers did not include tasks aimed at overcoming the deficiencies identified in their evaluations and, therefore, at professionalization. The most affected dimensions were clinical care and scientific research.

Based on the documentary review conducted, it was found that limitations existed in the professionalization process of teachers in the DN-BBS. These limitations were synthesized in the teacher professionalization process being decontextualized, as well as insufficiencies in the relationship between professional problems and the dimension of teacher professionalization.

-Teacher survey.

Regarding the teaching dimension, according to the results of the survey, it was found that for indicator 1.1, referring to the integration of knowledge, no teacher obtained a low level; 15.90 % were considered at a medium level, 78.56 % at a high level, and 5.54 % at a very high level. For indicator 1.2, referring to the level of scientific rigor in technical, methodological, and political-ideological contents, teachers scored 94.46 % at a high level and 5.54 % at a very high level. For indicator 1.3, described as the level of application of teaching functions, 5.54 % obtained medium and very high levels respectively, and 88.92 % obtained a high level.

When exploring the scientific-research dimension, it was found that for indicator 2.1, frequency of participation in continuing education courses, 25 % stated that they had no frequency during the evaluated period, 45.46 % had a medium frequency, and 29.54 % achieved frequency. For indicator 2.2, frequency with which they carried out scientific work, 36.36 % had no frequency, 36.36 % obtained a medium frequency, and 27.28 % had frequency.

For indicator 2.3, frequency of participation in scientific activities, 31.81 % had no frequency, 56.81 % obtained a medium frequency, and 11.38 % were frequent. For indicator 2.4, number of publications produced, 47.72 % had no frequency, 40.90 % had a medium frequency, and 11.38 % assumed frequency. For indicator 2.5, frequency with which research was

conducted to provide solutions to teaching scientific problems, 73.92 % had no frequency, 26.08 % obtained a medium frequency, and there was no representation in the high frequency category.

When examining the clinical care dimension, it was found that for indicator 3.1, described as the degree of professional autonomy using the method of nursing sciences and its object, no teacher received a poor or fair evaluation; 5.54 % were considered very good, and 94.46 % good. For indicator 3.2, referring to the degree of responsibility in teaching activities carried out using the method of nursing sciences and its object, it was found that 5.54 % were considered fair, 68.38 % good, and 26.08 % very good.

For indicator 3.3, described as the degree of participation in postgraduate continuing education actions in Medical Education, where the method of nursing sciences and its object were promoted, no teacher received a poor evaluation. Of the total, 28.56 % were considered fair, 65.90 % good, and 5.54 % very good. For indicator 3.4, described as the ability to design, organize, plan, and execute teaching programs for undergraduate and graduate studies according to the method of nursing sciences and its object, the evaluation remained between fair and good, with 43.18 % each, and 13.64 % very good. Indicators 3.1, 3.3, and 3.4 were the most affected.

Based on the documentary review and the teacher survey conducted, it was found that the following problems existed: limited training actions that favored the development of teacher professionalization and its dimensions; limited scientific production. Nevertheless, the following potentialities were identified: political will and social commitment of department heads to promote teacher preparation.

It was verified that all three dimensions had deficiencies in some of their indicators. The identified problems and potentialities endorsed the need to develop the professionalization of teachers in these departments through an EsPIPDE.

The selection of the variant to be used among the existing classifications: didactic, educational, and methodological strategies, among others, was motivated by the basic elements related to the object of the research. The pedagogical strategy was conceived as a theoretical-practical social space structured around

permanent and continuous training. It was interventional because it proposed the search for intervention criteria based on education and work in all their complexity.

Based on the above, it was defined that the EsPIPDE for the DN-BBS, as a set of actions supported by the method and object of Nursing Sciences, set forth how to proceed for the development of professionalization of teachers in the specialty, with the objective aimed at contributing to the improvement of teaching and pedagogical practice.

This EsPIPDE was characterized by proposing an alternative solution to the problems related to the professionalization of these teachers in their continuous and progressive training. At the same time, it was identified by its contextualization, as it responded to the identified needs of the teachers; flexibility, as it adjusted to the needs and interests of professionalization; and it was humanistic and transformative due to its contribution to teacher improvement. To shape the structure of the EsPIPDE, theoretical foundations were assumed from the philosophical, sociological, pedagogical, psychological, and Nursing Sciences perspectives, which gave it coherence and scientific character.

In the design of the proposed EsPIPDE, the following pedagogical requirements were taken into consideration:

- a) The proposal maintained the same objectives defined for the development of professionalization through its dimensions in terms of methodology (personalization).
- b) The conceived training actions were aimed at achieving understanding and mastery of topics related to the nursing care process and caregiving.
- c) The conceived training actions were aimed at developing formal self-learning processes.

Intervention criteria:

- a) Context as the environment where the EsPIPDE took place (in the educational institution and healthcare institutions).
- b) Structure as the way in which the EsPIPDE responded to the limitations identified in the diagnosis.
- c) The instruction process of the EsPIPDE, constituted by all the linked actions and activities for the development of teacher professionalization.
- d) Evaluation of results, constituted by the assessment of the effects of all actions deployed by the EsPIPDE.

The EsPIPDE was structured and implemented through specific actions aimed at improving said process, as described below:

Initial Stage.

Objective: To analyze the dimensions and indicators of nursing teacher professionalization in order to determine deficiencies and potentialities.

Proposed activities:

- Identification of deficiencies and potentialities of nursing teachers for the development of their professionalization.
- Assessment, processing, and dissemination of the results of the conducted survey.
- Design of the EsPIPDE through the planning of organizational forms of graduate education.

Development Stage.

Objective: To develop the professionalization of nursing teachers of the DN-BBS through the implementation of the EsPIPDE activities.

Proposed activities:

- Ensuring the responsible human resources.
- Implementation of the EsPIPDE actions.

Final Stage.

Objective: To assess the results of the implementation of the EsPIPDE.

Proposed activities:

- Evaluation of the development of the EsPIPDE actions.
- Execution of adjustments for its improvement.

In the results of the application of the EsPIPDE for the DN-BBS of the UCM-SC, a satisfaction survey of the teachers was used, assessed using the TSM and CKapC.

Thurstone Scalar Model.

100 % of the nursing teachers of the DN-BBS participated in some of the planned actions of the EsPIPDE. Using the TSM assessment standards referred to in the methods, the following results were obtained, Figure 1.

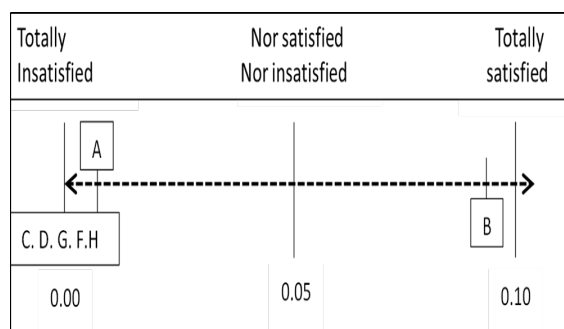


Fig. 1. Linear representation of the TSM result

Source: TSM result

The expected valid value (positive > 0.07) established for the selection of the label, according to the calculation of the standard score matrix when = 0.05 at 95 %, was obtained by letter B, equivalent to "Very satisfied", referring to the EsPIPDE with a score of 0.09. The remaining evaluated labels obtained values < 0.07.

Cohen's Kappa Coefficient.

Furthermore, when measuring viability using the CKapC, a value of $k = 0.87$ was obtained, with a minimum limit of 0.64 (strong agreement) and a maximum of 1.11 (optimal agreement), with an interpretation of very strong agreement. Therefore, the alternative hypothesis (H_a) is accepted: the EsPIPDE was viable, according to the adjustment for the effect of chance in the proportion of observed agreement.

As a result of the assessment carried out using the TSM and the CKapC, the validity and viability of the proposal were verified.

DISCUSSION

The development of the professionalization of nursing teachers responds to the demands of Medical Education and the challenges of the social context in which the academic institution operates. In this regard, we agree with an author^[1] who, through similar research, arrived at the formulation of the following premises or starting points for the implementation of their EsPIPDE:

1. Raising awareness and motivation of teachers.
2. Considering the Faculty of Nursing and Health Institutions as the main settings for all proposed continuing education actions.

On the other hand, another author^[6] highlights the need to design alternatives for the professionalization of nursing teachers, pointing out that the current and future challenges of professionalization in this specialty raise the need to develop a training process based on suitability, excellence, and quality that allows Nursing to position itself as an autonomous profession within the disciplines that provide health care. This process requires developing research that increases knowledge within the discipline's own field. ⁽¹²⁻¹⁴⁾

In this sense, the professionalization of teachers in this service must provide discernment regarding the object of study, the methods of nursing sciences as the scientific bases for the exercise of the profession, and the development of theories, EsPIPDE, and models tha-

contribute to the continuous and progressive development of these medical sciences professionals. In this regard, one should not forget what Beliera⁽³⁾ aptly states when expressing that nurses experience their professionalization as a collective process where educational, occupational, professional, and political aspects are articulated.⁽¹⁵⁾

Concluding, the interventional pedagogical strategy for the professionalization of nursing teachers significantly contributes to the development of these professionals in the medical sciences.

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Conflict of Interest.

The authors declare that there are no conflicts of interest regarding the research presented.

Authorship Contribution.

Participation according of the order agreed upon by each of the authors of this work.

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Contribution

Conceptualization, research project administration, formal analysis, investigation, methodology (designed the EsPIPDE), and writing (original draft, resources, review, and editing);

Formal analysis, writing, and search for updated bibliography (review and editing).

Formal analysis and writing (resources, review, and editing).

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