

IMPLEMENTATION OF THE EDUCATIONAL MODEL OF GENERIC MACROCOMPETENCIES IN VETERINARY MEDICINE AT UNIVERSIDAD DE CONCEPCIÓN

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Abstract: The University of Concepción includes in its educational model training in generic skills, as a response to the need to train university students in skills and abilities necessary for the exercise of the profession with a spirit of excellence oriented towards the common good, whose skills do not depend on a particular discipline. They make up a complex system of knowledge, made up of cognitive, affective and procedural dimensions, observable in performance and that can be implemented in different contexts. The generic Macrocompetences (MCG) addressed in the educational model of the University of Concepción (UdeC) are communication, multidisciplinary teamwork, critical thinking and social responsibility. It is proposed to distribute the formation of the MCG in three levels. In the basic cycle of the Veterinary Medicine career, the cognitive aspect of GCM is addressed, in the undergraduate or pre-professional cycle the value aspect and in the professional cycle the procedural aspect of them is emphasized.

Keywords: Generic macrocompetencies, veterinary medicine, education.

INTRODUCTION

In its 2016-2020 Strategic Plan, the University considers monitoring and evaluating the implementation of the UdeC Educational Model for training and Generic Macrocompetences (MCG). This model focuses on learning and involves changes in training processes.

A curricular conception oriented to the development of competencies, proposes ways of teaching that adapt to the learning styles of the students, through the diversification and adaptation of teaching strategies. It is also necessary to evaluate the learning outcomes in their cognitive, affective and procedural aspects.

The objective is to develop the Profile

proposed by the University and achieve significant learning in the field of the four MCG: social responsibility, critical thinking, communication and teamwork for multidisciplinary entrepreneurship. The “UdeC Model of teaching for training in Generic Macrocompetencies” proposes to develop them throughout the curriculum, emphasizing each of the three dimensions that make up a competence (cognitive, affective and behavioral) in the three different training cycles discipline of the careers (basic cycle, pre-professional or Bachelor’s degree and professional cycle).

MATERIALS AND METHODS

With the support of the Social Responsibility Program of the University, a curricular evaluation was carried out at the declarative level of the incorporation of GCM in the Study Plan of the Veterinary Medicine Career. Through collaborative work with four academics from the Faculty trained in the model of the university collaborated for training in Generic Competences. Part of this team was made up of the director of the Chillán School and the Director of the Department of Pathology and Preventive Medicine. Criteria were established to formalize the implementation of generic skills in selected subjects from the three cycles of the career.

RESULTS AND DISCUSSION

Cognitive dimension: It is developed from 1st semester subjects “Training Workshop”, “Cell Biology”, “Anatomy I”. While the training workshop delivers the theoretical component, they are exemplified in parallel in the other subjects. Then, in the 2nd semester, the subject “Vocational Guidance” shows how GCMs are applied in the various fields of the profession. In the 4th semester “Animal pathology I” integrates the knowledge acquired so far in

the cognitive dimension of GCM.

Affective dimension: it begins to be addressed in “Animal Pathology II”, where they use and value critical thinking, teamwork and communication as a learning tool. In the 6th semester “Epidemiology” plays an integrating role of disciplinary and generic aspects of the affective dimension. The subjects of “Curricular Practices I” and “Curricular Practices II” allow students to recognize different areas of the veterinary doctor’s work world and how necessary GCMs are for adequate professional performance.

Behavioral dimension: to address this aspect it is necessary that students have acquired the basis of knowledge and appreciation of the GCM. In the “Large Animal Clinic” and “Small Animal Clinic” subjects, the practical aspects of teamwork are strongly developed, since together they take care of patients and work with the different diagnostic areas, having to make presentations and defend clinical cases, while communicating adequately with professionals

and owners. Finally, this level of skills is strengthened in the three degree processes, in which teamwork, critical thinking, communication and encompassing the social responsibility of veterinary medicine are put into practice.

CONCLUSIONS

The professional training cycles in which the Study Plan of the career is divided, allow the development of the MCG in its three dimensions.

Work is carried out throughout the degree to improve work capacity by carrying out activities that improve communication and critical thinking.

It is clearly visualized in the Study Plan of the career, the teaching-learning process in and from Social Responsibility, which complements the other competencies, so that the actions of the Veterinary Doctors contribute to the common good and the development of their communities.

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