

THE PREPARATION IN EDUCATION FOR HEALTH IN THE TRAINING PROCESS OF THE NURSING CAREER STUDENT

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Abstract: Health education is not a new topic. In fact, for a long time it has been conceived as a transversal axis in the training process of any level of education in many countries. It is known that health education has the purpose of promoting healthy lifestyles in people, this must result in not only contributing to health prevention, but also in educating positive behaviors in subjects and preparing them to avoid risk situations. Faced with dissimilar conditions that may threaten homeostasis, for this reason, health education is considered a formative objective of incalculable value in the education of personality. This research raises as a scientific problem how to contribute to health education in the training process of university students of the Nursing career?, precisely because they deal with caring for sick people directly, but also, to contribute to prevention and health education in different social sectors, hence the need to prepare them in this order, with the aim of offering some learning actions in health education Nursing students in the training process at ``Universidad Nacional de Chimborazo``, Ecuador.

Keywords: Health. Education. Education for health. training process. Nursing

INTRODUCTION

The education of man has always been a great social concern from the very moment that society understood that educating the new generations would be an important and necessary task. Thus, as in all countries, their educational systems are aimed at fulfilling a specific purpose, which according to López Eguizábal, Fidel Arturo (2022, page 1) “The purposes of education have been, are and must be in general terms: educate, instruct, teach values and love of life. The purposes of education are varied and complex (...)”

It is then that each educational system contemplates that this end of education

is achieved by articulating education theoretically-methodologically and legally, which is why, in Ecuador the educational system is determined by a law that in “*ARTICLE 2.- Education is a fundamental means to acquire, transmit and increase culture; It is a permanent process that contributes to the development of the individual and to the transformation of society, and is a determining factor for the acquisition of knowledge and to train man in such a way that he has a sense of social solidarity.* (https://www.sep.gob.mx/work/models/sep1/Resource/3f9a47cc-efd9-4724-83e4-0bb4884af388/ley_29111973.pdf)

It is valid to recognize that the role of the school stands out, and that the development of the individual is promoted, both for himself, and to contribute to the progress of society, this forces the offer of a system of knowledge, skills and values that guarantees The educational process will not only be dedicated to the areas of exact, natural or humanistic sciences, but also to a set of knowledge for life that become pillars of education as proposed by Unesco (1994): learning to know, learn to do, learn to live together, learn to be.

This is how health education becomes an important educational objective that must receive systematic treatment, both inside and outside the classroom and school, given that what is important is that people also learn to take responsibility for the care of their their health at the individual and collective level, it is here where the educational actors such as the school, the family, society, the media assume a social-scientific responsibility of incalculable value at the present time.

For a long time, other social actors were held responsible for health, but since the 20th century this situation has demanded changes, and in this 21st century, according to the Agenda for Sustainable Development (UN, 2015) or Agenda 2030, the objectives stand out as a necessity. 3 “Guarantee a healthy life

and promote well-being for all at all ages”, and objective 4 “promote lifelong learning opportunities for all”, for this reason it is a matter of wisely assessing the need for systems educational processes include prevention, promotion and education for health as its task, using different actions to stimulate the individual to acquire the necessary and sufficient knowledge, skills and values to have a healthy life.

Based on the above, it is also necessary to accentuate educational work in a career that, like nursing, deals with the health-disease binomial, but its future graduates must leave prepared to carry out education for individual, collective and community health. For this reason, it is proposed as a scientific problem how to contribute to health education in the training process of Nursing students? The objective of offering some preparation actions in health education for Nursing students in the training process university at the `Universidad de Chimborazo`, Ecuador.

DEVELOPMENT

THEORETICAL FUNDAMENTALS OF STARTING

When talking about promotion, it must be understood that “Promotion is the action of promoting a person, thing, service, etc. Its objective is to promote and disseminate products, services, goods or ideas, to publicize and persuade the public to carry out an act of consumption. (<https://www.significados.com/promocion/>)

This dictionary of meanings (<https://www.significados.com/promocion/>) also states that “The promotion is carried out by promoters who are individuals in charge of promoting products and/or services through interaction with the client (...) thus persuading them to buy the product, which is known as sales promotion”.

That is, it is about promoting, disseminating, promoting a service such as health. The analysis of the fundamental categories of this research, among which health promotion and health education stand out, must be referred to the fact that “Health Promotion constitutes a global political and social process that encompasses actions aimed at modifying the conditions social, environmental and economic, in order to favor its positive impact on individual and collective health”. Ottawa Charter (WHO, 1986, <https://www.paho.org/es/temas/promocion-salud>).

It can then be appreciated that health promotion seeks for the individual to develop health potentialities in the individual, collective and community order, and to reduce the negative situations that prevent it, something that is conceived not only by the World Health Organization, The Pan American Health Organization, but also in the 2030 Agenda (UN, 2015), objectives 3 and 4.

“The current health promotion mandate for the region of the Americas, the Strategy and Plan of Action on health promotion in the context of the SDGs 2019-2030 approved at the 57th Directing Council (2019), proposes 4 strategic lines of action. essential action to promote health:

1. Strengthen healthy environments
2. Facilitate community participation and empowerment
3. Strengthen governance and intersectoral action and address the social determinants of health
4. Strengthen health systems and services” (<https://www.paho.org/es/temas/promocion-salud>)

Seen from this perspective, the promotion of health has as its objective in the educational system of Ecuador, for higher education, the idea of determining not only the needs of the communities, but also that of promoting strengths, capacities, intersectoral participation and the preparation of its

professionals to influence this complex action of caring for people's health, that is why for the Nursing career it is a very necessary transversal axis.

It must be understood that the "Health Promotion: Actions capable of providing people with the necessary means to improve their health and exercise greater control over it, to achieve an adequate state of physical, mental and social well-being". (https://www.ecured.cu/Promoci%C3%B3n_de_Salud), therefore, students of this nursing career must be adequately prepared to develop these actions.

The same WHO (https://www.ecured.cu/Promoci%C3%B3n_de_Salud) has defined health:

"as experiences that contribute to establishing knowledge, attitudes and values that help the individual and the group to make choices and make appropriate health and well-being decisions. It includes the affective sphere, the formation of feelings, convictions, values, needs and habits. It has also been defined as the process of facilitating learning to allow the audience to make rational decisions and influence their behavior."

All of the above evidences that the WHO and PAHO (https://www.ecured.cu/Promoci%C3%B3n_de_Salud) have stipulated "the strategies and programs for health promotion and that these must be adapted to local needs and the specific possibilities of each country and region, and take into account the diverse social, cultural and economic systems" and these are: Build a public policy. Create environments of social support. Strengthen community action. Develop staff skills. Redirect health services. Health promotion strategies and programs"

Researchers such as Nelifer Veloz Malcolm, Liurkis Dilút Sánchez and Leticia de las Mercedes García Rosabal (2018, p. 6) point out that "(...) in the school environment, promoting health is a priority because:

- Part of a comprehensive, multidisciplinary vision of the human being, considering people in their family, community and social context.
- It develops knowledge, skills and abilities for self-care for health and the prevention of risk behaviors in all educational opportunities.
- It promotes a critical and reflective analysis of values, behaviors, social conditions and lifestyles and seeks to develop and strengthen those that promote health and human development.
- It facilitates the participation of all members of the educational community in decision-making, contributes to promoting socially egalitarian relations between genders.
- It encourages the construction of citizenship and democracy and reinforces solidarity, community spirit and skills to defend human rights.

But health education has other priorities and other specificities. It is necessary to delve well into the meaning of education that:

"In its broadest sense, education is understood as the process by which the knowledge, habits, customs and values of a society are transmitted to the next generation (...) Education also includes the assimilation and practice of the norms of courtesy, delicacy and civility. Hence, in popular language the practice of these socialization habits are qualified as signs of a good education. In the technical sense, education is the systematic process of development of the physical, intellectual and moral faculties of the human being, in order to better integrate into society or in their own group. That is, it is a learning to live" (<https://www.significados.com/educacion/>).

In other words, education is structured around knowledge, skills and values that must be taught so that they can be acquired and put into practice in different contexts and moments, a certain preparation is required to

develop the individual in a multifaceted way, be it intellectually, physical, citizen, among other edges. Hence, it is considered a general, eternal category that is transmitted from generation to generation, using different contexts such as school, family, community, the mass media, and others. From this perspective, "health education focuses essentially on:

1. Mediate to convince political, administrative and professional groups that the invention in health matters makes economic sense.
2. Develop and strengthen organized community groups so that they become actively involved in improving health.
3. Attract the participation of people in health programs, while promoting a healthy life.

Education for Health analyzes the causes and conditions that allow the development of motivation, once this is achieved, an active and objective attitude of the individual can be counted on, in matters related to health protection. (https://www.ecured.cu/Promoci%C3%B3n_de_Salud)

In fact, there is a relationship between education and promotion, which in the case of health are interrelated in their practical, daily work, but for the educational field it is considered that teaching for health is a transversal axis of the study curriculum to guarantee those knowledge, skills and values that are necessary in the health issue and that in one way or another affect the lives of individuals, both physically and psychologically, for this reason, the World Health Organization, the PAHO consider that health is a very complex aspect, which therefore cannot be left only in the hands of health professionals, but other actors must be incorporated into the training process.

RESEARCH METHODOLOGY

The research about the preparation in health education in the formative process of the student of the nursing career is framed within the mixed or combined approach. The conceptions of Guelmes Valdés, Esperanza Lucía and Nieto Almeida, Lázaro Emilio (2015) are assumed, who suggest the combination of quantitative data (with surveys, data analysis) and other qualitative data with other research instruments (Problem inventories, groups focal points, participant observation, psychological tests, medical interviews, among others). That is, it is about making a comprehensive analysis of the object of study to characterize its initial state and arrive at proposals for actions that facilitate reaching the desired state.

For this reason, the use of the methods of the theoretical level of the investigation was decisive, among which the analytical-synthetic one stood out; historical-logical; documentary study; functional structural systemic approach; modeling and theoretical systematization, which allowed collecting information from specialized and updated bibliographic sources on the topic being addressed, as well as to theoretically and methodologically base the research and elaborate the actions to be implemented in the Nursing career.

For this initial diagnostic study, the application of empirical level methods was important, among which the analysis of the Nursing career curriculum, the student survey and the interview with teachers, pedagogical observations of classes and other extracurricular and investigative activities in the career, the pedagogical experience of the author of the research as a doctor and professor of this career, so that an analysis of both quantitative and qualitative data related to the preparation in health education in the training process could be made.

We worked with a sample of 35 (100%) students of the career at the National ``Universidad de Chimborazo``, from the municipality of Riobamba, Chimborazo, Ecuador, this made it easier to determine the main limitations and potentialities of the training process to prepare the student in education for the health.

As a result of the above, scientific conclusions were reached to offer the health education actions necessary to develop in the training process of the students of the career at ``Universidad Nacional de Chimborazo``, in the municipality of Riobamba, Chimborazo, Ecuador.

RESULTS OBTAINED

A documentary study carried out to analyze the study plan of the Nursing career, evidenced the following important aspects:

- Mission of the career is to train nursing professionals who provide care in vital processes and contribute to the solution of health problems in the population at a regional and national level; with ethical, scientific, technical criteria, an entrepreneurial spirit and the ability to manage in governmental, private and mixed institutions.
- The Vision is to position itself as a leading career in Nursing, in accordance with the National Health System, scientific-technological research and development, basing its action on principles of equity, solidarity, quality, warmth and ethics, committed to improving living conditions. of the population.
- Among the Objectives of the career, those related to the topic under investigation stand out, materialized in the
- “Number 1: Develop a solid general culture in students, through the

responsible use of communication, research, and NICT’S tools with the purpose of contributing to the training of leading professionals and entrepreneurs, with knowledge of their reality that favor the solution of health problems. No. 5. Use the nursing care process in the promotion, prevention, cure and rehabilitation of Public Health problems, to improve the quality of life of the population”. (Description of the Nursing career. La ``Universidad Nacional de Chimborazo``. 2023, page 2)

- Note that health education is not discussed, but space is given to promotion, prevention, cure and rehabilitation. However, in “Number 6: Demonstrate a bioethical attitude in the care of the user, family and community” the Nursing student has to put knowledge, skills and values in their modes of action, therefore, they have to have a proper health education.

Based on this analysis, we proceeded to apply an interview to teachers and a survey to students, as well as the result of the pedagogical experience of the authors of this research who are teachers in said career, obtaining the following results:

It can be summarized that the nursing career needs a new look at the organization of the career content system, in light of the evolution of medical sciences and education and the health situation of the population, the clinical-epidemiological conditions in which the world lives, and particularly Ecuador, in this 21st century, in order to prepare future Nursing graduates to contribute in an integral way to solve health problems and face the challenges presented by the scientific future, cultural and social.

The results obtained facilitate the proposal of concrete actions that are aimed at solving the difficulties encountered, according to

Interview with teachers n = 15	Survey of 4th year students, n = 35	Author's teaching experience
<p>-The professors express that it is very necessary to treat the and education with the same level that the promotion, prevention, cure and rehabilitation are treated.</p> <p>- The 15 (100%) teachers indicate that they do not receive any methodological preparation to insert health education issues in the training process, that they do so spontaneously, in light of the pro- own knowledge that as specialists in medical sciences possess</p> <p>- 100% indicate that as of Covid 19, health education comes to life within the training process of this career, that an immediate reconceptualization of this problem is urgently needed, that they need pedagogical tools, both to educate their students in this sense, as to teach them how to do it.</p> <p>- Of the teachers, 3 (34.3%) indicate that it is a subject that must be inserted in the training process in each subject, but that it is not only the what (contents), but also the how (methods).</p>	<p>- The 35 (100%) students manifest in dissimilar ways the knowledge of prevention, prevention, cure and rehabilitation.</p> <p>- Only 11 (34.4%) students surveyed tacitly declare that it is necessary to reach health education from promotion, prevention, cure, rehabilitation</p> <p>- 100% (35) of the students say they are interested in receiving some type of training on health education, to the same extent that they point out that they have seen only two teachers emphasize this subject, but without going into details of how do it.</p> <p>- Only 4 (11.4%) students state that during their pre-professional practice they have carried out health education actions. 2 (5.7%), 1 (2.8%), 1 (2.8%)</p> <p>- But 31 (88.6%) students want to be trained to learn how to do health education according to the clinical-epidemiological conditions in the municipality where they will practice the profession once they graduate.</p>	<p>-As a teacher of this career, the experience through teaching, care and research work, points out that from the very analysis of the study plan, the work in the subjects, the pre-professional practices, does not stand out in a significant way. individualized and weighted health education.</p> <p>-However, in the pedagogical observations in classes and practical activities, social service, practices, the student tends to carry out health education, both with individuals and in the community, which says that he is in need of this knowledge and who tries to put it into action based on what he knows about prevention, promotion, cure, rehabilitation.</p> <p>- Teachers are often unaware of the pedagogical methods or techniques that we must teach so that the nursing student can carry out an adequate health education process, so a pedagogical look at this situation is urgently needed, from the Medical Sciences it is dominated</p>

the specific conditions in which the training process takes place at ``Universidad Nacional de Chimborazo``, in which the potentialities that are possessed can also be used. between the teaching staff, the motivation of the students, the elasticity of the own curriculum, among other important elements, which will result in a better preparation of the students.

DISCUSSION

As a result of the results obtained, it is considered to develop a preparation work for the students of the nursing career of ``Universidad Nacional de Chimborazo``, this will take as an important psychopedagogical reference the theory of social learning of L. S. Vigotski, very specifically: *“The fundamental law of knowledge acquisition proposed by Vygotsky is known as the law of double formation, since according to him, all knowledge is acquired twice: a first time as a social (interpersonal) exchange and, a second time, internally (intrapersonal).”*. (<http://>

[www.cca.org.mx/cca/cursos/ed022/que_vamos/temas/2_1_7_3_4.htm#:~:text=La%20ley%20fundamental%20de%20adquisici%C3%B3n,de%20manera%20interna%20\(intrapersonal\).](http://www.cca.org.mx/cca/cursos/ed022/que_vamos/temas/2_1_7_3_4.htm#:~:text=La%20ley%20fundamental%20de%20adquisici%C3%B3n,de%20manera%20interna%20(intrapersonal).)

At the pedagogical level, this law also marks two important moments: the learning that the student must assimilate about health education as a personality, and the preparation he receives to apply it with the subjects with whom he will practice his profession as a nurse, given his essence forces him to relate to other human beings, sick or healthy. For this reason, it is proposed the **following actions for the preparation of the student in health education:**

I-. Methodological preparation of the faculty of the career to insert the theme of education for health. It will be carried out through conferences, workshops, debates where it is made explicit: essence, characteristics, main contents to be discussed, skills and values to be developed, ways of realization, among others.

II-. Analysis and proposal of the subject of health education in the different subjects of the career in the different academic years, in accordance with the requirements of the percentage allowed in the university until the curriculum is remodeled and it is specified as an element of value in the content-skills-values system of the career.

III-. The main work topics to prepare students for health education will be:

- a) Epidemiological situation of the Riobamba municipality. Specifics by parishes.
- b) Communicable and non-communicable diseases by age group.
- c) Personal and collective hygiene habits.
- d) Socio-emotional education.
- e) Violence: types of violence. Gender violence.
- f) Responsible lifestyles.
- g) Education on sexuality and the role of gender in the school, family and community spheres.
- h) Promotion and education for health in the treatment of the elderly.
- i) Sexually transmitted diseases and HIV/AIDS.
- j) Gender, family and society.
- k) Drug addiction: smoking, alcoholism, others.
- l) Care for pregnant women.
- m) Female cytology.
- n) Treatment of disabled children and children with special educational needs.
- o) Disabilities in different age groups
- p) Obesity
- q) Sport and recreation. Impact on human health.

IV- The different educational actions that are executed with the students of the career must prepare them for themselves, and to work with others according to their characteristics, in the pre-professional stage and already as graduates, and the

following techniques will be highlighted:

1. Demostration: It serves as an educational method because the essence is to demonstrate knowledge and practical action, awareness and conduct, word and action seen in performance.

2. Group discussion; focus group; focus group: Its essence lies in preparing the group of subjects to analyze, debate, discuss, learn, and inform the community about some health issue.

3. Interview: It is a direct investigative method applied in medicine and other sciences. There is an interviewee and an interviewer, in the activity both elements have a common interest in dealing with a specific topic.

4. Chat: Its essence consists of a brief class in which a speaker exposes a specific topic related to one of the previous topics, what it is about is offering adequate information that facilitates knowledge, develop habits, skills.

5. Attribution of responsibilities: Its essence consists of assigning a task to a person in the group so that they can develop it, learn by themselves and teach others.

6. Role plays: It is a technique that consists of subjects assuming a certain role to stage their essence, work, ways of dealing, information to offer, responsibility, among others.

Whichever technique is used, it is important from a methodological point of view to recognize that:

“The oral presentation is the clear and structured exposition of ideas about a certain topic with the purpose of informing and/or convincing a specific audience, based on a previous outline or script. The script is an outline that collects the essential points that are going to be developed and allows us to present the ideas in a fixed order, while reducing the chances that we forget some

important issues or that we get stuck.”. Z. Matos Columbié; et al (2021, pág. 206)

“The expressiveness of the “voice” is a key aspect, our pronunciation must be clear and the volume of voice adequate so that the message clearly reaches the audience; We must avoid speaking too softly or shouting. A modulated intonation, rhythmic to the contents, will contribute to the success of our performance. Both speaking too fast and monotony must be avoided, since the audience may end up getting lost or bored, causing them to ignore the message”. Z. Matos Columbié; et al (2021, pág. 208)

It is also about the content facilitating the use of information and communication technologies that are in the possession of people, such as telephones, computers, tablets, but educational cinema and television can also be used in combination with traditional media. to teach, for example: texts, cards, photographs, graphs, blackboards, flip charts, murals, imitations, etc. So that the information is transmitted directly or facilitates from the abstraction the message that is to be transmitted.

CONCLUSIONS

- Health education is considered a prioritized task in the formative process of the Nursing career, for this reason it is conceptualized as a transversal axis of the school curriculum, for which it deserves an immediate pedagogical look, which facilitates the work in the different substantive processes: teaching, research, university extension.
- The Nursing student must leave prepared to do health education from their professional and work scenario, exercise it both individually and collectively, in the community, especially in vulnerable areas where the health diagnosis dictates where to channel the transformation efforts. Therefore, the actions described are proposed, in order to raise the level of preparation in this edge of the training process of the career. Here the teacher plays a fundamental role in the planning and organization of the actions in the academic semester so that it moves to higher stages in the comprehensive preparation of the students of ``Universidad Nacional de Chimborazo``.

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