



EduSol  
ISSN: 1789-8091  
edusol@cug.co.cu  
Centro Universitario de Guantánamo  
Cuba

Singh-Castillo, Carlos; Paredes-Rodríguez, Gisela; Realín-Hernández, Nuria  
Enhancement of educational projects for medical education  
EduSol, vol. 17, no. 61, 2017, October-December, pp. 1-9  
Centro Universitario de Guantánamo  
Cuba

Available in: <https://www.redalyc.org/articulo.oa?id=475753289011>

- How to cite
- Complete issue
- More information about this article
- Journal's webpage in redalyc.org

UAEH  
redalyc.org

Scientific Information System Redalyc  
Network of Scientific Journals from Latin America and the Caribbean, Spain and  
Portugal  
Project academic non-profit, developed under the open access initiative

# *Perfeccionamiento de los proyectos educativos en la educación médica*

## *Enhancement of educational projects for medical education*

**Carlos Singh-Castillo****Gisela Paredes-Rodríguez****Nuria Realín-Hernández**

Facultad de Ciencias Médicas, Guantánamo, Cuba

**Correo electrónico:**

csingh@infomed.sld.cu

gparedes@infomed.sld.cu

nrealin@infomed.sld.cu

---

Recibido: 2 de marzo de 2017

Aceptado: 12 de junio de 2017

---

**Resumen:** Es objetivo de este trabajo determinar los procedimientos necesarios para perfeccionar el diseño y las vías de ejecución de los proyectos educativos en la educación médica. Para ello se utilizaron métodos como el análisis de documentos, la entrevista, la observación participante y los procedimientos de control a las actividades docentes. Se obtuvo como resultado un conjunto de procedimientos que permiten perfeccionar de forma continua el diseño y la ejecución de los proyectos educativos en consonancia con el estado de los valores y la educación cívica en la sociedad cubana actual.

**Palabras clave:** Proyecto educativo; Valores; Educación Cívica; Educación médica

---

**Abstract:** The objective of this research was to determine the necessary procedures to perfect the design and execution routes of educational projects in medical education. Methods such as document analysis, interview, participant observation and control procedures for teaching activities were used. The result was a set of procedures that allow continuous improvement of the design and implementation of educational projects according to values and civic education in Cuban society.

**Keywords:** Educational project; Values; Civic education; Medical education

---

## **Introducción**

Educational Projects (EP) allow to plan, organize, direct, control and evaluate, with a scientific approach the teaching processes oriented to the integral education of the students. (Lafaurie et al, 2009)

According to the model of design of EPs that has been generalized in the Higher Medical Education (HME), its general structure has two basic parts: the diagnosis and the action plan.

The diagnosis identifies the values desired and shared by students. In order to do so, a deep socioeconomic, psychological, political and axiological characterization of the students should be carried out, based on the application of a system of psychosocial and pedagogical diagnostic tools.

The action plan, on the other hand, is oriented towards the conception and planning of a system of educational actions that, when executed, must facilitate a transit of the shared values towards the desired values in the students.

The formulation of both the diagnosis and the action plan must also have an eminently participatory character and observe the factors of the social environment, such as the family, the community and the media and communication, which exert decisive educational influence on the students.

In this sense, EPs should emphasize in the diagnosis of the real state of the value system of both students and the environment, precisely because they aim to train or consolidate values that society wants for identifying the new generations of professionals.

In the case of Cuban society, this system of desired values is identified in the Director Program for Education in the value system of the Cuban Revolution, designed by the Party Central Committee (2012). However, in recent years Cuban society has experienced a deterioration of values (Castro, 2013).

Therefore, the actions conceived in the Higher Medical Education should be oriented towards the consolidation of the values set out in the Director Program, which is only possible if the diagnosis is carried out with rigor, objectivity and depth.

Since the beginning of the current century, EPs designed at the University of Medical Sciences at Guantánamo have been committed to formulating diagnostics and action plans that meet the requirements of the country's educational policy.

Nevertheless:

- the analyzes, controls and evaluations carried out on the design, implementation and results of these projects have identified as problems the lack of depth of the diagnoses carried out and the inadequacy of the action plans designed and implemented; and
- the process of analysis and discussion of Raúl Castro's speech at the First Ordinary Session of the VIII Legislature of the National Assembly, with its integral diagnosis of the state and current trends of values and civic education in Cuban society, as well as its call to overcome the problems that exist in this regard, which are, in general, much more serious and profound than those identified in the EP (Ojalvo, 2001); determined the conception and implementation of the set of actions, measures and procedures aimed at the continuous improvement of the formulation of the diagnosis and the action plans of the EP, and of the other factors and areas of educational and political-ideological work are presented in this work.

To achieve the paper's objective, the following methods were applied: document analysis, interview,

participant observation, control procedures for teaching activities and group dynamics techniques; in addition, some procedures of strategy planning are explained here.

## **Desarrollo**

The analysis and evaluation of the EPs identified the following problems in their design and execution:

- The incomplete and poor diagnosis of educational and political-ideological problems presented by students.
- The formulation of an ineffective action plan.
- The lack of a continuous updating and improvement of these projects according to the problems and trends of a social reality in constant change and transformation.
- The lack of depth in the treatment of political and ideological issues, especially in the week's mornings.
- The insufficient participation of groups and teachers in the execution of the Projects.

Taking into account these problems and the orientations given by the Party, the National Department of Teaching, Science and Technology of the Ministry of Public Health and the University itself, a redefinition of the main directions of educational work was carried out. In this way, the following addresses were formulated:

- Consolidation of the fundamental values of Cuban society and education of the values related to medical ethics.
- Formal education and civic education.
- General policy in education and Cuba's health policy.
- Knowledge of the History of Cuba, medicine and public health in Cuba and Guantánamo.
- Confrontation with ideological subversion.

Orientation towards these directions required the improvement of class commentary as a form of implementation of the educational work, as well as the design and implementation of a Civic Education Course and, following an indication of the Party, to the youth.

Improving the space for comments in classes was determined by the treatment of these topics:

- Fundamental values of Cuban society and values of our medical ethics.
- Formal education standards.

- State of health of the population (including the existing epidemiological situation) and health policy of the Cuban government and the province in this regard.
- Basic political education and news about the current economic, political, cultural and sporting local, national and international situations.
- Historical ephemeris of Guantánamo, Cuba and the world.
- History of medicine and public health in Cuba and Guantánamo.
- World, regional and national health.

The following principles were formulated to carry out the above-mentioned purpose:

- Complement this topic with other forms of educational work. That is to say, the commentary in class does not deny, but reaffirms, in a systemic relation, the other ways and forms of the educational work that are used in the curricular, sociopolitical and cultural dimensions of this work.
- Systematic efforts.
- Rational and efficient use of the teaching time. This space does not overload the student's agendas for the day, instead, it adds a time backup especially dedicated to the purpose, done in the context of classes or education at work.
- Active and leading role of students. These are, in each case, the speakers and main analysts in each type of educational activity.
- Topics are addressed in depth, with brevity and simplicity.
- The problems the group can be identified while analyzing the topics.
- Continuous updating of EP diagnoses and action plans on the basis of the identified problems.

The comments were planned and organized taking into account:

- Design by the teachers of the development program of each of the topics to be addressed in couples or groups of three students.
- Preparation of the topics to be discussed by these teams.
- Presentation of the themes during the lessons or in the form of educational work.
- Identification of the problems of the group regarding the subjects analyzed: a brief analysis of the reasons.

- Proposal of solutions.
- Noting down the problems identified, and the proposed solutions to be discussed in group meetings.
- Determining in these meetings the incorporation or not of the problems identified in the diagnoses of the EPs, and the proposals of solution in the plans of action.

In addition, a set of guidelines was formulated to proceed with the commentary on each of the topics to be discussed.

Thus, to carry out the commentary of the values, the following procedure was established:

1. Define each value according to the Master Program, and analyze its definition.
2. State some quotation of José Martí or other Cuban thinkers regarding the value taught.
3. Refer to a specific example in which the value in question becomes clear.
4. Make a brief analysis of the state of this value in the group: identify the problems that exist in this regard.
5. To write notes of these problems, in conjunction with the guide teacher, to analyze them in the meetings of the group, to determine the actions to be taken to solve them and to assess if it is necessary to incorporate them into the diagnosis and the action plan of the EPs.

The norms and principles of medical ethics are analyzed taking into account the following steps:

1. Reading of the principles or standards of medical ethics that should govern the conduct of the student.
2. Submission of specific examples of compliance or non-compliance with the principle or standard in question.
3. Analysis of the state of compliance in the group: students should identify the problems that exist in this regard.
4. To take note of these problems, in conjunction with the guidance teacher; analyze them in the group meetings to determine the actions to solve them and to assess whether or not to incorporate them in the diagnosis and the action plan of the EPs.

The guidelines for commenting on formal education standards are similar to those of the commentary on the principles and norms of medical ethics.

To comment on global, regional or national health celebration days, the following steps are indicated:

1. Prepare the programming of the comments based on the dates established for the mentioned days.

2. State the factors that motivated its celebration.
3. State the status of the health issue at the global, national and local level.
4. Explain the actions are carried out around the subject or problem in question to improve the health status of the world population, in Cuba and specifically in the province.

To comment the news it is recommended to:

1. Show only the most important news taking into account:

Those that have a significant impact on the life of Cuba or the world.

3. Check the news headlines, and the follow-up headlines.
4. To value the significance it has for Guantánamo, the country and the world.

To achieve a high level of organization, systematic effort and depth in the comments was planned in the class' schedules of the week. The following is an example of the way in which they were planned in the first class shift of the first year of the medicine major:

- Monday: historical events and current economic, political, cultural and sport news of local, national and international character (this last subject in the second round).
- Tuesday: universal values of Cuban society and principles of Cuban medical ethics.
- Wednesday: global, regional or national health commemorative days.
- Thursday: norms of formal education.
- Friday: news coverage.
- A day devoted to the Community Projection in each group, to discuss: health status of the population or epidemiological situation of the province or municipality, and health policy and actions thereon.

The Civic Education course aims to consolidate in students the ability to live and participate actively and harmoniously in social and political life as citizens of the Cuban society. To achieve this goal, it includes the following topics:

0. Introduction and diagnosis.
- I. Historical and ideological foundations of Cuban civic education.
- II. The one-party political system of Cuban society.
- III. Rights, duties and fundamental guarantees of citizens: Cuban citizenship.

a) The right to health and health care.

IV. Cuban electoral system.

V. The family, motherhood and marriage from the legal and the constitutional perspectives.

VI. The functions of the Courts and the Public Prosecutor's Office.

The form of organization of teaching used is the practical lesson, and the methods of teaching are presentation, and group debate.

The contents are taught through lectures that students present with the guidance of the professor, which, after being presented, are subject to group discussion. This way teachers act as facilitators of debate and learning.

The general methodological structure of the lessons of this course is the following:

1st part:

- Presentation of the topic by a group of students.
- Clarification of the doubts about the subject.
- Brief theoretical comments.

2nd part:

- Group analysis and discussion on the basis of:
  - Identification of the problems presented by the group in the treated topic: ways in which they are manifested.
  - Causes of the problems identified.
  - Proposals for solving them through the implementation of the EP.

The preparation of each topic by students and teachers is done using a study guide created for this purpose.

The fundamental bibliography and, at the same time, the text that is object of analysis, is the Constitution of the Republic of Cuba.

To teach the course, we use the reflection and debate lesson third week of each month.

The Political Course for the youth was planned, organized and taught in the lessons of reflection and debate, according to Indication No. 94/2010 (Ministry of Public Health, 2010); although, undoubtedly, it

has similarities in the way it is developed with the Civic Education Course.

## Conclusiones

The guidelines and procedures being applied at the University of Medical Sciences at Guantánamo have improved the design of the EP, while increasing the depth and level of organization of educational comments made in teaching activities as a way of achieving educational work.

The Citizen Civic Education Course contributes to enhancing the level of the students' knowledge about the legal and constitutional order in our country.

## Referencias Bibliográficas

Área de Docencia e Investigación. (1998). *Proyecto Educativo en la Enseñanza Médica Superior*. La Habana: Ministerio de Salud Pública.

Castro Ruz, R. (2013, julio). *Discurso pronunciado en la Primera Sesión Ordinaria de la VIII Legislatura de la Asamblea Nacional del Poder Popular*. Recuperado de <http://www.cubadebate.cu/especiales/2013/07/07/raul-castro-orden-disciplina-y-exigencia-en-la-sociedad-cubana-premisa-imprescindible-para-consolidar-el-avance-de-la-actualizacion-del-modelo-economico/>

Comisión designada por el Comité Central del Partido Comunista Cuba. (2012). *Programa Director para la educación en el sistema de valores de la Revolución Cubana*: Comité Central del PCC. La Habana.

Departamento de Trabajo Educativo del Área de Docencia e Investigación. (2007). *Proyecto de Estrategia para el Trabajo Educativo en el sector de la salud*. La Habana: Ministerio de Salud Pública. La Habana.

Lafaurie Ochoa, Y. et al. (2009). *El trabajo educativo y la extensión universitaria en las ciencias médicas*. La Habana: Ciencias Médicas.

Ministerio de Salud Pública. (2010). *Indicación No. 94. Sobre el desarrollo de los Turnos de Debate y Reflexión de temas históricos y contemporáneos*. La Habana: Ministerio de Salud Pública.

Ojalvo Mitrany, V., Kaftchenko Beoto O., González Maura V., Castellanos Noda A.V., Viñas Pérez G. y Rojas Rodríguez A.R. (2001). *La educación en valores en el contexto universitario*. La Habana: Félix Varela.