
Las huellas de España en la formación del médico general básico. El trabajo metodológico interdisciplinario

The traces of Spain in the training of the Basic General Medicine Practitioner. Interdisciplinary methodological work

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RESUMEN: Las escuelas de Medicina, se han dado a la tarea de debatir sobre cómo educar mejor a los futuros galenos; por lo que se critica fuertemente la falta de integración en las materias. La interdisciplinariedad, es imprescindible en la concreción de todos estos conocimientos, al conseguir entrelazar diferentes disciplinas en una sola línea. En la carrera de Medicina se manifiesta la escasa preparación por parte del claustro, referente al trabajo interdisciplinario, obviando el perfil de salida del profesional. Es propósito de esta obra, esbozar algunas consideraciones teóricas sobre el trabajo metodológico interdisciplinario en la carrera de Medicina.

Palabras clave: Interdisciplinariedad; Intradisciplinariedad; Trabajo metodológico; Trabajo interdisciplinario.

ABSTRACT: Medical schools have taken on the task of debating how to best educate future doctors; therefore, the lack of integration in the subjects is strongly criticized. Interdisciplinarity is essential in the realization of all this knowledge, by managing to intertwine different disciplines in a single line. In the medical career, the poor preparation on the part of the faculty, regarding interdisciplinary work is evident, ignoring the exit profile of the professional. The purpose of this work is to outline some theoretical considerations about interdisciplinary methodological work in the degree of Medicine.

Keywords: Interdisciplinarity; Intradisciplinarity; Methodological work; Interdisciplinary work.

Introduction

At the beginning of the 16th century, a clash between two cultures took place in Cuba: the Spanish and the Mesoamerican cultures, both in their philosophy observed medicine as a magical and religious process, although their gods did not have the same names and the mechanisms of disease accepted by the aborigines were different from those prevailing among the Europeans, influenced by Galenic ideas.

The medicine brought by the doctors of the conquest was based on scholastic philosophy, based on the works of Hippocrates, Galen, Rhazes, Avicenna, and others. Most of the physicians came mainly from the University of Salamanca, although they also came from the Universities of Alcalá, Seville and Barcelona (Aguiar González de la Peña & Benítez Piñon, 2010, p.145).

In the educational field, most of the faculties, schools of medicine, national and international associations and professional associations of the continent since the Columbian era, through time have been given the task of discussing how to better educate future doctors to respond to the health problems that are appearing in the course of time; so it is strongly criticized the inflexibility of the curriculum, the lack of integration in the subjects, the passive nature of teaching and the absence of the performance of the role of the university to fulfill its three basic functions: teaching, research and extension.

Today's society is loaded with information, a reality from which universities do not escape, hence the main mission of Higher Medical Education is the formation of an integral professional "who from his perspective and his own professional profile, possesses a cultural projection capable of generating with his capacities, competencies, skills and values, successful activities for his country and efficiently inserting himself in the international environment" (Ministry of Higher Education (MES) Ministerial Resolution 47, 2022, p.2).

In this logic, interdisciplinarity is essential in the realization of all this knowledge by allowing not only to work on a single knowledge profile, but also to interweave different disciplines in a single line, and to facilitate the student's ability to understand the processes as a whole, by solving the problem from different points of view from different disciplines.

Therefore, the objective of this paper focused on outlining some theoretical considerations on the interdisciplinary methodological work in the third year group of the Medical School at the University of Medical Sciences of Guantanamo, in addition to the different difficulties evident in

the process and its solution, in correspondence with the model of integral professional to which we aspire, from the systematization of these elements.

Development

The methods used in this work at the theoretical level were analysis-synthesis and induction-deduction, with the intention of systematizing the theoretical conceptions of the interdisciplinary methodological work in the third year group of the Medical School. In the same way, the historical-logical method was used, which favored the historical analysis of the development of interdisciplinary relations in the methodological work of the group.

Regarding the methods used at the empirical level were observation, which was used at different moments of the research with the objective of verifying the treatment of interdisciplinary relations in the methodological work of the collective of the third year of the Medicine course as part of the basic link, and to confirm the insufficiencies and verify the transformations that occur in the teaching-learning process.

Following this logic, the study of documents made it feasible to obtain information of a scientific nature, which allowed gathering information on the treatment given to interdisciplinary relations in the methodological work reports of the Medical career collective, contained in the documents issued by the Ministry of Higher Medical Education and the Ministry of Higher Education, in addition to the programs of the different disciplines found in the year, taking into account the exit profile of each discipline in the future professional.

Another method used was the interview applied to members of the group studied, especially the head of the group of the third year of the medical career, main professors of the different subjects and heads of disciplines, which facilitated the collection of valid and reliable information about the object of research.

Marxist dialectical logic explains that both in terms of its content and its form or structure, thought is subject to historical development, giving rise to the appearance of dissimilar ways of thinking in accordance with each new historical period.

The study of medicine in Cuba during the colonial period was founded on a scholastic and traditionalist basis. In addition, there was a predominance of theory over practice. After 1842, with the secularization of the Royal and Pontifical University of the Maximo Doctor San Jeronimo of Havana and, with it, the most profound reform carried out in Cuba during the colonial period, the

teaching of medicine developed with the emergence of an advanced pedagogical thought, the creation of new curricula, the increase of the increase of trained professionals, the publication of prestigious scientific journals and the emergence of high quality teaching centers.(Manresa Malpica L., García Peláez S.Y. & Manresa Pacheco N., 2021, p.1466).

From 1959 onwards, a new and important stage in the history of Cuba began, in which profound changes began to take place in the political, economic and social order of the country. In this period, 2 important principles were established: "health is a right of the people" and "the education of society is a responsibility of the State" which have been fulfilled throughout the revolutionary process developed (Carreño de Celis & Salgado González, 2015, p.2).

Given the advancement of science, technology and innovation the cardinal condition to survive in this XXI century, lies in learning to learn, and to do it in the fastest possible way. This condition is in today's man himself, and his nature, which from birth faces the complex and dialectical act of appropriating the culture created by others, through an individual reconstruction of it.

The Higher Medical Education in Cuba, which reaches our days and the pedagogical practices that exalt it, have shown that due to its wide influence and the advanced nature of its axioms, there are still aspects that demand continuous improvement, such as methodological work and didactic processes.

In this sense, the authors of this work agree with the following idea put forward by Lugo (2004), The methodological work arises from the analysis of the personal and non-personal components of the teaching-educational process and the relationships that exist between them and starts from the existence of a teaching or learning need or problem, from which the priorities, goals, strategies and actions to solve them are derived. (p.23).

Therefore, the methodological work should be the basis and only path in the preparation of teachers, so that they can be associated in an integral way to the system of influences exerted by teachers in the training of students, to obtain as a final result the compliance with the main directions of the educational work and the priorities of each teaching.

Several researchers, when approaching this subject, pointed out insufficiencies that influence the performance of teachers in terms of the direction of methodological work, irregularities with which the third year group of the Medicine career at the University of Medical Sciences of Guantánamo coincides, among which are:

- Limited participation of professors in workshops, seminars and methodological conferences.
- Inadequacies in the elaboration of the methodological work plan in the departments, since the diversity of the teachers who make it up, mainly the novice teachers, is not taken into account.
- Poor integrated vision of the processes inherent to methodological work and the socialization of scientific results in their incidence within the preparation of teachers for the transition to higher categories.
- Scarce preparation on the part of the heads of discipline of the interdisciplinary methodological work obviating the exit profile of the professional that is required.

Taking as a starting point the insufficiencies evident in the current context, Ministerial Resolution 47/2022 on the Regulation of Teaching and Methodological Work in Higher Education was established.

According to the aforementioned resolution, the fundamental forms of methodological work are: scientific-methodological and teaching-methodological, the latter being the object of transformation of our study, which assumes as a fundamental pillar to raise the quality of the training process of the basic general practitioner, which requires a redesign, with the purpose that the student, once the third year subjects are completed, has appropriated the knowledge of the network of subjects of the year and is able to interrelate such knowledge easily. Thus, interdisciplinarity is a basic category in the research.

Interdisciplinarity constitutes a topic of analysis that is discussed in the field of teacher preparation in the

(Sanchez Sandrino, et al., 2020, p.6).

It is vital to specify that interdisciplinarity is perceived as a process of cognitive interpenetration, integrating two or more disciplines, which share theories and research problems, methods and techniques of knowledge processing, general principles and laws, conceptual networks and particular technological achievements.

For Edgar Morin (2000), with which the authors of this paper also agree: "In interdisciplinarity, neither disciplines nor professions disappear, but the fragmented way of learning and practicing them does disappear. A segmented mind that approaches knowledge and profession in a linear perspective disappears" (p.53).

From this point of view, according to Álvarez (2004)

In the epistemological field, the subject of interdisciplinarity is highly controversial and has been characterized by ambiguity and confusion of terms, for example, with that of integration, so there are those who avoid giving a concept, identify it with the search for conceptual cores common to several disciplines, or see it as the combination of several of them to solve a given task, among other variants. (p.30).

Interdisciplinarity brings with it the fusion in a new structural, explanatory and thematic conceptual expression, with a unitive sense of a body of ideas and knowledge with new meanings, making new constructs and new concepts.

In Cuba, interdisciplinarity has been a theme that has been worked on by various scholars since the 90's of the last century until today. Varcárcel (1998) assumes it from the point of view of the improvement of the education professional, from the methodological aspects, the teaching process and research; Zilberstein (1999) elaborated an integrated didactics in the teaching of Natural Sciences and Caballero Camejo (2000), presupposes the interdisciplinary relations between Biology and Physics in the process of Chemistry as an educational need of Basic Secondary Education, the teaching process and research.

As an important referent of the research, Perera (2004) states that:

Interdisciplinarity in the structuring of any teaching-learning process dynamizes, within the framework of the internal components of this process, the relations that the social institution has with life, with the social environment in which it is immersed and contextualized. Therefore, in the formation of the teaching professional, it becomes an element that cannot be given at the margin of professionalism. (p.86)

The writers of the present work consider of utmost importance the contributions made by the authors presented so far, taking into account the dynamics of the teaching-learning process, and their contribution to the formation of the professional we aspire to, with the capacity to solve in an integral way the problems he/she will face in his/her labor practice.

It is known to the authors that in order to carry out the treatment of interdisciplinary relations in the third year group of the Medicine career, it should be taken into account the system character of the same in terms of the professional problems to be solved, adapting the objectives of the career,

understanding its interdisciplinary character and the determination and design of the interdisciplinary evaluation system from the objectives of the year, contributing to the career and not to isolated disciplines.

Conclusions

The methodological work from an interdisciplinary point of view, revealed that its development in the group of third year medical students requires improvement that contributes to the treatment of interdisciplinary relations, as one of the ways to fulfill the social task of Higher Medical Education in Cuba, since the treatment of interdisciplinary relations constitutes a priority, from the theoretical point of view, however, in practice this is revealed to be insufficient.

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