

THE TUTORSHIP IN THE SPECIALTY OF INFIRMARY, FROM THE PERFORMANCE OF NURSES' HEAD OF ROOM

LA TUTORÍA EN LA CARRERA ENFERMERÍA, DESDE EL DESEMPEÑO DE LAS ENFERMERAS JEFAS DE SALA

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ABSTRACT

This research arises due to the need to address deficiencies identified at the «Guillermo Luis Fernández Hernández Baquero» Hospital in the municipality of Moa, province of Holguín, related to the tutoring process carried out by head nurses in the wards, which limits the preparation of students in the Bachelor of Nursing program. Therefore, a pedagogical strategy was proposed to enhance the tutoring process, based on the performance of the head nurses, to contribute to the training of nursing students. In the development of the research, theoretical, empirical, and statistical-mathematical methods were applied, such as analysis-synthesis, historical-logical, inductive-deductive reasoning, document review, interviews, and percentage analysis. The strategy presented represents a practical contribution and offers the staged actions required for its implementation. The results achieved

KEYWORDS: comprehensive training; health; performance of head nurses; nursing education

RESUMEN

La presente investigación surge debido a la necesidad de resolver insuficiencias detectadas en el Hospital «Guillermo Luis Fernández Hernández Baquero» del municipio de Moa, provincia de Holguín, relacionadas con el proceso de tutoría que desarrollan las enfermeras jefas de sala, que limitan la preparación de los estudiantes de la carrera de Licenciatura en Enfermería por lo que se propuso una estrategia pedagógica para favorecer el proceso de la tutoría, desde el desempeño de las enfermeras jefas de sala, que contribuya a la preparación de los estudiantes de la carrera de Licenciatura en Enfermería. En el desarrollo de la investigación se aplicaron métodos del nivel teórico, empírico y estadístico matemático como: análisis síntesis, histórico lógico, inductivo deductivo, revisión de documentos, entrevistas y análisis porcentual. La estrategia que se presenta constituye un aporte práctico y ofrece las acciones por etapas que se requieren para su implementación. Los resultados alcanzados se consideran efectivos, al aportar elementos positivos de su concreción práctica en la carrera.

PALABRAS CLAVE: formación integral; salud; desempeño de las enfermeras jefas de sala; educación en enfermería

INTRODUCTION

The role of the tutor is vitally important in achieving comprehensive education of students, enhancing the development of their personality. Tutoring as a process, understood as an individualizing element integrated into education, aims to ensure that education is truly thorough and personalized, not reduced to acquiring knowledge, but also working on values and attitudes, considering students with specific capacities, needs, and interests.

Rizo (2021); cited in Prieto, González & Díaz (2023) states that the tutor has become a leading and dynamic figure in the formation of professional knowledge and skills, as through his conduct, he must integrate academic, research, and extension components, to get a professional capable of facing the challenges imposed by society.

Tutoring has been defined in different ways; in some cases, it is considered an activity, method, or way to professionalize teaching. The Royal Spanish Academy (2014) considers it a teaching method through which a student or a small group of students receive personalized and individualized education from a professor.

According to Babastro (2012), tutoring is a process of educational transformation and development centered on learning, materialized through personalized and systematic attention to a student or a very small group, so that they can master the resources of their training, appropriate a system of knowledge and values that determine an active and creative vital position in their professional, personal, and social performance.

González et al. (2013), for their part, consider that in the curricular design of the Bachelor's Degree in Nursing program, the tutor is the authorized, trained, prepared person, the mentor who unquestionably possesses a wealth of knowledge to materialize a set of systematic actions that foster the integral development of students; strengthens their human, ethical, aesthetic, and moral convictions; providing personalized attention with the objective of integrating, deepening, and consolidating cognitive and practical skills, as well as ethical values, materializing the graduate model based on their competence and professional performance, to enhancing the quality of individual, family, community care, and professional and human improvement.

These authors also state that the teaching competencies a tutor must have in the Bachelor's Degree in Nursing program are: academic competency expressing mastery of the specialty's own content; didactic competencies referring to mastery of the personal and non-personal components of the teaching-learning process, the adequate treatment of the categories: objective, content, method, teaching means, organizational forms of teaching, and evaluation; organizational competency regarding the planning, organization, execution, and control of pedagogical and didactic actions; ideopolitical competency to achieve: learning to know, learning to do, learning to be, and learning to live together; communicative, social, research and extension competencies to promote community work and technological competency that fosters the acquisition of instrumental skills and knowledge of new information and communication technologies.

Rodríguez (2013) states that in the training of the nursing students, the professor-tutor plays a significant role insofar as he becomes the role model for students, guides them through the formative process, advises them in the research area, directs their training process as part of education in the workplace, and instills values in them.

In this work, the definition from Añorga et al. (2000) is adopted: tutoring is the interactive pedagogical process in which knowledge, skills, and values are produced and consolidated based on the theory-practice principle, through the dialectical relationship established between the tutor and/or the students, according to social and individual interests. For students in the Bachelor's Degree in Nursing program, the development of tutoring plays a transcendental role in their comprehensive preparation, emphasizing the link between theory and practice, based on their rotation through different wards. This implies ensuring a systematic, coherent, and integrative tutoring process.

The research delves into the tutoring process within the Bachelor's Degree in Nursing program, given the social significance of this degree for the health of Cuban society. Practical experience in the training of nursing professionals in the municipality of Moa has been decisive in identifying the shortcomings in the tutoring process. These shortcomings underscore the need to establish guidelines that foster tutor preparation and contribute to a more comprehensive training of nursing professionals.

The diagnostic instruments applied reveal the following shortcomings in the tutoring performance of the head nurses at the «Guillermo Luis Hernández Fernández Baquero» Hospital in Moa:

1. Low motivation of head nurses to develop the tutoring process with the students of Bachelor's Degree in Nursing program.
2. The time allocated for the tutoring process is limited, with greater priority given to administrative and caregiving functions in the Bachelor's Degree in Nursing program.

3. Limited pedagogical preparation of head nurses to undertake the tutoring of students during their rotations through the different wards.
4. The performance of nurses in the tutoring process focuses on experience to provide help, and they apply low-interactivity styles.

Upon delving deeper into the study, it is found that the fundamental cause points to insufficient implementation of the tutoring process in the Bachelor's Degree in Nursing program, characterized by isolated, unsystematic, and poorly structured actions.

It is considered that tutoring for the Bachelor's Degree in Nursing program in the current context of medical science universities should be characterized as: a teaching activity that relates the tutor (nurse) and the student, aimed at achieving the student's holistic development for his personal, social, and professional growth in nursing. In this relationship, actions of guidance, support, direction, facilitation, advice, and learning management converge, through which personal and professional modes of action are transmitted.

This research aims to: design a pedagogical strategy to enhance the tutoring process of head nurses at the «Guillermo Luis Fernández Hernández Baquero» Hospital in the municipality of Moa, Holguín province, for the Bachelor's Degree in Nursing program.

RESULTS AND DISCUSSION

It is important to address some aspects about the development of a strategy as a practical contribution, starting with the analysis of the term strategy, which comes from the Greek strategos. The Dictionary of the Royal Spanish Academy (1925) defines strategy as the art of directing military operations, and the set of rules that ensure an optimal decision at each moment.

Pedagogical strategy is the pedagogical direction of the transformation from the real state to the desired state of the object to be modified, which conditions the entire system of actions between the directing subsystem and the directed subsystem, to achieve the highest-level objectives (Nápoles, 2019; cited in Segovia et al., 2025).

This pedagogical strategy definition is very accurate, conceived based on the transformation of the real state; comprising both limitations and contradictions.

It should be noted that the pedagogical strategy scope encompasses all social relationships that influence the education and training of students for life, while didactic and learning strategies are more centered on the teaching-learning process, although there is a close relationship between them. Regarding the link between didactic strategy and pedagogical strategy, several authors state that there is a direct relationship between pedagogical and didactic strategies (Addine, 2004; Aguilar & Arteaga, 2022; cited in Segovia et al., 2025). However, to ensure the design success, development and application of a pedagogical strategy, it must be conceived from a systemic-structural-functional perspective.

García (1963), for his part, defines pedagogical strategy as the pedagogical direction of the transformation from the real state to the desired state of the object to be modified, which conditions the entire system of actions between the directing subsystem and the directed subsystem to achieve the highest-level objectives.

This work adopts the strategy definition provided by García (1963), considering that it is valued as a system of actions aimed at achieving the set objectives, which allow the professor's activity in favor of the teaching-learning process development.

Considering this author's definition, it is specified that pedagogical direction allows the interrelation between the pedagogical process and the learning process, considering their elements, relationships, and stages.

For the pedagogical strategy development, the five stages proposed by Reinoso (2002) are adopted, which are contextualized. These stages were named by Reinoso (2002) as follows: Familiarization, Diagnosis, Preparatory, Execution, and Control. It is important to note that although stages are delimited with specific actions and a determined purpose, there is a close relationship between them in practice. Each stage and its actions are presented below.

Stage I. Familiarization

In this stage, the course of the strategy is set, and its purpose is defined. Tools are used to allow tutors to recognize the importance of their performance in the comprehensive training of nursing students. Shortcomings in the tutoring process of the Bachelor's Degree in Nursing program are identified, from the performance of head nurses. As a result of the work carried out in this stage, it is recommended to create spaces for collective tutor reflection, enabling them to assess the determinants of effective performance and how to achieve desired results; hence the importance of this stage, as everything that is done thereafter will be in alignment with what is defined herein.

The following actions are carried out in this stage:

1. Sensitization and motivation of the participant involved in the tutoring process of the Bachelor's Degree in Nursing program.
2. Planning the strategy to be implemented.

In the familiarization stage, the foundations are laid to achieve the commitment of the key actors in implementing the strategy. Although emphasis is placed on initial sensitization and motivation to undertake the task, it must be considered that it is not restricted only to the familiarization stage but to all stages. It is important to keep all participants in the strategy execution interested.

Stage II. Diagnosis

This stage is carried out to obtain objective information about the current state of the researched problem, which is enriched as the strategy development process progresses. It starts by organizing scientific, technical, and methodological committees to harmonize ideas from the previous phase and it is conducted collectively. These discussions lead to agreements on concrete actions aimed at professor development, nursing students' research work, and the tutoring process in the Bachelor's Degree in Nursing program, driven by the head nurses' commitment.

Actions:

1. Characterization of the needs and potentialities of head nurses at the «Guillermo Luis Fernández Hernández Baquero» Hospital in Moa to face the tutoring process of the students of the Bachelor´s Degree in Nursing program.
2. Characterization of the needs and potentialities of the contexts: university, family, and community to face the tutoring process of the students of the Bachelor´s Degree in Nursing program.

These actions allow interviewing specialists on the topic to determine the main evaluation indicators of the tutoring process and exchange criteria with students and tutors to understand the difficulties present in the tutoring process.

In this stage, different research instruments are used. Applying the different techniques provides information on the current state of tutor performance, identifying the needs and strengths of tutors and contexts. Consulting diverse sources enriches the findings of the initial diagnosis.

The most significant strengths identified are presented below:

- ✓ Permanent collaboration of professors from the School of Medical Sciences (central university campus) with the tutors working at the Hospital «Guillermo Luis Fernández Hernández Baquero» Hospital, enabling support for the pedagogical process in scientific and methodological training.
- ✓ Tutors recognize the need to apply the strategy to enhance their performance in the student training process of the Bachelor´s Degree in Nursing program.
- ✓ The participants involved in the training process constitute human potential that allows enriching the strategy based on practice.
- ✓ Family disposition to support their children during the Bachelor´s Degree in Nursing program.

The main weaknesses found are the following:

- ✓ Difficulties in performing the tutoring role due to their lack of knowledge about this process.
- ✓ Not all students feel a connection with their tutors. There is insufficient support from tutors throughout the process.

Stage III. Preparatory

This stage focuses on the methodological training of the key actors who will implement the pedagogical strategy. Here, tutors individually start exploring ways to enhance their performance. This stage is crucial, as it helps eliminate obstacles impeding the desired change, and the following actions are undertaken:

1. Definition of the methodological topics and scientific conferences to develop on the tutoring process.
2. Training of managers, nurses, teachers, and collaborators.

These actions allow meetings with stakeholders and discussions on the importance of the pedagogical strategy for nursing students' training, considering the head nurses' role, as well as the scheduling of work sessions involving the program coordinator and Nursing department managers.

Considering the individual shortcomings identified, tutors' professional growth is aligned with the collective needs and interests, cultivating an ethical and collaborative mindset among those involved. Participants for the various professional development modalities are then selected. This stage projects what is to be accomplished in the future.

After establishing the necessary conditions _specifically, the definition of methodological topics to be addressed regarding the tutoring process to enhance head nurses' performance as tutors _the professional development of administrators, nurses, collaborators, and teaching staff is undertaken.

Stage IV. Execution

During this stage, the methodological actions, the observation and their progress are put into practice. It is developed through two key actions: the implementation of methodological activities within the pedagogical strategy led by the head nurses and the incorporation of individual outcomes into the overall strategy actions.

It is essential to consider the relationships that develop among collaborators, ensuring proper structuring and alignment of cognitive, professional, personal, and human interests. If negative dynamics identified, efforts must be made to improve them. The quality of these relationships is crucial for fostering cohesion and unity among students and their tutors, as well as mutual respect and consideration, the organization and effectiveness of activities, and the outcomes to be attained.

Stage actions:

1. Execution of the pedagogical strategy activities led by the head nurses.
2. Integration of individual results into the general actions of the pedagogical strategy.

The implementation of the pedagogical strategy activities led by the head nurses acting as tutors, during rotations in: medical-surgical nursing, obstetrics and gynecology, pediatrics, and primary health care office practice, facilitates the development of the following skills:

- ✓ Applying the scientific method through the Nursing Process Attention (NP) by identifying and solving health problems of the individual, family, and community that fall within their scope and competence.
- ✓ Demonstrating through their social conduct as nursing professionals, their personal beliefs grounded in ethical principles and professional behavior, providing care to patient and their families with warmth and empathy, in keeping with requirements of our social system.
- ✓ Delivering comprehensive nursing care to children, adults, and the older adults through health promotion, targeted prevention, inpatient and outpatient care, and psychological, physical, and social rehabilitation across diverse settings, including

care for the family, community, and environment by accurately interpreting how the most common health problems present in individuals.

- ✓ Prioritizing care for women, the elderly, and children; demonstrating autonomous and innovative decision-making within their scope of practice, by employing the various procedures, techniques, and principles that define the core of the nursing profession.
- ✓ Executing administrative actions for the mobilization of system resources to benefit of nursing care, taking into account the Public Health Organization.
- ✓ Carrying out the core activities of nursing practice, including: shift handover, comprehensive inpatient care, clinical rounds, and case presentations using the Nursing Process.
- ✓ Providing guidance to community members and families on proper nutrition, accident prevention, developing good hygiene habits, behaviors that support normal psychological development, and methods for detecting congenital malformations and metabolic disorders.

Integrating individual results into the overall pedagogical strategy involves the outcomes students achieve in developing nursing procedure skills during clinical rotations across various wards. At regular intervals, the results and progress observed in students by head nurses (tutors) and other stakeholders—including administrators, clinic nurses, nursing staff, and faculty from the branch—are analyzed. Evaluation is based on the extent to which objectives have been met, determining whether activities should be redesigned.

Assessment should be systematic, setting performance standards for the completion and quality of assigned tasks. This process must verify the consistent engagement of collaborators in tasks that contribute to achieving shared goals and established premises, along with students' personal experiences while performing nursing techniques.

Stage V. Control

This stage is of paramount significance, as it enables analysis of how the regularities underlying the strategy are involving, identification of any shifts in anticipated results, and evaluation of whether activities have been fulfilled.

1. Evaluation of process results.
2. Process adjustment.

Evaluation will be carried out systematically and upon completion of the strategy's implementation. For the evaluation, the indicators proposed by Gamboa (2008) are used, which have been adapted to the particularities of this pedagogical strategy.

Indicators adopted:

Relevance: measured by the quality of activity development and by the comparison between the initial state of tutor performance and the state achieved after implementing the strategy.

Acceptance: measured by the tutor's acceptance, their motivation to carry out the activities, and their degree of cooperation.

Impact: refers to the importance attributed to the strategy based on the results achieved compared to the problem that was intended to be solved, as well as the level of application and generalization of the proposal to other degree programs and contexts.

In this stage, it is also important to consider self-evaluation and collective evaluation to achieve greater objectivity in the results and favor the continuous improvement of the strategy.

Self-evaluation enables the tutor to develop the capacity to assess their own results, the quality with which they carry out tutoring work with students, and whether the methodological methods they employ are used appropriately. It allows the tutor to become aware of whether they are prepared for the development of their role and to consider self-improvement as an alternative for growth.

Collective evaluation allows the group of collaborators, through the implementation of the strategy, to collectively analyze the results achieved and the levels attained during the development of the research.

Process adjustment is carried out taking into account the transformations occurring in the formative process, specifically in tutoring. It specifies direction in which new actions should be proposed, evaluates proposals, and reformulates methodological topics and conferences, which promotes the reorientation of the process and its continuous improvement.

It is important at all times to involve tutors in the execution of the strategy, demonstrating to them that they are part of it, that their role is that of an active subject, and that results depend on their collaboration in order to turn tutoring work into a true act of transformation. This principle is valid for the implementation of the strategy.

It should be noted that the strategy presented is flexible and can be enriched depending on the transformation achieved through its application. The tutor will have the possibility to project their tutoring role and transform it as their horizon of knowledge expands.

Assessment of the Relevance Level of the Pedagogical Strategy through Socialization Workshops.

This section includes the results obtained from the socialization workshop conducted with tutors of the Bachelor's Degree in Nursing program and specialists in the researched topic. The methodology proposed by García et al. (2012) is adopted and contextualized to the specificities of head nurses who serve as tutors.

The relevance of the pedagogical strategy to enhance the tutoring process of the «Guillermo Luis Fernández Hernández Baquero» Hospital's head nurses was assessed, as a concrete expression of the contextualized logic proposed.

Based on the presentation of the research logic, the strategy is comprehensively explained. It begins with actions previously undertaken, such as:

- ✓ Preparation and presentation of a research summary based on its vision when put into practice.
- ✓ Discussions and presentation of the researcher's experiences and insights in implementing the strategy within the Bachelor's Degree in Nursing program.
- ✓ Active participation of all attendees in shaping theory with experience for the strategy's implementation.
- ✓ Preparation and unanimous approval of a summary report.

The workshop enabled the specification of the following elements:

- ✓ The developed pedagogical strategy was implemented in educational practice through the tutor's functions in directing the formative process under the conditions of the new Cuban university.
- ✓ Specialists in the field and tutors reaffirmed that the developed pedagogical strategy guarantees, through its structure, the preparation of tutors to undertake the tutoring role.
- ✓ The participating specialists supported the structuring of the pedagogical strategy for the production and concretion of the tutoring role in the professional's formative process.
- ✓ There are coinciding criteria regarding the value of the strategy and the need for its generalization, as well as the tutor's role in personalizing educational work.
- ✓ Tutors recognize the potential of the strategy's direction for addressing content related to tutoring in correspondence with the degree program's objectives and the purpose of the integrating discipline.

The positive and critical opinions expressed during the discussion of theory and the empirical experiences of tutors regarding the proposed pedagogical strategy signify its value in enhancing the tutoring role as an important part of professional training. After implementing the proposal, different instruments with intentions similar to those of the initial diagnosis were applied, and the results obtained were analyzed, pointing to the validity of the strategy.

The exit interview conducted with administrators, intended to verify the transformations occurring in the tutors' work, as well as the observation of the tutoring role exercised with students, reveal highly significant differences in favor of the results achieved after applying the strategy. This reinforces the criterion that tutor's performance in carrying out their tutoring role evolves favorably.

When assessing the results of the techniques applied before and after the implementation of the pedagogical strategy for the tutoring process, transformations are observed in the performance of head nurses as tutors, evidenced by:

- ✓ Quality in the design of students' study projects.
- ✓ An adequate psychological climate for tutor-tutee exchange.
- ✓ A general tendency to take advantage of potential of ICTs.
- ✓ Adequate work by tutors with diagnosis and its follow-up.
- ✓ Adequate dialogue with students based on respect and mutual understanding, with appropriate attention to individual differences.
- ✓ Willingness of students to cooperate and listen to the tutor's arguments, evidencing greater acceptance of the tutor by tutees.
- ✓ Greater interest of tutors in enriching their pedagogical preparation to face their tutoring role.

In general, the results obtained meet the initial aspirations of enhancing tutor performance in the Bachelor's Degree in Nursing program, from the performance of head nurses. This directly influences the quality of their tutoring role, providing practical value to the pedagogical strategy.

CONCLUSIONS

The epistemological study supports the arguments for tutoring to contribute to the training process of the students in the Bachelor's Degree in Nursing program, obtaining the theoretical foundations to promote, through the pedagogical strategy, a greater link between theory and practice during student rotations through the different wards at the Hospital of Moa. The current state of tutoring for students in the Bachelor's Degree in Nursing program reveals the need to influence the process from the performance of head nurses to contribute to the comprehensive training of students during their rotations through the different wards of the hospital. Relevance is showed through the assessment carried out in the socialization workshops about the proposal, in which value judgments are presented that positively highlight its relevance, adequacy, and importance. Validity is described based on the transformations in the tutoring process of nurses and nursing students in the municipality of Moa.

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