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Original article

**Integrative projection of the mode of action of educational guidance for
the promotion of health in the curriculum of the educational
psychologist**

Integrative projection of the educational guidance professional mode of
action for health promotion in the psychopedagogue's curriculum

Integrative project of the mode of adjustment of educational orientation
for the promotion of health in the curriculum of psychopedagogue

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SUMMARY

The training of the professional mode of action of educational guidance of the psychopedagogue constitutes a process aimed at mastering the working method to perform his functions. Regard less of the theoretical and practical improvements that are made, difficulties still exist in the undergraduate training of this professional. The goal is To base the modeling of the professional mode of action of educational

orientation towards the promotion of health from the integrative projection of the professional content. An observational study was conducted focusing on the undergraduate training process of students pursuing a Bachelor's degree in Pedagogy-Psychology from 2023 to 2024. The sample consisted of 39 student psychologists and 10 professors, selected through purposive stratified sampling. A diagnostic and documentary study was carried out, and a model was introduced that culminated in a methodology to describe the performance of the student psychologist's mode of action. Absolute and relative frequencies were used as biostatistical measures to describe the results. The methodology revealed improvements in the indicators of theoretical-conceptual mastery, methodological mastery of educational guidance, and qualities and values that characterize the performance of educational guidance, achieving theoretical-methodological mastery of the modalities of educational guidance in health promotion integrative projection of the mode of action of educational guidance for the promotion of health in the curriculum of the educational psychologist. It allows the appropriation of professional content that impacts the performance of the future professional as an educational advisor in the various socio-educational areas and contexts, including health promotion.

Keywords: Training; Professional practice; Educational guidance; Health promotion.

ABSTRACT

The training of the professional mode of action in educational guidance for psychopedagogues is a process aimed at mastering the working methods required to perform their functions. Despite ongoing theoretical-practical improvements, difficulties persist in the undergraduate training of this professional. The objective is to substantiate the modeling of the educational guidance professional mode of action oriented toward health promotion, from the integrative projection of professional content. An observational study was conducted focusing on the undergraduate training process of the Bachelor in Pedagogy-Psychology from 2023 to 2024. The sample consisted of 39 psychopedagogues in training and 10 professors, selected through intentional stratified sampling. A diagnostic and documentary study was carried out, and

a model was introduced that materializes into a methodology for describing the psychopedagogue's mode of action performance. Absolute and relative frequencies were used as biostatistical measures to describe the results. Using the methodology, improvements were observed in the indicators of theoretical-conceptual mastery, methodological mastery of educational guidance, and the qualities and values that shape educational guidance performance; achieving theoretical-methodological mastery of the educational guidance modalities in health promotion. The integrative projection of the educational guidance mode of action for health promotion in the psychopedagogue's curriculum enables the appropriation of professional content that impacts the performance of the future professional as an educational counselor in diverse socio-educational settings, including health promotion.

Keywords: Training; Professional mode of action; Educational guidance; Health promotion.

SUMMARY

The formation of the mode of professional attuation in the educational orientation of the psychopedagogue constitutes a process turned to the domain of the working method necessary for the exercise of its functions. Regardless of the theoretical-practical improvement carried out, difficulties still persist in professional graduation training. The objective is to establish a model of the mode of professional attuation of educational orientation aimed at promoting health, starting from the integrative project of professional content. A focused observational study was conducted in the graduate training process of the Graduate in Pedagogy-Psychology between 2023 and 2024. The sample was composed by 39 psychopedagogues in training and 10 professors, selected by intentional stratified sampling. A diagnostic and documentary study was carried out, and a model was introduced that is concretized in a methodology to determine the performance of the psychopedagogue's mode of attuation. To describe the results, absolute and relative frequencies will be used as biostatistical measures. With the methodology, we observe the best indicators in the theoretical-conceital domain, the methodological domain of the educational orientation and the qualities and values that

characterize the performance of the educational orientation; reaching the theoretical-methodological domain of the modalities of educational guidance in health promotion. The integrative project of the mode of adjustment of educational guidance for the promotion of health in the curriculum of the psychopedagogue allows the appropriation of professional contents that repercute the performance of the future professional as an educational counselor in various socio-educational fields and contexts, including health promotion.

Key words: Training; Professional tuning mode; educational orientation; Health Promotion.

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Introduction

The historical and social context systematically demands that Higher Education redesign the model for the formation of the personality of university professionals, in order to achieve a comprehensive, competent, cultured, independent, creative graduate, capable of facing the professional and social reality based on the coherent integration of the academic, work, research and extension components, as required by Study Plan E. (1)

Consequently, in order to achieve relevant professional performance, the training of the Bachelor of Education, Pedagogy-Psychology, generally referred to as a psychopedagogue, contextualizes the modes of action of this professional from the object of the profession; among them, educational guidance is declared as a marked interest of this article, since it requires the mastery of knowledge, skills and values in order to diagnose and intervene in diverse socio-educational problems, including the promotion of health.

This is based on three fundamental premises: the need to train professionals with a broad profile as demanded by the new curricula in Higher Education, the understanding of human health in all its dimensions and the multifactorial nature of the educational process, for which the educational psychologist is specially prepared.

These premises are focused on the multidisciplinary nature of the educational psychologist's work; in this sense, their role in the health field encompasses diagnosis and treatment, as well as community, interdisciplinary, and intersectoral intervention. The involvement of families, schools, and other civil society organizations cannot be overlooked, as this includes a broad concept of health, where the individual is not only a recipient of treatment but also an active participant in their own holistic development.

(2)

Meanwhile, this professional possesses a solid, comprehensive humanistic, academic, and professional background, capable of discerning and making creative decisions from a reflective, critical, and pluralistic perspective; he possesses concrete skills to participate in interdisciplinary teams responsible for the development, implementation, and evaluation of plans, programs, and projects in the areas of education, health, and work. (3)

Regardless of the theoretical and practical improvements being made in this area, difficulties still exist in the undergraduate training of this professional, consisting of:

- ✓ Limited integration of the professional content of the professional mode of action of educational guidance, which hinders its action in socio-educational practice.
- ✓ Tendency to reproduce content without creatively applying it given the diverse professional situations one faces, including those related to health promotion.
- ✓ Poor use of curricular content that serves as the basis for educational guidance in the various socio-educational contexts and situations.

Derived from this analysis, a causal assessment is made, which allows us to determine as factors that influence these deficiencies: the limitations in the formative practice of the professional mode of educational guidance of the future psychopedagogue, from an integral and interdisciplinary character, in accordance with the curricular transition and

the organizational levels of the career, which responds to the integration of the substantive university processes in the formative spaces and contexts of action in a systematic way.

On this basis and taking into account that, from a theoretical point of view, there is a gap that does not fully satisfy such aspirations, it is intended to base the modeling of the professional mode of action of educational guidance from the integrative projection of the professional content, insofar as the The gradual appropriation and systematization of this constitutes an interdisciplinary process, governed and supported by integrative actions from the articulation nodes that impact their interaction in diverse situations of socio-educational contexts, including health promotion.

Methods

The research process is developed through a descriptive, observational and cross-sectional study, focused on the undergraduate training process of the Bachelor of Education, Pedagogy-Psychology, in the stage between September 2023 and March 2024. The universe included 100% of the psychopedagogues in training and the sample formed by 49 individuals selected through stratified, non-probabilistic sampling of the intentional type; of these, 39 psychopedagogues and 10 teachers.

Inclusion criteria: third- and fourth-year students, since the Educational Guidance discipline begins at this academic stage and continues through the fourth year. By this point, the educational psychologist must have mastered the theoretical and methodological approach to guidance provided in the courses that comprise the discipline. The sample of professors, intentionally selected, consisted of the heads of the discipline and the main professors of the academic year who teach in the program. Another criterion was the participation of all individuals studied, provided prior informed consent.

There were no excluded individuals, nor were there any exit criteria.

To describe the training process, the curricular conception of the professional content of educational guidance and the methodological projection for the treatment of the professional content of educational guidance were taken into account.

For the characterization of the psychopedagogue in training, the theoretical-conceptual mastery of educational guidance, the methodological mastery of educational guidance, as well as the qualities and values that characterize the performance of educational guidance were considered.

The diagnostic study used documentary analysis, observation of teaching activity and investigative work practice, interviews with teachers, interviews with the tutor professors of the investigative work practice, group interviews, and a survey of psychopedagogues in training, designed by the authors for this study.

The documentary study incorporates the following sources of information: Professional Profile, Curriculum E, Teaching Process Plan, Methodological Work Plan, Course Syllabi, and Guides for Research-Based Work Practice. Triangulation (of sources and methods) was used as a methodological resource that allowed for greater objectivity in the search and interpretation of results regarding the problem addressed and the current state of the process.

The following rating scale was taken into consideration for the diagnosis:

High: when the educational psychologist fully masters the theoretical references of educational guidance; demonstrates mastery of techniques for the diagnosis and characterization of individual subjects, groups and educational contexts; identifies, selects, justifies and models individual and group guidance alternatives and demonstrates personal qualities and resources for the practice of educational guidance.

Medium: when the educational psychologist masters the theoretical references of educational guidance; demonstrates mastery in carrying out the diagnosis and characterization of individual subjects, groups and educational contexts, however, identifies, selects, justifies and models individual and group guidance alternatives with difficulties and manifests personal qualities and resources for the exercise of educational guidance.

Low: when the educational psychologist does not master the theoretical references of educational guidance; has difficulties in the selection of techniques for the diagnosis and characterization of individual subjects, groups and educational contexts; also identifies, selects, justifies and models individual and group guidance alternatives with difficulties, but shows personal qualities and resources for the exercise of educational guidance.

In a second stage of the study, the training of the professional mode of educational guidance was pedagogically modeled, for which the hermeneutic-dialectical method, modeling and the systemic-structural approach were used.

In this order, the pedagogical model for training the professional mode of educational guidance of the psychopedagogue is defined as: the theoretical construction that allows explaining and representing the process of training the professional mode of educational guidance, as an expression of the dynamic relationships between the subsystems: integrative projection, Construction and Systematization of its professional content, from articulation nodes, as a pedagogical process of an interdisciplinary, integrative, integral, systemic, complex, dialectical and contextualized nature, from the logic of professional action.

For the purposes of the topic addressed, the focus is on the integrative projection subsystem of the professional mode of educational guidance, since its projective function specifies the curricular logic that determines the formation of said mode of action based on the relationships between its components: intentional derivation, determination of the articulation nodes and methodological structuring of the professional content.

The model is embodied in a methodology comprised of three stages: creating the prerequisites for training in the professional practice of educational guidance, implementing integrative actions, and monitoring the process and describing the level of development achieved by future educational psychologists in their performance of this practice. The methodology was introduced into the training program in 2024 with the sample described.

As the third stage of the case study, the results achieved with the introduction of the methodology are verified to describe the performance of the educational guidance

mode of action of the educational psychologist and to compare the results obtained between the first and third stages.

Triangulation of sources is performed by combining methods, techniques, and assessments from both the program's instructors and the professionals at the institutions where the pre-professional internships take place. The methods and techniques applied include: analysis of the activity's outputs (internship reports), observation of the work-research internship activities, and interviews with instructors and tutors regarding the quality of the tasks, taking into account the evaluations obtained during the internship and in coursework. Absolute and relative frequencies (percentage method) are used as biostatistical measures to describe the study's results. Ethical considerations: the research was endorsed and controlled by the Research Ethics Committee and Scientific Council of the executing institution.

Results

Table 1 shows that in the indicator of theoretical-conceptual mastery of educational guidance, it was found in psychopedagogues in training, at a high level 51.3%, at a medium level 28.2% and at a low level 20.5%, before the intervention, and the results are modified, evidenced in 90% located at the high level and 10% at the medium level, after the intervention.

Table 1. Indicator: Theoretical-conceptual mastery of educational guidance.

	Before		After	
	Amount	%	Amount	%
High	20	51.3%	35	90%
Half	11	28.2%	4	10%
Low	8	20.5%	0	0
Total	39	100%	39	100%

Table 2 shows that in the methodological mastery indicator of educational guidance, it was found in psychopedagogues in training at a high level 64.1%, at a medium level

10.3% and at a low level 25.6%, before the intervention, and the results are modified, evidenced in 84% located at the high level, 10% at the medium level and 6% at the low level, after the intervention.

Table 2. Indicator: Methodological mastery of educational guidance.

	Before		After	
	Amount	%	Amount	%
High	25	64.1%	32	84%
Half	4	10.3%	4	10%
Low	10	25.6%	3	6%
Total	39	100%	39	100%

Table 3 shows that in the indicator qualities and values that nuance the performance of educational guidance, it was found in psychopedagogues in training at a high level to 97.4% and at the medium level 2.6%, before the intervention, and the results are modified evidenced in 100% located at the high level, after the intervention.

Table 3. Indicator of qualities and values that nuance the performance of educational guidance.

	Before		After	
	Amount	%	Amount	%
High	38	97.4%	39	100%
Half	1	2.6%	0	0
Total	39	100%	39	100%

In carrying out the triangulation of spaces, the performance of the psychopedagogue in training in the different contexts is taken into account, both in the university and in the various institutions in which he carries out the pre-professional practice, intentionally in those actions that he deploys and the attitude with which he assumes them.

The transformations achieved in the training of the educational psychologist are evident and deepened from the case study carried out in the understanding of the role of educational advisor, the integrated appropriation of the professional content of the

mode of professional action of educational guidance, namely: system of knowledge, system of skills and system of values, the successful deployment in the planned activities, in which they show awareness, security, self-confidence, for the direction of the educational guidance process, they exemplify, model and demonstrate actions of solution to educational problems, they employ positive communication styles when analyzing and reflecting on said problems, they show creativity and originality in the attention to problems of educational practice and they participate in scientific events led by the career (National Workshop of Education and Human Development, Student Forum) and publications in indexed journals.

From the perspective of health promotion, student psychologists demonstrate theoretical and methodological mastery of educational guidance modalities for children, adolescents, and young people and participate in advising families and the community; they also participate in research activities on topics of this nature, including: sexual self-care, mental health in school and extracurricular settings, school hygiene, the importance of play in the learning process and the intellectual development of students, healthy interpersonal relationships, assertive communication, and emotional stability. They are involved in the development of educational messages for students and families on responsible sexual behavior, disease prevention, teenage pregnancy, hygiene of the male and female genital organs, food preservation and care, among others; they share knowledge and reflect on the content of different subjects, such as Natural Sciences in primary school and Biology in lower secondary school, and they interact with the family doctor and other community factors.

In general, the formation of the professional mode of action of educational guidance is promoted, based on the professional content, in accordance with the levels of training and systematization per academic year; the gradual transition is achieved from implementation pathways towards levels of systematization of guidance and support, to the complementation, until the achievement of autonomy in the performance of the professional role, so that they are involved in the formation of the self-referentials that distinguish their personal and professional development.

Discussion

An approach to pedagogical theory related to the improvement of undergraduate training for education professionals confirms that several scholars have made contributions that, in general, have influenced the undergraduate training process of educational psychologists; in particular, this process has been the subject of study by various researchers in recent years, who make a valuable contribution to enriching the undergraduate training process, from the integral vision of the personality of the future educational psychologist and the formation of their modes of action, although from a partial view, and therefore, new proposals are still needed. (4-10)

In this sense, from the Professional Model of the Bachelor of Education. Pedagogy-Psychology, (11) the general training objectives are declared, aimed at guiding individual or collective subjects in terms of their training and development in various educational situations within the context of professional pedagogical action and it specifies educational guidance as a function and mode of action, which constitutes the object of study in this research; this is conceived in general as the professional preparation of students in all dimensions to carry out their functions of helping individual subjects or groups in the various socio-educational spaces.

In this case, it is necessary to emphasize that, regardless of the fact that existing proposals enrich the theoretical and methodological conception of the professional mode of educational guidance, it is necessary to enrich them with others that consider more general professional content that allows the educational psychologist to act as a guide to individual subjects, groups and educational contexts, from diversity, with an integrative, comprehensive and contextualized approach, which is not yet fully resolved; that is, from pedagogical theory it is necessary to establish levels of structuring, integration and systematization of its content in the curricular process, necessary for them to be functional in professional performance.

In the training of the psychopedagogue, the definitions of the professional mode of action of educational guidance and psychopedagogical advice stand out, which provide essential features for the conception of the training of the mode of action of this

professional, while as common elements it is specified what is related to the professional performance expressed in the mastery of professional content, which allows a competent action in the face of the educational-professional problems that emerge from the investigative work practice.

Regarding professional content, these investigations directly impact this aspect, from their theoretical contribution; they reveal the hierarchy attributed to the selection and sequencing of content for guidance and prevention of family violence with an interdisciplinary character, (12) they unveil the logic between the integration of content for group guidance and its systematization in training spaces, (13) and they reveal the integrative nature of the content, the logic of the action and its contextualization, energized by the interactive-contextual training method, as a way for the formation of the professional mode of action of psychopedagogical counseling. (14)

In this way, in each particular case, the professional content of the professional mode of educational guidance is addressed; however, it is considered that they require the determination of articulation nodes that facilitate the integration and transversalization of said content, from the first year of the career, with an intra, inter and transdisciplinary character of the undergraduate training process, as well as the methodology to follow to achieve its systematization, since the presence of a partial approach is still revealed, which requires integration, singularity and precision, which shows a theoretical lack in this sense.

Thus, in the investigative process carried out, as part of the second moment, responding to this theoretical lack, the definition of the training model of the professional mode of educational guidance of the psychopedagogue is provided, the procedures of the interactive-contextual training method are specified and the training process is modeled from the subsystems Integrative Projection, Construction and Methodological Systematization of the professional content.

In the arguments regarding the subsystems and components of the model, for the purposes of the content being addressed, the integrative projection of the professional mode of action in educational guidance is defined as: the process in which the essential professional content that cross-cuts the curriculum of the Bachelor's Degree in

Education, Pedagogy, and Psychology is specified, along with the articulation nodes that contribute to the formation of the professional mode of action in educational guidance, as well as the pathways that allow it to be realized, taking into account the requirements of the professional model.

These guiding contents acquire relevance in professional performance by levels, expressed in the mode of professional action of the psychopedagogue, whether in knowledge, skills, habits, values or the experience of creative activity, components that allow distinguishing the scope of the integrative projection of said content.

In this direction, the significance of the articulation nodes is considered, revealing the value of the interdisciplinary articulation process in a university career, to achieve the most complete training of the graduate from the contents of a topic, a discipline or subject, as they allow to elucidate the unifying nuclei that facilitate intra and interdisciplinary relationships, and which in turn, systematize the formation of this mode of action, given the theory-practice relationship, materialized in the link of the academic, the work and the research.

Consequently, for the determination of the articulation nodes, potential type one nodes are assumed in this case, when the content of a topic of a discipline or subject has the possibility of carrying out an interdisciplinary articulation process in a given career, due to its condition of being a highly structured content that serves as a basis, foundation or means for the development of other contents identified in other disciplines, as well as the theoretical links between general categories and specific categories declared as potential type two and three nodes. (15)

From this position, taking into account the curriculum of the career, the following disciplines are declared as potential nodes of type one: Main Integrative Labor Training Research and Educational Orientation, between which an interdisciplinary relationship of a dialectical and systemic nature is established that supports and transcends the rest of the disciplines of the career.

The analysis of the curriculum of the degree allows us to elucidate the location of these articulation nodes; the Main Integrative Discipline is implemented in all years of the degree and the Educational Guidance discipline in the third and fourth years; these

provide specific content for the practice of the profession; the disciplines Philosophical and Sociological Foundations of Education, Physiological and Psychological Foundations of Education, Pedagogical Foundations of Education and Didactics and Curriculum, considered as basic for the propaedeutic cultural preparation, lay the foundations for the formation of an integral psychopedagogue, who goes through different levels of systematization.

In this way, professional content is systematically addressed in different subjects as part of the aforementioned disciplines, directly contributing to the promotion of health in all its dimensions, in specific aspects such as: health education in the school setting, physiology of human development, preventive work from educational institutions, psychotherapeutic tools for the professional of pedagogy and psychology, and educational guidance in the stimulation of reflective thinking, among others that interact between the core curriculum, the specific curriculum, and the optional/elective curriculum.

The discipline of Educational Guidance, as a transversal axis, declared as a potential node of type one in the curriculum, distinguishes the training of the Bachelor of Pedagogy-Psychology as an educational guide; its essential contents are structured on the basis of contents provided by other disciplines, restructuring itself in a new dimension: guidance in all contexts of pedagogical action; this allows the theoretical-methodological appropriation of educational guidance, in particular educational guidance towards health and sexuality.

Conclusions

The integrative projection of the mode of action of educational guidance for the promotion of health in the curriculum of the educational psychologist, It allows the determination of the articulation nodes in the curriculum design of the career with a dialectical, comprehensive, multifactorial and interdisciplinary approach, in which the Main Integrative disciplines and Educational Guidance constitute potential nodes that distinguish the training of this mode of action, through the appropriation of professional

content that impacts the performance of the future professional as an educational guide in the various socio-educational areas and contexts, including health promotion.

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Conflict of interest

The authors declare that there is no conflict of interest.

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