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## Revista Cubana de Enfermería

**Abstract**

[HERNANDEZ, Graciela](#); [MORIEL CORRAL, Bernardina Leticia](#); [SEANEZ ORVILIA, Molina](#) and [ARMENDARIZ ORTEGA, Angélica María](#). **Modelo innovador de formación docente en la enseñanza-aprendizaje del cuidado de enfermería.** *Rev Cubana Enfermer* [online]. 2014, vol.30, n.4. ISSN 0864-0319.

In Mexico, the gap between the economically favored and who live in extreme poverty is increasing, which affects the welfare and health of people. For universities and academic units specifically nursing is considered unavoidable, the social, economic and political, in the training of professionals, specifically nurses. In this scenario, we propose a novel model for teacher training in the learning of nursing care, for this purpose there was a phenomenological qualitative research approach, in a nursing academic unit of the Autonomous University of Sinaloa, in the northwestern Mexico, resulting in the identification of the prevailing model of teaching, nursing courses, characterized by a predominance of procedural content teaching with emphasis on the biomedical approach. With the results of research and a theoretical framework underpinned by constructivism and patterns of nursing knowledge, we designed an innovative model of teacher education, whose elements are: teacher, student, and the environment, integrated by: the education sector, specifically university health sector and society. The model conceives, teacher training, as a systematic and organized training process, by which (the) teachers, individually and collectively engage with reflective and critical attitude to the construction of knowledge; between strategies for its implementation is faculty Advisors mode pairs, with continuous monitoring and assessment.

**Keywords :** care; constructivism; innovative model; teaching; training.

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