



Aportes para la Formación Universitaria en Enfermería en Uruguay [

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text (article)

Analítica

Universities have faced challenges resulting from changes in contemporary society due to the complexity of current knowledge that transcends the boundaries of disciplines. In particular, training in health and nursing has incorporated other fields of knowledge, promoting the renewal of content and methodologies. The analysis of determinants in health has shortcomings in integrating the concept of a single health, even though it attempts to explain health processes considering man and his environment, transcending the vision of territory as a physical space, and integrating cultural and social phenomena. However, in Uruguay, training in interdisciplinary research with approaches focused on problem-solving is still incipient in nursing. The objective of this text is to present some reflections generated based on the experience of the teaching team of the Geography and Health course, as a contribution to the strengthening of nursing education, based on the articulation between disciplines and pedagogical approaches of problem-based learning. An active problem-based learning methodology was proposed, with interdisciplinary integration of biology, geography, epidemiology, social sciences, and chemistry. The students autonomously defined objectives, the object-subject of their practice, the strategy and analyzed possible solutions with local actors. The course had 30% of the course load destined to share foundations on how to approach the territory and how the communities build their culture, how they perceive the difficulties in their daily life, and therefore their practice in those spaces. It also analyzes how the students evaluated the course, and some of the works carried out by small groups of students with the accompaniment of the teaching team are presented

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