




BIBLIOGRAPHIC REVIEW

Fundamentals of nursing training for preeclampsia care

Fundamentos de la capacitación de Enfermería para la atención de la preeclampsia

Fundamentos da formação de Enfermagem para o cuidado da pré-eclâmpsia

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ABSTRACT

Introduction: the specialized training of nursing staff for the care of preeclampsia constitutes a social and health priority in Ecuador, given the high prevalence and impact of this disease on maternal morbidity and mortality. **Objective:** to support, from a theoretical and methodological perspective, the design of an innovative training strategy aimed at nursing staff in Ecuador. **Method:** a systematic bibliographic review was carried out in 2020-2024, which was structured as follows: formulation of the research question and delimitation of the objective of the review, identification and selection of bibliographic sources in scientific databases (Medline, Scopus, PubMed, SciELO and Web of Science), using the descriptors "nursing education" and "training nursing", application of analytical-synthetic and inductive-deductive methods, as well as documentary study for the analysis of the literature. Using the PICO formulation, a total

of 1,234 articles were found from the 2020–2024 period, of which 25 relevant studies were eligible. **Results:** theoretical references were compiled and grouped into the following cores: philosophical, sociological, pedagogical, didactic, psychological, legal, and higher education foundations of nursing. **Conclusions:** there is evidence of philosophical, sociological, pedagogical, psychological, and legal foundations that support the development of training strategies for nursing staff, aimed at strengthening comprehensive care for pregnant or postpartum women with preeclampsia and improving the quality of care in the maternal setting.

Keywords: training; nursing staff; preeclampsia; nursing care

RESUMEN

Introducción: la capacitación especializada del personal de Enfermería para la atención de la preeclampsia constituye una prioridad social y sanitaria en Ecuador, dada la alta prevalencia y el impacto de esta enfermedad en la morbilidad materna. **Objetivo:** sustentar, desde una perspectiva teórico-metodológica el diseño de una estrategia innovadora de capacitación dirigida al personal de Enfermería en Ecuador. **Método:** revisión bibliográfica sistemática realizada el primer trimestre de 2025, la cual estuvo estructurada en: formulación de la pregunta de investigación y delimitación del objetivo de la revisión, identificación y selección de fuentes bibliográficas en las bases de datos científicas (Medline, Scopus, PubMed, SciELO y Web of Science), con empleo de los descriptores “*nursing education*” y “*training nursing*”, aplicación de métodos analítico-sintético e inductivo-deductivo, así como el estudio documental para el análisis de la literatura. Con empleo de la formulación PICO fueron encontrados un total de 1234 artículos en el periodo 2020-2024, donde resultaron elegibles 25 estudios pertinentes. **Resultados:** referentes teóricos compilados y agrupados en los núcleos siguientes: fundamentos filosóficos, sociológicos, pedagógicos, didácticos, psicológicos, legales y de la educación superior de Enfermería. **Conclusiones:** se evidencia la existencia de fundamentos filosóficos, sociológicos, pedagógicos-didácticos, psicológicos y legales que respaldan el desarrollo de estrategias de capacitación para el personal de Enfermería, orientados a fortalecer la atención integral de la gestante o puerpera con preeclampsia y a elevar la calidad del cuidado en el ámbito materno.

Palabras clave: capacitación; personal de Enfermería; preeclampsia; cuidados de Enfermería

RESUMO

Introdução: a formação especializada de pessoal de enfermagem para o cuidado da pré-eclâmpsia constitui uma prioridade social e sanitária no Equador, dada a alta prevalência e o impacto desta doença na morbimortalidade materna. **Objetivo:** apoiar, a partir de uma perspectiva teórica e metodológica, o desenho de uma estratégia inovadora de formação dirigida ao pessoal de enfermagem no Equador. **Método:** foi realizada uma revisão bibliográfica sistemática no primeiro trimestre de 2025, que foi estruturada da seguinte forma: formulação da questão de pesquisa e delimitação do objetivo da revisão, identificação e seleção de fontes bibliográficas em bases de dados científicas (Medline, Scopus, PubMed, SciELO e Web of Science), utilizando os descritores “*educação em enfermagem*” e “*formação em enfermagem*”, aplicação dos métodos analítico-sintético e inductivo-dedutivo, bem como estudo documental para análise da literatura. Utilizando a formulação PICO, foram encontrados um total de 1.234 artigos do período de 2020 a 2024, dos quais 25 estudos relevantes foram elegíveis. **Resultados:** os referenciais teóricos foram compilados e agrupados nos seguintes núcleos: fundamentos filosóficos, sociológicos, pedagógicos, didáticos, psicológicos, jurídicos e do ensino superior de enfermagem. **Conclusões:** há evidências de fundamentos filosóficos, sociológicos, pedagógicos, psicológicos e jurídicos que subsidiam o desenvolvimento de estratégias de capacitação para a equipe de enfermagem, visando fortalecer a atenção integral à gestante ou puerpera com pré-eclâmpsia e melhorar a qualidade do cuidado no contexto materno.

Palavras-chave: capacitação; equipe de enfermagem; pré-eclâmpsia; assistência de enfermagem

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INTRODUCTION

Preeclampsia affects between 2% and 10% of women during pregnancy or the postpartum period. It is defined as a pregnancy-induced systemic vascular disease, progressive and irreversible in nature, which manifests as a specific hypertensive disorder of the gestational period.^(1,2) Globally, preeclampsia represents a significant public health problem due to its impact on maternal and perinatal morbidity and mortality rates. Untimely medical and nursing care can lead to serious complications, such as eclampsia, which underscores the urgent need for comprehensive and effective management.^(2,3)

In Ecuador, the frequency of hypertensive disorders of pregnancy is high, especially preeclampsia, affecting approximately 8.3% of pregnancies and accounting for 14% of perinatal deaths. Furthermore, these disorders are among the leading causes of maternal and perinatal morbidity and mortality in the country.^(1,2) Given this situation, the role of Nursing is fundamental, requiring adequate preparation to provide specific and safe care to pregnant or postpartum women with preeclampsia.

Therefore, the training of nursing personnel stands as an essential pillar to improve maternal and child health outcomes. This training must ensure the appropriation of academic knowledge, practical skills, and professional attitudes that allow the development of a quality Nursing Care Process (NCP), aimed at providing efficient and safe care to women affected by this obstetric complication.

From the above, the imperative need to strengthen the training of nursing personnel to guarantee the provision of efficient and safe care to women with preeclampsia is evident. It is essential that Nursing professionals acquire and consolidate academic knowledge, practical skills, and ethical attitudes that allow them to develop a high-quality nursing care process, aimed at the comprehensive care of pregnant and postpartum women who present this obstetric complication.

The considerations previously exposed demonstrate the need to develop a training strategy aimed at nursing personnel, oriented to optimize the comprehensive care of women with preeclampsia. This initiative requires rigorously defining and substantiating the principles that justify its social relevance and its alignment with the current demands of the health system. In this context, the central purpose of this article is to support, from a theoretical and contextualized approach, the design of a specific training strategy for Ecuadorian Nursing personnel, aimed at strengthening specialized care for women with preeclampsia.

The main contribution of this study lies in the socialization and systematization of the theoretical foundations that support the design and implementation of a scientific pathway for the training of nurses in the care of pregnant and postpartum women with preeclampsia.

This proposal has the potential to foster a qualitative transformation in professional performance by positioning nursing staff as a key social agent in the comprehensive care of these patients. Likewise, the results of this work provide relevant information for future research and contribute to the improvement of care practice, with the ultimate goal of raising the quality of life of pregnant and postpartum women affected by this condition.

METHOD

During the first quarter of 2025, a systematic literature review was carried out, aimed at substantiating the training processes of nursing staff in the care of women with preeclampsia. The search strategy included the Medline, Scopus, PubMed, SciELO, and Web of Science databases. The Medical Subject Headings (MeSH) terms "nursing education" and "training nursing" were used. The methodological approach integrated analytical-synthetic, inductive-deductive, and documentary review approaches to ensure rigor in the selection and analysis of relevant scientific evidence.

The methodological process was structured in the following main stages:

- a) Formulation of the PICO question: Population (nurses), Intervention (training), Comparator (fundamentals of Nursing care), Outcomes (care for the preeclamptic woman). The central question was thus configured: What are the fundamentals of nursing training for the care of women with preeclampsia?
- b) Selection of databases, descriptors, and strategies: The search was carried out in Medline, Scopus, and Web of Science, by combining the selected MeSH descriptors using Boolean operators AND and OR, as well as their equivalence in Spanish. No initial date restriction was applied to maximize sensitivity, selecting studies based on their relevance to the research question.
- c) Inclusion and exclusion criteria: Original articles, theses, and systematic reviews published between 2020 and 2024, available in digital format and in Spanish or English, were included, provided they responded to the proposed objective. Documents linked to areas outside the health sciences and education, as well as editorials, experience reports, and summaries without substantial development, were excluded.
- d) Identification and selection of studies: The recovery of records was carried out manually, classifying the results by author, title, and abstract to ensure thematic relevance.
- e) Critical analysis and refinement of the sample: The selected articles were subjected to an initial critical assessment. Subsequently, the references of the included works were analyzed to ensure a comprehensive review of the literature.
- f) Data extraction and synthesis: The collection of information considered aspects such as title, authorship, year of publication, origin of the study, objectives, methodology, and main results.

Below is the flow diagram illustrating the procedure for identifying, screening, and including studies in the systematic review in accordance with international standards for this type of research.

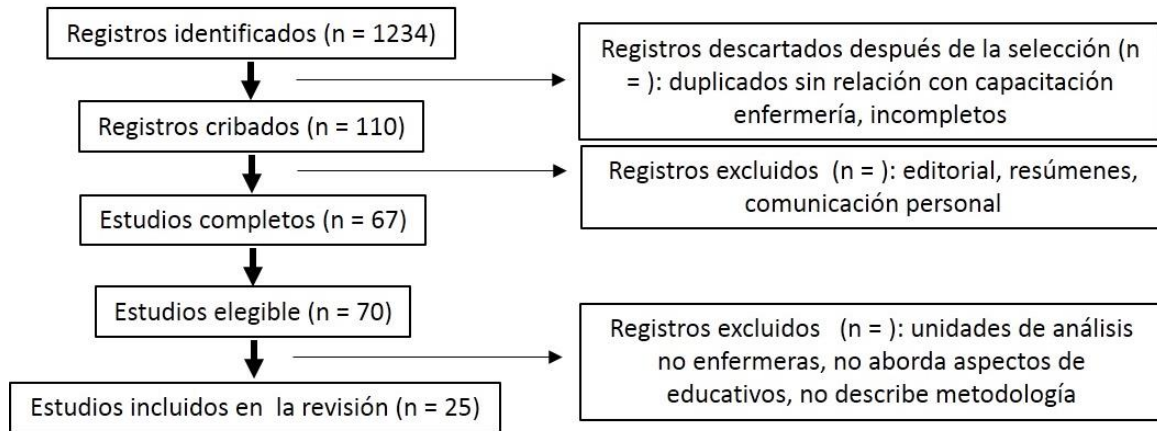


Figure 1: Flowchart for the identification, screening, and inclusion of studies in the literature review

Data extraction was carried out using a matrix specifically designed to collect key issues related to the object of the review. The information collected was organized and systematized into five main sections: a) philosophical foundations, b) sociological foundations, c) pedagogical foundations, d) didactic foundations, e) psychological foundations, f) legal foundations, g) foundations of higher education in Nursing.

RESULTS

Philosophical foundation of the Nursing training strategy for the care of women with preeclampsia

The training strategy aimed at Nursing staff for the specialized care of women with preeclampsia is based on the principles of educational philosophy from the dialectical materialist approach.^(4,5) This philosophical framework recognizes the educability of the human being as an essential and dynamic element in professional training, interpreting the educational process as a result of continuous interaction with nature, society, thought, and coexistence with other subjects.

From this perspective, the nurse is conceived as an active agent of transformation, with the capacity to influence and modify their professional practice through continuous and critical training. Dialectical materialism contributes to interpreting the act of caring as a social and historical construction, oriented towards the constant improvement of the quality of care based on reflection on one's own practice, the incorporation of scientific, philosophical, and humanistic knowledge, and the overcoming of fragmentary or reductionist approaches.

For its part, the training process favors the articulation between scientific knowledge from the Pedagogical Sciences, with special emphasis on Didactics, and the academic, practical, attitudinal, and volitional knowledge essential for the development of the Nursing Care Plan (PAE) aimed at women with preeclampsia. This integration is based on the interaction of various dimensions of the nurse's professional activity; it encompasses human, practical, cognitive, care, evaluative, and communicative aspects. Likewise, the integral development of competencies such as knowing, knowing how to do, being, and knowing how to live together is promoted; all of this framed in the social context and in the work environment itself as a space for learning and professional improvement.

Sociological foundation of a training strategy for nursing staff for the care of women with preeclampsia

The sociological foundation lies in the interdependence between professional training and social transformation. Nursing education not only responds to the need to prepare the professional for the proper management of the Nursing Care Plan (PAE), but also constitutes an effective means to respond to social demands, which guarantees specialized care in one of the most prevalent problems in clinical practice.

The close relationship between the processes of education, instruction, teaching, learning, training, development, socialization, and construction of individuality is the key to strengthening the professional quality of nursing staff. Through continuous training, not only technical mastery is enhanced, but also ethical commitment and the ability to adapt to sociocultural and health changes, essential elements to respond to the new demands of contemporary society.

Consequently, the training strategy acquires social relevance, by cultivating a professional profile capable of articulating knowledge, skills, and values oriented towards community well-being, which guarantees the relevance and effectiveness of educational processes in the field of health.

The social relevance of the training of nursing staff in the care of women with preeclampsia is evidenced in the nurse's ability to incorporate essential knowledge and skills, acquired in a collaborative educational environment, which allow them to provide comprehensive and specialized care. Through this training, the Nursing professional assumes an active role in the promotion of maternal health, the prevention of hypertensive disorders of pregnancy, the early identification and timely diagnosis of preeclampsia, as well as in the implementation of therapeutic and rehabilitative interventions based on the comprehensive clinical assessment of the patient. This training process and appropriation of knowledge, driven by teamwork and the exchange of professional experiences, contributes to raising the quality and effectiveness of the care offered, and responds appropriately to public health demands in the maternal-child field.

The Ministry of Public Health of Ecuador, through the implementation of the National Policy on Sexual and Reproductive Health and Rights⁽⁶⁾, establishes as a priority that all women have access to high-quality Nursing care. This guideline places the professional training of Nursing personnel at a fundamental strategic level, recognizing their social role in guaranteeing rights and improving health services. Therefore, training should be oriented towards ensuring that nurses are fully competent in the execution of the N process, adapting it to the particularities of preeclampsia. Consequently, it is essential that the teaching staff have specific strategies and methodologies to strengthen the preparation of nursing personnel in the comprehensive and contextualized care of women with preeclampsia.

Pedagogical foundation of a training strategy for nursing personnel for the care of women with preeclampsia

The pedagogical foundation focuses on promoting the transformation and optimization of professional performance modes, especially in the development of the N process. This pedagogical perspective recognizes that the acquisition of competencies must occur in real practice contexts, prioritizing education at work as an essential form of teaching organization.

The fundamental importance of assimilating the culture of the act of caring as the central object of study in the Science of Nursing is recognized. This assimilation is essential to achieve an effective integration between education and instruction, which allows achieving the objectives set in any training strategy. For this, it is necessary to start from a clear and precise identification of the previously acquired knowledge, which functions as a solid base for the incorporation of new knowledge through experiential learning. This approach favors that learning is meaningful and relevant to professional practice, in addition to stimulating motivation towards self-learning and fostering a continuous commitment to self-education and permanent updating, essential aspects in the face of current challenges and the constant evolution of the field of Nursing.

Another fundamental aspect is the dynamic interaction between the student, the teacher and the work group, which enhances the active role of the learner as a responsible subject and protagonist of their own educational process. This link strengthens the integration between teaching and nursing practice, in constant interaction with the patient, the family and the other members of the health team. Through group and collaborative learning, guided by the teacher or tutor, effective patterns of professional performance are built. By assuming a central role in their training, students develop essential social and emotional skills, such as decision-making, problem-solving and critical thinking, skills that allow them to face new situations and adapt successfully to changing contexts in the health field.

The Nursing training strategy is based on the professional approach of the Teaching-Learning Process (TLP)⁽⁷⁾, as well as on the professional approach of the TLP⁽⁸⁾ applied to health sciences. Within this framework, it is promoted that the student develop competencies to execute the N process for women with preeclampsia, both in real and simulated cases, emphasizing professional practice as a scenario for learning and application. This proposal is consistent with the theoretical postulates on the development of the professional performance mode formulated by Cuban pedagogues,^(7,8) which highlight the importance of training professionals capable of effectively addressing the solution of complex health problems.

The training of Nursing personnel for the development of the N process for women with preeclampsia is based on the theory of Advanced Education proposed by Añorga.⁽⁸⁾ This theory considers training as a comprehensive process of professional and human improvement that updates and perfects professional practice. Advanced education is conceived as a system that articulates the components of the pedagogical process (knowledge, skills and attitudes) to achieve a significant impact on the social environment. Thus, training transcends the mere transmission of content, promoting a constant updating that responds to social demands and contributes to the sustainable development of the profession and the community in general.

In the strategy, the "advanced practice Nursing approach"⁽⁹⁾ is also taken into account, since it is assumed that the student appropriates a high level of nursing knowledge that allows them a high degree of autonomy and professional independence in making favorable decisions, with the purpose of comprehensively addressing the specific health needs of women with preeclampsia, whose application leads to improvements in professional practice.

In the development of the training of nursing personnel, it is essential to recognize the active participation of various health professionals, including doctors, psychologists, internists and intensivists. In addition, the process must involve and commit all members of the interdisciplinary team through relationships based on cooperation and continuous exchange, adopting an interprofessional approach.⁽¹⁰⁾ This dynamic seeks that the nurse can effectively perform the Nursing Care Process (NCP) for women with preeclampsia in their work environment, also promoting their professional development through the constant updating of their knowledge. Therefore, the importance of integrating interprofessional education as an essential part of professional training is emphasized, thus contributing to improving the quality of care and health outcomes.

Didactic foundation of a training strategy for nursing personnel for the care of women with preeclampsia

The didactic foundation of the training strategy is based on the laws of didactics that govern the teaching-learning process, as proposed by Álvarez de Zayas.⁽¹¹⁾ The first law establishes the relationship between the categories problem, objective and process facilitating the understanding of the link between the teaching-educational process and the social context, and recognizing education at work as an essential social condition to promote individual development in professional practice.

In addition, the second law of didactics is based on the interrelation between the categories objective, content and method. This law supports the integration of the teaching, care and research functions in the work environment of the Nursing professional. Thus, the (NCP) process is conceived not only as the fundamental scientific method of the profession, but also as a teaching-learning method under the guidance of the teacher. Likewise, this methodology can be articulated with other approaches, such as the epidemiological method, the social method and the problem-based and developing method, to facilitate the incorporation of new content in training.

The didactic principles interact dialectically with three specific principles of teaching in Nursing: the integration of basic and clinical content, the essentiality of Nursing-specific content, and the integration of the investigative method with the care method. This is achieved through the articulation of the academic, work and research components in the training of the Nursing professional, which guarantees that the instructive, educational and developmental functions are effectively fulfilled during the training process.

From an academic perspective, the student must acquire the essential knowledge, skills, and attitudes to perform their role in the four fundamental health processes developed by Nursing staff: promotion, prevention, treatment, and rehabilitation of women with preeclampsia, always considering their family and community context, and adapting to the different levels of care: primary, secondary, and specialized. In this sense, the integration of basic content, which includes definitions, theories, and procedures, is essential to consolidate the professional know-how of the nurse.

On the other hand, the integration between the investigative method and the care method is materialized through the Nursing Care Plan (NCP), which functions as both a scientific and care method. This approach constitutes an essential mode of professional action and a key function for the development of Nursing, since it allows clinical practice to be based on theories derived from research. This connects the professional problems identified in practice with investigative activity, favoring evidence-based care aimed at continuously improving the quality of care provided.

In the training strategy, the labor component aims for the student to acquire the necessary knowledge to act with greater cognitive autonomy in professional practice, demonstrating mastery of the logic of Nursing in thought and action for the resolution of specific problems. The intervention of the licensed nurse with women with preeclampsia should consider the components, instruments, and guiding principles of the different levels of health care. To this end, it is essential to promote a deep assimilation of knowledge, oriented from the four educational pillars indicated by UNESCO: learning to know, learning to do, learning to be, and learning to live together; with the purpose of building an integral knowledge that allows the coherent application of promotion, prevention, treatment, and rehabilitation actions in a specific family, community, environmental, and social context. These elements, in turn, underpin the definition of objectives and content in the teaching-learning process.

In the continuing education of nursing staff oriented to the care of women with preeclampsia, the didactic foundation must be based on the permanent updating of content, integrating the most recent scientific and technological advances linked to the Nursing Care Plan (PAE). It is essential that this training adopt an interdisciplinary and interprofessional academic approach, which guarantees the integral and professional nature of the teaching-learning process in the postgraduate field. In this way, situated learning is favored that responds to the interests and needs of the participants, promotes their self-realization, and strengthens their ethical and professional commitment in teaching and care performance.

In addition, the incorporation of education mediated by Information and Communication Technologies (ICT), as well as the integration of virtual learning environments, enriches the didactic approach. This techno-pedagogical approach allows diversifying methods, means, forms of organization, and evaluation, facilitating both self-learning and the collaborative construction of knowledge. The application of these strategies promotes autonomy, teamwork, and the socialization of knowledge, essential elements for the development of advanced competencies in contemporary Nursing and the quality of maternal health care.

With an orientation towards development, the training strategy assumes the conceptions of developing learning proposed by Silvestre and Zilverstein⁽¹²⁾, Castellanos⁽¹³⁾ and Silvestre⁽¹⁴⁾, recognizing that the didactic foundation cannot be separated from a series of essential principles. Among them, the relevance of carrying out a comprehensive diagnosis of learning stands out, considering both the active role of the student and the importance of communication and socialization in the dynamics of the ward round.

The integration of the cognitive, affective, and volitional components in this process is emphasized, which ensures that the training responds to a holistic perspective of the person. The structuring of the ward round should be based on the active search for knowledge by the student, guided by the strategic intervention of the professor.

Likewise, it is recognized that learning is a constructive process, in which the student creates new knowledge from the realization of practical and intellectual activities aimed at solving real problems, becoming the protagonist and agent of their own development. This implies that the acquisition of new knowledge starts from the transformation and enrichment of previous knowledge, promoting the ability to learn to learn constantly.

The use of resources and teaching aids that promote both autonomous work and independent study is essential. In addition, it is essential to attend to individual differences in intellectual, affective, and value growth, facilitating the student's progression from their initial level to the desired level, and promoting self-assessment throughout the process.

Teaching based on problem-solving—especially those of a clinical nature—acquires particular relevance, since it allows linking the content of learning with social practice and the concrete health challenges that constitute authentic training situations. Finally, the planning of a system of activities focused on the search and reflective exploration of knowledge favors the independence and motivation of the student towards active participation in the ward round, increasing their ability to face and overcome health problems in real contexts.

Psychological Basis of a Nursing Staff Training Strategy for the Care of Women with Preeclampsia

From a psychological perspective, the foundation of the training strategy is based on the Historical-Cultural Approach proposed by Vigotsky⁽¹⁵⁾ and his followers, an approach widely recognized in the training of health professionals. This approach highlights the social and mediated nature of learning and contemplates the following fundamental principles:

- Integration of the affective, cognitive, and attitudinal: the learning process is conceived as an active and individual construction of knowledge, where the nurse is the main subject of their training. Here, the role of the professor acquires an essential role as a guide, facilitator, and source of feedback, orienting and stimulating the integral development of the student
- Dialectical relationship with the sociocultural environment: it is recognized that the acquisition of competencies does not occur in isolation, but in close interaction with the historical-cultural and professional context in which the future nurse is inserted. This dynamic fosters the appropriation of knowledge, values, and practices relevant to the humanized care of women with preeclampsia.
- Zone of Proximal Development: training should be designed to enhance the transition from the student's current capabilities to higher levels of performance, through collaborative and challenging tasks, in correspondence with the expert mediation of the trainer.
- Importance of language and communication: Verbal exchange and dialogue structure thought, strengthening the understanding and appropriation of nursing interventions in the clinical context, which is essential in the comprehensive and empathetic care of women with preeclampsia.

In this way, the training strategy should promote formative contexts in which the emotional, intellectual, and attitudinal are articulated, thus guaranteeing not only the development of technical skills, but also the strengthening of professional identity, informed decision-making, and a holistic and sensitive attention to the particularities of women in situations of clinical vulnerability.

Legal Basis of a Nursing Staff Training Strategy for the Care of Women with Preeclampsia

The legal basis is based on the current regulations of the Republic of Ecuador, especially in the provisions of the Constitution. It recognizes the importance of higher education as a fundamental right and an unavoidable duty of the State.⁽¹⁶⁾ This orientation is specified through the Academic Regime Regulation approved by the Council of Higher Education,⁽¹⁷⁾ which establishes the parameters for the organization of postgraduate training processes where the university acts as a responsible socializing agent before the State, in accordance with the Organic Law of Higher Education.⁽¹⁸⁾

In addition, Article 163 of the Constitution guarantees the right to comprehensive health for women, with special emphasis on protection during pregnancy, childbirth, and the postnatal period. This constitutional mandate implies the state obligation to promote effective and quality health services, which is why the training of nursing personnel is configured as a strategic component to ensure specialized care adapted to the needs of this population group.

Within this legal framework, the continuous training of nursing personnel must align with national policies and standards, responding to the demand for professionalization and constant updating that ensures technical, ethical, and humanistic competencies, essential to successfully address the challenges posed by the care of women with preeclampsia.

In accordance with the national regulatory framework, the training strategy is based on several guiding documents issued by the Ministry of Public Health of Ecuador. These include the Organic Health Law, the National Policy on Health and Sexual and Reproductive Rights, the Accelerated National Plan for the Reduction of Maternal and Neonatal Mortality, as well as the Decennial Health Plan 2022-2031, which establish strategic and regulatory guidelines for comprehensive women's care.^(18,19,20,21)

These instruments are inscribed in the context of the Sustainable Development Goals established by the General Assembly of the United Nations. These promote the reduction of maternal mortality and underline the importance of strengthening capacities at all educational levels to improve professional performance.⁽²²⁾ In this sense, the training strategy acquires a strategic relevance, positioning itself as a key element to guide and strengthen the social role of the nurse in the provision of comprehensive and specialized care to women with preeclampsia, thus contributing to the fulfilment of national and international goals in maternal health.

Foundations from Higher Education in Nursing for a Training Strategy Aimed at Staff in the Care of Women with Preeclampsia

The training of nursing personnel is aligned with contemporary trends, both globally and in Ecuador, of training professionals capable of providing high-quality health care. In this context, the Nursing Care Plan (NCP) stands as the distinctive scientific method of the profession in the Ecuadorian model, and nursing care is consolidated as an essential care function.

In addition, the training takes into account the guidelines of the Ecuadorian Association of Faculties of Medical Sciences and Health and the Academic Regime Regulation,⁽²³⁾ which guide the pedagogical work towards training in Nursing in line with social demands. Likewise, the ethical principles that govern nursing practice are integrated; emphasis is placed on the importance of excellent performance ("doing well") and the construction of an empathetic relationship with the patient and their family. This implies manifesting an attitude of respect, altruism, solidarity, and honesty, along with a professional presentation and a positive mood, elements that configure the professionalism inherent in Nursing.

From this perspective, nurse training is conceived as a process that integrates the acquisition of theoretical knowledge and its practical application through the development of the Nursing Care Plan (NCP) in the care of women with preeclampsia, based on a solid professional ethical attitude. In this framework, education in the workplace constitutes an essential training space, conceived as a structured form of teaching that prepares the professional to an effectively address this health challenge in their specific performance context.

This educational process should be based on a rigorous didactic design that prioritizes objectives, content, methods, teaching resources, and learning assessment. In addition, the organization of the teaching-learning process must conform to the logic of Nursing Science, ensuring coherence with the object of work, the scope of professional action, and the sphere of intervention. In parallel, the development of teaching and care activities should be articulated in a collaborative teamwork system, structured according to the principle of "cascade work," where each member has the responsibility to both teach and supervise their immediate peers, thus promoting continuous and systematic training within the professional collective.

The International Council of Nurses (ICN) and the Pan American Federation of Nursing Professionals⁽²⁴⁾ establish as a priority the continuous renewal and maintenance of nurses' competencies, in order to promote the provision of care focused on best evidence-based practices. In particular, both organizations emphasize the need for specialized training in the management of the most prevalent obstetric complications, such as preeclampsia, hemorrhage, and obstetric infections. This preparation is essential to ensure adequate maternal care and contribute to the reduction of unacceptable levels of maternal and child morbidity and mortality.

The theoretical-methodological contributions that contribute to the consolidation of Nursing as a discipline within the field of Health Sciences are considered. For this, various nursing theories and models are taken into account, such as Virginia Avenel Henderson's model of basic human needs, Marjory Gordon's model of functional health patterns, Callista Roy's Adaptation Model, Dorothea E. Orem's Self-Care Deficit Theory, among others. These theories provide an integrative vision that encompasses the definitions, principles, object, and function of Nursing, as well as health care, disease prevention, the nature of the relationship between patient and nurse, and the interventions specific to the profession.⁽²⁴⁾

Likewise, the diagnostic taxonomy of the North American Nursing Diagnosis Association (NANDA) is incorporated as a guiding methodology for the formulation of nursing diagnoses. This framework facilitates the precise definition of interventions, identified under the acronym NIC (Nursing Intervention Classification), and the evaluation of their results, through the NOC (Nursing Outcome Classification) classification, thus allowing the provision of high-quality patient-centered health care⁽²⁵⁾.

Foundation of a training strategy for Nursing staff for the care of women with preeclampsia from the perspective of higher education in Nursing

In this regard, nurse training is in full correspondence with current trends, both internationally and in Ecuador, of having nurses prepared to offer excellent health care. This reality means that in the professional model of the Ecuadorian nurse, the NCP is revealed as a scientific method of the profession and nursing care as a fundamental care professional function.

Likewise, the guidelines of the Ecuadorian Association of Faculties of Medical Sciences and Health, the Academic Regime Regulations⁽²³⁾ that support the pedagogical work aimed at nursing training in correspondence with the social mandate, are contemplated. In addition, the ethical principles that are synthesized in nursing work are visualized, which implies "doing well," and establishing an adequate relationship with the patient and her family, showing a respectful, altruistic, supportive, honest attitude; showing good presence and mood, that is, demonstrating the traits that make up nursing professionalism.

From this perspective, nurse training as an activity implies actions to acquire theoretical knowledge, applying it in practice by developing the NCP for women with preeclampsia, expressing an ethical attitude in the professional mode of action. In this sense, education at work is the learning scenario where it is conceived as a form of organization of essential teaching, so that the professional is prepared to face this important health problem in their context of action, from the precision of a design that privileges it: objectives, contents, methods, means and evaluation of learning; a teaching-learning process organized according to the logic of Nursing Science, in correspondence with the object of work, the field of action and the sphere of professional action, and the development of teaching-care work by the entire work team, organized according to the principle of "cascade work," where each one has the obligation to teach and control the colleagues of the immediately preceding step.

The demands of the International Council of Nurses (ICN) and the Pan American Federation of Nursing Professionals⁽²⁴⁾ are also considered, which urge in general, the renewal and maintenance of the capacities of nurses to promote the provision of care focused on the best nursing practices, and in particular, calls for Nursing training in the care of the most frequent obstetric complications (preeclampsia, hemorrhage and obstetric infection) so that adequate maternal care is provided to remedy the unacceptable levels of maternal and child morbidity and mortality.

Attention is paid to the theoretical-methodological contributions that contribute to the professionalization of Nursing as a discipline within the area of Health Sciences, for which nursing theories and models are taken into account (theorists: Virginia Avenel Henderson, model of basic human needs; Marjory Gordon, model of functional health patterns, Sister Callista Roy, adaptation model; Dorothea E. Orem, Self-Care Deficit Theory; and others) that offer a globalizing perspective of the definitions, principles, object and function of Nursing, health care and disease prevention, the nature of the patient-nurse relationship, the actions or nursing interventions⁽²⁴⁾

In addition, the North American Nursing Diagnosis Association (NANDA) diagnostic taxonomy is taken into account, as a guiding methodology for making nursing diagnoses, defining Nursing interventions [identified by the acronym NIC (Nursing Intervention Classification)] and evaluating the results of the same [identified by the acronym NOC (Nursing Outcome Classification)], which allows you to provide the patient with quality health care.⁽²⁵⁾

CONCLUSIONS

The theoretical systematization carried out in this research allows us to conclude that there are solid philosophical, sociological, pedagogical-didactic, psychological and legal foundations that support the development of a training process for the Nursing professional focused on the care of pregnant or postpartum women. These foundations guarantee a comprehensive and multidisciplinary approach that strengthens the training and preparation of nursing staff, which ensures a competent practice adjusted to current requirements in maternal health.

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