



Teaching and Learning Process of Therapeutic Modalities of Natural and Traditional Medicine in the Family Medicine Residency Program in Sancti Spiritus

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Traditional and Natural Medicine (TNM), as a historical and cultural expression of non-conventional medical knowledge, has consolidated its institutional legitimacy in Cuba since the 1990s. Essentially, a competent practitioner is someone prepared to act in a context where the specific needs of society demand limited use of conventional medications due to their scarcity or the resistance of some patients to polypharmacy because of the presence of multiple illnesses.

The Sustainable Development Goals (2030 Agenda) constitute a universal call to action to end poverty, protect the planet, and improve the lives and prospects of people worldwide. Furthermore, it emphasizes the urgent need to guarantee access to quality essential health services and medicines, as well as the promotion of lifelong learning opportunities [1].

Despite the guidelines established by the Cuban Ministry of Public Health, the Cuban State, and the World Health Organization (WHO) advocating for the inclusion of Traditional and Natural Medicine (TNM) in postgraduate studies, limitations continue to be identified in this process. These limitations are later observed in health professionals and technicians who, after graduation, demonstrate a lack of competence in applying TNM. Consequently, there is still little research on the subject and a search for new strategies to address this problem [2].

A variety of teaching methods is key to keeping postgraduate students interested and engaged. Theoretical classes include interactive presentations, debates, and case studies, followed by

laboratory practice. This includes the identification of medicinal plants, preparation of remedies, and acupuncture practice.

Our goal today is for postgraduate physicians in Family Medicine residency to apply basic acupuncture techniques. This includes understanding meridian theory, acupuncture point location, and insertion techniques. This is achieved through theoretical classes, practical exercises on mannequins and peer practice under supervision, and the use of acupuncture models, sterile needles, meridian charts, and demonstration videos. We combine different methods and resources to create a comprehensive and varied learning experience. We adapt resources and methods to the needs and learning styles of the residents. Continuous or formative assessment throughout the Teaching and Learning Process (TLP) uses tests, projects, and practical evaluations to measure student progress and adjust instruction. We stay up-to-date with the latest research and trends in Traditional and Natural Medicine (TNM) to ensure that resources are relevant and accurate.

Teaching resources are the materials and materials used by education professionals (from teachers in the classroom to complex publishing processes) to facilitate and enrich the teaching-learning process. Teachers should utilize all available resources to help residents understand concepts that may seem unfamiliar to them and how this knowledge will be applied in medical practice, where it will be vital in the doctor-patient relationship.

Conflict of Interest

The authors declare no conflict of interest.

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