

Case Study of the Academic Body "Health Promotion and Education" of the Autonomous University of Chiapas

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— Abstract —

The duties of an academic at the Dr. Manuel Velasco Suárez School of Medicine, Campus II, of the Universidad Autónoma de Chiapas (Autonomous University of Chiapas, UNACH), should focus on teaching, research, and community outreach, in addition to academic management (Luna-Ortega & Gárate, 2013).

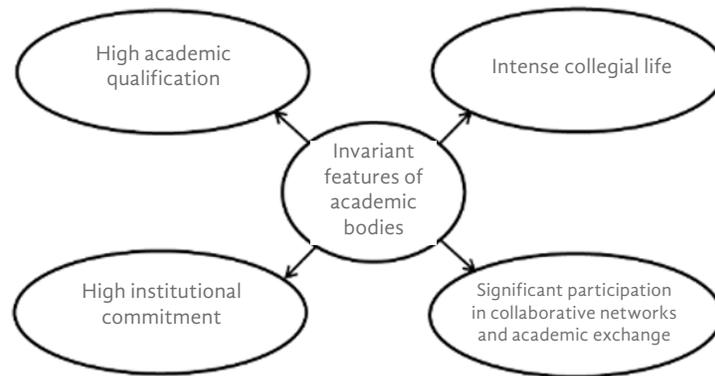
The generation and dissemination of knowledge is where the research paradigm has its foundations. It is essential for teachers to be organized into Academic Bodies, classified as Academic Bodies in Formation and consolidated Academic Bodies, in accordance with guidelines established by the Secretaría de Educación Pública (Ministry of Public Education, SEP) through the Teacher Improvement Program (Programa de Mejoramiento del Profesorado) (Luna-Ortega & Gárate, 2013). Thus, in order to achieve goals in any of the fundamental activities, coordinated and timely efforts must be made to achieve synergy among the members of the Academic Bodies. Based on the above, the characteristics of the Academic Body UNACH-CA-42 "Health Promotion and Education" tend to promote its status and continuous improvement, a situation that is considered key to the development and projection of the Dr. Manuel Velasco Suárez School of Medicine, Campus II of UNACH (FMH C-II, n.d.), this is achieved through collegial work, that supports the creation, dissemination, and social outreach of scientific knowledge in the field of health.

The Secretaría de Educación Pública (SEP) promotes, as part of its functions, the improvement of faculty members' academic qualifications and professional skills (Luna-Ortega & Gárate, 2013) within Public Higher Education Institutions (Instituciones Públicas de Educación Superior, IES) through the Teacher Professional Development Program (PRODEP), which encourages, as one of its strategic lines, the production, dissemination, and publication of scientific work, both individually and collectively, through bodies known as Academic Bodies (CA) (FMH C-II, n.d.).

Within the public university subsystem, an Academic Body is defined as a group of full-time faculty members who work toward by objectives, in order to promote the creation or re-creation of knowledge, the development, transfer, or enhancement of technology, thereby impacting any sphere or ac-

tivity within society. These works are organized into Knowledge Generation and Application Lines (LGAC) (Secretaría de Educación Pública, 2013a).

In addition, the SEP (Luna-Ortega & Gárate, 2013) indicates that CA should be formed within the framework of institutional policies and that teachers who comprise them are grouped according to a genuine interest in the development of their LGACs. Within each institution, these groups have their own characteristics, but in all of them there are always at least four elements that have been called invariant features of academic bodies, schematically represented in Figure 1.



Note. Secretaría de Educación Pública, 2006 (Luna-Ortega y Gárate, 2013).

Figure 1. Invariant features of academic bodies

The Academic Bodies (CA) from each IES has a PRODEP classification, according to their production and collegial work within research, each level awarded demonstrates compliance with certain indicators established within the framework of the operating rules (Luna-Ortega & Gárate, 2013). There are three categories, which are:

- Academic Body in Formation (CAEF).
- Academic Body in Consolidation (CAEC).
- Consolidated Academic Body (CAC) (Secretaría de Educación Pública, 2013a).

The Academic Bodies of the Dr. Manuel Velasco Suárez School of Medicine, Campus II at the UNACH, have made progress in human resources development, particularly in the area of research, as among the four Academic Bodies registered and recognized by PRODEP is currently consolidated.

Currently, two CA are in the consolidation process: one has achieved consolidated status; while the other has lost its registration. The results are largely due to the efforts made by the CA, focusing on the training of

undergraduate students and academic management (Luna-Ortega & Gárate, 2013). It is worth noting that one aspect that had not been taken into account is the mobility of members, which requires future planning for the constant renewal of human resources.

This paper presents the analysis and strategies that the UNACH-CA-42 Academic Body "Health Promotion and Education" is implementing to advance from an Academic Body in Consolidation to a Consolidated Academic Body.

MISION AND VISION OF THE DR. MANUEL VELASCO SUÁREZ SCHOOL OF MEDICINE, CAMPUS II

Mission

The Dr. Manuel Velasco Suárez School of Medicine is a public institution dedicated to training leading professionals in the health sciences through updated, competency-based programs that promote self-regulated learning and meet standards of excellence, with an emphasis on ethical conduct and respect for the culture of individuals, aimed at preserving and improving the health of the population of Chiapas and society in general (FMH C-II, n.d.).

Vision

By 2025, the Dr. Manuel Velasco Suárez School of Medicine is a leader in the education of high-quality health professionals through innovative education and creative, applied research with a high impact on the well-being of the population of the state of Chiapas and the country (FMH C-II, n.d.).

MISSION AND VISION OF UNACH-CA-42 "HEALTH PROMOTION AND EDUCATION"

Mission

CA UNACH-CA-42 "Health and Promotion and Education" is responsible for the generation, dissemination, and application of knowledge in the field of skills development for education, promotion, and prevention in the field of health, through projects and programs adhering to the principles of Bioethics, which contribute to the training of teachers and students at the Dr. Manuel Velasco Suarez School of Medicine, Campus II. Moreover, it maintains close relationships with national and international academic networks that share the same goals.

Vision

CA 2027 UNACH-CA-42 "Health Promotion and Education" is recognized as a Consolidated CA. It is made up of teachers with doctoral degrees and recognition of the Desirable Profile. The members form highly competitive human resources at the undergraduate and graduate levels in programs recognized for their quality. They publish and disseminate their results collectively, and their output is a benchmark at national and international levels, which contributes to placing the Health Area in a plane of academic excellence. They are part of national and international academic networks and contribute to social and human development with relevance and social responsibility.

Objective

Design, manage and operate programs and projects that offer comprehensive inter- and transdisciplinary training, with a vision to identify problems that affect individual or collective health, both nationally and internationally. Additionally, it prepares leading researchers and specialists in this field who disseminate their results through traditional and electronic media.

Code of ethics

The purpose of this code is to provide guidance for the development of academic activities, contribute to improving the quality of collective and collegial work, and increase the satisfaction of the communities with which we collaborate. In this manner, the members of the CA join the effort to strengthen the core activities of the Dr. Manuel Velasco Suárez School of Medicine at the Autonomous University of Chiapas, Campus II (Luna-Ortega & Gárate, 2013), with the aim of consciously ensuring compliance with the regulatory framework governing the core functions of the academic body.

As members of the CA we are committed to apply the methodologies, scientific and academic processes, whose purpose is to generate and disseminate the results of the work carried out within the CA. Thus, the members are ethically committed to:

1. Participate in a collegiate manner in the activities of the CA (face-to-face or remotely) invariably respecting the official rules, as well as the programs, protocols and procedures established in the institution.
2. Maintain friendly and respectful treatment between colleagues and the community, establishing links of effective and affective

- communication, as well as dignified and considerate treatment with respect to the socio-cultural condition and preferences of people.
3. Propose projects for teaching, research, and extension of services within the regulatory framework of UNACH.
 4. Have an integral and productive performance from the efficient use of working time, as well as the rational use of the resources that are available for the performance of substantive duties.
 5. Register projects and activities with the corresponding faculty and university authorities, in accordance with the established procedures, while also ensuring their appropriate dissemination in the existing academic spaces (Rivera, 2019).
 6. Acknowledge and provide, in presentations or publications of any type and medium, the corresponding credits to academic and technical collaborators who have contributed to the research with some degree of authorship or co-authorship (including research assistants, photographers, among others), as well as the financial or institutional support received (Rivera, 2019).
 7. Acknowledge and extend appropriate thanks to the non-academic collaborators of the project (such as secretaries, librarians, archivists, among others) (Rivera, 2019).
 8. Thank, recognize or, as appropriate, give credit for the legitimate contributions of formal academic authorities, even when such contributions derive strictly from the fulfillment of the duties associated with their office or position, they hold (Rivera, 2019).
 9. Correctly cite data, ideas, documents, interpretations, arguments, or complete texts from other researchers. Sources must be cited with complete accuracy to avoid plagiarism (Rivera, 2019).
 10. Disseminate the results of the CA's projects in a collegial manner.
 11. Comply with the principles of bioethics at all times.

BACKGROUND OF CA-42

This section presents the background of CA-42 in order to situate its role within the institutional dynamics of the School of Medicine (FMH-CII) (Luna-Ortega & Gárate, 2013).

CA-42 was established in 2002, and its founding leader was Dr. Laura Elena Trujillo Olivera, who invited four full-time faculty members affiliated with the School of Medicine, Campus II at that time, as shown in Table 1.

Table 1
Creation of the Academic Body in Formation in 2002

Year of entry	Associate	Academic Profile
2002	M.Sc. Laura Elena Trujillo Olivera (Líder)	Surgeon and Master's Degree in Health Sciences Education.
2002	M.Sc. Ángel René Estrada Arévalo	Doctor and Master's Degree in Health Sciences Education.
2002	M.Sc. Denny Domínguez Domínguez	Doctor and Master's Degree in Health Sciences Education.
2002	M.Sc. Teresa Dávila Esquivel	Bachelor's Degree in Pharmaceutical Biology (QFB) and Master's Degree in Health Sciences Education.
2002	M.Sc. Octavio Orantes Ruiz	Pediatrician and Master's Degree in Health Sciences Education.

Note. Based on the CA-42 historical archive.

Over the following years, CA-42 was classified as an Academic Body in Formation (CAEF), a status that enabled the strengthening of its members' professional profiles through postgraduate studies. For other members, this period also involved holding senior administrative positions, such as the Rectorship of UNACH and even the Secretariat of Health of the State of Chiapas, as was the case of Dr. Ángel René Estrada Arévalo.

In 2005, Dr. Laura Elena Trujillo Olivera was admitted to the Doctor of Science (PhD) program in Ecology and Sustainable Development, which at the time was listed in the National Register of Quality Postgraduate Programs (PNPC) of CONACYT. The program was offered by the Department of Health and Population at El Colegio de la Frontera Sur (ECOSUR), San Cristóbal de las Casas Unit, Chiapas (ECOSUR, n.d.).

In 2007, Dr. Néstor Rodolfo García Chong joined the CA as a member, coordinating the development and implementation of a new work program. This initiative resulted in several scholarly outputs, including a book, book chapters, and manuscripts published in various national and international peer-reviewed, double-blind indexed journals. The evaluated productivity led to the CA being granted the status of an Academic Body in Consolidation (CAEC). Subsequently, in 2009, the CA underwent a new evaluation and achieved the status of a Consolidated Academic Body (CAC). The Knowledge Generation and Application Lines (LGAC) was defined by consensus, based on the academic profiles and research interests of its members as shown in Table 2, and was established as Health, Disease, Care.

Table 2
Academic Body in Consolidation, 2010

Year of entry	Associate	Academic profile
2005-2010	M.Sc. Laura Elena Trujillo Olivera	Surgeon and Master's Degree in Health Sciences Education.
2005-2010	M.Sc. Néstor Rodolfo García Chong	Surgeon and Master's Degree in Health Sciences Education.
2005-2010	M.Sc. María de los Ángeles Cuesy Ramírez	Medical Specialist in Audiology and Phoniatics and Master's Degree in Health Sciences Education.
2005-2010	M.Sc. Marlene Zúñiga Cabrera	Surgeon and Master's Degree in Health Sciences Education.

Note. Based on the CA's historical archive.

The CA-42 work program was planned with the aim of achieving consolidation, which was accomplished by adjusting to a single LGAC, as well as obtaining a doctoral degree for more than 50% of its members; however, as shown in Table 3, only 3 members were successfully integrated.

Starting in 2012, the CA-42 joined a Thematic Network with other CAs from Universidad Autónoma de Tamaulipas, Benemérita Universidad Autónoma de Puebla, Universidad Autónoma de Baja California, Universidad de Quindío, Colombia and Universidad Autónoma de Chiapas. Collaborative work within this network facilitated the production of various manuscripts and books published during those years.

Table 3
Consolidated Academic Body in 2010

Year of entry	Associate	Academic profile
2010-2017	Dr. Néstor Rodolfo García Chong (Lider)	Surgeon, Master's Degree in Health Sciences Education and Doctor of Science.
2010-2017	Dr. Laura Elena Trujillo Olivera	Surgeon, Master's Degree in Health Sciences Education and Doctor of Science.
2010-2017	M.Sc. María de los Ángeles Cuesy Ramírez	Medical Specialist in Audiology and Phoniatics and Master's Degree in Health Sciences Education.

Note. Based on the CA historical archive.

In 2017, Dr. Laura Elena Trujillo Olivera (founder of CA) completed her retirement process. In 2018, Dr. Hilda María Jiménez Acevedo joined, followed by Dr. Miguel Ángel Rodríguez Feliciano in 2019. Together with these members, various manuscripts, books, and book chapters were produced, along with significant contributions to the training of human resources. At the end of 2018 and beginning of 2019, Dr. María de los Ángeles Cuesy

Ramírez retired. Unfortunately, due to Dr. Trujillo's retirement in 2018, all the production from previous years was not considered in the corresponding evaluation of CA-42, a situation that led to a decline in status, returning to CAEC, as illustrated in Table 4.

Table 4
Academic Body in Consolidation

Period	Associate	Academic profile
2019-2025	Dr. Néstor Rodolfo García Chong (Lider)	Surgeon, Master's Degree in Health Sciences Education and Doctor of Science.
2019-2025	Dr. Miguel Ángel Rodríguez Feliciano	Bio-Pharmaceutical Chemist, Master of Science and PhD in Educational Research.
2019-2025	Dra. Hilda María Jiménez Acevedo	Bachelor's Degree in Political Science and Public Administration, Master's, Degree in Social Management and Social Policy, and Doctor in Social Development.

Note. Based on the historical archive of the CA

DEVELOPMENT STRATEGIES FOR CA-42

This section presents the methodology of the analysis conducted within the CA-42 to establish strategies that culminate in the promotion of the level and developing a work plan with short, medium, and long-term goals. With the aim of identifying and developing key strategies for the advancement of CA-42, the Strengths, Weaknesses, Opportunities, and Threats (SWOT) matrix methodology was employed (Luna-Ortega & Gárate, 2013).

The specific objective of the SWOT analysis is to identify factors that positively or negatively affect CA-42 and establish comparisons that enable the generation of feasible alternative strategies, which will subsequently be selected and prioritized to finally identify CA-42's core objectives (Zabala, 2006).

It is therefore essential that the SWOT analysis warns the potentialities, challenges, risks, and limitations of CA-42 with respect to its institutional policy from an intercultural perspective to propose its strategic objectives (Ansión & Villacorta, 2004).

The analysis begins with strengths and weaknesses. Strengths are the set of factors that enable development, while weaknesses are the set of factors that hinder, limit, or create barriers to institutional development (Luna-Ortega & Gárate, 2013). According to Zabala (2006), opportunities are external factors that can enable or promote an institution's development, while threats represent the set of external barriers that may hinder its de-

velopment. A model proposed by Venegas (2006) is presented to display the SWOT analysis by categories. These categories were selected by CA-42 in accordance with the current PRODEP operational guidelines, as illustrated in Table 5 (Luna-Ortega & Gárate, 2013).

Table 5
SWOT analysis conducted in 2023

Analysis category	Strength	Opportunity	Weakness	Threat
I. Academic production	<ul style="list-style-type: none"> • Most CA members committed to collegiate research. • Existence of individual and collective production. • Completed research projects by CA members. • Bachelor's and master's thesis supervised by CA members. • Possible publications in high-impact journals. • The products obtained feedback into the academic program. 	<ul style="list-style-type: none"> • Extraordinary federal support for publication expenses. • Existence of alternative sources of financing. • Inclusion in academic collaboration networks. 	<ul style="list-style-type: none"> • Low overall production. • Limited production in educational research. • Emerging scientific output in Journal Citation Report (JCR)-indexed journals. • Intensive academic management prevents a strong focus on publications • CA members must demonstrate substantial collegial activity in their production. 	<ul style="list-style-type: none"> • External processes for evaluating teacher productivity
II. Teacher profile	<ul style="list-style-type: none"> • The 4 members with a doctor's degree. • 5 of the 6 collaborators hold doctoral degrees. 		<ul style="list-style-type: none"> • Only 2 of the members have a desirable profile. 	
III. Teaching career	<ul style="list-style-type: none"> • All CA members with postgraduate studies. • All CA members with wide teaching careers. • All CA members have publication in indexed and peer-reviewed journals. 		<ul style="list-style-type: none"> • Scarce thesis supervision at undergraduate and graduate levels. • Incipient participation of CA members in the SEI or SNI. 	
IV. LGAC	<ul style="list-style-type: none"> • All CA members advise on competency units related to the LGAC. • They include undergraduate students to develop projects in the LAGCs that the CA cultivates. 			

V. Redes de investigación	<ul style="list-style-type: none"> • CA members collaborate with members of other CAs, both national and international; some of them are consolidated. • CA members leverage established contacts to involve more than one member in the research conducted. 	<ul style="list-style-type: none"> • Limited collaboration with other CAs within the FMH.
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From the developed SWOT matrix, strategic lines of action were generated within each established category. Often, this type of analysis remains at the organizational diagnosis phase, as analyzing the competencies and observable behavior of the various functional roles reveals that significant changes are required. Changes to be implemented within the CA regarding its structure and distribution of members were identified, which are summarized below (Luna-Ortega & Gárate, 2013).

Restructuring

In the self-assessment conducted, it was observed that CA-42 met most of the requirements for a CAEC, except for participation in the SNI and SEI. The current distribution of members is illustrated in Table 6 (Luna-Ortega & Gárate, 2013). Additionally, there are five collaborators holding doctoral degrees and one with a master's degree: one expert in the clinical area, two experts in the development and evaluation of medical clinical competencies, and three experts in the field of gerontology.

Table 6
Current conformation of the CA-42 (2025)

Associate	Academic profile	Knowledge generation and application area	Status	Educative program
Néstor Rodolfo García Chong	Surgeon, Master's Degree in Health Sciences Education and Doctor of Science.	<ul style="list-style-type: none"> • Children's health. • Epidemiology and Public Health. 	Member (Lider of CA).	Surgeon.
Miguel Ángel Rodríguez Feliciano	Pharmaceutical Biochemist, Master's Degree in Science and Doctor in Educational Research.	<ul style="list-style-type: none"> • Microbiology and Medical Biochemistry. • Educational Research. 	Member.	Surgeon.

Margarita Yvon Valdez Morales	Surgeon, Master's Degree in Educational and Social Gerontology, Master's Degree in Health Science Education and Doctor in Education.	<ul style="list-style-type: none"> • Gerontology. • Healthy aging. 	Member.	Gerontology.
Dra. Hilda María Jiménez Acevedo	Bachelor's Degree in Political Science and Public Administration, Master's Degree in Social Management and Social Policy, and Doctor in Social Development.	<ul style="list-style-type: none"> • Poverty and health. 	Member.	Doctorate in regional studies.
María del Socorro de la Cruz Estrada	Surgeon with a specialty in Health Services Administration and Master's in MDG Management.	<ul style="list-style-type: none"> • Public Health. • Health system. • Gerontology and Public Health. 	Collaborator.	Surgeon and Gerontology.
Nelyda Hernández Badillo	Sociologist, Master's in Demography and Doctor in Social and Political Sciences.	<ul style="list-style-type: none"> • Demographic Statistics (natality, mortality, and migration). • Qualitative and Quantitative Research Methodologies. 	Collaborator.	Gerontology.
Angélica Jassey de León Sancho	Surgeon, Master's Degree in Competency-Based Education and Doctorate in Educational Technology.	<ul style="list-style-type: none"> • Medical simulation. • Evaluation of exit competencies in General Medicine. 	Collaborator.	Surgeon.
Rogelio Ernesto Marcial Zavala	Bachelor's Degree in Pedagogy, Master's Degree in Cultural Studies, Doctorate in Regional Studies, and P.G. Diploma in Gerontology.	<ul style="list-style-type: none"> • Gerontology. • Studies on LGB-TIQ+ aging and old age. • Quality of life and well-being in older adults. • Biopsychosocial Approaches in Gerontology. • Research Methodology in Sciences. 	Collaborator.	Gerontology.
Elizabeth Robledo Argüello	Surgeon, Master's Degree in Competency-Based Education and Doctorate in Educational Technology.	<ul style="list-style-type: none"> • Medical Simulation. • Assessment of graduate competencies in General Medicine. 	Collaborator.	Surgeon.

Carlos Patricio Salazar Gómez	Surgeon with a specialty in Clinical Genetics, Master in Higher Education and Doctorate in Educational Technology.	<ul style="list-style-type: none"> • Epidemiological Surveillance of Hereditary Diseases. • Study and Monitoring of Chronic Degenerative Diseases. • Assessment of graduate competencies in General Medicine. 	Collaborator.	Surgeon.
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The Knowledge Generation and Application Lines

As one of the reflections arising from the CA's self-assessment, the LGACs were updated to align with each member's academic profile and experience, as well as undergraduate and graduate programs existing at FMH C-II, and the content of the competency units overseen by each faculty member.

Line 1. Salutogenesis

The prevailing concept of *health* and the predominant approach, from which daily life is developed, serve as the general population's reference for the perception of health and the socially and culturally constructed values linked to it.

This concept had been isolated from life promotion, but following the Alma-Ata Declaration (PAHO/WHO, 1978), a new vision was established, initiating what is now known as "Health Promotion", as outlined in the Ottawa Charter postulates (WHO, 1986) and the new *health* designation from the World Health Organization (Ramos, 2000).

This new paradigm emerges as a key element for well-being and good health, supported from an ontological perspective: corporeality, emotionality, spirituality-in harmony with the environment (Rivera, 2019), which projects lifestyle modification as strategy through health promotion and education.

Likewise, this new paradigm is not disconnected from Public Health, where healthy policies are generated in urban, community, and individual settings (Rivera, 2019), to improve quality of life, including environmental conservation.

Currently, *Salutogenesis* holds significant importance in Public Health, as it enables individuals, communities and populations at large to enhance their capacity to improve health and well-being through lifestyle habits that prioritize health lifestyles as a determining factor in the quality of health (Rivera, 2019) of people, communities, and the environment.

Line 2. Communication and education

This research line proposes a threefold exploration of the relationship between the educational field and the communicative field, through the discussion and investigation of the logics of production, social circulation, appropriation and consumption of knowledge in contemporary societies.

The current educational reality is characterized by a growing role of information media and technologies in discursive production and circulation, an explosion of practices, devices and modalities for the generation, transmission and assimilation of knowledge, in addition to an accelerated hybridization of cultures and diversification of cultural consumption. This scenario poses multiple challenges to education, especially with the increasing predominance of Artificial Intelligence today (CUCSH, n. d.).

CONCLUSIONS

Through the collaborative work of the members of the Academic Body and their individual contributions of experience, it was possible to concretize the SWOT analysis, which enabled the rethinking of the internal work lines within the CA.

Thus, the development of the SWOT analysis of CA-42: "Health Promotion and Education", with specific categories aligned to the evaluation criteria of PRODEP, has enabled the identification of improvement opportunities and the proposal of strategic actions to restructure the CA's work (Luna-Ortega & Gárate, 2013).

As the result of the situational analysis, areas of opportunity were identified to guide the Academic Body's future work. Achieving the new objectives and goals will require the active commitment of each member.

*This work is dedicated in memory of Dr. Carlos Patricio Salazar
Gómez, an esteemed teacher, and dear friend.*

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