



Dra. Kellys Diaz

Rómulo Gallegos National Experimental University. Guárico. Venezuela

Email: diazkellys65@gmail.com Orcid code: <https://orcid.org/0000-0002-9468-4807>

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Praxiological Andragogic Model of Education for Health in the Biosafety Processes of the Dentistry Area

ABSTRACT

The purpose of the research was to generate a praxiological andragogic model of health education in the biosafety processes of the Dentistry Area, Calabozo Nucleus. The study was based on the following theories: Rosenstock Theory of Health Beliefs (2002), Restrepo Theory of Health Promotion and Prevention of Risks and Diseases (2007), Andragogic Theory of Knowles and Kapp (1990) and Humanist Theory. : Person-Centered Education according to Rogers (1970). In the same way, it was located in the Post-Positivist or interpretive Paradigm, hermeneutic, Phenomenological method. The information collected will emerge from the interviews applied to 5 key informants, made up of 3 dentists, 2 specialists from the Dentistry Area; In the same way, the techniques of direct interview and participant observation were used, the instrument that was applied was the interview script, the interpretation of the findings were presented in categorization matrices, triangulation, by source and theory, triangulation by technique, Likewise, the integral synthesis of the findings allowed the construction of the Andragogic Model that brought with it a final reflection which was significantly innovated in the development of a praxiological andragogic model of health education in the biosafety processes of the Dentistry Area, with the purpose, that the teacher must acquire the commitment in the construction of lasting and significant learning, where the student can appropriate them and apply them during the clinic, and throughout their professional life, promoting a responsible attitude in the implementation of biosafety standards .

Descriptors: Education for Health, Biosafety processes

Biographical Review: Associate Ordinary Professor of the Rómulo Gallegos University (UNERG), Coordinator of the Dentistry Area, Calabozo Nucleus, in the Dentistry Area. Doctorate in Educational Sciences.