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EDUCATIONAL

ORIENTATION ESTRATEGY FOR THE PREVENTION OF DEPRESSION IN ADOLESCENTS

ESTRATEGIA DE ORIENTACIÓN EDUCATIVA PARA LA PREVENCIÓN DE LA DEPRESIÓN EN ADOLESCENTES

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ABSTRACT

The prevention of depression due to its incidence and repercussion for the development of adolescence is not only the task of health but should be a priority for educational institutions. The research presented is the result of a master's thesis led by the University of Holguín and the University of Guantánamo, whose object of study was the process of educational orientation for the prevention of depression in students of the "Pedro Díaz Coello" Polytechnic. It takes place in the period between September 2022 and March 2023 as part of an institutional research project. The sample was selected based on different inclusion criteria, it was made up of 30 adolescents between the ages of 16 and 18. The systemic approach established the logic of the research and allowed the consequent design of an educational orientation strategy, based on the regularities found in the diagnosis in order to transform the current state. The purpose of the educational strategy designed is to achieve adequate educational guidance for adolescents, teachers and families for the prevention of depression.

Keywords:

Depression, educational orientation, prevention, adolescence.

RESUMEN

La prevención de la depresión por su incidencia y repercusión para el desarrollo de la adolescencia no solo es tarea de la salud, sino que debe ser prioridad para las instituciones educativas. La investigación que se presenta es el resultado de una tesis de maestría liderada por la Universidad de Holguín y la Universidad de Guantánamo, cuyo objeto de estudio fue el proceso de orientación educativa para la prevención de la depresión en estudiantes del Politécnico "Pedro Díaz Coello". La misma se concreta en el período comprendido entre septiembre 2022 y marzo de 2023 como parte de un proyecto de investigación institucional. La muestra fue seleccionada a partir de diferentes criterios de inclusión, la misma quedó constituida por 30 adolescentes con edad comprendida entre 16 y 18 años de edad. El enfoque sistémico estableció la lógica de la investigación y permitió el consecuente diseño de una estrategia de orientación educativa, a partir de las regularidades encontradas en el diagnóstico con el fin de transformar el estado actual. La estrategia educativa diseñada tiene como finalidad lograr la adecuada orientación educativa a los adolescentes, docentes y las familias para la prevención de la depresión.

Palabras clave:

Depresión, orientación educativa, prevención, adolescencia.

INTRODUCTION

From the academic field, numerous studies insist on affirming that childhood depression constitutes a priority issue in the attention to childhood and adolescence. Consulting the health statistical yearbooks allows us to know that these reflect the prevalence of depression in the child and adolescent population (Lozano-Blasco & Cortés-Pascual, 2020). In conversations with teachers, they express that frequently the presence of minors with depression in schools is recurrent, the causes are diverse, but all of them have notable consequences from the personal point of view, since they not only affect their learning but can also influence the affections, the activity and their motivations with a notable implication in the future.

Consulting the criteria of Agüero, López and Mayedo (2021) allows us to know that depressions are present in numerous psychopathological situations along with other syndromes, as an accompaniment or as a form of reaction to various organic diseases, including paralysis, diabetes, or as a consequence of situations such as social incidence or the break of affective ties of the students with their families or with other people around them.

The consultation of statistical data considers that depression will be in the year 2025 the second cause of disability in the world. It currently ranks first among mental disorders (17.3%) followed by self-inflicted injuries, which carries a very high economic weight. To the figures mentioned above, it must be added that the decrease in productivity, the impact on the family and those derived from such a high comorbidity with other psychiatric and non-psychiatric pathologies (Garrido, 2016).

According to the criteria of Agüero, López and Mayedo (2021), the personal impact of social isolation, the decrease in social interaction and the postponement of goals and projects caused by COVID-19, determine that this disease becomes one of the main study centers for health and educational institutions, as well as a constant concern from different social spheres and points to the need to resort to various ways for its prevention.

Consultation of research on this subject allows us to know that from the academic point of view there is an attempt to address the concept of depression; it is observed that its evolution is related to the historical development of affective disorders and the positions that affirm that their characteristics are different from depressive disorders. The postulates on which they are based, in the first place, is on the fact that depression, when related to affections, are described as emotional experiences or feelings associated with a mental state, that is, the researcher Garrido (2016) describes them as observable behavior patterns that are the expression of feelings or emotions, subjectively experienced, such as sadness, joy, and anger.

Depression is one of the most prevalent mental health problems in society. The WHO estimates that around 300 million people worldwide suffer from depression, affecting twice as many women as men. On the other hand, in Spain depression affects almost 4% of the population, which represents almost 2 million people (WHO, 2020). This can start at any age, although most frequently the symptoms begin to manifest between the

ages of 15 and 45, and although the symptoms are generally similar, they may vary throughout the life cycle, predominating the behavioral ones at early ages, and the symptomatic ones at more advanced ages, in correspondence with dental development.

This research coincides with the authors Agüero et al. (2021) when stating that depressive disorders affect people of any age, economic condition and cultural level and entail a great cost for the individual, the family and the community in general. Although there are numerous studies on the prevalence, diagnosis and prevention of depression in adults, few have been carried out among the child and adolescent population.

The results of these studies are also variable, due to the diagnostic difficulty at this age, the diagnostic criteria used or the interview techniques used. Given the peculiarities of depression in childhood and adolescence, it is important to have professionals specialized in child and adolescent mental health who have training and experience in managing the disorder at these ages, as well as having the necessary resources for its diagnosis and prevention from counseling and guidance to the family. (Navarro et al., 2017).

In the case of adolescence, the variability of childhood depression is very wide, both in the number of symptoms and in their intensity, as well as in the temporal evolution. This variability will depend on the characteristics of each adolescent, which in most cases not only influences biological aspects, but also the incidence of environmental factors. (Navarro et al, 2017).

The onset of depressive illnesses in adolescence may be difficult for the student to identify. Teachers sometimes report that parents comment that they feel more tired than normal at home, having to make a greater effort to fulfill the activities that until then were carried out without effort and showing a decreasing interest in them. (Navarro et al., 2017).

In the treatment of depression, the communication of teachers with the family is important, because it allows finding answers to certain behaviors that occur in the classroom. It is the opinion of numerous researchers that the observation of the behavior of adolescents reveals that in some cases the onset is abrupt and the adolescent who went to bed in a normal state wakes up the next day

without wanting to get up and with various manifestations of depression.

In conversations with parents, many teachers know that students often report certain organic complaints such as headaches, heavy digestion, and lack of appetite or sleeping difficulties. That is why teachers in the face of these findings should alert parents that these are an alarm signal, they indicate that they must act quickly, in the worst case; some parents ignore these reactions and do not seek medical attention or an adequate educational orientation (Méndez-Garrido & Monescillo-Palomo, 2003; Leyva, 2021).

The aforementioned connotes the importance of attention to depression due to the incidence it has on student performance, as stated by Torres-Zapata et al. (2023), they express that sometimes educational institutions find it useful to measure the academic performance of students to know the scope of educational objectives, however, this may be affected by various factors, such as depression, academic burnout, academic stress and low student self-esteem. The aforementioned demonstrates the importance of using novel ways for the prevention of childhood depressions and that it is necessary to prevent depression from the potentialities of educational institutions.

MATERIALS AND METHODS

This research is developed with a mixed approach, whose object of study was the process of educational orientation for the prevention of depression in students of the "Pedro Díaz Coello" Polytechnic. The study was led by the Holguín University and the collaboration of the University of Guantánamo, in the period between September 2022 and March 2023; it is part of the Master's program in Educational Guidance of this educational institution and is the result of an institutional research project.

The universe was made up of the total number of teachers who work with the Sign Language Interpreter Technician, students and their families. The sample was selected based on inclusion criteria such as: high level of depression through the application of the *Beck Depression Inventory*, availability of networks and technological resources for communication, residents of the city of Holguín, willingness to participate in the study, aspect that favors work and communication with families. The sample was made up of 30 adolescents aged between 16 and 18 years of age. The information obtained through the *Beck Depression Inventory* served as a reference for the design and application of a program.

Theoretical methods such as analysis-synthesis, abstraction-deduction, transition from the abstract to the concrete and historical-logical were applied which allowed to establish the background of the research and summarize the essential theoretical foundations for its achievement. The

systemic approach guided the logic of the research and the consequent design of an educational orientation strategy with an increasing level of complexity, adequate to the regularities found in the diagnosis in order to transform the current state.

The documentary review made it possible to recognize the relevance and relevance of the topic at a national and international level, to establish the conceptual references to identify the particularities of childhood depression in adolescence, as well as the theoretical-methodological requirements for the use of art therapy in the prevention of this pathology, which led to analyze the alternatives that can be used depending on the educational orientation to reduce anxiety, sadness and demotivation as symptoms associated with childhood depression, while achieving relaxation and psychological well-being in adolescents studied.

The results of the diagnosis corroborated the existence of manifestations of childhood depression in adolescent students of Sign Language Interpreter Technician. It concludes with the determination of insufficiencies in the knowledge of teachers and families to identify and prevent the manifestations of depression.

From the factual point of view, the diagnosis made allows us to know that sometimes the potential of educational guidance for the prevention of childhood depressions is not used, these elements allow us to identify as a research problem, the prevalence of depression in students of the Middle School Technician Interpreter in Cuban Sign Language and the existence of insufficient educational orientation actions for their prevention.

RESULTS AND DISCUSSION

The results of the diagnosis and the theoretical systematization carried out during the investigative process, allow the design of the educational orientation strategy for the prevention of depression in adolescents, it offers ways, actions and sequence between the stages that comprise it, which allow the integration of its content, which is why it is declared as a general objective: To promote educational orientation in the prevention of clinical manifestations of depression in adolescents.

The strategy consists of four stages:

1. Diagnosis.
2. Preparation.
3. Implementation.
4. Evaluation.

The frequency of the work is monthly, it will be carried out in groups, only under exceptions it will be worked individually according to the needs of the students and the diagnosis made by the educational psychologist at the

beginning of the work and the feedback that is carried out through the visit to homes and exchange with them and their parents.

Regarding personal, material and spatial resources, it is necessary that there is coordination of all the professionals, social agents and agencies, the family and the community, to make it a task for everyone to whom everyone contributes to achieve the goals proposed objectives. There will be community facilities, which include schools, parks, galleries, museums, theaters, and specialized rooms, in all cases, the spaces will be pleasant and functional for holding the sessions.

The established schedule will be 60-minute periods, with one activity per month, with duration of six months including the closing activity and the evaluation of the results that will be carried out in groups, based on the criteria of the participants and personnel involved. The strategy is composed of four stages, they are:

Stage 1: Diagnostic.

Objective: Diagnose the manifestations of depression in adolescents and their families, as well as the preparation of teachers in educational guidance to prevent them.

Action:

Determine the knowledge that teachers have related to educational guidance to prevent manifestations of depression.

Execution period and place: First week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

The action was carried out with 12 teachers, which made it possible to recognize that there is a deficiency in the elements of educational guidance despite the fact that they state that this is part of their professional functions; they agree that it is necessary to prevent the manifestations of depression in adolescents of this institution, they also have notions about depression, but they do not have sufficient knowledge about the main clinical manifestations and the ways to prevent them.

Action:

Determine the manifestations of depression that adolescents have.

Execution period and place: Second week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher and adolescents.

Responsible: Researcher.

This action was carried out on the established date and had the participation of 30 adolescents. The researcher disclosed the most significant results referring to the manifestations of depression obtained from the applied instruments. The main clinical manifestations of depression are recorded.

Action:

Determine the knowledge that the family has to prevent depression in their children.

Execution period and place: Third week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher and families.

Responsible: Researcher.

This action was carried out with 23 families out of the 30 chosen as a sample because in the remaining 7 there is no evidence of depression in adolescents. The main criteria were directed at the importance of preventing depression due to the consequences it produces, and the need to achieve greater preparation for the family regarding this issue.

Action:

Exchange with those involved about the results of the individual and group diagnosis.

Execution period and place: Fourth week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and managers.

Responsible: Researcher.

Once the results obtained with the application of the selected instruments were discussed, we proceeded to obtain the approval of those present in the analysis to become consciously involved in the transformation of the situation described regarding depression, for which unanimous disposition was achieved. Enthusiastic expressions of support for the proposal were emitted:

Action:

Obtain the approval of adolescents, families, and teachers to become consciously involved in the production of the desired transformations, both cognitively and behaviorally.

Execution period and place: First week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

This action was executed through exchanges that fostered the awareness of the subjects involved to achieve the desired transformations in adolescents regarding depression. The educational strategy, its objective, budgets, stages and actions were explained in detail, which

received the approval of those present that spoke out for doing what was within their power to make the plan work correctly.

Stage 2: Preparation.

Objective: To promote the preparation of teachers in the domain of the particularities of educational guidance for the prevention of depression in adolescents of the polytechnic.

Action:

Prepare teachers on elements that constitute educational guidance.

Execution period and place: Second week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers.

Responsible: Researcher.

This action had the participation of 12 teachers, in addition to 5 managers who interact directly with the adolescents chosen as a sample. It was developed in a grade meeting, where the participants were able to acquire information about educational guidance to prevent depression.

Action:

Assessment of the manifestations of depression in adolescents and its prevention from the potential offered by educational guidance.

Execution period and place: Third week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

This action was carried out through exchanges with teachers, adolescents and their families where the results of the diagnosis applied to adolescents were exposed. It had the participation of the people involved and was carried out on the scheduled date.

Action:

Discuss with the family the factors that influence depression and the main clinical manifestations, as well as the possible ways to eradicate, reduce or prevent them.

Execution period and place: Fourth week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

Debates were held with the family through Family Education Schools to obtain their reflections on the manifestations of depression that are evident in their children.

This action was carried out in the fourth week of November and included the participation of all the families.

Action:

Reflective meeting about the possible factors that generate depression.

Execution period and Place: First week of December 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families

Responsible: Researcher.

This action is executed in the first week of December and has the participation of adolescents and teachers who interact with them. It was developed through a debate in which each adolescent reflects on these rules and issues their criteria in this regard.

Action:

Development of activities to prevent and reduce depression in adolescents.

Execution period and place: Second week of December 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher

Responsible: Researcher

This action contemplated an execution period from the second week of December to the second week of January, since various activities were carried out aimed at teachers, adolescents and their families with the aim of achieving adequate preparation to prevent manifestations of depression in adolescents from the educational orientation.

Stage 3: Implementation.

Objective: Stimulate the development of basic learning that promotes healthy lifestyles.

Action:

Analysis of the clinical manifestations of depression that occur in adolescents.

Execution period and place: Third week of December 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and adolescents.

Responsible: Researcher.

This action was carried out through a workshop in which the teachers participated, where the main manifestations of depression identified by the adolescents, their families and by them were addressed.

Action:

Development of activities that enable healthy lifestyles.

Execution period and place: Fourth week of January – second week of February 2023, “Pedro Díaz Coello” Polytechnic Center.

Participants: Researcher, teachers, adolescents and family.

Responsible: Researcher

This action was carried out on the scheduled dates and included the participation of adolescents, families, teachers and managers. Among the planned activities, we can mention: Teacher preparation workshops, educational talks and situational complexes for adolescents and Family Education Schools, all aimed at preventing clinical manifestations of depression from an educational orientation.

Action # 1. Educating the participants

Way of working: group

Objective: to provide information to students and parents about the importance of art therapy for the treatment of childhood depression.

Procedure

After greeting the participants, a fragment of the prologue of the book “The Little Prince” by Antoine de Exupery is read, “Flying planes is a chance to be closer to the stars, but you and I know that the only way to reach them and to be able to possess them is to desire it very much. Antoine knew it, he was a dreamer and dreamers know the truth of children, the first and most real of all truths. Since I knew that wishing is having and having is creating...”

After reading, they are asked why do you think the author expresses “that wishing is having and having is creating”? What do you think about it? Do you consider that being happy is a personal decision? Do you know the keys to be happy and never feel anguished? The responses of the participants are listened to, then it is introduced that to be happy you have to want it, it is only necessary to be alive, find the purpose of your life.

It is suggested that with the work that they are going to undertake they will learn important learning for their lives, at this moment the expectations of the subjects involved are clarified, then they will inform the participants of the etiology of childhood depressions and the specific manifestations in adolescence, it is suitable to advise them on the conduct to follow during the treatment and it will facilitate the way for the other treatments to be used.

The role of the teacher is psychoeducation to favor the preparation of the participants so that they contribute with the psychological changes that the adolescent must experience to face the treatment, the expectations of adolescents and parents and the barriers that can prevent comply with them, parents are directed to make a record

of the adolescent's reactions, which will be updated at each home visit.

Action # 2. Creating the guidelines for an efficient work

Way of working: group

Objective: explain the characteristics of the program, emphasizing the importance of the involvement of the participants for success.

Procedure

After greeting the participants, a fragment of the book Reflections for Life “The Falcon's Flight” is read.

“Your future is in your hands. You just need to start ... So ... what is success? It is to start by having a dream. It's committing to your dreams. It's having confidence in you. It is something that does not appear by chance ... It is recognizing your achievements ... It is falling in love with what you do ... It is realizing that you are choosing at every moment. It is recognizing your own abilities and strengths. It is never stopping, until you achieve your dreams. It is knowing for what purpose we do things. It's not looking back. It is to act with enthusiasm; it is to travel through unknown paths. It's trying something you've never done. It is knowing that we are not alone.

It means never giving up ... It means enjoying every moment ... It means having clear goals. It is having perseverance to achieve your dreams. It is to be prepared to see the opportunity. It's having a positive attitude. It is to develop creativity. It is using the imagination ... It is doing things as well as possible, but doing them. It's acting like you've already achieved your goals. It is to have clarity of purpose. It's not making trouble for little things. It is leaving a mark so that others can follow ...”

After the reading, the students are asked about these reflections for life, their opinions are listened to and they are asked:

Would you be willing to develop your creativity and use your imagination fully to feel fulfilled and happy? The answers are listened to and the work guidelines are explained to the adolescents and parents.

Action # 3. Children's music therapy

Way of working: group

Objective: to explain the importance of music therapy in the treatment of depressions.

Procedure

After greeting the participants, a modern song is played and the members are asked to listen to it well and write down those expressions or phrases that call their attention, at the end of the song they are asked to comment on the phrases or ideas noted down, afterwards, the importance

of using music therapy and the ways in which it can be used to feel good and happy are explained to them. At the end, the participants are suggested to compose a song on a real topic or created by them; the song must be brought to the next work session. Parents are oriented to help their children in the musical creation, but without imposing their criteria.

Acción # 4. Music and its healing power

Way of working: group

Objective: to use the potential of music in the treatment of depression.

Procedure

After greeting the participants, they are asked if they could compose the song oriented in the previous work session, the proposals are listened to and they will be informed that the songs created will be part of a choir that they themselves will create in the community, but that it is a task that they will not do alone, because they have their relatives and specialists who will help them. It will be hard and difficult work, but in the end they will see how good and satisfied they will feel.

Then they must structure the process of preparing the choir in correspondence with the aptitudes, motivation and disposition of the students, the place of work is selected, as well as the frequency and hours, it is explained to them that it is to enjoy and that they should not feel pressured at any time and should feel this activity as positive. In this activity, the student will learn the importance of fulfilling his role within a social group, he will learn about punctuality, he will learn to issue his criteria and he will recognize himself as an individual who can fulfill and participate in social tasks, he will feel useful and important to him and the other people.

The participation of the family and their exchange with the students is important, supporting them in fulfilling their schedules or tasks related to the choir, and talking about the positive aspects of the work and praising them in each progress they have.

Action # 5. A necessary job

Way of working: individual

Objective: to achieve the participation of the family in the treatment of depression.

Procedure

Working with the family is important, which is why it will be necessary to visit the students' homes, to find out their progress, as well as the evolution or deterioration of the clinical picture, in case a setback is detected, recommendations will be made to the family, regarding the use of some expressions of art therapy, it is important to use this

visit to point out the support of the family in fulfilling the schedules or tasks related to the choir. The positive aspects of the work should be highlighted and discussed. This visit is an important moment to assess the progress and achievements of the work.

Action # 6. Art close to all

Way of working: group

Objective: present the results of the work of the choir.

Procedure

After a long work of preparation of the choir, in coordination with the social agents, a place for the presentation of the achievements of the students will be selected. It is suggested to their parents that they record the presentations of their children, mainly of the song created by them, so that they edit short videos that they can share with their friends or upload to social networks, as a sample of their progress, what is pursued is to add others to the work while the student feels happy and satisfied with what he has accomplished.

Action # 7. The colors of joy

Way of working: group

Objective: to provide information to students about the importance of using paint to treat childhood depression.

Procedure

After greeting the students, they are shown a painting of..., they are asked to look at it carefully and comment on what impression the painting makes on them, then they are asked if they like to paint or just appreciate art. Students' responses are listened to and they are asked to search for information on social media about the painting. Then it is presented that painting is a magical journey into the unknown to another reality, it is a ticket to landscapes, times and people recreated by others. They are asked if they would like to create a work of art, if they would like to paint with the colors of life.

Students are provided with a paint loader to hold the material on which they are going to paint, each one is assigned paints, cardboard or oil in correspondence with the resources available, then it is recommended that they first they must close their eyes and imagine joy, after visualizing it they must mentally shape them, the second step is to locate and orient what they want to paint in space-person-time, draw a line on the cardboard that will separate the sky and the earth, it is important that they understand that the upper part is the sky and the lower part is the earth, later they must go giving shape to what they visualized until it is finished, it is suggested to go through the places and stimulate their work, when verifying that the work is once finished, it is recommended that they sign the work

in front with their name like any artist, for later recognition, once finished.

Finally, expose all the works by means of a hanger, where they will be able to contemplate all the paintings and comment on how they have turned out. They always praise their colleagues with positive comments. The important thing is that they have fun and manage to paint joy with colors. This work will serve the therapist as a diagnosis to work individually with adolescents or when visiting their homes.

Action # 8. An exhibition of young art

Way of working: group

Objective: to expose the results of the painting workshop developed for the treatment of childhood depressions.

Procedure

The teacher, in coordination with the nearest school, will be assigned a place for the exhibition of the works, after consulting the students, since only the works of those who give their consent will be exhibited, but it is explained to them that when exposing their paintings they are making their vision of joy, but also feelings and emotions that many do not know about, that is why it is their decision, it is a step in the recognition of the disease, a sign of healing and recovery.

Action # 9. An exhibition of young art

Way of working: group

Objective: to expose the results of the painting workshop developed for the treatment of childhood depressions.

Procedure

The teacher, after coordinating with the community or with the school, will create a space where the students will exhibit their works, it is important that they comment on their experiences and experiences during creation, what is pursued is that they find a way to express their emotions. A digital catalogue will be created that will be disclosed in visible places or will be socialized on social networks, with a brief review of its authors.

Action # 10. Representing life

Way of working: group

Objective: to dramatize situations of the daily life of the students that can be causes of childhood depressions.

Procedure

After greeting the students, this activity begins by telling a story "A very rich man always made fun of the poorest, he was vain and even cruel at times, he was known by all for his ability to combine dreams with reality, this caused him

to end up with serious financial problems, worse: he involved other people, harming people he did not want to hurt.

Unable to pay the debts that accumulated, he came to think of solutions. One afternoon he was walking down a street when he saw a house in ruins. "That house over there, it's me," he thought. At that moment, he felt an immense desire to rebuild that house. He discovered the owner, found a way to get bricks, wood, cement. He worked with love, without knowing why or for what. But he felt that his personal life was improving as the reform progressed. After a year, the house was ready. And his personal problems solved. After hearing the story. The students are asked if they think that what has been damaged can be reconstructed, then they are asked to turn this story into a play, and what is needed to carry out the play is coordinated among all of them.

Action # 11. Theater and controlled breathing

Form of work: individual

Objective: train the students to control breathing for the treatment of childhood depressions.

Way of working: individual

This action takes place in a quiet place, with adequate lighting where the student feels comfortable and protected, pleasant music is put on and they are asked to relax, the student must be aware of the barriers and limitations that prevent the effectiveness of the treatment, the ultimate goal will be for him to completely relax his muscles. It is explained to them that this is not prior training for theatrical performance, but rather a way of coping with depression and other pathologies that may affect them in their future life.

Stage 4: Evaluation.

Objective: Obtain value criteria to make appropriate decisions, related to educational guidance in the prevention of manifestations of depression in adolescents.

Action:

Execution period and place: Third week of February 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and adolescents.

Responsible: Researcher.

This action was carried out through meetings of the grade claustro and assemblies of integrity where the opportunity of the actions and the importance of the prevention of depression were exchanged.

Execution period and place: Fourth week of February 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers, adolescents and family.

Responsible: Researcher.

This assessment was carried out in the integrality assemblies and in the exchange with the family where the modes of action of the adolescents were analyzed; in addition to the application of instruments, which allowed us to verify that there were decreases in the clinical manifestations of depression despite not being eradicated. The following actions follow from them:

- Carry out analysis in the grade to verify the evolution of the strategy and design new actions if necessary.
- Analyze the conditions, the process and the results of educational guidance in the prevention of depression in adolescents.
- Assessment of the transformations produced in adolescents according to their different performance scenarios.
- Establishment of differences between the real result and the desired one.
- Determine adjustment actions if necessary.
- Decision-making regarding the introduction of new actions to refine the strategy.

In accordance with the transformations produced in adolescents when applying the educational strategy and with the criteria issued by teachers, adolescents and families, it was decided that these actions will continue to be enriched to obtain more satisfactory results in terms of depression prevention in adolescents.

By enriching the educational strategy with new actions, it was recommended to apply it in other grades and in other schools due to the importance of preventing clinical manifestations of depression in adolescents.

CONCLUSIONS

During the investigative process, the use of research methods at the theoretical and empirical level were essential for the diagnosis and to determine the essential theoretical foundations for the elaboration of the educational strategy for the prevention of depression in adolescents, for its subsequent application in the "Pedro Díaz Coello" Polytechnic Center, mainly from the sociocultural changes that occur in the Cuban context after the Covid 19 pandemic.

The systemic approach guided the logic of the research and the consequent design of an educational orientation strategy with increasing level of complexity, attending to the regularities found in the diagnosis in order to transform the current state.

In this way, the proposed strategy achieves adequate educational guidance for adolescents, teachers and families for the prevention of depression in the educational institution studied. The results derived from the application of the educational strategy are considered favorable when introducing changes in the cognitive and behavioral sphere of adolescents, as well as the internalization of the role that teachers and families have in guaranteeing a full and healthy life.

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