

Integrated Learning in Medicine II

Code: 103634
ECTS Credits: 3

Degree	Type	Year	Semester
2502442 Medicine	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Esther Udina Bonet
Email: Esther.Udina@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Montserrat Solanas García
Rosa Maria Escorihuela Agulló
Lydia Giménez Llorc
Juan Tony de Sousa Valente
Jordi Gascón Bayarri
Maria Angels Rigola Tor
Ana Sánchez Corral

Prerequisites

There are no prerequisites to take the subject AIM II. However, it is very convenient that the student has acquired knowledge about the morphology, structure and functions of the human organism.

In addition, it is highly recommended that students are studying or have completed the other core subjects of the second year.

Likewise, it is convenient that the student has acquired the skills of autonomous and group work.

Objectives and Contextualisation

AIM II is a subject that is taught in the second semester of the second year of the Medicine degree. Like the rest of integrated learning in medicine, it is a cross-disciplinary subject, both horizontally and vertically, which aims to develop some basic skills for the professional activity and scientific thinking of graduates in Medicine.

The general formative objectives of the subject are: Acquire basic skills in medical practice,

Specific objectives:

- Integrate knowledge and contents worked on in the rest of the core subjects of the first and second year.
- Apply this knowledge to pathological situations.
- Develop generic skills related with communication, empathy, problem solving and work-team
- Develop generic self-learning skills: temporary organization of self-employment, team work, information search, including new information technologies, and critical analysis of information.
- Develop a critical scientific thinking
- Acquire the ability to develop and present biomedical works.

Competences

- Accept one's role in actions to prevent or protect against diseases, injuries or accidents and to maintain and promote health, on both personal and community-wide levels.
- Be able to work in an international context.
- Communicate clearly, orally and in writing, with other professionals and the media.
- Convey knowledge and techniques to professionals working in other fields.
- Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
- Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.
- Demonstrate basic research skills.
- Demonstrate understanding of the importance and the limitations of scientific thought to the study, prevention and management of diseases.
- Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
- Empathise and establish efficient interpersonal communication with patients, family-members, accompanying persons, doctors and other healthcare professionals.
- Engage in professional practice with respect for patients' autonomy, beliefs and culture, and for other healthcare professionals, showing an aptitude for teamwork.
- Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
- Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
- Organise and plan time and workload in professional activity.
- Recognise the basic elements of the medical profession as the result of an evolving, scientific, social and cultural process, including ethical principles, legal responsibilities and patient-oriented professional practice.
- Recognise the professional values of excellence, altruism, sense of duty, compassion, empathy, honesty, integrity and commitment to scientific methods.
- Recognize one's role in multi-professional teams, assuming leadership where appropriate, both for healthcare provision and for promoting health.
- Use information and communication technologies in professional practice.

Learning Outcomes

1. Accept other viewpoints (lecturers, colleagues, etc.) regarding the problem or topic at hand.
2. Acquire the principles and values of good medical practice, both in health and in illness.
3. Adopt values of solidarity and service to others, both when dealing with patients and with the general public.
4. Analyse the structure of different models of medical journal articles.
5. Assess organised attempts by society to achieve better health for all citizens.
6. Be able to work in an international context.
7. Be self-critical and reflect on one's own learning.
8. Communicate clearly, orally and in writing, with other professionals and the media.
9. Compare one's own opinions with those of colleagues and other healthcare professionals as a basis for teamwork.
10. Convey knowledge and techniques to professionals working in other fields.

11. Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.
12. Demonstrate basic research skills.
13. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
14. Describe the elements that should be considered when determining the reasons for a consultation and those of the patient's therapeutic itinerary.
15. Describe the person as a multidimensional being in which the interplay of biological, psychological, social, environmental and ethical factors determines and alters the states of health and disease and their manifestations.
16. Explain that health requires the commitment of the whole of society.
17. Explain the limits of scientific thought as a reductionist model that does not encompass all dimensions of the human being.
18. Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
19. Identify and understand the continuous advances and the challenges of research.
20. Identify patients' social and health needs.
21. Identify the complexity and limitations of current medical knowledge.
22. Interpret population parameters of individual risks appropriately.
23. Involve the family in patient healthcare.
24. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
25. Organise and plan time and workload in professional activity.
26. Recognise the different types of health science journals.
27. Use information and communication technologies in professional practice.

Content

This subject is intended to provide a comprehensive training of medical knowledge, presenting health problems in clinical simulation scenarios. Therefore, the aim is to work on basic transversal competencies for the professional practice. The course will be divided into two blocks:

Block 1. Care skills will be worked on in clinical simulation scenarios

- Solving a life-threatening problem: cardio-respiratory arrest
- Have the basic tools to do CPR and know how to apply this skills in a scenario
- Resolving a common situation in the field of primary care
- Work on communication skills, empathy, executive ability, teamwork in a scenario

Block 2: The skills in scientific thinking and in basic and clinical biomedicine

- Ability to search for and critically evaluate scientific articles in the field of biomedicine
- Ability to present and discuss scientific articles in the field of biomedicine

Note:

Unless the requirements enforced by the health authorities demand a prioritization or reduction of these contents

Methodology

- Block 1:

Theoretical classes to introduce Clinical simulation. Theoretical class previous to PSCA session to expose the aims of the scenarios and to evaluate previous knowledge required to successfully resolve the scenarios. Theoretical class to close Clinical simulation block.

PSCA scenarios (2 sessions of 3h each) with reduced number of students

-Block 2:

Classical practices (PAUL) regarding basic and clinical research. Evaluation of knowledge about basic research and exposition of research projects in the same sessions.

Note: The proposed teaching methodology may experience some modifications depending on the restrictions to face-to-face activities enforced by health authorities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Advanced clinical simulation practice (ACSP)	5	0.2	1, 2, 3, 8, 9, 13, 14, 15, 10, 17, 16, 7, 18, 21, 20, 23, 22, 24, 25, 27, 5
CLASSICAL PRACTICES (PAUL)	7	0.28	1, 2, 4, 8, 9, 11, 12, 13, 26, 10, 17, 16, 7, 18, 19, 21, 22, 24, 25, 6, 27, 5
LABORATORY PRACTICES (PLAB)	1	0.04	1, 2, 3, 8, 9, 13, 14, 15, 17, 16, 7, 18, 21, 20, 23, 22, 24, 25, 27, 5
THEORY (TE)	4	0.16	1, 2, 15, 10, 17, 16, 7, 18, 19, 21, 20, 22, 24, 25, 5
Type: Autonomous			
WORK LABOR / PERSONAL STUDY / READING OF ARTICLES / INTEREST REPORTS	52	2.08	2, 4, 3, 8, 11, 12, 13, 18, 24, 25, 6, 27

Assessment

The competences of this subject will be evaluated through the evaluation of the different blocks
The understanding and integrated knowledge of the concepts developed

1) Block 1

- For each scenario, objective tests will be carried out to assess the previous knowledge necessary to successfully

-For each scenario the participation and contribution to the PSCA scenarios will be valued by means of rubrics (2

2) Block 2

-The knowledge acquired in basic research will be valued after the first session on basic research (20%)

-The knowledge obtained throughout the block, which integrates the application of the knowledge obtained in the

The student who does not perform the evaluation activities of the blocks will be considered "Non-evaluable".

Note: Student's assessment may experience some modifications depending on the restrictions to face-to-face ac

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation of the contribution to PCSA scenarios through rubrics	40%	1	0.04	1, 2, 3, 8, 9, 13, 14, 15, 10, 17, 16, 7, 18, 19, 21, 20, 23, 22, 24, 25, 27, 5
Evaluation through objective test of of previous knowledge to PSCA scenarios	20%	2	0.08	2, 11, 13, 14, 15, 17, 18, 19, 21, 20, 22, 24, 25, 27
Evaluation trough objective tests of the knowledment in basic research	20%	1	0.04	1, 4, 11, 12, 13, 26, 18, 19, 21, 22, 24, 25, 6, 27
Research project	20%	2	0.08	1, 4, 8, 11, 12, 13, 26, 10, 7, 18, 19, 21, 24, 25, 6, 27

Bibliography

Reference bibliography:

- The recommended in the core subjects of 2nd year involved in the subject.

- It will be specifically recommended in each one of the activities that will be carried out during the development of the subject.