

Practicals in Hospital Departments and Services

Code: 103609
ECTS Credits: 3

Degree	Type	Year	Semester
2502442 Medicine	OT	3	0
2502442 Medicine	OT	4	0
2502442 Medicine	OT	5	0
2502442 Medicine	OT	6	0

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

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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

Manuel Monreal Bosch
Maria Rosa Bella Cueto
Olga Herminia Torres Bonafonte

Prerequisites

Basic competences in Cell Biology, Biochemistry and Molecular Biology, Anatomy and Physiology, it is convenient to have sufficient knowledge about the psychological bases of the states of health and disease, as well as an adequate level of knowledge in interpersonal communication.

Objectives and Contextualisation

This is an optional subject which can be studied from the third course and whose overall objective is to familiarise the student with professional practice in a real context, incorporated into the activities of a hospital service, or laboratory or research team, performing their own tasks in a supervised manner. Internship stays must be carried out within the "Unitat Docent" in which the student is enrolled.

Competences

Medicine

- 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.

- Apply the principle of social justice to professional practice and demonstrate understanding of the ethical implications of health in a changing world context.
- Care for patients, families and the community in an effective and efficient manner, in accordance with professional ethics, with special emphasis on health promotion and disease prevention, as part of multidisciplinary teams.
- Communicate clearly and effectively, orally and in writing, with patients, family-members and accompanying persons, to facilitate decision-making, informed consent and compliance with instructions.
- Communicate clearly, orally and in writing, with other professionals and the media.
- Demonstrate understanding of the causal agents and the risk factors that determine states of health and the progression of illnesses.
- Demonstrate understanding of the importance and the limitations of scientific thought to the study, prevention and management of diseases.
- Demonstrate understanding of the manifestations of the illness in the structure and function of the human body.
- Demonstrate understanding of the structure and function of the human organism in illness, at different stages in life and in both sexes.
- 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.
- Establish a diagnostic approach and a well thought-out strategy for action, taking account of the results of the anamnesis and the physical examination, and the results of the appropriate complementary tests carried out subsequently.
- Indicate the basic diagnosis techniques and procedures and analyse and interpret the results so as to better pinpoint the nature of the problems.
- Listen carefully, obtain and synthesise relevant information on patients' problems, and understand this information.
- Perform the basic practical procedures of examination and treatment.
- Reason and make decisions in conflict situations of an ethical, religious, cultural, legal or professional nature, including those that stem from economic constraints, the marketing of health cures or scientific advances.
- Recognise and take action in life-threatening situations and others that require an immediate response.
- 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.
- Recognise, understand and apply the doctor's role as a manager of public resources.
- Use information and communication technologies in professional practice.

Learning Outcomes

1. Acquire the principles and values of good medical practice, both in health and in illness.
2. Adopt values of solidarity and service to others, both when dealing with patients and with the general public.
3. Analyse the importance of nosocomial infections on health outcomes for hospitalised patients.
4. Apply medication orally, percutaneously, by inhalation, nasally, and by the otic and ocular routes.
5. Apply the epidemiological method to clinical and management decision-making, taking into account the principles of evidence-based medicine and cost-effectiveness.
6. Apply the principles of equity in all areas of application of public health.
7. Assess the health needs of the population.
8. Assess the need, indications, contraindications, chronology, risk, benefits and costs of each examination.
9. Assess, ethically and legally, the impact of nosocomial infections.
10. Be self-critical and reflect on one's own learning.
11. Categorise emergency situations in accordance with the available indices of seriousness.

12. Communicate appropriately with patients and their family-members.
13. Communicate clearly, orally and in writing, with other professionals and the media.
14. Contextualise the responsibilities and tasks of healthcare professionals within the framework of public health (public administration, private sector, academic sector).
15. Convey medical information appropriately.
16. Critically assess the results of complementary examinations, taking their limitations into account.
17. Define the motivational interview in the medical context.
18. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
19. Describe how health is not merely the absence of disease but also all physical, psychological and social conditions that allow maximum plenitude and autonomy of the person.
20. Describe the basic radiological and anatomopathological characteristics of infections and the factors that favour their development.
21. Describe the communication process and its effect on the professional caregiver-patient relationship.
22. Describe the general and local factors that affect the development of diseases.
23. Describe the main communicative skills for a clinical interview.
24. 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.
25. Detect how verbal and non-verbal behaviour can be linked in a context of patient-health professional relationship.
26. Develop teamwork skills.
27. Distinguish between the paternalistic conception of the doctor-patient relationship, deriving from the Hippocratic tradition, and the modern, more egalitarian approach which gives all protagonism to the patient.
28. Establish a diagnostic and therapeutic approach in emergencies.
29. Explain the mechanisms of ageing, geriatric syndromes and the general assessment of the geriatric patient.
30. Explain the role of the healthcare professional as a critical and empathetic agent of social change, working for the health of the community.
31. Identify patients' social and health needs.
32. Identify the biochemical, cytogenetic and molecular biology markers applied to clinical diagnosis of importance in diagnostic imaging: radiological-anatomopathological.
33. Identify the cardiovascular risk factors and perform the actions of primary and secondary prevention.
34. Identify the different professionals in the healthcare team, together with their profiles, functions and how they work together.
35. Identify the main activities of health promotion and disease prevention.
36. Identify the radiological and anatomopathological alterations of the commonest diseases in the different body systems, at different stages in life and in both sexes.
37. Identify the relationships between primary healthcare and the rest of the community health system.
38. Identify the various medical systems, including alternative medicine, and identify their founding principles.
39. Interact with other specialists in treating patients with a complex or multiorganic pathology.
40. Recognize one's own limitations and welcome help from colleagues in taking decisions on patient care.
41. Recognize the humanitarian aspect of activity in the service of health based on the doctor-patient relationship, both in care and in teaching and research.
42. Respect patients' religious, ideological and cultural convictions, unless these conflict with the Universal Declaration of Human Rights, and prevent one's own convictions from impinging on patients' decision-making capacity.
43. Understand the manifestations of the main pathologies on the structure and function of the human body.
44. Use information and communication technologies in professional practice.

Content

Depending on availability, the student can choose which service or laboratory to incorporate. Three contexts are contemplated:

Practical clinical area in hospital services in the area of Medicine or Surgery.

During the practice, the student will observe:

- general aspects of the clinical relationship and of the concepts of health and illness
- healthcare methodology
- etiology, physiopathology, semiology and clinical propaeutics, major syndromes and manifestations of diseases
- diagnostic and therapeutic procedures of the most frequent diseases
- functional exploration of the different apparatuses and systems
- use of the techniques of the centre or service
- surgical act, control of the consequences of surgery
- medical and surgical syndromes.

The clinical experience can be completed with the attendance of clinical sessions, clinical-pathological, bibliographic, specific continuous training sessions, or others that the service has scheduled.

Area of laboratories and other central services:

Practical in clinical laboratory service (biochemistry, hematology, immunology, microbiology, pathological anatomy or pharmacology) or radiodiagnostic or nuclear medicine. In the case of clinical laboratories, the student will rotate through the different laboratories and sections in order to know which are the most used biomarkers in the clinical diagnosis and in which pathologies or situations are useful. During the stay, the student will attend the scientific sessions of the service that integrates. Integration into a line of research The student will be able to integrate in lines and research teams to familiarize yourself with the systems of information retrieval, search tasks of scientific and medical documents and the management of the biomedical databases.

During the stay, the student will record scheduled the most significant clinical experiences and summarize the content of the sessions in which it has participated. This documentation will be delivered at the end of the stay to the tutor.

Methodology

Teachers responsible for the subject at the Faculty level and the UDH are:

Department responsible: Vicent Fonollosa Pla

Responsables UDH

UD Vall d'Hebron: Joan Morote Robles

UD Germans Trias i Pujol: Manel Monreal Bosch

UD Sant Pau: Olga Torres (otorres@santpau.cat)

UD Parc Taulí: Maria Rosa Bella Cueto

Methodology: The student is incorporated into the activities of a service or laboratory for one week (5 days), 6 hours a day, to observe and/or perform assistive, training or research tasks, in a supervised manner. During the stay, will record the activity carried out to complete the summary portfolio. This summary, together with the opinion of the tutor, will form the basis of the assessment.

The student concerned must seek by his own means a tutor (UAB teacher) and a medical hospital service, surgical or laboratory activity, which will last at least 30 hours outside school hours, and will be different from

the practice in the subjects of the curriculum. The services of psychiatry, obstetrics and gynaecology and paediatrics are excluded. The student will give the tutor a proposal of activity (use the specific sheet) where the contents of the same and its approval will be recorded. The completed application form will be delivered in the Academic Management and Information Point so that the Unit coordinator gives the approval to the activity. Once authorized, the Academic Management will send the student the authorization and the summary sheet of the activity and of qualification. At the end of the period of stay, the student will obtain the qualification of the activity. The student has to take the document (proposal, summary and qualification) to the Academic Management and Information Point to apply for recognition of credits, according to the usual procedure.

In the current exceptional circumstances, at the discretion of the teachers and also depending on the resources available and the public health situation, some of the theoretical classes, practicals and seminars organized by the Teaching Units may be taught either in person or virtually.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
CLINICAL PRACTICE	15	0.6	3, 11, 43, 13, 18, 22, 20, 32, 36, 44
Type: Supervised			
CLINICAL PRACTICE	15	0.6	3, 11, 43, 13, 18, 22, 20, 32, 36, 44
Type: Autonomous			
PERSONAL WORKS / PERSONAL STUDY/READING ARTICLES / REPORTS OF INTEREST	44	1.76	3, 11, 43, 13, 18, 22, 20, 32, 36, 44

Assessment

During the scheduled stay, the student will record the most significant clinical experiences and summarize the content of the sessions in which he has participated. This documentation shall be delivered at the end of the stay to the tutor of the stay and shall form the basis for its evaluation. Students will be informed at the beginning of the course of the procedure that they will have to follow to deliver the documentation. The register of activities includes a summary of the clinical experience, of all the tasks he has performed and of the sessions in which he has participated. The responsible tutor of the student will monitor the achievement of the programmed objectives on a daily basis. The student must have attended at least 80 % of the programmed activities and have a positive evaluation of the tutor and have passed.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activity record	50%	0.5	0.02	13, 44
Attendance and active participation	50%	0.5	0.02	1, 3, 5, 6, 4, 2, 11, 43, 15, 12, 13, 14, 17, 18, 21, 22, 24, 20, 23, 19, 26, 25, 27, 28, 30, 29, 10, 34, 33, 32, 38, 36, 31, 35, 37, 39, 41, 40, 42, 44, 16, 8, 7, 9

Bibliography

Consult the specific bibliography of the teaching guides of the different subjects of the training modules human clinical, diagnostic and therapeutic procedures and social medicine, communication skills and initiation to research.

Software

No programs required