

**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  
Joaquim Hernández Martín  
Rosa Maria Escorihuela Agulló  
Lydia Giménez Llorc  
Salvador Altimir Losada  
Clara Penas Perez  
Vicenç Català Cahís  
Juan Tony de Sousa Valente  
Maria Angels Rigola Tor  
Ana Sánchez Corral  
Mireia Herrando Grabulosa

### 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.
- To acquire basic knowledge about cardiorespiratory techniques
- Apply this knowledge to real situations.
- Develop generic skills related with communication with patients, 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

## 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 a clinical context. Therefore, the aim is to work on basic transversal competencies for the practice of medicine.

Care skills will be worked on three clinical simulation scenarios organized in two different contexts:

- Solving a life-threatening problem: cardio-respiratory arrest (1 scenario)
- 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 (2 scenarios)
- Work on communication skills, empathy, executive ability, teamwork in a scenario

## Methodology

When starting the subject, some theoretical classes will be used to introduce Clinical simulation and to the main aspects regarding simulation scenarios. The methodological base is clinical simulation in the three scenarios. Before each scenario, a previous class would be used to expose the objectives and evaluate necessary knowledge to successfully solve the situations of the different scenarios. When the scenarios of high fidelity are finished (2), an ending class (metadebriefing) will be offered.

- Scenario 1: medium fidelity clinical simulation (PLAB)

-Scenario 2 and 3: High fidelity clinical simulation (PSCA)

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

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			
)Advanced clinical simulation practice (ACSP)	8	0.32	1, 2, 3, 8, 9, 13, 14, 15, 10, 17, 16, 7, 18, 21, 20, 23, 22, 24, 25, 27, 5
LABORATORY PRACTICES (PLAB)	3	0.12	1, 2, 3, 8, 9, 13, 14, 15, 17, 16, 7, 18, 21, 20, 23, 22, 24, 25, 27, 5
THEORY (TE)	8	0.32	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

Through objective test: evaluation of previous knowledge to clinical simulation scenarios

Through rubrics: evaluation of integrated concepts developed in the different activities, the implication and motivation of the students in the different scenarios (25% for each PSCA scenario, 20% for PLAB scenario)

This subject is mainly practical, so no recovery evaluation is feasible.

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 sessions (2 scenarios) through rubrics	50%	2	0.08	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 clinical simulation scenarios	30%	1.2	0.05	2, 4, 11, 13, 14, 15, 26, 17, 18, 19, 21, 20, 22, 24, 25, 27
Evaluation trough rubrics of the knowledment in cardirespiratory reanimation in a scenari of simulation	20%	0.8	0.03	1, 2, 3, 9, 12, 13, 15, 10, 16, 7, 18, 21, 22, 24, 25, 6, 27, 5

## 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.

## Software

Not used