

Degree	Type	Year
2502442 Medicine	OB	1

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Teachers

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Carlos Alberto Acosta Rizo

Maria Terradas III

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Students enrolled in second year PCA II, please sign up for visits to the CAP in the afternoon shift to avoid absences from AIM I case-based learning sessions. Claiming a coinciding visit for PCA II will not be considered a valid reason to miss a case work session and will, therefore, affect your grade.

Objectives and Contextualisation

For practical reasons, medical studies are organized into independent courses that relate to different areas of knowledge. However, such division does not occur within the human body, in the basis of diseases, diagnostic methods, or treatments. Thus, physicians must face and solve complex scenarios in their daily practice, which require the integrated use of knowledge and competencies from different areas. And they must do so by means of efficient and evaluative management of the vast and growing amount of available information.

In addition, current medical practice requires the collaborative work of professional teams, based on interdependence, individual responsibility, and mutual trust.

Finally, in recent years, the leading medical schools have reduced the load of theoretical teaching to focus more on integrated, meaningful, and active learning, which is based on team collaborative-learning -a more effective approach for the acquisition of competencies.

Based on this triple analysis, the course defines the following objectives:

- To offer a first integrated learning experience in medicine. Starting from the application and interrelation of the knowledge and competencies acquired in the first-year courses, using this base to carry out autonomous incursions into more advanced areas whenever required to fully understand the medical cases under study (*learning-to-learn* competence). It includes integrating basic and clinical disciplines, applying biomedical principles to understand the cause-effect relationships of diseases.
- To offer a first experience to develop collaborative learning and work competencies. This including, among others, the ability to formulate the right questions, peer instruction, evidence-based argumentation, and the ability to reach consensus conclusions.

Additionally, the course assumes the following transversal competences:

- Communicating clearly in medical meetings or congresses.
- Critically analysing research articles in English.
- Learning to keep up with professional advancements based on autonomous learning of novel knowledge.

Competences

- 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 basic research skills.
- Demonstrate understanding of basic statistical methodologies used in biomedical and clinical studies and use the analytic tools of modern computational technology.
- Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
- Engage in professional practice with respect for patients' autonomy, beliefs and culture, and for other healthcare professionals, showing an aptitude for teamwork.
- 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.
- 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. Analyse the structure of different models of medical journal articles.
3. Be able to work in an international context.
4. Be self-critical and reflect on one's own learning.
5. Communicate clearly, orally and in writing, with other professionals and the media.
6. Convey knowledge and techniques to professionals working in other fields.
7. Correctly apply statistical techniques to obtain benchmark values and compare them to the results of analytic tests on patients.
8. Critically analyse a scientific article in English.
9. Demonstrate basic research skills.
10. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
11. Describe the elements that should be considered when determining the reasons for a consultation and those of the patient's therapeutic itinerary.
12. Identify sources of information on analytic tests for patients and professionals and critically evaluate their content.
13. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
14. Organise and plan time and workload in professional activity.
15. Recognise the different types of health science journals.
16. Use appropriate statistical techniques to study the semiological value of analytic tests.
17. Use biomedical databases.
18. Use information and communication technologies in professional practice.
19. Use the rules of the Vancouver system when writing research reports.

Content

The course is structured into two modules:

1. Basic Competences

- Competences in collaborative team work
- Competencies in oral presentation of medical results
- Competencies in searching for information in medical databases

2. Medical Case-Based Integrated Learning

- Applying the basic competences acquired in module 1 to solve two medical cases

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
Collaborative team work in the classroom	24.5	0.98	1, 8, 2, 7, 5, 9, 10, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 18, 16
Type: Autonomous			
Individual research and study; collaborative discussions outside of the classroom; preparation of written reports and oral presentations	70.5	2.82	1, 8, 2, 7, 5, 9, 10, 11, 15, 6, 4, 12, 13, 14, 3,

AIM I is a unique subject in terms of its learning methodology and assessment:

- The subject is worth 4 ECTS, which entails a total workload of 100 hours for the student. The in-person attendance is lower than in other subjects, limited to 18.5 hours of collaborative work sessions and 6 hours of presentations and defense of learning outcomes.
- Therefore, it should be understood that the bulk of learning is done through autonomous work outside the classroom: it is not a disproportionate workload but a different distribution from the usual.
- Learning outcomes are assessed based on their presentation and defense. There are no exams. Thus, it should be understood that these sessions (AIM2.3 and AIM3.3) have an evaluation status, requiring the same rigor, dedication, and preparation time as those required for exam preparation.

Teaching Activities and Methodology

1- Basic Competencies Module:

- Supervised Activities: Collaborative team work in the classroom, interacting with the tutor. Three AIM1 sessions.

2- Medical Case-Based Integrated Learning Module:

- Supervised Activities: Collaborative team work in the classroom interacting with the tutor, putting into practice the competencies acquired in module 1 to understand the presented medical cases and to critically self-evaluate the proper functioning of the work team. Sessions AIM2.1, AIM2.2, AIM3.1, and AIM3.2.
- Autonomous Activities: Autonomous work outside the classroom. Individual research in preparation for the next in-person session; team collaborative discussions outside the classroom for the preparation and rehearsal of oral presentations of assessed learning outcomes. This constitutes the bulk of the subject's teaching load. Between AIM2 and AIM3 sessions.
- Evaluation Activities: Oral presentations and defence of learning outcomes; critical self-evaluation and peer evaluation. Sessions AIM2.3 and AIM3.3.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
2 oral presentations and defences of the learning results (sessions AIM2.3 and AIM3.3)	60%	1	0.04	1, 8, 2, 7, 5, 9, 10, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 18, 16
8 evaluated written reports (sessions AIM2 and AIM3)	40%	4	0.16	1, 8, 2, 7, 5, 9, 10, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 18, 16

The competencies acquired in the basic competencies module will be assessed based on the quality of the work carried out in the case-based learning module.

The learning evidence will include, for each of the two medical cases presented:

- Written reports: terminological glossary, reasoned diagnostic hypothesis, and initial questions
- Written reports: learning objectives and final diagnosis
- Written reports: critical self-assessment of the functioning of the team
- Oral presentation and defence of the learning results

Regarding the presentation of learning results, the different parts of the presentation will be randomly assigned to team members before starting. The grade will, in principle, be the same for all team members, as a key competence to be developed in the course, collaborative team work, depends on interdependence, mutual trust, and individual responsibility. However, the tutor may adjust the grade based on each student's level of involvement.

Since the course is based on collaborative work, attendance is mandatory for the 6 case-based learning sessions (sessions AIM2 and AIM3). Given that the sessions involve stable collaborative teams throughout the term, it does not make sense to compensate for an absence by attending another group's session. Unjustified absences in work sessions 1 and 2 of each case, not documented by force majeure, will reduce the case grade by 1/3. Absence from session 3 of each case will result in a zero for that case grade.

To pass the course, the final grade must be at least 5.0 out of 10. As this course involves continuous assessment of competence-based learning throughout the term, there is no option for a final retake.

This course does not provide single assessment option.

Students who do not participate in the evaluated activities will be considered "Not Assessable" exhausting their rights to enroll in the course.

Academic misconduct: According to UAB regulations, a student who plagiarizes an assignment or claims evaluated work that they did not complete will receive a 0 for that assessment. If a second irregularity occurs, their final grade will be 0, and the Coordination of the Medicine Degree and the Dean's Office of the Faculty of Medicine will be informed.

Bibliography

Specific articles and online resources will be provided at the onset of each of the modules.

Software

Available online.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	101	Catalan/Spanish	second semester	morning-mixed

(SEM) Seminars	102	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	103	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	104	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	105	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	106	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	107	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	108	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	109	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	110	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	115	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	116	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	117	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	118	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	101	Catalan/Spanish	second semester	afternoon
(TE) Theory	102	Catalan/Spanish	second semester	afternoon
(TE) Theory	103	Catalan/Spanish	second semester	afternoon
(TE) Theory	104	Catalan/Spanish	second semester	afternoon