

Medical-Surgical Placement III

Code: 106717
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502442 Medicine	OB	5

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Teachers

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Teaching groups languages

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

Prerequisites

MEDICAL-SURGICAL CLINICAL PRACTICES III (adapted name of the Subject-matter)

It is a subject of the fifth year of the medical degree, so it is advisable that students do not have any subjects or material without approval from previous years. It is advisable to have acquired sufficient knowledge in: Biostatistics, Bioethics and communication, Epidemiology, Physiopathology and clinical semiology, Surgical pathology. Medical pathology Clinical pharmacology.

If the following subjects have not been passed, it should be incompatible: Medical Physiology I and II. Human Anatomy: Splacnology. Medical Psychology. Human Anatomy Neuroanatomy. Structural and Molecular Pathology. General Pharmacology. Physiopathology and Clinical Semiology.

The student will acquire the commitment to preserve the confidentiality and professional secrecy of the data that he may have access in the process of the learning and in the clinical care wards (in the hospital). Also in maintaining an attitude of professional ethics in all their actions.

Objectives and Contextualisation

The subject and its contents corresponds to the fifth year of the degree in Medicine, once the student should already have important knowledge of the scientific bases of medicine and the different medical and surgical pathologies that are part of this subject (neurology and neurosurgery, geriatrics, endocrinology , endocrine surgery and infectious diseases).

This is a subject that only involves clinical practices, therefore the general objective for the student is to consolidate the previous knowledge and achieve the relevant clinical, communication and scientific information and management skills to be able to:

- Recognize the basic health problems (related to the medical and surgical specialties mentioned above) and make reasoned proposals for their solution, using the appropriate clinical and biomedical information sources, scientifically interpreting the results obtained
- Communicate with other health professionals, with patients and their relatives, clearly and effectively
- Update knowledge autonomously with their own study

Therefore, in relation to the specialties that are part of this subject, the student must know:

- Prepare a clinical history in a structured way and do a complete physical examination
- Prepare a reasoned differential diagnosis and formulate a diagnostic hypothesis
- Justify the laboratory, imaging or other diagnostic tests that must be requested and correctly interpret results obtained
- Propose an appropriate treatment, inform the patient and relatives and write an explanatory report (clinical reports)
- Use new technologies and web resources to access clinical and biomedical databases, obtain relevant information and communicate

Competences

- Demonstrate understanding of the manifestations of the illness in the structure and function of the human body.
- 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.
- Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
- Indicate the basic diagnosis techniques and procedures and analyse and interpret the results so as to better pinpoint the nature of the problems.
- Indicate the most suitable treatment for the most prevalent acute and chronic processes, and for the terminally ill.
- Obtain and prepare a patient record that contains all important information and is structured and patient-centred, taking into account all age and gender groups and cultural, social and ethnic factors.
- Perform a general and a system-by-system physical examination appropriate to the patient's age and sex, in complete and systematic way, and a mental evaluation.
- Recognize one's role in multi-professional teams, assuming leadership where appropriate, both for healthcare provision and for promoting health.

Learning Outcomes

1. Anticipate and compare information for good decision-making.
2. Describe the effects on all organs and systems of diseases of the blood, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the genitourinary system, infectious pathologies and diseases of the elderly.
3. Describe the main pathological situations of the musculoskeletal system, the blood, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the genitourinary system, infectious pathologies and diseases of the elderly.
4. Design the treatment for the main infectious diseases, diseases of the blood, of the elderly, and of the hematopoietic system, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the renal and genitourinary system, the retroperitoneal system and the musculoskeletal system.
5. Explain the mechanisms by which illness affects the structure and function of the human body.
6. Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
7. Indicate the complementary examinations for diagnosing the main infectious diseases, diseases of the blood, of the elderly, and of the hematopoietic system, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the renal and genitourinary system, the retroperitoneal system and the musculoskeletal system.
8. Perform a suitable physical examination for the main infectious diseases, diseases of the blood, of the elderly, and of the hematopoietic system, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the renal and genitourinary system, the retroperitoneal system and the musculoskeletal system.
9. State the most probable diagnosis for the main infectious diseases, diseases of the blood, of the elderly, and of the hematopoietic system, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the renal and genitourinary system, the retroperitoneal system and the musculoskeletal system.
10. Write a report giving guidance on diagnosing the main infectious diseases, diseases of the blood, of the elderly, and of the hematopoietic system, the cardiovascular system, the digestive system, the respiratory system, the endocrine system, the nervous system, the renal and genitourinary system, the retroperitoneal system and the musculoskeletal system.

Content

Contents (distributive blocks)

- Rotations for medical services (neurology, geriatrics, endocrinology and infectious diseases) and surgical services (neurosurgery, general surgery related to geriatrics, infectious diseases and endocrine surgery)
- Participation in medical and surgical wards
- Continuous training in hospital clinical sessions
- As part of the rotation, and in a variable way depending on the possibilities and needs of the rotation, the student should participate in:
 - the medical and surgical skills training
 - medical and surgical equipment for the specialties mentioned above
 - preparation of clinical histories (clinical notes, lists of problems and differential diagnoses)

credits (medical area)	hours (medical area)	days (medical area)	credits (surgical area)	hours (surgical area)	days (surgical area)
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neurology	1,4	21	7,00
geriatrics	0,9	13,5	4,50
endocrinology	0,85	12,75	4,25
infectious diseases	0,85	12,75	4,25
neurosurgery	1	15,00	5,0
general surgery (geriatr)	0,3	4,50	1,50
general surgery (endocr)	0,35	5,25	1,75
general surgery (infect)	0,35	5,25	1,75

Subject matter credits: 6 ECTS = 150 hours :

60% PRESENTIAL ACTIVITIES (90 h): rotations for hospital medical and surgical services. The students will join with the medical team for 3 weeks. These rotations periods will preferably be done in the morning hours. The specific calendars and timetables for each rotation will be established in each teaching unit and will be announced on the corresponding website.

40% INDEPENDENT ACTIVITIES (60 h): reading care protocols, bibliographic consultation and personal study, summary and conceptual assimilation of contents, preparation of a clinical case (optional).

15 minutes will be reserved, within the calendar established by the center/degree, for the students to complete the evaluation surveys of the teaching staff's performance and the evaluation of the subject/module.

Exceptionally, and according to the criteria of the responsible teaching staff, the available resources and the current health situation of the community (pandemia) in the different Teaching Units, part of the content corresponding to the theoretical lessons, practicals and seminars, may be taught semi-presencial or virtually (distance)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Clinical care practice	90	3.6	1, 2, 3, 4, 8, 5, 9, 6, 7, 10
Type: Autonomous			
Own personal study	42.5	1.7	1, 2, 3, 4, 8, 5, 9, 6, 7, 10
To read articles and documents of interest	12.5	0.5	1, 2, 3, 5, 9, 6, 7

*of the 60 h of autonomous activities it has to be subtracted 5 h (0,20 ECTS) that are consumed in avaluation activities

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of clinical care practice	100%	5	0.2	1, 2, 3, 4, 8, 5, 9, 6, 7, 10

The Hospital Teaching Unit will determine the rotation or rotations through which the student must go. The evaluation will be continued in all rotations. Clinical histories, admission notes, lists of problems, differential diagnoses and other activities that the head of the area deems appropriate will be evaluated, as may be the case of attendance at clinical sessions / hospital conferences and/or other events related to clinical care activity. Below is an indicative rating system.

Rating Notes *

Assistance and punctuality

(50%) 1 2 3 4 5

Participation (15%) 0.5 1 1.5

Knowledge (15%) 0.5 1 1.5

Clinical experience (20%) 1 1.5 2

* the student will be considered Apt if he achieves a sum of points equal to or greater than 5 (out of a maximum of 6 points)

Definitions of dimensions:

Attendance and punctuality: it will be assessed that students have regularly attended all the days of the rotation and in case of absence, they have given notice.

Participation: The responsibility of the students in the tasks that the tutor asks of them, the ability to work in a team, the opinions they contribute in a session or in other assistance activities will be assessed.

-Knowledge: it will be assessed if the student has the necessary theoretical knowledge.

-Clinical experience: it will be assessed by the tutor if the student's ability to synthesize and communicate adequately through the presentation of a clinical case (to the tutor directly, or to team mates in team meetings or a clinical service) or by presenting a written summary of a case experienced at the plant or external consultation (maximum 200 words).

Students who have obtained an excellent grade and wish to do so may opt for registration. Each Teaching Unit will be able to decide whether to choose between presenting a written work on a lived clinical case that will be discussed with the tutor during the rotations or directly making a new oral presentation of another related case experienced in the rotations that will be discussed in in-depth with the tutor.

Students who do not take the assessment tests detailed above will be considered "Not Assessed", exhausting the right to register for the subject. Special situations will be assessed individually and in agreement with those responsible in the different areas involved, in the different rotations of this subject.

Bibliography

- Bibliography
 - We recommend consulting the Digital Library of the Facultat de Medicina de la UAB

<https://www.uab.cat/web/guies-tematiques/medicina-1345711614714.html>

and also presencial Libraries of each one of the Teaching Hospital Units

- Farreras Rozman. Medicina Interna 20th edition.

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https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_askewsholts_vlebooks_9788491138365

- Harrison. Principles of Internal Medicine 21^a edition

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https://bibcercador.uab.cat/permalink/34CSUC_UAB/avjicib/alma991010637433606709

Internet resources

- Pubmed: <http://www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed>
 - <https://pubmed-ncbi-nlm-nih-gov.are.uab.cat/?otool=bibuablib>
 - Google Scholar: <http://scholar.google.es/>
 - Scielo: <http://www.scielo.cl/>
 - https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991010760035206709
 - Uptodate: <https://www.uptodate.com/contents/search> (*no disponible al catàleg de la UAB*)
 - <http://www.gencat.cat/ics/professionals/guies/>

Software

No specific software required

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.