UAB
Universitat Autònoma de Barcelona

Placement in Hospital Services Departments III

Code: 106726
ECTS Credits: 3

2024/2025

Degree	Type	Year
2502442 Medicine	OT	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

Basic skills in Cell Biology, Biochemistry and Molecular Biology, Anatomy and Physiology, a sufficient knowledge of the psychological bases of health and disease states is desirable, as well as an adequate level of knowledge in interpersonal communication.

Objectives and Contextualisation

This is an optional subject that can be taken from the fifth year and whose general objective is for the student to become familiar with professional practice in a real context, incorporated into the activities of a hospital service, or a laboratory care or research team, performing their own tasks under supervision. The internships must be carried out in the area of the Teaching Unit where the student is enrolled.

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.
- 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 caregiverpatient 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 doctorpatient 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

The student can choose which service or laboratory to join based on availability. Three contexts are considered:

Clinical area
Internships in any of the hospital clinical services

During the practice the student will observe: - General aspects of the clinical relationship and the concepts of health and disease. - Care methodology. - Etiology, pathophysiology, semiology and clinical propaedeutics, major syndromes and manifestations of diseases, - Diagnostic and therapeutic procedures for the most frequent diseases - Functional exploration of the different devices and systems. - Use of the Center or Service's own techniques - Surgical act. Control of the consequences of surgery. - Medical and surgical syndromes.
The clinical experience can be completed by attending clinical care sessions, case closing sessions, case registration, mortality, clinical-pathological, bibliographic, specific continuing education sessions, or others that the service has scheduled

Area of Laboratories and other Central Services
Internships in clinical laboratory service (biochemistry, hematology, immunology, microbiology, pathological anatomy or pharmacology) or radiodiagnosis or nuclear medicine. In the case of clinical laboratories, the student will rotate through the different laboratories and sections with the aim of knowing: which are the most used biomarkers in clinical diagnosis and in which pathologies or situations they are useful, the particularities of the response areas fast and, finally, the criteria for interpreting the analytical results to certify their validity. During the stay, the student will attend the scientific sessions of the service in which he is integrated.

Integration in a line of research
The student will be able to join research lines and teams in order to become familiar with information retrieval systems, research tasks for scientific and medical documents and handling biomedical databases. 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 will be given to your tutor at the end of the stay and will form the basis of your assessment.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
ASISTENCIAL CLINICAL PRACTICES (PCAh)	15	0.6	3, 11, 12, 18, 20, 22, 32, 36, 43, 44
Type: Autonomous			
PAPERS ELABORATION / PERSONAL STUDY / READING ARTICLES / REPORTS OF INTEREST	59	2.36	3, 11, 12, 18, 20, 22, 32, 36, 43, 44

This Guide describes the framework, contents, methodology and general rules of the subject, in accordance with the current study plan. The final organization of the subject in terms of the number and size of groups, distribution in the calendar and exam dates, specific evaluation criteria and exam review, will be specified in each of the UDH Hospital Teaching Units , who will make it clear through their web pages, on a scheduled day or on the first day of class for each subject, through the professors responsible for the subject at the UDHs.

Responsible department(s): Multidepartmental (clinical departments)
Morphological Sciences; Surgery; Therapeutic Pharmacology and Toxicology; Medicine; Paediatrics, Obstetrics, Gynecology and Preventive Medicine and Public Health; Psychiatry and Legal Medicine; Cell Biology, Physiology and Immunology; Biochemistry and Molecular Biology; Genetics and Microbiology

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

Evaluation
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 will be given to the student's tutor at the end of the stay and will form the basis of their evaluation. Students will be informed at the beginning of the course of the procedure they must follow to deliver the documentation. The record of activities includes the summary of the clinical experience, of all the tasks that have been carried out and of the sessions in which they have participated. The tutor responsible for the student will monitor the fulfillment of the programmed objectives on a daily basis.

To pass the subject, the student must have attended at least 80% of the scheduled activities, have a positive assessment from the tutor and have passed the assessment of the activity registration document in the case of hospital services.

Students who do not complete the evaluation tests will be considered as Not evaluated, exhausting the rights to the registration of the subject

This subject does not provide the single assessment system.

Bibliography

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

Software

There is no recommended software

Language list

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