

Degree	Type	Year
2502442 Medicine	OB	4

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Teachers

Juan Genesca Ferrer

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Teaching groups languages

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

Prerequisites

- It is advisable for the student to have achieved basic skills in cell biology, biochemistry and molecular biology, b
- Sufficient knowledge of the psychological bases of health and disease s
- The student will acquire the commitment to preserve the confidentiality

Objectives and Contextualisation

Like the rest of AIMs, it is a transversal subject that aims to develop basic skills for the professional activity and s

The general training objectives of the subject are:

- Learn basic skills in medical practice
- Acquire the scientific bases of basic procedures in clinical medicine
- Integrate knowledge and content worked on in the other core subjects c
- Apply this knowledge to real situations based on simulated clinical case
- Develop syndromic and clinical diagnosis skills as well as therapeutic p
- Develop generic self-learning skills: temporary organization of independ
- Acquire the ability to prepare and present biomedical works

Competences

- Be able to work in an international context.
- Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
- 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.
- 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.
- Indicate the most suitable treatment for the most prevalent acute and chronic processes, and for the terminally ill.
- Listen carefully, obtain and synthesise relevant information on patients' problems, and understand this information.
- Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
- 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.
- Organise and plan time and workload in professional activity.
- 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.
- 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, understand and apply the doctor's role as a manager of public resources.
- 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. Apply analytic tests in accordance with their cost efficiency.
3. Assess the efficiency of the main therapeutic interventions.
4. Assess the importance of every sign and symptom in the current illness.
5. Assess the need, indications, contraindications, chronology, risk, benefits and costs of each examination.
6. Assess the relationship between efficacy and risk in the main therapeutic interventions.
7. Assess the semiological value of laboratory tests used in the most common human pathologies.
8. Be able to work in an international context.
9. Be self-critical and reflect on one's own learning.
10. Compare one's own opinions with those of colleagues and other healthcare professionals as a basis for teamwork.
11. Conduct the interview correctly to obtain significant clinical data.
12. Critically assess the results of complementary examinations, taking their limitations into account.
13. Describe the elements that should be considered when determining the reasons for a consultation and those of the patient's therapeutic itinerary.
14. 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.

15. Distinguish normality from pathological alterations on performing a physical examination.
16. Distinguish situations that require hospitalisation and those that require intensive care.
17. Establish a method for complementary examinations, in accordance with the standard process and the diagnostic expectations.
18. Establish a therapeutic action plan considering the needs of patients and their family and social environment, and involving all members of the healthcare team.
19. Gather meaningful psychosocial data.
20. Gather, choose and record important information patient supplied by patients and accompanying persons.
21. Identify serious clinical situations.
22. Identify sources of information on analytic tests for patients and professionals and critically evaluate their content.
23. Identify symptoms of anxiety, depression, psychosis, toxics consumption, delirium and cognitive deterioration.
24. Identify the affectation of medical and surgical diseases of the genital system.
25. Identify the affectation on organs and systems of medical and surgical diseases of the blood, cardiovascular system, respiratory system digestive system and musculoskeletal system.
26. Identify the most efficient analytic tests for prevention, diagnosis and control of treatment for the most common human pathologies.
27. Identify the physical, chemical, environmental, psychological, social and occupational and carcinogenic factors, and the factors associated with food habits and drug use, that determine the development of the disease.
28. Indicate and interpret the basic techniques and procedures for laboratory diagnosis, diagnostic imaging and others.
29. Indicate suitable therapeutic interventions for the main health problems.
30. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
31. Obtain, in an appropriate way, clinical samples needed for laboratory tests.
32. Order signs and symptoms to perform a differential syndromic diagnosis.
33. Organise and plan time and workload in professional activity.
34. Summarise and order information on the problems of the sick.
35. Use biomedical databases.
36. Use information and communication technologies in professional practice.

Content

- Medicine and Surgery I, II, III and IV (locomotor, rheumatology, cardiovascular, respiratory, hematology, digestive)
 - Obstetrics and gynecology
 - Clinical otorhinolaryngology
 - Clinical ophthalmology
 - Medical microbiology and parasitology
 - Clinical radiology
 - Structural and molecular pathology
 - General pharmacology
 - Medical immunology
 - Any other discipline at the discretion of the UDH

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Problem based learning	11.25	0.45	1, 2, 10, 14, 15, 16, 18, 17, 24, 9, 27, 23, 25, 26, 21, 28, 29, 31, 32, 11, 19, 20, 34, 12, 7, 3, 5, 6, 4
Type: Autonomous			
Autonomous work	60	2.4	13, 22, 30, 33, 34, 8, 35, 36

Responsible for the subject in each Hospital Teaching Unit (UDH)

- Joan Genescà Ferrer (Vall d'Hebron University Hospital, joan.genesca@vuh.es)
- José María Guerra Ramos (Santa Creu and Sant Pau Hospital, jguerra@scpsp.cat)
- José María Ribera Santasusana (Hospital Germans Trías i Pujol, jribera@germans.com)
- Maria Assumpta Caixàs Pedragós (Parc Taulí University Hospital, acaixas@parc.tauli.cat)

Distribution by groups

The work will be carried out in small groups of 10 to 15 students, in such

The students of each case/group can be divided into several subgroups (3-5) to address with the collaborators the

Tutors and sessions

A. Tutors:

The main tutor, on the first day, will present the case to his group and give an overview of the subject. Generally, the tutors are professors related to the clinical disciplines (Local and Global).

B. Sessions:

Activity hours (3 ECTS credits = 75 hours)

Directed or supervised activity, face-to-face: 20%, 15 hours (divided into 3 sessions of 5 hours each)

Independent activity: 80%, 60 hours. Personal study, case and presentation preparation.

Type of sessions:

The typology of the sessions will be problem-based learning.

In each of the sessions, a few minutes will be dedicated to continuous evaluation of the process.

The students must attend the face-to-face sessions of their group (15h)

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
Final case presentation	40%	1	0.04	33, 8, 36
Individual and group participation in the resolutions of the problems raised in the case, common posting of the resolutions and preparation of the final presentation	50%	2	0.08	1, 2, 10, 13, 17, 9, 22, 28, 29, 30, 34, 35, 12, 3, 5, 6
Participation in the presentation of the case problems and their progressive resolution.	10 %	0.75	0.03	14, 15, 16, 18, 24, 27, 23, 25, 26, 21, 31, 32, 11, 19, 20, 7, 4

The final grade will be the sum of the 3 weighted and described assessment activities. It will be expressed with a
Students who wish to do so may sit a final exam in June, in the event that
A make-up exam will be carried out as long as the student who wants to

This guide does not foresee the single assessment system.

Bibliography

Consult the specific bibliography of the teaching guides for the different subjects of the third and fourth year.

Software

There is no specific one.

Language list

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