

| Degree   | Type | Year |
|----------|------|------|
| Medicine | OB   | 1    |

## Contact

Name: David Garcia Quintana

Email: davidg.quintana@uab.cat

## Teachers

Carles Gil Giro

Enrique Claro Izaguirre

Gianluigi Caltabiano

Sandra Elena Guevara Flores

Tanit Castells Pañella

David Ramirez Gomez

Marta Luna Sánchez

Octavio Alfredo Romero Ferraro

Joan Feliu Calafat Pla

Lluís Coromina Verdaguer

Gemma Domenech Gomez

Angel Guerra Moreno

Alejandro Gella Concustell

## 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.
- 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, in professional activity, a perspective that is critical, creative and research-oriented.
- Demonstrate understanding of basic statistical methodologies used in biomedical and clinical studies and use the analytic tools of modern computational technology.
- 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 block 1 to solve two medical cases

## Activities and Methodology

| Title            | Hours | ECTS | Learning Outcomes   |
|------------------|-------|------|---|
| Type: Directed   |       |      |   |
| Seminari (SEM)   | 24.5  | 0.98 | 1, 8, 2, 7, 5, 10, 9, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 16, 18 |
| Teoria (TE)      | 1     | 0.04 | 1, 4  |
| Type: Autonomous |       |      |   |

|  |    |      |   |
|--|----|------|---|
| Individual research and study; collaborative discussions outside of the classroom; preparation of written reports and oral presentations | 69 | 2.76 | 1, 8, 2, 7, 5, 10, 9, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 16, 18 |
|--|----|------|---|

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

- The subject is worth 4 ECTS credits, corresponding to a total student workload of 100 hours. In-person attendance is lower than in other subjects, limited to 18.5 hours of collaborative work sessions and 6 hours of learning outcome assessment sessions.
- 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.
- AIMI sessions 2.3 and 3.3 are evaluative in nature, therefore requiring the same rigor, dedication, and preparation time as for exams in other courses.

### Teaching Activities and Methodology

#### 1- Basic Competencies:

- Supervised Activities: Collaborative team work in the classroom, interacting with the tutor (AIMI sessions 1.1, 1.2, and 1.3).

#### 2- Integrated Learning Based on Medical Cases:

- Supervised activities: Collaborative team work in the classroom interacting with the tutor, putting into practice the competencies acquired in Block 1 to understand the presented medical cases and to critically self-assess the proper functioning of the work team (sessions AIMI 2.1, 2.2, 3.1, and 3.2).
- Autonomous activities: Autonomous work outside the classroom. Individual research in preparation for the next in-person session; collaborative team discussions outside the classroom for the preparation and rehearsal of oral presentations of assessed learning outcomes. This constitutes the bulk of the course workload (between in-person sessions).
- Assessed activities: Written submissions resulting from work done during the sessions (AIMI 2.1, 2.2, 3.1, and 3.2). Submission of critical self-assessments (AIMI sessions 2.2 and 3.2) and of critical self-assessment and peer assessment (sessions AIMI 2.3 and 3.3).
- Assessed activities: Oral presentation and defense of learning outcomes; individual test on case comprehension (sessions AIMI 2.3 and 3.3).

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

### Continuous Assessment Activities

| Title  | Weighting | Hours | ECTS | Learning Outcomes   |
|--|-----------|-------|------|---|
| Eight evaluated written reports (sessions AIMI 2.1, 2.2, 3.1, and 3.2) | 40%       | 4     | 0.16 | 1, 8, 2, 7, 5, 10, 9, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 16, 18 |

|  |     |     |      |   |
|--|-----|-----|------|---|
| Two individual multiple-choice tests on the comprehension of the cases (sessions AIMI 2.3 and 3.3) | 30% | 0.5 | 0.02 | 1, 4, 12  |
| Two oral presentations and defences of the learning results (sessions AIMI 2.3 and 3.3)            | 30% | 1   | 0.04 | 1, 8, 2, 7, 5, 10, 9, 11, 15, 6, 4, 12, 13, 14, 3, 17, 19, 16, 18 |

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 evidences will include, for each of the two medical cases presented:

- Evidence 1 (AIMI sessions 2.1 and 3.1): submission of terminological glossary, reasoned diagnostic hypothesis, and initial questions (10%)
- Evidence 2 (AIMI sessions 2.2 and 3.2): submission of critical self-assessment (10%)
- Evidence 3 (AIMI sessions 2.2 and 3.2): submission of learning objectives and final diagnosis (10%)
- Evidence 4 (AIMI sessions 2.3 and 3.3): learning outcomes, presentation and defense (30%)
- Evidence 5 (AIMI sessions 2.3 and 3.3): learning outcomes, individual case comprehension test (30%)
- Evidence 6 (AIMI sessions 2.3 and 3.3): submission of self-assessment and peer assessment (10%)

Apart from the individual exam grade, the remaining grades will, in principle, be the same for all team members, since one of the key competencies the course aims to develop-collaborative teamwork-relies on interdependence, mutual trust, and individual responsibility. However, the tutor may adjust individual grades based on each student's level of involvement.

Regarding the presentation of learning results, the different parts of the presentation will be randomly assigned to team members before starting.

Given that the course is based on collaborative work, attendance is mandatory, in particular at the team formation session (AIMI 1.1) and the six case-based learning sessions (AIMI sessions 2.1 to 3.3). In all cases, since the sessions involve working in stable collaborative teams throughout the semester, it does not make sense to compensate for an absence by attending another group's session. Unjustified absences (without documented force majeure) from work sessions 1 and 2 of each case will result in a one-third reduction of the individual case grade. Absence from session 3 of a case will result in a zero for the individual grade of that case.

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: In accordance with the UAB Academic Regulations, a student who plagiarizes an assignment or claims credit for assessed work they have not completed will receive a grade of zero for that assessment, regardless of any disciplinary proceedings that may be initiated. If a second violation occurs, the final course grade will be a zero, again regardless of any disciplinary proceedings that may be initiated.

## Bibliography

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

## Software

Available online.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| 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 | morning-mixed |
| (TE) Theory    | 102   | Catalan/Spanish | second semester | afternoon     |
| (TE) Theory    | 103   | Catalan/Spanish | second semester | afternoon     |
| (TE) Theory    | 104   | Catalan/Spanish | second semester | afternoon     |