

Degree	Type	Year
Medicine	OB	6

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Teaching groups languages

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

Prerequisites

It is advisable that students do not have any subjects from previous courses pending approval.

It is advisable to have achieved sufficient knowledge of:

1. Bioethics and communication Epidemiology
2. Physiopathology and clinical semiology
3. Medical pathology
4. Clinical pharmacology

If the following subjects have not been passed, it should be incompatible: Medical Physiology I and II. Human Anatomy Medical Psychology. Human Anatomy: Structural and Molecular Pathology. General Pharmacology. Physiopathology and Clinical Semiology. Epidemiology. Basics of Clinical Surgery. Psychiatry Clinical practice 3 Family medicine

The student will acquire the commitment to preserve the confidentiality and professional secrecy of the data that he may have access to because of the learning in the assistance services. Also in maintaining an attitude of professional ethics in all their actions

Objectives and Contextualisation

- The subject corresponds to the last year of the Degree in Medicine (6th year), once the student already knows the scientific foundations of medicine and the different medical and surgical pathologies.
- The general objective is for the student to consolidate the previous knowledge and reach the clinical, communication and search skills and management of relevant scientific information to be able to recognize the basic health problems of family medicine and make reasoned proposals for the solution of the problems. themselves, using the appropriate clinical and biomedical information sources, scientifically interpreting the results obtained.
- Communicate with other health professionals, with patients and their families, clearly and effectively
- Update knowledge autonomously.

Therefore, in the context of the first level of care (family medicine) you should know:

1. Prepare a clinical history in a structured way
2. Perform a complete physical examination Make a reasoned differential diagnosis Formulate a diagnostic hypothesis
3. Justify the laboratory, imaging or other diagnostic tests that must be requested Correctly interpret the results obtained with them
4. Propose an appropriate treatment Inform the patient and family
5. Write an explanatory report to communicate with other levels of care
6. Use ICTs to access clinical and biomedical databases, obtain relevant information and communicate

Competences

- 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.
- Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
- Demonstrate knowledge of the national and international health organisations and the factors and circumstances affecting other healthcare systems.
- Demonstrate sufficient supervised clinical experience in hospitals or other healthcare centres, and familiarity with patient-centred care management and the correct use of tests, medicines and other resources of the healthcare system.
- 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.
- 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.

- Maintain and use patient records for further study, ensuring the confidentiality of the data.
- Use information and communication technologies in professional practice.

Learning Outcomes

1. Access the healthcare protocols for the different components of the pathology.
2. Analyse patient records systematically.
3. Analyse the limitations to the interpretation of behaviour from non-verbal communication.
4. Apply the basic elements of bioethics (patients' rights, doctors' obligations).
5. Apply the theoretical knowledge of the pathology acquired during the bachelor's degree to clinical practice.
6. Communicate appropriately with patients and their family-members.
7. Communicate clearly, orally and in writing, with other professionals and the media.
8. Consult patient records appropriately and keep them in order.
9. Describe the communication process and its effect on the professional caregiver-patient relationship.
10. Detect emotions through non-verbal communication in a context of patient-health professional relationship.
11. Detect how verbal and non-verbal behaviour can be linked in a context of patient-health professional relationship.
12. Draft medical instructions, reports on consultations and treatment, official reports and certificates.
13. Explain the elements to be considered when assessing patients' role in decision-making on their health and on the medical attention they receive at their primary healthcare centres.
14. Identify basic emotions in primary healthcare patients through the interaction between the different non-verbal components.
15. Identify the basic elements of the face-to-face doctor-patient interview in a context of high accessibility and longitudinal care.
16. Identify the basic rules of pharmacotherapy in adults and children.
17. Identify the different components of non-verbal communication in a context of patient-health professional relationship.
18. Identify the presentation forms of the different pathological processes.
19. Identify the role of primary care in the healthcare system.
20. Identify the structure, organisation and resources of primary healthcare and the different components of primary healthcare teams.
21. Involve patients in decisions on the health-illness process.
22. Know the basic elements of the communication of clinical research results.
23. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
24. Observe the therapeutic approach, the clinical course and its prevention in cases where this is possible.
25. Participate in discussions to solve the clinical problems being faced.
26. Perform an anamnesis and a complete physical examination by systems on adults and children.
27. Prepare a complete patient record systematically.
28. Take an active part in care tasks: preparing patient records, requesting complementary studies (laboratory, imaging techniques) when needed and helping to focus the patient record.
29. Use information and communication technologies in professional practice.

Content

1. Rotations through the Primary Care Centers with a family doctor tutor. Knowledge of the operation of a primary care team
2. Addressing the reasons for consultation of acute and chronic pathology from the perspective of family and community medicine
3. Approach to the multi-pathological and multi-medicated patient and in the clinical, psychological and social aspects
4. Knowledge and applicability of preventive activities and healthy habits among the population
5. Care for the most prevalent urgent pathology in a CAP

6. The search for clinical and biomedical information (transversal block)
7. Develop communication skills (transversal block)
8. Clinical sessions in the EAP

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Clinical Practice	68	2.72	1, 2, 3, 5, 4, 6, 7, 22, 8, 9, 10, 11, 17, 14, 13, 26, 19, 15, 18, 16, 20, 23, 24, 28, 25, 12, 27, 21, 29
Type: Autonomous			
PERSONAL STUDY	21	0.84	1, 5, 4, 18, 16, 20, 23, 24, 12, 29
PREPARATION OF A CLINICAL CASE	15	0.6	2, 5, 13, 26, 18, 16, 23, 24, 25, 12, 27
READING SCIENTIFIC ARTICLES	13	0.52	1, 5, 13, 19, 15, 18, 16, 23, 24, 25, 29

Rotation 60%:

1. • Continuous evaluation of turnover 30%
2. • Clinical case presentation 15%
3. • Realization of mini ACOE 15%

Rating	Notes *				
Attendance and punctuality	1	2	3	4	5
Attitude	1	2	3	4	
Participation and integration	1	2	3		
Initiative	1	2			
Comunitacion	1	2			

- The student will be considered suitable if he reaches a sum of scores equal to or greater than 11/16

DEFINITIONS OF THE DIFFERENT DIMENSIONS

- Attendance and punctuality: it will be valued that the students have regularly attended all the days of the rotation and that in case of absence they have notified.
- Attitude: it will be valued that the student is willing to learn, that he knows and reviews the clinical cases, that he asks himself questions and is positive in learning.
- Participation and integration: The responsibility of the students in the tasks requested by the tutor, the ability to work in a team and the opinions they contribute in a session or in other assistance activities will be valued.
- Initiative: It will be valued if the student is curious to learn, read the protocols of the service, the diagnosis and treatment guides.
- Communication: It will be valued if the student is able to synthesize and communicate a clinical case to teammates in a clinical session of the service.

PRESENTATION OF THE CLINICAL CASE: Presentation of the clinical case followed during the rotation will be evaluated, both the written report/summary and the oral presentation.

ACOs 40%:

- Practical part 20%
- Theoretical Part 20%

If any student participates in an Erasmus exchange program, they may be authorized to validate this subject if it is done in a Primary Health Center or equivalent. It will not be validated rotations in emergency wards or other hospital services.

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
ACOE PRACTICAL PART	20%	2	0.08	1, 2, 3, 5, 4, 6, 7, 22, 8, 9, 10, 11, 17, 14, 13, 26, 19, 15, 18, 16, 20, 23, 24, 28, 25, 12, 27, 21, 29
ACOE THEORETICAL PART	20%	2	0.08	1, 2, 3, 5, 4, 6, 7, 22, 8, 9, 10, 11, 17, 14, 13, 26, 19, 15, 18, 16, 20, 23, 24, 28, 25, 12, 27, 21, 29
DISCUSSION OF A CLINICAL CASE	15%	1	0.04	1, 2, 5, 7, 8, 26, 18, 16, 20, 23, 24, 27, 29
OBJECTIVE ASSESSMENT	15%	1	0.04	1, 5, 7, 8, 9, 26, 18, 16, 24, 25, 12, 27
PRACTICAL EVALUATION OF ROTATION	30%	2	0.08	1, 2, 3, 5, 4, 6, 7, 22, 8, 9, 10, 11, 17, 14, 13, 26, 19, 15, 18, 16, 20, 23, 28, 25, 12, 27, 21, 29

Rotation 60%:

- Continuous evaluation of rotation 30%
- Clinical case presentation 15%
- Realization of mini ACOE 15%

Rating Notes *

Attendance and punctuality 1 2 3 4 5

Attitude 1 2 3 4
Participation and integration 1 2 3
Initiative 1 2
Communication 1 2

- The student will be considered Apt if he achieves a total score equal to or greater than 11/16

DEFINITIONS OF THE DIFFERENT DIMENSIONS

- Attendance and punctuality: it will be assessed that the students have attended regularly on all the days of the rotation and that they have given notice in case of absence.
- Attitude: it will be valued that the student is willing to learn, that he knows and reviews the clinical cases, that he asks questions and shows a positive attitude towards learning.
- Participation and integration: The responsibility of the students in the tasks that the tutor asks of them, the ability to work in a team and the opinions they contribute in a session or in other assistance activities will be assessed.
- Initiative: It will be assessed if the student is curious to learn, read the protocols of the service, the diagnostic and treatment guides.
- Communication: It will be assessed if the student is able to synthesize and communicate a clinical case to team mates in a clinical session of the service

CLINICAL CASE PRESENTATION: Clinical case presentation followed during the rotation will be assessed, both the written report/summary and the oral presentation.

ACOE's 40%:

- Practical part 20%
- Theoretical part 20%

This subject does not provide the single assessment system.

Bibliography

Martin Zurro A., Cano J.F. Atención Primaria 8^a ed. Barcelona: Elseviere Ediciones; 2009 SEMFyC.

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En paper 8a ed 2019:

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Lo esencial en ECOE en Medicina y Cirugía. Banghu, A. Ed. Elsevier Mosby. Mayo 2010. ISBN: 978-84-8086-668-2

En línea i en paper ed. 2010:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/cugbhl/alma991000589459706709

Recursos de internet

<http://www.fisterra.com/>

<http://www.apaldia.com/> Atención primaria al día | SlideShare

<http://www.gencat.cat/ics/professionals/guies/> Guies de pràctica clínica. Institut Català de la Salut (gencat.cat)

- Campus Virtual: 8 seminars virtuals en el campus virtual de la assignatura

Software

No special computer porgram is used

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.