

Integrated Learning in Medicine II

Code: 103634
ECTS Credits: 3

Degree	Type	Year	Semester
2502442 Medicine	OB	2	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Berta González de Mingo
Ángel Cuquerella Fuentes
Juan Tony de Sousa Valente
Roser Velasco Fargas
Jordi Gascón Bayarri
Maria Angels Rigola Tor
Montserrat Durán Taberna
Ana Sánchez Corral
Joan Taberner Viera
Daniel Vega Moreno

Prerequisites

There are no prerequisites to take the subject AIM II. However, it is very convenient that the student has acquired knowledge about the morphology, structure and functions of the human organism.

In addition, it is highly recommended that students are studying or have completed the other core subjects of the second year.

Likewise, it is convenient that the student has acquired the skills of autonomous and group work.

Objectives and Contextualisation

AIM II is an annual subject that is taught in the second semester of the second year of the Medicine degree. Like the rest of integrated learning in medicine, it is a cross-disciplinary subject, both horizontally and vertically, which aims to develop some basic skills for the professional activity and scientific thinking of graduates in Medicine.

The general formative objectives of the subject are: Acquire basic skills in medical practice.

Specific objectives:

- Acquire the scientific basis of basic procedures in medicine.
- Integrate knowledge and contents worked on in the rest of the core subjects of the second year.
- Apply this knowledge to pathological situations.
- Develop generic self-learning skills: temporary organization of self-employment, team work, information search, including new information technologies, and critical analysis of information.
- Acquire the ability to develop and present biomedical works.

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.
- 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 a sufficient command of English, both oral and written, for effective scientific and professional communication.
- Demonstrate basic research skills.
- Demonstrate understanding of the importance and the limitations of scientific thought to the study, prevention and management of diseases.
- 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.
- Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
- 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.
- 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.
- 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. Acquire the principles and values of good medical practice, both in health and in illness.
3. Adopt values of solidarity and service to others, both when dealing with patients and with the general public.
4. Analyse the structure of different models of medical journal articles.
5. Assess organised attempts by society to achieve better health for all citizens.
6. Be able to work in an international context.
7. Be self-critical and reflect on one's own learning.
8. Communicate clearly, orally and in writing, with other professionals and the media.
9. Compare one's own opinions with those of colleagues and other healthcare professionals as a basis for teamwork.
10. Convey knowledge and techniques to professionals working in other fields.

11. Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.
12. Demonstrate basic research skills.
13. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
14. Describe the elements that should be considered when determining the reasons for a consultation and those of the patient's therapeutic itinerary.
15. 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.
16. Explain that health requires the commitment of the whole of society.
17. Explain the limits of scientific thought as a reductionist model that does not encompass all dimensions of the human being.
18. Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
19. Identify and understand the continuous advances and the challenges of research.
20. Identify patients' social and health needs.
21. Identify the complexity and limitations of current medical knowledge.
22. Interpret population parameters of individual risks appropriately.
23. Involve the family in patient healthcare.
24. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
25. Organise and plan time and workload in professional activity.
26. Recognise the different types of health science journals.
27. Use information and communication technologies in professional practice.

Content

With this subject it is intended to give an integral formation of the medical knowledge, so that the biological bases of the medicine and the clinical disciplines are not considered isolated subjects and without continuity.

The integrated learning in medicine are subjects designed to present health problems transversally, both horizontally and vertically.

During the course of the AIM, we must try to develop some basic transversal competences for the professional activity and the scientific thinking of the graduates in Medicine: evidence-based argumentation, ability to ask the most suitable questions, analysis and interpretation of data and application from physiological principles to the understanding of diseases. Generic self-learning skills will also be developed, such as teamwork, oral and written communication, reading and information search, including new information technologies.

The contents of AIM II are developed around central themes or integrators in clinical case format. Each of the cases brings together contents from the different areas of knowledge of the 2nd year of Medicine (Medical Physiology, Human Anatomy, Medical Histology, Medical Psychology, Human Genetics).

Methodology

- Laboratory practices in groups of about 40 students (working in small subgroups - from 2 to 5 students), with a script of the practice, support material (articles, videos, etc.) and an expert teacher. To be done in the skills laboratory of the UDCMB or in the laboratories of the departmental units involved in teaching.

- Seminars to discuss cases, to be carried out as classroom practices, in groups of about 40 students, or as specialized seminars, in groups of 20 students, with a script of the activity, support material (articles, videos, etc.) and an expert teacher. To be done in seminary classrooms, with tables and chairs that can be moved and projection systems.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
CLASSICAL PRACTICES (PAUL)	10	0.4	
LABORATORY PRACTICES (PLAB)	3	0.12	1, 2, 3, 8, 9, 12, 13, 17, 16, 7, 18, 19, 21, 22, 24, 25, 5
SPECIALIZED SEMINARS (SEM)	6	0.24	1, 2, 4, 8, 9, 11, 12, 13, 14, 15, 26, 10, 17, 18, 19, 21, 22, 24, 25, 6, 27, 5
THEORY (TE)	1	0.04	
Type: Supervised			
TUTORIALS	11	0.44	4, 14, 15, 26, 17, 16, 19, 21, 20, 23, 22, 5
Type: Autonomous			
WORK LABOR / PERSONAL STUDY / READING OF ARTICLES / INTEREST REPORTS	40	1.6	2, 4, 3, 8, 11, 12, 13, 18, 24, 25, 6, 27

Assessment

The competences of this subject will be evaluated through a continuous evaluation and a written evaluation. The comprehension and the integrated knowledge of the concepts developed in the different activities of the subject will be valued, that the students must have acquired both in the face-to-face classes and in their own self-learning.

1) Continuous evaluation:

- Laboratory practices, through presentation of the results obtained, multi-response test questionnaires and / or written tests.

- The cases and problems worked on in the seminars, through the presentation of written works, multiple-choice test questionnaires and / or written tests.

The whole of the continuous evaluation will have a weight in the final grade of the subject of 30%.

2) Written evaluation:

It will be necessary to pass two written evaluations that will include questions of all the activities carried out. The first test will refer to the assessment of the case of asthma and will weigh 35% and the second test will also weigh 35% and will refer to the Alzheimer's case. You will have to pass both tests with a grade equal to or higher than 5 (essential requirement to pass the subject), both tests will add a weight in the final grade corresponding to 70%.

Students who have not passed the written evaluation, will have the opportunity to perform a recovery test. Students who have passed the written evaluation wish to upload a grade (in this case, they must renounce the previously obtained grade) they will be able to do so by submitting them to the recovery test.

In the corresponding calls for the written evaluation will establish the procedures for review of the exams.

The student who does not attend the scheduled evaluation activities of each of the previous blocks will be considered as "Not Evaluable".

In exceptional cases, a commission is established formed by the coordinators and the teacher (s) responsible for the area or the areas of knowledge involved for the analysis and resolution of the situation.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation through the resolution of practical cases and problems	30%	2	0.08	1, 2, 4, 8, 9, 11, 12, 13, 15, 26, 10, 17, 16, 7, 18, 19, 21, 20, 23, 22, 24, 25, 6, 27, 5
Test 1. Case Asthma. Written evaluation through objective tests: multiple choice items	35%	1	0.04	2, 3, 12, 13, 14, 17, 16, 18, 19, 20, 22, 24, 25, 6
Test 2. Alzheimer's case. Written evaluation through objective tests: multiple response items	35%	1	0.04	2, 3, 12, 13, 14, 17, 18, 19, 20, 22, 24, 25, 6

Bibliography

Reference bibliography:

- The recommended in the core subjects of 2nd year involved in the subject.

- It will be specifically recommended in each one of the activities that will be carried out during the development of the subject.