

MODULE DESCRIPTION (SUMMARY PROGRAM).

1. Module Information Code:

• Name of the Institution and School	Universidad Autónoma de Nuevo León, School of Medicine.
• <u>Name of the Learning Unit</u>	Basic Clinical Integration I
• <u>Total classroom hours for theory and/or practice.</u>	37 hours
• <u>Total extra classroom hours</u>	83 hours
• <u>Course Modality</u>	Schooled
• <u>Type of academic period in which the module is offered</u>	2nd Semester
• <u>Type of Learning Unit in the Curriculum</u>	Compulsory
• <u>Curriculum area:</u>	ACFB
• <u>UANL credit points</u>	4
• <u>Date of module creation:</u>	September 22, 2014
• <u>Date of last amendment:</u>	March 20, 2020
• <u>Person(s) responsible for the module design and amendments:</u>	Dr. med. Santos Guzmán López / Dr. C. Rodrigo Elizondo Omaña / Dr. Guillermo Jacobo Baca.

2. Purpose(s)

Establish a correlation between basic concepts and morphological diagnosis through the use of basic and superior intellectual skills of clinical reasoning. Contributes to the graduate's profile by integrating the concepts learned in the basic subjects of medicine to be able to solve health problems at the first level of care. It is related to cellular biology, developmental biology, physiology, semiology and clinical skills, pathology, clinical propaedeutics, imaging, forensic medicine, psychiatry, pediatrics, gynecology, obstetrics, integrating all concepts in order to reach an adequate level of reasoning and solve the main health problems, with which the learning units related to internal medicine and surgery will have the adequate support for their correct understanding. Regarding the specific competencies of the profession, it contributes to the development of autonomous learning, emphasizes the correct use of verbal language, as well as the maintenance of logical and critical thinking, in addition to promoting an attitude of commitment and respect for society, helping the integral formation of a health professional.

3. Competences of the graduate profile

a. General competences contributing to this learning unit.

Instrumental skills:

1. Apply autonomous learning strategies in the different levels and fields of knowledge that allow them make appropriate and relevant decisions in the personal, academic and professional fields.
3. Use the information and communication technologies as access tools to information and its transformation in knowledge, as well as for learning and collaborative work with cutting-edge techniques that allow its constructive participation in society.
8. Use methods and techniques of traditional and cutting-edge research for the development of their academic work, the practice of their profession and the generation of knowledge.

Personal and social interaction skills

11. Practice the values promoted by the UANL: truth, equality, honesty, liberty, solidarity, respect for life and anyone's, peace, respect for nature, integrity, ethics behavior and justice, within their personal and professional environment in order to make a sustainable society.

Integrative skills

14. Resolve personal and social conflicts in accordance with specific techniques in the academic field and their profession for the proper decision making.

b. Specific competences of the graduate profile that contributes to the learning unit

- 1.- Use the medicine scientific fundamentals considering economical, psychological, social, cultural and environmental factors which contribute to the development and evolution of a disease for decision-making and medical actions.
- 2.- Solves clinical problems through deductive reasoning, interpretation of findings and definition of their nature with the aim of making decisions and determine action principles of the medical practice to follow in a responsible way, impacting individual and collective health.
- 7.- Applies the scientific method for the resolution of medical problems with an innovative, analytic and self-critical attitude for preventing, diagnosing and treating diseases.
- 10.- Promotes an organizational work culture for the health field, acknowledging the multidisciplinary work, respect for institutional policies and the observance of rules in order to contribute to a comprehensive treatment of patients.

4. Summative Evaluation:

- Discussion of clinical cases
- Written exercises.
- Exam.
- Final exam
- Course Integrative Product

5. Course Integrative Product:

Basic-clinical correlation and morphological diagnosis portfolio:

It consists of oral presentation rubric, written report on the discussion of clinical cases, exercises about the identification, description and comparison of anatomical structures in imaging studies, partial evaluations and final evaluation.

At the end of the learning unit there is a global evaluation of the completion of all the elements of competence that allow evaluating the fulfillment of the purpose of this learning unit.

6. References:

Bibliografía:

- Drake, R., Vogl, W. & Mitchell, A. (2010). *Gray anatomía para estudiantes*. Madrid: Elsevier.
- Guzmán, S. & Elizondo, R. (2015). *Anatomía Humana en Casos Clínicos: Aprendizaje centrado en el razonamiento clínico*. México: Panamericana.
- Guzmán, S., Elizondo, R. & Bañuelos M. (2015). *Manual para el Laboratorio de Anatomía Humana*. México: Panamericana.
- Guzmán, S. (2011). *Notas de anatomía para estudiantes*. Monterrey, México: Imprenta Universitaria.
- Guzmán, S. (2012). *Neuroanatomía para estudiantes*. Monterrey, México: Imprenta Universitaria.
- Moore, K. L. (2013). *Anatomía con orientación clínica*. Barcelona: Lippincott Williams & Wilkins.
- Netter, F. H. (2006). *Atlas of Human Anatomy*. Madrid: Saunders/Elsevier.

Electronic sources:

Departamento de Anatomía Humana, U.A.N.L.: www.medicina.uanl.mx/anatomia

The American Association of Anatomists (AAA): www.anatomy.org

The American Association of Clinical Anatomists (AACA): www.clinicalanatomy.org

The Anatomical Society of Great Britain and Ireland (ASGBI): www.anatsoc.org.uk

Anatomisches Gesellschaft: www.anat.mu-luebeck.de

British Association of Clinical Anatomists (BACA): www.liv.ac.uk/HumanAnatomy/phd/baca/

European Federation for Experimental Morphology (EFEM): www.unifr.ch/efem/

International Federation of Associations of Anatomists (IFAA): www.iffa.lsumc.edu

International Society for Plastination: www.kfunigraz.ac.at

Société Suisse d'Anatomie, d'Histologie et d'Embryologie / Schweizerische Gesellschaft für Anatomie, Histologie und Embryologie (SGAHE / SSAHE): www.unifr.ch/sgahe/

