



UANL

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

FACULTAD
DE MEDICINA



SUMMARY PROGRAM

1. Module Information Code:	
Name of the Institution and School	Universidad Autónoma de Nuevo León, School of Medicine
Name of the Learning Unit	Gynecology and Obstetrics
<u>Total classroom hours for theory and/or practice.</u>	480 hours
Total extra classroom hours	180 hours
<u>Course Modality</u>	Semester
Type of academic period in which the module is offered	11° Semester
Type of Learning Unit in the Curriculum	Required
<u>Curriculum area:</u>	ACFP-I
UANL credit points	22
<u>Date of module creation:</u>	October 11, 2014
Date of last amendment:	January 28, 2021
Person(s) responsible for the module design and amendments:	Dr. med. Donato Saldívar Rodríguez, Jefe del Departamento de Ginecología y Obstetricia, Dr. med. Ricardo Ibarra Patiño, Jefe de enseñanza de Pregrado De Ginecología y Obstetricia.

2. Purpose(s)

The purpose of this learning unit is to train the undergraduate student regarding prevention, diagnosis, treatment, prognosis and timely referral from the first level of care. As an undergraduate student and intern, the student will be trained to solve the most frequent pathologies in the environment that he/she will encounter as a general practitioner in the area of Gynecology and Obstetrics, according to his/her clinical skills, and thus participate as a health professional with clinical-academic excellence, within an ethical and humanitarian framework with a broad spirit of service, with capacity for self-criticism and continuous updating of his/her knowledge.

The relationship with other learning units throughout the career is of utmost importance since they provide the scientific bases, which are the previous knowledge, in addition to having the ideal scenarios for learning to be meaningful: From the first semesters by receiving the basics of training, with the knowledge of Human Anatomy, a key subject for the understanding of our organism; likewise at the cellular level, by acquiring the knowledge of Cellular and Tissue Biology, Embryology, Biochemistry and Molecular Biology, which are of utmost importance for the present and which set a key trend for future times. From the third semester onwards, there is a close relationship with Physiology, Genetics and Microbiology, explaining the constitution of the organism in order to understand the main pathologies of our patients. The general panorama of medicine and its correct understanding applied to Gynecology and Obstetrics begins with the subject of Medical Propedeutics, which includes Semiology and Clinical Skills. Likewise, the clinical preventive approach of subjects such as Preventive Medicine and Immunology, allows us to know the biological immunity and its applications and to initiate prevention. The clinical importance lies in understanding the causes with the knowledge of Pathology and Clinical Pathology and continuing to improve clinical skills with Clinical Propedeutics and Scientific Methodology. The medical management and treatment of patients, another pillar of the profession, is related to Pharmacology and Toxicology that allows the correct selection of treatment, taking into account their interactions and Imaging. With the hospital environment of the fourth and fifth year, previous knowledge is reinforced and applied to patients by understanding the main pathologies observed in the Medical and Surgical Sciences, as well as their approach, which includes knowledge of the principles of Bioethics for making relevant decisions and Quality and Safety in Health Care.

Through the implementation of a methodology that favors autonomous learning, with collaborative purposes and focused on problem solving, the general competencies of the graduate profile are developed and specifically provides the scientific bases from a historical perspective for the understanding of the practice of the profession, the principles of effective communication for an adequate doctor-patient relationship, as well as with other health professionals.

The biopsychosocial perspective is reinforced by treating the patient as a human being with a family and social context and not only treating the disease in isolation.

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.
2. Use the logical, formal, mathematical, iconic, verbal and non-verbal languages according to their stage of life, in order to understand, interpret and express ideas, feelings, theories and streams of thinking with an ecumenical focus.
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.
4. Dominate their native language in oral and written form with correctness, relevancy, opportunity and ethics adapting its message to the situation or context, in order to transmit of ideas and scientific findings.
5. Employ logical, critical, creative and proactive thinking to analyze natural and social phenomena that let them make relevant decisions in its area of influence with social responsibility.
6. Use a second language, English in particular, with clarity and correctness to communicate in common, academic, professional and scientific contexts.

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

9. Maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context with the purpose of promoting environments of peaceful coexistence.

10. 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

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

12. Achieve the adaptability required in uncertain professional and social environments of our time to improve living conditions.

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.

3.- Evaluate the development and evolution of the disease through the analysis of biomedical information and related physical, social and cultural factors, promoting health education and encouraging preventive medicine.

4.- Manages properly patients with the most frequent diseases from a biopsychosocial perspective, through the application of knowledge, technical procedures and basic diagnostic, based on clinical guides and attention protocols in order to solve the main health problems from the Primary Health Care level from individuals and the community.

5.- Manage common medical emergencies, applying treatment, procedures and minor interventions and refers in an appropriate and timely manner patients requiring critical care for the preservation of life.

6.- Manages human resources, diagnostic interventions, therapeutic modalities, and options on health care according to national standards, promoting a quality culture in attention and guaranteeing patients' security.

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.

8.- Integrates professional values and ethics into his medical practice, making no difference due to gender, race, political or sexual preference, religious beliefs, activities developed, disabilities or socioeconomic level, promoting social inclusion and contributing to the population's well-being, their life quality and human development.

9.- Respects the patient's integrity keeping the patient's medical information as an essential part of their professional secret in order to preserve his rights.

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.

11.- Applies effective communication principles, establishing a respectful and sympathetic relationship with the patient, relatives, the community and other health professionals in order to use the information properly

4. Summative Evaluation

- Evaluation of performance in clinical practice
- Exam
- Course Integrative Product

5. Course Integrative Product:

1.- Gynecological clinical case.

In written presentation during rotation in the clinical ward.

2.- Obstetric clinical case

In written presentation during rotation in the clinical ward.

6. References

1. Williams Gynecology. Mc.Graw-Hill Interamericana. Segunda Edición, 2014.

2. Ginecología y Obstetricia de Hacker y Moore. Manual Moderno 2011.

3. Lange. Mc.Graw-Hill Interamericana. 11ª. Edición. 2014.

4. Oncología Ginecológica Clínica. Philip J. Di Saia. 8ª Edición. Amolca. 2015.

5. Danforth 10ª. Edición. Williams and WoltersKluwerHealth. 2009

6. Williams Obstetricia 24ª Ed. Mc. Graw-Hill. 2015.

7. Beckmann, Ch. (Obstetricia y ginecología. Philadelphia, PA: Lippincott Williams and Wilkins. Wolters Kluwer Health. (2010).

8. Guías de práctica clínica del CENETEC.

Electronic sources:

www.uanl.mx

www.medicina.uanl.mx

www.ssa.gob.mx

www.nccn.org/professionals/physician_gls/f_guidelines.asp