



UANL

FACULTAD
DE MEDICINA



1. Module Information Code:	
Name of the Institution and School	Universidad Autónoma de Nuevo León, School of Medicine.
Name of the Learning Unit	Introduction to Mental Health
Total classroom hours for theory and/or practice.	40 hours
Total extra classroom hours	80 hours
Course Modality	Schooled
Type of academic period in which the module is offered	3rd Semester
Type of Learning Unit in the Curriculum	Elective
Curriculum area:	ACFP - F
UANL credit points	4 credits
Date of module creation:	November 10, 2015
Date of last amendment:	January 11, 2021
Person(s) responsible for the module design and amendments:	Lic. Daniela H. Romero Guerra Dr. Jorge Mascareñas Ruiz Dr. José Antonio López Rangel Dr. Stefan Fernández Zambrano
2. Purpose(s): The learning unit provides the necessary knowledge for the adequate management of emotions, the solution of problems and the use of the technique full attention. Focusing on the usefulness for the student's personal and professional life, these acquired skills and techniques will be favorable for their academic formation, with relevance for clinical training, facilitating stress management and assertive problem solving.	

This course is directly related to all learning units during their academic and clinical training, professional values and teamwork skills. With the knowledge of Mental Health it is possible for you to face conflict situations. The necessary skills in their academic performance and interaction with peers, establishing the bases and knowledge needed to foresee and limit conflict situations.

The knowledge and skills acquired in the learning unit establish a structure and strength for problem solving.

Self-criticism, experiential learning and assertiveness in personal, academic and professional settings are promoted. In addition to promoting communication skills and information exchange for problem solving.

In interacting with classmates, professors and patients, the student must maintain an attitude of commitment and respect towards the diversity of social and cultural practices. As a result, they will practice the values promoted by the UANL: truth, equity, honesty, freedom, solidarity, respect for life and others, respect for nature, integrity, professional ethics, justice and responsibility, in their personal and professional environment to contribute to building a sustainable society.

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.
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.

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.

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.

Scientific basis of medicine:

- 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.

Professional clinical practice:

- 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.

Professional values and ethics:

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.

Organizational work:

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

- Oral presentation
- Report
- Written report
- Written critical analysis
- Course Integrative Product

5. Course Integrative Product

Resolution of a conflict situation, where the key concepts seen in class are used; considering the aspects of communication, introspection, empathic verbalization, critical thinking, creative thinking and mindfulness.

**In case the student does not pass the course due to not obtaining the minimum required attendance or for not reaching the minimum passing grade, he/she will be asked to submit a final individual work (PIA) that will be evaluated having a value of 100% of his/her final grade in second opportunity.

6. References

BIBLIOGRAPHY

- 1.-. Fernández Cáceres, Carmen y cols. Habilidades para la vida. 2006 Centros de Integración Juvenil, A.C.Tlaxcala 208, Col. Condesa06100, México, D.F.
- 2.- Brito Pons, Gonzalo. Programa de reducción de estrés basado en la atención plena (mindfulness): sistematización de una experiencia de su aplicación en un hospital público semi-rural del sur de Chile. Psicoperspectivas, vol. 10, núm. 1, 2011, pp. 221-242. Pontificia Universidad Católica de Valparaíso. Valparaíso, Chile.
- 3.- Salud Mental y Medicina Psicológica, segunda edición, Juan Ramón de la Fuente, Gerhard Heinze. Universidad Autónoma de México, México, D.F.

Complementary bibliography:

- 1.- Clemente Franco y cols. Intervención sobre los niveles de burnout y resiliencia en docentes de educación secundaria a través de un programa de conciencia plena (mindfulness). Enero 2010. Universidad de Almería. En línea.
- 2.- Clemente Franco y cols. Reducción del malestar psicológico en docentes mediante un programa de entrenamiento para el desarrollo de la conciencia plena (mindfulness). Universidad de Almería, universidad de Huelva. 2011. ISSN 1886-1385. Infocop online.
- 3- De la Fuente, Arias y cols. Efectos de un programa de entrenamiento en conciencia plena (mindfulness) en el estado emocional de estudiantes universitarios. 2010. Estudios sobre educación. Vol. 19. P-p: 31-52.
- 4.- García Campayo, Javier y cols. La práctica del "estar atento" (mindfulness) en medicina. Impacto en pacientes y profesionales. Web page: artículo 234.175.
- 5.- Mañas, Israel. Nuevas terapias psicológicas: la tercera ola de terapias de conducta o terapias de tercera generación. Gaceta de Psicología, No. 40, p-p 26-34.
- 6.- Sánchez, Solarte A y cols. La meditación, correlatos fisiológicos y manifestaciones psicológicas. En línea.
- 7.- Simón, Vicente y cols. Mindfulness y psicología: presente y futuro. Información psicológica No. 100. Setembre-diciembre 2010. Páginas 162-170.
- 8.- Ulrich Pfeifer- Schaupp y cols. Atención plena en la pedagogía social. Bases, realización y resultados de un proyecto didácticouniversitario. Revista

Fuentes, 11, 2011; pp. 195-208.

Electronic Sources:

1. Plan de acción tutoría Gades. Yo, Autoestima y Autoconcepto. 2010 , Orientación Nandujar. Obtenido de <https://orientacionandujar.files.wordpress.com/2010/09/yo-autoestima-y-autoconcepto.pdf>
2. Fernández Cáceres, Carmen y cols. Habilidades para la vida. 2006 Centros de Integración Juvenil, A.C.Tlaxcala 208, Col. Condesa 06100, México, D.F Obtenido de www.cij.gob.mx
3. Varela Arjona, Guillermo y cols. Habilidades de comunicación Cap V, Guía LUCES para emprendedores, pág 115-137 Obtenido de <http://dl.dipcaceres.es/guias/GuiaLUCES/es/pdf/Cap05.pdf>.

Audio:

- -ElineSnel, Tranquilos y atentos como una rana,2013, Kairos, Madrid, España. Audio libro.
- ElineSnel, Respirad:Mindfulness para padres con hijos adolescentes ,2015, Kairos, Madrid, España. Audio libro.

Videos:

- Thescientificpower of meditation. AsapSCIENCE. Obtenido de https://www.youtube.com/watch?v=BHD_qcasi60
- Mindfulness: El arte de vivir conscientemente. Andrés Martin. TEDxTalks. Obtenido de https://www.youtube.com/watch?v=g6OY_jTsQXg
- Selftransformationthroughmindfulness. Dr. David Vago. TED Talks. Obetenido de <https://www.youtube.com/watch?v=1nP5oedmzkM>.

Films:

- Pollock (2000) Clasificación: R; duración: 2h 2min; Género: Biography, Drama
- Inocencia Interrumpida -Girl, interrupted- (1999) Clasificación: R; duración: 2h 7min; Género: Biography, Drama.
- Intensamente -Inside out- (2015) Clasificación: PG; duración:1h 35min; Género: Animation, Adventure, Comedy.
- El cisne negro -Black Swan- (2010) Clasificación: R; duración: 1h 48min; Género: Drama, Thriller.

