

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>	Medical Sciences II
• <u>Total classroom hours for theory and/or practice.</u>	500 hours
• <u>Total extra classroom hours</u>	310 hours
• <u>Course Modality</u>	Schooled
• <u>Type of academic period in which the module is offered</u>	9th Semester
• <u>Type of Learning Unit in the Curriculum</u>	Compulsory
• <u>Curriculum area:</u>	ACFP-I
• <u>UANL credit points</u>	27
• <u>Date of module creation:</u>	October 8, 2014
• <u>Date of last amendment:</u>	February 26, 2021
• Person(s) responsible for the module design and amendments:	Dr. med. Homero Nañez Terreros. Dr. Abraham Vázquez. Dr. Pedro García Hernández. Dra. med. Lucía Leal Villarreal. Dra. Elisa Guerrero González.

2. Purpose(s)

This Learning Unit trains the undergraduate student with respect to the integral attention of the adult, with emphasis in the diagnosis and treatment of the pathologies related to Cardiology, Nephrology, Pneumology, Rheumatology, Geriatrics and Oncology, therefore, contributes to the profile of graduation in the formation of a physician who solves the main health problems of the first level of care of the individual and the community by acquiring the ability to integrate information from the clinical history, laboratory findings and scientific evidence available to prevent and establish the diagnosis and timely management of the most prevalent diseases.

Its curricular relationship presupposes the knowledge of the structure and function of the human body through the study of Anatomy, Physiology, Histology, Embryology, Microbiology, Biochemistry and Molecular Biology, Clinical Pathology and Imaging, with the objective of using this information in the integral evaluation of a patient, through the correct elaboration of an intentional clinical history and physical examination, together with the interpretation of laboratory and imaging studies. The knowledge of Pharmacology and Toxicology is also required to allow the correct selection of the treatment, taking into account its interactions. Furthermore, it is related to all the Learning Units of the Clinical Area, as well as to Bioethics.

With respect to the general competencies of the University, this Learning Unit responds in the use of formal language, the correct use of language; the use of logical and critical thinking that allows it to make decisions within its sphere of influence; handling of computer tools; and it favors autonomous learning, which will allow it to consolidate its medical training. As for the specific competences of the profession, it contributes in the scientific knowledge and its applicability through the clinic, solving the health problems of the first level of attention and referring in a timely manner to other specialists. It also promotes effective communication with patients, their families and other professionals, in addition to knowing how to work in a multidisciplinary team and always practicing medical ethics, respect, confidentiality and social commitment.

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.
7. Develop inter, multi and transdisciplinary academic and professional proposals according to the best global practices to promote and consolidate the collaborative work.
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. Intervene in front of the challenges of contemporary society at the local and global level with a critical attitude and human, academic and professional commitment to help consolidate the general wellness and sustainable development.
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

12. Make innovative proposals based on the holistic understanding of reality to help overcome the challenges of the interdependent global environment.
13. Take the lead according to social and professional needs to promote relevant social change.
14. Resolve personal and social conflicts in accordance with specific techniques in the academic field and their profession for the proper decision making.
15. 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

Scientific Basis of Medicine

1.- Use the medicine scientific fundaments 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.

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.- Handle common medical emergencies, applying treatment, procedures and minor interventions and refer in an appropriate and timely manner patients who require 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.

Critical Thinking and Research

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.

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.

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.

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.

Communication

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

- Medical History
- Exam
- Dialogue
- Activities in platform
- Assistance
- Course Integrative Product

5. Course Integrative Product:

Portfolio in which all the above-mentioned evidence is presented in order and on time.

6. References

Cecil Textbook of Medicine. En inglés, Goldman/Ausiello, 25th. Edition, Ed.Saunders. Año 2015

Reference Bibliography

- Kasper, D. L., & **Harrison**, T. R. (2018). **Harrison's principles of internal medicine**. New York: McGraw-Hill, **Medical** Pub. Division.
- Casciato, D. & Territo, M. (2013). *Manual de Oncología Clínica*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Rose B., Post T. (2002). *Trastornos de los electrolitos y del equilibrio ácido-base*. México: Marban.
- Brocklehursts. Textbooks of Geriatric Medicine an Gerontology. 8th Edition
- Gilbert, S. (2018). *National Kidney Foundation Primer on Kidney Diseases.*: Elsevier
- Mann, D. L., Zipes, D. P., Libby, P., Bonow, R. O., & Braunwald, E. (2015). *Braunwald's heart disease: A textbook of cardiovascular medicine* (Tenth edition.). Philadelphia, PA: Elsevier/Saunders

Electronic resources

http://medicina.uanl.mx/medicinainterna/?page_id=40

<http://www.medicina.uanl.mx/plataforma/>

<http://www.ilae.org/Commission/Class/documents/Spnish-Berg2010.pdf>

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<http://www.ilae.org/Commission/Class/documents/Spanish-Berg2010.pdf>

APPENDIX.

ASSESSMENT AND WORKLOAD

Module workload		Number of hours	Percentage
Contact hours	Class-based instruction	89h (17.8%)	61.72%= 500 hours
	Discussion of clinical cases	135h (27%)	
	Clinical practice (consultation)	48h (9.6%)	
	On-call duty	216h (43.2%)	
	Exam taking	12h (2.4%)	
Independent study	Study	150h (48.38%)	38.27%= 310 hours
	Exam preparation	120h (38.70%)	
	Activities assigned via platform	20h (6.45%)	
	Course integrative product (CIP)	20h (6.45%)	
Total hours of the workload: 30 hours X 27 credits UANL/ECTS*		810 h	

*European Credit Transfer and Accumulation System

1 UANL credit = 30 hours

NOTE: Rubrics, checklists and evaluation formats are elaborated by using the performance criteria described in each stage of the module.

SUPLEMENTO COVID-19

Siguiendo las recomendaciones de la Secretaría de Salud del país y la Rectoría de la Universidad, ante la coyuntura de salud COVID-19, la organización de la docencia desde marzo del 2020, seguirá un modelo híbrido, donde la docencia se ajustará a los horarios aprobados por la Secretaría de Salud siguiendo un modelo de Presencialidad / No presencialidad en la medida en que las circunstancias sanitarias y la normativa lo permitan. Los estudiantes asistirán a las clases de manera no presencial mediante la transmisión de las mismas de manera síncrona/asíncrona vía "on line".