

SUMMARY PROGRAM.

1. Identification Details:	
• Name of the institution, department, and academic program:	Universidad Autonoma de Nuevo León. School of Medicine. Medical Surgeon and Midwifery
• Name of the learning unit:	Medical Sciences III
• Hours classroom - theory and/or practice, total:	232
• Frequency:	14
• Total out-of-class hours:	8
• Modality:	Face-to-face
• Type of academic period:	Semester-based
• Type of learning unit:	Mandatory
• Curriculum area:	ACFP
• UANL credits:	8
• Date of preparation:	1/07/ 2017
• Date of last update:	25/07/2024
• Responsible party/parties for the design:	Dr. med. Luis Adrián Rendón Pérez Dra. Olga Graciela Cantú Rodríguez Dr. Pedro Alberto García Hernández Dr. med. Fernando A. Mata Ávalos Dra. med. Lucía Leal Villarreal
2. Purposes(s):	
The Medical Sciences III Learning Unit is a fundamental part of internal medicine education within the Medical Surgeon and Obstetrician program. Students learn to utilize resources for diagnosing and treating the most significant and common diseases at the primary care level, aligning with the graduate profile. The specialties mentioned are studied in depth. The aim is for students to acquire the necessary and sufficient knowledge, skills, abilities, and attitudes to conduct the clinical study of patients. They should understand and apply knowledge towards the prevention, diagnosis, and treatment of frequent diseases, laying the foundation for prevention, diagnosis, and the most appropriate treatment of patients. This unit closely connects with other basic and clinical learning units, enabling students to explore broader areas of specific professional competencies.	
3. Graduate Profile Competencies:	
a) General Competencies Contributed by the Learning Unit: 1. Apply autonomous learning strategies across various levels and fields of knowledge to enable timely and appropriate decision-making in personal, academic, and professional contexts.	

2. Use logical, formal, mathematical, iconic, verbal, and non-verbal languages according to their life stage to understand, interpret, and express ideas, feelings, theories, and schools of thought with an ecumenical focus.
3. Employ information and communication technologies as tools for accessing and transforming information into knowledge, learning, and collaborative work, utilizing cutting-edge techniques for constructive societal participation.
4. Master their native language orally and in writing with correctness, relevance, timeliness, and ethics, adapting their message to the context for the transmission of ideas and scientific findings.
5. Use logical, critical, creative, and proactive thinking to analyze natural and social phenomena, enabling socially responsible decision-making within their sphere of influence.
6. Utilize a second language, preferably English, with clarity and accuracy for communication in everyday, academic, professional, and scientific contexts.
7. Develop interdisciplinary, multidisciplinary, and transdisciplinary academic and professional proposals following global best practices to foster and strengthen collaborative work.
8. Apply traditional and cutting-edge research methods and techniques to academic work, professional practice, and knowledge generation.

Personal and Social Interaction Competencies:

1. Maintain a commitment to and respect for the diversity of social and cultural practices, reaffirming the principle of integration at local, national, and international levels to promote peaceful coexistence.
2. Address the challenges of contemporary society locally and globally with critical thinking and human, academic, and professional commitment to contribute to general well-being and sustainable development.
3. Practice UANL's values: truth, equity, honesty, freedom, solidarity, respect for life and others, respect for nature, integrity, professional ethics, justice, and responsibility, in personal and professional contexts to help build a sustainable society.

Integrative Competencies:

1. Develop innovative proposals based on a holistic understanding of reality to address the challenges of a globally interdependent environment.
2. Assume leadership committed to social and professional needs to promote appropriate social change.
3. Resolve personal and social conflicts using specific techniques in academic and professional fields to make sound decisions.
4. Adapt to uncertain social and professional environments to create better living conditions.

b. Specific Competencies Contributed by the Learning Unit:

1. Apply the scientific foundations of medicine, considering economic, psychological, social, cultural, and environmental factors that influence disease development and progression, to make medical decisions and actions.
2. Solve clinical problems using deductive reasoning, interpreting findings, and defining their nature to make decisions and establish principles of responsible medical practice, impacting individual and public health.
3. Evaluate disease progression by analyzing biomedical information and related physical, social, and cultural factors, promoting health education and preventive medicine.
4. Appropriately manage patients with common diseases from a biopsychosocial perspective, applying knowledge, basic diagnostic procedures, and clinical guidelines to address major health issues at the primary care level for individuals and communities.
5. Handle common medical emergencies by applying treatments, performing minor procedures, and referring patients needing critical care promptly to preserve life.
6. Manage human resources, diagnostic interventions, therapeutic modalities, and healthcare options according to national standards,

promoting quality care and patient safety.

7. Apply the scientific method innovatively, analytically, and self-critically to prevent, diagnose, and treat diseases.
8. Integrate professional values and ethics into medical practice without discrimination based on gender, race, political or sexual preferences, religious beliefs, activities, disabilities, or socioeconomic status, promoting social inclusion and contributing to population well-being, quality of life, and human development.
9. Respect patient integrity and maintain medical confidentiality as a fundamental aspect of professional secrecy, safeguarding their rights.
10. Promote a culture of organizational work in healthcare, recognizing multidisciplinary collaboration, respecting institutional policies, and adhering to regulations to contribute to comprehensive patient care.
11. Apply effective communication principles to establish respectful and empathetic relationships with patients, their families, the community, and other healthcare professionals, ensuring appropriate use of information.

4. Summative Evaluation

- Activities on the platform
- Clinical Activity
- Integrated Learning Product
- Exam

5. Integrated Learning Product for the learning unit (PIA)

The student must present the 4 completed checklists and duty logs, as well as the complete portfolio of all the evidence.

Bibliography:

- TEXTBOOK: CECIL TEXTBOOK OF MEDICINE, Goldman/Cooney, 27th Edition, 2023. Ed. Elsevier.

Allergy and Clinical Immunology:

- **Alergia: Diagnóstico, Tratamiento y Prevención 2th Edition Sandra Nora González Díaz Editorial UANL ISBN 978-607-27-2136-4 2019**
ISBN: 9780323544245

Dermatology:

- Arenas, Roberto. Dermatología Atlas, diagnóstico y tratamiento, Seventh Edition. Mc. Graw-Hill Interamericana. 2019, México.
- Ocampo -Candiani,Jaramillo,Villarreal. Temas Selectos de Dermatología. 1a. Ed. Intersistemas editores 2019, México.

Infectious Disease:

SUPPORTING SOURCES AND REFERENCES:

- Nemhauser J. CDC Yellow Book 2024 - Centers for Disease Control and Prevention (CDC). Washington, D.C: Oxford University Press; 2024.
(Available online for free: <https://wwwnc.cdc.gov/travel/page/yellowbook-home>)

- Mensa J, Soriano A, López Suñé E, et al. Guía de terapéutica antimicrobiana 2023. 33era ed. Barcelona: Editorial Antares; 2023
- Delgado V, Ajmone N, Waha S, et al. 2023 ESC Guidelines for the management of endocarditis: Developed by the task force on the management of endocarditis of the European Society of Cardiology (ESC) Endorsed by the European Association for Cardio-Thoracic Surgery (EACTS) and the European Association of Nuclear Medicine (EANM) Eur Heart J. 2023 Aug 25;ehad193. doi: 10.1093/eurheartj/ehad193. (Disponible en línea gratuito: <https://academic.oup.com/eurheartj/article/44/39/3948/7243107?login=false>) (Inglés)
- CENSIDA/Secretaría de salud. Guía de manejo antirretroviral de las personas con VIH México. México. 2021 (Available online for free: https://www.gob.mx/cms/uploads/attachment/file/712164/Gu_a_TAR_fe_erratas_2022.pdf) (Spanish)
- Hall F, Wodi A.P, Hamborsky J, et al. Epidemiology and Prevention of Vaccine-Preventable Diseases. 14ª ed. Washington D.C: Public Health Foundation; 2021. (Available online for free: <https://www.cdc.gov/vaccines/pubs/pinkbook/index.html>) (English)
- Guía Clínica EACS 2023 Versión 12.9. 2023. Available for free online: <https://www.eacsociety.org/media/guidelines-12.0.pdf> (English)
- Guía Clínica EACS 2019 Versión 10.0. 2019. Available for free online: <https://www.eacsociety.org/media/guidelines-10.0-spanish.pdf> (Spanish)
- Mandell G, Dolin R, Bennett J. Enfermedades infecciosas. Principios y práctica. 9na. Ed. Barcelona: Elsevier; 2020.
- Riedel S, Hobden J, Miller S, et al. Microbiología médica de Jawetz, Melnick y Adelberg. 28ª ed. México: McGraw-Hill; 2020
- Murray PR, Rosenthal KS, Pfaller MA. Microbiología médica 8ª. Ed. Barcelona: Elsevier; 2017.
- Kumate J, Gutiérrez G, Muñoz O, Santos J. Manual de infectología. 17ª. Ed.México: Méndez; 2013
- Ramos-Jiménez J., Infectología clínica 2da. Ed. México; 2012

Neurology:

- Muñiz Landeros C.E. Neurología Clínica de Rangel Guerra. Manual Moderno; 1st ed. 2015.

Supporting Bibliography in Neurology:

- Swaiman K., Ashwal S., Ferriero D., Schor N., Finkel R., Gropman A., Pearl P., Shevell M. Swaiman's Pediatric Neurology, Principles and Practice. Elsevier; 61a ed.
- Ropper A.H., Samuels M.A., Klein J.P., Prasad S. Adams and Victor's Principles of Neurology. McGraw-Hill; 1 pa ed.
- *Journal:* Continuum, Lifelong Learning in Neurology de la American Academy of Neurology (AAN).

Online

Resource:

Larsen P.D. and Stensaas S.S. Neurologic Exam Videos and Descriptions.
https://neurologicexam.med.utah.edu/aduiUhtmillhome_exam.html

Electronic Sources:

- Moodle Electronic Platform of the Faculty of Medicine. www.medicina.uanl.mx/plataforma
- Microsoft Teams Platform. www.office.com
- Website www.medicina.uanl.mx/medicinainterna
- Official Facebook page www.facebook.com/medicinainternahu

