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| <b>1. Identification data:</b>                      |                                                                |
| • Name of the institution and the department.       | Autonomous University of Nuevo Leon,<br>Faculty of Medicine.   |
| • Name of the learning unit                         | Palliative Care.                                               |
| • Classroom hours-theory and/or practice, total     | 80 hrs.                                                        |
| • Total classroom overtime hours                    | 40 hrs.                                                        |
| • Modality (school, non-school, mixed)              | Schooled.                                                      |
| • Type of academic period (Semester or tetramester) | 6th semester.                                                  |
| • Type of learning unit (mandatory/optional)        | Elective.                                                      |
| • Curricular Area (ACFGU, ACFB, ACFP-F, ACFP-I)     | Curriculum Area of Fundamental Vocational Training,<br>ACFP-F. |
| • UANL Credits (whole numbers)                      | 4.                                                             |
| • Date of preparation (dd/mm/yy)                    | Aug 2017                                                       |
| • Last Update Date                                  | 04/11/2024                                                     |
| • Design Manager(s):                                | Dr. Teresa Nava Obregon.<br>Dr. Loida Eunice Santillan Segura. |

## 2. Purpose(s)

The palliative care learning unit aims to provide students, through effective participation, with a global and objective view of the management of patients requiring palliative care, enriching their training with current concepts of diagnosis and treatment from a multidisciplinary perspective. Likewise, the student will have the opportunity to learn about the different types and identify the type of patients who are candidates to go to the Palliative Care Clinic, this learning unit establishes theoretical classes that show the bases of palliative care, in addition to a practical part where the student will have the opportunity to demonstrate their knowledge in the analysis, decision-making in the resolution of clinical cases individually and in pairs to identify terminality criteria, establish a pharmacological group for treatment of symptoms, clinical application of opioids in addition to indications for sedation as part of the treatment of refractory symptoms (multimodal treatment) and interdisciplinary, in addition to issuing their conclusions, promoting teamwork with cordial and respectful interaction. Allowing the graduate to apply and integrate the concepts with the knowledge acquired in the learning units of Pharmacology, Physiology, Pathology, Anatomy, Propaedeutic and General Surgery, expanding knowledge in the management of palliative and terminal palliative patients, adults, pediatrics and the family, but also stimulating humanistic treatment, promoting analysis, self-criticism and autonomous knowledge with the aim of improving the quality of life of the patient and family, ending with the analysis of a clinical case of palliative care.

3. State the competencies of the graduate profile

**a. General Competencies to which this learning unit contributes**

**Instrumental Competencies:**

1. Apply strategies for autonomous learning at different levels and fields of knowledge that allow for making timely and relevant decisions in personal, academic, and professional areas.
2. Use logical, formal languages, mathematics, and others appropriate to their stage of life, to understand, interpret, and express ideas, feelings, theories, and currents of thought with an ecumenical approach.
3. Employ logical, critical, creative, and propositional thinking to analyze natural and social phenomena, enabling the making of relevant decisions within one's scope of influence with social responsibility.
4. Use traditional and cutting-edge research methods and techniques for the development of academic work, professional practice, and knowledge generation.

**Personal and Social Interaction Competencies:** 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 contexts, with the purpose of promoting peaceful coexistence environments. 10. Intervene in response to the challenges of contemporary society at the local and global levels with a critical attitude and human, academic, and professional commitment to contribute to consolidating general well-being and sustainable development. 11. Practice the values promoted by UANL: truth, equity, honesty, freedom, solidarity, respect for life and others, respect for nature, integrity, professional ethics, justice, and responsibility, in personal and professional areas, contributing to building a sustainable society.

**Competences integrators :**

12. Build innovative proposals based on a holistic understanding of reality to contribute to overcoming the challenges of the globally interdependent atmosphere.
13. Assume leadership and engage with social and professional needs to promote socially relevant change.
14. Solve personal and social conflicts using specific techniques within the academic and professional scope for the appropriate decision-making.
15. Develop adaptability required in social and professional environments that demand responses to the uncertainty of our time in order to create better living conditions.

**b. Specific competencies of the graduate profile to which the learning unit contributes**

- 1.- Use the scientific foundations of medicine considering the economic, psychological, social, cultural and environmental factors that contribute to the development and evolution of the disease for medical decision-making and actions.
- 2.- Solve clinical problems through deductive reasoning, interpretation of findings and definition of their nature in order to make decisions and determine principles of action of medical practice to follow responsibly, 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.- Appropriately manage patients with the most common diseases, from a biopsychosocial perspective, through the application of knowledge, technical procedures and basic diagnoses, based on clinical guidelines and care protocols, to solve the main health problems of the first level of care of the individual and the community.
- 5.- Manage common medical emergencies, applying treatment, procedures and minor interventions and referring in an appropriate and timely manner patient who require critical care for the preservation of life.
- 6.- Manage human resources, diagnostic interventions, therapeutic modalities and health care options in accordance with national standards, promoting a culture of quality care and ensuring patient safety.

- 7.- Apply the scientific method in the resolution of medical problems with an innovative, analytical and self-critical attitude in the prevention, diagnosis and treatment of diseases.
- 8.- Integrate professional values and ethics into medical practice, without distinction of gender, race, political and sexual preferences, religious beliefs, activities performed, different abilities or socioeconomic status, promoting social inclusion and contributing to the well-being of the population, quality of life and human development.
- 9.- Respect the integrity of the patient by preserving their medical information as a fundamental part of professional confidentiality, in order to protect their rights.
- 10.- Promote the culture of organizational work in the health field, recognizing multidisciplinary work, respect for institutional policies and compliance with regulations, in order to contribute to the comprehensive treatment of patients.
- 11.- Apply the principles of effective communication by establishing a relationship of respect and empathy with the patient, their family members, the community and other health professionals, in order to use the information appropriately.

4. Comprehensive evaluation of processes and products (weighting/summative evaluation).

- Analysis of clinical cases
- Analysis of clinical cases
- Case analysis
- PIA
- Final written exam

5. Integrating product of the learning unit.

Clinical case analysis of palliative care

The way of working will be by teams made up of 10 to 13 students assigning topics, their form of presentation will be written using Word with the characteristics that will be required and subtopics to be developed, they will be advised by a teacher through the MS Teams platform who will provide feedback until culmination

The presentation will be done using Power Point and an oral presentation by a student assigned at random or with the option to participate voluntarily or chosen by his/her teammates. During their preparation, they will create a channel within the learning unit on the MS Teams platform, including in the Word file, the Power Point presentation, and the link to the articles used in it.

In MS Teams, the oral presentation will be done using your Power Point presentation and the written work will be evaluated using a checklist.

and the oral presentation by means of a rubric.

6. Sources of support and consultation (bibliography, newspapers, electronic sources).

Electronic information included in the platform.

websites

Canadian Palliative Care Association... <http://www.chpca.net/home.htm>

National Institutes of Health Resources.....<http://www.nih.gov/sigs/bioethics/index.html>

Center for Online Education in Palliative Care..... <http://depts.washington.edu/pallcare/links/links.php?category=17>  
 Resources on different aspects of cancer research and treatment ..... <http://cancerweb.ncl.ac.uk/>  
 UK Palliative Care Treatment Guide... .. <http://www.cancerbacup.org.uk/Home>  
 Clearinghouse National Guidelines..... <http://guideline.gov/>  
 Spanish Society of Radiation Oncology..... <http://www.aero.es>  
 Spanish Society of Medical Oncology ..... <http://www.seom.org>  
 Spanish Society of Palliative Care... .. <http://www.secpal.com/>  
 Spanish Association against Cancer ..... <http://www.todocancer.com/esp>  
 World Health Organization page on Palliative Care..... <http://www.who.int/cancer/palliative/en/>  
 National Cancer Institute of the United States ..... <http://www.cancer.gov/>  
 European Association for Palliative Care..... <http://www.eapcnet.org/>  
 American organizations related to the quality of care in Palliative Care. [http://www.capc.org/research-and-reference-for-palliative-care/Professional\\_Organizations](http://www.capc.org/research-and-reference-for-palliative-care/Professional_Organizations)  
 International Association of Hospice and Palliative Care..... <http://hospicecare.com/>  
 Palliative Care Program of Edmonton Albertha Canada..... <http://www.palliative.org/>



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN SCHOOL OF  
MEDICINE  
SUMMARY PROGRAM





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