

1. Identification data:	
• Name of the institution, department, and academic program:	Universidad Autónoma de Nuevo León. School of Medicine. Medical Surgeon and Midwifery.
• Name of the learning unit:	Seminars on Introduction to Internal Medicine
• Hours classroom – theory and/or practice, total:	80.
• Frequency:	4.
• Total out-of-class hours:	40.
• Modality:	Face-to-face
• Type of academic period:	Semester-based
• Type of learning unit:	Elective.
• Curriculum area:	ACFP-F, Fundamental Professional Training Curriculum Area.
• UANL credits:	4 credits
• Date of preparation:	01/01/17
• 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. Purpose(s):

The stages or phases of this Unit of Learning pertain to a general review of significant diseases at the primary care level in the Internal Medicine specialty, which, due to their epidemiological importance or current relevance, require a particular analysis of their syndromic approach and diagnosis.

This Unit of Learning contributes to the graduation profile by strengthening the problem-solving abilities of the physician regarding the major health issues at the primary care level, both on an individual and community scale.

The curricular relationship assumes knowledge of the structure and function of the human body through the study of Anatomy, Physiology, Histology, Embryology, Microbiology, Biochemistry, Molecular Biology, Bioethics, Clinical Pathology, and Imaging, with the aim of using this information in the comprehensive evaluation of a patient, through the correct development of a clinical history and targeted physical examination, combined with the interpretation of laboratory studies and imaging. Furthermore, it relates to all the Learning Units of the Clinical Area to be taken starting from the 7th semester.

Regarding the general competencies of the university, this Unit of Learning responds to the use of formal language, proper language use, logical and critical thinking that allows decision-making within the physician's scope of influence, the handling of IT tools, and the prioritization of autonomous learning, which will consolidate their medical training. In terms of the specific competencies of the profession, it contributes to scientific knowledge and its applicability through clinical practice, solving primary care health problems at the general practitioner level, and timely referring patients to other specialists. It also promotes effective communication with patients, families, and other professionals, fostering teamwork in a multidisciplinary setting while practicing medical ethics, respect, confidentiality, and social commitment. es of the teaching and learning processes for the development of competencies are presented. This analytical program is based on three stages: a) The first stage describes the most important signs, symptoms, and syndromes of Internal Medicine at the primary care level, as well as their differential diagnoses. b) In the second stage, the basic laboratory and imaging studies required for diagnosing these syndromes are selected. c) The Integrative Learning Product includes a written description of a clinical case where the elements from the previous stages are integrated.

3. Competencies of the Graduation Profile:

I) Instrumental Competencies:

- Apply autonomous learning strategies in different levels and fields of knowledge, enabling timely and pertinent decision-making in personal, academic, and professional contexts.
- Use logical, formal, mathematical, iconic, verbal, and non-verbal languages according to their life stage, to understand, interpret, and express ideas, feelings, theories, and currents of thought with an ecumenical approach.
- Manage information and communication technologies as tools for accessing information and transforming it into knowledge, as well as for collaborative learning and working with cutting-edge techniques that allow constructive participation in society.
- Master their native language, both orally and in writing, with accuracy, relevance, timeliness, and ethics, adapting their message to the situation or context for transmitting ideas and scientific findings.

II) Personal and Social Interaction Competencies

- Intervene in the face of contemporary societal challenges on both a local and global scale with a critical attitude and human, academic, and professional commitment to contribute to general well-being and sustainable development.

III) Integrative Competencies

- Resolve personal and social conflicts using specific techniques within the academic and professional spheres for proper decision-making.

IV) Specific Competencies of the Graduation Profile to Which This Unit Contributes:

- Scientific Foundation of Medicine.** Apply the scientific principles of medicine, considering economic, psychological, social, cultural, and environmental factors that contribute to the development and evolution of diseases, in order to make informed medical decisions and take appropriate actions..
- Professional Clinical Practice.** Solve clinical problems through deductive reasoning, interpretation of findings, and defining their nature to make decisions and determine responsible action principles in medical practice, impacting individual and collective health.
- Critical Thinking and Research.** Apply the scientific method in resolving medical problems with an innovative, analytical, and self-critical attitude in disease prevention and diagnosis
- Professional Values and Ethics.** Integrate professional values and ethics into medical practice, regardless of gender, race, political and sexual preferences, religious beliefs, activities performed, disabilities, or socioeconomic status, promoting social inclusion and contributing to population well-being, quality of life, and human development. Respect patient integrity by maintaining medical confidentiality as part of professional secrecy to protect their rights.

- **Organizational Work.** Promote a culture of organizational work in the healthcare field, recognizing multidisciplinary teamwork, respect for institutional policies, and adherence to regulations to contribute to comprehensive patient care.
- **Communication.** Apply the principles of effective communication, establishing respectful and empathetic relationships with patients, their families, the community, and other health professionals, to appropriately use and transmit information.

4. Comprehensive Evaluation of Processes and Products (Weighting/Summative Assessment) Stage 1:

1.-Evidence 1: Written report describing syndromes and their differential diagnoses.

- 2 Written report
- exam
- exam
- Learning Integration Product

5. Learning Integration Product:

A written presentation of a clinical case history, individually or as a team, as assigned. The focus will be on diagnosing symptoms, differential diagnosis, and laboratory and imaging studies of a clinical case provided by the professor through the Microsoft Teams platform.

6. Supporting Resources and References (Bibliography, Hemerography, Electronic Sources):

- CECIL TEXTBOOK OF MEDICINE, Goldman/Cooney, 27th Edition, 2023. Ed. Elsevier. Jameson, J. (2018). Harrison's Principles of Internal Medicine. 21 Edition. USA: McGraw-Hill
- Argente, H. (2021). Semiología Médica. 3ª. Edición. Argentina: Panamericana
- Borchers, A. (2016). Manual de bolsillo de signos y síntomas. 5ª. Edición. Lippincott Williams & Wilkins
- Plataforma electrónica Moodle de la Facultad de Medicina. www.medicina.uanl.mx/plataforma
- Plataforma Microsoft Teams. www.office.com
- Página web www.medicina.uanl.mx/medicinainterna
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