

SYNTHETIC PROGRAM

1. Module identification code.	
Name of the course (learning unit):	Professional practice
Total number of class hours-theory and practice:	40 hours
Class hours per week:	2 hours
Independent study:	110/200/290/320/350/440/560/680
Course modality:	Presential / Not Presential
Number and type of academic period	Varies depending on the type of educational program
Learning unit type	Core /Elective
Cycle:	Second
Cycle Curriculum area:	Professional Integration (ACFP-1)
Create date:	08/25/2022
Person(s) responsible for the design and amendment of the module:	Javier Sepúlveda Ponce, Ph.D. Juana Beatriz Araiza Castillo, M.S. Guadalupe Lizeth Aguilar Pérez, B.S. María de los Ángeles Alanís Jáuregui, M.S. Esther Apolonia Rodríguez Pérez, Ph.D. Carlos Alejandro Elizondo Espinosa, M.A. Carlos Alberto Porras Mata, Ph.D.
Date of last amendment made:	Not Applicable



2. Purpose:

The learning unit of internships aims to develop professional competencies according to the professional (graduating) profile of each educational program through guided and supervised activities in the workplace. The relevance of internships lies in strengthening the student's academic training by linking theory and practice in a real work environment, thereby facilitating the achievement of experience and employability.

Interning is an activity that builds upon the knowledge obtained through the learning units of the curriculum, especially those related to professional tasks. It is also connected to Social Service by enhancing soft skills and integrating them into both the public and the private sectors.

Regarding the development of general competencies, this unit contributes to the student's ability to adapt strategies according to the real situation or problem they face (1.3.3); tailor messages to the context and audience to achieve communication objectives (2.3.2), using kinesics, proxemic, and paralinguistic elements in discourse (4.3.1); share information from other sources related to their profession found on specialized websites (3.3.1); propose different or new courses of action or ideas in a case or situation (5a.3.2); identify underlying and latent principles, models, and values in both their own and others' judgments (5b.3.1); make proposals based on the evaluation and selection of the best ideas (5c.3.2) and choose the right moment to present their proposals (5d.2.1); additionally, integrate with professionals from different fields of study to enrich their proposals (7.3.2); use instructional resources (bibliographies, applications, software) in a foreign language for their activities (6.2.2); correctly interpret data obtained through relevant techniques (8.3.1); actively participate in activities that promote the inclusion of different or disadvantaged cultural and social groups (9.3.2), as well as those that encourage social support for the common good (11.3.3); modify their actions in different areas of their life to reduce their negative impact (10.3.1); propose multiple suitable tools to address needs or challenges in the area they are involved in (12.3.1) and suggest various win-win alternatives for conflict resolution within the work group (14.3.1); motivate others to achieve objectives through their actions in any situation (13.3.2); and adapt to changes with flexibility and optimism, perceiving them as opportunities for improvement and new learning (15.3.3).

Regarding specific competencies, students will be developed at an intermediate-advanced level, and their contribution depends on the area where the student conducts their professional practice, which will vary based on the field, tasks, and duration of engagement in the areas in which they participate.

3. Competences of the graduate profile

General Competencies Contributed by This Learning Unit:

Instrumental Competencies:

1. To apply autonomous learning strategies at different levels and fields of knowledge that enable timely and relevant decision-making in personal, academic, and professional areas.
2. To use logical, formal, mathematical, iconic, verbal, and non-verbal languages according to one's stage of life, to understand, interpret, and express ideas, feelings, theories, and schools of thought with an ecumenical approach.
3. To manage information, communication, knowledge, and Digital Learning Technologies (TICCAD) in academic, personal, and professional environments using innovative techniques that allow for constructive and collaborative participation in society.
4. To develop and master the native language in oral and written form with accuracy, relevance, timeliness, and ethics, adapting the message to the situation or context for the transmission of ideas and scientific findings.
5. To employ logical, critical, creative, and proactive thinking to analyze natural and social phenomena, allowing for pertinent decision-making in one's sphere of influence with social responsibility.
6. Use a second language, preferably English, clearly and accurately to communicate in everyday, academic, professional, and scientific contexts.
7. To develop interdisciplinary, multidisciplinary, and transdisciplinary academic and professional proposals according to global best practices to promote and merge collaborative work.
8. To use traditional and cutting-edge research methods and techniques for the development of academic work, professional practice, and the generation of knowledge.

Personal and Social Interaction Competencies:

9. To maintain an attitude of commitment and respect toward the diversity of social and cultural practices that reinforces the principle of integration in local, national, and international contexts, to promote peaceful coexistence environments.
10. To address the challenges of contemporary society, both locally and globally, with a critical attitude and human, academic, and professional commitment, to contribute to the consolidation of general well-being and sustainable development.
11. To practice the values promoted by the UANL: responsibility, justice, freedom, equality, truth, honesty, peace, tolerance, solidarity, and respect, in personal and professional spheres, to contribute to building a sustainable society.

Integrative Competencies:

12. To develop innovative proposals based on a holistic understanding of reality to help overcome the challenges of the interdependent global environment.
13. To assume leadership committed to social and professional needs to promote relevant social change.
14. To resolve personal and social conflicts according to specific techniques in academic and professional fields to enable decision-making.
15. To achieve the adaptability required by the uncertain social and professional environments of our time to create better living conditions.

Specific Competencies to Which the Learning Unit Contributes:

It depends on each educational program and the area in which the professional workspace is located, as well as the tasks performed.

4. Factors to consider for evaluating the learning unit

- Evidences.
- Montly reports.
- Evaluation of the practice
- Documentation for the conclusion of the professional practice
- Solution for an area of opportunity
- Course integrative project/product

5. Course integrative project/product:

Report on Improvement Proposal or Solution for an Area of Opportunity or Problem to be Formally Presented to the Immediate Supervisor in the Organization

The report must include at least the following sections:

1. Description, Delimitation, and Justification of the Problem:
 - Clearly describe the problem, specifying its nature and scope.
 - Provide justification for why this problem is significant and warrants attention.
2. Theoretical or Methodological Foundations:
 - Include relevant theories or methodologies that support your understanding of the problem and inform your proposal.
3. Description of the Proposal:
 - Detail the proposed solution or improvement, including steps for implementation, expected outcomes, and any resources required.

6. References:

- Kenedy, F. y Poland, M. (2018). Developing future talent. How We Can Prepare for the Future of Work and Business. JFF Publications Universia (2022). Estas son las habilidades profesionales más demandadas. Recuperado el 20 de septiembre de 2022. <https://www.universia.net/es/actualidad/orientacion-academica/estas-son-habilidades-profesionales-mas-demandadas1128409.html>
- Universidad Autónoma de Nuevo León (2019). Reglamento para la Admisión, Permanencia y Egreso de los Alumnos de la Universidad Autónoma de Nuevo León. UANL
http://transparencia.uanl.mx/secciones/normatividad_vigente/archivos/LyR09/06admission.pdf
- Universidad Autónoma de Nuevo León (s.f.). Prácticas profesionales. Recuperado el 26 de agosto de 2022.
<https://www.uanl.mx/tramites/practicas-profesionales/>

Legal Framework:

- Reglamento de la Ley Reglamentaria del Artículo 5o. Constitucional regarding the exercise of professions in Mexico City (Last reform published DOF 04-05-2018).
- Ley Reglamentaria del Artículo 5o. Constitucional regarding the exercise of professions in Mexico City (Last reform published DOF 01-19-2018).
- Ley de Profesiones del Estado de Nuevo León, July 25, 1984 (Last reform published in the Official Newspaper: 02-22-2012).
- REGLAMENTO para la prestación del servicio social de los estudiantes de las instituciones de educación superior, March 30, 1981.
- Reglamento para la Admisión, Permanencia y Egreso de los Alumnos de la Universidad Autónoma de Nuevo León regarding social service and professional practices, November 21, 2019.

Video Tutorials:

- Video Tutorial 1: Consulta de Plazas Autorizadas
<https://www.youtube.com/watch?v=bl-hTWJXe1Y>
- Video Tutorial 2: Inscripción Definitiva
<https://www.youtube.com/watch?v=pJFOkb0zKCA>

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- Video Tutorial 4: Reportes Mensuales
<https://www.youtube.com/watch?v=WsWEfFe6Tml>