



## Information about the subject

**Degree:** Bachelor of Science Degree in Medicine

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 340505 **Name:** Family and Community Medicine

**Credits:** 3,00 **ECTS Year:** 5 **Semester:** 2

**Module:** Social Medicine, Communication Skills and Initiation to Research

**Subject Matter:** Social Medicine **Type:** Compulsory

**Field of knowledge:** Health Science

**Department:** Medical Specialities

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Social Medicine, Communication Skills and Initiation to Research

Subject Matter	ECTS	Subject	ECTS	Year/semester
Communication Skills	3,00	Laboratory of Clinical Interview and Communication Skills	3,00	3/1
Social Medicine	15,00	Family and Community Medicine	3,00	5/2
		Legal Medicine and Toxicology	6,00	5/1
		Preventive Medicine and Public Health	6,00	4/2
Research inicialization	9,00	History of Medical Science, and Medical Documentation and Terminology	6,00	2/1
		Laboratory of Research Methodology	3,00	4/1
Statistics	6,00	Biostatistics	6,00	1/2
Ethics and professional issues	12,00	Bioethics and Medical Deontology	6,00	4/1
		Social Doctrine of the Catholic Church	6,00	2/2
Health management	3,00	Healthcare Management	3,00	4/1
English	6,00	Medical English	6,00	1/1
Ethics	6,00	Ethics	6,00	2/1
Antropology	6,00	Medical Anthropology	6,00	1/1



## Recommended knowledge

**Prerequisites:** No prerequisites are required EXCEPT You cannot take any subject from module 3 (Human Clinical Training) without having passed all the subjects from module 1 (Morphology, Structure and Function of the Human Body).

### General objectives

- a.. Provide the student with the fundamental, theoretical and eminently practical knowledge that allows them to know the instruments and skills of the primary care physician.
- b. That the student be able to recognize the family as a generator of health and cause of illness.
- c. Develop skills to detect health problems present in the community and direct care towards their prevention.
- d. Being able to obtain the maximum resolution of health problems preferably applying the data obtained through the clinical interview, with a medical, psychological and social approach to health problems.
- e. Enable the student to make clinical decisions in the context of the uncertainty and variability of Primary Care.
- f. Become aware of the role of the family doctor as first contact with the health system and its role in health system management. Assess the importance of Continuity of Care, and its coordinating role with Specialized Care and Social Services.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1      Knowing the structure of the health system and the role of Primary Health Care in the same
- R2      Know the main recommendations for health prevention and promotion in PC
- R3      Know how to perform proper management from primary patient care with cardiovascular risk factors. High blood pressure, Dyslipemia, Obesity, Smoking
- R4      Diagnosis and therapeutic management of the patient with HF
- R5      Knowing how to perform proper management of the patient with type 2 diabetes mellitus
- R6      Know how to perform an initial assessment of the patient with respiratory symptoms. Dyspnoea, Cough, Chest Pain, Hemoptisis
- R7      COPD patient management from primary care.
- R8      Know how to manage a correct assessment of digestive symptoms. Abdominal pain, Dyspepsia
- R9      Management of the patient with osteoarticular symptoms. Joint pain: mechanical vs inflammatory
- R10     Knowing how to perform proper management from primary care of the patient with osteoarthritis
- R11     Patient management with polyarthralgias. Diagnostic assessment, fibromyalgia therapeutics, patient assessment with suspected polyarthritis
- R12     Know how to carry out a diagnostic and therapeutic orientation of the main health problems specific to women. Amenorrhea, Dysmenorrhea, Premenstrual Syndrome, Abnormal Uterine Hemorrhage, Menopause, Hirsutism.
- R13     Know how to perform a diagnostic and therapeutic orientation of the main pathologies of the thyroid. Hypothyroidism, Hyperthyroidism, Goiter
- R14     Management of chronic renal failure in PC.



- R15 Evaluation of the elderly patient. The environment as a vital process, the AP in the care of the elderly, Geriatric assessment in the AP, Functional assessment of the elderly, problems in the health of the elderly, Actions against the most relevant problems of the elderly
- R16 Managing the most common psychiatric illnesses in primary care
- R17 Know the concept of demedicalization
- R18 Management of the main toxic habits in PC: smoking, alcohol, benzodiazepines.
- R19 Know the concept of clinical reasoning and diagnostic uncertainty in Primary Care
- R20 Be able to adequately track the patient cardiovascular risk factors (periodic complementary scans, treatment). HTA, Dyslipemia
- R21 Be able to adequately track the COPD patient. Phenotype Identification, Gravity Classification, Treatment Settings
- R22 Knowing how to be tracks a patient with DM type 2
- R23 Knowing how to make a clinic history to guide the diagnosis to a patient with joint pain
- R24 It is able to carry out a medical history oriented to the most prevalent digestive problems, rule out urgent and severe pathology and initiate adequate treatment of them. Properly perform abdominal palpation. Identify the pathology of each quadrant, according to age and sex. Recognize signs of peritonism and identify other alarm and referral signals at the second level of care.
- R25 Carry out a medical history oriented to the most frequent gynecological problems, rule out urgent and severe pathology and initiate treatment appropriate to them. Being able to properly diagnose and manage an amenorrhea in fertile and peri menopausal women, Being able to properly diagnose and manage dysmenorrhea, Being able to properly diagnose and manage a metrorrhagia in fertile but menopausal and menopausal women



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated to possess and understand knowledge in a study area that starts from the base of the general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study				X
CB2	Students know how to apply their knowledge to their job or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study				X
CB3	Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical topics				X
CB4	Students can pass on information, ideas, problems and solutions to both a specialized and non-specialized audience				X
CB5	Students have developed the learning skills needed to undertake further studies with a high degree of autonomy				X
GENERAL		Weighting			
		1	2	3	4
CG1	Recognizing the essential elements of the medical profession, including ethical principles, legal responsibilities, and patient-centered professional exercise				X
CG2	Understanding the importance of such principles for the benefit of the patient, society and profession, with special attention to professional secrecy				X
CG3	Knowing how to apply the principle of social justice to professional practice and understanding the ethical implications of health in a changing global context				X



CG4	Developing professional practice with respect to patient autonomy, beliefs and culture				X
CG5	Recognizing the limitations themselves and the need to maintain and update their professional competence, giving special importance to the autonomous learning of new knowledge and techniques and to the motivation for quality				X
CG6	Developing professional practice with respect for other health professionals, acquiring teamwork skills				X
CG7	Understanding and recognizing the normal structure and function of the human body, at the molecular, cellular, tissue, organic and systems levels, at the different stages of life and in both sexes				X
CG8	Recognize the basis of normal human behavior and its disfunctions				X
CG9	Understanding and recognizing the effects, mechanisms and manifestations of the disease on the structure and function of the human body				X
CG10	Understanding and recognizing the causative agents and risk factors that determine health and disease development				X
CG11	Understanding and recognizing the effects of growth, development and aging on the individual and their social environment				X
CG12	Understanding the basis of action, indications and efficacy of therapeutic interventions, based on available scientific evidence				X
CG13	Getting and writing a medical history containing all relevant information			X	
CG14	Perform a physical exam and mental assessment			X	
CG15	Having the ability to make an initial diagnostic judgment and establish a reasoned diagnostic strategy				X
CG16	Recognizing and treating life-threatening situations and those that require immediate attention				X
CG17	Establishing all diagnosis, prognosis and treatment, applying principles based on the best possible information and clinical safety				X
CG18	Indicating the most appropriate therapeutics of the most prevalent and chronic acute processes, as well as terminally ill patients				X
CG19	Raising and proposing appropriate preventive measures for each clinical situation				X



CG20	Acquiring enough clinical experience in hospital institutions, health centers or other health institutions, under supervision, as well as basic knowledge of patient-centered clinical management and appropriate use of tests, medicines and other health system resources				X
CG21	Listening to carefully, obtain and synthesize relevant information about the problems afflicting the patient and understand the content of this information			X	
CG22	Writing medical histories and other medical records in an understandable way to outsiders		X		
CG23	Communicating effectively and clearly, both orally and in writing, with patients, family members, media workers and other professionals		X		
CG24	Establishing good interpersonal communication that enables patients, family members, media workers and other professionals to address patients, families, media and other professionals with efficiency and empathy		X		
CG25	Recognizing health and population determinants, both genetic and sexual, lifestyle, demographic, environmental, social, economic, psychological and cultural issues				X
CG26	Taking on your role in prevention and protection against illness, injury or accidents, and health maintenance and promotion, both individually and in the community				X
CG27	Recognizing their role in multi-professional teams, taking the lead where appropriate, both for the provision of health care, and in health promotion interventions				X
CG28	Obtaining and using epidemiological data and assess trends and risks for health decision-making				X
CG29	Knowing national and international health organizations and the environments and conditions of different health systems				X
CG30	Basic knowledge of the National Health System and health legislation				X
CG32	Knowing how to use information and communication technologies in clinical, therapeutic, preventive and research activities			X	
CG33	Maintaining and using records with patient information for further analysis, preserving data confidentiality			X	





SPECIFIC	Weighting			
	1	2	3	4
CE13 Recognizing the need to maintain professional competence			X	
CE14 Knowing how to approach professional practice while respecting the patient's autonomy, beliefs and culture		X		
CE15 Knowing the principles and applying the methods of preventive medicine and public health. Risk factors and disease prevention			X	
CE16 Recognizing the determinants of population health. Health indicators. Planning, programming and evaluation of health programs. Prevention and protection against diseases, injuries and accidents. Assessment of quality of care and patient safety strategies. Vaccines. Epidemiology. Demographics		X		
CE17 Knowing health planning and administration at the global, European, Spanish and regional levels	X			
CE18 Knowing the economic and social implications of medical action, considering criteria of effectiveness and efficiency. Health and environment. Food safety. Occupational health			X	
CE19 Knowing, critically valuing and knowing how to use technologies and sources of clinical and biomedical information, to obtain, organize, interpret and communicate clinical, scientific and health information		X		
CE22 Knowing the history of health and disease		X		
CE31 Writing stories, reports, instructions and other records, understandably to patients, family members and other professionals				X
TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Analytical and synthesis capacity				X
CT2 Planification and organization capacity			X	
CT3 Oral and written communication in mother language		X		
CT5 Informatics knowledge		X		



CT6	Manage information capacity				X
CT7	Solving problems				X
CT9	Team work			X	
CT12	Interpersonal relationship skills			X	
CT13	Recognition of diversity and multiculturalism				X
CT14	Critical reasoning				X
CT15	Ethical commitment				X
CT16	Individual learning		X		
CT17	New situations' adaptation		X		
CT22	Motivation for quality		X		
CT23	Sensitivity to environmental and social health issues				X
CT27	Ability to express one's feelings	X			
CT30	Social commitment				X
CT31	Show sensitivity to personal, environmental and institutional injustices			X	
CT33	Knowing how to get relevant information from personal interviews			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	15,00%	Open questions
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	70,00%	Tests
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	15,00%	Work

### Observations

Minimum requirements: You cannot take any subject from module 3 (Human Clinical Training) without having passed all the subjects from module 1 (Morphology, Structure and Function of the Human Body).

Requirements to pass the subject

The student must obtain a score higher than 50% in the theoretical exam of the subject.

Criteria for granting honors:

The honors may be awarded to the best students, who must have obtained a minimum grade of 9. If circumstances require, a special test may be established to determine those students deserving of honors, given the limitation of 5% of enrolled students.

In second and subsequent calls, only the honors that could be subtracted after the first call may be



granted.

DEVELOPMENT of the subject in second and subsequent enrollments:

There will be a specific group for students who are not first-time students if they exceed the classroom occupancy limit and a teacher in charge of that group. The professor in charge of this group will carry out 6 follow-up and tutoring sessions of 2 hours each. The competitions to acquire the skills and abilities of the subject will be carried out through all the practices planned for the subject. In each session the subject will be developed so that the work of the competences that each student needs to be able to pass the subject will be reinforced. The assessment of content and skills will be done in the exam set in the official calendar for this subject.

Language in which the teaching will be taught.

The language in which the teaching will be given will be Spanish.

### MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- |    |   |
|----|---|
| M1 | Masterclass                             |
| M2 | Problems resolution and practical cases |
| M3 | Virtual simulations                     |
| M4 | Content presentations by teacher        |



M5	Knowledges and skills explanation
M8	Group activities supervised by professor
M9	Knowledge acquirance through student interaction and activity
M11	Personalised attention by professor
M12	Tests to understand the level of knowledge acquirance and skills
M13	Written work
M14	Online activity on e-learning
M15	Personal study
M16	Information research
M17	Discussion and solving issues in group
M18	Work in team
M19	Group work for searching, discussion and information research
M20	Role-playing
M21	Supervision of clinical histories



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theory class M1, M2, M4, M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	21,25	0,85
Seminar and group practices M8, M9, M17	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	5,50	0,22
Practices in small groups M8, M9, M17	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	2,00	0,08
Tutoring M11	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	0,50	0,02
Evaluation M12	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	0,75	0,03
<b>TOTAL</b>		<b>30,00</b>	<b>1,20</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
No attendance M2, M13, M14, M15, M16, M17, M18	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25	45,00	1,80
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Block I. INTRODUCTION TO FAMILY MEDICINE	Conceptual and normative framework. Structures of primary care. Management of the consultation.
BLOCK II. ATTENTION TO CHRONIC AND PREVALENT HEALTH PROBLEMS	Management of the patient with cardiovascular risk, HT, dyslipidemia. Clinical and consensus guidelines. Management of the patient with DM2. Clinical and consensus guidelines. Health programs in daily practice. COPD patient management in primary care.
BLOCK III.- ORIENTATION OF THE MOST PREVALENT CONSULTATION REASONS	Chest pain, focus on it. Respiratory symptoms and cardiac symptoms. Clinical and consensus guidelines. Patient with abdominal pain, digestive symptoms. Patient with pain and / or musculoskeletal symptoms. Clinical and consensus guidelines. Study of the patient with urinary symptoms: urinary tract infections, prostatic pathology, sexually transmitted diseases. Study of anemia in primary care. Management of heart and kidney failure in primary care. Management of smoking cessation, alcohol, benzodiazepines and deprescription process in primary care. Study of the patient with psychiatric symptoms. Study of the main pathologies related to women (amenorrhea, hirsutism, galactorrhea, premenstrual syndrome, abnormal uterine bleeding ..). Assessment of women with menopause. Thyroid pathology study. Osteoporosis. Assessment of the elderly patient. Patient with ill-defined symptoms and signs. Practical guidance





## BLOCK IV. MANAGEMENT OF EMERGENCIES IN PRIMARY CARE

Action of the family doctor in out-of-hospital emergencies

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Block I. INTRODUCTION TO FAMILY MEDICINE	1,00	2,00
BLOCK II. ATTENTION TO CHRONIC AND PREVALENT HEALTH PROBLEMS	4,00	8,00
BLOCK III.- ORIENTATION OF THE MOST PREVALENT CONSULTATION REASONS	9,00	18,00
BLOCK IV. MANAGEMENT OF EMERGENCIES IN PRIMARY CARE	1,00	2,00

## References

### FUNDAMENTAL BIBLIOGRAPHY

Martín Zurro A, Cano Pérez JF, Gené Badia J. Problemas de salud en la consulta de Medicina de Familia. 8ª edición. Elsevier. Barcelona 2019. Martín Zurro A, Cano Pérez JF, Gené Badia J. Principios, organización y métodos en Medicina de Familia. 8ª edición. Elsevier. Barcelona 2019.

Spanish COPD guidelines (GesEPOC): 2021 update

SEMG documents. Management and referral Diabetes Mellitus type 2 in PC. 2022

Documentation of information and consensus for the detection and management of chronic kidney disease 2022.

Practical guide on the diagnosis and treatment of arterial hypertension in Spain, 2022. Spanish Society of Hypertension - Spanish League for the Fight against Arterial Hypertension (SEH-LELHA)

Approach to Heart Failure in Primary Care

(<https://programamiccap.com/materiales/miccap2224/Abordaje-IC-en-AP2022.pdf>)



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: