



## Information about the subject

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

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

**Code:** 343501 **Name:** Clinical practice of Specialities I (Psychiatry/Dermatology)

**Credits:** 3,00 **ECTS Year:** 5 **Semester:** 1/2

**Module:** Supervised work and final project

**Subject Matter:** Clinical practice **Type:** Internship

**Field of knowledge:** Ciencias de la Salud

**Department:** Medical Specialities

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

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

### Lecturer/-s:

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## Module organization

### Supervised work and final project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Clinical practice	54,00	Clinical Practice for hospital emergencies	6,00	6/2
		Clinical practice of family medicine	6,00	6/2
		Clinical Practice of General Pathology	3,00	3/2
		Clinical Practice of Minor Surgery	3,00	3/1
		Clinical practice of Specialities I (Psychiatry/Dermatology)	3,00	5/2
		Clinical practice of specialities II (obstetrics/paediatrics/allergy)	6,00	6/2
		Clinical practice of specialities III (cardiovascular/ENT/respiratory)	6,00	6/2
		Clinical practice of specialities IV (infectious/nervous system/nephrology)	6,00	6/2
		Clinical practice of specialities VI (Ophthalmology/oncology/palliative)	6,00	6/2
		Clinical practice of specialties V (musculoskeletal/rheumatology/rehabilitation)	6,00	6/2



Clinical practice		Geriatric clinical practice	3,00	6/2
Final project	12,00	Bachelor's Thesis	12,00	6/2

## Recommended knowledge

This course is intended that students acquire basic skills in the field of dermatology and psychiatry. The student should become familiar with explorations and techniques for its complexity, the patient's condition or medical responsibility involved can not be carried out autonomously by the students and will be made well tuteladamente or the student will observe the performance by an expert.

## 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 Pre-professional practices, in the form of an independent clinical rotary and with a final competency assessment, in health centers, hospitals and other centres that incorporate professional values, care communication skills, clinical reasoning, clinical management and critical judgment, as well as attention to the most prevalent health problems in the areas of Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Psychiatry and other clinical areas



## 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



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maximizing the effects of growth, development al and their social environment			X
of action, indications and efficacy of based on available scientific evidence			X
appropriate therapeutics of the most prevalent diseases, as well as terminally ill patients			X
appropriate preventive measures for each			X
obtain and synthesize relevant information regarding the patient and understand the content			X
review and other medical records in an objective manner		X	
communicate clearly, both orally and in writing, with media workers and other professionals		X	
personal communication that enables media workers and other professionals to communicate media and other professionals with			X
National Health System and health		X	



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CG31	Knowing, critically valuing and knowing how to use the sources of clinical and biomedical information to obtain, organize, interpret and communicate scientific and health information			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
CG35	Understanding the importance and limitations of scientific thinking in the study, prevention and management of diseases			X

SPECIFIC	Weighting			
	1	2	3	4
CE86 Pre-professional practices, in the form of an independent clinical rotatory and with a final evaluation of competencies, in health centers, hospitals and other care facilities and that allow to incorporate professional values, competencies of healthcare communication, clinical reasoning, clinical management and critical judgment, as well as attention to the most prevalent health problems in the areas of Medicine, Surgery, Obstetrics and Gynecology Pediatrics, Psychiatry and other clinical areas				X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Analytical and synthesis capacity			x	
CT3	Oral and written communication in mother language			x	
CT7	Solving problems				x
CT8	Making decisions				x
CT10	Interdisciplinary team work				x
CT11	Working in an international context			x	
CT12	Interpersonal relationship skills				x



# Course guide

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CT15	Ethical commitment		x
CT17	New situations' adaptation	x	
CT21	Initiative and entrepreneurial spirit		x
CT24	Ability to take responsibility		x
CT25	Autocriticism capacity		x
CT26	Knowing how to value personal action and know your own skills and limitations		x
CT30	Social commitment		x
CT32	Being able to establish and maintain relationships with other professionals and institutions	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	30,00%	Practices
R1	60,00%	Simulations, ECOE
R1	10,00%	Practice exam

### Observations

#### Minimum requirements

The student must pass all of the following criteria to pass the course:

- Minimum 50% score in all the assessment instruments : Objective Structured Clinical Evaluation (OSCE) and Multiple-Choice Test
- Minimum score 50% in the overall evaluation instruments.
- Presentation of the Report of external academic practices within the prescribed period

### 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:

- M2 Problems resolution and practical cases
- M11 Personalised attention by professor
- M12 Tests to understand the level of knowledge acquirance and skills
- M14 Online activity on e-learning
- M15 Personal study
- M21 Supervision of clinical histories
- M22 Clinical practices



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Practices in small groups M2, M11, M22	R1	60,00	2,40
Tutoring M11	R1	1,00	0,04
Evaluation M12, M14	R1	4,00	0,16
<b>TOTAL</b>		<b>65,00</b>	<b>2,60</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
No attendance M15	R1	10,00	0,40
<b>TOTAL</b>		<b>10,00</b>	<b>0,40</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK I: Dermatology	Semiology dermatology: Skin Basic lesions and dermatologic diagnosis methods. Prevalent inflammatory dermatoses: psoriasis, eczema, lichen planus and toxicoderma Prevalent infectious dermatoses: Piodermitis, viral and parasitic dermatosis Dermatologic tumoral pathology: melanoma and nonmelanoma skin cancer
BLOCK II: Psychiatry	Psychopathological patient examination Clinical diagnosis Common psychopharmacological treatments Psychotherapeutic treatment.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I: Dermatology	20,00	40,00
BLOCK II: Psychiatry	10,00	20,00



## References

Wolff K., Johns RA.: Fitzpatrick. Atlas en color y Sinopsis de Dermatología clínica. Sexta edición. Editorial Panamericana. 2010

### **ADDITIONAL BIBLIOGRAPHY**

Burns T, Breathnach S, Cox N, Griffiths C. Rook's Textbook of Dermatology. 7th ed: Blackwell Science; 2004.

Du Vivier A. Atlas de Dermatología Clínica. 2ª ed: Masson; 1995.

McKee PH. Pathology of the skin. 2nd ed: Mosby; 2005.

### **MAIN BIBLIOGRAPHY**

Vallejo Ruiloba J. Introducción a la Psicopatología y la Psiquiatría. Elsevier Masson. 2011

### **ADDITIONAL BIBLIOGRAPHY**

Kaplan-Sadock. Manual de bolsillo de Psiquiatría clínica. Lippincott Williams and Wilkins. 5ª ed. 2011

Chinchilla A. Breviario de urgencias psiquiátricas. Elsevier Masson. 1ª ed. 2011.

Kaplan- Sadock. Sinopsis de Psiquiatría. Lippincott Williams and Wilkins. 10ª ed. 2009.

Stahl. Psicofarmacología esencial. 2ª ed. 2009.

McKinnon R. La entrevista psiquiátrica. Ars Médica.

DSM-RIV- TR. Manual diagnóstico y estadístico de los trastornos mentales.

CIE-10. Clasificación internacional de enfermedades.

Vallejo J, Leal C. Tratado de Psiquiatría. 2ª ed. Ars Médica. 2010



## 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:



Clarifications about the practical sessions:

For those students who have not been able to complete their clinical rotation for the confinement or by any other situation that affects clinical practices in centers derived from the instructions issued by the Health Authorities.

## CLINICAL SESSIONS

Teaching material will be provided from the UCV Virtual Hospital and the ECOE Coordination

audiovisual to the teachers in charge of the subject for the teaching of the clinical sessions.

The duration of the session will be four hours according to the following schedule for each clinical case:

- Present the learning objectives (15 minutes).

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- Visualize the clinical case by the students and personal reflection, (30 minutes).
- Reflective debate (Debriefing), coordinated by simulation instructors and the teacher responsible for the session (45 minutes).

## CLINICAL SIMULATION

Practical sessions will also be held in the Virtual Hospital, using techniques of clinical simulation.