



## Information about the subject

**Degree:** Bachelor of Science Degree in Occupational Therapy

**Faculty:** Faculty of Psychology

**Code:** 1122003 **Name:** Medical-surgical conditions II

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** MEDICAL, SURGICAL AND PSYCHIATRIC AFFECTIONS

**Subject Matter:** Medical-Surgical Conditions **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** -

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

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

**Lecturer/-s:**

1122

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## Module organization

### MEDICAL, SURGICAL AND PSYCHIATRIC AFFECTIONS

Subject Matter	ECTS	Subject	ECTS	Year/semester
Medical-Surgical Conditions	18,00	Medical-surgical conditions I	6,00	2/1
		Medical-surgical conditions II	6,00	2/2
		Medical-surgical conditions III	6,00	3/1
Psychiatry	6,00	Psychopathology and psychological treatments	6,00	3/1
Public Health	6,00	Public health, management and quality of care	6,00	4/2

## Recommended knowledge

**Not required.** It is recommended to have previously studied the Subjects: Structure and Function of the Human Body I and II.



## 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 To know the main medical-surgical conditions on which the Occupational Therapist intervenes.
- R2 To know and properly use subject-specific terminology.
- R3 To use, interpret and critically evaluate scientific documents used in the study of medical-surgical conditions.
- R4 To acquire the ability to synthesize and explain basic concepts.



## 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):

GENERAL		Weighting			
		1	2	3	4
CG2	To know the national and international health organisations, as well as the environments and conditions of the different health systems		X		
CG3	To obtain and use epidemiological data and value trends and risks involved in the taking of health-related decisions			X	
CG9	To recognise the determiners of health on the population, the resources and multidisciplinary teams and the intervention actions, maintenance and promotion of health, at an individual level as well as that of community		X		
CG14	To know, select and apply the appropriate theories, the theoretical frameworks for reference, the models and methods of Occupational Therapy practice to choose or re-establish meaningful occupation, according to the health needs of individuals/populations (promotion of health, prevention and treatment).			X	
CG15	To cooperate with groups and communities to promote the health and wellbeing of their members through participation in meaningful occupation			X	
CG19	To acquire basic knowledge about management and improvement of the quality of Occupational Therapy services considering the advances in health, social care, society and legislation at local, national and international levels, centred on individuals/populations		X		
CG21	To listen actively, to obtain and summarise key information about occupational problems and demands of the individuals/populations and to understand the content of that information.			X	
CG22	To establish an assertive interpersonal communication with all the interlocutors that is relevant during the Occupational Therapy process.		X		



SPECIFIC	Weighting			
	1	2	3	4
CE59 To know and understand medical, surgical and psychiatric knowledge applicable to the human being in all stages of the cycle of life, from infancy to old age, that allow the students to evaluate, synthesise and apply Occupational Therapy treatments.			X	
CE60 To know and understand the physio-pathological process at every stage of the life cycle, identifying the problems and preventive and clinical aspects of the person, in health as well as in illness.			X	
CE61 To know, evaluate, analyse, elaborate and participate in educational programmes and promote health within the scope of Occupational Therapy in order to prevent occupational dysfunctions in general and subsequent to medical, surgical and psychiatric conditions, as well as social exclusion.				X
CE62 To synthesise and apply the relevant knowledge of biological, medical, human, pedagogical, psychological, social, technological and occupational sciences, together with the theories of occupation and participation.				X



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
R2, R3, R4	30,00%	Presentation of group and individual works.
R1, R2, R3, R4	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

To add the percentages it is essential to approve each and every one of the evaluation instruments. Failure to comply with the rules and deadlines established for carrying out academic activities will invalidate the final grade.

**Criteria for granting a grade of A with honors ("Matrícula de Honor"):** Highest rating in the areas evaluated. Mention honors will be awarded to students who have obtained a score equal to or greater than 9.0. Their number must not exceed 5% of students enrolled in a relevant subject in the academic year unless the enrollment is below 20, in which case one may be granted honors. (Real Decreto 1125/2003).

## Learning activities

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

- M1 ON-CAMPUS CLASS
- M2 PRACTICAL CLASSES



M3	SEMINAR
M4	GROUP PRESENTATION OF PAPERS
M5	OFFICE ASSISTANCE
M6	ASSESSMENT
M7	GROUP WORK
M8	INDEPENDENT WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS: Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	29,00	1,16
PRACTICAL CLASSES: Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R3	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R2, R3, R4	7,50	0,30
OFFICE ASSISTANCE: Personalized and small group attention. Period of instruction and /or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc. M5	R1, R2, R3, R4	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<p>GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )</p> <p>M7</p>	R3, R4	40,00	1,60
<p>INDEPENDENT WORK: Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )</p> <p>M8</p>	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
PATHOLOGY MISCELLANEOUS	<ul style="list-style-type: none"><li>25. Diabetes mellitus: types. Acute and chronic complications.</li><li>26. Acute renal failure syndrome and chronic.</li><li>27. Digestive Diseases.</li><li>28. Major hematologic syndromes.</li></ul>
NEUROLOGY	<ul style="list-style-type: none"><li>1. Neurological symptomatology. Major syndromes and diagnostic tests</li><li>2. Stroke. Ischemia and hemorrhage.</li><li>3. Multiple Sclerosis</li><li>4. Parkinson's disease</li><li>5. Neurodegenerative diseases</li><li>6. Motor neuron disease: ELA, polio</li><li>7. Demyelinating diseases.</li><li>8. Central nervous system trauma. Spinal cord injury</li><li>9. Cerebral Palsy</li><li>10. Diseases of the peripheral nerves.</li><li>11. Polyneuropathies</li></ul>
ONCOLOGY	<ul style="list-style-type: none"><li>12. Bases cancer medical interest from the perspective of occupational therapy.</li><li>13. Terminology, epidemiology.</li><li>14. Aftermath of functional impact.</li></ul>



## INFECTIOUS DISEASES

15. General concepts in infectious diseases.
16. Antimicrobial therapy.
17. Immunizations.
18. Major infectious syndromes.
19. Tuberculosis.
20. Urinary Tract Infections.
21. Gastroenteritis and enterocolitis.
22. Intra-abdominal infections.
23. Osteoarticular infections.
24. Human immunodeficiency syndrome and other immunodeficiencies

## Temporary organization of learning:

Block of content	Number of sessions	Hours
PATHOLOGY MISCELLANEOUS	6,00	12,00
NEUROLOGY	15,00	30,00
ONCOLOGY	4,00	8,00
INFECTIOUS DISEASES	5,00	10,00



## References

- Kasper D, Fauci A, Hauser S, Longo D, Jameson J, Loscalzo J,. Harrison's Medicina Interna. Ed Mcgraw-Hill, 19ª ed. Madrid, 2016.
- Farreras Rozman. Tratado de Medicina Interna. Ed Elsevier, 18ª ed. Madrid, 2017.
- Stroke. Alotaibi N. Neurosciences (Riyadh). 2015 Apr;20(2):181-2.
- Relapse in multiple sclerosis. Galea, Ward-Abel N, Heesen C. BMJ. 2015 Apr 14;350:h1765. doi: 10.1136/bmj.h1765.
- Breast-cancer screening--viewpoint of the IARC Working Group.Lauby-Secretan B1, Scoccianti C, Loomis D, Benbrahim-Tallaa L, Bouvard V, Bianchini F, Straif K; International Agency for Research on Cancer Handbook Working Group.N Engl J Med. 2015 Jun 11;372(24):2353-8. doi: 10.1056/NEJMSr1504363. Epub 2015 Jun 3.
- Identificación de los factores condicionantes de tiempos e indicadores de calidad en la atención intrahospitalaria al ictus agudo Begoña Palazón-Cabanes, Julio J. López-Picazo Ferrer, Ana Morales-Ortiz, Nuria Tomás-García. Rev Neurol 2016; 62 (4): 157-164. Link: ([https://www.researchgate.net/profile/Jj\\_Ferrer/publication/294718581\\_Identificacion\\_de\\_los\\_factores\\_condicionantes\\_de\\_tiempos\\_e\\_indicadores\\_de\\_calidad\\_en\\_la\\_atencion\\_intrahospitalaria\\_al\\_ictus\\_agudo/links/56c31fb108aeeaf199f8bc4a.pdf](https://www.researchgate.net/profile/Jj_Ferrer/publication/294718581_Identificacion_de_los_factores_condicionantes_de_tiempos_e_indicadores_de_calidad_en_la_atencion_intrahospitalaria_al_ictus_agudo/links/56c31fb108aeeaf199f8bc4a.pdf) )
- Investigating the feasibility and acceptability of real-time visual feedback in reducing compensatory motions during self-administered stroke rehabilitation exercises: A pilot study with chronic stroke survivors. Shayne Lin, Jotvarinder Mann, Avril Mansfield, Rosalie H Wang, Jocelyn E Harris, and Babak Taati. J Rehabil Assist Technol Eng. 2019 Jan-Dec; 6: 2055668319831631. Published online 2019 Mar 18. doi: 10.1177/2055668319831631



## 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: