

Teaching guide

IDENTIFICATION DETAILS

Degree:	Medicine		
Field of Knowledge:	Health Science		
Faculty/School:	Medicine		
Course:	GYNAECOLOGY AND OBSTETRICS		
Type:	Compulsory	ECTS credits:	9
Year:	5	Code:	2742
Teaching period:	Ninth-Tenth semester		
Area:	Integrated Medical Surgical Pathology		
Module:	Human Clinical Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	225		

SUBJECT DESCRIPTION

Gran parte de las observaciones antropológicas, a partir de las cuales se pretende construir un sistema de interpretación del ser humano basado en el estudio de sus caracteres y culturas, hacen referencia a hechos directamente relacionados con la procreación. El contenido del curso pretende aportar la comprensión del significado del proceso del pasaje que tiene lugar en el ciclo vital del ser humano dentro del ámbito de su salud, entre el nacimiento y la muerte, en todos los grupos socioculturales; específicamente en el caso de la mujer, hace foco en el proceso del Embarazo, Parto y Puerperio.

La Antropología se caracteriza por incorporar los elementos socioculturales en la comprensión y análisis de los

hechos que estudia. En el caso de los procesos de salud, enfermedad y atención de la salud, la Antropología Médica ha permitido profundizar en la comprensión de los sistemas y modelos sanitarios entendiéndolos como productos culturales, insertos en determinados contextos históricos e ideológicos. Así, en esta asignatura nos centramos en el análisis de los distintos modelos de atención al nacimiento existentes en el mundo. Estos estudios han incluido el análisis del modelo biomédico de atención al parto que es el predomina en nuestra sociedad, así como otros modelos de atención del nacimiento. En este sentido, cada sociedad organiza la atención del nacimiento en relación con el sentido y significado que le confiere a dicho momento.

Estos conocimientos se transmitirán en forma de clases teóricas, seminarios y talleres. El objetivo de las clases teóricas es la enseñanza básica de la asignatura para situarle en disposición de comprender y profundizar en sus conocimientos mediante seminarios y talleres.

Los seminarios serán monográficos, teniendo como objetivo facilitar la comprensión de la enseñanza teórica y la preparación del estudiante para que adquiera con mayor facilidad los conocimientos prácticos que se impartirán en los correspondientes talleres docentes

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To recognise the essential elements of the medical profession, including ethical principles, legal responsibilities and professional practice focussed on the patient. To acquire the values of professionalism:

- a. Altruism: looking for the best in patients.
- b. Responsibility: complying with the implicit agreement with the community.
- c. Excellence as a continuous search for knowledge.
- d. Obligation as a free commitment to serve.
- e. Honour and integrity: complying with personal and professional codes and undertaking not to breach them.
- f. Serving others.

To understand and recognise the causal agents and risk factors that determine health conditions and development of illness.

To understand and recognise the effects that the growth, development and aging of on the individual have on the social environment.

To understand the foundations underpinning action, indications and efficiency in therapeutic interventions based on the scientific evidence at hand.

To obtain and develop a medical record containing all relevant information.

To perform a physical examination and conduct a mental assessment.

To have the ability to prepare an initial diagnosis and to establish a rational diagnostic strategy.

To recognise and address situations that place life in immediate risk and others requiring immediate attention.

To establish the diagnosis, prognosis and treatment, applying principles based on the best possible information and clinical safety conditions.

To indicate the most appropriate therapeutic treatment for the most common acute and chronic conditions, as well as for those who are terminally ill.

To consider and propose the appropriate preventive measures for each clinical situation

To understand the importance of these principles for the benefit of patients, society and the profession, particularly focussing on professional secrecy.

To acquire suitable clinical experience in hospital institutions, health centres or other healthcare institutions, under supervision, as well as basic knowledge on clinical management centred around the patient, and to suitably use tests, drugs and other resources afforded by the healthcare system.

To listen carefully to, obtain and summarise relevant information about the problems of a patient and understand the content of said information.

To prepare medical records and other medical registers in a way that is understandable to others.

To communicate effectively and clearly, both orally and in writing, with patients, families, the media and other professionals.

To establish good interpersonal communication that makes it possible to address patients, family members, media and other professionals with efficiency and empathy.

To recognise determining factors in the population's health, such as genetics, gender and lifestyle, as well as demographic, environmental, social, economic, psychological and cultural factors.

To assume one's role in actions aimed at preventing and protecting from illnesses, injuries or accidents, as well as those aimed at maintaining and promoting health - both individually and at a community-based level.

To acknowledge one's role in multiprofessional teams, taking on leadership when pertinent, be it when providing healthcare or in interventions aimed at promoting health.

To obtain and use epidemiological data and assess tendencies and risks when it comes to making health-related decisions.

To know how to apply the principle of social justice to professional practice and understand the ethical implications of health in a global context of transformation.

To be familiar with, critically evaluate and know how to use sources of clinical and biomedical information to obtain, organise, interpret and communicate scientific and health-related information.

To be able to use information and communication technologies in clinical, therapeutic, preventive and research activities.

To keep and use the patient information records for subsequent analysis, maintaining the information confidential.

To have a critical, creative viewpoint in professional activity with constructive scepticism focussed on research.

To understand the importance and limitations of scientific thought in the study, prevention and management of illness.

To be able to formulate hypotheses and gather information and critically assess it in order to solve problems using scientific methodology.

To acquire basic training for conducting research.

Students must have demonstrated a command of information and communication technologies (ICTs), using tools and processes that need to be applied to scientific methodology or have a practical medical application.

To engage in professional practice with regard to the independence, beliefs and culture of the patient.

Students must be able to develop a profile conducive to the practice of medicine through activities specifically designed in all subjects of the syllabus.

To recognise one's limitations and the need to maintain and update professional skills, with particular emphasis on independent acquisition of new knowledge and techniques and a motivation to achieve quality.

To engage in professional practice with regard to other health professionals, gaining teamwork skills.

To understand and recognise the structure and normal function of the human body at molecular, cellular, tissue, organ and system level in the various stages of life, in both men and women.

To recognise the basis of normal human behaviour and disorders.

To understand and recognise the effects, mechanisms and manifestations of illness on the structure and function of the human body.

Specific skills

Ability to integrate theoretical and practical knowledge.

To know how to write records, reports, instructions and other registers in an understandable manner for patients, families and other professionals.

To recognise, diagnose and provide guidance in handling the main gynaecological disorders.

To be familiar with the process of pregnancy, regular and pathological delivery and postpartum.

To be able to recognise, diagnose and provide guidance during pregnancy and normal and pathological delivery, as well as during postpartum.

Genetic diagnosis and consultancy.

To be familiar with the various assisted fertility processes and existing contraception mechanisms.

To be able to conduct examination and monitoring during pregnancy.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
143 hours	82 hours