

MODULE DESCRIPTION (ANALYTICAL PROGRAM).

1. Module Information Code:	
• Name of the Institution and School	Universidad Autónoma de Nuevo León, Facultad de Medicina.
• Name of the Learning Unit	Medical Sciences I
• Total classroom hours for theory and/or practice.	400 hours
• Total extra classroom hours	320 hours
• Course Modality	Schooled
• Type of academic period in which the module is offered	7th Semester
• Type of Learning Unit in the Curriculum	Compulsory
• Curriculum area:	ACFP-I
• UANL credit points	24
• Date of module creation:	April 10, 2015
• Date of last amendment:	January 27, 2021
• Person(s) responsible for the module design and amendments:	Dr. med. Homero Nañez Terreros. Dr. Abraham Vázquez García. Dr. Pedro Alberto García Hernández.
2. Introduction:	
The Learning Unit of Medical Sciences I includes the study of four specialties of Internal Medicine, which are structured in learning stages, such as, Endocrinology, Gastroenterology, Hematology and Nutrition. In these stages the most common diseases are reviewed, in which clinical skills are developed with a focus on the first level of care and from a biopsychosocial perspective. The teaching-learning process in each stage includes clinical practice in real scenarios and its corresponding analysis for a better understanding and feedback of each activity performed.	
3. Purpose(s)	
This Learning Unit trains the undergraduate student with respect to the integral care of the adult, with emphasis on the diagnosis and treatment of pathologies related to Endocrinology, Gastroenterology, Hematology and Nutrition, therefore, contributes to the profile of graduation in the formation of a physician who solves the main health problems of the first level of care of the individual and the community by acquiring the capacity to	

integrate the information of the clinical history, the laboratory findings and the scientific evidence available to prevent and establish the diagnosis and timely management of the most prevalent diseases.

Its curricular relationship presupposes the knowledge of the structure and function of the human body through the study of Anatomy, Physiology, Histology, Embryology, Microbiology, Biochemistry and Molecular Biology, Clinical Pathology and Imaging, with the purpose of using such information in the integral evaluation of a patient, through the correct elaboration of an intentional clinical history and physical examination, together with the interpretation of laboratory and imaging studies. It also requires the knowledge of Pharmacology and Toxicology that allows the correct selection of the treatment, taking into account their interactions. Furthermore, it is related to all the Learning Units of the Clinical Area, as well as to Bioethics.

With respect to the general competencies of the University, this Learning Unit responds in the use of formal language, the correct use of language; the use of logical and critical thinking that allows it to make decisions within its sphere of influence; handling of computer tools; and it favors autonomous learning, which will allow it to consolidate its medical training. As for the specific competences of the profession, it contributes in the scientific knowledge and its applicability through the clinic, solving the health problems of the first level of attention and referring in a timely manner to other specialists. It also promotes effective communication with patients, their families and other professionals, in addition to knowing how to work in a multidisciplinary team and always practicing medical ethics, respect, confidentiality and social commitment.

4. Competences of the graduate profile

a. General competences contributing to this learning unit.

Instrumental skills:

1. Apply autonomous learning strategies in the different levels and fields of knowledge that allow them make appropriate and relevant decisions in the personal, academic and professional fields.
2. Use the logical, formal, mathematical, iconic, verbal and non-verbal languages according to their stage of life, in order to understand, interpret and express ideas, feelings, theories and streams of thinking with an ecumenical focus.
3. Use the information and communication technologies as access tools to information and its transformation in knowledge, as well as for learning and collaborative work with cutting-edge techniques that allow its constructive participation in society.
4. Dominate their native language in oral and written form with correctness, relevancy, opportunity and ethics adapting its message to the situation or context, in order to transmit of ideas and scientific findings.
5. Employ logical, critical, creative and proactive thinking to analyze natural and social phenomena that let them make relevant decisions in its area of influence with social responsibility.
6. Use a second language, English in particular, with clarity and correctness to communicate in common, academic, professional and

scientific contexts.

7. Develop inter, multi and transdisciplinary academic and professional proposals according to the best global practices to promote and consolidate the collaborative work.

8. Use methods and techniques of traditional and cutting-edge research for the development of their academic work, the practice of their profession and the generation of knowledge.

Personal and social interaction skills:

9. Maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context with the purpose of promoting environments of peaceful coexistence.

10. Intervene in front of the challenges of contemporary society at the local and global level with a critical attitude and human, academic and professional commitment to help consolidate the general wellness and sustainable development.

11. Practice the values promoted by the UANL: truth, equality, honesty, liberty, solidarity, respect for life and anyone's, peace, respect for nature, integrity, ethics behavior and justice, within their personal and professional environment in order to make a sustainable society.

Integrative skills:

12. Make innovative proposals based on the holistic understanding of reality to help overcome the challenges of the interdependent global environment.

13. Take the lead according to social and professional needs to promote relevant social change.

14. Resolve personal and social conflicts in accordance with specific techniques in the academic field and their profession for the proper decision making.

15. Achieve the adaptability required in uncertain professional and social environments of our time to improve living conditions.

b. Specific competences of the graduate profile that contributes to the learning unit

Specific competencies of the Bachelor of Science in Surgery and Midwifery

Scientific Basis of Medicine

1.- Use the medicine scientific fundamentals considering economical, psychological, social, cultural and environmental factors which contribute to the development and evolution of a disease for decision-making and medical actions.

Professional Clinical Practice

2.- Solves clinical problems through deductive reasoning, interpretation of findings and definition of their nature with the aim of making decisions and determine action principles of the medical practice to follow in a responsible way, impacting individual and collective health.

3.- Evaluate the development and evolution of the disease through the analysis of biomedical information and related physical, social and cultural factors, promoting health education and encouraging preventive medicine.

4.- To appropriately manage patients with the most frequent diseases, from a biopsychosocial perspective, through the application of knowledge, technical procedures and basic diagnostics, based on clinical guidelines and care protocols, to solve the main health problems of the first level of care of the individual and the community.

5.- Manage common medical emergencies, applying treatment, procedures and minor interventions and referring in an appropriate and timely manner patients who require critical care for the preservation of life.

6.- Manage human resources, diagnostic interventions, therapeutic modalities and health care options according to national standards, promoting a culture of quality care and ensuring patient safety.

Critical Thinking and Research

7.- Applies the scientific method for the resolution of medical problems with an innovative, analytic and self-critical attitude for preventing, diagnosing and treating diseases.

Professional Values and Ethics

8.- Integrates professional values and ethics into his medical practice, making no difference due to gender, race, political or sexual preference, religious beliefs, activities developed, disabilities or socioeconomic level, promoting social inclusion and contributing to the population's well-being, their life quality and human development.

9.- Respects the patient's integrity keeping the patient's medical information as an essential part of their professional secret in order to preserve his rights.

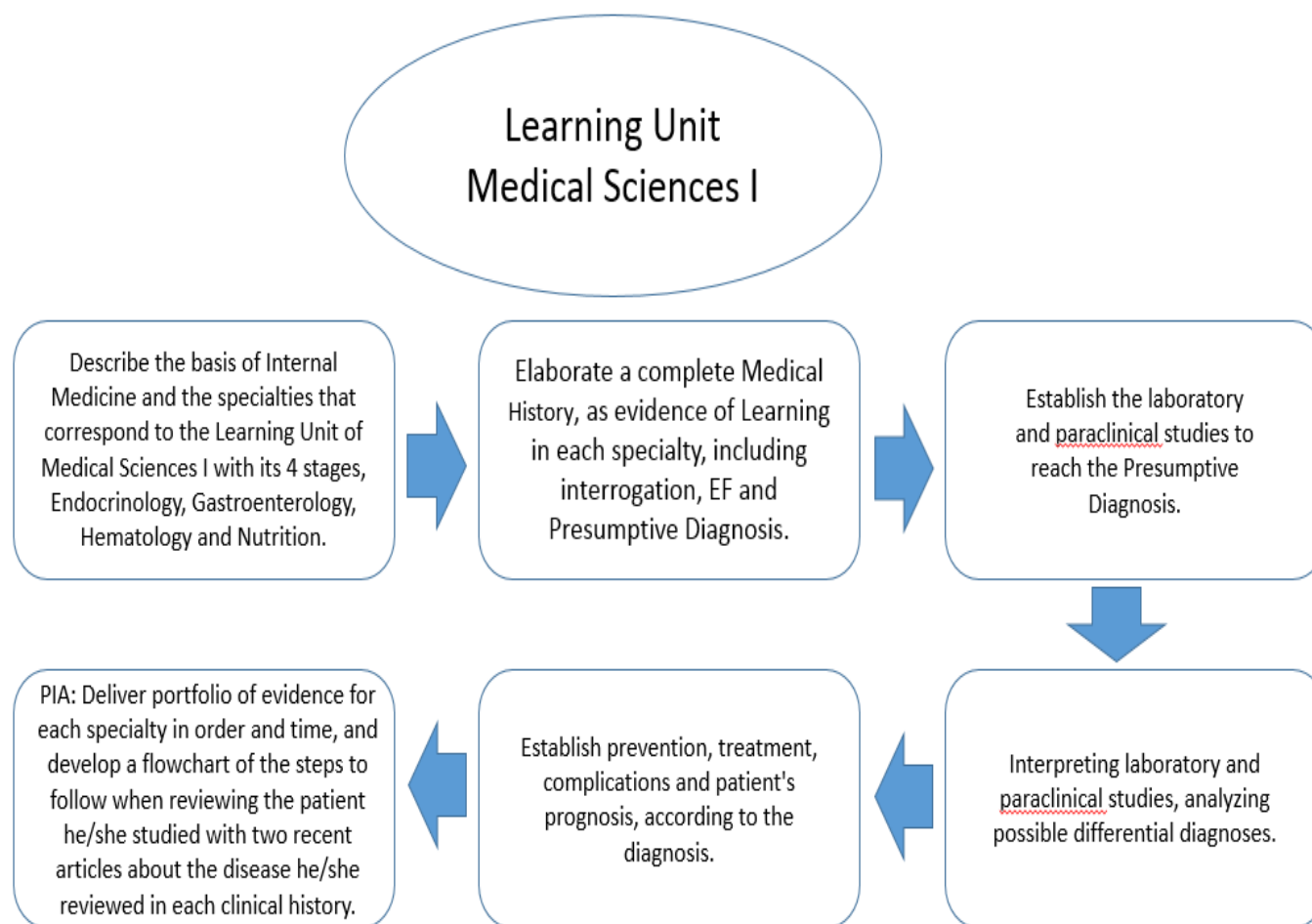
Organizational Work

10.- Promotes an organizational work culture for the health field, acknowledging the multidisciplinary work, respect for institutional policies and the observance of rules in order to contribute to a comprehensive treatment of patients.

Comunicación

11.- Applies effective communication principles, establishing a respectful and sympathetic relationship with the patient, relatives, the community and other health professionals in order to use the information properly.

5. Course Roadmap:



6. Structuring into stages or phases:

Stage 1. Endocrinology

Component(s) of the competence:

- Perform the integral study of a patient with an Endocrinological disease, through the elaboration of complete clinical histories, in order to make the correct diagnosis and treatment, corresponding to the most common diseases of Endocrinology in the first level of attention.

Evidence of Student learning	Performance Criteria	Learning activities	Contents	Resources
• Discussion and analysis of clinical cases • Guards • Medical History	Checklist: Prepare a complete medical history of a patient with endocrine condition including diagnosis, treatment, differential diagnosis and prognosis: Elaboration of a clinical history with all its components and the justification of the diagnosis: • Semiology (Interrogation) • Physical Examination • Diagnosis (Topographic, Syndromic, Differential) • Therapeutic Strategies Proper interpretation of assigned paraclinical	The student previously observes a video of the class through the digital platform of the UANL's medical school. The student performs the previous reading of the topic to be treated in class and in the platform answers the pre-class activities. In class the professor presents the relevant concepts of the subject to be treated through images. The professor asks analytical questions. The Professor explains, clarifies and exemplifies the basic concepts and principles of what is seen in the class.	Conceptual Content 1.- Introduction to Endocrinology and Nutrition subjects 2.- Endocrinology basic concepts 3.- Hypopituitarism, Pituitary Tumors. 4.- Thyrois Hyperfunction and thyroiditis. 5.- Thyroid Hypofunction 6.- Goiter. Thyroid Nodule. 7.- Hypercalcemia and Hypocalcemia 8.- Primary and Secondary Osteoporosis. Osteoporosis Treatment. 9.- Metabolic Syndrome. 10.- Diagnosis, classification of Diabetes Mellitus 11.- Physiopathology of Diabetes Mellitus type 1 and 2 12.-Primary prevention of Diabetes Mellitus typo 2	Classrooms of the Faculty of Medicine and the University Hospital. Auditoriums of the Faculty of Medicine and the University Hospital Hospital consultation and/or Internal Medicine internship area Textbook Projector with audiovisual material Electronic platform.

	exams: • Glucose tolerance curve • Glycosylated hemoglobin • Thyroid profile • Female/Male Hormonal Profile Bibliographic reviews • Corresponding to the Medical History submitted. Described and/or witnessed at least 2 of the following procedures and include description and indications: • Neurological exploration of the diabetic foot • Fine needle puncture biopsy • Palpation of the thyroid gland • Anthropometric Assessment Format: • Official Medical History Format, download from Project/presentation	The Professor interacts with the students during the class so that they achieve an understanding of the evidence requested in all its aspects. After the class the student answers platform activities, which refer to analysis questions derived from a clinical case. The student attends the discussion sessions, where clinical cases are analyzed. The students integrate a complete medical history and present it orally, the professor asks analytical questions, as well as basic concepts, where scenarios are raised and conclusions are made. The Professor explains, clarifies and exemplifies the basic concepts and principles of patient studies. The Professor leads the discussion, asking guiding questions, and posing alternative scenarios to the established ones for the student to apply the conceptual content, in this way the student explains and	13.- Oral antidiabéticos treatment I* 14.- Oral antidiabéticos treatment II* 15.- Insuline treatment in Diabetes Mellitus 16.- Chronic micro-vascular complications of Diabetes Mellitus 17.- Chronic macro-vascular complications of Diabetes Mellitus 18.- Acute complications of Diabetes Mellitus 19.- Hyper e Hypocortisolism 20.- Secondary Endocrine Hypertention Procedural Content • Synthesize the clinical characteristics of the clinical history, interrogation, physical examination, diagnosis and treatment of the most important endocrinological diseases and their differential diagnoses. • Prioritize the syndromes with the greatest impact as a public health problem. • Efficient search of scientific literature related to the assigned topics. Attitudinal Content Attitudes and values • Punctuality, Attendance and permanence • Participation and Respect	
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		justifies his or her answers. Students attend Guardia, where their main activities are conducting Medical Histories (3) • Observes or assists in procedures of: • Neurological exploration of the diabetic foot • Fine needle puncture biopsy • Palpation of the thyroid gland • Anthropometric Assessment • Receive Basic CPR training • Receive HTA crisis management training • Receive training in the management of hyperglycemia • Receive training to interpret: BH, QS, ES, Glycometrics. Examines assigned patient with interrogation, physical examination, required paraclinical studies, diagnosis and treatment.	• Good Presentation • Service attitude • Ethics, honesty, truth and justice • Teamwork and solidarity • Responsibility and Integrity	
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		The Professor explains, clarifies and exemplifies the basic concepts and principles of patient studies.		
Stage 2. Gastroenterology Component(s) of the competence: Perform the comprehensive study of a patient with a disease in Gastroenterology, through the preparation of the complete medical history in order to make the correct diagnosis and treatment, corresponding to the most common diseases in Gastroenterology at the first level of care.				
Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources
Medical History. Performance in clinical practice.	Checklist: Elaborar una historia clínica completa de un paciente con padecimiento endocrino incluyendo diagnóstico, tratamiento, diagnóstico diferencial y pronóstico: Elaboration of a clinical history with all its components and the justification of the diagnosis: - Semiology (Interrogation) - Physical Examination - Diagnosis (Topographic, Syndromic, Differential) - Therapeutic Strategies •Proper interpretation of assigned paraclinical exams: - ECO abdomen - Abdominal CT	The student previously observes a video of the class through the digital platform of the UANL's medical school. The student performs the previous reading of the topic to be treated in class and in the platform answers the pre-class activities. In class, the professor presents the relevant concepts of the topic to be treated through images. The professor asks analytical questions. The Professor explains, clarifies and exemplifies the basic concepts and principles of what is seen in the class. The Professor interacts with	Conceptual Content -Gastroesophageal reflux disease -Esophageal Motor disorders -Peptic Acid disease, -Functional Dyspepsia -Upper/Lower Digestive Tube Bleeding -Acute Diarrhea /Clostridium Difficile -Chronic Diarrhea. -Esophageal, stomach and small intestine cancer -Irritable Bowel Syndrome / Constipation -Diverticular disease / Inflammatory Bowel Disease -Timely Colon Cancer Detection -Signs / Symptom of Hepatobiliary Disease and Paraclinical Methods -Acute Hepatitis	Classrooms of the Faculty of Medicine and the University Hospital. Auditoriums of the Faculty of Medicine and the University Hospital Hospital consultation and/or Internal Medicine internship area Textbook Projector with audiovisual material Electronic platform.

	•Liver function test •Simple ascites fluid of the abdomen Bibliographic reviews •Corresponding to the Medical History submitted Described and/or witnessed at least 2 of the following procedures and include description and indications: •Paracentesis •Upper endoscopy •Colonoscopy •US Endoscopic Format: •Official Medical History Format, download from Project/presentation	the students during the class so that they achieve an understanding of the evidence requested in all its aspects. After the class the student answers platform activities, which refer to analysis questions derived from a clinical case. The student attends the discussion sessions, where clinical cases are analyzed. The students integrate a complete medical history and present it orally, the professor asks analytical questions, as well as basic concepts, where scenarios are raised and conclusions are made. The Professor explains, clarifies and exemplifies the basic concepts and principles of patient studies. The Professor leads the discussion, asking guiding questions, and posing alternative scenarios to the established ones for the student to apply the conceptual content, in this	14.-Chronic Hepatitis 15.-Non-Alcoholic Steatohepatitis and Alcoholic Liver Disease 16.-Liver Cirrhosis and its complications 17.-Liver Abscess and Liver Neoplasm 18.-Biliary lithiasis and Gallbladder and Biliary tract neoplasms 19.-Acute Pancreatitis 20.-Chronic Pancreatitis / Pancreas neoplasms Procedural Content • Synthesize the clinical characteristics of the clinical history, interrogation, physical examination, diagnosis and treatment of the most important gastrointestinal diseases and their differential diagnoses. • Prioritize the syndromes with the greatest impact as a public health problem. • Efficient search of scientific literature related to the assigned topics. Attitudinal Content Attitudes and values • Punctuality, Attendance and permanence • Participation and	
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		way the student explains and justifies his or her answers. Students attend Guardia, where their main activities are conducting medical records (3) • Observes or assists in procedures of: • Paracentesis • Upper endoscopy • Colonoscopy • US Endoscopic • Receives basic CPR training/education • Receives HTA crisis management training • Receives training in the management of hyperglycemia • Receives training to interpret: BH, QS, ES, Glycometrics Examines assigned patient with interrogation, physical examination, required paraclinical studies, diagnosis and treatment. The Professor explains, clarifies and exemplifies the	Respect • Good Presentation • Service attitude • Ethics, honesty, truth and justice • Teamwork and solidarity • Responsibility and Integrity	
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		basic concepts and principles of patient studies.		
Stage 3. Hematology Component(s) of the competence: Perform the integral study of a patient with a Hematological disease, by means of the elaboration of the complete clinical history in order to make the correct diagnosis and treatment, corresponding to the most common diseases of Hematology in the first level of attention.				
Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources
Medical History Performance in clinical practice.	Checklist: Prepare a complete medical history of a patient with endocrine condition including diagnosis, treatment, differential diagnosis and prognosis: Elaboration of a clinical history with all its components and the justification of the diagnosis: - Semiology (Interrogation) - Physical Examination - Diagnosis (Topographic, Syndromic, Differential) - Therapeutic Strategies Proper interpretation of assigned paraclinical	The student previously observes a video of the class through the digital platform of the UANL's medical school. The student performs the previous reading of the topic to be treated in class and in the platform answers the pre-class activities. In class, the professor presents the relevant concepts of the topic to be treated through images. The professor asks analytical questions. The Professor explains, clarifies and exemplifies the basic concepts and principles of what is seen in the class. The Professor interacts with	Conceptual Content - Hematopoiesis. - Anemias Classification - Clinical Interpretation of Complete Blood Count. - Iron deficiency. - Megaloblastic anemia. - Hereditary spherocytosis. G6PD deficiency. Sickle cell disease. Thalassemias. - Autoimmune hemolytic anemia. Hemolytic disease of the newborn. - Aplastic anemia. - Paroxysmal nocturnal hemoglobinuria - Myelodysplastic syndromes - Acute lymphoblastic leukemia. Acute myeloblastic leukemia. - Chronic lymphocytic leukemia and hairy cell leukemia.	Classrooms of the Faculty of Medicine and the University Hospital. Auditoriums of the Faculty of Medicine and the University Hospital Hospital consultation and/or Internal Medicine internship area Textbook Projector with audiovisual material Electronic platform.

	exams: •Blood biometry (identify normal ranges by age group) •Blood biometry (identify abnormalities in benign diseases) •Blood biometry (identify abnormalities in malignant diseases) •Coagulation times: prothrombin time and partial thromboplastin time (distinguish normal from prolonged and their causes) Bibliographic reviews •Corresponding to the Medical History submitted Described and/or witnessed at least 2 of the following procedures and include description and indications: •Peripheral blood smear collection •Microscopic examination of peripheral blood •Bone marrow aspiration •Bone marrow biopsy •Diagnostic and/or	the students during the class so that they achieve an understanding of the evidence requested in all its aspects. After the class the student answers platform activities, which refer to analysis questions derived from a clinical case. The student attends the discussion sessions, where clinical cases are analyzed. The students integrate a complete medical history and present it orally, the professor asks analytical questions, as well as basic concepts, where scenarios are raised and conclusions are made. The Professor explains, clarifies and exemplifies the basic concepts and principles of patient studies. The Professor leads the discussion, asking guiding questions, and posing alternative scenarios to the established ones for the student to apply the conceptual content, in this way the student explains and	11.-Chronic granulocytic leukemia. Myeloproliferative neoplasm. 12.-Multiple myeloma. Waldenstrom macro globulinemia. 13.-Hodgkin Lymphoma. Non-Hodgkin Lymphom 14.-Physiology of blood coagulation. Evaluation of the patient with alteration of hemostasis. 15.-Immunological thrombocytopenic purpura. Platelet dysfunction. Thrombotic thrombocytopenic purpura. Hemolytic Uremic síndrome. 16.-Hemorrhagic diseases due to defects in the plasma pase and fibrinolysis. 17.-The hypercoagulable state. Thrombophilia. 18.-Therapy with blood components. Complications of blood transfusion. Hemopheresis. Transplantation of hematopoietic progenitor cell. Procedural Content • Synthesize the clinical characteristics of the clinical history, interrogation, physical examination, diagnosis and treatment of the	
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	therapeutic lumbar puncture Format: • Official Medical History Format, download from Project/presentation	justifies his or her answers. Students attend Guardia, where their main activities are to perform Medical Histories (3) • Observes or assists in procedures of: • Peripheral blood smear collection • Microscopic examination of peripheral blood • Bone marrow aspiration • Bone marrow biopsy • Diagnostic and/or therapeutic lumbar puncture • Receives Basic CPR training • Receives HTA crisis management training • Receives training in the management of hyperglycemia • Receives training to interpret: BH, QS, ES, Glycometrics. Examines the assigned patient with interrogation, physical examination, required paraclinical studies, diagnosis and treatment	most important endocrinological diseases and their differential diagnoses. • Prioritize the syndromes with the greatest impact as a public health problem. • Efficient search of scientific literature related to the assigned topics. Attitudinal Content Attitudes and values • Punctuality, Attendance and permanence • Participation and Respect • Good Presentation • Service attitude • Ethics, honesty, truth and justice • Teamwork and solidarity Responsibility and Integrity	
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		The Professor explains, clarifies and exemplifies the basic concepts and principles of patient studies.		
Stage 4. Nutrition Component(s) of the competence: Perform nutritional assessment and general nutritional recommendations to promote health and assist in the treatment of diseases in which a nutritional intervention has an impact on the quality of life and health of the individual, applying the knowledge, skills, abilities and attitudes to conduct a complete clinical history to reach the prevention, diagnosis and appropriate treatment of the most common diseases, in order to make the correct diagnosis and treatment at the first level of care.				
Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources
Clinical History, Anthropometry.	Checklist: Integrate nutritional assessment pertinent to the physician at the first level of care into the medical history, including diagnosis, treatment, differential diagnosis and prognosis: Analysis of the patient's nutritional information including: - Semiology (Interrogation) - Physical Examination - Diagnosis (Topographic, Syndromic, Differential) - Therapeutic Strategies	The student must do the necessary reading on the role of anthropometry in the evaluation of the patient at the first contact. The student must examine the assigned subject with the required interrogation, physical examination, paraclinical studies, diagnosis and treatment of diseases associated with nutrition. The facilitator explains, clarifies and exemplifies the basic concepts and principles of studying a patient with a nutrition-related illness.	Conceptual Content 1.-Introduction to the course 2.-Nutritional medical history from the medical perspective and nutritional requirements 3.-Nutritional recommendations to promote health, normal diet 4.-Label reading 5.-Nutrition in pregnancy and Breastfeeding from a maternal care perspective 5.-Physiopathology of Obesity 6.-Obesity and its comorbidities 7.-Dietary treatment in Obesity, an analysis of scientific evidence 8.-Ethical dietary treatment	Classrooms of the Faculty of Medicine and the University Hospital. Auditoriums of the Faculty of Medicine and the University Hospital Hospital consultation and/or Internal Medicine internship area Textbook Projector with audiovisual material Electronic platform.

	Proper interpretation of assigned paraclinical exams: •Anthropometry •Evaluation of complications associated with obesity/malnutrition Bibliographic reviews •That correspond to the appropriate nutritional evaluation of the patient Described and/or witnessed at least 2 of the following procedures and include description and indications: •Plicometry •Waist, hip measurement •BMI calculation •Measurement of body fat by bioimpedance Format:	The student must do the bibliographic research that is transcendental in the study of each clinical case. The facilitator should interact with the students during the workshop so that they reach an understanding of the evidence required of them in all its aspects. The student should also interact with his or her classmates and the facilitator during the class in order to better understand the assigned reading material. The professor should conduct an interactive question, answer and comment session based on the professor's oral presentation. The student should review the content through the class interaction with the professor.	in overweight and obesity. An análisis of th therapeutic guides. 9.-Surgical treatment in obesity 10.-Nutraceuticals, supplements and use of sweeteners and análisis of scientific evidence. 11.-Adherence to treatment intervention 12.-Key clinical trails in obesity interventions 13.-Dyslipidemias, Diagnosis 14.-Dyslipidemias, Treatment 15.-Non.pharmacological lifestyle treatment in the patient with Diabetes Mellitus, including the feeding plan. 16.-Eating behavior disorders 17.-Nutrition in elderly. Procedural Content -Analyze the medical history format in Nutrition -Synthesize the clinical characteristics of the clinical history, interrogation, physical examination, diagnosis and treatment of the most important nutritional diseases and their differential diagnoses -Application of intentional interrogatoin. -Describe the different laboratory and cabinet	
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	•Direct supervision in the nutrition practice •Attendance to the workshop		diagnostic methods used in Nutrition. -Prioritize the síndrome with greatest impact as a public health problema. -Efficient search of scientific literatura related to the assigned topics. Attitudinal Content Attitudes and values • Punctuality, Attendance and permanence • Participation and Respect • Good Presentation • Service attitude • Ethics, honesty, truth and justice • Teamwork and solidarity Responsibility and Integrity	
7. Summative Evaluation				

Medical Sciences I		
Rubric	Value	Breakdown - Value
Theory	80%	Exam – 95 points
	100 points	Platform's activities – 5 points
Practice	20%	Talk
	100 points	*Consult assistance – 80%
4 Sub-specialties	88.5	
PIA:	1.5	
Guards	10	
Total	100	

To pass this Learning Unit it is necessary: to pass both the theoretical and practical activities (+ or = to 70) and each of the subspecialties (+ or = to 70). Understanding as theoretical activities exam and platform activities, and practices to Guards, talks, consultation and PIA. If in any of the two areas of any subspecialty you obtain a grade lower than 70 you will be failed in the learning unit and in case you do not pass any of the subspecialties, even if you have passed the others you will also have a failing grade, **regardless of the average. The grades of the practical activities and the evidence will be taken into account for the final grade in the ordinary and extraordinary exam in the same proportion described.**

8. Course Integrative Product

Portfolio in which all the above mentioned evidences are presented in time and form requested.

APPENDIX.

ASSESSMENT AND WORKLOAD

Module workload		Number of hours	Percentage
Contact hours	Class-based instruction	75h (18.75%)	55.55%= 400 hours
	Practice	125h (31.25%)	
	Guards	192h (48%)	
	Exam taking	8h (2%)	
Independent study	Study	240h (75%)	44.44%= 320 hours
	Exam preparation	80h (25%)	
Total hours of the workload: 30 hours X 24 credits UANL/ECTS*		720h	

*European Credit Transfer and Accumulation System

1 UANL credit = 30 hours

NOTE: Rubrics, checklists and evaluation formats are elaborated by using the performance criteria described in each stage of the module.

SUPLEMENTO COVID-19

Siguiendo las recomendaciones de la Secretaría de Salud del país y la Rectoría de la Universidad, ante la coyuntura de salud COVID-19, la organización de la docencia desde marzo del 2020, seguirá un modelo híbrido, donde la docencia se ajustará a los horarios aprobados por la Secretaría de Salud siguiendo un modelo de Presencialidad / No presencialidad en la medida en que las circunstancias sanitarias y la normativa lo permitan. Los estudiantes asistirán a las clases de manera no presencial mediante la transmisión de las mismas de manera síncrona/asíncrona vía “on line”.