

MODULE DESCRIPTION (ANALYTICAL PROGRAM).

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| 1. Module Information Code: | |
| • Name of the Institution and School | Universidad Autónoma de Nuevo León, Facultad de Medicina. |
| • Name of the Learning Unit | Psychiatry |
| • Total classroom hours for theory and/or practice. | 100 hours |
| • Total extra classroom hours | 80 hours |
| • Course Modality | Schooled |
| • Type of academic period in which the module is offered | 9th Semester |
| • Type of Learning Unit in the Curriculum | Compulsory |
| • Curriculum area: | ACFP-F |
| • UANL credit points | 3 credits |
| • Date of module creation: | Oct. 17th, 2014 |
| • Date of last amendment: | Jan. 11th, 2021 |
| • Person(s) responsible for the module design and amendments: | Lic. Daniela H. Romero Guerra Dr. Stefan Fernández Zambrano Dr. Jorge Mascareñas Ruiz Dr. Omar Kawas Valle Dr. Miguel Valdez A. |
| 2. Introduction: | |

The Psychiatry Learning Unit has been designed around 4 stages to achieve the development of competencies through the teaching-learning process. The objective is for the student to know, identify and make a first diagnostic approach to psychiatric illnesses, as well as to have the basic notions about mental health and the integral treatment of psychopathology.

The first stage "Basic Concepts of Psychiatry" intends to theoretically introduce the student to the knowledge of the basic terms in this discipline, as well as the understanding of the ethical and legal aspects involved in clinical psychiatric practice.

In the second stage "Child and Adolescent Development" the objective is for the student to know about the expected psychological development and the type of deviations that occur in the early stages of life.

During the third phase "Psychopathological Evaluation and Diagnosis", the student is expected to know and practice the main diagnostic tools and the most common psychopathological phenomena. It is the central point of the learning unit in terms of theoretical and practical knowledge, since it is intended that the student acquires the necessary knowledge to achieve an adequate distinction between the various diagnostic categories, as well as its proper application.

Finally, the fourth stage "Treatment Models" has the objective of providing the student with the general panorama of treatment for each diagnostic entity in Psychiatry, as well as being a guide at the time of exercising their clinical practice.

3. Purpose(s)

The learning unit of Psychiatry includes a core area in the formation of a doctor and in the curriculum of the Bachelor of Medical Surgery and Midwifery of the UANL, is part of an educational process in which basic and clinical knowledge is integrated, applied together, using the cognitive in the development of thinking skills. Through which the conformation of an attitude in the affective area is propitiated, that at the same time prepares the student to exercise with success the medical-surgical activities required.

This learning unit is directly related to Anatomy, Sexuality, Introduction to Mental Health and Medical Propaedeutics; furthermore, its purpose is to establish the relationship between mental health and the medical and surgical sciences.

With regard to the specific competences of the profession, it is intended that the student succeeds in integrating the knowledge obtained in the previous academic cycles and applying it in the study and care of patients by integrating the psychiatric clinical history; by obtaining skills and abilities through the practice of clinical competences to the degree of mastery that corresponds to the solution of mental health problems as well as the diagnosis and management of psychiatric patients at the first level of care. It is intended to train the student in the skills and abilities that will be required during the development of his internship and social service for the management of emotional problems that patients present, as well as to provide the student with an environment in the operational framework of psychiatry so that later he/she can decide on the basis of the experience lived what activities or specialty will be performed in his/her professional life. Finally, the intention is to increase adherence to human values and ethical principles of medical practice.

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.
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.

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.

Competencias personales y de interacción social:

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:

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

b. Specific competences of the graduate profile that contributes to this 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. Manages properly patients with the most frequent diseases from a biopsychosocial perspective, through the application of knowledge, technical procedures and basic diagnostic, based on clinical guides and attention protocols in order to solve the main health problems from the Primary

Health Care level from individuals and the community.

5. Manage common medical emergencies, applying treatment, procedures and minor interventions and make appropriate and timely referrals for patients requiring critical care for the preservation of life.

6. Manages human resources, diagnostic interventions, therapeutic modalities, and options on health care according to national standards, promoting a quality culture in attention and guaranteeing patients' security.

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.

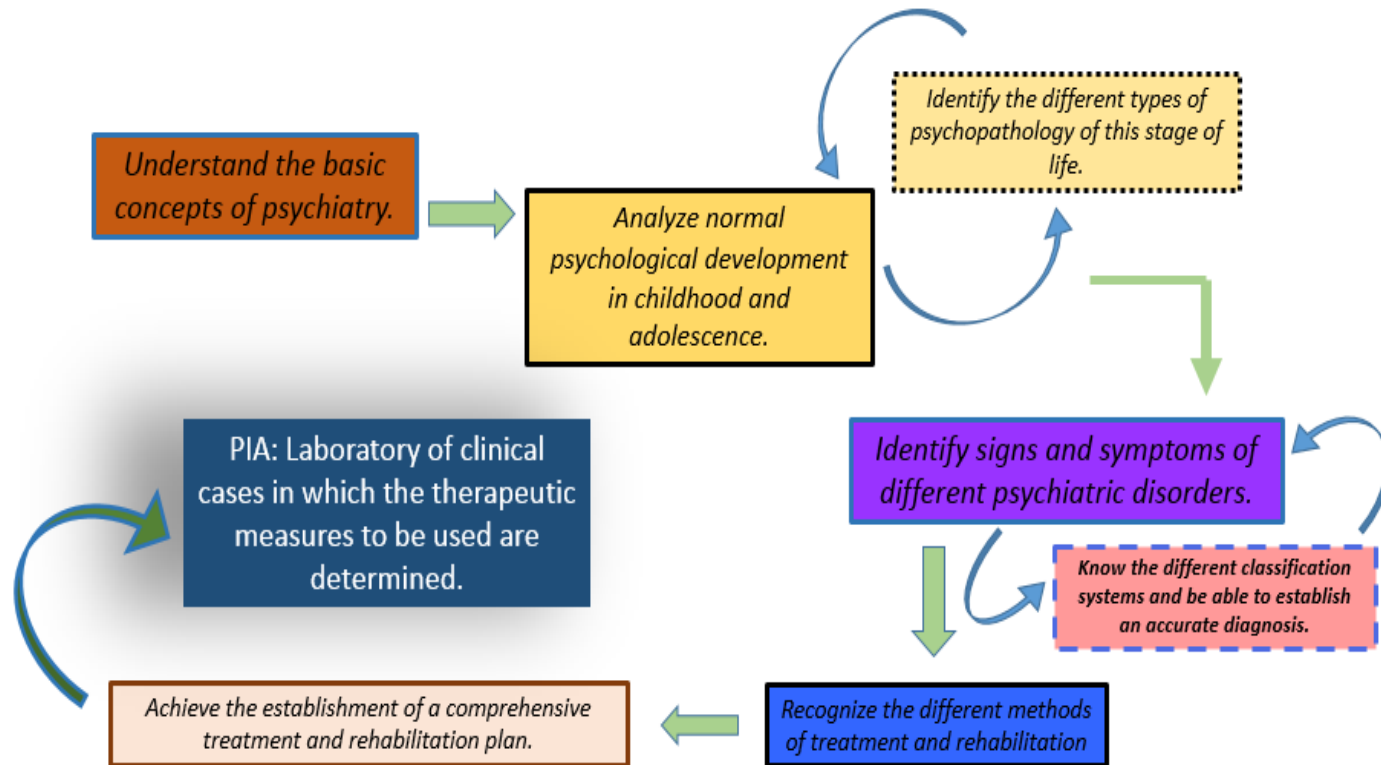
Organizational Work

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.

Communication

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.

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| 5. Course Roadmap: | |
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6. Structuring into stages or phases

Stage 1**Component(s) of the competence:**

- Understand the basic concepts of psychiatry through the different theoretical approaches in order to recognize the foundations of specific psychopathology.

| Evidence of student learning | Performance Criteria | Learning activities | Contents | Resources |
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| Team written report of the analysis of the ethical and legal implications in a given case based on a role play from a psychiatric interview. | Take an active part in the simulation. Using the technique of the double in the role play. Identify the ethical and legal implications of the case. Conducts with respect towards his colleagues. Respect the assigned time. Follow the instructions | Students present the topics orally with visual support. In the oral presentation, the professor interacts with the students in relation to the knowledge obtained in the review of material individually. The professor corroborates the integration of concepts and provides examples of ethical and legal problem solving. The students confirm understanding of concepts, through the elaboration of mind maps and strategies | Conceptual Content - Neurological and genetic bases -General Psycopathology -Psychiatric Interview -Sorting Systems -Ethical and legal aspects -Psychiatric Emergencies Procedural Content -Perform psychiatric interview | Seminar room CamaraGesell Texts PPT Presentations Projector Computer Electronic resources such as e-books, web pages, videos, movies, etc. |

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| | <p>given by the course leader.</p> <p>Delivery of the written report in time and form.</p> <p>The report should include: introduction, description of the simulated case, description of the behavior, discussion of what was identified in relation to the theoretical concepts seen in class, personal opinion.</p> | <p>based on critical thinking and values</p> <p>The integration of groups in a randomized way is established and the technique of the double in the role play is explained.</p> <p>The Professor assigns the case (ethical dilemmas publicized in the press, documented cases, films or videos) to each team.</p> <p>The professor together with the students integrates the proposed ideas, generating a conclusion and feedback to each team.</p> | <p>-Prepare psychiatric medical records and mental examination.</p> <p>-Analysis of clinical cases</p> <p>-Analysis of ethical dilemmas</p> <p>Attitudinal Content</p> <p>-Respect for peers and patients</p> <p>-Confidentiality in handling information.</p> <p>-Establish an emphatic communication</p> | |
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Stage 2:

Component(s) of the competence:

- Analyze the normal psychological development in childhood and adolescence, through the identification of the different schemes to understand their psychopathology.

| Evidence of student learning | Performance Criteria | Learning activities | Contents | Resources |
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| Oral report by team of the analysis of a film/documentary focused on a specific psychopathology. | <p>Expose the oral report according to the time criteria.</p> <p>The technique of sequential analysis is used to share their observations.</p> <p>Identifies and uses the theoretical concepts seen in class to support their arguments.</p> <p>Maintains a critical stance during the oral presentation.</p> <p>Respect the time indicated by the professor.</p> | <p>Students present the topics orally with visual support.</p> <p>In the oral presentation, the professor interacts with the students in relation to the knowledge obtained in the review of material individually.</p> <p>The professor corroborates the integration of concepts and provides clinical examples.</p> <p>Students develop mind maps of key concepts to corroborate their understanding of the information.</p> <p>The integration of work teams is established and the activity</p> | <p>Conceptual Content</p> <p>-Stages of Psychological Development</p> <p>-Attachment theory</p> <p>-Adolescent Emotional Development</p> <p>-Psychopathology in Childhood and Adolescence</p> <p>Procedural Content</p> <p>-Prepare psychiatric medical records and mental examination.</p> <p>-Analysis of clinical cases.</p> <p>-Identify signs of child or adolescent psychopathology.</p> | <p>Seminar room</p> <p>Camara Gesell</p> <p>Texts</p> <p>PPT Presentations</p> <p>Projector</p> <p>Computer</p> <p>Electronic resources such as e-books, web pages, videos, movies, etc.</p> |

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| | | <p>of sequential analysis is explained.</p> <p>The Professor assigns by team the film or documentary (that exemplifies some kind of childhood or adolescent psychopathology) to be analyzed by the team as an extra-classroom activity.</p> <p>Strategies based on critical thinking and values are handled, so that the professor, together with the students, integrates the proposed ideas, generating a conclusion and feedback to each team.</p> | <p>Attitudinal Content</p> <p>-Respect for peers and patients</p> <p>-Confidentiality in handling information.</p> <p>-Establish an emphatic communication</p> | |
| <p>Stage 3:</p> <p>Component(s) of the competence:</p> <ul style="list-style-type: none"> Identify the phenomena with clinical significance of psychiatric disorders, through the application of different classification systems in order to establish an accurate diagnosis. | | | | |
| Evidence of student learning | Performance Criteria | Learning activities | Contents | Resources |

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| <p>Written report in team of a diagnostic proposal of a psychiatric disorder assigned based on the analysis of a case in Gesell camera and/or psychiatric interview video.</p> | <p>Identifies the most common signs and symptoms of the disorder.</p> <p>Integrates concepts seen in class to support its diagnostic proposal.</p> <p>Establishes a diagnostic proposal based on the behaviors/symptoms observed in the interview.</p> <p>Deliver the written report in a timely manner.</p> <p>Must include bibliographic references consulted.</p> <p>The report should include: introduction, case description, description of observed behavior, discussion of possible diagnoses, final diagnostic impression.</p> | <p>Students present the topics orally with visual support.</p> <p>In the oral presentation, the professor interacts with the students in relation to the knowledge obtained in the review of material individually.</p> <p>The professor corroborates the integration of concepts and provides clinical examples.</p> <p>Students corroborate their understanding of concepts through mind mapping and strategies based on critical thinking and values.</p> <p>In a small group, go to the emergency department or pre-consultation to observe the care of a psychiatric patient.</p> | <p>Conceptual Content</p> <ul style="list-style-type: none"> -Mood disorders -Schizophrenia and other psychotic disorders -Anxiety Disorders <p>Procedural Content</p> <ul style="list-style-type: none"> -Perform psychiatric interview. -Prepare psychiatric medical records and mental examination. -Analysis of clinical cases. -Identify clinical symptoms of psychopathology. <p>Attitudinal Content</p> <ul style="list-style-type: none"> -Respect for peers and patients | <p>Seminar room</p> <p>Camara Gesell</p> <p>Texts</p> <p>PPT Presentations</p> <p>Projector</p> <p>Computer</p> <p>Electronic resources such as e-books, web pages, videos, movies, etc.</p> |
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| | | <p>The integration of small work teams is established and the activity of analysis of clinical cases is explained; where a type of psychiatric disorder is assigned to be analyzed by team.</p> <p>The selected student or team conducts an interview with the professor.</p> <p>The team assigned to the case conducts an investigation of the medical-psychiatric history through an interview with the case therapist.</p> <p>The professor assigns the extra-classroom activity of film analysis that exemplifies a psychiatric disorder.</p> <p>The rest of the group observes the psychiatric</p> | <p>-Confidentiality in handling information.</p> <p>-Establish an emphatic communication</p> | |
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| | | <p>interview or the video interview conducted.</p> <p>At the end of the interview, an analysis and discussion of the case is made.</p> <p>The professor together with the students integrates the proposed ideas, generating a conclusion and feedback to each team.</p> | | |
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| <p>Stage 4:</p> <p>Component(s) of the competence:</p> <ul style="list-style-type: none"> Recognize the different methods of treatment and rehabilitation from the review of the biopsychosocial model to achieve a comprehensive treatment and rehabilitation plan. | | | | |
| Evidence of student learning | Performance Criteria | Learning activities | Contents | Resources |
| Written report by teams of the conclusions of the debate about the relevance of the treatment and rehabilitation plan of a given case using video of psychiatric interview and/or | <p>Differentiates the different types of treatment.</p> <p>Identifies treatment indications for the assigned pathology.</p> | <p>Students present the topics orally with visual support.</p> <p>In the oral presentation, the professor interacts with the students in relation to the</p> | <p>Conceptual Content</p> <p>-Pharmacological treatment</p> <p>-Individual Psychotherapy</p> <p>-Couple and Family Psychotherapy</p> | <p>Seminar room</p> <p>Gesell Camera</p> <p>Texts</p> <p>PPT Presentations</p> <p>Projector</p> |

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| interview of a patient in Gesell camera. | <p>Integrates concepts seen in class to support the treatment proposal.</p> <p>Proposes a treatment plan based on the behaviors/symptoms observed in the interview.</p> <p>Delivery of the written report in time and form.</p> <p>The report should include what was previously prepared (introduction, description of the case, description of the observed behavior, discussion of possible diagnoses, final diagnostic impression), as well as include suggestions for treatment and the evidence that justifies it.</p> <p>Includes bibliographic references consulted.</p> | <p>knowledge obtained in the review of material individually.</p> <p>The professor corroborates the integration of concepts and provides examples of problem solving.</p> <p>Students corroborate their understanding of concepts through mind mapping and strategies based on critical thinking and values.</p> <p>In a small group, go to the emergency department or pre-consultation to observe the care of a psychiatric</p> <p>The integration of small work teams is established and the activity of analysis of clinical cases is explained.</p> <p>The psychiatric interview or the video interview conducted (including the couple and/or family</p> | <p>-Group Psychotherapy</p> <p>-Alternatives Therapies</p> <p>Procedural Content</p> <p>-Perform psychiatric interview</p> <p>-Prepare psychiatric medical records and mental examination.</p> <p>-Analysis of clinical cases.</p> <p>-Identify the relevance of a reference to timely psychological or psychiatric treatment</p> <p>Attitudinal Content</p> <p>-Respect for peers and patients</p> <p>-Confidentiality in handling information.</p> | <p>Computer</p> <p>Electronic resources such as e-books, web pages, videos, movies, etc.</p> |
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| | | <p>interview) is observed. At the end of the interview, an analysis and discussion of the case is made, proposing a treatment and rehabilitation scheme relevant to each case.</p> <p>The professor, together with the students, integrates the proposed ideas, generating a group conclusion.</p> <p>The professor gives feedback on the appropriateness of the proposed treatment and rehabilitation plan.</p> | -Establish an emphatic communication | |
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| 7. Summative Evaluation | |
| ACTIVITY | VALUE |
| Evidence 1: Ethical-legal case report | 5 |
| Evidence 2: Oral report of a case of child psychopathology | 5 |
| Evidence 3: Report of diagnostic proposal: psychopathology in adults | 5 |
| Evidence 4: Report Treatment proposal discussion | 5 |
| Partial Exam 1 | 30 |

Electronic sources

Videos

Suggested Films

- Las ventajas de ser invisible (Desarrollo infantil/ Psicopatología Adolescente)
- Tenemos que hablar de Kevin (Desarrollo infantil/ Psicopatología Adolescente)
- Revolutionary Road (Relaciones de Pareja)
- Mar adentro (Ética)
- El solista (Psicopatología-Esquizofrenia)
- Trust- Inocencia perdida (Desarrollo infantil/ Psicopatología Adolescente)
- Silverlining playbook (Psicopatología)
- Intensamente (conceptos centrales)
- Alice (Demencia)
- La casa de arena y niebla (Psicopatología-Depresión)

APPENDIX.

ASSESSMENT AND WORKLOAD

| Module workload | | Number of hours | Percentage |
|--|--|-----------------|---------------------|
| Contact hours | Clases teóricas | 58h (58%) | 55.5%= 100 hours |
| | Ethical-legal case report | 10h (10%) | |
| | Oral report of a case of child psychopathology | 10h (10%) | |
| | Report of diagnostic proposal: psychopathology in adults | 10h (10%) | |
| | Report Treatment proposal discussion | 8h (8%) | |
| | Exam taking | 2h (2%) | |
| | Course Integrative Product (CIP) | 2h (2%) | |
| Independent study | Study | 74h (92.5%) | 44.4%= 80 hours |
| | Exam preparation | 6h (7.5%) | |
| Total hours of the workload: 30 hours X 6 credits UANL/ECTS* | | 180 h | |

*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”.