

MODULE DESCRIPTION (ANALYTIC PROGRAM).

1. Module Information Code:	
• Name of the institution and school	Universidad Autónoma de Nuevo León, Facultad de Medicina.
• Name of the course (learning unit)	Pediatrics
• Total number of class hours- theory and/or practice	265
• Total number of hours of independent study	185
• Course modality (face-to-face, online, hybrid)	Face-to-face
• Type of academic term (Semester or four-month)	Semester
• Type of course (required/elective)	Required
• Curriculum area (ACFGU, ACFB, ACFP-F, ACFP-I)	ACFP-F
• UANL credit points (whole numbers)	15
• Create date (mm/dd/yy)	05/10/12
• Date of last amendment made (mm/dd/yy)	11/ 27/20
• Person(s) responsible for the design and amendment of the module:	Dr. med. Manuel E. de la O Cavazos Dr. med. Carlos Alberto Zapata Castilleja.
2. Introduction:	
<p>The pediatrics learning unit is divided into 5 stages; stage 1: the healthy child and stages, 2 to 5 include: the sick child with non-infectious conditions, sick child with infectious conditions, sick child with pediatric emergencies and finally sick child with surgical pathology.</p> <p>In the first stage "The Healthy Child": the student will learn the theoretical basis of the healthy child, skills and abilities in the first level of pediatric care.</p> <p>In the next 4 stages of "Sick Child": The student will develop critical thinking in relation to the different pathologies according to the age group, through clinical rotations promoting responsibility, professional and ethical values.</p>	
3. Purpose(s)	
<p>The purpose of this Learning Unit is to provide the health professional in training with the necessary skills for the understanding and generation of new knowledge that will allow him/her to provide care and attention to the human being from the newborn to the adolescent stage, as well as its interrelation with the health-disease continuum, thus collaborating with the other basic and clinical learning units so that the graduate assumes with optimal resolution capacity the health</p>	

problems of this stage of life, within a framework of professionalism and social responsibility. That is to say, it emphasizes the diagnosis and treatment of the pathologies related to Pediatrics, therefore it contributes in the profile of graduation in what corresponds to the formation of a doctor who solves the main problems of health of the first level of attention, on having acquired the capacity of Integrating the information of the clinical history, the findings of laboratory and the scientific evidence available to prevent and to establish the diagnosis and opportune managing of the most prevalent diseases in pediatric age.

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.
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.
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:

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 the learning unit.

Scientific Basis of Medicine

1.- Use the medicine scientific fundaments 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 fostering 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.

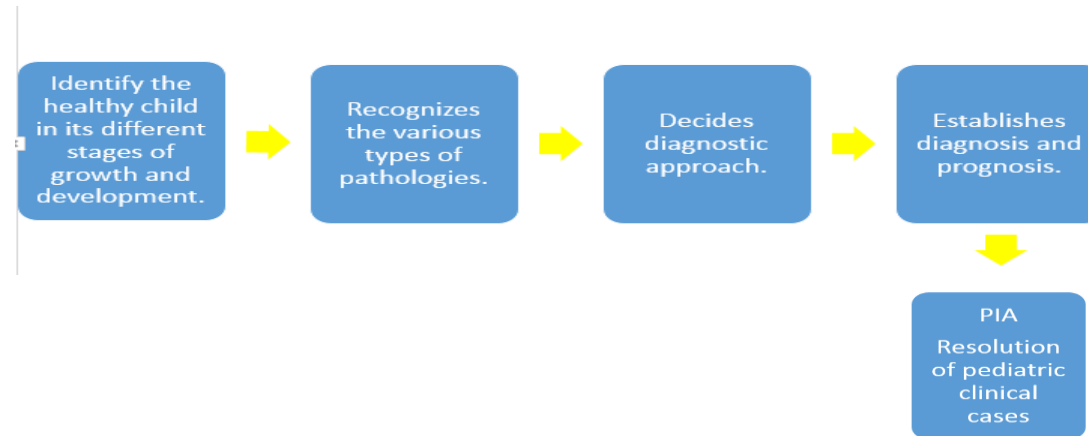
Organizational work

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.

5. Course Roadmap:



6. Structuring into stages or phases

Stage 1. The Healthy Child.

Component(s) of the competence:

Identify the physiological and anatomical characteristics of the pediatric healthy patient through the description and analysis of normal growth and development in order to support the diagnosis of healthy child.

Evidence of student learning	Performance criteria	Learning activities	Content	Resources
<ul style="list-style-type: none"> Rotation Seminars Discussion Workshops 	Rotation <ul style="list-style-type: none"> Background questions. Describes the disease's PEEA. Complete the physical examination. Describe the treatment. Seminars	<ul style="list-style-type: none"> The professor introduces the topic in an expository way. Student participation is encouraged in the form of questions and answers. The student carries out, as a team, the review, analysis and presentation 	Concepts <ul style="list-style-type: none"> Clinical History. Normal New Born. Neonatal Reanimation. Breast feeding. Artificial feeding. Accidents prevention. Growth and development of the neonate. 	<ul style="list-style-type: none"> Classrooms of the School of Medicine Clinics Research Articles Power Point Presentation Weight and size tables Scale Stadiometer Tape measure

	<ul style="list-style-type: none"> • Presents the clinical case. • Integrate a diagnosis. • Describe treatment. • Delivering written material. <p>Discussion Workshops</p> <ul style="list-style-type: none"> • Punctuality. • Describe pathology to be reviewed. • Name differential diagnosis of pathology to be reviewed. • Active participation. • Resolution of clinical cases. 	<p>of the clinical case in a plenary session.</p> <ul style="list-style-type: none"> • The student participates in workshops to discuss the most frequent pathologies according to the national epidemiology where he or she discusses and acquires skills for the diagnosis and management of these pathologies. • During their stay in community practice, the student goes to the first contact office accompanied by a pediatrician where they put into practice the knowledge acquired in the classroom and develop clinical skills; consulting patients under the supervision of a pediatrician. • During their stay in the Neonatology service, the student goes to the neonatology area where they receive a practical course in neonatal 	<ul style="list-style-type: none"> • Growth and development of preschooler and schooler. • Adolescent. • Adolescent Health guide. • Nutritional requirements. • Growth and development instruments. • Vaccination. <p>Procedures</p> <ul style="list-style-type: none"> • Integrates the normal newborn's pediatric clinical record, his phases and development. • Understands the basic concepts about pediatric pathology from updated bibliography. • Designs pediatric maps. • Capable of synthesizing information. 	<ul style="list-style-type: none"> • Basic office equipment: diagnostic kit, stethoscope, baumanometer • Pediatric medical history format • Textbook • Reference Books • Inpatient room • Emergency Room • Hospital nursery • Internet • Videos • Computer • Projector
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		<p>resuscitation and frequent pathologies at this age. Likewise, the student remains in practice on newborn care.</p> <ul style="list-style-type: none"> During time in the service, the student goes to the pediatric outpatient area where he or she attends to patients by taking clinical histories, performing physical examinations and offering treatment in a supervised manner. 	<ul style="list-style-type: none"> Interprets graphics and illustrations. Transmits through spoken and written language the information learned at a group environment. Makes questioning and physical examinations. Interprets laboratory and imaging studies results. Establishes a diagnostic, treatment and prognosis. <p>Attitudes</p> <ul style="list-style-type: none"> Respect, practice of ethical values, teamwork and empathy. Confidentiality for managing information . 	
<p>Stage 2. Sick child with non-infectious medical problems.</p> <p>Component(s) of the competence:</p> <ul style="list-style-type: none"> Identify the non-infectious conditions of the pediatric patient through the analysis of the physiopathology and epidemiology of the same in order to provide treatment and offer a prognosis to pediatric patients in the first level of care. 				
Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources

<ul style="list-style-type: none"> • Rotations • Seminars • Discussion Workshops 	<p>Rotations</p> <ul style="list-style-type: none"> • Background questions. • Describes the disease's PEEA. • Complete the physical examination. • Describe the treatment. <p>Seminars</p> <ul style="list-style-type: none"> • Develops Clinical History. • Presents the clinical case. • Integrate a diagnosis. • Describe treatment. • Delivering written material. <p>Discussion Workshops</p> <ul style="list-style-type: none"> • Punctuality. • Describe pathology to be reviewed. • Name differential diagnosis of pathology to be reviewed. • Active participation. • Resolution of clinical cases. 	<ul style="list-style-type: none"> • The professor introduces the topic in an expository way. • Student participation is encouraged in the form of questions and answers. • The student carries out, as a team, the review, analysis and presentation of the clinical case in a plenary session. • The student participates in workshops to discuss the most frequent pathologies according to the national epidemiology where he or she discusses and acquires skills for the diagnosis and management of these pathologies. • During their stay in the Neonatology service, the student goes to the neonatology area where they receive a practical course in neonatal resuscitation and frequent 	<p>Concepts</p> <ul style="list-style-type: none"> • Attention deficit hyperactivity disorder. • Nutritional alterations. • Gastroesophageal reflux disease. • Obesity. • Hypothyroidism. • Short and tall heights. • Diabetes Mellitus. • Dermatological problems. • High blood pressure. • Cardiology examination and congenital cardiopathies. • Autism. • Rheumatological examination and diseases. • Complete Blood Count Cell interpretation. • Coagulopathies. <p>Procedures</p> <ul style="list-style-type: none"> • Integrates the normal newborn's pediatric clinical record, his 	<ul style="list-style-type: none"> • Classrooms of the School of Medicine • Clinics • Research Articles • Power Point Presentation • Weight and size tables • Scale • Stadiometer • Tape measure • Basic office equipment: diagnostic kit, stethoscope, baumanometer • Pediatric medical history format • Textbook • Reference Books • Inpatient room • Emergency Room • Hospital nursery • Internet • Videos • Computer • Projector
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		<p>pathologies at this age. Likewise, the student remains in practice on newborn care.</p> <ul style="list-style-type: none"> During time in the service, the student goes to the pediatric outpatient area where he or she attends to patients by taking clinical histories, performing physical examinations and offering treatment in a supervised manner. 	<p>phases and development.</p> <ul style="list-style-type: none"> Understands the basic concepts about pediatric pathology from updated bibliography. Designs pediatric maps. Capable of synthesizing information. Interprets graphics and illustrations. Transmits through spoken and written language the information learned at a group environment. Makes questioning and physical examinations. Interprets laboratory and imaging studies results. Establishes a diagnostic, treatment and prognosis. <p>Attitudes</p> <ul style="list-style-type: none"> Respect, practice of ethical values, 	
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			teamwork and empathy. <ul style="list-style-type: none"> Confidentiality for managing information. 	
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Stage 3. Sick child with infectious medical problems.

Component(s) of the competence:

- Identify the infectious diseases of the pediatric patient through the analysis of their physiopathology and epidemiology with the aim of providing treatment to pediatric patients at the first level of care.

Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources
<ul style="list-style-type: none"> Rotations Seminars Discussion Workshops 	<p>Rotations</p> <ul style="list-style-type: none"> Background questions. Describes the disease's PEEA. Complete the physical examination. Describe the treatment. <p>Seminars</p> <ul style="list-style-type: none"> Develops Clinical History. Presents the clinical case. Integrate a diagnosis. Describe treatment. 	<ul style="list-style-type: none"> The professor introduces the topic in an expository way. Student participation is encouraged in the form of questions and answers. The student carries out, as a team, the review, analysis and presentation of the clinical case in a plenary session. The student participates in workshops to discuss the most frequent pathologies according to the national epidemiology where he or she 	<p>Concepts</p> <ul style="list-style-type: none"> Examthematic disease. New Born respiratory problems. Acute diarrhea. Parasitosis. Upper respiratory infections. Bronchiolitis. Tuberculosis. Central nervous system infections. Pneumonia. Urinary Infection. Congenital infections. 	<ul style="list-style-type: none"> Classrooms of the School of Medicine Clinics Research Articles Power Point Presentation Weight and size tables Scale Stadiometer Tape measure Basic office equipment: diagnostic kit, stethoscope, baumanometer Pediatric medical history format Textbook Reference Books Inpatient room Emergency Room

	<ul style="list-style-type: none"> • Delivering written material. <p>Discussion Workshops</p> <ul style="list-style-type: none"> • Punctuality. • Describe pathology to be reviewed. • Name differential diagnosis of pathology to be reviewed. • Active participation. • Resolution of clinical cases. 	<p>discusses and acquires skills for the diagnosis and management of these pathologies.</p> <ul style="list-style-type: none"> • During their stay in the Neonatology service, the student goes to the neonatology area where they receive a practical course in neonatal resuscitation and frequent pathologies at this age. Likewise, the student remains in practice on newborn care. • During time in the service, the student goes to the pediatric outpatient area where he or she attends to patients by taking clinical histories, performing physical examinations and offering treatment in a supervised manner. 	<ul style="list-style-type: none"> • Evaluation of febrile infant. <p>Procedures</p> <ul style="list-style-type: none"> • Integrates the normal newborn's pediatric clinical record, his phases and development. • Understands the basic concepts about pediatric pathology from updated bibliography. • Designs pediatric maps. • Capable of synthesizing information. • Interprets graphics and illustrations. • Transmits through spoken and written language the information learned at a group environment. • Makes questioning and physical examinations. 	<ul style="list-style-type: none"> • Hospital nursery • Internet • Videos • Computer • Projector
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			<ul style="list-style-type: none"> • Interprets laboratory and imaging studies results. • Establishes a diagnostic, treatment and prognosis. <p>Attitudes</p> <ul style="list-style-type: none"> • Respect, practice of ethical values, teamwork and empathy. • Confidentiality for managing information. 	
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Stage 4. Sick child with pediatric emergencies.

Component(s) of the competence:

- Identify the conditions that require urgent attention in the pediatric patient through the analysis of the physiopathology and epidemiology of these conditions in order to provide treatment to pediatric patients at the first level of care.

Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources
<ul style="list-style-type: none"> • Rotations • Seminars • Discussion Workshops 	<p>Rotations</p> <ul style="list-style-type: none"> • Background questions. • Describes the disease's PEEA. • Complete the physical examination. • Describe the treatment. 	<ul style="list-style-type: none"> • The professor introduces the topic in an expository way. • Student participation is encouraged in the form of questions and answers. 	<p>Concepts</p> <ul style="list-style-type: none"> • New Born methabolics problems • Dehydration. • Electrolyte and acid-base imbalance. • Anemic síndrome. 	<ul style="list-style-type: none"> • Classrooms of the School of Medicine • Clinics • Research Articles • Power Point Presentation • Weight and size tables • Scale • Stadiometer

	<p>Seminars</p> <ul style="list-style-type: none"> • Develops Clinical History. • Presents the clinical case. • Integrate a diagnosis. • Describe treatment. • Delivering written material. <p>Discussion Workshops</p> <ul style="list-style-type: none"> • Punctuality. • Describe pathology to be reviewed. • Name differential diagnosis of pathology to be reviewed. • Active participation. • Resolution of clinical cases. 	<ul style="list-style-type: none"> • The student carries out, as a team, the review, analysis and presentation of the clinical case in a plenary session. • The student participates in workshops to discuss the most frequent pathologies according to the national epidemiology where he or she discusses and acquires skills for the diagnosis and management of these pathologies. • During their stay in the Neonatology service, the student goes to the neonatology area where they receive a practical course in neonatal resuscitation and frequent pathologies at this age. Likewise, the student remains in practice on newborn care. • During time in the service, the student goes to the pediatric outpatient area where he or she attends 	<ul style="list-style-type: none"> • Traumatic Brain Injury. • Seizures. • Asthma. • Pediatric Intensive Care. • Poisoning. <p>Procedures</p> <ul style="list-style-type: none"> • Integrates the normal newborn's pediatric clinical record, his phases and development. • Understands the basic concepts about pediatric pathology from updated bibliography. • Designs pediatric maps. • Capable of synthesizing information. • Interprets graphics and illustrations. • Transmits through spoken and written language the information learned at a group environment. 	<ul style="list-style-type: none"> • Tape measure • Basic office equipment: diagnostic kit, stethoscope, baumanometer • Pediatric medical history format • Textbook • Reference Books • Inpatient room • Emergency Room • Hospital nursery • Internet • Videos • Computer • Projector
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		<p>to patients by taking clinical histories, performing physical examinations and offering treatment in a supervised manner.</p> <ul style="list-style-type: none"> During his stay in the service, the student goes to the pediatric emergency service where he or she is in charge of the primary care of pediatric patients who come in due to an emergency. 	<ul style="list-style-type: none"> Makes questioning and physical examinations. Interprets laboratory and imaging studies results. Establishes a diagnostic, treatment and prognosis. Make corrections of electrolyte problems. <p>Attitudes</p> <ul style="list-style-type: none"> Respect, practice of ethical values, teamwork and empathy. Confidentiality for managing information. 	
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Stage 5. Sick child with surgical problems.

Component(s) of the competence:

- Identify the surgical conditions of the pediatric patient through the analysis of the physiopathology and intentional clinical examination in order to properly diagnose and refer to a hospital center.

Evidence of student learning	Performance Criteria	Learning activities	Contents	Resources
<ul style="list-style-type: none"> Rotations Seminars 	Rotations	<ul style="list-style-type: none"> The professor introduces the topic in an expository way. 	<p>Concepts</p> <ul style="list-style-type: none"> Surgical Pathology I. Surgical Pathology II. 	<ul style="list-style-type: none"> Classrooms of the School of Medicine Clinics

<ul style="list-style-type: none"> • Discussion Workshops 	<ul style="list-style-type: none"> • Background questions. • Describes the disease's PEEA. • Complete the physical examination. • Describe the treatment. <p>Seminars</p> <ul style="list-style-type: none"> • Develops Clinical History. • Presents the clinical case. • Integrate a diagnosis. • Describe treatment. • Delivering written material. <p>Discussion Workshops</p> <ul style="list-style-type: none"> • Punctuality. • Describe pathology to be reviewed. • Name differential diagnosis of pathology to be reviewed. • Active participation. • Resolution of clinical cases. 	<ul style="list-style-type: none"> • Student participation is encouraged in the form of questions and answers. • The student carries out, as a team, the review, analysis and presentation of the clinical case in a plenary session. • The student participates in workshops to discuss the most frequent pathologies according to the national epidemiology where he or she discusses and acquires skills for the diagnosis and management of these pathologies. • During their stay in the Neonatology service, the student goes to the neonatology area where they receive a practical course in neonatal resuscitation and frequent pathologies at this age. Likewise, the student remains in practice on newborn care. 	<p>Procedural Content</p> <ul style="list-style-type: none"> • Integrates the normal newborn's pediatric clinical record, his phases and development. • Understands the basic concepts about pediatric pathology from updated bibliography. • Designs pediatric maps. • Capable of synthesizing information. • Interprets graphics and illustrations. • Transmits through spoken and written language the information learned at a group environment. • Makes questioning and physical examinations. • Interprets laboratory and imaging studies results. 	<ul style="list-style-type: none"> • Research Articles • Power Point Presentation • Weight and size tables • Scale • Stadiometer • Tape measure • Basic office equipment: diagnostic kit, stethoscope, baumanometer • Pediatric medical history format • Textbook • Reference Books • Inpatient room • Emergency Room • Hospital nursery • Internet • Videos • Computer • Projector
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		<ul style="list-style-type: none"> During their stay in community practice, the student goes to the first contact office accompanied by a pediatrician where they put into practice the knowledge acquired in the classroom and develop clinical skills; consulting patients under the supervision of a pediatrician. During the stay in the service, the student goes to the pediatric outpatient area where he or she attends to patients by taking clinical histories, performing physical examinations, and offering treatment in a supervised manner. 	<ul style="list-style-type: none"> Establishes a diagnostic, treatment and prognosis. <p>Attitudes</p> <ul style="list-style-type: none"> Respect, practice of ethical values, teamwork and empathy. Confidentiality for managing information. 	
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7. Summative Evaluation

Seminars.....	8%
Workshops.....	7%
Rotations (Discussion).....	35%
Midterm exams.....	30%

Course integrative product (CIP).....	20%
Total	100%

8. Course Integrative Product

Resolution of pediatric clinical cases in a written form.

9. References

1. Tratado de Pediatría de Nelson, Berhman y cols. 18 edición.
2. Manual de Pediatría de Treviño, 2° Edición.
3. Manual de Neonatología de Rodríguez-Bonito, 2° Edición.
4. Current Pediatric Diagnosis and treatment. Hathaway y col.
5. Guías de Práctica Clínica CENETEC.

ASSESSMENT AND WORKLOAD

Class-based instruction. 1-hour sessions in which the professor and the students revise course content corresponding to a total of 59 topics. Attendance list is available during each session.

Seminars. The student develops and presents one of the standardized clinical cases of this course in order to be discussed in a group with a professor. The presentation includes approach, management, complications and prognosis.

The grade obtained is in individual and it includes attendance, punctuality, quality and clarity of the presentation, and the written report assigned.

Maximum score: 8 points (8% of the final grade). The evidence of learning consists of a written report and the PowerPoint presentation.

There is Seminar Evaluation Format for this evaluation.

Workshops. The student attends to a minimum of 4 workshops which are coordinated by the professors of the Department. In these workshops, competences of the module are evaluated.

The workshops are carried out in the Rotations of Emergency, Outpatient consultation, Preschoolers and Hospital nursery.

Maximum score: 7 points (7% of the final grade)

There is a Workshop Evaluation Format for this evaluation.

Rotaciones (Discusión). El estudiante realiza 5 rotaciones quincenales en las 5 áreas clínicas del curso: Sala de Urgencias/Hospitalización, Consulta Externa, Centros Comunitarios, Hospital Regional Materno Infantil de Alta Especialidad y Neonatología.

En cada rotación, se tiene contacto con un profesor de pediatría donde discuten un caso clínico de paciente de la rotación clínica correspondiente y se evalúa de acuerdo con una lista de cotejo. Cada rotación tiene un valor de 7 puntos.

There is a Rotation Evaluation Format for this evaluation.

Written Exams. Evaluation based on topics discussed and clinical cases, either in a written or in digital format (ExamSoft).

1st midterm	10%
2nd midterm	10%
3rd midterm	10%

Each exam consists of 50 multiple-choice questions.

Course Integrative Product (CIP). Resolution of clinical cases in either a written or digital format.

In order to pass this course, students are required to pass both the written evaluation and the practical evaluation. Students must also attend a minimum of 80% of the weekly sessions on theory.

Module workload		Number of hours	Percentage
Contact hours	Class-based instruction	59h (22.3%)	59%= 265% hours
	Seminars	5h (1.9%)	
	Workshops	4h (1.5%)	
	Rotations (Discussion)	192h (72.4%)	
	Exam taking	3h (1.13%)	
	Course integrative producto (CIP)	2h (.77%)	
Independent study	Study	95h (51%)	41%= 185 hours
	Exam preparation	90h (49%)	
Total hours of the workload: 30 hours X 15 credits UANL/ECTS*		450	

*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

Seguindo 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”.