



Universitat de Lleida

DEGREE CURRICULUM  
**CLINICAL CLERKSHIP IV**

Coordination: GAIRI BURGUES, MARIA ALBA

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	CLINICAL CLERKSHIP IV			
<b>Code</b>	100529			
<b>Semester</b>	ANUAL JUN/SET DEGREE STUDIES			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Medicine	5	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	9			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRACLIN		
	<b>Number of credits</b>	9		
	<b>Number of groups</b>	1		
<b>Coordination</b>	GAIRI BURGUES, MARIA ALBA			
<b>Department</b>	MEDICINE AND SURGERY			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

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# CLINICAL CLERKSHIP IV 2023-24

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## Learning objectives

Know the clinical reality of care  
 Apply the theoretical knowledge achieved  
 Know psychosocial aspects related to health  
 Analysis of the doctor-patient relationship

## Competences

CG20. Acquire adequate clinical experience in hospital institutions, health centers or other health institutions, under supervision.

CG36. Acquire basic training for research activity.

79. Recognize, diagnose and guide the management of the main pathologies of the skin

84. Recognize, diagnose and guide the management of the main gynecological pathologies  
 30 Carry out functional tests, determine vital parameters and interpret them

92. Recognize, diagnose and guide the management of the main pathologies of the musculoskeletal system

98. Recognize, diagnose and guide the management of the main infectious pathologies in the different organs and systems

103. Recognize, diagnose and guide the management of the main pediatric pathologies

114. Recognize, diagnose and guide the management of life-threatening situations

118. Exploration and monitoring of pregnancy.

120. Know how to perform basic and advanced life support maneuvers

151. Know how to obtain and process a biological sample for study using the different diagnostic procedures

152. Know how to interpret the results of laboratory diagnostic tests

153. Manage disinfection and sterilization techniques

Other competences that are not related to the subject, but are related to the degree:

Learn communicative aspects between patients, relatives and health professionals

Recognize the main pathologies

Indication and interpretation of diagnostic tests

Clinical follow-up of the patient

## Subject contents

Opening seminar

General presentation of the subject by the coordinator

Presentation of the subjects of the different tutors

Rotation for four clinical spaces:

1. Gynecology-Obstetrics: 2 weeks: the first week a part (specifically 3 students of the assigned group will do internships in hospital and the other 3 students will be on duty and the assigned internship workshop, in the second week will be exchanged
2. Pediatrics: 2 weeks: one rotation will be done at the hospital level and the other at the level of head of primary
3. Traumatology: 1 week
4. Mixed (1 option: Dermatology / Neurology / Intensive Care Medicine / Hematology): 1 week

## Methodology

Analysis of real situations as a way of learning for the acquisition of knowledge, development of skills and formation of own attitudes and values.

## Development plan

DEVELOPMENT PLAN OF THE SUBJECT

1. Rotation for 6 weeks for the different medical-surgical specialties
2. The student will present himself to the corresponding tutor for each subject, provide the signature sheet for each specialty that is posted on the virtual campus in the coordination folder. The guardians will sign the sheet. It will be sent to the UDL email of the coordinator (Dr. Gairi) attaching it to the critical incident.
3. Elaboration of a critical incident for each rotation (of each practice week) that will be sent to the coordinator (Dr. Gairi) at the UDL email, the critical incident will include:
  - a. Clinical case developed (clinical history, physical examination, complementary tests and differential diagnosis, final diagnosis and explanation of the disease)
  - b. Rotation diary: the learning done by the student each day and with which tutor will be recorded.
  - c. Personal opinion of the rotation
  - d. The scanned sheet of signatures will be attached to the mail

The portfolio must be sent during the weekend following the rotation that has taken place

## Evaluation

GENERAL EVALUATION:

The evaluation will be based on three blocks:

1. Clinical rotation: 30%

The tutors of the different rotations will complete an evaluation checklist that will represent 40% of the final evaluation score (each tutor will indicate if he must present any documentation to be evaluated by him and enter the grade)

2. Critical incidents: 20%

Completion of mandatory critical incidents (1 per rotation)

They will be sent to the email of the coordinator malbagairi@medicina.udl.cat during the weekend at the end of the rotation. DO NOT SEND IT TO THE VIRTUAL CAMPUS

Handing in outside the submission deadline without justifiable cause will result in it being recorded as not submitted.

3. ACOE: 50%

Theoretical-practical skills assessment test

FINAL EVALUATION:

The change of group not informed and signed by the coordinator and tutor responsible for the subject will be assessed as a 0 in that part of the practice in the final grade.

Any day that cannot be completed due to force majeure must be made up, specify the day of the make-up with the tutor and coordinator

If two days are missing from a part of the subject and it is not justified and recovery is not made, that part of the subject will be suspended in the final part and will be counted as 0.

The non-presentation of the portfolio in a part of the subject will cause that part of the subject to be suspended and will count as 0 in the final calculation

Any serious irregularity detected in the attendance sheet or malpractice in the subject will result in suspension of the entire practical subject IV

ATTENDANCE SHEETS:

All the signature and change request sheets will be uploaded to the virtual campus coordination folder and must be scanned and sent to the coordinator's mail once signed

## Bibliography

Miron-Canelo JA, Iglesias-de Sena H, Alonso-Sardón M. Valoración de los estudiantes sobre su formación en la Facultad de Medicina. Educ Med 2011;14:221-228.

Alejandro Callizo Silvestrea y Juan Pablo Carrasco Picazob. El Grado en Medicina. Una visión por parte de los alumnos. Educ Med 2015; 16:100-103

Millán Núñez-Cortés J. La enseñanza de las habilidades clínicas. Educ Med 2008; 11;S21-S27.

McGrath D, Crowley L, Rao S, Toomey M, Hannigan A, Murphy L, Dunne CP. Outcomes of Irish graduate entry medical student engagement with self-directed

learning of clinical skills. BMC Med Educ. 2015;19:15-21