

OVERVIEW

Subject Area	PRIMARY CARE
Degree	Bachelor's Degree in Medicine
School/Faculty	Biomedical and Health Sciences
Ac. Year	6º
ECTS	6 ECTS (1 practical theory and 5 in clinical placements)
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	First or second semester.
Academic Year	2023/2024
Coordinating teacher	Blanca Sanz Pozo
Teacher	C S Las Américas- Blanca Sanz Pozo; C S Isabel 2- Esther Montes Belloso; C S Pinto- Antonio Ruiz García; C S Sector 3-Rosa Hernández López; C S Rosa de Luxemburgo- Carmen Reyes Madrudejos; C S Miraflores- Rocio Triano Sánchez; C S Reyes Católicos- Pilar Pérez Pérez; C S Villaviciosa- Saray Gómez Monreal; C S Villamil- Cristina Quirós Alcalá; C S Marques de la Valdavia-Gema García Chivato

1. INTRODUCTION

Primary Care is a compulsory subject which forms part of the Human Clinical Training module. It is worth 6 ECTS (1 for theory and practical work and 5 for clinical placements). It is taught each semester with 9 theory/practical classes led by the lecturers and 6 assessment workshops, plus clinical placements in a health centre one day a week for the whole term.

The overall objectives of the subject area are:

- Provide knowledge of aetiology, symptomatology, diagnostics, prognosis and prevention of diseases in the primary care setting.
- Provide guidance on how to collect relevant patient information in order to draw up a clinical history (anamnesis and physical examination).
- Describe how the main complementary tests are used in primary care.
- Learn the steps involved in making a diagnosis, prognosis and treatment plan for the main pathologies in primary care.
- Raise and propose the suitable preventative measures required in pathologies in the primary care setting.

2. SKILLS AND LEARNING OUTCOMES

General skills (CG, by the acronym in Spanish):

- CG1. Recognise the essential parts of being a medical professional, including ethical principles and legal responsibilities, together with how to provide a patient-centred service.
- CG2. Understand the importance of such principles to benefit patients, society and the profession, with particular attention paid to professional secrecy, confidentiality and intimacy.

- CG3. Know how to apply the principle of social justice to professional practice.
- CG4. Develop professional practice taking into account patient autonomy, beliefs and culture.
- CG5. Be aware of the need to maintain and update professional skills, paying special attention to continuous self-learning of emerging knowledge and to discover new products and techniques with the aim of improving quality.
- CG6. Carry out professional activity with regard to other health professionals.
- CG11. Understand and recognise the effects of growth, development and ageing on the individual and the social environment.
- CG12. Understand the principles of action, indications and effectiveness of therapeutic interventions, based on the available scientific evidence.
- CG13. Obtain and elaborate a clinical history report with all relevant information.
- CG14. Perform a physical examination and mental health assessment.
- CG15. Have the ability to carry out an initial diagnosis and establish a well-founded approach to making a diagnosis.
- CG17. Establish the diagnosis, prognosis and treatment, applying the principles based on the most reliable information possible.
- CG18. Indicate the most suitable therapy for the most common acute and chronic processes, including patients in the terminal phase.
- CG19. Raise and propose the suitable preventative measures required for each clinical situation.
- CG20. Acquire sufficient clinical experience under supervision in hospital institutions, health centres or other healthcare institutions.
- CG21. Listen attentively, obtain and synthesise information regarding the problems troubling the patient and understand this information.
- CG22. Write clinical histories and other medical records in a way so they can be understood by other people.
- CG23. Communicate effectively and clearly, both orally and in writing, with patients, family members, media and other professionals.
- CG24. Establish good interpersonal communication which allows you to efficiently and empathetically connect with patients, family members, media and other professionals.
- CG25. Recognise the determining factors of the population's health, including genetics and those influenced by lifestyle, demographic, environmental, social, financial, psychological and cultural factors.
- CG26. Assume a role in the prevention and protection against diseases, injuries or accidents, together with the maintenance and promotion of health, both on an individual and community level.
- CG27. Recognise your role in multiprofessional teams, taking the lead where necessary, both in providing healthcare and in activities which promote good health.
- CG28. Obtain and use epidemiological data and evaluate trends and risks to take health-related decisions.
- CG33. Maintain and use patient information records for subsequent analysis while always maintaining data confidentiality.

Basic Skills (CB, by the acronym in Spanish):

- CB3: Students have the ability to gather and interpret relevant information (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1. Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT6. Problem solving: ability to solve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT10. Independent learning: the ability to govern your own development by choosing the most effective lines of action, strategies, tools and opportunities to independently learn and apply knowledge to practice.

Specific skills (CE, by the acronym in Spanish):

- **CE 3.1.19** Family and community medicine: life environment of the patient, promotion of health in the family and community setting.
- **CE 3.2.1** Know how to do a full anamnesis focused on the patient and with a view to diverse pathologies, interpreting its meaning.
- **CE 3.2.2** Know how to perform a physical examination of the systems and apparatus, as well as a psychopathological assessment, being able to interpret the results.
- **CE 3.2.3** Know how evaluate adaptations to clinical parameters at different patient ages.
- **CE 3.2.5** Decide on a plan of action, focusing on the needs of the patient and their social and family environment, all the while in line with the patient's signs and symptoms.
- **CE 5.1.1** Complete a student work placement, involving independent clinical rotation and a final skills assessment in health centres, hospitals and other care facilities, which allows students to incorporate professional values, healthcare communication skills, clinical reasoning, clinical management and critical judgement. This also requires students to familiarise themselves with the most common health problems in Medicine, Surgery, Obstetrics and Gynaecology, Paediatrics, Psychiatry and other clinical areas.

Learning outcomes (RA, by the acronym in Spanish):

- Understand the structure and function of Primary Health Care and its relationship with the other levels of medical care.
- Understand the life environment of the patients and how to deal with the educational level and culture of patients in medical care.
- Understand the main initiatives for promotion of health and prevention of disease at different stages of life.
- Recognise the most common reasons for consultation requests in the community.
- Establish a plan of action focused on the patient's needs and their family and social environment.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB3, CB5, CG5, CG6, CG20, CG21, CG23, CG27, CT6, CT10, CE 3.1.19	Understand the structure and function of Primary Health Care and its relationship with the other levels of medical care.
CB4, CB5, CG1, CG4, CG13, CG14, CG20, CG21, CG23, CT1, CT6, CT10, CE 3.1.19	Understand the life environment of the patients and how to deal with the educational level and culture of patients in medical care.
CB5, CG2, CG19, CG20, CG26, CG28, CG32, CT6, CT10, CE 3.1.19	Understand the main initiatives for promotion of health and prevention of disease at different stages of life.
CB5, CG11, CG15, CG17, CG20, CG21, CG25, CT1, CT10, CE 3.1.19	Recognise the most common reasons for consultation requests in the community.

CG1, CG2, CG3, CG4, CG12, CG15,
CG18, CG22, CG24, CG26, ~~CG32~~, CT1,
CT6, CT10, CE 3.2.5

Establish a plan of action focused on the patient's needs and their family and social environment.

3. CONTENTS

1. Primary care and the family doctor's consultation
2. Epidemiology and prevention in primary care
3. The different spheres of action of primary care Community care
4. Basic documents in primary care
5. Acute pathology in primary care: infectious disease pathology (UTI, LRTI, otitis, sinusitis, AGE), lumbalgia
6. Chronic pathology in primary care: COPD and asthma, anxiety and depression
7. Cardiovascular risk factors I: calculating cardiovascular risk. Dyslipidaemia Diabetes, metabolic syndrome, obesity, physical inactivity
8. Cardiovascular risk factors II: HBP Tobacco
9. Minor surgery and procedures in primary health care. Investigation in primary care

4. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Problem-based learning geared towards clinical reasoning: Presentation of problems, reorganising into small groups, literature analysis, analysis of scientific texts and documents, symposiums and presentations, directed debates, specialised individual and collective tutorials, and reaching a consensus.
- Lectures: Classroom presentations by the professor on basic theory, encouraging debate and student participation.
- Case study method: presentation and discussion of clinical cases in small groups.
- Experiential learning in supervised clinical placements in the different health centres: problem-solving in a practical context observing the tutor, being observed by the tutor, or with the tutor's supervision. Students will integrate themselves and participate in the activities performed in the healthcare units. The student activities will be programmed, tutor-assisted and assessed by the tutor.

5. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Theory/practical learning activities on-campus	10
Directed learning activities	2
Independent working	10
Clinical placements	125
Tutorials	1
TOTAL	148 hours

6. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the subject area, are as follows:

On campus:

	Assessment system	Weighting
THEORY (40%)	Workshop 1-5	35% (7% each workshop)
	Inter-professional training	5%
PRACTICAL PART (60%)	Attitude (rubric)	5%
	Clinical practice (rubric)	40%
	OSCE (Workshop 6)	15%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass this subject area in the ordinary examination period you must obtain a minimum score of 5 both in the theory part and in the practicals.

In addition:

- In the theory, you must attend 100% of workshops 1 to 5 and the inter-professional training. Regarding the theory classes, you must attend at least 50%.
- In the practical part, you must attend 100% of the clinical practices (particularly the first day when the development of the subject is explained) and the OSCE workshop 6.

7.2. Extraordinary exam period (resits)

In the extraordinary examination period, you can recover the parts of the subject (theory and practical) which you did not pass in the ordinary examination period. This failure to pass may have been due to a low mark or low attendance.

To pass this subject in the extraordinary examination period you must obtain a minimum score of 5 both in the theory part and in the practicals.

7. SCHEDULE

The schedule with delivery dates of assessable activities in the subject area is indicated in this section:

Assessable activities	Date
Workshop 1. Care for females and adolescent children	First week on placements
Workshop 2. Polymedicine	First week on placements
Workshop 3. Evaluation and handling of patients with diabetes and dyslipidaemia	Second week on placements

Workshop 4. Caring for terminal patients	Second week on placements
Workshop 5. Evaluation and handling of patients with HBP and tobacco addiction	Second or third week on placements (depending on semester)
OSCE (workshop 6): Workshop on the main primary care techniques: spirometry, INR, ECG	Third week on placements
Inter-professional training	Second week on placements
Clinical history of a common reason for consultation in primary care	During the work placements, deadline is end of practical experience placements
Clinical history of a chronic patient	During the work placements, deadline is end of practical experience placements
History of an aid programme for smokers	During the work placements, deadline is end of practical experience placements

The timeline may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

8. BIBLIOGRAPHY

The recommended basic bibliography is indicated below. In classes, complementary bibliography for each topic will be indicated.

- Martín Zurro A, Cano Pérez JF. Atención Primaria. 8º ed. Barcelona: Elsevier; 2019
- Tranche S. Recomendaciones No hacer. 1º ed. Barcelona: Semfyc ediciones; 2014
- Tranche S. Recomendaciones No hacer (2º parte). 1º ed. Barcelona: Semfyc ediciones; 2015
- Grupo de expertos del PAPPS. Programa de actividades preventivas y promoción de la salud. Actualización PAPPS 2022. Atención Primaria 2022; 54 (S1)