

DEGREE IN

Medicine



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FACULTAT
DE MEDICINA

UVIC·UCC

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FACULTY OF MEDICINE

The UVic-UCC Faculty of Medicine aims for students to acquire the skills needed to become excellent doctors.

This entails a commitment to achieving the knowledge, skills, attitudes and values appropriate for the type of medicine that can successfully respond to the healthcare challenges of tomorrow's world.

The main lines of our training programme are:

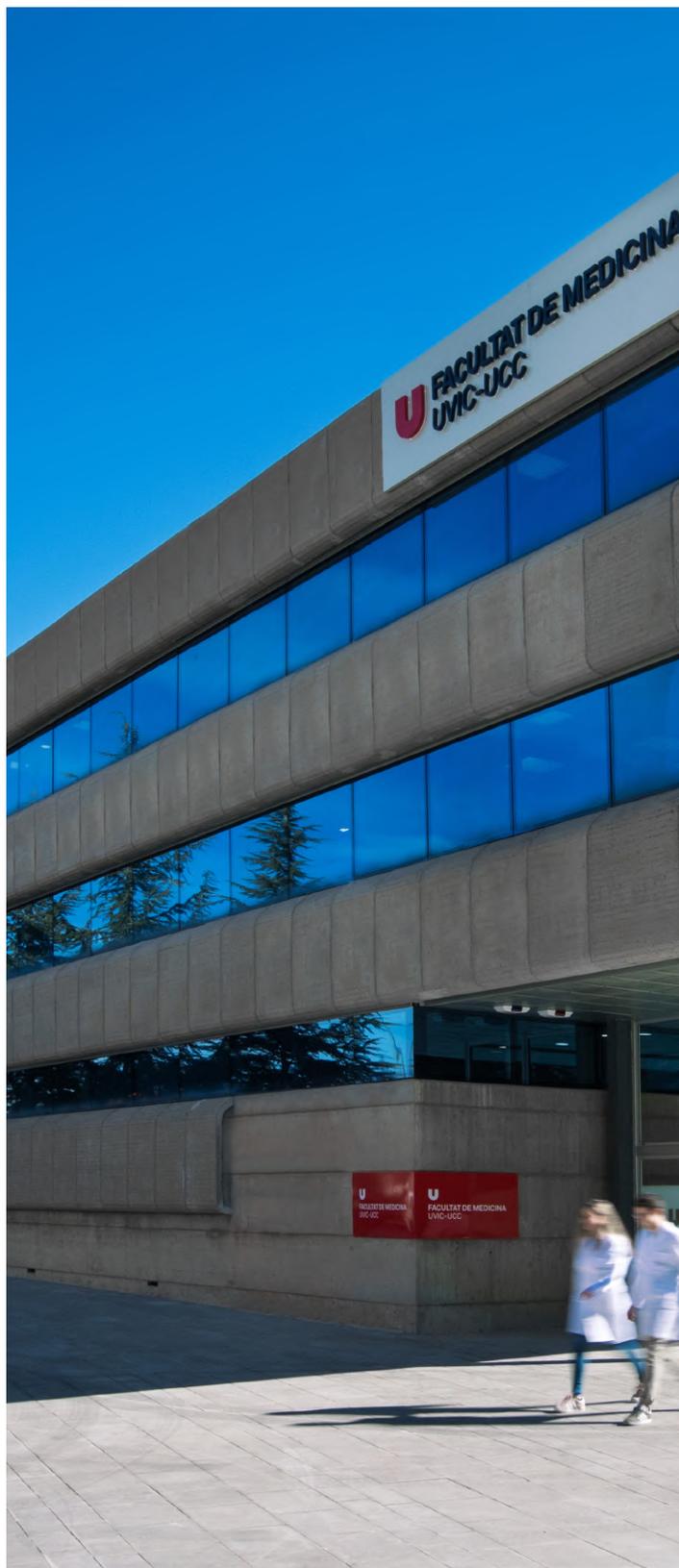
- Patient-centred medicine
- Professionalism
- Innovation in medical education
- Integrated, collaborative training
- Technological excellence
- International outlook
- Research and knowledge transfer



JOAN GUANYABENS

Director-General of the Foundation for
Advanced Studies in Health Sciences

*The change we are experiencing is global,
unstoppable and very rapid. Besides learning
what to do and how to be, we will need to learn
how to go on learning.*



DEGREE IN MEDICINE

Degree subjects are organised for learning based on clinical casework. This innovative educational approach puts the student at the centre of training and emphasises methods such as:

- **Clinical simulations.** Each subject includes simulations at the International Centre for Simulation and High Performance Clinical Practice, helping students acquire medical skills in a safe, effective context.
- **Cooperative work.** Much of the curriculum is developed in laboratory and workshop sessions where knowledge is generated in small groups.
- **Healthcare practicum internships.** From the third year on, students take part in periods of intensive day-to-day practice as members of medical teams.
- **Individual tutoring.** Both in the classroom and at healthcare centres we have professionals to ensure individual progress in acquisition of skills and monitor learning outcomes.

All this is possible thanks to the links of the Faculty with a broad network of healthcare institutions and specialist centres throughout Catalonia.

From the third year on, students are split between two teaching centres, in Vic and Manresa. Our languages of instruction are Catalan, Spanish and English.

Applications to the degree course are made via the general university application system of the Government of Catalonia.



SYLLABUS

First year

| | |
|---|----|
| Clinical Research and Critical Reading Skills | 10 |
| Structure and Function of the Human Body I | 15 |
| Structure and Function of the Human Body II | 15 |
| Structure and Function of the Human Body III | 15 |
| Optatives | 5 |

Second year

| | |
|---|----|
| Biochemistry | 11 |
| Biology | 6 |
| Clinical Anatomy | 6 |
| Genetics | 6 |
| Principles of Diagnostic and Therapeutic Procedures | 11 |
| Principles of Human Clinical Practice | 9 |
| Social Medicine and Communication Skills | 6 |
| Optatives | 5 |

Third year

| | |
|--|----|
| Clinical Practice I | 13 |
| Examination I | 6 |
| Systems of Supply, Processing and Elimination I. The Cardiovascular System | 9 |
| Systems of Supply, Processing and Elimination II. Blood and the Lymphatic System | 9 |
| Systems of Supply, Processing and Elimination III. Water, Electrolytes and Excretion | 9 |
| Systems of Supply, Processing and Elimination IV. Digestion, Metabolism and Detoxification | 9 |
| Optatives | 5 |

Fourth year

| | |
|---|----|
| Clinical Practice II | 13 |
| Communication Systems in the Human Body. Endocrinology | 9 |
| Examination II | 6 |
| Human Behaviour | 9 |
| Human Reproduction | 9 |
| Systems of Supply, Processing and Elimination V. Breathing and the Respiratory System | 9 |
| Optatives | 5 |

Fifth year

| | |
|---|----|
| Clinical Practice III | 11 |
| Continuity of Life. Changes in the Organism: Ageing | 6 |
| Examination III | 5 |
| Sense Organs. Ophthalmology | 5 |
| Sense Organs. Otorhinolaryngology | 5 |
| Sense Organs. The Skin | 5 |
| Support and Movement. The Locomotor System | 9 |
| The Brain and its Functions | 9 |
| Optatives | 5 |

Sixth year

| | |
|--|----|
| Bioethics | 5 |
| Clinical Practice IV | 9 |
| Continuity of Life. From Birth to Adulthood | 10 |
| Final Year Project | 18 |
| Integration. Addressing Biological, Psychological, Social and Cultural Factors | 9 |
| Integration. Addressing Emergencies | 4 |
| Optatives | 5 |

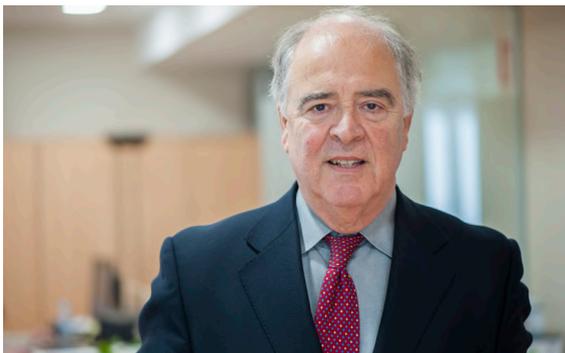
TEACHING METHODOLOGY

Subject content is worked on through a series of representative clinical cases for the practice of medicine. Students work on these cases individually and in groups to reach the planned learning outcomes. This is accomplished through combining clinical casework with other teaching approaches that can contribute to the educational mix in the most effective way.

Every week, students spend some six hours on clinical casework in groups, eight hours in workshops and laboratories, eight hours in traditional lecture format, three hours under tutorial supervision and six hours of self-study. In addition, each subject includes two simulation activities.

Assessment is adapted to this teaching approach, so that conventional knowledge

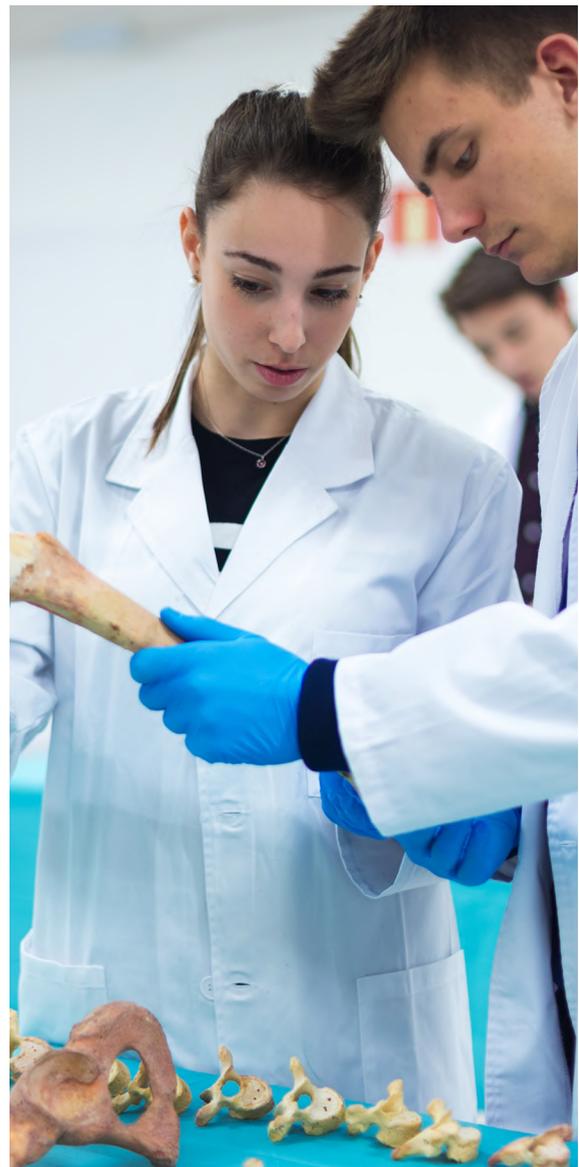
tests are combined with comprehensive assessment of acquisition of skills and attitudes, according to the established learning outcomes. Overall, the educational approach should give students optimal access to specialist medical training, and also facilitate acquisition of core competencies for doctors in tomorrow's world: communication and technology skills, teamwork and collaboration, ethical training and management of complexity.



RAMON PUJOL

Dean of the UVic-UCC Faculty of Medicine

Excellent training should focus on how you teach, how you learn and how you assess. At our faculty we ensure the highest standards in all three aspects.



ANATOMICAL AND VIRTUAL DISSECTION LABORATORY

The cornerstone of medical education is the basic morphological sciences and here anatomy is the key discipline for medical practice.

From the first year of the Degree, the UVic-UCC Faculty of Medicine offers students the opportunity to learn about the human body in an integrated way. We have two important resources for this: the Anatomical and Virtual Dissection Laboratory and the Sectra® virtual anatomy table.

The virtual anatomy table helps students become familiar with clinical images of all organs and tissues, x-rays, computerised tomography scans and magnetic resonance images. The images are displayed on the same screen, with 3D views based on clinical cases. Students can rotate structures, viewing them from all angles, and carry out virtual dissections, that is, cut them up and observe the interior.

The UVic-UCC Anatomical and Virtual Dissection Laboratory has its own body donation service, so for dissection practice students have direct contact with real body structures right from the outset of their training.

In-depth study of anatomy, exposing students to lifeless bodies, is essential for transmitting human values that will help students become better physicians in the future.



CLINICAL SIMULATION

Clinical simulation is a teaching tool for learning and assessment based on reflective experimental practice. This technique is a profound transformation in the way the training of health professionals is carried out.

The educational potential of simulation work helps develop competencies such as communication skills, clinical reasoning and learning all kinds of medical procedures.

In order to work optimally towards educational objectives, the UVic-UCC Faculty of Medicine integrates training through simulation in all subjects from the first year on.



ORIO BEÀ

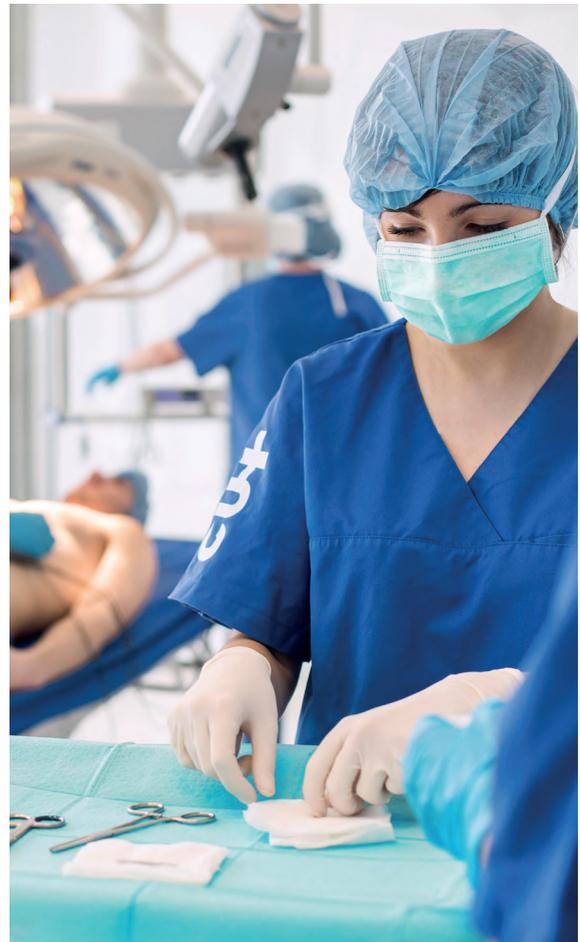
Medical student

I like studying medicine at UVic-UCC because we use an innovative approach based on clinical casework and focusing on skills I will need as a doctor, making the learning process easier.

Simulation activities are conducted at the International Centre for Clinical Simulation and High Performance at the University Clinic of Manresa.

CISARC facilitates the creation of situations similar to real-life (such as hospital rooms, medical surgeries, operating rooms and emergency departments), putting students into authentic healthcare contexts.

Simulation facilities are equipped with cameras that record the actions of students, and booths that allow for observation of the simulation. This enables direct, synchronous, effective feedback for active reflection and learning on the part of students.



HEALTHCARE CENTRES

Practicum internships at healthcare centres are a key aspect of the syllabus of the UVic-UCC Degree in Medicine. Practicum internships are divided into periods of about eight weeks per year, from the third year on.

Practicum internships are carried out at teaching centres linked to our Faculty in Vic and Manresa. These centres include the main university hospitals (Vic Hospital Consortium and Manresa Althaia Foundation) and a series of affiliated centres and clinics working closely with the Faculty and the main hospitals and sharing educational objectives.

Practicum internships are also carried out in primary and intermediate healthcare and acute hospitals, and also at highly specialised centres.



NÚRIA ROGER

Head of Teaching, Research and Innovation at the Vic Hospital Consortium

The healthcare network is committed to supporting the Degree and ensures close collaboration between university hospitals and healthcare centres.

Careful planning of innovative practicum internships, and collaboration between institutions and university and healthcare professionals helps provide suitable training in clinical skills and key competencies, ensuring access to specialist medicine and future incorporation into professional teams.





A University Hospital of Vic - Vic Hospital Consortium (Vic)

B Hospital San Juan de Dios - Althaia, Healthcare Network. University of Manresa (Manresa)

C University Hospital de la Santa Creu de Vic (Vic)

D Saint Andrew Hospital (Manresa)

E Sant Jaume Hospital of Manlleu - Vic Hospital Consortium (Manlleu)

F Olot and Garrotxa Hospital (Olot)

G Campdevàrol Hospital - District Hospital Ripollès (Campdevàrol)

H Saint Bernabé District Hospital (Berga)

I Sant Joan de Déu Hospital (Martorell)

J Cerdanya Hospital (Puigcerdà)

K Network of Primary Healthcare Centres of the Catalan Health Institute (Central Catalonia)

L El Remei Primary Healthcare Centre (Vic)

M Centelles Primary Healthcare Centre (Centelles)

N Bayés Clinic (Vic)

O Osonament (Vic)

P Germans Trias i Pujol Hospital (Badalona)

Q Puigvert Foundation (Barcelona)

R Clínica Corachan (Barcelona)

S Medical Emergency Service (SEM, Central Catalonia)

T Catalan Public Health Agency (Central Catalonia)

U Solsonès Health Centre, District Public Foundation (Solsona)

INTERNATIONAL OUTLOOK

The Faculty of Medicine is open to the world, both in undergraduate training and in academic and research initiatives of staff members. The Faculty therefore prioritises:

- Compulsory and optional subjects with instruction in English
- Lectures and seminars in current research fields in English
- International collaboration in research projects.
- Scientific publications with international researchers
- Contact with prospective students around the world



CEES VAN DEN VLEUTEN

Professor of Education, Faculty of Health, Medicine and Life Sciences, Maastricht University, The Netherlands

We support the UVic-UCC Degree in Medicine because its educational approach helps train doctors that will be well prepared for the professional market.

As part of the UVic-UCC university community, the Faculty of Medicine participates in international university programmes:

- Programmes to improve the English language skills of students
- Student exchanges
- International cooperation
- Participation in international university networks
- Study abroad programmes



RESEARCH AND CHAIRS

The UVic-UCC Degree in Medicine aims to help students acquire a research vocation and skills, through the following actions:

- Compulsory subjects in research methodology.
- Lectures and seminars in current research fields.
- Clinical research practicums to promote the exercise of medicine based on scientific evidence.
- The Faculty of Medicine promotes research training programmes in the field of medicine and translational biomedicine.

- UVic-UCC has a new doctoral programme in Medicine and Biomedical Sciences, training researchers in the fields of clinical and biomedical research through two lines: medicine and biomedical sciences.

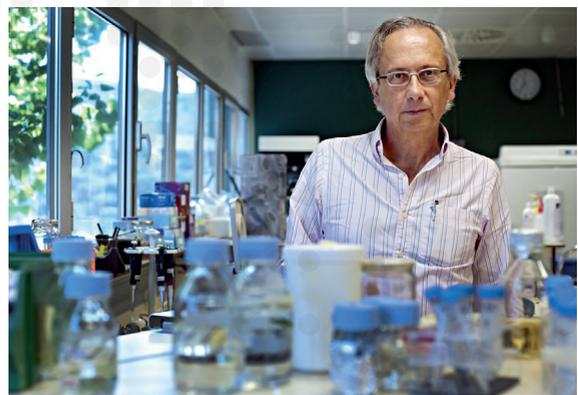
In addition, the Faculty works closely with the Chairs of the UVic-UCC Centre for Health and Social Care Research and is an active agent in promoting research and innovation. Our focus is on medical education and teaching, health technology and emerging fields related to ageing and chronic conditions.



MARINA GELI

Coordinator of the Centre for Health and Social Care Research (CESS)

The CESS promotes research, innovation, knowledge transfer, continuing education and partnerships with health and social care institutions in the region.



BONAVENTURA CLOTET

Head of the Chair in AIDS and Related Diseases

The Faculty of Medicine and Chair in AIDS share an ambition to create a passion for research right from the outset of training health professionals.



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