

**COURSE DATA****Data Subject**

Code	42904
Name	Diseases in developing countries
Cycle	Master's degree
ECTS Credits	13.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2107 - M.U. en Cooperación al desarrollo 11-V.2	Faculty of Geography and History	1	Second term

Subject-matter

Degree	Subject-matter	Character
2107 - M.U. en Cooperación al desarrollo 11-V.2	4 - Health in developing countries	Optional

Coordination

Name	Department
TRELIS VILLANUEVA, MARIA	21 - Cellular Biology and Parasitology

SUMMARY

English version is not available

EL MODULO CUENTA CON DOS MATERIAS

MATERIA «ENFERMEDADES INFECCIOSAS Y PARASITARIAS TROPICALES» (7 ECTS)

- PRINCIPALES AGENTES INFECCIOSOS (BACTERIAS, VIRUS, PARÁSITOS Y HONGOS) Y LA SINTOMATOLOGÍA DE LAS ENFERMEDADES QUE PRODUCEN.
- PREVALENCIA Y CARACTERÍSTICAS DE LAS ENFERMEDADES MÁS FRECUENTES EN LOS PAÍSES EN DESARROLLO, Y SELECCIONAR LAS ESTRATEGIAS PARA COMBATIR LAS ENFERMEDADES INFECCIOSAS MÁS FRECUENTES (SIDA, MALARIA, TUBERCULOSIS, SCHISTOSOMIASIS, DENGUE...).



MATERIA «ATENCIÓN INTEGRADA DE LAS ENFERMEDADES PREVALENTES» (6 ECTS)

- M TODOS DE INVESTIGACI N CIENT FICA EN SALUD P BLICA EN DISTINTAS CIRCUNSTANCIAS Y NIVELES DE SALUD.

- ELABORAR UN PROYECTO DE MEJORA DE LA SALUD. LECTURA BIBLIOGR FICA CR TICA

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No son necesarios conocimientos previos.

OUTCOMES

2107 - M.U. en Cooperación al desarrollo 11-V.2

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Estar preparados para participar en organismos públicos y privados de carácter nacional e internacional y llevar a cabo con éxito la gestión de políticas públicas coherentes con un modelo de desarrollo humano sostenible
- Es capaz de aplicar la metodología del marco lógico en la planificación, seguimiento y evaluación de proyectos de Cooperación al Desarrollo.

LEARNING OUTCOMES

English version is not available

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	35,00	100
Theory classes	35,00	100
Other activities	5,00	100
Tutorials	3,00	100
Study and independent work	195,00	0
TOTAL	273,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****A) Evaluation of activities and practices in the classroom (10%)**

It will be evaluated by solving exercises or presentation of work carried out from practical activities in the classroom. At the beginning of the semester, the guide document for said works will be delivered.

Attendance at these practical classes will be mandatory, and they will be controlled by means of a signature sheet.

The exercises or assignments will be scored from 0 to 10, and the final score for each workshop will consist of the weighted average of these, depending on the specific weight attributed to each one and which will be indicated in the aforementioned guide document.

B) Evaluation of the theoretical contents (50%)

The theoretical contents will be evaluated by means of a written test, using as an instrument the so-called "objective test" or questionnaire with closed questions, which allow the subject to be widely explored, given the high number of questions that can be formulated and the ease that the student has to carry out your response.

The test will consist of between 40 and 60 questions, with 3 answer alternatives, of which only one will be the correct one.

The questions may refer to both the contents of the theoretical part and those of the practical part taught in the classroom.



C) Evaluation of autonomous work (40%)

The End of Module Project will be written according to the following structure:

COVER (Title and Authors)

SUMMARY AND KEYWORDS

INDEX OF CONTENTS

1. INTRODUCTION

- Background (theoretical and conceptual framework)

- Hypothesis and objectives

2. RESEARCH METHODOLOGY (material and methods)

3. ANALYSIS OF RESULTS AND DISCUSSION

4. CONCLUSIONS AND RECOMMENDATIONS

5. BIBLIOGRAPHY (in APA format)

6. ANNEXES

The End of Module Project will have to be defended orally in a call announced in advance by the teaching staff that coordinates the module.

The final grade of the End of Module Project will take into account the written document (70%), the oral presentation of the same (20%) and the defense (10%).

The evaluation of the End of Module Project will correspond to at least two teachers of the Module, being able to obtain a grade from 0 to 10.

To carry out the weighted average for the pass with the exam and the work in the classroom, it will be necessary to obtain a minimum grade of 5 out of 10 in each of the previous sections.

REFERENCES

Basic

-

OMS. Temas de salud. Enfermedades tropicales. _
http://www.who.int/topics/tropical_diseases/es/

OMS. Paludismo. Informe Mundial sobre el Paludismo 2011. _
http://www.who.int/malaria/world_malaria_report_2011/es/index.html

WHO.



Global report. UNAIDS report on the global AIDS epidemic 2010. _
Disponible en: http://www.unaids.org/globalreport/global_report.htm

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Treatment of Tuberculosis: guidelines for national programmes.

Nonserial Publication. WHO. Fourth Edition. Geneva, 2010.

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- Hurtado, F. Sexualidad: funcionamiento normal, trastornos y tratamientos. Valencia: Promolibro. 1998.
Masters, W. y Johnson, V. Respuesta sexual humana. B.Aires: Intermédica; 1976

WHO/UNICEF/World Bank.

State of the world's vaccines and immunization. (Ed. en castellano: Vacunas e inmunización: situación muncial).

UNICEF/OMS.

Diarrea: por qué se siguen muriendo los niños y qué se puede hacer. 2009.

Disponible en: <http://www.unicef.es/actualidad-documentacion/publicaciones/diarrea-por-que-siguen-muriendo-los-ninos-y-que-se-puede-hace>

WHO/UNICEF

- UNICEF.

Tracking Progress on child and maternal nutrition (a survival and development priority).

UNICEF. 2009.

Disponible en: http://www.unicef.org/publications/index_51656.html

- Ehlers J P, Shah C P (Eds.).

The Wills Eye Manual. Office and Emergency Room. Diagnosis and Treatment of Eye Diesase.

Philadelphia: Lippincott Williams \& Wilkins. 2008. 5ª ed.

- OMS/ILEP.

Guía técnica de rehabilitación comunitaria y lepra: afrontando las necesidades de rehabilitación de las personas afectadas de lepra y promocionando su calidad de vida.

Boletín técnico.

OMS/ILEP. 2007.

Disponible en: http://www.ilep.org.uk/fileadmin/uploads/Documents/Technical_Guides/GUIA_ILEP_del_PDF_FINAL-FINAL_03-2010.pdf

- Soriano J M.

Nutrición y cooperación al desarrollo.

Universitat de València. 2010.



Additional

- Panel de expertos de GESIDA y Plan Nacional sobre el Sida.
Prevención de las infecciones oportunistas en pacientes adultos y adolescentes infectados por el VIH en el año 2008.
Enferm Infecc Microbiol Clin. 2008; 26:437-64.
- Panel de expertos de GESIDA y Plan Nacional sobre el Sida.
Tratamiento de las infecciones oportunistas en pacientes adultos y adolescentes Infectados por el virus de la inmunodeficiencia humana en la era del tratamiento antirretroviral de gran actividad.
Enferm Infecc Microbiol Clin. 2008; 26:356-79.
- UNICEF.
Estado Mundial de la infancia 2008. Supervivencia infantil.
UNICEF. 2008.
Disponible en: <http://www.unicef.es/actualidad-documentacion/publicaciones/estado-mundial-de-la-infancia-2008-supervivencia-infantil>
- OPS/OMS
Estrategias de comunicación para la Salud Integral en la Infancia. Guía metodológica para su desarrollo.
AIEPI--OPS/OMS. 2005.
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Abordaje práctico y manejo de la desnutrición en niños de países en vías de desarrollo y experiencia profesional en un hospital rural de la República Democrática del Congo.
Actividad Dietética. 2009; 13: 17-26.
- Singh S N.
Nutrition in emergencies: Issues involved in ensuring proper nutrition in post-chemical, biological, radiological, and nuclear disaster.
J. Pharm. Bioall. Sci. 2010, 2(3): 248-252.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. 1. TEACHING METHODOLOGY

- *Individual tutorials will preferably be virtual.*



If sanitary situation imposes that all classes must be on-line, all sessions will be substituted for (select): materials in virtual Classroom, synchronous videoconferencing or registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teachers will communicate these adaptations through virtual classroom.

FOR VULNERABLE OR AFFECTED STUDENTS

Methodology will be adapted to the following activities no face-to-face (select):

- Synchronous videoconferencing
- Individual works
- Tutorials through videoconference

1. 2. EVALUATION

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity. For vulnerable or affected students, group activities qualification will be considered in individual activities.

In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the following modality will be done among the following

- Individual written exercise by questionnaire in a virtual classroom synchronous task.
- Individual written exercise by opened development exam in a virtual classroom synchronous task.
- Individual written synchronous proof by means of practical case in virtual classroom.
- Individual written proof asynchronous with questions of development in virtual classroom.
- Addition of activities of continuous evaluation.
- Oral proof by videoconference BBC.
- Others (specify)

1. 3. BIBLIOGRAPHY

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, teachers will facilitate materials of support in virtual classroom.