

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

Code	43044
Name	Rational use of medicinal products in primary, hospital and social health care
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
2138 - M.D. in Research in and Rational Use of Medicines	Faculty of Pharmacy and Food Sciences	1	Annual
3103 - Biomedicine and Pharmacy	Doctoral School	0	First term

Subject-matter

Degree	Subject-matter	Character
2138 - M.D. in Research in and Rational Use of Medicines	20 - Rational use of medicines in primary, secondary, hospital and social health care	Optional
3103 - Biomedicine and Pharmacy	1 - Complementos Formación	Optional

Coordination

Name	Department
NOGUERA ROMERO, MARIA ANTONIA	135 - Pharmacology

SUMMARY

Course aimed at providing the student an overview of how to apply the principles of rational drug use in clinical practice in primary care and geriatric Hospital.

This is a subject which enable students to become familiar with the health system and the efficient use of the drug, identifying the problems that are detected at any time in the environment of medicine including both therapeutic aspects and management of resources, and its impact on society.

The course objective is the acquisition by the student of knowledge, skills and abilities related to:

- Use of drugs in different settings
- Efficient management of pharmacotherapy resources
- Critical handling of drug information
- Evaluation and selection of drugs
- Causes related to the misuse of drugs



- Factors affecting the prescription
- Indicators of prescribing quality.
- Conciliation therapeutic
- Location of new pharmacotherapy treatment
- The pharmaceutical industry
- Ethical and drugs use.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

There is no registration restriction

OUTCOMES

2138 - M.D. in Research in and Rational Use of Medicines

- Manejar adecuadamente las fuentes de información biomédica y poseer la habilidad de hacer una valoración crítica de las mismas integrando la información para aportar conocimientos a grupos asistenciales multidisciplinares
- 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.
- To acquire basic skills to develop laboratory work in biomedical research.
- Be able to make quick and effective decisions in professional or research practice.
- Be able to access the information required (databases, scientific articles, etc.) and to interpret and use it sensibly.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Be able to integrate new technologies in their professional and/or research work.



- Know how to write and prepare presentations to present and defend them later.
- Ser capaces de analizar de forma crítica tanto su trabajo como el de su compañeros.
- To be able to assess the need to complete the scientific, historical, language, informatics, literature, ethics, social and human background in general, attending conferences, courses or doing complementary activities, self-assessing the contribution of these activities towards a comprehensive development.
- Be able to apply the research experience acquired to professional practice both in private companies and in public organisations.
- Dominar la comunicación científica. Poseer habilidades sociales y comunicativas en la práctica asistencial.
- Capacidad de seleccionar y gestionar los recursos disponibles (instrumentales y humanos) para optimizar resultados en investigación.
- Dominar el método científico, el planteamiento de protocolos experimentales y la interpretación de resultados en la búsqueda, desarrollo y evaluación de nuevos fármacos.
- Analizar la utilización de medicamentos para la buena práctica asistencial. Capacidad para evaluar resultados farmacoterapéuticos.
- Capacidad para desarrollar y proponer procedimientos que contribuyan al uso racional del medicamento.

LEARNING OUTCOMES

At the end of the teaching-learning process the student should be able to:

- Analyze and evaluate scientific data concerning the use of medicines in primary care and geriatric Hospital and the problems involved in drug misuse
- Apply knowledge pharmacotherapy for appropriate choice / monitoring drug therapy at each level of care.
- Contrast the information provided by clinical trials and pharmaco-economic studies for drug selection.
- Identify the determinants of the prescription and assess prescribing quality indicators.
- Prevent, identify and resolve medication-related problems and promote therapeutic reconciliation
- Set the location of new pharmacotherapy treatments
- Understand and assess adherence to treatment as a factor contributing to the risk-benefit balance of drugs

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Group work	20,00	100
Seminars	20,00	100
Theory classes	15,00	100
Tutorials	5,00	100
Development of group work	40,00	0
Development of individual work	10,00	0
Readings supplementary material	10,00	0
Resolution of case studies	20,00	0
TOTAL	140,00	

TEACHING METHODOLOGY

Lectures. Aimed at obtaining basic skills. Dogmatic method is used combined with the heuristic method for the presentation of fundamental concepts and the relevant contents of the course, using the media necessary for their development. Health professionals will be invited experts in these topics.

Conferences and Seminars Expert. Based on lectures given by renowned healthcare professionals, we propose different problems to be solved by students and discussed in sessions supervised by the teacher, which will involve active student participation.

Debates. Will be discussions on real and current situations that generate a conflict regarding the rational use of medicines. These discussions may involve a health professional but are the students who must provide arguments, defend and agree solutions ..

Working group. What made the students into groups of 6-8, surveys of drug use, analysis and evaluation of pharmacotherapeutic findings of these surveys and oral presentation of work after the course

Practice (voluntary) in the center of Pharmacovigilance, Clinical Trials Unit, Drug Information Center, Health Care centers, ...

Tutorials. The tutorials are organized into small groups of students, according to the schedule. In them, the teacher will propose individually or collectively specific issues of greater complexity than those resolved in the regular seminars to the needs of students. Also, the tutorials will serve to resolve the doubts that have arisen over the lectures and advising students on strategies to circumvent the difficulties they may have.

To complete the classroom hours: The tools "questionnaires" and "tasks" of the virtual classroom will be used. The grade obtained will be taken into account for the continuous evaluation.



EVALUATION

There will be a formative assessment throughout the course, based on class attendance (30%), active participation (20%) and resolution of problems and issues (20%)

It will also make a final assessment with the development of a job (15%) and oral presentation of the same (15%).

To pass the course will require attendance at 80% of the sessions and obtaining a score greater than or equal to 50% in each section evaluated.

REFERENCES

Basic

- Guía de la Buena Prescripción. OMS, 1998
- Guía terapéutica en Atención Primaria. 7ª ed. SEMFYC, 2019
- Andres JC, Fornos JA, Andres NF. Introducción a la investigación en farmacia comunitaria. Grupo Berbes y Aula COFANO, 2010
- Baxter K Stockley. Interacciones farmacológicas. 3ª ed. Pharma Editores. 2009
- Sempere E, Vivas C. Uso racional de los medicamentos. Apuntes para el médico de familia. Obrapropia SL, 2011
- Moitala I, Bosch F, Farréa M, Maddalenob M y Banos JE. (2014) El caso Glivec®: primer ejemplo de debate global en torno al sistema de patentes de medicamentos. Gac Sanit. 2014;28(6):470474, 2014.
- Laporte JR y Bosch M. Crisis y política de medicamentos. Atención Primaria, 44(6):306-308, 2012.

Additional

- Agencia Española del Medicamento. <http://www.agemed.es>
- Base de Datos del medicamento. Consejo General de Colegios Oficiales de Farmacéuticos. <http://www.portalfarma.com>
- Base de Datos PubMed. U.S. National Library of Medicine and the National Institutes of Health. <http://www.pubmed.com>
- Fundació Institut Català de Farmacologia <http://www.icf.uab.es/Index.html#>
- Cochrane Library. Biblioteca Cochrane Plus www.cochrane.org
- EMEA.Agencia europea del Medicamento. emea.eu.int/
- Embase <http://www.elsevier.nl>
- Food and Drug Administration. <http://www.fda.gov>



- Información Terapéutica del Sistema Nacional de Salud
http://www.msc.es/biblioPublic/publicaciones/recursos_propios/infMedic/home.htm
- National Institute for Health and Clinical Excellence. <http://www.nice.org.uk>
- OMS. Organización Mundial de la Salud. <http://www.who.int/en/>
- GENESIS <http://gruposdetrabajo.sefh.es/genesis/genesis/>

ADDENDUM COVID-19

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

Face-to-face teaching is planned, but if attendance is not possible due to the establishment of new sanitary measures, the following addendum will be applied:

1. Contents

All the contents initially programmed in the teaching guide will be kept.

2. Loadwork

The weight of the different activities will be maintained.

3. Teaching methodology

Upload the necessary materials to the virtual classroom, which will be adapted to the materials provided in the original guide for non-face-to-face teaching, incorporating annotations and explanatory phrases so that the student can access them at any time. Synchronous or asynchronous videoconferences by BBC will also be used, respecting the same dates and times originally programmed.

The tasks derived from the work carried out individually and in groups must be delivered through the "Task" option of the virtual classroom. If the oral presentation of the papers is required to be non-face-to-face, it will be done by BBC videoconference at the time established for the sessions.

For the Tutorials that are carried out at the request of the student, the email or virtual classroom forum will be used and if necessary by videoconference.

4. Evaluation

The evaluation will be carried out in a similar way to that indicated in the teaching guide. If attendance is not possible, the relative weight of each block will be maintained as indicated in the Teaching Guide for the subject, adapting the activities to the use of the virtual classroom platform if necessary.

5. Bibliography

The bibliography recommended in the teaching guide is maintained