

Training activities

They include diverse scenarios and activities programmed in order to improve knowledge, skills and competencies of the students. The training activity will be adapted to the objectives and competencies set to achieve the learning results that have been proposed for each subject.

Training activity	Description
Master class	This is a scenario in which a teacher transmits knowledge in a classroom to a relatively large group of students. The format, however, allows the introduction of group activities within the classroom and the deployment of strategies that encourage the active participation of students. The teacher is the one who exposes and the student has a role mainly as a receiver. In this scenario, the teacher can use various teaching methodologies.
Laboratory practice	It consists of carrying out practical exercises in laboratories of basic disciplines such as biology, biochemistry, biophysics and physiology. It also includes demonstrative exercises with bones or organ simulations (osteothèque), the use of microscopes, exercises in the anatomical dissection room as well as in the use of computing centers and computer rooms.
Clinical practice	It promotes learning from a model. Medical doctors, and other health personnel, are role models for students who come to their jobs to learn. Over time, the students themselves end up developing skills that allow them a certain degree of supervised autonomy. The professional acts as a tutor who facilitates learning. The settings or workstations are as varied as the healthcare practice itself: acute hospital wards, emergency departments, outpatient clinics, primary care centers, social-health facilities. The student observes and recognizes knowledge and skills acquired in the theoretical module.
Case method	It consists of the process of solving clinical or typical cases of the profession. It involves group activities based on sufficient information provided previously, which are resolved after deliberation by the students and with the active participation of the teacher.

<p>Problem-based learning</p>	<p>A variant of Problem Based Learning (PBL), in which small groups of students advised by the teacher are looking for the solution to practical cases or problems, requesting information or complementary tests, until reaching the resolution thereof. Here the teacher does not provide the final solution, but advises the students during the process of reflection and detection of areas of knowledge to acquire. At the same time that students are held responsible for finding the solution to the problem, the teacher acts as a tutor who facilitates the learning process based on their metacognitive abilities.</p>
<p>Simulation and clinical skills laboratory</p>	<p>In this environment, the student can train and learn clinical skills for the development of specific and transversal competences, develop communication skills, decision-making, management of clinical situations,...based on performance on mannequins, robots, simulated patients and standardized patients, to ensure quality medical care while learning how to diagnose and deal with clinical problems without risk for real patients.</p>
<p>Virtual learning</p>	<p>The students will carry out personalized, planned, and tutored activities, according to the learning needs. The assignments and the didactic material are provided remotely, with online communication, but the monitoring of this autonomous learning, resolution of doubts and formative evaluation is carried out by the teacher in person or in virtual forums. These activities are planned for reinforcement or extension of the subject, as well as the search for related information. The student can also simulate casuistry and professional situations on a virtual campus.</p>
<p>Project-based learning</p>	<p>Groups of 3 to 6 students advised and guided by a teacher develop a study or project related to the subject or subject. Projects can be developed in the classroom setting or in seminars. All projects have fixed formative evaluation periods (in individual or joint groups) and a final summative evaluation. The final result is always a report presented in written and/or oral form (presentations, short communications, short essays, posters...).</p>
<p>Self-study and personal work</p>	<p>The student, through autonomous study and work, is responsible for organizing and acquiring competence at his/her own pace, in such a way that he/she organizes, elaborates, transforms and interprets the information collected by different means in order to achieve a certain degree of autonomy that will enable self-government, continuous learning, decision-making and his/her self-management or management linked to other professionals.</p>
<p>Tutorization</p>	<p>This is a scenario in which a teacher resolves the doubts that have emerged throughout the learning process jointly with a small group of students. In this way, the teacher</p>

	<p>detects the less obvious aspects for the student and provides them with tools to correct the aspects that do not work correctly.</p> <p>This methodology should not be confused with personalized advice to students, which is carried out in a complementary way to their curricular training.</p>
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