

The education in the field of Medicine is based on outcomes or in competitions to improve the future performance; the motivation of the pupils probably increases if they know the health aspects of the environment. We carried out this study in order to quantify what happens on pathological reality in the environment of students. The work was developed during 2011-2012 with an observational, transverse, analytical design. The students completed a structured questionnaire as part of a survey to compile information on students interview in their community. Statistical analysis: Chi² test, Test t, SPSS17.0 and Primer. Study population: 1520 and 1074 subjects, feminine (p=0,34), average age 37.43±16.96 years old and 35.9±16.7 years old (p=0,02). Age groups (p=0,10). 57.65 % and 37.7 % of family environment, 14.13 % and 59.7 % friends or neighbors (p=0.0001). 45.1 % and 49.0 single % and 31.6 % and 26.9 married % (p=0.0001). Occupations in descending order of frequency: university students, employees, housewives, pensioners, teachers, business (p=0.0001). Average weight (p=0.32). Body mass index, overweight and obesity (p=0.09). 29.4 % overweight and 9.8 % obesity. Smoking (p=0.62), currently non-smokers , years of smoking (p=0.89). 58.1 % and 65.4 % consumption of alcoholic drinks (p=0.0001, 11.1 % and 10.4 % considered it to be excessive (p=0.72, 9.4 % and 9.1 % has quitted (p=0.99). 43.0 % and 44.1 % do not work out or realize any physical activity, 46.4 % and 41.3 % work out on a weekly frequency and 10.5 % and 14.6 every 15 days or on a monthly frequency, according to sex (p=0.007). Students inconsecutive years belong to different social groups but coincide in a life style where overweight, obesity and sedentary habits prevail.

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PROCESO DE ENSEÑANZA APRENDIZAJE DE UNA MATERIA SOCIAL EN MEDICINA.

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Palabras Clave: Medicina Psicosocial-aprendizaje- importancia-concientización

La inclusión de Medicina Psicosocial en la carrera de Medicina es muy necesaria, pese a ello, todos los autores observan dificultades en el proceso de enseñanza aprendizaje. Para indagar sobre este supuesto, se realizó un estudio aleatorio, de campo, a través de encuestas anónimas y estructuradas con respuestas cerradas, a 160 alumnos que cursaban y cursaron "Medicina Psicosocial" , Teniendo en cuenta el tiempo que pasó desde el cursado de la materia; se dividió en 4 grupos. Grupo 1 (G1) estaban terminando de cursar la materia; grupo 2 (G2) cursaron 6 meses antes; grupo 3 (G3): cursaron un año antes; grupo 4 (G4) cursaban Ética y Derechos Humanos, Practica final obligatoria. Resultados: entre otros : " Qué importancia estima que tiene esta asignatura para su carrera" el G1 le daban menos puntuación (muy importante 8%, bastante Imp.14%, moderada 9%) que los del grupo 2 y 3 (20%, 35%, 22.5). El grupo 4 le asigna mayor importancia (35.5%, 45%, 10%). "Qué Jerarquía le otorgan las otras asignaturas a esta materia" en general, respondieron de moderada a muy poca. "Recuerda los conceptos enseñados en esta materia" G 1 y G 3 recordaban más los conceptos que los del G2 y G4. "Consultaron alguna vez los contenidos de la materia" G 2 algunas veces 8% Pocas veces 17%, G3 (cursan Semiología) 20 % y 42.5% y G4 25 % 65%.

Conclusiones: Coincidiendo con otros autores, "... la Comunicación Clínica ... aunque cada vez más extendido, aún resulta deficitario en comparación con la importancia que en el ámbito de la práctica clínica tiene esta.. Ruiz-Moral" Según la opinión de los alumnos, en general no se jerarquiza la enseñanza de Medicina Psicosocial, pero a medida que tienen mayor contacto con el paciente la van revalorizando, fundamentalmente al ejercer el acto médico G4.

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The inclusion of Psychosocial Medicine in the curriculum of Medicine is necessary, although several authors notice difficulties in the teaching-learning process. In order to deepen the knowledge on this matter, a random field study was made by using a structured and anonymous questionnaire with closed answers to 160 students who were taking or had taken the course "Psychosocial Medicine". Taking into account the time between the moment they took the course and the moment when the survey was made the students were divided in four groups. Group 1 (G1) was finishing the subject; Group 2 (G2) took it six months before; Group 3 (G3) took the subject a year before; Group 4 (G4) was taking the course "Ethics and Human Rights" on the Final Obligatory Practice. Results: among others: "How important do you think this subject is for your career?" G1 gave it less punctuation (very important 8%, quite important 14%, moderate importance 9%) than G2 and G3 (20%, 35%, 22.5% respectively). G4 gave it more importance (35.5%, 45%, 10% respectively). "Which hierarchy do other subjects give to this one in particular?" in general they answered from moderated to very little. "Do you remember any of the concepts taught in this subject?" G1 and G2 remembered more concepts than G2 and G4. "Did you ever consult for the contents of the subject?" G2 sometimes 8%, few times 17%; G3 (taking the course "Semiology") 20% and 42.5% respectively; G4 25% and 65% respectively.

Conclusions: in agreement with other authors, Clinical Communication, even though it has extended plenty, is not enough compared to the importance that this subject has in the fields of clinical practice. In general the students do not give the adequate hierarchy to Psychosocial Medicine, but while the contact with patients increases they start acknowledging its value, mostly during the clinical practice.

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PREVALENCIA DE DEMODEX FOLLICULARUM EN CONSULTAS OFTALMOLÓGICAS EN LA CIUDAD DE CÓRDOBA, ARGENTINA.

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