



Faculty of Medicine

LÄKO13, Continued Complementary Course (KUL3), 15 credits

Fortsatt kompletterande kurs (KUL3), 15 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by The Medical Degree Programme Board on 2018-02-14 to be valid from 2018-02-14, spring semester 2018.

General Information

The course is intended for physicians with medical degrees from countries outside the EU/EEA including Switzerland, who are not registered as doctors in Sweden or qualified to apply for work as a house officer. The course is a compulsory component of semester 1 of the bridging programme for physicians with medical degrees (MKULÄ) and takes place during 10 weeks of the second half of semester 1.

Language of instruction: Swedish

Main field of studies

Medicine

Depth of study relative to the degree requirements

AXX, Second cycle, in-depth level of the course cannot be classified

Learning outcomes

Knowledge and understanding

On completion of the course, the students shall be able to

- describe how to perform an investigation, assess the seriousness of a condition and the treatment needs, and conduct a differential diagnosis of the relevant clinical situations covered in the course and in relation to the current state of knowledge

- account for the principles of managing individuals in cases where there is suspicion of domestic violence or substance abuse
- account for the principles of referral to specialised care
- describe the general principles of pharmacological treatment
- explain the basic concepts and principles of the systematic evaluation of scientific proof for evidence-based healthcare
- describe simple models for patient safety and propose methods to evaluate medical activities
- explain and justify established principles of triage
- explain the established principles of emergency treatment based on the relevant information and medical history, a structured physical examination and basic laboratory and monitoring data
- explain and justify immediate medical interventions for affected or failing vital functions
- interpret investigation results and propose relevant clinical interventions for emergency treatment
- explain and justify continued monitoring, investigation and treatment, and a relevant level of care after the initial management of an emergency
- account for relevant differential diagnoses of common and/or serious emergencies

Competence and skills

On completion of the course and with regard to the clinical situations, the student shall be able to

- systematically obtain the medical history of a patient so it can be used as documentation for further care
- perform a relevant physical examination focused on acute states including the basic mental status, and interpret the result
- document and manage all patient contacts in accordance with current legislation
- interpret the results of a completed investigation and explain them to the patient
- in dialogue with the patient, propose diagnosis and assessment of the seriousness of a condition, and initiation of investigation and treatment, including a cost-benefit analysis to arrive at the most appropriate treatment
- write referrals to diagnostic and therapeutic units that are needed to implement the care
- summarise clinical information from the medical history and other recorded information to colleagues as a point of departure for clinical decision-making
- communicate and cooperate with staff of all categories and other healthcare units
- conduct initial treatment of an unselected patient with an acute condition in a structured, standardised and generic manner (according to the ABCDE approach)
- discover, assess and immediately initiate medical interventions for acutely ill patients with threatened or failing vital functions
- interact and communicate with healthcare staff and colleagues in the context of emergency treatment
- provide a structured summary of relevant information concerning an acutely ill patient to a colleague.

Judgement and approach

On completion of the course, the students shall be able to

- establish a trusting relationship with patients and their loved ones based on honesty and empathy
- identify ethical issues in relation to difficult diseases
- use their own planning to evaluate and take responsibility for the completion of their own training and thereby also identify and repeat previously acquired relevant knowledge

Course content

The course cumulatively complements previously completed components but is primarily an introduction to clinical duties and the principles for them. Furthermore, the course is to deepen and assure the students' professional expertise. During the course, the students are to develop their communication skills and leadership in the hospital environment through practical exercises, but also their understanding of ethics, different cultures, equal rights and themselves. Major emphasis is placed on self-directed and student-active learning.

The aim of the course is to enable students to attain a specialised and assured ability to quickly identify emergencies and to implement a structured and purposeful management at or outside a healthcare institution, including the early discovery, assessment and appropriate treatment of threatened or failing vital functions. The teaching is based on relevant circumstances, symptoms and investigation findings with regard to common and/or serious medical emergencies.

Course design

The teaching methods are based on student-active learning including frequent assessments and feedback. Theoretical and practical teaching is provided. Focus is placed on common or acute clinical situations. The students are to practise adopting a health perspective to act and diagnose the most common and most important diseases, and manage them in collaboration with the patient and others concerned. Furthermore, the students are to practise making a diagnosis and initiating treatment of acute life-threatening conditions.

The theoretical teaching is mainly based on case methodology. The course also includes lectures, group exercises, sit-in consultation practice, practical exercises in simulated or authentic environments, and learning platform activities.

The practical component of the training also includes clinically integrated learning. Clinically integrated learning also takes place on evenings and weekends. Clinically integrated training, case tuition, group exercises concerning professional development, skills training and scenario exercises are all compulsory.

If the student is absent from a compulsory component, he or she will have to complete the component on a later occasion. Theoretical components may be replaced by written make-up assignments. The examiner determines if the student has achieved the relevant outcomes for a compulsory component. Compulsory components are to be documented in the course portfolio.

Assessment

The knowledge content of the course is assessed by a written exam (7.5 credits). The exam is in the form of a multiple choice test, requiring the student to select the best answer. A student failing a test must re-take it in its entirety and in the same form. A course portfolio is used to document completed and passed practical components including approved participation in case tuition, clinically integrated learning and compulsory components. The course portfolio is also used to document judgement and scientific and professional approach. The course portfolio is continuously assessed in accordance with established criteria.

The examiner decides on grading.

Number of examination opportunities for clinically integrated training

Students who do not achieve a Pass at the first opportunity will be offered a new opportunity for clinically integrated training including examination. No more than two opportunities of clinically integrated training will be offered. Students who fail clinically integrated training twice is not offered a further opportunity.

The examiner may immediately discontinue the clinically integrated training or equivalent of a student if he or she, due to serious deficiencies in knowledge, skills or approach, jeopardises patient safety or the patients' trust in the healthcare system. Discontinuation of clinically integrated training means that the student fails the component and has used up one opportunity for clinically integrated training. In situations like these, an individual study plan shall be drawn up for the student. The

student must have remedied the deficiencies in order to be offered another opportunity for clinically integrated training.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass.

Entry requirements

To be admitted to the course, students must have completed Introduction to the bridging programme for physicians with medical degrees and basic bridging course (KUL 1), 7.5 credits, and Societal and constitutional knowledge (KUL2), 7.5 credits.

Further information

The medical degree programme defines a number of clinical situations which a graduate physician will encounter and is expected manage during the period as house officer. The selection of clinical situations below (of a total of 105 in the entire medical degree programme) is based on their frequency of occurrence in internal medicine. The clinical situations are defined mainly to inform students of what areas will be assessed. The clinical training is to provide students with practical experience of the clinical situations below, as a complement to the theoretical teaching. The students are to be able to describe and explain patient management, investigation procedure, important differential diagnoses, and preventive and therapeutic interventions for these clinical situations.

On completion of the course, the student must be able to manage the following clinical situations:

3. Respiratory problems

9. Dependency and abuse

12. Blood in vomit

16. Burn and cold injuries

17. Abdominal pain

18. Shock

20. Drowning incidents/drowning

28. Poisoning

37. Heart palpitations /abnormal heart rhythm

38. Cardiac arrest

48. Cramps

53. Disordered consciousness

59. Chest pain

91. Trauma (high energy)

100. Domestic violence

Subcourses in LÄKO13, Continued Complementary Course (KUL3)

Applies from V18

- 1801 Written Exam, 7,5 hp
Grading scale: Fail, Pass
- 1802 Portfolio, 7,5 hp
Grading scale: Fail, Pass