



Faculty of Medicine

## LÄKB61, Clinical Medicine 1, 30 credits

*Klinisk medicin 1, 30 högskolepoäng*

First Cycle / Grundnivå

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### Details of approval

The syllabus is an old version, approved by The Medical Degree Programme Board on 2017-10-11 and was valid from 2017-10-11, spring semester 2018.

### General Information

The course makes up semester 6 of the medical degree programme. It is compulsory for a degree of Master of Science in Medicine from Lund University.

Theoretical and practical teaching components take place in Helsingborg, Lund and Malmö but can also be located at healthcare institutions in the whole healthcare region of Southern Sweden.

Literature in English may be included.

*Main field of studies*

Medicine

*Depth of study relative to the degree requirements*

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

### 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 significance of preventive measures for preserving health and preventing the recurrence of diseases in individuals and groups
- 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
- account for the link between medication dosage and reduced function of the liver and kidneys
- explain the basic concepts and principles of the systematic evaluation of scientific proof for evidence-based healthcare
- describe simple models of patient safety and propose methods to evaluate medical activities
- describe the organisation and caring processes of a medical department and the functions of different professional categories
- define general differences in the health situation of Sweden compared with the rest of the world, and analyse the challenges created by different societal structures

### **Competence and skills**

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

- apply fundamental hygiene procedures in in-patient and out-patient care
- systematically obtain the medical history of a patient so it can be used as documentation for further care
- carry out a relevant physical examination of a patient who applies for or is under treatment for a disorder covered by internal medicine, including emergencies, basic physical examination and interpretation of 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
- conduct a basic conversation with information and advice concerning changes in life style
- 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 a round of patients with uncomplicated diseases and propose further management in consultation with the physician in charge
- use appropriate conversation methods in patient meetings
- formulate a specific clinical issue based on authentic patient cases in the context of guidance supervision
- perform a systematic search and relevance assessment of the scientific literature based on a specific clinical issue and propose improvements

- summarise in speech and writing and critically report relevance-assessed scientific documentation to fellow students

### **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
- take responsibility for completing their education through their own planning and, in so doing, identify and revise previously acquired knowledge of relevance

### **Course content**

The course cumulatively complements previously completed components but is primarily an introduction to clinical duties and the principles for them. Furthermore, the aim is to specialise and ensure the students' general professional skills with regard to the management of relevant disorders covered by internal medicine specialising in cardiopulmonary diseases, angiology, allergic disorders, kidney diseases, gastroenterology, haematology, endocrinology and acute states that can be expected at an emergency department. Through practical exercises the course enables the students to develop their communication skills and leadership in a hospital environment, but also their ethical judgment, cultural understanding, equal rights perspective and self-understanding. The students are introduced to relevant national legislation and global human rights. Another aim of the course is to provide insight into the organisations and prioritisations of healthcare, and the principles of safe care/patient safety. Major emphasis is placed on self-directed and student-active learning. The course also includes introductory training concerning acute crisis reactions, domestic violence, scientific approach and global health.

### **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 part of the education also includes clinically integrated learning and demonstrations

of laboratory activities (diagnostic imaging, clinical physiology, bacteriology, clinical immunology, virology, clinical chemistry). 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 through 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 failed test is to be retaken in full with the same exam design.

Practical skills are assessed through OSCE (7.5 credits). The test is assessed holistically as Pass or Fail in accordance with previously established criteria. A failed test is to be retaken in full.

The students are continuously to document completed components including approved participation in case studies, group exercises and clinically integrated in a course portfolio worth 15 credits. The course portfolio is also used to document judgement and scientific and professional approach. The documentation is to include both oral and written components. 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.

Students who for no valid reason interrupt their clinical training prematurely, i.e. when 40% or more of the total number of hours is completed, shall be awarded a grade (Pass/Fail) and will have used up one opportunity for clinical training.

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 clinical training means that the student fails the component and has used up one opportunity for clinical 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 passed courses (all assessed components) up to and including semester 4 of the Master of Science programme in Medicine A Pass on the course Professional Development 5 (all assessed components). All courses of semester 5 completed.

## **Further information**

### **Appendix- clinical situations**

The medical degree programme has defined a number of clinical situations that a recently graduated physician will meet and be expected to be able to manage as a house officer. The selection of clinical situations below (of a total of 102 in the entire medical degree programme) is based on their frequency of occurrence in internal medicine. The clinical situations are defined primarily in order for the students to know which areas will be assessed. The clinical training is to provide students with opportunities of 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.

Please note that there is a number of clinical situations included in the programme syllabus other than the ones that are key to this course but associated to them on the course.

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

- Respiratory problems
- Chest pain
- Shock
- Cramps
- Disordered consciousness
- Abdominal pain
- Blood in vomit
- Heart palpitations /abnormal heart rhythm
- Asthenia
- Indisposition and vomiting
- Diarrhoea
- Acute crisis reaction
- Poisoning
- Urination disorders
- Blood in faeces/dicoloured faeces
- Sensory changes
- Fatigue
- Swollen extremities
- Swollen abdomen
- Dependency and abuse
- Thirst/dehydration
- Changed fluid and electrolyte balance
- Changed skin colour
- Pain on defecation
- Heartburn/acid reflux
- Dizziness/balance disorders
- Movement disorders
- Loss of appetite
- Weight loss
- Disordered consciousness
- Function assessment normal ageing
- Changes in blood pressure
- Itching
- Easy bleeding
- Forgetfulness/memory loss
- Sensitivity to infections
- Altered defecation habits
- Eating disorders
- Language and speech disorders
- Sweating/hot flashes
- Overweight/obesity
- Epidemiological changes

- Death
- Cardiac arrest
- Terminal care
- Abnormal blood glucose/glucose in urine
- Changed blood picture
- Abnormal laboratory values with regard to liver function
- Inflammatory reaction

## Subcourses in LÄKB61, Clinical Medicine 1

Applies from V18

- 1701 OSCE-Test, 7,5 hp  
Grading scale: Fail, Pass
- 1702 Written Test, 7,5 hp  
Grading scale: Fail, Pass
- 1703 Portfolio, 15,0 hp  
Grading scale: Fail, Pass