Faculty of Medicine

LÄKC11, Knowledge and Learning, 4.5 credits

Kunskap och lärande, 4,5 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Medical Degree Programme Board on 2018-04-04 and was last revised on 2023-01-18. The revised syllabus applies from 2023-01-18, spring semester 2022.

General Information

The course makes up the first three weeks of the medical degree programme.

Language of instruction: Swedish
Literature and teaching in English may be included.

Main field of studies	*Depth of study relative to the degree requirements*
Medicine	G1N, First cycle, has only upper-secondary level entry requirements

Learning outcomes

Knowledge and understanding

For a Pass on the course, the students shall be able to

- account for how problem-based learning (PBL) and the work in groups can contribute to the development of professionally related abilities in healthcare

- account for differences between various types of information sources in medicine

- account for the outline of a research article and the fundamental contents of its different sections

- account for the concepts of causality and hypothesis testing

- provide examples of how the needs of individuals and groups can come into conflict and affect decision-making in healthcare

- describe strategies of how to identify and handle personal values and prejudice that may affect the approach to other people

Competence and skills

For a Pass on the course, the students shall be able to

- report the contents of a research article orally in Swedish to a non-expert

- discuss how research findings in medicine can be reported in the media

- work constructively in a learning group according to set procedures

Judgement and approach

For a Pass on the course, the students shall be able to

- discuss their future professional role in relation to experiences of clinical training in healthcare

Course content

The aim of the course is to provide students with basic information about studies on the medical degree programme by highlighting fundamental concepts with regard to active, self-directed learning and the view of knowledge and professional perspectives defining the programme.

The course makes up the first three weeks of the medical degree programme. It introduces the forms of learning, study technique, self-directed learning, outcomes and structure of course syllabi, the electronic portfolio and problem-based learning from a professional perspective. Regularly throughout the course, the students work

on their portfolios in order to compile and reflect on the documentation of the different learning components from a professional perspective.

The programme-wide themes Scientific Approach and Professional Development are introduced and highlighted in connection with the medical aspects of vaccination and genetic risk. Vaccination and genetic risk are considered with regard to aspects of both basic research and clinical approach, the latter at the levels of both individuals and populations.

The review of how research findings are reported in the media includes reading of a research article, fundamental concepts of the theory of science and basic statistics. The Professional Development component examines how the awareness of genetic variation at the levels of populations and individuals interacts with the approach to the individual patient. The students are introduced to clinically integrated learning in primary or hospital care including a follow-up seminar.

Course design

The fundamental principle of the course is student-centred learning, in which the students take responsibility for their own knowledge development. To support the students' learning, the key knowledge content of the course is addressed through problem-based learning (PBL). The PBL components are to enable students to develop a scientific and professional approach.

Other learning components such as lectures, team-based group exercises, seminars, activities via a learning platform and practical exercises complement the PBL components. Furthermore, the course includes components of clinically integrated learning at institutions in the whole healthcare region of Southern Sweden.

The PBL components, clinically integrated learning, group exercises concerned with professional development and other group activities specified in the course portfolio are compulsory. Subject to a special decision by the examiner, compulsory components may be replaced by a written make-up assignment. The examiner determines whether a student has achieved the outcomes for the compulsory components documented in the course portfolio.

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Assessment

Completed compulsory components, written assignments, passed practical components including passed clinically integrated learning are to be documented in a course portfolio (4.5 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 examiner decides on grading.

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

General and courses corresponding to the following Swedish Upper Secondary School Programs: Biology 2, Physics 2, Chemistry 2 and Mathematics 4.

Subcourses in LÄKC11, Knowledge and Learning

Applies from H18

1801 Portfolio, 4,5 hp
Grading scale: Fail, Pass