



Faculty of Medicine

## LÄKM74, Clinical Medicine 2, 30 credits

*Klinisk medicin 2, 30 högskolepoäng*  
Second Cycle / Avancerad nivå

---

### Details of approval

The syllabus is an old version, approved by The Medical Degree Programme Board on 2021-04-07 and was last revised on 2023-02-15. . The revised syllabus applied from 2023-02-15. , autumn semester 2023.

### General Information

The course makes up semester 7 of the Master of Science programme in Medicine. It is compulsory.

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.

*Language of instruction:* Swedish

Literature and teaching in English may be included.

*Main field of studies*

Medicine

*Depth of study relative to the degree requirements*

A1N, Second cycle, has only first-cycle course/s as entry requirements

### Learning outcomes

#### Knowledge and understanding

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

- account for pathophysiological mechanisms, the principles of diagnostic methods, treatment and relevant societal aspects with regard to common and acute states, and describe relevant differential diagnoses
- explain the principles of referral to specialised care
- explain the principles of pharmacological treatment and commonly occurring side effects, and aspects of pharmacodynamics and pharmacokinetics
- describe simple models of patient safety and alternative methods to evaluate

medical activities

- account for legal and ethical aspects in relation to patients with severe and life-threatening conditions
- account for the management and follow-up of individuals in cases where there is suspicion of domestic violence or substance abuse
- describe the organisation and caring processes of in-patient care and the functions of different professional categories
- analyse the occurrence (prevalence and incidence) of disease based on the clinical situations and the possibility of health promotion initiatives in society that can affect individuals and groups from a national and global perspective

### **Competence and skills**

For a Pass on the course and with regard to the key clinical situations, the students shall be able to

- apply hygiene procedures, and explain the procedures to other healthcare staff
- conduct a round of at least two patients and propose further management and clinical decisions in consultation with the physician in charge
- obtain the medical history and carry out a relevant physical and cognitive examination of a patient who applies for or is under treatment for one of the disorders covered by the course
- suggest diagnosis and initial treatment of key stages of the disorders covered by the course as a basis for medical decision-making
- keep medical records with an appropriate structure for the disorders covered by the course
- issue referrals and plan for reception at units performing diagnoses and treatment
- conduct a targeted conversation with information and advice concerning changes in life style to individuals and general conversation with information on health promotion initiatives to groups
- cooperate and communicate with relatives and staff of different categories in out-patient and in-patient care and services
- formulate a specific clinical issue based on authentic patient cases in the context of supporting supervision
- perform a systematic search, relevance assessment and quality review of the scientific literature based on a specific clinical issue
- summarise in speech and writing and critically report quality-reviewed scientific documentation to colleagues

### **Judgement and approach**

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

- establish a trusting relationship with patients and their loved ones based on empathy and self-understanding
- respond to patients and their loved ones in a professional manner, taking principles of equal rights into account
- analyse and discuss the ethical issues associated with diseases, and
- independently take responsibility for their individual development of knowledge based on the current knowledge situation and describe a plan for completing their education

### **Course content**

The course is based on the theoretical and practical contents of previous courses and

is, compared to *Clinical Medicine 1*, to enable the students to broaden and specialise their abilities to make initial and continued clinical assessments and interventions in out-patient, in-patient and emergency care.

The course deals with the basic knowledge and skills, including the methods of identifying and managing relevant states in dermatology and venereology, infectious diseases, neurological diseases, ophthalmology, otorhinolaryngology and rheumatology, that are required in order to start work as a graduate physician.

The course contains a component of training in both individual and group work. It provides students with additional tools to collect and critically review new knowledge, and issues of ethics, equal treatment and prioritisation. Furthermore, students practise applying relevant national legislation. The course also includes global and socio-economic aspects.

## Course design

The teaching methods are based on student-active learning including frequent assessments and feedback. Theoretical and practical teaching is integrated. 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, patient demonstrations, 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 learning, 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 component "Clinically Integrated Training- Basic Professional Approach" (3 credits) is used to continuously assess the student's basic professional approach. Students will be awarded a grade of Fail if they demonstrate such serious deficiencies in knowledge, skills or approach that they jeopardise patient security or the patients' trust in the healthcare system. A grade of Fail may also be awarded if the student has a high degree of absence from clinically integrated training.

The examiner may immediately discontinue the clinically integrated learning 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 learning means that the student fails the component and has used up one opportunity for clinically integrated learning. 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 learning.

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 failed test is to be retaken in full with the same test design.

Practical skills are assessed continuously through direct observation during the course (7.5 credits). In case of a Fail, the student is offered a new opportunity for assessment. The compiled direct observations are assessed as a whole at the end of the course and lead to a grade of Pass or Fail in accordance with previously established criteria. In case of a Fail, the student is to complete the skills component not yet passed.

The students are continuously to document completed components including approved participation in case studies, group exercises and clinically integrated learning in a course portfolio worth 12 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. When the course portfolio has been graded at the end of the course one opportunity for clinically integrated training has been used up. If the course portfolio is failed and the examiner assesses that the student must redo the clinically integrated training in order to pass and the student fails this second opportunity, another opportunity for clinically integrated training has been used up.

The examiner decides on grading.

The first opportunity for a student to participate in an examination is at the first regular opportunity after registration on the course.

### **Number of examination opportunities for clinically integrated learning**

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

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 5 of the Master of Science programme in Medicine, and the component *Clinically Integrated Training - Basic Professional Approach* in the course *Clinical Medicine 1* (Semester 6).

## **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 100 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.

For a Pass on the course, the student must be able to manage the following clinical situations:

- Respiratory problems
- Shock
- Cramps
- Disordered consciousness
- Fever
- Abdominal rigidity
- Headache/facial pain
- Asthenia
- Earache
- Diarrhoea
- Painful and/or swollen joint/s
- Trauma (high energy)
- Trauma (low energy)
- Fractures
- Urination disorders
- Sore throat
- Red eye
- Eye pain
- Coughing
- Ulcers/wounds
- Sensory changes
- Coughing up blood
- Discharges (women/men)
- Foreign body
- Vision changes/vision phenomena
- Skin problems
- Changed skin colour
- Dizziness/balance disorders
- Pain in the cervical spine/neck/shoulder/lumbar spine/pelvis
- Movement disorders
- Genital pain/ulcers/itching
- Disordered consciousness
- Long-term aches/pain
- Pigment changes
- Itching
- Nasal congestion/cold
- Hoarseness
- Sleeping difficulties
- Forgetfulness/memory loss
- Stings and bites

- Sensitivity to infections
- Hearing impairment/buzzing in the ears
- Oral cavity disorders
- Difficulty in swallowing
- Language and speech disorders
- Loss of smell and taste
- Epidemiological changes
- " Hair and nail problems
- Death
- Abnormal laboratory values with regard to liver function
- Increased inflammation levels
- Abnormal laboratory values with regard to kidney function

## Subcourses in LÄKM74, Clinical Medicine 2

Applies from H21

- 2101 Theory Examination, 7,5 hp  
Grading scale: Fail, Pass
- 2102 Practical Assessment, 7,5 hp  
Grading scale: Fail, Pass
- 2103 Portfolio, 12,0 hp  
Grading scale: Fail, Pass
- 2104 Clinically Integrated Training – Basic Professional Approach, 3,0 hp  
Grading scale: Fail, Pass