

## **LÄKO15, Concluding Complementary Course (KUL5), 15 credits**

*Avslutande kompletterande kurs (KUL5), 15 högskolepoäng*  
**Second Cycle / Avancerad nivå**

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### **Details of approval**

The syllabus was approved by The Medical Degree Programme Board on 2018-05-16 and was last revised on 2018-10-24. The revised syllabus applies from 2018-10-24, autumn semester 2019.

### **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 compulsory and is included in semester 2 on Supplementary education for physicians with qualification (MKULÄ) and carried out as half-time studies over 20 weeks in parallel with KUL4.

*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 student shall be able to

- explain normal variation in the course of life of individuals and groups from the perspective of health and disease, and discuss pathophysiological mechanisms and how they may appear with regard to social, psychological and global factors
- argue for and suggest lifestyle changes and health promotion interventions for individuals and communities that can affect individuals and groups from a national and global perspective

- analyse pharmacological principles, considering the age and other conditions of the individual and in view of initiating, continuing or discontinuing pharmacological treatment, also taking polypharmacy and interactions into account
- describe specific aspects of care and treatment in the case of common chronic diseases, palliation and management of comorbidity.

### **Competence and skills**

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

- independently initiate and follow up treatment and interventions with regard to common disorders in out-patient care including comorbid patients
- independently initiate emergency treatment and interventions with regard to common acute disorders in out-patient care and be able to refer patients to appropriate care units
- independently document medical interventions and issue appropriate certificates and other documentation such as obtained informed consent
- apply relevant laws and regulations in insurance medicine and in public health care work,
- process patients based on a holistic perspective taking into account all the patient's diseases and individual circumstances such as socio-economics, cultural background and gender, from both a health and disease perspective,
- critically review, take a position on and discuss the applicability of scientifically based recommendations for individual patients
- conduct patient consultations according to evidence-based principles, recognising the respective contributions of patient and physician and shared elements
- initiate collaboration with several different professional groups and care providers concerning comorbid patients
- apply legal and ethical aspects to individuals of different ages who can be assessed as exposed to risk of injury
- initiate management and follow up of individuals in cases where there is suspicion of domestic violence or substance abuse
- independently manage and document cases of death

### **Judgement and approach**

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

- approach patients, relatives and colleagues in a professional manner
- analyse and discuss ethical issues of health, disease and treatment, including palliative care and death
- analyse their strengths and weaknesses in patient consultations, especially with regard to fields of development and routes towards development
- independently take responsibility for their own education by judiciously assessing their competence and learning, and reflecting on how additional development could occur.

### **Course content**

The course consists of practical and theoretical teaching that builds on the students' previous medical knowledge and skills to enable them to process patients in out-patient care including comorbid patients, as well as to train students in the physician's

double role as physician to both the individual and society.

The course builds on the theoretical and practical content of previous courses and compared with KUL1- 3 should develop the students' ability to independently process clinical problems in a scientific and professional way with special focus on patients in out-patient care. The course also includes training in applying ethical aspects with an equal rights perspective regarding these patients, with the application of relevant national legislation.

The course contains teaching and training in the Swedish language. This teaching component is done together with students admitted to other supplementary education courses.

## **Course design**

The course consists of practical and theoretical learning activities in general medicine and geriatrics. Teaching is given in the form of clinically integrated learning (VIL) in healthcare centres as well as theoretical teaching. 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.

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 clinically integrated learning may also take place during 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 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. Failed tests are to be redone in full with the same assessment format. A course portfolio (7.5 credits) documents completed passed practical components including approved participation in cases, 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 learning**

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

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. Such an intervention leads to a grade of Fail on the current component and means that one opportunity for clinically integrated learning has come to an end. In such situations, 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 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**

Passed Introduction to Supplementary education for physicians and basic supplementary course (KUL1), passed Social and Constitutional Knowledge course (KUL2) as well as passed Course portfolio (7.5 credits) in Continued supplementary course (KUL3).

### **Further information**

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 (out of a total of 105 on the whole medical degree programme) is based on their common occurrence in general medicine. The clinical situations are defined mainly to inform students of what areas will be assessed. Duties in the different placements should give opportunities for 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
- 5. Deviant diagnostics and accidental findings
- 9. Dependency and abuse
- 14. Changes in blood pressure
- 17. Abdominal pain
- 37. Heart palpitations /abnormal heart rhythm
- 39. Coughing
- 41. Headache/facial pain
- 57. Nasal congestion/cold
- 59. Chest pain
- 60. Sore throat
- 61. Back/neck/shoulder pain
- 63. Earache
- 64. Worry/anxiety
- 77. Painful and/or swollen joint/s
- 80. Affective disorders
- 93. Fatigue
- 98. Urination disorders
- 103. Dizziness/balance disorders

## Subcourses in LÄKO15, Concluding Complementary Course (KUL5)

Applies from H18

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