



**LUND**  
UNIVERSITY

Faculty of Medicine

## **LÄKT10, Complementary Course Clinical Medicine (KUL1), 22.5 credits**

*Kompletterande kurs klinisk medicin (KUL1), 22,5 högskolepoäng*  
**Second Cycle / Avancerad nivå**

---

### **Details of approval**

The syllabus was approved by The Medical Degree Programme Board on 2021-09-15 and was last revised on 2023-05-10. The revised syllabus applies from 2023-05-10, spring semester 2023.

### **General Information**

The course is aimed at physicians with a medical degree from countries outside the EU/EES including Switzerland who have not received a Swedish medical license in a different way or are qualified to complete a medical internship. The course is offered in Semester 1 of the Complementary Programme for Physicians with a Medical Degree from outside the EU/EES and Switzerland (MKULB) and comprises all of Semester 1, during the first 10 the weeks in parallel with Social and Constitutional Knowledge (KUL2) 7.5 credits.

The course significantly overlaps with the course Clinical Medicine 1, Semester 6 of the medical degree programme.

*Language of instruction:* Swedish  
Literature and teaching in English may occur.

*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**

Upon successful completion of the course, the students shall be able to:

- account for investigation, principles for the evaluation of severity, treatment and differential diagnostics in clinical situations of relevance to the course, based on

This is a translation of the course  
syllabus approved in Swedish

current knowledge

- account for the significance of prevention to preserve health and prevent relapse in individuals and groups
- account for principles of identifying individuals in cases where there is suspicion of domestic violence or substance abuse
- account for principles of referral to specialised care
- describe the general principles of pharmacological treatments
- account for links between drug dosage and reduced liver and kidney function
- describe simple models for patient safety and provide proposals for methods to evaluate medical activities
- define the general differences between healthcare in Sweden and other parts of the world and analyse the challenges created by different social structures
- identify the need for palliative care discussions and palliative care needs and how to treat patients with chronic progressive disease

### **Competence and skills**

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

- apply basic hygiene procedures within in-patient and out-patient care
- systematically obtain a patient's medical history as a basis for further care
- carry out a relevant clinical examination (status) regarding disease states in internal medicine, also focusing on acute states including basic mental states and interpret the results
- document and process all patient contact according to current legislation
- interpret the results of a completed examination and explain the results to the patient
- propose a diagnosis, evaluation of severity and initial examination and treatment as well as comprehensive risks and benefits evaluation of the most appropriate measures, in dialogue with the patient
- issue referrals to diagnostic and therapeutic units required for appropriate care
- carry out a basic informative discussion with advice on lifestyle changes
- summarise clinical information from medical history and other medical notes for colleagues as a starting point for clinical decision-making
- communicate and cooperate with staff of all categories as well as other health services
- carry out patient rounds with patients with uncomplicated disease progression and propose further treatment in consultation with a supervising physician
- use appropriate communication methodology in conversations with patients
- under guided supervision, formulate a specific clinical issue based on authentic patient cases
- carry out practical technical skills/procedures according to Appendix 2 of the course syllabus

### **Judgement and approach**

Upon successful completion of the course, the students shall be able to:

- establish trusting relationships with patients and their families based on honesty and empathy and reflect on the role of the physician, individual responsibility and interprofessional teamwork
- identify ethical issues linked to the treatment of patients with serious illness and analyse the legal and ethical aspects of cardiopulmonary resuscitation and end of life decisions
- take responsibility for completing their training through individual planning and, in doing so, identify and review previously acquired knowledge of relevance

## Course content

The aim of the course is to develop and ensure the students' general professional skills with regard to the management of relevant disorders in 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. During the course, the students 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. The students are introduced to relevant national legislation and global human rights. Furthermore, the course aims to introduce the organisation of healthcare and priorities and the principles of safe care/patient safety. Major emphasis is placed on self-directed and student-active learning. The course also includes training concerning acute crisis reactions, domestic violence 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 practise adopting a health perspective to diagnose the most common and significant diseases, and manage them in collaboration with the patient and others concerned. Furthermore, the students practise making a diagnosis and initiating treatment of acute life-threatening conditions.

The theoretical teaching is mainly based on case methodology. The course consists of lectures, group exercises, sit-in consultation practice, practical exercises in simulated or authentic environments, and learning platform activities. The practical part of the programme 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 in the evenings and on 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 at a later date. Theoretical components may be replaced by 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.

A significant part of the course learning components is carried out in a clinical setting. A condition for students to be able to participate in these components is that the healthcare providers have no formal obstacles to receiving the student. A healthcare provider can deny a student entry to a healthcare institution if it is deemed that patient safety or trust in the healthcare system is jeopardised or if there are any similar obstacles. A refusal may, for example, be based on the student being sentenced for certain crimes or the demonstration of behaviour that has threatened patient safety or trust in the healthcare system. This refusal results in the student being unable to participate in learning components carried out in the clinical setting.

## Assessment

The component "Clinically Integrated Training- Basic Professional Approach" (1.5 credits) is used to continuously assess the student's basic professional approach. Students will be awarded the grade of Fail if they demonstrate deficiencies in knowledge, skills or approach that are serious enough to jeopardise patient safety 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.

If a student demonstrates deficiencies in knowledge, skills or approach that are serious enough to jeopardise patient safety or trust in the healthcare system, or if the student has a high rate of absence from clinically integrated training, the component "Clinically Integrated Training - Basic Professional Approach" is to be assessed by an examiner. The examiner should first issue a warning to the student in speech and in writing. If the deficiencies continue despite the warning, the examiner should discontinue the student's clinically integrated training immediately and grade the component as failed. In particularly serious cases, or if the student has failed the component on a previous occasion, the examiner may immediately and without warning discontinue the student's clinically integrated training and grade the component as failed.

Discontinuation of clinically integrated learning means that the student fails the component "Clinically Integrated Training - Basic Professional Approach" and has used up one opportunity for clinically integrated learning. An individual study plan is to be drawn up by the examiner and approved by the programme's student welfare committee. The individual study plan is to include an action plan that states what the student needs to do and demonstrate in order for the deficiencies to be considered rectified. The individual study plan should also state where, when and in which course the student is then able to resume their studies in the programme. The examiner assesses whether the requirements of the action plan have been met and must approve it before the student can be readmitted to studies. If the student fails the component "Clinically Integrated Training - Basic Professional Approach", they will not be permitted to participate in the clinically integrated learning or the course assessments, including the compulsory components, until they have met the requirements of the action plan and the individual study plan.

The assessment of knowledge of the course content is based on a theory exam (7.5 credits). The exam is a multiple choice test, requiring the student to select the best answer. A failed exam is to be retaken in full with the same exam format.

Practical skills are assessed based on an OSCE examination (7.5 credits). The test is awarded the grade of Pass or Fail in accordance with previously established criteria. A failed test is to be retaken in full.

The students are to document completed components including approved participation in case studies, group exercises and clinically integrated learning in a course portfolio (6 credits). The course portfolio also documents 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 course portfolio is awarded the grade of Pass or Fail at the end of the course. In addition, a general assessment of the course portfolio is carried out at set intervals. One clinically integrated training opportunity is considered to have been used when the course portfolio is graded at the end of the course.

If the course portfolio is awarded a Fail and the examiner assesses that the student must redo the clinically integrated training in order to pass and the student fails to do so at this second opportunity, another opportunity for clinically integrated training will be considered to have been used.

Decisions regarding the grade of Pass or Fail are made by the examiner.

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

All assessed components, with the exception of the theory exam, require the student to participate in course components that are offered in healthcare settings. As mentioned above, if the healthcare provider refuses a student (under "Course design") the student cannot be assessed for these components and will not be awarded a grade on these.

### **Number of examination opportunities with regard to the clinically integrated learning component in the portfolio**

Students who do not achieve a Pass on the first opportunity will be offered a new opportunity for clinically 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 any further opportunities.

### **Number of examinations for OSCE**

The number of examinations for OSCE is limited to five.

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**

Medical Degree from a country outside the EU/EES including Switzerland and a decision on the assessment of medical knowledge or qualification issued by the Swedish National Board of Health and Welfare. Good knowledge of Swedish in accordance with the regulations for general entry requirements for first cycle programmes, Swedish B or Swedish 3, with the minimum grade of Pass/E.

## **Further information**

### **Appendix 1 - Clinical Situations**

The medical degree programme has defined a number of clinical situations that a physician will face and is expected to be able to manage in their role. These situations are assessed as relevant, including for physicians in the Complementary Programme for Physicians with a Medical Degree from outside the EU/EES and Switzerland.

The selection of clinical situations below (of a total of 100 in the broader medical degree programme) is based on their frequency of occurrence in internal medicine. The clinical situations are primarily defined in order for the students to know which areas will be assessed. The clinical training is to provide students with opportunities for practical experience of the clinical situations below, to complement 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, in addition to the clinical situations of relevance to the course, there

are a number of additional clinical situations included in the programme syllabus as associated clinical situations for this course.

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

2. Acute crisis reaction
3. Respiratory problems
4. Loss of appetite
5. Deviant diagnostics and accidental findings
10. Blood in faeces
12. Blood in vomit
14. Changes in blood pressure
15. Easy bleeding
17. Abdominal pain
18. Shock
19. Diarrhoea
21. Death
27. Function assessment normal ageing
28. Poisoning
29. Disordered consciousness
30. Changed skin colour
31. Changed fluid and electrolyte balance
32. Altered defecation habits
33. Changes in disease panorama
34. Forgetfulness/memory loss
35. Heartburn/acid reflux
37. Heart palpitations /abnormal heart rhythm
38. Cardiac arrest
45. Indisposition and vomiting
46. Itching
47. Asthenia
48. Cramps
49. Sensory changes
50. Sensitivity to infections
53. Disordered consciousness
59. Chest pain
71. Movement disorders
76. Pain on defecation
78. Language and speech disorders
82. Sweating/hot flashes
84. Swollen abdomen
85. Swollen extremities
93. Fatigue
95. Thirst/dehydration
98. Urination disorders
99. Weight loss

- 102. Terminal care
- 103. Dizziness/balance disorders
- 104. Eating disorders
- 105. Overweight/obesity

## **Appendix 2 - Practical technical skills/procedures**

The medical degree programme has defined a number of practical technical skills that a physician will use and is expected to be able to manage in their role. These skills are assessed as relevant, including for physicians in the Complementary Programme for Physicians with a Medical Degree from outside the EU/EES and Switzerland.

Below are the practical/technical skills that students are specifically trained in during each course. All skills should be possible to demonstrate in OSCE or DOPS. Course directors must ensure that students are offered sufficient training opportunities to master these skills. All of the skills are accumulative in the Complementary Programme for Physicians with a Medical Degree from outside the EU/EES and Switzerland. This means that the skills listed in previous courses may also be included in the practical exam for a given course. Skills related to the physical examination of different organ systems, communication methods, more complex skills and documentation are not included in the lists, with the exception of the examination of infants and gynaecological examinations. These skills may also be included in the OSCE or DOPS assessments.

### **Supplementary Course in Clinical Medicine (KUL 1, KUL Semester 1)**

- Write prescriptions
- Carry out an arterial puncture in the radial artery
- Carry out venous sampling
- Give intravenous infusion
- Give subcutaneous injections
- Connect an ECG
- Measure PEF

### **The continuation of the Supplementary Course in Clinical Medicine (KUL3, KUL Semester 2) includes the following components**

- Carry out a full examination of a newborn infant including the assessment of tone, neonatal reflexes, skin, throat, fontanelles, external genitalia, including testicular palpation in boys, and the heart, lungs and hips
- Examine children's eyes with an ophthalmoscope
- Carry out a gynaecological study including an external and internal examination of female genital organs

## Subcourses in LÄKT10, Complementary Course Clinical Medicine (KUL1)

Applies from V22

- 2201 Theory Exam, 7,5 hp  
Grading scale: Fail, Pass
- 2202 Practical examination, 7,5 hp  
Grading scale: Fail, Pass
- 2203 Portfolio, 6,0 hp  
Grading scale: Fail, Pass
- 2204 Clinically Integrated Training – Basic Professional Approach, 1,5 hp  
Grading scale: Fail, Pass