

## Course syllabus – Draft

Semester 11 – Elective course in clinical medicine, 7.5 credits

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#### General information

Course code	2LA305
Course name	Right treatment to the right patient at the right time: precision medicine within immune-mediated diseases
Credits	7.5 credits
Form of education	Higher education, study regulation of 2007
Main field of study	Medicine
Level	AV – Second cycle
Grading scale	Fail (U) or Pass (G)
Department responsible	Department of Medicine, Solna (MedS)
Deciding body	Programme Committee for the Medical Programme

#### Specific entry requirements

A passing grade in semesters 1–10 is required.

A student who has failed workplace-based learning (VFU) or equivalent due to serious deficiencies in knowledge, skills, or professional conduct that have jeopardized patient safety or public trust in healthcare is eligible for a new VFU/VIL opportunity only once the individual action plan has been completed.

#### Aims

The overall aim of the course is for the student to train the professional role of a physician within healthcare teams. Based on previous courses in the medical programme, the student shall broaden and deepen clinical competence in clinical medicine with a focus on precision medicine within immune-mediated diseases. The student is expected to achieve a higher level of independence in skills of importance for the physician profession.

#### Learning outcomes

The learning outcomes are aligned with the national learning objectives for the medical degree as stated in the Swedish Higher Education Ordinance (SFS 1993:100). Learning outcomes related to knowledge and understanding are categorized according to the SOLO taxonomy (S2–S5), and learning outcomes related to skills and abilities are categorized according to Miller's pyramid (M3–M4).

#### Knowledge and understanding

- Recognize, describe, diagnose, and reason around treating principles for common acute and chronic inflammatory and immune-mediated diseases (S3)

- Describe less common inflammatory and immune-mediated diseases (S2)
- Describe and theorize principles of precision medicine within inflammatory and immune-mediated diseases (S4)
- Describe and explain indications and contraindications for joint aspiration and intra-articular steroid injection (S4)

#### Skills and abilities

- Independently obtain an adequate medical history for common acute and chronic inflammatory and immune-mediated diseases, perform relevant physical examination (including full musculoskeletal examination), prioritize a working diagnosis, establish an initial diagnostic plan, and initiate treatment (M3; EPA 1–4)
- Identify the need for and propose preventive measures (primary or secondary prevention) (M3; EPA 5)
- Perform joint aspiration for synovial fluid analysis and intra-articular steroid injection (M4; EPA 6)
- Collaborate with other professions, healthcare services, municipalities, and authorities (M4; EPA 9)
- Contribute to a culture of patient safety (M4; EPA 10)

#### Approach and professional conduct

- Interact with patients, next of kin, fellow students, teachers, and healthcare staff in a respectful, empathetic, and professional manner

#### Course content

The course integrates and deepens elements of the theoretical content of the medical programme through an extended period of workplace-based learning (VFU/VIL) in clinically active healthcare teams, enabling practical professional training that prepares students for future work as practicing physicians. The course emphasizes precision diagnostics, precision medicine, and prevention within immune-mediated and inflammatory diseases and includes simulation-based training, interprofessional learning, and patient-centred, equitable care.

#### Teaching and learning activities

The primary teaching and learning activity is clinical service within healthcare teams under supervision with individual feedback. Students participate in approximately four consecutive weeks of workplace-based learning (VFU/VIL) and one week of theoretical instruction including lectures, seminars, team-based learning (TBL), and a critical incident analysis (CIA).

#### Examination

##### Compulsory course components

##### Compulsory participation

- course introduction
- workplace-based learning (VFU)/workplace-integrated learning (VIL)
- teacher-led skills training

### **Compulsory formative assessments**

- EPA and/or SKA (composite clinical activities) – at least weekly
- teacher-led medication prescribing and medication reports

### **Examination components**

- oral examination based on presentation of a patient case identified during VFU/VIL
- written examination (literature-based case report)
- assessment during VFU/VIL\*\* of EPAs/SKAs: observed level of independence in relation to the defined performance level for each skills-based learning outcome
- assessment of professional conduct\*\*\*

\*\* Examination during VFU consists of a summative assessment based on repeated formative assessment material from VFU.

\*\*\* Learning outcomes related to professional conduct are assessed continuously. In cases of insufficient achievement, the examiner may fail the student in VFU and establish an individual action plan.

### **Additional provisions**

Language of instruction: Swedish; teaching and literature in English may occur.

Course evaluation is conducted in accordance with Karolinska Institutet's guidelines.

### **Recommended literature and other learning resources**

Current scientific articles within the field and local clinical guidelines.