

Medicine

The subject of medicine is mainly based on the areas of anatomy, physiology, microbiology, pharmacology, pathology and geriatrics, but the subject also covers elements from the health care sciences. The subject covers the physical structure and functions of the human body in health and ill-health.

Aim of the subject

Teaching in the subject of medicine should aim at helping students develop knowledge of people's physical, mental and social conditions in health and ill-health. Teaching should give students the opportunity to develop knowledge of the causes, symptoms, diagnoses, treatments, health and care of different illnesses, and the ability to deal with acute illnesses and injuries. Students should also be given opportunities to develop the ability to observe and report changes in patients' and users' health status. Teaching should give students the opportunity to develop knowledge of medical terminology to enhance communication skills in the area.

Through practical exercises, teaching should help students develop the ability to perform first aid and cardiopulmonary resuscitation.

Teaching in the subject of medicine should give students the opportunities to develop the following:

- 1) Knowledge of the structure and functions of the human body, and of its normal physical development throughout life.
- 2) Knowledge of sicknesses, and also the ability to understand their symptoms.
- 3) Knowledge of pharmaceutical products and their use, and also about laws and other regulations.
- 4) Knowledge of microorganisms and their contagion pathways, and also the body's immunity system.
- 5) The ability to give first aid and cardiopulmonary resuscitation. Knowledge of society's relief efforts in the event of war and disasters, and knowledge of fire safety measures.
- 6) The ability to use medical terminology.

Courses in the subject

- Medicine 1, 150 credits.
- Medicine 2, 100 credits, which builds on the course, medicine 1.

Medicine 1

The course, medicine 1, covers points 1–6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Structure of the human body and its capacity for metabolism, motion, arousal, protection, defence and reproduction.
- Common diseases and their causes, symptoms and diagnoses, examinations, medical treatment, and health and social care for these sicknesses.
- Common medicines, their effects, areas of use and side-effects, as well as laws and regulations governing the use of pharmaceuticals.
- Common microorganisms and their contagion pathways.
- First aid for injuries, acute illnesses and cardiopulmonary resuscitation.
- Society's relief efforts in war and emergency situations.
- Fire safety measures such as identifying and remedying fire risks, as well as procedures in the event of fire.
- Medical terminology.

Knowledge requirements

Grade E

Students describe **in basic terms** the structure of the human body and its functions, and also the normal physical development of people. Students also describe **in basic terms** common sicknesses and their physical and mental symptoms. In addition, students give examples of relevant investigation methods, medical treatment, and health and social care for these sicknesses.

Students describe **in basic terms** common medicines, their effects, areas of use and side-effects, and also refer to laws and other regulations applicable to the use of medical products. Students also give examples of microorganisms and describe **in basic terms** their dissemination. In addition, students describe **in basic terms** how first aid and cardiopulmonary resuscitation are given, and carry out these measures **in consultation** with the supervisor. Students describe **in basic terms** society's relief efforts in the event of war and disasters, and also measures for preventing fires, and what action to take in the event of a fire.

In their descriptions, students use **with some certainty simple** medical terminology.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** the structure of the human body and its functions, and also the normal physical development of people. Students also describe **in detail** common sicknesses and their physical and mental symptoms. In addition, students give examples of **and explain relationships between** relevant methods of investigation, medical treatment, and also health and social care for these sicknesses. **Students also explain in basic terms some relationships between people, the environment, lifestyle and sickness.**

Students describe **in detail** common medicines, their effects, areas of use and side-effects, and also refer to laws and other regulations applicable to the use of medical products. Students also give examples of microorganisms and describe **in detail** their dissemination. In addition, students describe **in detail** how first aid and cardiopulmonary resuscitation are given, and also carry out these measures **after consultation** with the supervisor. Students describe **in detail** society's relief efforts in the event of war and disasters, and also measures for preventing fires, and what action to take in the event of a fire.

In their descriptions, students use **with some certainty** medical terminology.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** the structure of the human body and its functions, and also the normal physical development of people. Students also describe **in detail and in a balanced way** common sicknesses and their physical and mental symptoms. In addition, students give examples of **and explain subtle relationships between** relevant methods of investigation, medical treatment, and also health and social care for these sicknesses. **Students also explain in a balanced way some relationships between people, the environment, lifestyle and sickness.**

Students describe **in detail and in a balanced way** common medicines, their effects, areas of use and side-effects, and also refer to laws and other regulations applicable to the use of medical products. Students also give examples of microorganisms and describe **in detail and in a balanced way** their dissemination. In addition, students describe **in detail and in a balanced way** how first aid and cardiopulmonary resuscitation are given, and carry out these measures **after consultation** with the supervisor. Students describe **in detail and in a balanced way**

society's relief efforts in the event of war and disasters, and also measures for preventing fires, and what action to take in the event of a fire.

In their descriptions, students use **with certainty** medical terminology.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Medicine 2

The course, medicine 2, covers points 1–4 and 6 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Structure of the human body with advanced coverage of its capacity for metabolism, motion, arousal, protection, defence and reproduction.
- Physiological processes from a health perspective.
- Sicknesses and their causes, symptoms and diagnoses. Examinations, medical treatment, health and social care for these sicknesses.
- Water, electrolytes, nutrition and acid balance.
- Pharmacological including specific pharmaceutical products, their effects, areas of use and side effects.
- Microorganisms and the body's immunity system.
- Medical terminology.

Knowledge requirements

Grade E

Students describe **in basic terms** the structure and function of the human body. Students also describe **in basic terms** different sicknesses and their specific physical and mental symptoms. In addition, students give examples of relevant investigation methods, medical treatment, and health and social care for these sicknesses. Students describe **in basic terms** the body's fluid and nutritional balance, and also give examples of sicknesses where the balance may be disturbed.

Students describe **in basic terms** specific medicines, their effects, areas of use and side-effects. Students also give examples of microorganisms and describe **in basic terms** their dissemination, and also describe **in basic terms** the body's immunity system.

In their descriptions, students use **with some certainty simple** medical terminology.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** the structure and functions of the human body. Students also describe **in detail** different sicknesses and their specific physical and mental symptoms. In addition, students give examples of **and explain relationships between** relevant methods of investigation, medical treatment, and also health and social care for these sicknesses. Students describe **in detail** the body's fluid and nutritional balance, give examples of sicknesses where the balance may be disturbed **and also describe symptoms that occur when this balance is disturbed**.

Students also explain in detail some relationships between people, the environment, lifestyle and sickness.

Students describe **in detail** specific medicines, their effects, areas of use and side-effects. Students also give examples of microorganisms and describe **in detail** their dissemination, and also describe **in detail** the body's immunity system.

In their descriptions, students use **with some certainty** medical terminology.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** the structure and functions of the human body. Students also describe **in detail and in a balanced way** different sicknesses and their specific physical and mental symptoms. In addition, students give examples of **and explain subtle relationships between** relevant methods of investigation, medical treatment, and also health and social care for these sicknesses. Students describe **in detail and in a balanced way** the body's fluid and nutritional balance, give examples of sicknesses where the balance may be disturbed, **and also describe symptoms that occur when this balance is disturbed, and give reasons why they occur**.

Students also explain in detail and in a balanced way some relationships between people, the environment, lifestyle and specific sicknesses. In addition, students evaluate in simple assessments different explanations for the relationship between sickness and people's physical, mental and social conditions.

Students describe **in detail and in a balanced way** specific medicines, their effects, areas of use and side-effects. Students also give examples of microorganisms and describe **in detail and in a balanced way** their dissemination, and also describe **in detail and in a balanced way** the body's immunity system.

In their descriptions, students use **with certainty** medical terminology.