

Instruktion för dig som gör utbyte på T10, Klinisk medicin 5: Barn och ungdomsmedicin

Loggbok – vid klinisk placering utomlands

För att kunna bedöma och tillgodoräkna dig klinisk kurs utomlands behöver KI intyg som styrker att du fullgjort viktiga moment i din kliniska utbildning. I vissa länder finns ett system med kliniska rapporter. Dessa täcker väl behovet av dokumenterad klinisk utbildning. Det vanligaste sättet att styrka din kliniska placering är att du själv för loggbok.

Skriv loggboken på engelska, så din handledare/ansvarig kontaktperson kan läsa den efter avslutad placering.

Loggboken T10 ska tydligt innehålla:

1. vilka sorts kliniska miljöer du varit i (kortfattat), vilka typer av patienter du sett och i vilken utsträckning du själv fått träna och utföra olika kliniska uppgifter. Denna del ska **signeras av lärare** vid utbytet.
Det är viktigt att namnet på den som signerar även är läsbart.
2. Därtill bör framgå vilka andra undervisningsformer du deltagit i t.ex. föreläsningar, seminarier etc. Du kan med fördel försöka relatera till lärandemål i kursplan eller till momentens mål.
3. Clinical assessment forms från samtliga kliniska placeringar signerad av handledare inklusive betyg. OBS! Denna fylls i när samtliga placeringar är genomförda.

I slutet av loggboken skriver du några rader om vad du tar med dig från utbytet. Behöver du fler sidor för loggboken går det bra att kopiera/skriva ut fler.

Om du lämnar in kopior av dina dokument, ska dessa vara vidimerade.

Mer information

Mer information: [Utbytesstudier under Klinisk medicin 5: Barn och ungdomsmedicin 15 hp](#)



Log book | Exchange studies in Medicine

Student name	
Host university/hospital	
Department	
Name of course or clinical rotation	
Supervisor	
Start date	
End date	

The number of days/weeks I serviced at the clinic/hospital (if any)	
Emergency	
Inpatient	
Outpatient	
Other, namely	

To be signed after completed course or clinical rotation	
Date	
Student	
Supervisor	
Stamp	



Clinical assessment form

Exchange student from Karolinska Institutet (KI)

This form should be filled in by the host university where a student from KI is carrying out clinical rotations. Upon return to KI the student will present this document to his/her study director who will decide on recognition of the exchange studies.

Name	Date of Birth
Host University	Study Period (from-to)
Department	Clinical Rotation/Subject
Name of teacher responsible for the assessment	E-mail (teacher)

Please comment with a few words below

Pass/Fail

Attendance and Punctuality:	
Participation and initiative:	
Progress in knowledge and understanding:	
Progress in skills and abilities:	
Overall judgement:	
Further comments:	

Comprehensive grade according to the ECTS grading scale below. Please mark the correct grade:

A B C D E FX F

Place and date

Signature, teacher/supervisor responsible for the assessment

ECTS Grading Scale	
Grade	Definition
A	Excellent – outstanding performance with only minor errors
B	Very Good – above the average standard but with some errors
C	Good – generally sound work with a number of notable errors
D	Satisfactory – fair but with significant shortcomings
E	Sufficient – performance meets the minimum criteria
FX	Fail – some more work required before the credit can be awarded
F	Fail – considerable further work is required



Week	Supervisor department	I did the following	I learnt the following
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Own reflections Short evaluation			



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Monday			
Tuesday			
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Own reflections Short evaluation			



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What are your experiences from this student exchange?

- Briefly reflect of the placement. What did you learn?
- What similarities and differences are there? Briefly compare your education at Karolinska Institutet and Swedish health care with your host university/hospital.
- How do you think your experiences from the exchange period will affect your future career?



Learning outcomes in pediatric and adolescent medicine

Clinical Medicine 5 - Pediatric and Adolescent Medicine Semester 10

Medical Programme, Karolinska Institutet

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Theoretical knowledge

The course in Paediatric and Adolescent Medicine builds on the basic scientific and clinical knowledge the student has acquired during previous courses on the programme. A central aspect of Paediatric and Adolescent Medicine is that the clinical picture of diseases can vary with the child's age and developmental stage.

After the course, the student should have sufficient knowledge and skills to – under supervision – begin to work as a junior doctor with children as patients in various specialties.

NB! Learning outcomes in Clinical Genetics, Paediatric Surgery, Paediatric Urology, /Paediatric Orthopaedics and Child and Adolescent Psychiatry are specified within the respective modules.

All intended learning outcomes apply to children and adolescents.

Intended learning outcomes are classified according to the SOLO taxonomy (Biggs and Tang) in SOLO levels 1-5:

- S2) Uni-structural: identify an aspect (name, state, identify)
- S3) Multi-structural: identify/describe several aspects (describe, list)
- S4) Relational: compare (apply, analyse, argue)
- S5) Extended abstract: generate, create (theorise, evaluate)

Emergency care

- Discuss stabilization of the acutely ill child using an age-adapted ABCDE approach (S4)
- Discuss the action plan for basic (B) and advanced (A)-life support (CPR) for health providers (S4)
- Reason about airway obstruction (S4)
- Compare the mechanisms behind the most common causes of cardiac arrest (S4)
- Describe the initial management of the newborn child in need of resuscitation (S3)

Allergic diseases/lung diseases

- Discuss the assessment and treatment of acute allergic reactions including anaphylaxis (S4)
- Discuss assessment and treatment of atopic dermatitis (S4)
- Discuss the management of food allergies (S4)
- Discuss assessment and treatment of urticaria and allergic rhinoconjunctivitis (S4)
- Discuss the assessment, treatment and diagnosis of asthma and obstructive bronchitis, both acute and chronic (S4)
- List diagnostic methods used in the investigation of allergies (S3)
- Describe pathology, symptomatology and diagnostics of cystic fibrosis (S3)

Child abuse

- Discuss circumstances in which child abuse or neglect should be suspected and describe the assessment of these (S4)
- Describe principles regarding the collaboration of health care with the police and social services when child abuse is suspected (S3)

Endocrinology and chromosomal abnormalities

- Interpret about the healthy child's growth and analyse the growth chart (S4)
- Discuss the hormonal regulation of growth and which hormones mainly drive the growth in different developmental phases (S4)
- Reflect on differential diagnoses in case of abnormal height and/or weight development (S4)
- Reason about normal and abnormal pubertal development (S4)
- Reflect on type I diabetes, presentation with and without ketoacidosis (S4)
- Assess acute hypo- or hyperglycemia in a patient with known type 1 diabetes (S4)
- Assess hypothyroidism (S4)
- Reflect on overweight and obesity (S4)
- Recognize and discuss the clinical features and associated morbidities in Down's syndrome (S4)
- Describe the genetic background, symptomatology and diagnostics of Turners syndrome (S3)
- Describe the pathophysiology, symptomatology and diagnostics of congenital adrenal hyperplasia (CAH) (S3)
- Describe the pathophysiology, symptomatology and diagnostics of Mb Addison (S3)



- Describe the pathophysiology, symptomatology and diagnostics of type 2 diabetes (S3)
- Describe the pathophysiology, symptomatology and diagnostics of hyperthyroidism (S3)

Gastroenterology and hepatology

- Reflect on the diagnosis and treatment of constipation and non-infectious diarrhea (S4)
- Evaluate diagnostic strategies for celiac disease (S4)
- Discuss the symptomatology of cowmilk protein allergy and lactose intolerance, and the difference between these (S4)
- Discuss the management of gastroesophageal reflux (GER) and GERD (S4)
- Describe the management of paediatric surgical differential diagnoses for abdominal pain (S4)
- Evaluate alarm symptoms of recurrent abdominal pain (S4)
- Discuss the management of functional gastrointestinal diseases (S4)
- Reason about the presence of blood in the stool and account for possible differential diagnoses (S4)
- Discuss the management of infant colic (S4)
- Discuss prolonged icterus in infants and describe laboratory testing (S4)
- Describe the pathophysiology, symptomatology, diagnostics and describe treatment in general of inflammatory bowel disease (S3)
- Describe the different types of hepatitis (S3)
- Describe briefly causes and symptomatology of pancreatitis (S3)

Hematology and Oncology

- Discuss symptoms, investigation and treatment of Immunological thrombocytopenia (ITP - formerly known as idiopathic thrombocytopenia) (S4)
- Discuss symptoms, investigation and treatment of the most common anaemias (S4)
- Discuss symptoms and initial investigation of the most common childhood cancers (S4)
- Discuss the criteria for immunodeficiency disease (S4)
- Describe the physiology of haemoglobin during infancy (S3)
- Give an overview of spherocytosis and G6PD deficiency (S3)
- Give an overview of haemoglobinopathies such as Thalassemia and Sickle cell disease (S3)
- Reason about neutropenia and neutropenic fever (S4)

Skin changes

- Discuss the causes and treatment of urticaria (S4)
- Reason about the presence of petechia and ecchymoses (S4)
- Assess virus rashes/blisters (S4)
- Assess exanthema in epidemic childhood diseases (S4)
- Describe common skin changes in the neonatal period such as: congenital dermal melanocytosis (Mongolian spot), milia, erythema toxicum, stork bite, haemangioma (S3)

Infectious diseases

For the infectious diseases listed below include symptomology, assessment, incubation period, route of infection and age-varying aetiology where relevant

- Discuss the exanthema diseases: chickenpox, measles, rubella, scarlet fever, three-day fever, fifth disease (parvovirus) (S4)
- Reason about meningitis, encephalitis and septicaemia (S4)
- Reason about respiratory tract infections, gastroenteritis, pyelonephritis, cystitis, skin and bone infections (S4)
- Reason about otitis, ethmoiditis, lymphadenitis, tonsillitis (S4)
- Describe impetigo and its treatment (S3)
- Reason about herpes infections and their treatment (S3)
- Reason about tick-borne diseases (TBE, Lyme disease) and their treatment (S4)
- Reason about Mononucleosis (S4)
- Describe the cause, symptomology and general treatment of tuberculosis, malaria, tularaemia (rabbit fever), rabies, covid-19 (S3)
- Describe antibacterial spectrum for the most common antibiotics (S3)
- Describe increased susceptibility to infection in children (S3)

Intoxications, etc.

- Reflect on the management of intoxications with paracetamol and alcohol (S4)
- Discuss psychosocial follow-up after intoxication (S4)
- Outline the initial evaluation and subsequent management of electrical accidents (S3)
- Outline the initial evaluation and management of adder snake bites (S3)

Cardiology

- Compare physiological and pathological heart murmurs, both presentation and management (S4)
- Discuss the cause and management of peripheral and central cyanosis (S4)
- Discuss the pathophysiology, symptoms and management of supraventricular tachycardia (SVT) (S4)
- Discuss acute management, investigation and differential diagnosis of syncope (S4)
- Outline circulatory principles and typical symptoms of congenital heart defects such as ventricular septal defect (VSD), atrial septal defect (ASD), persistent ductus arteriosus, transposition of the large vessels (TGA), Fallot's tetrad, coarctatio aortae (S3)
- Discuss symptoms and causes of heart failure (S4)
- Describe the symptoms and causes of perimyocarditis (S3)

Metabolic diseases

- Discuss principles of the Swedish neonatal screening program (PKU test) (S4)
- Describe different types of symptoms and initial investigation in case of suspected metabolic disease (S3)

Nephrology

- Evaluate differential diagnoses to enuresis (S4)
- Discuss diagnostics and general management of glomerulonephritis such as poststreptococcal glomerulonephritis and IgA nephritis (S4)
- Describe the evaluation of proteinuria – and briefly outline the treatment of nephrotic syndrome (S3)
- Describe haemolytic uremic syndrome (HUS) (S3)
- Describe risk factors for hypertension in children (S3)
- Describe the initial investigation of haematuria in children (S3)

Neonatology

- Explain physiological transition from fetus to newborn (S4)
- Evaluate icterus – early versus late onset (S4)
- Reflect on infections affecting the newborn baby (e.g. septicaemia, meningitis, omphalitis) (S4)
- Describe the Apgar scale (S3)
- Describe neonatal respiratory and circulatory disorders (S3)
- Discuss typical medical complications in preterm and post-term infants and discuss the long-term outcomes of preterm birth (S4)
- Explain the definitions of small, appropriate and large-for-gestational age, preterm and post-term birth (S3)
- Outline the causes, pathophysiology and clinical consequences of perinatal asphyxia (S4)
- Describe common birth traumas, cephalic hematoma, subgalea hematoma, clavicular fracture, plexus injuries (S3)

Neurology and Habilitation

- Discuss management of acute seizures (S4)
- Reflect on differences between tension headaches and migraine, and the management of these (S4)
- Discuss epidemiology, age distribution and treatment of febrile seizures (S4)
- Describe the characteristics of breath-holding spells in children (S3)
- Describe degenerative CNS diseases with developmental decline, such as Krabbe's disease (S3)
- Describe different types of developmental delay (S3)
- Describe the definition and management of status epilepticus (S3)
- Describe the symptomatology and diagnostics of benign childhood epilepsy, absence epilepsy and infantile spasm (West's syndrome) (S3)
- Describe cause, symptomatology and general management of cerebral palsy (S3)
- Discuss the pathophysiology, symptomatology and diagnostic approach to hydrocephalus (S3)
- Describe generally cause, symptomatology and diagnostics of stroke (S3)

Nutrition

- Discuss the healthy child's normal nutrition, energy requirements and feeding pattern (S4)
- Discuss the timing and approach to introduction of different foods (S4)
- Discuss the importance of breastfeeding and similarities and differences in composition between breast milk and formula (S4)
- Describe which foods children should avoid (S3)
- Discuss which children are at risk of developing iron deficiency (S4)
- Briefly summarize the need of vitamins and common symptoms of deficiency (S3)

Sudden, unexpected infant death syndrome and similar events

- Discuss apnoea (S4)
- Describe sudden infant death syndrome (SIDS) (S3)
- Describe BRUE - Brief Resolved Unexplained Event (previously called ALTE – Apparent Life-Threatening Event) (S3)

Rheumatic diseases

- Reason about Juvenile idiopathic arthritis (JIA) (S4)
- Discuss vasculitis diseases such as IgA vasculitis (Henoch-Schönlein's purpura) and Kawasaki disease (S4)
- Reason about joint swelling (S4)
- Describe symptomatology and diagnostics of SLE (S3)
- Describe hyperinflammation in general, e.g. after Covid-19 infection (S3)

Development/physiological normal parameters/vaccinations

- Describe the organisation and mission of child health care (BVC) (S3)
- Evaluate the child's normal development and growth, as well as key ages for checkups at the child health centre (S4)
- Discuss the Swedish vaccination program (S4)
- Reflect on abnormal findings in both neonatal and infant somatic physical examination (S4)
- Outline approximate normal ranges of vital signs across paediatric age groups (S3).

Fluid balance

- Describe the healthy child's fluid needs and metabolism and how they differ from adults (S3)
- Discuss the child's degree of hydration based on the medical history and physical examination (S4)
- Describe principles for different types of dehydration; isotonic, hypotonic and hypertonic dehydration (S3)
- Reason about circulatory failure, dehydration and treatment of each condition (S4)
- Discuss maintenance treatment with fluid iv and po (S3)



- Discuss indications for intravenous and oral administration of fluids – as well as advantages and disadvantages of each alternative (S4)

Practical and professional skills

Reflect/Reason on how to carry out the following points:

- Take an age-appropriate medical history
- Perform an age-appropriate physical examination
- Management and documentation of common, acute and serious conditions in children and adolescents
- All types of documentation in the medical record
- Writing X-ray referrals
- Writing consultant referrals
- Basic and A-CPR
- Prescribe medications in general prescriptions in Take Care's exercise module, administration way, length of treatment, reasoning according to the child's age (for ex immature kidneys in children <2 years, not for children under 6 months)
- Acute management according to A-E in children
- Report using the SBAR format
- Professional approach and treatment of patients, relatives and coworkers
- Collegial and interprofessional collaboration

Describe /identify

- Inhalation therapy
- High Flow Respiratory support - Airvo/Optiflow
- Oxygen therapy
- Blood sampling, capillary versus venous
- Lumbar puncture
- Urine sampling including bladder puncture
- PVC and intraosseous entrance
- Swe-PEWS