



KALANGALA DISTRICT LOCAL GOVERNMENT
DEPARTMENT OF HEALTH
OFFICE OF THE IN-CHARGE KALANGALA H/C IV
P.O. Box 2, Kalangala – Uganda
kalangalahealthcenter@gmail.com

Elective and Clinical Attachments Programme Outline

AIM

Uganda faces many healthcare challenges. Our Healthcare system is seriously overburdened by both communicable and non-communicable diseases that require a large amount of time, resources and skills.

Kalangala Health Centre is a rural community health centre IV serving as a referral hospital for the eighty four islands that constitute Kalangala district. There is lack of access to specialist health care in the district, hence the need to upgrade the knowledge and skills all individuals working in this environment.

This programme will develop a group of highly competent Health Care workers with Clinical, Management and Research skills. They will be trained in critical appraisal and develop an understanding of clinical decision making skills. Graduates should be able to evaluate and manage rural health care systems and be able to promote quality team-based care.

GOAL

To develop further and refine skills in the diagnosis and management of common problems in rural and/or urban community-based family medicine practice.

PROGRAM COMPOSITION

This is an 8 – 10 weeks “full- time” programme with rotations in OPD, Maternity, Theatre, In-patients (paediatrics& internal medicine) and ART/Outreach.

ADMISSION REQUIREMENTS

The programme will be open to Doctors and Nurses.

Doctors – MB ChB or equivalent; candidates should have a minimum of 1 year post internship

Nurses - 4 year Bachelor of Nursing or equivalent; minimum 2 years' experience in Ambulatory and Emergency Care.

Preference will be given to Nurses with Family medicine or Critical care training

Candidates need to be familiar with commonly-used software platforms (Microsoft Office components, Adobe Acrobat, Skype) and have access to a stable internet connection in order to successfully participate in the programme. It will be up to the candidate to make sure that they have compatible software.

Learning Objectives

- By the end of the rotation the student should be able to:
- Diagnose and treat the 20 most common presenting concerns in general practice.
- Demonstrate skills in cultural competency, including caring for patients from, ethnicities, and socioeconomic levels.
- Demonstrate understanding of the psychosocial and health literacy barriers to health care that may be endemic in specific populations.
- Demonstrate understanding of when to use ancillary health providers, such as social workers, home nursing services, outreach workers, and what services they can provide.
- Provide advocacy for patients.
- Identify and assess risk factors such as domestic violence, substance abuse, and illiteracy, and provide appropriate counselling and referral.
- Identify and learn appropriate management of common office procedures

Focused Experiences May be Arranged in:

- OB/GYN, Women's Health
- Surgery/Theatre
- Comprehensive HIV/AIDS Care
- Adolescent Health
- Paediatrics and Internal Medicine
- Outreaches with possible home visits

Competence

The following area(s) of competence can be chosen by the student(s)

Community Medicine Expert

- Demonstrate a patient-centred approach to care of patients and families through exploring the disease and illness experienced, understanding the whole person, and negotiating informed, shared decision making regarding management
- Demonstrate skill in relaying medical information to extended family
- Gather relevant information (e.g. through history and physical) and generate appropriate differential diagnoses
- Demonstrate an ethical approach to the patient-doctor relationship, maintaining a respectful, non-judgmental focus

Communicator

- Establish positive therapeutic relationships with patients and their families while incorporating ethnic, cultural, social-economic and gender considerations
- Demonstrate skill in communicating difficult information to patients/families
- Offer compassionate and empathetic support to patients and families as well as members of the healthcare team, especially in times of stress

Collaborator

- Work as a respectful and functional member of interprofessional teams
- Recognize the stressors inherent to medical practice and constructively work towards resolving conflicts
- Appropriately use consultants, the interprofessional team and community resources to maximize patient outcomes

Manager

- Prioritize effectively in times of high clinical demand (patient complexity or patient volume)
- Selectively initiate referrals considering likely benefit to the patient and availability of resources
- Effectively use different information management systems across the educational setting

Health Advocate

- Advocate for individual patients when their healthcare needs are not being met by the system
- Demonstrate familiarity with and knowledge of how to access hospital and community-based resources for patients
- Advocate to mitigate the determinants of health impacting patients and the communities in which they live

Scholar

- Critically appraise and apply medical information to patient care
- Take initiative in identifying and addressing personal knowledge gaps
- Apply appropriate medical, ethical and medico-legal frameworks to decision-making
- Search for best evidence to inform patient care, e.g., local, provincial or national clinical practice guidelines

Professional

- Exhibit professional behaviours in practice, including honesty, integrity, reliability, compassion, respect, altruism, commitment to patient confidentiality and well-being, and respect for professional boundaries
- Recognize self-limitations and seek assistance appropriately
- Practice in accordance with the principles and limits of patient confidentiality as defined by professional practice standards and the law
- Fulfill medical, legal and professional obligations including disclosure of adverse events

Schedule of Activities

The student will see patients under the supervision of a Senior Medical Office/ Physician preceptor in Kalangala. Practice hours vary, as do on-call arrangements. This is primarily an outpatient and inpatient experience. Students will participate in resident teaching activities, one half-day session per week. Students will also participate community outreach visits.

Didactic Activities

At the beginning of the elective, students will discuss learning objectives with their preceptor. These objectives should be revisited (and revised if necessary) during the course of the elective. Generally, brief case presentations to the primary preceptor,

during or shortly after the patient encounter, will constitute the majority of teaching activities. It is expected that formal feedback sessions will occur at the midpoint and at the end of the elective. Students are required to do two small assignments regarding answering clinical questions.

Required Reading

Oxford Hand Book Family Medicine and AFEM Hand Book of Acute and Emergency Care will be used as your resource text while on elective. Other articles as provided. A copies can be found in Medical Superintendent Office at Kalangala Health Center IV.

Student Evaluations

In order to receive a grade of Passing, the student must attend all sessions, receive a satisfactory evaluation from the preceptor(s), and return their evaluation of the elective prior to grades being posted.

LEARNING PORTFOLIO

A learning portfolio is to be maintained throughout the programme. The aim of the portfolio is to encourage mature and reflective thinking about your academic and professional development during this Masters program. A good portfolio should guide your learning.

The portfolio should consist of narratives of scenarios, clinical cases or learning events. These can be both positive and negative. The key aspect should be the reflection of the event in the form of a reflective essay exploring deep understanding of the experience. The purpose of the portfolio is to demonstrate learning, not document a series of experiences.

Tips on Reflection:

Be specific- what went well/what went wrong/how did you solve this/what effect did this have

Think about others involved in this incident such as patients, colleagues or teachers – what were their expectations/reactions?

What emotions did you experience?

Be honest – It is okay to be wrong sometimes , as long as you learn from it

What have you learnt from the experience?

What gaps do you have in your

knowledge/skills/professionalism/teamwork/leadership?

What are your personal goals and learning objectives?

Portfolios should consist of a minimum of 8 reflections, a minimum of 1 per week throughout the 2 month program. The portfolio may be kept in electronic or paper based