

Module tutorial

TROPICAL MEDICINE



**Assigned to Students
6th Semester**

**TROPICAL MEDICINE
HASANUDDIN UNIVERSITY SCHOOL OF MEDICINE
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INTRODUCTION

Collection of this module is given to students who take a course in Tropical Medicine at the sixth semester. General instructional objectives and specific instructional objectives presented in each module are intended to enable the students know the learning objectives of each module and there is no deviation from the purpose of discussion in order to achieve the expected minimum competencies.

Scenario followed by a learning strategy for each module allows students to understand the stages of the learning phase. Name of the source of reading material are also presented for each module so that students can find their own information desired. To facilitate communication between students and resource persons, obtained in this module are also presented and how to contact a resource person concerned.

Students task, problem-solving process, the schedule of activities, how to do a panel discussion and report writing format contained in the collection of this module to clarify the activities undertaken in the learning process and how its reporting. Final section presented examples of student work sheet so that students are able to record clearly the information obtained from discussions, lectures, lab work, CSL, and correlates with the scenario in each module. These sheets may be reproduced itself in accordance discussed the number of modules.

Editor expects a collection of these modules can help the students in the learning process for tropical medicine course.

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STUDENT ASSIGNMENT

1. After reading with carefully the scenario module students should discuss these cases in one group discussion consisted of 12-15 people, led by a chairman and a writer who was chosen by your own. Chairman and secretary should be alternated on every time the discussion. Discussion of these groups can be led by a tutor or conducted independently by the group.
2. Individual learning activities in the library by using textbooks, magazines, slides, tape or video, and Internet, to search for additional information.
3. Conducting an independent group discussion (without tutor), to brainstorm free between members or groups to analyze and synthesize information to solve the problem.
4. Consult the resource persons with expertise on matters referred to gain a deeper understanding (no expert).
5. Following a special lecture (lecture experts) in the classroom to problems that have not been clearly or can not find the answers.
6. Conducting training in clinical skills lab and practicum in the parasitology laboratory, microbiology, clinical pathology and anatomic pathology.

PROBLEM-SOLVING PROCESS

In the discussion groups by using the method of brainstorming and discussion, you are expected to solve the problems inherent in this scenario, ie by following the seven step problem solving below.

Based on the above scenario, do the steps below:

1. Clarification of all foreign terms (if any)
2. Define the problem (aspect or concept) in the above scenario you do not understand.
Create a question about it.
3. By using their respective knowledge, answer or explain one of these.
4. Try to make up such a systematic explanation
5. Determine the issues that have not been answered well and make it as the next learning purposes.
6. To answer or solve the problem, find the necessary information as much from literature, experts, and other information resources.
7. Discuss and do the synthesis of all the information you find.

Explanation:

When the results of the evaluation report the group was still no information necessary to arrive at final conclusions, then the phase 5 and 6 can be repeated, and then made a longer phase 7.

Phase 5 and 6 above can be repeated outside of the tutorial, and after reporting the information is considered enough in the final discussion, which usually takes the form of an expert panel discussion in which all sit together to provide an explanation for things that are still unclear.

ACTIVITY

Before the meeting between student and tutor group, students were divided into discussion groups consisting of 15-17 people per group.

1. The first meeting in a large classroom with face to face one direction for an explanation and asked questions. Objective: To describe the modules and how to complete the module.
2. The second meeting: a tutorial discussions led by students who elected to become chairman and writers groups, and facilitated by tutors. Destination:
 - Brain-storming for the process 1-5
 - Segregation of duties
3. Third meeting: discussion on tutorial tutorials two as one.
Objective: to report new information obtained from self-regulated learning and classification, analysis and synthesis of all information. In this discussion each group has brought a poster that contains the reports of discussion groups. Every student who enters at the second tutorial discussions have brought a resume from a given task and work sheets, respectively. Textbook or reference may be taken at these meetings and functions to ensure a source of information but not to read the discussion room.
4. Independent study. Objective: to search for new information as needed.
5. Discussions independently; with the same process with the tutorial discussion. If the information is sufficient, independent discussions are used to create reports for presentation and written report. Discussions can be done independently repeated outside the schedule.
6. The last meeting: panel discussion and asked the experts.
Objective: To report the results of the analysis and synthesis of information found to solve the problem in the scenario. If there is a problem that has not been clear or misperceptions, can be solved by experts who were present at this meeting. At a panel discussion each group presented a diagnosis for each scenario are given and made in the form of powerpoint.

MODULE I

FEVER

General instructional objectives

After studying this module, students are expected to explain diseases that characterized by fever, etiology, patomechanism, how to diagnose and its management.

Scenario :

A man aged 22 years came to the clinic with complaints of fever for a week, less appetite, and accompanied by headache. Ten days ago a new patient comes from Papua.

1.

MODUL II WEAKNESS

General instructional objectives

After studying this module, students are expected to explain diseases that characterized by weakness, etiology, patomechanism, how to diagnose and its management.

Scenario:

An 8-year-old girl was accompanied by her mother to the clinic with symptoms of weakness. She also complained decrease of appetite and have no desire to learn and play. This condition was experienced since eight months ago from the home from after vacation at village in Mamuju over a month.

MODUL III

WHITE SPOT ON THE SKIN

General instructional objectives

After studying this module students are expected to be able to explain about the tropical diseases that cause white spots on the skin (hypopigmentation), pathomechanism, clinical symptoms, effect on tissue damage, how to diagnose and management of these diseases.

Scenario:

A man skin, brown skin colour, 17 years old came to health centers with complain about white spot on the skin, round or oval, the diameter of 1-3 cm. White spot appeared since a month ago on the back area.

MODULE IV

RED PATCHES ON THE SKIN

General instructional objectives

After studying this module students are expected to explain the disease that causes red patches on skin symptoms, etiology, pathomechanism happening, how to diagnose and management of the disease with symptoms of red patches on the skin

Scenario:

A woman, housewife aged 30 years came to health centers with symptoms of redness patches on the chest area experienced from a week ago.