

| GENERAL INFORMATION | | |
|---|---|-----------------------|
| Course name | Clinical Propedeutics | |
| Course director | Prof. Silva Zupančič-Šalek, MD, PhD | |
| Assistants | Asst. Prof. Aleksandar Kibel Asst. Prof. Barbara Ebling Asst. Prof. Sanda Škrinjarić-Cincar | |
| Study program | Integrated undergraduate and graduate university study program Medical Studies in German | |
| Course status | Mandatory | |
| Year of study, semester | 3 rd year, 5 th semester | |
| Credits allocated and form of instruction | ECTS student workload | 8 |
| | Number of teaching hours (L+S+E) | 120 (30+20+70) |
| COURSE DESCRIPTION | | |
| Course objectives | | |
| Learning the basics of clinical examination consisting of medical history taking and physical examination. Complementing the technique of taking a medical history and recording it correspondingly. Learning the basics of physical examination. Learning targeted medical history and targeted physical examination and creating a working diagnosis, learning skills to complement and promote the main objective. | | |
| Course requirements | | |
| There are no specific requirements for this course except those defined in the study program curriculum. | | |
| Learning outcomes relevant to the study program | | |
| 1.1.,1.2.,2.1.,2.2.,2.3.,3.1.,3.2.,3.3.,3.4.,3.5.,4.1.,4.2. | | |
| Expected learning outcomes (5-10 learning outcomes) | | |
| KNOWLEDGE <ol style="list-style-type: none"> 1. Name and describe the key elements, properties and significance of a patient's medical history and physical examination 2. Describe and explain the symptoms and signs of the most common medical conditions and diseases 3. Recognize the symptoms and signs of a disease while dealing with a patient and evaluate the severity of the patient's medical condition 4. Apply methods of clinical examination, recommend the most appropriate diagnostic methods 5. Compare the signs and symptoms of similar diseases and conditions, make the working diagnosis | | |
| SKILLS <ol style="list-style-type: none"> 1. Develop good communication skills with patients, persons that accompany them and the staff 2. Take a structured medical history on their own and identify, distinguish and relate potential key elements of the medical history 3. Determine the general patient status and evaluate the patient's level of consciousness as well as determine and assess vital signs 4. Perform a complete physical examination of a patient and detect significant abnormalities in the patient's physical condition | | |

5. Correlate the elements from the medical history and physical examination, apply them and recommend further medical treatment

Course content

Medical history, general examination. Examination of the chest and lungs, symptomatology of respiratory diseases. Cardiac examination, symptomatology of heart diseases. Abdominal examination, symptomatology of diseases of the stomach. Extremities examination. Neurologic examination. Symptomatology and diagnosis of urologic diseases. Symptomatology and diagnosis of hematologic diseases. Diagnosis of cardiovascular diseases. The basics of electrocardiography. Diagnosis of intestinal diseases. Diagnosis of respiratory diseases. Diagnosis of endocrine disorders. Diagnosis of rheumatic diseases. The most significant hematology and biochemical tests in internal medicine.

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| Form of instruction | <input checked="" type="checkbox"/> lectures | and | <input checked="" type="checkbox"/> individual assignments |
| | <input checked="" type="checkbox"/> seminars | | <input checked="" type="checkbox"/> multimedia and Internet |
| | <input checked="" type="checkbox"/> workshops | | <input type="checkbox"/> laboratory |
| | <input checked="" type="checkbox"/> exercises | | <input type="checkbox"/> mentoring activities |
| | <input type="checkbox"/> distance learning | | <input type="checkbox"/> other |
| | <input type="checkbox"/> field course | | |

Student obligations

Come to class prepared by studying the recommended literature for each unit and actively participate in all forms of instruction. The student must participate in at least 70% of classes to pass the course.

Monitoring student learning

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|--------------|---|-----------------------|---|---------------|--|-------------------|---|
| Attendance | x | Active participation | x | Seminar paper | | Experimental work | |
| Written exam | x | Oral exam | x | Essay | | Research | |
| Project | | Continuous assessment | | Paper | | Practical work | x |
| Portfolio | | | | | | | |

Assessment and evaluation of students during class and on the final exam

Students' performance will be evaluated during class and on the final exam. Students are evaluated numerically and descriptively (insufficient (1), sufficient (2), good (3), very good (4), excellent (5)). During classes, a student can earn a maximum of 100 points. Students can earn a maximum of 20 points during classes through different types of activities. On the final exam, students can earn a maximum of 80 points. The final grade represents the sum of the points earned during classes and on the final exam.

Mandatory reading

Duale Reihe Anamnese und Klinische Untersuchung. Fießl H, Middeke M. Thieme; 6th edition:2018

Additional reading

1. Translation of the OSCE in German

The number of copies of mandatory reading in proportion to the number of students currently taking this course

| <i>Title</i> | <i>Number of copies</i> | <i>Number of students</i> |
|---|--|---------------------------|
| Duale Reihe Anamnese und Klinische Untersuchung. Fießl H, Middeke M. Thieme; 6th edition:2018 | A purchased license for online textbooks shall be used https://bfdproxy48.bfd-online.de/login.htm?back=http%3a%2f%2fpartner.bfd-online.info.bfdproxy48.bfd-online.de%2fameos%2fbfdAboGateway%3fabold%3d264117 | |
| | Access will be granted to all students enrolled in the study program | |

Quality monitoring methods ensuring the acquisition of knowledge upon completion, skills and competences

The quality of course performance is monitored through an anonymous student survey on the quality of the organization and conduction of classes, the course content and the work of professors. The usefulness of the lectures from the students' perspective, the curriculum content, the professor preparedness, the clarity of the presentation, the amount of new content and the quality of the presentation are evaluated. The curriculum and its execution are administratively compared. The participation of students in lectures and exercises, as well as the excuses for missing classes, are controlled and analyzed.