Block IPC-133 Introduction to Patient Care

Medical Interviewing, Introduction to Physical Examination, Clinical Experiences 1

Student Study Guide

FACULTY OF MEDICINE
SOHAG UNIVERSITY

Prepared By

Internal Medicine Department Staff Members

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Contents

Block specification

A-Basic Information:

Program on which the course is given: Bachelor of medicine and surgery (M.B., B.Ch.).
Elements (major or minor) of the program: (undergraduate):
Departments offering the course: Internal Medicine and Surgery departments
Academic year/level: 1st year, 2nd semester
Date of specification approval: 2/10/2024
Θ **Title:** Introduction to Patient Care
Medical Interviewing, Introduction to Physical Examination **1**
Clinical Experiences 1
Θ **Code:** IPC-133
Θ **Credit points: 3.5**
Θ Vertical block.
Θ Lectures: 10 hours
Θ Practical: 34 hours
Θ Student learning activities: 50 hours {self -directed learning (SDL) .
12 hrs. formative assessment}
Θ Total: 106 hours
External evaluator: Dr. Ahlam Mohamed Sabra
(Qena University)

1-Block Map of: vertical, Introduction to Patient Care Medical Interviewing, Introduction to Physical Examination 1 Clinical Experiences 1, first year second semester

Block	Points	days/week	learning activities		
			contact hours/points	formative assessment/feedback	Assignment
Introduction to Patient Care Block Medical Interviewing, Introduction to Physical, Examination 1 Clinical Experiences 1	3.5 points	Vertical	44 / 1.5 points	0.5 Point	1.5 points

B- Professional Information

1- Block aim

Θ Overall aim of this vertical block:
By the end of the blocks, the student will be able to take informative history, perform physical examination and do some clinical procedures.

2-Intended Learning Outcomes

1. Summary of the main competencies for students enrolled in the block:

By the end of these vertical blocks, the students are expected to be able to:

1) Take and record a structured, patient centered history.
2) Adopt an empathic and holistic approach to the patients and their problems.
3) Perform appropriately timed physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive**.**

2. Plans for developing and improving the course:

1) Continuous updating of the information, knowledge and skills included in the course through the continuous search for new knowledge and skills available in recent publications (books, researches, internet and others).
2) Continuous improvements in teaching methods to encourage the students to participate effectively in the various clinical activities.
3) Continuous evaluation of the course content, students performance and establish plans accordingly.

A- Knowledge and understanding:

By the end of the course, students should be able to:

A1- Describe a structured, patient centered history.
A2-Describe appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.

B- Intellectual Skills:

By the end of the course, students should be able to:

B1- Formulate history and physical findings into a meaningful diagnostic formulation.
B2-Select an empathic and holistic approach to the patients and their problems

C- Psychomotor Skills:

C1- Obtain and record informative history.
C2- Perform appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.
C3- Measure body temperature, pulse rate, respiratory rate and blood pressure.
C4- Design and /or present a structured, patient centered history and an appropriately timed full physical examination of patients.

C5- Apply measures that promote patient safety.
C6- Apply suitable measures for infection control when dealing with the patients and instruments.
C7- Conduct patient-focused care while working with health care professionals.
C8- Write competently all forms of patient charts and sheets.

D- General and transferable skills

By the end of the course, students should be able to:

D1- Perform practice-based improvement activities using portfolio.
D2- Practice effectively using a written health record, electronic medical record, or other digital technology
D3- Display effective communication with patients, their families and community through proper verbal and written means, respecting their beliefs and level of education.
D4- Display respect, compassion, and integrity; a responsiveness to the needs of patients and society.
D5- Display a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent.
D6- Work effectively with others as a member of team work by acting in small group.
D7- Display adequate cooperation with his/her colleagues
D8- Arrange the efforts required to accomplish the tasks in specified time.
D9- Verify the use of sources of biomedical information to remain current with advances in knowledge and practice.
D10- Share in the work efficiently in responsible manner keeping the Instruments and Equipment of the Department intact and clean.
D11- Adhere to the basic ethical and medicolegal principles that should be applied inpractice.
D12- Describe his/her work and that of others using constructive feedback.
D13-Present regular reflection on and assess his/her performance using various performance indicators and information sources.
D14- Initiate a personal learning plan to enhance professional practice
D15- Identify opportunities and use various resources for learning.
D16- Integrate in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.
D17- Organize learning time and resources and set priorities
D18- Display accountability to patients, society, and the profession.

3- NARS Competency areas

The competency areas of the NARS- Medicine competency framework are

1- The graduate as a health care provider.

2- The graduate as a health promoter.

3- The graduate as a professional.

4- The graduate as a scholar and scientist.

5- The graduate as a member of the health team and a part of the health care system.

6- The graduate as a lifelong learner and researcher.

NARS areas covered by the block

Competency Area 1: The graduate as a health care provider:

1.1 Take and record a stnictured. patient centered Instoiy.

1.2 Adopt an empathic and holistic approach to the patients and their problems.

1.3 Assess the mental state of the patient.

1.4 Perform appropnately-timed full physical examination of patients, appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.

Competency Area II: The graduate as a health promoter:

2.1 Identify the basic determinants of health and principles of health improvement.

2.2 Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.

2.3 Discuss the role of nutrition and physical activity in health.

Competency Area III: The graduate as a professional:

3.1 Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, coimnitment, compassion, and respect.

3.6 Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.

Student Assessment:

1. Formative:

This is used to monitor student's learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

It's given at least once in the form of quizzes that is made available for the students at the E-learning site at the end of the block.

Answers are presented instantly after the attempts and discussed on the students groups or in person with the teaching staff

Questions should be consistent with the level of the final exam. The student's attendance is a condition for entering the summative exams. The electronic or paper achievement file must be used to follow up on the students' evaluation, and its completion is a condition for entering the final exams

2. Summative

It is used to evaluate student's achievements at the end of the block. The grades tell whether the student achieved the learning goal or not.

Assessment task	**Proportion of Total Assessment**	**Marks**
Portfolio assessment	**10%**	**5**
Midterm examination (MCQs,)	**30%**	**16**
Final written Exams (50%MCQ+ 50% short answer questions and MEQs)	**60%**	**32**
Total	**100**	**53**

4- Courses Content

	Topics to be Covered			
List of Topics		ILOs	No. of Weeks	Contact Hours
A. Mini Lectures				
1	Personal history & Complaint	A1, B1,B2	1st	1 hour
2	History of present illness	A1, B1,B2	2nd	1 hour
3	History of present illness	A1, B1,B2	3rd	1 hour
4	Therapeutic history, past medical history and family history	A1, B1,B2	4th	1 hour
5	Performing appropriately general physical examination of the patients	A2.B1	5th	1 hour
6	Performing appropriately general physical examination of the patients	A2.B1	6th	1 hour
7	Measuring body temperature	A2.B1	7th	1 hour
8	Measuring radial pulse rate	A2.B1	8th	1 hour
9	Measuring blood pressure	A2.B1	9th	1 hour
10	Measuring respiratory rate	A2.B1	10th	1 hour
Total			10 weeks	10 hours

	Topics to be Covered			
	List of Topics	**ILOs**	**No. of Weeks**	**Contact Hours**
	B. Bedside training sessions			
1	**Personal history & Complaint**	**C1, C4, C5, C6, C7, C8 , D1-D9 , D11-D18**	**1st**	**3 hours**
2	**History of present illness**	**C1, C4, C5, C6, C7, C8 , D1-D9 , D11-D18**	**2nd**	**3 hours**
3	**History of present illness**	**C1, C4, C5, C6, C7, C8 , D1-D9 , D11-D18**	**3rd**	**3 hours**
4	**Therapeutic history, past medical history and family history**	**C1, C4, C5, C6, C7, C8 , D1-D9 , D11-D18**	**4th**	**3 hours**
5	**Performing appropriately general physical examination of the patients**	**C2,C3, C4, C5, C6, C7,C8, D1-D18**	**5th**	**3 hours**
6	**Performing appropriately general physical examination of patients**	**C2,C3, C4, C5, C6, C7, C8, D1-D18**	**6th**	**3 hours**
7	**Measuring body temperature**	**C2,C3, C4, C5, C6, C7, C8, D1-D18**	**7th**	**3 hours**
8	**Measuring radial pulse rate**	**C2,C3, C4, C5, C6, C7, C8, D1-D18**	**8th**	**3 hours**
9	**Measuring blood pressure**	**C2,C3, C4, C5, C6, C7, C8, D1-D18**	**9th**	**3 hours**
10	**Measuring respiratory rate**	**C2,C3, C4, C5, C6, C7, C8, D1-D18**	**10th**	**3 hours**
	Revision to confirm the competencies			**4 hours**
Total			**10 weeks**	**34 hours**

Formative assessment and Assignments

This is used to monitor student's learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
It's given at least once in the form of quizzes that is made available for the students at the E-learning site at the end of the block.
Answers are presented instantly after the attempts and discussed on the students groups or in person with the teaching staff
Questions should be consistent with the level of the final exam. The student's attendance is a condition for entering the summative exams. The electronic or paper achievement file must be used to follow up on the students' evaluation, and its completion is a condition for entering the final exams

Course components (total hours and credits per semester):					
	Lecture	**Practical**	***SDL`**	**Formative assessment**	**Total**
Hours	**10**	**34**	**50**	**12**	**106**
Credit	***0.4***	**1.1**	**1.6**	**0.4**	**3.5**

5- Teaching and learning Methods

1- Lectures for knowledge and intellectual skill outcomes.
2- Practical sessions (Bed side teaching) to gain practical skills.
3- Self-directed learning (SDL) for the topics studied in lectures or related topics; including E learning (practical photographs and questions of different topics available online for student's assessments) and consulting professors for gathering of information.

6- Student Assessment

Student Assessment:

1. Formative:

This is used to monitor student's learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

It's given once in the form of quizzes that is made available for the students at the E-learning site for 2 hours at the end of the block.

Answers are presented instantly after the attempts and discussed on the students groups or in person with the teaching staff

It should not be less than 30 questions, and its questions should be consistent with the level of the final exam. The student's attendance is a condition for entering the summative exams. The electronic or paper achievement file must be used to follow up on the students' evaluation, and its completion is a condition for entering the final exams.

2. Summative

It is used to evaluate student's achievements at the end of the block. The grades tell whether the student achieved the learning goal or not.

Assessment task	**Proportion of Total Assessment**	**Marks**
Portfolio assessment	**10%**	**5**
Midterm examination (MCQs,)	**30%**	**16**
Final written Exams (50%MCQ+ 50% short answer questions and MEQs)	**60%**	**32**
Total	**100**	**53**

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Final exam 100%	**MCQs50%.....Written50%**

7- List of references (Recommended books)

1- Course Notes: Departments.
2- Essential Books: (Text Books): Hutchison's Clinical Methods of examination, 24rth edition, 2022.
3- Recommended Books:

- Macleod's Clinical Examination. 15th edition, 2023
- Oxford American handbook of clinical examination and practical skills

4- Periodicals and Web Sites of Medicine.

8-Facilities required for teaching and learning

1- White boards.
2- Data show for power point presentations.
3- Computer club in the faculty with net access.
4- Libraries with available textbooks for gathering of information.

Blueprint								
List of Topics		**ILOS**	**Contact Hours**	**Weight**	**End of the block**	**Portofino/ assignments**	**Final Exam**	
Lectures				**%**	**MCQs**		**MCQs &SAQs**	
1	Personal history	A1, B1,B2	0.5hour	5	1	X PowerPoint presentation	2	
2	Complaint	A1, B1,B2	0.5 hour	5	1	X PowerPoint presentation	2	
3	History of present illness	A1, B1,B2 C1-C8	2 hour	20	3.5	X PowerPoint presentation	6	
4	Therapeutic history, past medical history and family history	A1, B1,B2	1 hour	10	1.5	X PowerPoint presentation	4	
5	Performing appropriately general physical examination of the patients	A2 B1	2 hour	20	3	X	6	
6	Measuring body temperature	A2 B1	1 hour	10	1.5	X	4	
7	Measuring radial pulse rate	A2 B1	1 hour	10	1.5	X	4	
8	Measuring blood pressure	A2 B1	1 hour	10	1.5	X	4	
9	Measuring respiratory rate	A2 B1	1 hour	10	1.5	X	4	
	Total		10	100	16	5	32	
Practical								
1	Personal history	C1-C8 D1-D9 D11-D18	2 hours	8.82		X PowerPoint presentation		X Po w er Po

								int pr es en tat io n
2	Complaint	C1-C8 D1-D9 D11-D18	2 hours	8.82		X PowerPoint presentation		X Po w er Po int pr es en tat io n

3	History of present illness	C1-C8 D1-D9 D11-D18	4 hours	11.76		X PowerPoint presentation		X PowerPoint presentation
4	Therapeutic history, past medical history and family history	C1-C8 D1-D9 D11-D18	3 hour	8.82		X PowerPoint presentation		X PowerPoint presentation
5	Performing appropriately general physical examination of the patients	C2-C8 D1-D18	4 hours	11.76		X		
6	Measuring body temperature	C2-C8 D1-D18	3 hours	8.82		X		X
7	Measuring radial pulse rate	C2-C8 D1-D18	3 hours	8.82		X		X
8	Measuring blood pressure	C2-C8 D1-D18	3 hours	8.82		X		X
9	Measuring respiratory rate	C2-C8 D1-D18	3 hours	8.82		X		X
	Revision		7	20.58				
	Total		34	100				

Topic Outlines

Introduction to patient care

Lecture (1)
Overview and Introduction to patient care

Personal history training

Learning objectives

After this lecture, student should be able to identify items of personal data

- Name.
- Age.
- Gender.
- Residence.
- Occupation
- Marital status.
- Special habits.

Content of the lecture

- Name.
- Age.
- Gender.
- Residence.
- Occupation
- Marital status.
- Special habits.

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Complaint

Learning objectives

After this lecture, student should be able to:

- Identify the different types of complaints and their duration.

Content of the lecture

- Definition.
- How to take a complaint.
- Examples of different types of complaint.

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Lecture (2&3) History of present illness

Learning objectives

After this lecture, student should be able to:

- Identify the structure of present history.

Content of the lecture

- Analysis of the complaint
- Inquiry about the other symptoms of the same system.
- Systemic review.
- Hospital course in case of hospital admission

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Lecture (4)
Therapeutic history, past medical history and family history

Learning objectives

After this lecture, student should be able to:

- Identify the items of therapeutic history.
- Identify the items of past history.
- Identify the structure of family history and social history.

Content of lecture

Therapeutic history

- Drug therapy by the patient
- Allergy to some drugs.
- Recent prescribed drugs.

Structure of past medical history:

- History of similar condition.
- History of previous hospitalization
- History of previous operations.
- History of chronic (previous) diseases.
- History of blood transfusion.
- Food allergy.

Structure of family history.

- Consanguinity
- Hereditary diseases of the family
- Family history of similar condition

Structure of social history:

- Socioeconomic status.
- Housing and sanitation.
- Family income.
- Travel.

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Lecture (5,6)
General and systematic examination

Learning objectives

After this lecture, student should be able to:

- Identify the components of general examination.
- Identify the components of systemic examination.

Content of the lecture

List the elements of the following items of general examination:

1. General appearance.
2. Vital signs
3. Head, eyes, and neck
4. Extremities and musculo- skeletal
5. Skin

Special types of examination

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Lecture (7)
Measuring body temperature

Learning objectives

After this lecture, student should be able to:

- Identify the instrument used in measuring body temperature.
- Identify normal range of body temperature.
- Describe the different abnormalities of body temperature.

Content of the lecture

- Describe the technique of measuring body temperature
- Normal range of body temperature.
- Define different abnormalities of body temperature
- Define fever, hyperthermia, and hypothermia.
- Mention the main causes of these abnormalities

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Lecture (8)
Measuring radial pulse rate

Learning objectives

After this lecture, student should be able to identify:

- The normal range of pulse rate.

Content of the lecture

- The technique of measuring radial pulse rate.
- The normal range of radial pulse rate.
- Abnormalities of radial pulse rate

Sources

- Lectures (using data show).
- Practical (model, peers and real patients).
- Video films & CDs.
- Problem-Based Learning sessions for interpretation

Lecture (9)
Measuring Blood pressure

Learning objectives

After this lecture, student should be able to identify:

- The normal range of blood pressure.

Content of the lecture

▪ The technique of measuring blood pressure. ▪ The normal range of blood pressure. ▪ Abnormalities of blood pressure.
Sources - Lectures (using data show). - Practical (model, peers and real patients). - Video films & CDs. - Problem-Based Learning sessions for interpretation
Lecture (10) **Measuring respiratory rate**
Learning objectives After this lecture, student should be able to identify: ▪ The normal range of respiratory rate.
Content of the lecture ▪ The technique of measuring respiratory rate. ▪ The normal range of respiratory rate. ▪ Abnormalities of respiratory rate.
Sources - Lectures (using data show). - Practical (model, peers and real patients). - Video films & CDs. - Problem-Based Learning sessions for interpretation

Time Table of the Block

Lecture: 1 hour per week

Practical: 1.30 hour per week as a bedside teaching with the assistant lecturer and 1.30 hour per week by the student

Vertical block Introduction to patient care
Week 1

	Thursday	Student groups
9-9.5	**Personal history Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 1 & 13(DA,DB) Internal Medicine department** **Group 2 & 13(DG, DD)** **Group 3 & 13(DH, DW)** **Group 4 & 14(DA,DB)** **Group 5 & 14(DG, DD)** **Group 6 & 14(DH, DW)**
11.30-1	**Bedside clinical training**	**Group 7 & 15(DA,DB): Internal Medicine department** **Group 8 & 15(DG, DD):** **Group 9 & 15(DH, DW)** **Group 10 & 16(DA,DB)** **Group 11 &16(DG, DD)** **Group 12 & 16(DH,DW)**

Vertical block Introduction to patient care
Week 2

	Thursday	Student groups
9-9.5	**Complaint Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 7 & 15(DA,DB): Internal Medicine department** **Group 8 & 15(DG, DD)** **Group 9 & 15(DH, DW)** **Group 10 & 16(DA,DB)** **Group 11 &16(DG, DD)** **Group 12 & 16(DH,DW)**
11.30-1	**Bedside clinical training**	**Group 1 & 13(DA,DB) Internal Medicine department** **Group 2 & 13(DG, DD)** **Group 3 & 13(DH, DW)** **Group 4 & 14(DA,DB)** **Group 5 & 14(DG, DD)** **Group 6 & 14(DH, DW)**

Vertical block Introduction to patient care (Week 3)

	Thursday	Student groups
9-10	**History of present illness Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 1 & 13(DA,DB) Internal Medicine department Group 2 & 13(DG, DD) Group 3 & 13(DH, DW) Group 4 & 14(DA,DB) Group 5 & 14(DG, DD) Group 6 & 14(DH, DW)**
11.30-1	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department Group 8 & 15(DG, DD) Group 9 & 15(DH, DW) Group 10 & 16(DA,DB) Group 11 &16(DG, DD) Group 12 & 16(DH,DW)**

Vertical block Introduction to patient care (Week 4)

	Thursday	Student groups
9-10	**History of present illness Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department Group 8 & 15(DG, DD) Group 9 & 15(DH, DW) Group 10 & 16(DA,DB) Group 11 &16(DG, DD) Group 12 & 16(DH,DW)**
11.30-1	**Bedside clinical training**	**Group 1 & 13(DA,DB) Internal Medicine department Group 2 & 13(DG, DD) Group 3 & 13(DH, DW) Group 4 & 14(DA,DB) Group 5 & 14(DG, DD) Group 6 & 14(DH, DW)**

Vertical block Introduction to patient care (Week 5)

	Thursday	Student groups
9-10	**Therapeutic history, Past history, Family history Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 1 & 13(DA,DB) Group 2 & 13(DG, DD) Group 3 & 13(DH, DW) Group 4 & 14(DA,DB) Group 5 & 14(DG, DD) Group 6 & 14(DH, DW)**
11.30-1	**Bedside clinical training**	**Group 7 & 15(DA,DB) Group 8 & 15(DG, DD) Group 9 & 15(DH, DW) Group 10 & 16(DA,DB) Group 11 &16(DG, DD) Group 12 & 16(DH,DW)**

Vertical block Introduction to patient care (Week 6)

	Thursday	Student groups
9-10	**General examination Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department Group 8 & 15(DG, DD) Group 9 & 15(DH, DW) Group 10 & 16(DA,DB) Group 11 &16(DG, DD) Group 12 & 16(DH,DW)**
11.30-1	**Bedside clinical training**	**Group 1 & 13(DA,DB) Group 2 & 13(DG, DD) Group 3 & 13(DH, DW) Group 4 & 14(DA,DB) Group 5 & 14(DG, DD) Group 6 & 14(DH, DW)**

Vertical block Introduction to patient care (Week 7)

	Thursday	Student groups
9-10	**General examination Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 1 & 13(DA,DB) Group 2 & 13(DG, DD) Group 3 & 13(DH, DW) Group 4 & 14(DA,DB) Group 5 & 14(DG, DD) Group 6 & 14(DH, DW)**
11.30-1	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department Group 8 & 15(DG, DD) Group 9 & 15(DH, DW) Group 10 & 16(DA,DB) Group 11 &16(DG, DD) Group 12 & 16(DH,DW)**

Vertical block Introduction to patient care (Week 8)

	Thursday	Student groups
9-10	**Measuring body temperature Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department Group 8 & 15(DG, DD) Group 9 & 15(DH, DW) Group 10 & 16(DA,DB) Group 11 &16(DG, DD) Group 12 & 16(DH,DW)**
11.30-1	**Bedside clinical training**	**Group 1 & 13(DA,DB) Group 2 & 13(DG, DD) Group 3 & 13(DH, DW) Group 4 & 14(DA,DB) Group 5 & 14(DG, DD) Group 6 & 14(DH, DW)**

	Thursday	Student groups
9-10	**Measuring pulse rate Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 1 & 13(DA,DB)** **Group 2 & 13(DG, DD)** **Group 3 & 13(DH, DW)** **Group 4 & 14(DA,DB)** **Group 5 & 14(DG, DD)** **Group 6 & 14(DH, DW)**
11.30-1	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department** **Group 8 & 15(DG, DD)** **Group 9 & 15(DH, DW)** **Group 10 & 16(DA,DB)** **Group 11 &16(DG, DD)** **Group 12 & 16(DH,DW)**

Vertical block Introduction to patient care (Week 10)

	Thursday	Student groups
9-10	**Measuring Blood pressure Lecture**	**All students**
10-11.30	**Bedside clinical training**	**Group 7 & 15(DA,DB) Internal Medicine department** **Group 8 & 15(DG, DD)** **Group 9 & 15(DH, DW)** **Group 10 & 16(DA,DB)** **Group 11 &16(DG, DD)** **Group 12 & 16(DH,DW)**
11.30-1	**Bedside clinical training**	**Group 1 & 13(DA,DB)** **Group 2 & 13(DG, DD)** **Group 3 & 13(DH, DW)** **Group 4 & 14(DA,DB)** **Group 5 & 14(DG, DD)** **Group 6 & 14(DH, DW)**

Names and contact information of staff in charge of the block

-Block coordinators: Ahmed Mahmoud Helmy

-Heads of departments: Internal Medicine, and Surgery department

Prof. Nayal Abd El-Hamied. Prof Samir

-All staff of: Internal Medicine and Surgery departments.