



Sohag University

Prepared by

Department of:

- Family Medicine.

Under supervision of

Medical Education department

Faculty of Medicine

Sohag University

2024-2025

**Contact Information of Staff Responsible for
Block Family medicine
(FAM- 533)**

Block Medicine 1 (FAM- 533)

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Basic Information about the Block

● **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:**

Family Medicine

Academic. year/level:

5th year

Date of specification approval:

2024-2025

⊖ **Title:** Family medicine

⊖ **Code:** FAM-533

⊖ **Credit points:**3

⊖ **Vertical block.**

⊖ **Lectures:**12 hours

⊖ **Practical : 12 hours**

Case- based group discussion: 21 hours

⊖ **Student learning activities: 45 hours**

Portfolio 30 hours

Formative assessment 0.5 point= 15 hours

Total hours: 90 hours.

Block map

The total hours of the MCQ exam	Total marks	Hours/week	Points	Code	The responsible department	Block	Year
1	60	2/ week	3	FAM-533	Family medicine	Vertical	5 th

NARS competencies covered by the block

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.

Upon completion of the course the student should be able to:-

NARS	Rotation	ILO Type
1.1. Take a full history from any species of patients.	Family medicine	C
1.2. Adopt an empathic and holistic approach to the patients and their problems.		C
1.3. Perform full systematic examination of patients regardless the age, gender, and clinical presentation of the patient.		C
1.4. Prioritize issues to be addressed in a patient encounter.		A & C
1.5. Select the appropriate investigations and interpret their results taking into		C & D

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consideration cost/ benefit ratio		
1.6. Recognize and respond to the complexity, uncertainty and ambiguity inherent in medical practice		A
1.7. Apply knowledge of the sciences relevant to the clinical problem at hand		A
1.8. Integrate results of history, physical and laboratory test findings into a diagnosis		C
1.9. Perform diagnostic and intervention procedures in a skillful manner		A & C
1.10. Adopt strategies and apply measures that promote patient safety		C
1.11. Establish patient-centered plan of management		A & C
1.12. Respect patient's rights and involve them in management decisions		C & D
1.13. Provide appropriate care in cases of emergency and basic first aid procedures.		A & C
1.14. Apply appropriate pharmacological and non-pharmacological approaches to alleviate pain		A & C
1.15. Contribute to the care of patients and their families at the end of life , including management of symptoms, practical issues of law and certification		A & C
2.1. Provide care of specific groups including pregnant women, newborns, infants, adolescents and the elderly		C & D
2.2. Adopt suitable measures for infection control		A & C
3.1. Exhibit appropriate professional behaviors and relationships in all aspects of practice		D
3.2. Adhere to the professional standards and laws governing the practice.		C & D
3.3. Respect the difficult cultural beliefs and values in the community they serve		C
3.4. Treat all patients equally.		C &

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		D
3.5. Ensure confidentiality and privacy of patients' information.		D
3.6. Recognize and manage conflict of interests		D
3.7. Refer patients to appropriate health facility at appropriate stage.		A & C&D
4.1. Identify various causes of illness/ disease.		A
4.2. Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions including multiple treatments, long term conditions and effects on the population.		A
5.1. Recognize the important role played by other health care professions in patients' management.		C & D
5.2. Respect colleagues and other health care professions and work cooperatively.		C & D
5.3. Apply leadership skills to enhance team functioning.		C & D
5.4. Communicate effectively using a written health record, electronic medical record or other digital technology.		C & D
5.5. Recognize own professional limits and seek help when need.		C & D
5.6. Use health informatics to improve degree of patient care.		A & D
5.7. Document clinical encounters in an accurate, complete, timely and accessible manner.		D
6.1. Develop, implement, monitor and revise a personal learning plan to enhance professional practice		D
6.2. Identify opportunities and use various resources for learning.		D
6.3. Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters.		A& D
6.4. Effectively manage learning time and		D

resources and set priorities.		
6.5. Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry.		D

Professional information

Block aims

Overall aims:

- 1- This block aims to provide the students with fundamental knowledge of important aspects and points of interest in family medicine practice as communication skills, consultation and how to tell patients bad news.
- 2- This block also aims to providing the students efficient information about referral system as a part of our health system and medical records and how to be fulfilled at primary health care unit.
- 3- It also aims to present some general common symptoms and signs encountered at a primary health care unit and how to deal them at this primary level.
- 4- It also aims to provide students about dietary requirement of various minerals and vitamins and manifestations of their deficiency and treatment.
- 5- By the end of the block the student will be able to write a referral letter, fill medical report, communicate well with patients of different ages, sexes or diseases and their families.

Intendend learning outcomes (ILOs)

A-Knowledge and understanding:

Upon completion of the course students should be able to:

A1- Apply definition, types and mechanism of referral throughout all levels of health system either primary or tertiary levels.

A2- Interpret differential diagnosis of common health problems encountered at a primary health unit as cough, dyspnea, diarrhea, constipation or abdominal pain.

A3- Correlate the risk factors, outcomes and treatment of these common problems.

A4- Apply differnet communication skills within practice.

A5- Fill a referral letter with all its items and a medical record which records all data about patients and their families in a primary health care unit.

A6- Health educate his surrounding people about preventive measures against a disease, how to maintain their health and how and when seek medical advice to early detect serious health problems as cancers or other non-communicable diseases as hypertension, diabetes or coronary artery diseases.

C-Clinical skills:

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

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C1- Communicate well with all types of patients regardless to their ages, gender or health problems and apply all possible communication skills that help him in reaching diagnosis.

C2- Obtain and record informative history.

C3- Examine patients systematically according to the age, gender and clinical presentation of the patient while being culturally sensitive.

C4- Show how to do abdominal examination (inspection, superficial and deep palpation, percussion and auscultation).

C5- Apply measures that promote patient safety.

C6- Conduct patient-focused care while working with health care professionals.

C7- Conduct a full breast examination and educate the women to self-examine in a definite time every month to avoid severe complications of late stage breast cancer.

D- General and transferable skills:

D1- Perform practice-based improvement activities as filling a referral letter well in appropriate time.

D2- Practice effectively using a written health records, electronic medical records, or other digital technology.

D3- Display effective communication with patients, their families and communicate through proper verbal and written means, respecting their beliefs and level of education.

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D4- Display respect, compassion, integrity and a responsiveness to the needs of patients and society.

D5- Work effectively with others as a member of a team work by acting in small groups.

D6- Display adequate cooperation with his/her colleagues.

D7- Adhere to the basic ethical and medico-legal principles that should be applied in practice.

D8- Describe his/her work and that of others in a constructive feedback.

D9- Initiate a personal self-learning plan to enhance professional practice.

D10- Identify opportunities and various resourcec of learning.

D11- Organize learning time and resources and set priorities.

D12- Display accountability to patients, society and the profession.

Structure of the block

Week	Topic	Lecture	Practical	Formative
1	Communication skills & consultation	2h	-	-
2	Practical on communication skills	-	2h	-
3	Care of elderly at family medicine center	2h		
4	Practical on vitamins deficiency and various disorders	-	2 h	
5	Practical on minerals requirements in adults and manifestations of their deficiency)	-	2 h	-
6	Practical on early detection of	-	2 h	

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	breast cancer and how to self-examine			
7	Practical on healthy diet, exercise and obesity	-	2h	
8	Healthy diet, exercise and obesity	2h	-	1st
9	Adolescents care at family medicine center	2h	-	-
10	Practical on referral and records in family medicine center	-	2h	-
11	Hypertension in the family medicine practice	2h	-	
12	Health education in family medicine practice	2h	-	2nd
13	Revision	2h	-	-
Total	26 hours	14	12	

Time table of the block

Week	Lectures (Number)	Practical (Number)	Formative assessment	Revisions & exams	Portofolio	Total
1	1	-	-			2
2	-	1	-			2
3	1	-	-			2
4	-	1	1			2
5	1	-	-			2
6	-	1	-			2
7	1	-	-			2
8	-	1	-			2
9	-	1	-			2
10	1	-	-			2
11	-	1	1			2
12	1	-	-			2
13	-	1	-			2

Learning methods:

1- Lectures for knowledge outcomes.

2- Practical (skill lab- videos- case senarios)

3- Group discussion (case-based).

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

The student's performance will be assessed according to the following:

Assessment task	Type of assessment	Proportion of total assessment	
		%	Marks
Midterm exam	All questions are MCQ only correct one answer	30%	18 marks
Portofolio	Include attendance at practical sessions and quiz	10%	6 marks
Final exam	25% short answer Qs and Modified essay Qs..... 75%	60%	36marks

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	MCQ		
Total		100 %	60 marks
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Final exam	25% short answer Qs and Modified essay Qs..... 75% MCQ	100%	60 marks

Block evaluation:

- Students' results.
- Students' feedback.

Block contents

Lecture topics and their intended learning outcomes

Choose one source for each topic

NO.	Sub-competencies A	Lectures titles and specified reference	Week No.	Date		Contact hours
				From	To	
1	A1, A2, A3, A4, A5, A6	Communication skills and consultation (Text book essentials of family medicine 8 th edition , part 1 , pages 2-25)	1			2
2	A1, A2, A3, A4, A5, A6	Healthy diet, exercise and obesity (Krause and MAHAN'S food & the nutrition Care Process; 15 th edition)	2			2

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3	A1, A2, A3, A4, A5, A6	Health education in family medicine practice (Blueprints family medicine 3 rd edition ..Martin S. L ipsky & Mitchell S.King)	3			2
4	A1, A2, A3, A4, A5, A6	Care of elderly at family medicine practice (CURRENT diagnosis & treatment in family medicine cchapter 40 pages 433: 505)	4			2
5	A1, A2, A3, A4, A5, A6	Adolescence care at family medicine center (CURRENT diagnosis & treatment in family medicine cchapter 10 pages 89:145)	5			2
6	A5 , A6	Hypertension at family medicine practice (CURRENT diagnosis & treatment in family medicine cchapter 10 pages 160; 176)	6			
7		Revision	7			2
		Total	7weeks			14

Skills and tasks and their intended learning outcomes

In addition to real patients and skills started in the NARS should be learned either in practical or group discussion

NO.	Sub-competencies S & G	Bedside/ skill lab sessions titles and specified reference	Week No.	Date		Contact hours
				From	To	
1	C1,C2,C3,C4,C5, C6, D1-D12	1-Case on communication skills. 2-How to deal with different types of patients (Text book essentials of family medicine 8 th edition , part 1 , pages 2-25)	2			2
2	C1,C2,C3,C4,C5, C6, D1-D12	1- Cases on vitamin deficiency disorders at family medicine practice (videotaping/ case senario) (Oxfordtextbook of clinical Biochemical disordersof the skeleton 2 nd edition)	3			2
3	C1,C2,C3,C4,C5, C6,	1-Cases on minerals deficinecy disorders	5			2

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	D1-D12	like calcium deficiency, zinc, magnesium, Na ⁺ or K ⁺ at family medicine practice (videotaping/ case scenario) (USMLE-STEP 2 CK; Lecture notes 2021)				
4	C1,C2,C3,C4,C5, C6, D1-D10	1-Practical session on how to counsel about healthy diet for different people. 2- Cases on obesity (real cases, investigations, videotaping or case scenarios) (Krause and MAHAN'S food & the nutrition Care Process; 15 th edition)	7			2
5	C1,C2,C3,C4,C5, C6, D1-D12	Counseling session about breast cancer and how to counsel mother to examine herself every month (videotaping and roleplay) (Essentials of family medicine and SWANSON'S TEXTBOOK)	13			2
6	C1,C2,C3,C4,C5, C6, S4 D1-D12	Practical session on important referral (types & importance) and records (Essentials of family medicine and SWANSON'S TEXTBOOK)	17			2
		Total	7 weeks			12

Self-Directed Learning and Group Discussion (SDL& GD)

NO.	Sub-competencies A & D	Bedside/ skill lab sessions titles and specified reference	Week No.	Date		Contact hours
				From	To	
1	A1-A6 D1-D12	Case 1 : communication skills and consultation observation tool (Text book essentials of family medicine 8 th edition , part 1 , pages 2-25)	2			4
2	A1-A6 D1-D10	Case 2: vitamin deficiency disorders like vitamin D, vitamin B (Oxfordtextbook of clinical Biochemical disordersof the skeleton 2 nd edition)	4			4
3	A1-A6 D1-D10	Case 3: minerals deficiency like calcium, zinc & magnesium (USMLE-STEP 2 CK; Lecture notes 2021)	6			4
4	A1-A6 D1-D10	Case 4: a case of obesity (Krause and MAHAN'S food & the nutrition Care Process; 15 th edition)	8			4
5	A1-A6 D1-D10	Case 7: Breast cancer counseling (TEXTBOOK OF EARLY DETECTION, breast health wellness), Family medicine essentials	14			5

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		Total				21
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Formative assessment

No.	Task	Quiz Case Based MCQs	Weeks	Hours
1.	-Perform a session about communication skills and counseling observation tool (Cases senario/ videotaping)	Formative 1 Quiz to evaluate topics of the 1 st & 2 nd lectures	4 th week	1
2.	- Case senario about various vitamins deficiency disorders and how to manage - Counseling session about early detection of breast cancer and educate women how to self-examine	Formative 2 Quiz to evaluate topics of the 3 rd & 4 th lectures	8 th week	1

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

Blueprint of the block

No.	List of topics (lectures)	ILOs Sub-competencies	Weight* From	Total marks	Midterm exam	Final exam
1.	Communication skills & consultation at Family medicine practice	A1-A6	16.66	9marks	3	6
2.	Healthy diet, exercise and obesity	A1-A6	16.66	9 marks	3	6
3.	Care of elderly at family medicine center	A1-A6	16.66	9 marks	3	6
4.	Adolescence care	A1-A6	16.66	9marks	3	6

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	at family medicine					
5.	Hypertension at family medicine	A1-A6	16.66	9marks	3	6
6.	Health education at Family medicine practice	A1-A6	16.66	9 marks	3	6
Total			100.0	54	18	36

Weight*=decided according to hours, amounts of information and clinical significance

Lecture outlines

Lecture (1)

Communication skills & Consultation

(Text book essentials of family medicine 8th edition , part 1 , pages 2-25, **lecture notes & department book**)

Specific Learning Objectives ILOs:

By the end of the lecture the student will be able to:

1. Identify communication skills and how to deal with different types of patients.
2. Consultation observation tool and breaking bad news

Contents:

1. Types of communication skills
2. Breaking bad news.

Lecture (2)

Healthy diet, exercise and obesity

(Krause and MAHAN'S food & the nutrition Care Process; 15th edition, , lecture notes & department book)

Specific Learning Objectives ILOs:

By the end of the lecture the student will be able to:

1. Educate elements of healthy diet for adults.
2. Identify importance of exercise
3. Manage a case of obesity at family medicine center

Contents:

1. Healthy diet
2. Exercise
3. Obesity

Lecture (3)

Care of hypertensive patients at family medicine center

(CURRENT diagnosis & treatment in family medicine, , lecture notes & department book)

Specific Learning Objectives ILOs:

By the end of the lecture the student will be able to:

1. Identify diagnosis and treatment of diabetic patients at family medicine center

2. Identify diagnosis and treatment of diabetes complications at family medicine center
2. Educate diabetic patients about complications and do health education sessions for them.

Contents:

1. Diagnosis and treatment of diabetic patients at family medicine center
2. Diagnosis and treatment of diabetes complications at family medicine center
3. Care of diabetic patients at family medicine center

Lecture (4)

Adolescence care at family medicine center

(CURRENT diagnosis & treatment in family medicine chapter 10 pages 89:145, , **lecture notes & department book**)

Specific Learning Objectives ILOs:

By the end of the lecture the student will be able to:

- 1- Identify the problems of adolescence period of life.
- 2- Identify the role of family physician in solving these problems.
- 3- Diagnose and treat various physical or psychological health conditions related to this age.

Contents:

- 1- Definition of adolescence period of life.
- 2- Diagnosis and treatment of adolescence-related health problems.
- 3- Adolescence care clinics

Lecture (5)

Care of elderly in family medicine practice

(CURRENT diagnosis & treatment in family medicine chapter 40 pages 433: 505, , **lecture notes & department book**)

Specific Learning Objectives ILOs:

By the end of the lecture the student will be able to:

- 1- Identify methods of geriatric assessment in family medicine practice.
- 2- Educate caregiver of geriatric person how to care for him/ her.
- 3- Identify important aspects of problems and health maintenance in elderly.

Contents:

- 1- Geriatric assessment
- 2- Medical assessment
- 3- Functional assessment.

Lecture (6)

Health education at family medicine practice

(Blueprints family medicine 3 rd edition ..Martin S. L ipsky & Mitchell S.King, , lecture notes & department book)

Specific Learning Objectives ILOs:

By the end of the lecture the student will be able to:

- 1- Identify importance of health education as a tool in prevention of diseases.
- 2- Identify components of health education message at different situations.
- 3- Identify schedule of health education and diseases in which health education is important.

Contents:

- 1- Health education importance at family medicine practice.
- 2- Health education message components.
- 3- Failure of health education session and its causes.

Outlines of practical topics

Practical session on communication skills

(Text book essentials of family medicine 8th edition , part 1 , pages 2-25 & department practical notes)

Specific Learning Objectives ILOs:

By the end of the practical session the student will be able to:

- 1- Identify good communication skills in dealing with patients.
- 2- List consultation observation tool.

Contents:

- 1- Types of communication & good communication skills.
- 2- Breaking bad news in practice.

2- Practical session on vitamin deficiency disorders

(Oxfordtextbook of clinical Biochemical disordersof the skeleton 2nd edition & department practical notes)

Specific Learning Objectives ILOs:

By the end of the practical session the student will be able to:

- 1- Diagnose and manage different vitamins deficiency disorders.
- 2- Differentiate between different clinical pictures and concomitant diseases

Contents:

- 1- Vitamin D deficiency disorders and its management.
- 2- Vitamins B complex deficiency disorders and their management.

3- Practical session on minerals deficiency disorders

(USMLE-STEP 2 CK; Lecture notes 2021& department practical notes)

Specific Learning Objectives ILOs:

By the end of the practical session the student will be able to:

- 1- Diagnose and manage different minerals deficiency disorders.
- 2- Differentiate between different clinical pictures and concomitant diseases.

Contents:

- 1- Calcium deficiency disorders and their management.
- 2- Zinc and magnesium deficiency disorders

4- Practical session on healthy diet, exercise & obesity

(Krause and MAHAN'S food & the nutrition Care Process; 15th edition & department practical notes)

Specific Learning Objectives ILOs:

By the end of the practical session the student will be able to:

- 1- Identify definition of obesity and elements of healthy diet.
- 2- Importance of exercise in maintaining healthy weight.

Contents:

- 1- Obesity
- 2- Healthy diet and exercise.

5- Practical session on breast cancer counseling at family medicine practice

(TEXTBOOK OF EARLY DETECTION, breast health wellness), Family medicine essentials & department practical notes)

Specific Learning Objectives ILOs:

By the end of the practical session the student will be able to:

- 1- Identify symptoms, early diagnosis and treatment of breast cancer.
- 2- Educate females at childbearing period how to self-examine their breasts and importance of early detection of breast cancer

Contents:

- 1- Breast cancer early detection
- 2- Breast self-examination and mammogram.

6- Practical session on important referral (types & importance) and records

(Essentials of family medicine **and** SWANSON'S TEXTBOOK & department practical notes)

Specific Learning Objectives ILOs:

By the end of the practical session the student will be able to:

- 1- Identify different types of referral at family medicine practice.
- 2- Identify importance of referral and items of referral letter.

Contents:

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- 1- Types of referral & referral letter.
- 2- Importance of referral.