



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Propaedeutics of Internal Diseases (II)</b>	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Assoc. Prof. Violeta Ožeraitienė;  <b>Other:</b> Lecturers of the Internal Medicine and Family Medicine Clinic at the Institute of Clinical Medicine	Vilnius University  Faculty of Medicine  Institute of Clinical Medicine  Department of Internal Diseases and Family Medicine

Study cycle	Type of the course unit
Integrated University Studies (stages I and II)	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Auditorium.  Lectures and seminars in auditorium.  Practice in training rooms and in Therapeutics divisions of hospitals (clinical examination of patients in wards)	II course, spring semester, 4th	Lithuanian, English

Requisites	
<b>Prerequisites:</b> Human Anatomy, Human Histology, Human Biology and Genetics, Biochemistry, Psychology, Basics of Professional Communication and Psychosomatics.	<b>Co-requisites (if relevant):</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
<b>2</b>	<b>54</b>	<b>27</b>	<b>27</b>

Purpose of the course unit		
The goal is to develop student autonomy in conducting clinical examinations and to enhance analytical and critical thinking skills through the evaluation of clinical examination data, laboratory tests, and instrumental investigations. Additionally, it aims to develop the professional competence of future medical doctors in diagnosing internal disease syndromes and oncological conditions, as well as in formulating further investigation plans and treatment strategies.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon completion of the study program, graduates will be able to:  <b>1. Professional Qualities</b>  1.1. Act in compliance with ethical standards and apply principles of good	Methods of active practical teaching and learning: During hospital practice, students develop communication and ethical principles by interacting with patients, hospital staff, and lecturers. They enhance their skills in effective	Continuous assessment of practical skills and theoretical knowledge through teacher-student interaction during clinical examinations of

<p>medical practice in their work. They will demonstrate empathy, honesty, critical and self-critical thinking, creativity, initiative, and effective communication skills.</p> <p>By the end of this course, students will be able to adhere to medical ethics and deontological principles, think critically and self-critically, and apply creativity in their professional practice.</p>	<p>communication with patients and colleagues. Additionally, students engage in preparing presentations, creating posters, and participating in discussions.</p> <p>Research methods: independent search for information, studying professional literature and course materials</p>	<p>patients in hospital wards and colloquiums.</p>
<p><b>6. Assessment of Clinical Signs, Ordering Laboratory Tests and Investigations, Differential Diagnosis, and Development of a Monitoring Plan</b></p> <p>6.1. Recognize, assess, and describe disease manifestations, progression, and symptom severity; determine necessary tests and interpret their results.</p> <p>By the end of this course, students will be able to perform a systematic and comprehensive clinical examination of a patient. They will be proficient in structured history-taking and the practical application of physical examination methods, including inspection, palpation, percussion, auscultation, anthropometry, and thermometry. Additionally, students will demonstrate expert understanding of clinical data assessment and interpretation, diagnose key syndromes of internal diseases and pathological conditions, develop a patient investigation plan, and independently document a patient's case history.</p>	<p>Lectures, seminars, practical training, and internship.</p> <p>Methods of active practical teaching and learning: Students develop hands-on skills in performing clinical examinations, analyzing, assessing, and summarizing clinical, laboratory, and instrumental examination data. Practical training begins in simulation classes and later continues in hospital wards. Learning activities include group discussions, interactive medical cases, and solving theoretical clinical scenarios (both long and short clinical cases).</p> <p>Research methods: Analysis of video tutorials on physical examination techniques, audio tutorials (e.g., cardiac and lung auscultation), independent study of course materials, review of professional literature, information search and evaluation. Students also engage in preparing presentations, posters, and e-learning materials.</p>	<p>Continuous assessment of practical skills and theoretical knowledge through teacher-student interaction during clinical examinations of patients in hospital wards and colloquiums.</p>
<p><b>10. Competent Communication in Medical Practice</b></p> <p>10.1. Communicate clearly, sensitively, and effectively with patients, colleagues, patient relatives, and individuals with disabilities.</p> <p>Students will develop the ability to communicate effectively with patients, enabling them to gather comprehensive information about the patient's health status.</p>	<p>Methods of active practical teaching and learning: Students develop communication skills with patients during practical training in simulation classes and later in hospital wards. Learning activities include group discussions, interactive medical cases, and role-plays.</p> <p>Research methods: Educational training tests, clinical case analysis, independent study of course materials, and review of professional literature.</p>	<p>Continuous assessment of practical skills and theoretical knowledge through teacher-student interaction during clinical examinations of patients in hospital wards and colloquiums.</p>
<p><b>11. Application of Ethical and Legal Principles in Medical Practice</b></p> <p>11.1. Maintain confidentiality, apply ethical principles in clinical practice, complete informed consent forms, and</p>	<p>Methods of active practical teaching and learning: Students develop communication skills with patients during practical training in simulation classes and later in hospital wards.</p>	<p>Continuous assessment of practical skills and theoretical knowledge through teacher-student interaction during clinical examinations of</p>

<p>adhere to national and European legislation in medical practice.</p> <p>By the end of this course, students will be able to apply ethical principles and ensure patient confidentiality while performing clinical examinations.</p>	<p>Learning activities include group discussions, interactive medical cases, and role-plays.</p> <p>Research methods: Educational training tests, clinical case analysis, independent study of course materials, and review of professional literature.</p>	<p>patients in hospital wards and colloquiums.</p>

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
Clinical examination of patients presenting with valvular heart diseases. Mitral, Aortic, Tricuspid Regurgitation and Stenosis. General understanding of etiology and changes in hemodynamics. Clinical symptoms and signs, diagnostic criteria.			1	2			3	2	Review of relevant literature and preparation for practical training and seminars on patients with Valvular diseases. Audio tutorial (training in listening to heart sounds and murmurs).
Clinical examination of patients with main cardiovascular nosologies. General understanding of etiology and disease course. Clinical symptoms and signs, diagnostic criteria. Preliminary diagnosis.			2	2			4	3	Review of relevant literature and preparation for the clinical examination of patients with cardiovascular pathology.
Clinical examination of the patients with main respiratory nosologies. General understanding of etiopathology and the disease course. Clinical symptoms and signs, diagnostic criteria. Preliminary diagnosis.			2	1			3	3	Review of relevant literature and preparation for the clinical examination of patients with respiratory pathology.
<i>Colloquium I(IV) in writing</i>				1			1	2	Preparation for the colloquium.
Clinical examination of patients with main gastrointestinal nosologies. General understanding of etiology and disease			1	1			2	2	Study of relevant literature. Preparation for the clinical examination

course. Clinical symptoms and signs, diagnostic criteria. Preliminary diagnosis.									of patients with gastrointestinal pathology.
Clinical examination of patients with main hepatobilliary nosologies. General understanding of etiology and disease course. Clinical symptoms and signs, diagnostic criteria. Preliminary diagnosis.			2	1			3	3	Review of relevant literature and preparation for the clinical examination of patients with hepatobilliary pathology.
Clinical examination of patients with main urinary tract nosologies. General understanding of etiology and disease course. Clinical symptoms and signs, diagnostic criteria. Preliminary diagnosis.			1	1			2	2	Review of relevant literature and preparation for the clinical examination of patients with urinary tract pathology.
Clinical examination of patients with main endocrinological nosologies. General understanding of etiology and disease course. Clinical symptoms and signs, diagnostic criteria. Preliminary diagnosis.			1	1			2	2	Review of relevant literature and preparation for the clinical examination of patients with endocrinological pathology.
Collection of data for patient Case report.	2			2			4	4	Work on Case report.
Practical examination			2				2	2	Preparation for practical skills examination.
<i>Colloquium II (V) in writing.</i>			1				1	2	Preparation for the colloquium.
<b>Total</b>	<b>2</b>		<b>14</b>	<b>11</b>			<b>27</b>	<b>27</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
<p><b>Assessment requirements</b></p> <p>Two credit tests and examination.</p> <p><b>Course of Propedeutics of Internal Diseases (PID):</b></p> <ul style="list-style-type: none"> <li>2 colloquiums;</li> <li>Patient clinical examination and writing of a Medical (or Case) history;</li> <li>Checking and assessment of practical skills of a student (practical examination during semester).</li> </ul>			<p>The Propaedeutics of Internal Diseases course, offered in the 4th semester, can be completed by earning credits. Credit requirements include achieving a grade of at least 5 in all two colloquiums and in the ECG descriptive analysis. Students must pass 5 colloquiums and analyze two ECGs over the two-semester period of the course. At the end of the PID course in the 4th semester, there will be a credit test. Students must receive positive evaluations, with grades of 5 or higher on a ten-point scale ("Sufficient" or meeting minimum criteria) for all semester PID colloquiums and ECG analyses to qualify for the credit test. At the end of the course, students should be able to independently examine a patient and write a comprehensive report.</p> <p>Case history of the patient: Students' practical skills in patient physical examination and case history should be evaluated and graded.</p> <p>The cumulative assessment for this course consists of: PID grades (5 colloquiums and 2 ECGs) for the entire year (coefficient <math>k = 0.3</math>), evaluation of practical skills (<math>k = 0.2</math>), evaluation of case history (<math>k = 0.2</math>), and grade for the final theory examination of PID (<math>k = 0.3</math>). All components are mandatory. *The final theory exam can be taken only if a student has received positive evaluations (at least 5) in: 1) all colloquiums, 2) case history, and 3) practical skills.</p>

<p><b>Assessment methods</b></p> <p>Tests:</p> <ul style="list-style-type: none"> <li>• Multiple choice questionnaire (MCQ)</li> </ul> <p>Practical assignments:</p> <ul style="list-style-type: none"> <li>• clinical examination of a patient and health status assessment;</li> <li>• Case History.</li> </ul>			<p><b>Assessment of course of Propedeutics of Internal Diseases</b></p> <p>The final theoretical exam for PID consists of a computerized test (multiple-choice format). Each answer must be indicated as either correct or incorrect. The number of correct or incorrect answers does not exceed four in one question set.</p> <p>Each colloquium of PID consists of 50 questions and is evaluated on a 10-point scale, with a maximum score of 50 points.</p> <p>The final theory examination of PID consists of 100 questions, with a maximum possible score of 100 points.</p> <ul style="list-style-type: none"> <li>• 93–100 points – excellent (10) ;</li> <li>• 84–92 points – very good(9);</li> <li>• 75–83 points – good, with minor mistakes(8);</li> <li>• 67–74 points – average with errors(7);</li> <li>• 66–59 points – below average, with fundamental errors(6);</li> <li>• 50–58 points satisfies only the minimum requirements(5);</li> </ul> <p>Less than 50 points - the minimum requirements are not met.</p> <p>All evaluations of PID colloquiums, ECGs, practical skills, case history, and the final theory exam are recorded with decimal points (e.g., 9.55). However, only the cumulative assessment will be rounded. The minimum passing grade for all PID colloquiums, ECGs, practical skills, case history, and the final theory exam is 5.</p> <p>Assessment of student's practical skills. The procedure for assessing each student takes place in hospital wards. The student must independently perform a systematic clinical examination of a patient, including gathering anamnesis data (history taking) and performing a physical examination (inspection, percussion, palpation, and auscultation). The examiner will evaluate the student's practical skills</p> <p>The assessment of practical skills consists of 5 areas to be evaluated: 1) Taking a history of a patient (collection data of anamnesis); 2) Applying the systemic and structured approach in the physical examination of a patient; 3) Interpretation of the physical examination data; 4) Semiotic assessment – interpreting clinical signs and symptoms, project into diagnosis; 5) Student's attitudes and ethical behavior.</p> <p><b>** During the systematic physical examination,</b> the student is given five or more tasks, and the examiner observes the student's performance of inspection, palpation, percussion, and auscultation, how the findings are interpreted, and how these findings contribute to conclusions.</p> <p>The results are scored out of 10 points. Conditions for maximum assessment:</p> <ul style="list-style-type: none"> <li>▪ The student demonstrates appropriate, correct, thorough, systematic, smooth, and professional physical examination techniques.</li> <li>▪ The student accurately, clearly, and comprehensively interprets clinical examination data and explains the semiotics of clinical findings.</li> </ul>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Douglas G., Nicol F., Robertson C.	2013	Macleod's Clinical Examination, 14th ed.	textbook	Churchill Livingstone Elsevier, Edinburg.
Epstein O., Perkin D.G., de Bono D.P. & Cookson J.	2008	Clinical Examination, 4th ed.	textbook	Churchill Livingstone Elsevier, London.
Naudžiūnas A., Sadauskas S., Unikauskas A. ir kiti.	2019	Vidaus ligų diagnostikos pagrindai	textbook	Kaunas: Vitae Litera <a href="http://ebooks.vitaelitera.lt/">http://ebooks.vitaelitera.lt/</a>
McGee S.	2017	Evidence based physical diagnosis, 4th ed.	e book	Elsevier <a href="https://www.clinicalkey.com">https://www.clinicalkey.com</a>
Recommended reading				
Danila E., Šatkauskas B.	2009	Klinikinė pulmonologija	book	Vilnius: UAB Vaistų Žinios
Irnius A., Kupčinskas L. ir kt.	2010	Klinikinė gastroenterologija	book	Vilnius: UAB Vaistų Žinios
Laucevičius A, Nemickas R., Petrulionienė Ž.	2008	Klinikinės kardiologijos pagrindai	book	Vilnius: UAB Vaistų Žinios
Miglinas M.	2003	Inkstų ligos	book	Vilnius, UAB „Vaistų žinios”
Sudaryt. G. Kazanavičius	2009	Endokrinologija	book	Kaunas, UAB „Vitae Litera” <a href="http://ebooks.vitaelitera.lt/">http://ebooks.vitaelitera.lt/</a>
Gleadow J.	2012	History and Clinical Examination at a Glance	book	Chichester: J. Wiley Blackwell
Henderson MC, Tierne LM Jr., Smetana GW		The Patient History: An Evidence-Based Approach to Differential Diagnosis, 2nd ed.	e book	The McGraw-Hill Companies <a href="http://accessmedicine.mhmedical.com">http://accessmedicine.mhmedical.com</a>
Bayes de Luna A.	2014	ECGs for beginners	e book	John Wiley & Sons, Inc. <a href="https://onlinelibrary.wiley.com">https://onlinelibrary.wiley.com</a>
Kumar N, Law A, Choudhry NK.	2016	Teaching Rounds: A Visual Aid to Teaching Internal Medicine Pearls on the Wards	e book	McGraw-Hill Education <a href="http://accessmedicine.mhmedical.com">http://accessmedicine.mhmedical.com</a>
Japp AG, Robertson C, Wright RJ, et al.	2018	Macleod's Clinical Diagnosis	e book	Elsevier <a href="https://www.clinicalkey.com">https://www.clinicalkey.com</a>

Sandilands EA, Strachan K	2020	Macleod's Essentials of Examination	e book	Elsevier <a href="https://www.clinicalkey.com">https://www.clinicalkey.com</a>
Talley NJ, O'Connor S	2022	Clinical Examination, 8th ed.	e- book	Elsevier <a href="https://www.clinicalkey.com">https://www.clinicalkey.com</a>
Penman, Ian D et al.	2023	Davidson's Principles and Practice of Medicine,	e-book	Elsevier <a href="https://www.clinicalkey.com">https://www.clinicalkey.com</a>
Alastair IJ, Dover AR, Fairhurst K	2024	Macleod's Clinical Examination, 15th ed	e- book	Elsevier <a href="https://www.clinicalkey.com">https://www.clinicalkey.com</a>