Federal State Budgetary Educational Institution of Higher Education "Volgograd State Medical University" of the Ministry of Health of the Russian Federation

Department of Hospital Therapy, Military Field Therapy

Specialty in specialty 31.05.01. General Medicine,

Focus (profile) General medicine

PRACTICE DIARY

"Production practice: diagnostic practice"

3rd year student, group No.\_\_\_\_

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(surname)

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(surname)

Head of practice from an organization (university)

D.D. Tarasova

*(signature)*

Volgograd, 2024

Rules for writing a practice diary

A mandatory reporting document on a student’s internship is a practice diary.

The practice diary should include protocols of various types of practical work performed by the student during the internship.

Protocols are drawn up for each day of work in practice. The protocol must contain information about the date, topic(s) of the lesson, and work performed.

The practice diary must be signed:

a) after each protocol - by the supervisor of the student’s practice.

b) on the title page - by the head of practice from the organization (university).

A sample of daily protocols in the practice diary - see Appendix 1.

Introductory information for students

The objectives of the practice are:

1. Consolidation and improvement of methods of examining the patient (questioning, examination, palpation, percussion, auscultation).

2. Study of the main clinical symptoms and syndromes of diseases of internal organs.

3. Mastering the rules and requirements of medical ethics and deontology of medical personnel in a medical institution.

4. Studying the peculiarities of the work of doctors in diagnostic rooms.

5. Study of the features of additional diagnostics in patients with diseases of the respiratory system, cardiovascular system, digestive system, urinary system, endocrine and hematopoietic systems.

6. Familiarity with the rules for preparing medical documentation in accordance with current standards;international statistical classification of diseases and related health problems (ICD).

During practice, the student must gain skills (activity experience):

* collecting complaints, life history and illness from patients (their legal representatives), identifying risk factors and causes of disease development;
* examination and physical examination of patients;
* diagnosing the most common diseases in patients;
* formulating a preliminary diagnosis, drawing up a plan for conducting instrumental, laboratory, additional studies, consultations with medical specialists;
* interpretation of data from additional (laboratory and instrumental) examinations of patients;
* making a preliminary diagnosis in accordance with the international statistical classification of diseases and related health problems (ICD).

Upon completion of the internship, the student should know:

* methods of collecting anamnesis of life and diseases, complaints from patients (their legal representatives);
* method of examination and physical examination (inspection, palpation, percussion, auscultation);
* methods of laboratory and instrumental research for assessing health status, medical indications for conducting research, rules for interpreting their results;
* diagnosis algorithm, principles of differential diagnosis, international statistical classification of diseases and health problems (ICD).

the student must be able to:

* collect complaints, life history and illness from patients (their legal representatives), identify risk factors and causes of disease development;
* apply methods of examination and physical examination of patients;
* interpret the results of examination and physical examination of patients;
* interpret and analyze the results of basic (clinical) and additional (laboratory, instrumental) examination methods;
* carry out differential diagnosis of diseases and syndromes in patients;
* justify the need and scope of laboratory examination

patient;

* justify the need and scope of instrumental examination of the patient;
* carry out early diagnosis of diseases of internal organs;
* carry out differential diagnosis of diseases of internal organs from other diseases.

**Thematic lesson plan for the practice “Industrial practice: practice of a diagnostic profile” for students in the educational program of the specialty in the specialty 05/31/01 General Medicine, focus (profile) General Medicine**

**Full-time form of education**

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| No. | Thematic blocks1 | Clock (ac.) |
| 1. | “Diagnostic algorithm in cardiology” part 1.2  Development of techniques for questioning the patient with an emphasis on identifying risk factors for cardiovascular pathology. Inspection, palpation of large vessels, areas of the heart. Practicing the technique of cardiac percussion (determining the boundaries of relative and absolute cardiac dullness). Practicing skills of listening and assessing heart sounds. Practicing skills in listening and assessing heart murmurs.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 2. | “Diagnostic algorithm in cardiology” part 2.2  Method of measuring blood pressure. Interpretation of blood pressure indicators in various pathological conditions. Study and methods of recording ECG in 12 leads. Study and techniques of Holter monitoring, blood pressure monitoring, Echo-CG, stress tests.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 3. | “Diagnostic algorithm in cardiology” part 3.2  ECG - leads. Normal electrocardiogram – waves and intervals, segments. Rules for calculating heart rate, main intervals and segments on the ECG. The procedure for assessing and the basis of ECG analysis. Electrocardiogram recording technique and registration rules.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 4. | “Diagnostic algorithm in rheumatology” part 1.2  Development of practical skills in questioning and examining a patient with connective tissue diseases. Methodology and diagnostic value of functional tests.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 5. | “Diagnostic algorithm in rheumatology” part 2.2  Methodology for conducting and interpreting the results of modern laboratory (biochemical, immunological) examination methods in rheumatology.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 6. | “Diagnostic algorithm in rheumatology” part 3.2  Methodology for conducting and interpreting the results of modern instrumental examination methods (radiographic, ultrasound, scintigraphic, MRI, CT) in rheumatology.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 7. | “Diagnostic algorithm in gastroenterology” part 1.2  Practicing methods of questioning and examining patients with diseases of the digestive system. Practicing abdominal percussion skills. Development of the technique of palpation of the abdominal organs (superficial indicative palpation, deep methodical sliding palpation).  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 8. | “Diagnostic algorithm in gastroenterology” part 2.2  Studying the technique of gastric intubation. Interpretation of gastric juice tests. pH-metry, methodology, diagnostic value. Methods for determining Helicobacter pylori. Methodology for carrying out instrumental methods for diagnosing pathology of the digestive organs (FGDS, ultrasound, RRS, irrigoscopy, colonoscopy).  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 9. | “Diagnostic algorithm in gastroenterology” part 3.2  Study of the main symptoms and syndromes in liver pathology. Cytolysis, cholestasis, mesenchymal inflammatory syndrome, hepatocellular failure. Liver damage syndromes - jaundice, hepatolienal syndrome, hypersplenism syndrome, portal hypertension, liver failure (hepatic coma), ascites, portal hypertension.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 10. | “Diagnostic algorithm in endocrinology” part 1.2  Development of methods for examining patients with diabetes mellitus (physical methods). Methodology for conducting and interpreting the results of laboratory and instrumental methods of examining patients with diabetes mellitus.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 11. | “Diagnostic algorithm in endocrinology” part 2.2  Development of methods for examining patients with thyroid pathology (physical methods). Methodology for conducting and interpreting the results of laboratory and instrumental methods of examining patients with thyroid pathology.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 12. | “Diagnostic algorithm in endocrinology” part 3.2  Development of methods for examining patients with pathology of the hypothalamic-pituitary system, adrenal glands (physical methods). Methodology for conducting and interpreting the results of laboratory and instrumental methods of examining patients with pathology of the hypothalamic-pituitary system and adrenal glands.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 13. | “Diagnostic algorithm in pulmonology” part 1.2  Development of practical skills in questioning and examining a patient with respiratory diseases: chest palpation, percussion (comparative and topographic). Practicing lung auscultation skills. Diagnostic assessment of physiological changes in breath sounds.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 14. | “Diagnostic algorithm in pulmonology” part 2.2  Laboratory research methods in pulmonology: methodology for conducting and interpreting changes in general sputum analysis; microscopic, cultural and biochemical studies of pleural effusion  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 15. | “Diagnostic algorithm in pulmonology” part 3.2  Instrumental research methods in pulmonology: methods of conducting and interpreting instrumental data from examining the respiratory organs (fluoroscopy, radiography, bronchoscopy, spirography).  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 16. | “Diagnostic algorithm in nephrology.”2  Development of methods of questioning, examination, percussion, palpation of patients with diseases of the urinary system. Methodology for conducting and interpreting general, biochemical blood tests, general urine tests, Nechiporenko, Zimnitsky, Addis-Kakovsky, Reberg samples. Calculation of GFR using the CKD-EPI, MDRD formulas. Methodology and interpretation of methods for instrumental examination of the urinary system: survey radiography of the urinary tract, intravenous excretory uro- and pyelography.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 17. | “Diagnostic algorithm in hematology”2  Methodology for conducting and evaluating the results of clinical blood tests and sternal puncture for anemia. Methodology for conducting, reading and interpreting a general blood test and sternal puncture for leukocytosis, leukemoid reactions, leukemia. Methodology for conducting, reading and interpreting laboratory tests for hemorrhagic diathesis. Studying the methodology for preparing instruments and drawing blood, preparing smears, counting the number of red blood cells, leukocytes, platelets, determining hemoglobin, ESR.  Work in the department, preparation of reporting documentation (diary, individual assignment, report)3 | 6 |
| 18. | Submission of reporting documentation on practice. Interim certification.  Placing reporting documentation on the electronic information and educational portal. | 6 |
|  | Total | 108 |

1 – thematic blocks include several classes conducted in the form of practical training, the duration of one lesson is 45 minutes with a break between classes of at least 5 minutes

2- subject

3– essential content

List of developed competencies and assessment of their mastery

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| No. | Cipher | Competency text | Mastery level |
| 1 | GPC 4 | Able to use medical devices provided for in the procedure for providing medical care, as well as conduct examinations of the patient in order to establish a diagnosis. | 2 |
| 2 | GPC 6 | Capable of organizing patient care, providing primary health care, ensuring the organization of work and making professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in areas of mass destruction. | 2 |
| 3 | PC 2 | Able to conduct an examination of a patient if there are medical indications in accordance with the current procedures for the provision of medical care, clinical recommendations (treatment protocols) on the provision of medical care, taking into account the standards of medical care | 2 |

To characterize the level of development, the following designations are used:

1 – “Familiarization” (recognition of previously studied objects, properties).

2 – “Reproductive” (performing activities according to a model, instructions or under guidance).

3 – “Productive” (planning and independent execution of activities, solving problematic problems).

Cardiology 1

Practice diary

PROTOCOL No.\_1\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Cardiology 2

Practice diary

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Cardiology 3

Practice diary

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Rheumatology 1

Practice diary

PROTOCOL No.\_4\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Rheumatology 2

Practice diary

PROTOCOL No.\_5\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Rheumatology 3

Practice diary

PROTOCOL No.\_6\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Gastroenterology 1

Practice diary

PROTOCOL No.\_7\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Gastroenterology 2

Practice diary

PROTOCOL No.\_8\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Gastroenterology 3

Practice diary

PROTOCOL No.\_9\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Endocrinology 1

Practice diary

PROTOCOL No.\_10\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Endocrinology 2

Practice diary

PROTOCOL No.\_11\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Endocrinology 3

Practice diary

PROTOCOL No.\_12\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Pulmonology 1

Practice diary

PROTOCOL No.\_13\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Pulmonology 2

Practice diary

PROTOCOL No. \_\_14\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Pulmonology 3

Practice diary

PROTOCOL No. \_\_15\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

Nephrology

Practice diary

PROTOCOL No. \_\_16\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hematology

Practice diary

PROTOCOL No. \_\_17\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thematic block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contents (work progress): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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