

Table 1: Excerpt from the Curriculum for the General Practice Class (Preclinic)

Semester	Seminar topic	Curricular content
1	Communication Training: Principles of conducting talks	<ul style="list-style-type: none"> • Analysis of and reflection on students' own conversational behavior • Learning of communication strategies that promote interaction • Awareness of the conditions, goals, and forms of conversation • Feedback as a form of "nonviolent" response
1	Skills Training: Organization and structure of a private medical practice	<p>Introduction to:</p> <ul style="list-style-type: none"> • Basic knowledge of the structures of the German healthcare system and the ability to recognize conflicts between patient expectations and the role of the statutory health insurance physician • Awareness of the different aspects of the roles of the general practitioner in the healthcare system (functions) and in contact with patients • Basic knowledge of the structure of a private general practice and the associated diagnostic and therapeutic possibilities; ability to identify sources of error • Understanding the conditions and mode of operation of the medical practice as a small business
1	General Practice Case Reflection	<p>Definition of general practice</p> <ul style="list-style-type: none"> • Need for a bio-psycho-social model • Familiarization with various

		<p>concepts, such as reasons for seeking consultation, "individual" and "shared" reality</p>
1	<p>Days at the teaching practice</p>	<ul style="list-style-type: none"> • Familiarization with practice organization and procedures (registration, lab, consultation, special treatments, house visits) • Long-term monitoring: Familiarization with a chronically diseased patient/married couple during consultation or house visit and recording of the medical history
2	<p>Communication Training: Types of questions</p>	<ul style="list-style-type: none"> • The question as an instrument of medical diagnosis • Types of questions, their advantages, disadvantages and effects • Reflection on the students' own style of questioning • Use of different types of questions in specific situations
2	<p>Skills Training: Frequent clinical pictures – the “common cold”</p>	<ul style="list-style-type: none"> • Identification of typical main symptoms of upper and lower respiratory infections during anamnesis and inspection • Targeted anamnesis and problem-oriented physical examination to differentiate “wait and watch” cases from “avertible dangerous courses of disease” regarding respiratory tract + paranasal sinus infections • Basic techniques for speaking about and verifying therapy with the patient in the

		<p>case of the common cold</p> <ul style="list-style-type: none"> • Evaluation of ability to work and communication of preventive measures
2	General Practice Case Reflection	<ul style="list-style-type: none"> • Discussion of "integrated medicine" using case example 1 (long-term monitoring) • Theory and practice of anamnesis • 7 dimensions of a symptom
2	Days at the teaching practice	<ul style="list-style-type: none"> • Participation in a consultation in particular regard to the clinical picture of the "common cold" • Acquisition of simple examination techniques, e.g. inspection of throat, measuring blood pressure • Independent examination of 3 patients with a common cold and discussion of the results with the mentor • Long-term monitoring: in-depth case history, treatment of the patient
3	Communication Training: Explanation & Description I	<ul style="list-style-type: none"> • Familiarization with and differentiation of various forms of explanation (inductive, deductive, chronological, ...) • Student testing and analysis of own abilities to explain and describe • Familiarization with and practice of basic behavior and communication styles and strategies for optimal explanation

3	Skills Training: Gastrointestinal flu	<ul style="list-style-type: none"> • Identification of typical main symptoms of inflammatory and non-inflammatory diseases of the abdomen during anamnesis and examination • Targeted anamnesis and problem-oriented physical examination to differentiate “wait and watch” cases from “avertible dangerous courses of disease” regarding stomach flu • Basic techniques for speaking about and verifying therapy with the patient in the case of “gastroenteritis” • Explanation + emphasizing of prevention measures and early recognition of complications
3	General Practice Case Reflection	<ul style="list-style-type: none"> • Shared case reflection • Theory of patient perception of disease, interview on social environment • Joint role playing to practice interviewing
3	Days at the teaching practice	<ul style="list-style-type: none"> • Case issues involving gastrointestinal infections • Student observation with particular emphasis on implementing the practical examination techniques learned in the seminar concerning this clinical picture • Long-term monitoring: in-depth case history, treatment of the patient
4	Communication Training: Explanation &	<ul style="list-style-type: none"> • Repetition and solidification of Communication Training,

	Description I	<p>module 3</p> <ul style="list-style-type: none"> • Using “explanation” during the doctor-patient talk for the purpose of shared decision making • Practicing “explanation” during the doctor-patient talk
4	Skills Training: Chest pain	<ul style="list-style-type: none"> • Targeted anamnesis and problem-oriented physical examination to differentiate “wait and watch” cases from “avertible dangerous courses of disease” regarding chest pain • Documentation and recognition of possible psychogenic causes of thoracic pain • Basic techniques for speaking about and verifying therapy with the patient in the case of chest pain • Explanation + emphasizing of prevention measures and early recognition of complications / chronic courses of disease / prevention
4	General Practice Case Reflection	<ul style="list-style-type: none"> • Shared case reflection • Theory: biographical anamnesis • Role playing to practice biographical anamnesis
4	Days at the teaching practice	<p>Case issues involving chest pain:</p> <ul style="list-style-type: none"> • Student observation with particular emphasis on the clinical picture of chest pain • Practical implementation of the examination techniques learned in the seminar:

		<p>palpation, percussion, auscultation of the thoracic organs</p> <ul style="list-style-type: none">• Long-term monitoring: in- depth case history, treatment of the patient
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