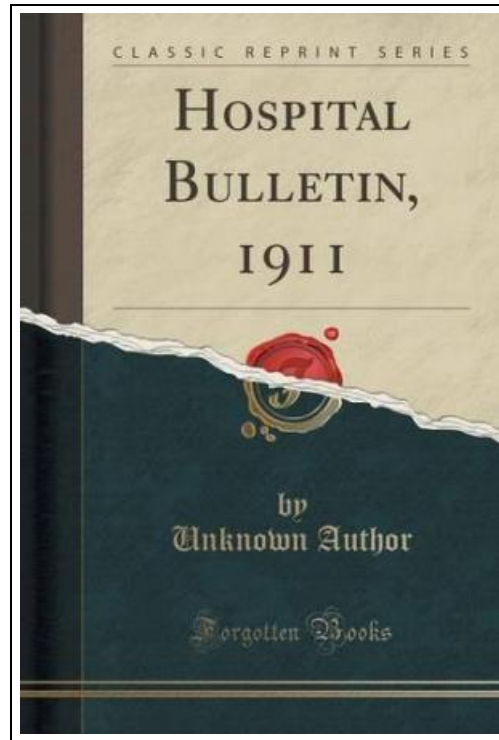


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.Excerpt from Hospital Bulletin, 1911 Third, lead him to practice it under your own direction until Fourth, he is capable of doing it himself under your personal supervision. These four methods embrace, each one of them, the three processes of gaining clinical knowledge, namely: (1) Observation. (2) Recording what has been observed. (3) Interpreting the recorded data. The first thing the student has to learn is how to observe and study the patient. Then he must become practiced in making precise records of all his facts, and, thirdly, he must learn to reason with these recorded clinical data. In order to acquire this ability, clinical introductory lectures cannot be dispensed with. Whenever a new subject or a new method is taken up, or whenever a patient that illustrates a new condition presents himself, then the teacher should be ready to explain how that particular method, subject or patient is to be studied. The teacher should, if possible, furnish the student with a schedule or schema which he may use himself in the out-patient department whenever the teacher is not present. It is also necessary that the amount and kind of work to be devoted to each subject, each method and each patient should be described by the teacher, as well as the correlation and dovetailing of the subject and methods that may have to be taught by different instructors and professors. Some professors of medicine, like Dr. C.S. Minot, would like to do away with lectures altogether (See his address at the Yale medical commencement, published in Science, July 7, 1899), but to me it seems impossible to dispense with the lecture absolutely in clinical teaching, especially...



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