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This is an entirely new approach to medical education. For each symptom you present, we give the types of question that the doctor or student should ask when taking the history of a patient. This does not mean that all stories must conform to a definitive and consistent structure every time, but to highlight the type of information that should be collected from the patient, either through open discussion or through direct questioning, to achieve a correct diagnosis. In fact, the history of history should still be seen as a fluid exercise, led by the patient and with a doctor who cannot be learned robotically. In addition to providing viii suggestions - for direct questions, we highlight in italics those questions that should be at the bottom of your mind when taking history. This book would be particularly useful for exam preparation, in addition to being a useful complement in nursing, as in the old high-pressure scenario, the student or doctor usually makes a quick diagnosis in just a few minutes, based on history alone. At the end of each chapter, we include sections on differential diagnosis and investigations for the specific presentation complaint. We have chosen to highlight in bold those diagnoses that are important not to lose, because of their clinical significance or because forgetting them can lead to the failure of an exam. The research section is not in any way an exhaustive list and rests on the discoveries of history. The studies selected by the reader should be a precise reflection of the history and should be chosen to determine which of the differential diagnoses is most accurate. This book was designed to be used as a complement in the nurseries before and when seeing patients, to provide a prompt and ensure that the main questions do notTo help in this way, we dedicate the last section of the book to processes of process. Student or mothers pairs can use them to practice history taking skills when preparing for exams or as a help for formation. We project them to be challenging, but also to be as realistic possible. The initial introduction, which may be a GP reference letter, is followed by sufficient information for two students or mothers pairs can use them to practice history taking skills when preparing for exams or as a help for formation. We project them to be challenging, but also to be as realistic possible. The initial introduction, which may be a GP reference letter, is followed by sufficient information for two



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