

<b>COURSE INFORMATION</b>					
<b>Course Title</b>	<i>Code</i>	<i>Semester</i>	<i>Lecture+Practice+Laboratory Hour</i>	<i>Credits</i>	<i>ECTS</i>
Introduction to Clinical Practice III	MED 303	Phase 3 /5-6	11+22	5	5*

\* ECTS credits are the university credits of the courses in Yeditepe University, Faculty of Medicine, Undergraduate Medical Education Program

<b>Prerequisites</b>	The students should have successfully completed ICP I and ICP II.
<b>Language of Instruction</b>	English
<b>Course Level</b>	Second Cycle including First Cycle Degree (One Tier Programme)
<b>Course Type</b>	Compulsory
<b>Course Coordinators</b>	Prof. Özlem Tanrıöver, MD.MPH/ A.Arzu Akalın, MD.,MSc. Assist. Prof.
<b>The instructors</b>	<p>Subject to change:</p> <p>Zeynep Alkan, MD, Assoc. Prof.  Serdar Özdemir, MD, Assist. Prof.  Deniz Tansuker MD,  Tuğhan Utku, MD, Assoc. Prof.  Banu Musaffa Salepçi, MD, Assoc. Prof.  Olca Özveren, MD, Assoc. Prof.  Mustafa Aytekin Şimşek, MD, Assist. Prof.  Çiğdem Koca MD,  Erdal Durmuş MD,  Seha Akduman, MD, Assist. Prof.  Güldal İzbırak, MD, Assoc. Prof.  Mert Yeşiladalı MD,  Petek Feriha Uzuner MD,  Sultan Can MD,  Özlem Tanrıöver, MD, Prof.  Ayşe Arzu Akalın, MD, Assist. Prof.  Kinyas Kartal MD, Assoc. Prof.  Emre Özer MD  Mustafa Berber, MD, Assist. Prof.  Çiğdem Ayanoğlu, MD.  Emin Özcan, MD.  Yüksel Dede, MD.  Okan Taycan, MD, Assoc. Prof.  Oğuzhan Zahmacıoğlu, MD Assoc. Prof.  Hakan Atalay MD, Assoc. Prof.  Serhat Tunç, MD, Assoc. Prof  Özlem Durmuş Arın, MD, Assist. Prof.  Burak Çağrı Aksu, MD  Cem Şimşek MD,  Hakan Turan Çift, MD, Assoc. Prof.  Gökhan Meriç, MD, Assoc. Prof.</p>
<b>Goals</b>	The aim of ICP III Program is to equip Phase III students with basic and advanced professional and clinical (interventional or non-interventional) skills necessary for practice of the medical profession

<b>CONTENT</b>	In this course, basic medical skills such as, history taking regarding to systems and in general, physical and mental examination, providing advanced cardiac life support, suturing and following stages of normal labour as well as taking smear are gained. In the third year medical students practice with SP's clinical skills like history taking and physical examination focused on body systems and in general and also mental examination.
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<b>Learning Outcomes</b>	<b>Program Learning Outcomes</b>	<b>Teaching Methods</b>	<b>Assessment Methods</b>
<i>At the end of this term, the student should be able to:</i>			
<b>KNOWLEDGE</b>			
1. <b>define</b> the basic terminology used in general and organ system specific physical examination.	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
2. <b>describe</b> the steps of history taking and physical examination (cardiovascular, pulmonary, ear/nose/throat, gastrointestinal, gynecological, obstetric, breast, neonatal, prepubertal / pubertal, neurological / psychiatric, musculoskeletal).	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
3. <b>describe</b> suture materials and choose the appropriate material.	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
<b>SKILLS</b>			
1. <b>apply</b> Advanced Cardiac Life Support on an adult model in accordance with the skill procedure.	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
2. <b>perform</b> sutures in accordance with the skill procedure	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
3. <b>perform</b> history taking and physical examination (cardiovascular, pulmonary, ear/nose/throat, gastrointestinal, gynecological, obstetric, breast, neonatal, prepubertal / pubertal, neurological / psychiatric, musculoskeletal) on simulated patients or mannequins in accordance with the skill procedure.	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
4. <b>describe</b> the process to be carried out to the patient before any intervention.	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
<b>ATTITUDE</b>			
1. <b>value</b> the importance of informed consent	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
2. <b>pay</b> attention to patient privacy	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
3. <b>value</b> the importance of not exceeding the limits of his/her own competency level.	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D
4. <b>pay attention</b> to follow laboratory rules	1.1.4.,1.1.5., 1.1.6.,	1,2,4,5,6,7	D

<b>Teaching Methods:</b>	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Standardized patient / Mannequin, 5: Video 6: Demonstration 7: Checklist
<b>Assessment Methods:</b>	A: Testing B: Presentation C: Homework D: OSCE

<b>COURSE CONTENT</b>			
<b>Topics</b>	<b>Hour</b>		<b>Study Materials</b>
	<b>Theoretical</b>	<b>Practical</b>	
ENT examination	1	2	Materials for the course provided by the the instructor
Advanced Cardiac Life Support	1	2	Materials for the course provided by the instructor
Examination of Cardiovascular and Respiratory System	1	2	Materials for the course provided by the instructor
History Taking and Physical Examination of Gastrointestinal System	1	2	Materials for the course provided by the instructor
Follow-up of Pregnancy & Stages of Normal Labour & Gynecological Examination, PAP Smear Obtaining)	1	2	Materials for the course provided by the instructor
Clinical Breast Examination	1	2	Materials for the course provided by the instructor
Physical Examination of the Newborn and Child Patient	1	2	Materials for the course provided by the instructor
Neurological Examination and Psychiatric Examination	1	2	Materials for the course provided by the instructor
General Physical Examination	1	2	Materials for the course provided by the instructor
Suturing Techniques and suture materials	1	2	Materials for the course provided by the instructor
Physical Examination of the Musculoskeletal System	1	2	Materials for the course provided by the instructor
<b>Total</b>	<b>11</b>	<b>22</b>	

<b>RECOMMENDED SOURCES</b>	
<b>Textbook</b>	1-Bates (Shared)
<b>Additional Resources</b>	Checklists, powerpoint presentations, videos

<b>ASSESSMENT</b>		
<b>Questions Types (Pencil-Paper Tests)</b>	<b>Proportion (in Pass/Fail Decision)</b>	<b>Questions Types (Pencil-Paper Tests)</b>
<b>Total</b>		<b>Total</b>
<b>Other Assessment Methods and Tools</b>	<b>Proportion (in Pass/Fail Decision)</b>	<b>Other Assessment Methods and Tools</b>
OSCE (With Checklist)	(50% Midterm) + (50% Final)	
	<b>Total</b> %100	<b>Total</b>
Pass/Fail Decision	<b>Proportion (in Pass/Fail Decision)</b>	Pass/Fail Decision
	(50% Midterm) + (50% Final)	
	<b>Total</b> %100	<b>Total</b>

<b>MATERIAL SHARING</b>	
<b>Documents</b>	Photocopy shareable.
<b>Assignments</b>	Not Shareable
<b>Exams</b>	Not shareable

<b>COURSE CATEGORY</b>	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
	PODG.1. Basic Professional Competencies	Contribution				
	POD.1.1. Clinical Competencies	1	2	3	4	5
PO.1.1.1.	<b>values</b> preventive health services, <b>offers</b> primary prevention (i.e. prevention of diseases for the protection of health), secondary prevention (i.e. early diagnosis and treatment) tertiary prevention (i.e. rehabilitation) and quaternary prevention (i.e. prevention of excessive and unnecessary diagnosis and treatment) services, <b>provides</b> consultancy on these issues.					
PO.1.1.2.	<b>employs</b> a patient-centered approach in patient management.					X
PO.1.1.3.	<b>recognizes</b> most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions.				X	
PO.1.1.4.	<b>takes</b> medical history from the applicant himself/herself or from the individual's companions.					
PO.1.1.5.	<b>does</b> general and focused physical and mental examination.				X	
PO.1.1.6.	<b>interprets</b> findings in medical history, physical and mental examination.				X	
PO.1.1.7.	<b>employs</b> diagnostic procedures that are used frequently at the primary health care level.		X			
PO.1.1.8.	<b>selects</b> tests that have evidence-based high efficacy at the primary health care level and <b>interprets</b> results.					
PO.1.1.9.	<b>makes</b> clinical decisions using evidence-based systematic data in health care service.		X			
PO.1.1.10.	<b>performs</b> medical interventional procedures that are used frequently at the primary health care level.					
PO.1.1.11.	<b>manages</b> healthy individuals and patients in the context of health care services.					
PO.1.1.12.	<b>keeps</b> medical records in health care provision and <b>uses</b> information systems to that aim.					X
	<b>POD.1.2. Competencies related to Communication</b>					
PO.1.2.1.	throughout his/her career, <b>communicates</b> effectively with health care beneficiaries, co-workers, accompanying persons, visitors, patient's relatives, care givers, colleagues, other individuals, organizations and institutions.			X		
PO.1.2.2.	<b>collaborates</b> as a team member with related organizations and institutions, with other professionals and health care workers, on issues related to health.				X	
PO.1.2.3.	<b>recognizes</b> the protection and privacy policy for health care beneficiaries, co-workers, accompanying persons and visitors.				X	
PO.1.2.4.	<b>communicates</b> with all stakeholders taking into consideration the socio-cultural diversity.					X
	<b>POD.1.3. Competencies Related to Leadership and Management</b>					
PO.1.3.1.	<b>manages</b> and <b>leads</b> within the health care team in primary health care organization.					
PO.1.3.2.	<b>recognizes</b> the principles of health management and health sector economy, models of organization and financing of health care services.					
PO.1.3.3.	<b>recognizes</b> the resources in the health care service, the principles for cost-effective use.					
	<b>POD.1.4. Competencies related to Health Advocacy</b>					

<b>PO.1.4.1.</b>	<b>recognizes</b> the health status of the individual and the community and the factors affecting the health, <b>implements</b> the necessary measures to prevent effects of these factors on the health.					
<b>PO.1.4.2.</b>	<b>recognizes</b> and <b>manages</b> the health determinants including conditions that prevent access to health care.					
	<b>POD.1.5. Competencies related to Research</b>					
<b>PO.1.5.1.</b>	<b>develops, prepares</b> and <b>presents</b> research projects					
	<b>POD.1.6. Competencies related to Health Education and Counseling</b>					
<b>PO.1.6.1.</b>	<b>provides</b> consultancy services and <b>organizes</b> health education for the community to sustain and promote the health of individual and community.					
	<b>POD.G.2. Professional Values and Perspectives</b>					
	<b>POD.2.1. Competencies related to Law and Legal Regulations</b>					
<b>PO.2.1.1.</b>	<b>performs</b> medical practices in accordance with the legal framework which regulates the primary health care service.					X
	<b>POD.2.2. Competencies Related to Ethical Aspects of Medicine</b>					
<b>PO.2.2.1.</b>	<b>recognizes</b> basic ethical principles completely, and <b>distinguishes</b> ethical and legal problems.					X
<b>PO.2.2.2.</b>	<b>pays importance to</b> the rights of patient, patient's relatives and physicians, and <b>provides</b> services in this context.					X
	<b>POD.2.3. Competencies Related to Social and Behavioral Sciences</b>					
<b>PO.2.3.1.</b>	<b>relates</b> historical, anthropological and philosophical evolution of medicine, with the current medical practice.					
<b>PO.2.3.2.</b>	<b>recognizes</b> the individual's behavior and attitudes and factors that determine the social dynamics of the community.					
	<b>POD.2.4. Competencies Related to Social Awareness and Participation</b>					
<b>PO.2.4.1.</b>	<b>leads</b> community with sense of responsibility, behavior and attitudes in consideration of individual behaviors and social dynamics of the community, and if there is a necessity, <b>develops</b> projects directed towards health care services.					
	<b>POD.2.5. Competencies Related to Professional Attitudes and Behaviors</b>					
<b>PO.2.5.1.</b>	<b>displays</b> a patient-centered and holistic (biopsychosocial) approach to patients and their problems.					
<b>PO.2.5.2.</b>	<b>respects</b> patients, colleagues and all stakeholders in health care delivery.			X		
<b>PO.2.5.3.</b>	<b>displays</b> the proper behavior in case of disadvantaged groups and situations in the community.					
<b>PO.2.5.4.</b>	<b>takes</b> responsibility for the development of patient safety and healthcare quality.					
<b>PO.2.5.5.</b>	<b>evaluates</b> own performance as open to criticism, <b>realizes</b> the qualifications and limitations.					
	<b>POD.G.3. Professional Development and Self-Worth</b>					
	<b>POD.G.3.1. Personal Development and Values</b>					
<b>PO.3.1.1.</b>	<b>embraces</b> the importance of lifelong self-learning and <b>implements</b> .					

<b>PO.3.1.2.</b>	<b>embraces</b> the importance of updating knowledge and skills; <b>searches</b> current advancements and <b>improves</b> own knowledge and skills.					
<b>PO.3.1.3.</b>	<b>uses</b> English language at least at a level adequate to follow the international literature and to establish communication related to the profession.					
<b>POD.3.2. Competencies Related to Career Management</b>						
<b>PO.3.2.1.</b>	<b>recognizes</b> and <b>investigates</b> postgraduate work domains and job opportunities.					
<b>PO.3.2.2.</b>	<b>recognizes</b> the application requirements to postgraduate work/job domains, and <b>distinguishes</b> and <b>plans</b> any requirement for further training and work experience.					
<b>PO.3.2.3.</b>	<b>prepares</b> a resume, and <b>recognizes</b> job interview methods.					
<b>POD.3.3. Competencies Related to Protection and Development of Own Physical and Mental Health</b>						
<b>PO.3.3.1.</b>	<b>implements</b> the rules of healthy living.					
<b>PO.3.3.2.</b>	<b>displays</b> appropriate behavior specific to work under stressful conditions.					
<b>PO.3.3.3.</b>	<b>uses</b> self-motivation factors.					

<b>ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION</b>			
Activities	Quantity/ day	Duration (Hour)	Total Workload (Hour)
Course Duration (Full Term)	11	3	33
Hours for off-the-classroom study (Pre-study, practice, review/week)	33	3	99
Homework	-	-	0
Exam	2	4	8
<b>Total Work Load</b>			140
<b>Total Work Load / 30 (h)</b>			4.6
<b>ECTS Credit of the Course</b>			5