

COURSE INFORMATION					
Course Title	Code	Semester	L+P+L Hour	Credits	ECTS
Public Health	MED409	4/7-8	11	2	2*

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

Prerequisites	-
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Language of Instruction	Turkish
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Course Level	Master's Degree
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Course Type	Mandatory
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Course Coordinator	Dr. Hale Arık Taşyikan
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Instructors	<p>Yeditepe University <u>Dep. of Public Health</u> Hale Arık Taşyikan, MD. Assist. Prof. of Public Health Ebru Çayır Burke, MD. Assist. Prof. of Public Health</p> <p><u>Dep. of Family Medicine</u> Özlem Tanrıöver, MD. Prof. of Family Medicine</p>
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Assistants	-
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Goals	To understand the nature of the preventive, curative, and promotive health care services as part of the primary health care system of the country and learn how to manage health and disease within natural settlements of the individuals.
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Content	Principles of preventive and promotive medicine, healthcare delivery systems and facilities, comparison of the primary health care systems across countries, types and methods of epidemiological studies, biostatistical methods, meaning and importance of the health information systems for assessment of the public health status, social, cultural and economic determinants of health and diseases
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Learning Outcomes	Programme Learning Outcomes	Teaching Methods	Assessment Methods
1. Define the steps to evidence based medicine	1.1.8., 1.1.9.	1,2	A,B
2. Define a clinical question in pico format from a patient scenario	1.1.8., 1.1.9.	1,2	A,B

3. Identify main databases necessary for evidence based medicine	1.1.9.	1,2	A,B
4. Explain research methods and hierarchy among methods for producing evidence	1.5.1	1,2	A,B
5. Define the types of clinical questions	1.1.8., 1.1.9.	1,2	A,B
6. Identify clinical evidence using clinical query database	1.1.9.	1,2	A,B
7. Explain common study designs and identify the major strengths and limitation of each.	1.5.1	1,2	A,B
8. Define which study designs are best for answering clinical questions related to therapy/prevention.	1.5.1	1,2	A,B
9. Define therapy/prevention	1.1.1., 1.1.10	1,2	A,B
10. Assess study for validity	1.5.1.	1,2	A,B
11. Derive number needed to treat (nnt), number needed to harm (nnh)	1.5.1.	1,2	A,B
12. Apply therapy evidence to patients	1.1.2.	1,2	A,B
13. Define bias in epidemiologic studies	1.5.1.	1,2	A,B
14. Assess study for validity	1.5.1.	1,2	A,B
15. Derive sensitivity, specificity, positive predictive value, negative predictive value, and likelihood ratios.	1.5.1.	1,2	A,B
16. Apply diagnostic evidence to patients	1.1.2., 1.1.8., 1.1.9.	1,2	A,B
17. Summarize diagnostic evidence in written report	1.2.2.	1,2	A,B

18. Summarize diagnostic evidence verbally to colleagues	1.1.8., 1.2.2.	1,2	A,B
19. Summarize and interpret diagnostic evidence for a patient in terms he/she will understand	1.2.1.	1,2	A,B
20. Identify common pitfalls to communicating evidence to patients	1.2.1	1,2	A,B
21. Describe the steps to communicating evidence to patients	1.2.1	1,2	A,B
22. Advocate and use the evidence based medicine approach	1.1.8., 1.1.9.	1,2	A,B

Teaching Methods:	1: Lecture, 2: Individual discussion sessions with the instructor
Assessment Methods:	A: Presentation of a project B: Participation to the interactive lectures

COURSE CONTENT	
Week Topics	Study Materials
Study Materials Introduction to EBM	Materials will be provided by the instructor
Structured group presentations and discussions	Materials will be provided by the instructor
Discussion: An EBM Story I	Materials will be provided by the instructor
Epidemiologic Research Types and Basic Concepts I-II	Materials will be provided by the instructor
Discussion: An EBM Story II	Materials will be provided by the instructor
Evaluation of Screening Tests	Materials will be provided by the instructor
Confounding Factor, Bias and Types of Bias	Materials will be provided by the instructor
Discussion: An EBM Story III	Materials will be provided by the instructor

RECOMMENDED SOURCES	
Textbook	<ul style="list-style-type: none"> Glasziou P, Del Mar C, Salisbury J. Evidence-based Practice

	<ul style="list-style-type: none"> Workbook. BMJ Books, Blackwell Publishing, 2007. Mayer D. Essential Evidence-based Medicine. Second Edition 2010. Cambridge University Press.
Additional Resources	Lecture notes

MATERIAL SHARING	
Documents	Photocopy shareable.
Assignments	Shareable

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Evaluation of EBM homework (with a checklist)	1	50
Evaluation of group presentations and discussions (with a checklist)	1	40
Participation to sessions	7	10
	Total	100

COURSE CATEGORY	Mandatory
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COURSE'S CONTRIBUTION TO PROGRAMME						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Values preventive health services, offers 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, provides consultancy on these issues.			X		
2	Employs a patient-centered approach in patient management				X	
3	Recognizes most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions.			X		
4	Selects tests that have evidence-based high efficacy at the primary health care level and interprets results.					X
5	Makes clinical decisions using evidence-based systematic data in health care service.					X
6	Performs medical interventional procedures that are used frequently at the primary health care level.			X		
7	Throughout his/her career, communicates effectively with health care beneficiaries, coworkers, accompanying persons,					X

	visitors, patient's relatives, care givers, colleagues, other individuals, organizations and institutions	
8	Collaborates as a team member with related organizations and institutions, with other professionals and health care workers, on issues related to health.	X
9	Develops, prepares and presents research projects	X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity/ day	Duration (Hour)	Total Workload (Hour)
Course Duration (3 days)	5	3	15
Hours for off-the-classroom study (Pre-study, practice, review/week)	5	5	25
Homework	4	2	8
Exam	-	-	-
Total Work Load			48
Total Work Load / 25 (h)			1.6
ECTS Credit of the Course			2