

| COURSE INFORMATION | | | | | |
|---------------------------|-------------|-----------------|-------------------|----------------|-------------|
| Course Title | <i>Code</i> | <i>Semester</i> | <i>L+P+L Hour</i> | <i>Credits</i> | <i>ECTS</i> |
| Public Health | MED409 | Phase 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

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| Prerequisites | The student that joins this course, should completed Phase 1, 2 and 3 courses of medical faculty. |
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| Language of Instruction | English |
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| Course Level | Second Cycle including First Cycle Degree (One Tier Programme) |
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| Course Type | Compulsory |
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| Course Coordinator | Hale Arık Taşyikan, MD. Assist. Prof. |
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| Instructors | Hale Arık Taşyikan, MD. Assist. Prof. |
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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 |
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| At the end of this clerkship, the student should be able to; | | | |
| 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 |

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| 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 |

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| 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 |

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| 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 | |
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| Week I 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 | |
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| Textbook | <ul style="list-style-type: none"> Glasziou P, Del Mar C, Salisbury J. Evidence-based Practice Workbook. BMJ Books, Blackwell Publishing, 2007. Mayer D. Essential Evidence-based Medicine. Second Edition 2010. Cambridge University Press. |
| Additional Resources | Lecture notes |

| ASSESSMENT | | |
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| 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 |

| MATERIAL SHARING | |
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| Documents | Photocopy shareable. |
| Assignments | Shareable |

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| COURSE CATEGORY | Expertise/Field Courses |
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| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
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| | PODG.1. Basic Professional Competencies | Contribution | | | | |
| | POD.1.1. Clinical Competencies | 1 | 2 | 3 | 4 | 5 |
| PO.1.1.1. | 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 | | |
| PO.1.1.2. | employs a patient-centered approach in patient management. | | | | x | |
| PO.1.1.3. | recognizes most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions. | | | x | | |
| PO.1.1.4. | takes medical history from the applicant himself/herself or from the individual's companions. | | | | | |
| PO.1.1.5. | does general and focused physical and mental examination. | | | | | |
| PO.1.1.6. | interprets findings in medical history, physical and mental examination. | | | | | |
| PO.1.1.7. | employs diagnostic procedures that are used frequently at the primary health care level. | | | | | |

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| PO.2.2.2. | pays importance to the rights of patient, patient's relatives and physicians, and provides services in this context. | | | | | |
| | POD.2.3. Competencies Related to Social and Behavioral Sciences | | | | | |
| PO.2.3.1. | relates historical, anthropological and philosophical evolution of medicine, with the current medical practice. | | | | | |
| PO.2.3.2. | recognizes the individual's behavior and attitudes and factors that determine the social dynamics of the community. | | | | | |
| | POD.2.4. Competencies Related to Social Awareness and Participation | | | | | |
| PO.2.4.1. | leads 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, develops projects directed towards health care services. | | | | | |
| | POD.2.5. Competencies Related to Professional Attitudes and Behaviors | | | | | |
| PO.2.5.1. | displays a patient-centered and holistic (biopsychosocial) approach to patients and their problems. | | | | | |
| PO.2.5.2. | respects patients, colleagues and all stakeholders in health care delivery. | | | | | |
| PO.2.5.3. | displays the proper behavior in case of disadvantaged groups and situations in the community. | | | | | |
| PO.2.5.4. | takes responsibility for the development of patient safety and healthcare quality. | | | | | |
| PO.2.5.5. | evaluates own performance as open to criticism, realizes the qualifications and limitations. | | | | | |
| | PODG.3. Professional Development and Self-Worth | | | | | |
| | PODG.3.1. Personal Development and Values | | | | | |
| PO.3.1.1. | embraces the importance of lifelong self-learning and implements . | | | | | |
| PO.3.1.2. | embraces the importance of updating knowledge and skills; searches current advancements and improves own knowledge and skills. | | | | | |
| PO.3.1.3. | uses English language at least at a level adequate to follow the international literature and to establish communication related to the profession. | | | | | |
| | POD.3.2. Competencies Related to Career Management | | | | | |
| PO.3.2.1. | recognizes and investigates postgraduate work domains and job opportunities. | | | | | |
| PO.3.2.2. | recognizes the application requirements to postgraduate work/job domains, and distinguishes and plans any requirement for further training and work experience. | | | | | |
| PO.3.2.3. | prepares a resume, and recognizes job interview methods. | | | | | |
| | POD.3.3. Competencies Related to Protection and Development of Own Physical and Mental Health | | | | | |
| PO.3.3.1. | implements the rules of healthy living. | | | | | |
| PO.3.3.2. | displays appropriate behavior specific to work under stressful conditions. | | | | | |
| PO.3.3.3. | uses self-motivation factors. | | | | | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
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| Activities | Quantity/ day | Duration (Hour) | Total Workload (Hour) |
| Course Duration (1 week) | 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 / 30 (h) | | | 1.6 |
| ECTS Credit of the Course | | | 2 |