

<b>COURSE INFORMATON</b>					
<b>Course Title</b>	<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

<b>Prerequisites</b>	The student that joins this course, should completed Phase 1, 2 and 3 courses of medical faculty.
<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 Coordinator</b>	Dr. Hale Arık Taşyikan
<b>Instructors</b>	<p><b>Yeditepe University</b>  <b><u>Dep. of Public Health</u></b>  Hale Arık Taşyikan, MD. Assist. Prof. of Public Health  Ebru Çayır Burke, MD. Assist. Prof. of Public Health</p> <p><b><u>Dep. of Family Medicine</u></b>  Özlem Tanrıöver, MD. Prof. of Family Medicine</p>
<b>Assistants</b>	-
<b>Goals</b>	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.
<b>Content</b>	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

<b>Learning Outcomes</b>	<b>Programme Learning Outcomes</b>	<b>Teaching Methods</b>	<b>Assessment Methods</b>
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
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

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

<b>COURSE CONTENT</b>	
<b>Week I Topics</b>	<b>Study Materials</b>
<b>Study Materials</b> 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

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

<b>ASSESSMENT</b>		
<b>IN-TERM STUDIES</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
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
<b>Total</b>		<b>100</b>

<b>MATERIAL SHARING</b>	
<b>Documents</b>	Photocopy shareable.
<b>Assignments</b>	Shareable

<b>COURSE CATEGORY</b>	Expertise/Field Courses
------------------------	-------------------------

<b>COURSE'S CONTRIBUTION TO PROGRAM</b>						
	<b>PODG.1. Basic Professional Competencies</b>	<b>Contribution</b>				
	<b>POD.1.1. Clinical Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>PO.1.1.1.</b>	<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.			<b>x</b>		
<b>PO.1.1.2.</b>	<b>employs</b> a patient-centered approach in patient management.				<b>x</b>	
<b>PO.1.1.3.</b>	<b>recognizes</b> most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions.			<b>x</b>		
<b>PO.1.1.4.</b>	<b>takes</b> medical history from the applicant himself/herself or from the individual's companions.					
<b>PO.1.1.5.</b>	<b>does</b> general and focused physical and mental examination.					

<b>PO.1.1.6.</b>	<b>interprets</b> findings in medical history, physical and mental examination.					
<b>PO.1.1.7.</b>	<b>employs</b> diagnostic procedures that are used frequently at the primary health care level.					
<b>PO.1.1.8.</b>	<b>selects</b> tests that have evidence-based high efficacy at the primary health care level and <b>interprets</b> results.					X
<b>PO.1.1.9.</b>	<b>makes</b> clinical decisions using evidence-based systematic data in health care service.					X
<b>PO.1.1.10.</b>	<b>performs</b> medical interventional procedures that are used frequently at the primary health care level.		X			
<b>PO.1.1.11.</b>	<b>manages</b> healthy individuals and patients in the context of health care services.					
<b>PO.1.1.12.</b>	<b>keeps</b> medical records in health care provision and <b>uses</b> information systems to that aim.					
<b>POD.1.2. Competencies related to Communication</b>						
<b>PO.1.2.1.</b>	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
<b>PO.1.2.2.</b>	<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
<b>PO.1.2.3.</b>	<b>recognizes</b> the protection and privacy policy for health care beneficiaries, co-workers, accompanying persons and visitors.					
<b>PO.1.2.4.</b>	<b>communicates</b> with all stakeholders taking into consideration the socio-cultural diversity.					
<b>POD.1.3. Competencies Related to Leadership and Management</b>						
<b>PO.1.3.1.</b>	<b>manages</b> and <b>leads</b> within the health care team in primary health care organization.					
<b>PO.1.3.2.</b>	<b>recognizes</b> the principles of health management and health sector economy, models of organization and financing of health care services.					
<b>PO.1.3.3.</b>	<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					X
<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>PODG.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.					

	<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.					
<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.					
	<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.					
<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>PODG.3. Professional Development and Self-Worth</b>					
	<b>PODG.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 (3 days)	5	3	15
Hours for off-the-classroom study (Pre-study, practice, review/week)	5	5	25
Homework	4	2	8
Exam	-	-	-
<b>Total Work Load</b>			48
<b>Total Work Load / 25 (h)</b>			1.6
<b>ECTS Credit of the Course</b>			2