

COURSE INFORMATON					
Course Title	Code	Phase/Semester	L+P Hour	Credits	ECTS
Emergency Medicine (Clinical Clerkship)	MED 413	Phase 4/7-8	36+55	2	2*

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

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
Course Level	Second Cycle including First Cycle Degree (One Tier Programme)
Course Type	Compulsory
Course Coordinators	Sezgin Sarıkaya, MD. Prof.
Instructors	Pınar Tura, MD, Assist. Prof. Ferudun Çelikmen, MD, Assist. Prof. Mustafa Yazıcıoğlu, MD, Assist. Prof. Cem Şimşek, MD, Assist. Prof. Emin Gökhan Gencer, MD, Assist. Prof. Hande Candemir, MD, Assist. Prof. Erman Uygun, MD, Emergency Med. Specialist Gözde Şen, MD, Emergency Med. Specialist Abuzer Kekeç, MD, Emergency Med. Specialist
Assistants	Yunus Emre Vural MD Behiç Demir MD Ayfer İskender Öykü Çifçi
Goals	<p>The aims of this course are:</p> <ul style="list-style-type: none"> ● convey necessary knowledge to perform basic and advanced life support applications including special circumstances ● convey the first and second look requirements in polytrauma patient and apply advanced trauma life support ● equip students with knowledge, skills and attitudes required to perform basic and advanced airway management techniques ● convey the basic principles of mortal illnesses like acute coronary syndromes, pulmonary emboli, aortic dissection, aortic aneurism, tension pneumothorax and their treatment modalities ● convey the knowledge about the type of shocks, do the differentials and know enough knowledge for treatment. ● Convey the basic principles of disaster management.

	<ul style="list-style-type: none"> To differentiate toxidromes and have enough ability to manage a intoxicated patient.
Content	Physical examination, mortal diseases presenting with chest pain and dispnea, toxidromes and intoxications, polytrauma patient, tachycardia, bradycardia, basic and advanced life support, advanced trauma life support, disaster management, basic and advanced airway management, shock management, interpretation of EKG

Learning Outcomes <i>At the end of this clerkship, the student should be able to:</i>	Program Outcomes	Teaching Methods	Assessment Methods
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Synthesize chief complaint, history, physical examination, and available medical information to develop a differential diagnosis Based on all of the available data, narrow and prioritize the list of weighted differential diagnoses to determine appropriate management Demonstrate clear and concise documentation that describes medical decision- making, ED course, and supports the development of the clinical impression and management plan Use diagnostic testing based on the pre-test probability of disease and the likelihood of test results altering management. 	1.1, 1.6	1, 2, 4	A, C
<p>SKILLS</p> <ul style="list-style-type: none"> Perform basic and advanced airway procedures, basic life support Perform advanced cardiac and trauma life support for adults and children Manage with a polytrauma patient Differentiate the reasons of chest pain and treat acute coronary syndromes Explain the types of shock, manage with a shock patient, define the differentials, select the proper treatment Define the rythm on ECG, approach to a patint with tachycardia/bradycardia 	2.1, 2.8	1, 2, 4	A, C

<ul style="list-style-type: none"> ● Explain the toxidromes and approach to an intoxicated patient ● Explain the basic principles of disaster management ● Arrange necessary consultation with physicians and other professionals when needed 			
<p>ATTITUDE</p> <ul style="list-style-type: none"> ● Consider the expectations of those who provide or receive care in the ED and use communication methods that minimize the potential for stress, conflict, and miscommunication ● Establish rapport with and demonstrate empathy toward patients and their families ● Recognize and resolve interpersonal conflict in the emergency department including conflicts with patients and family ● Communicate information to patients and families using verbal, nonverbal, written, and technological skills, and confirm understanding ● Communicate risks, benefits, and alternatives to therapeutic interventions to patients and/or appropriate surrogates, and obtain consent when indicated 	4.3, 4.7, 4.12, 7.2, 9.4	1, 2, 4	C, D, E

<p>Teaching/Learning Methods:</p>	<ul style="list-style-type: none"> ● CONTACT HOURS (CH) 1. Theoretical-Class/Auditorium/Conference Hall/Multimedia <ul style="list-style-type: none"> 1.1. Lecture/Tutorial 1.2. Case report 1.3. Case presentation 1.4. Research seminar 1.5. Seminar 1.6. Student seminar/Journal club 1.7. Invited speaker 1.8. Hospital conference 1.9. Online/Distance or e-learning (paper based or ICT based) 1.10. Other: 2. Theoretical-Group Activity/Interactive <ul style="list-style-type: none"> 2.1. Case discussion 2.2. Discussion class 2.3. Small group study session/Problem solving session/Brainstorm session
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- 2.4. Exercise class
- 2.5. Oral presentation and criticism
- 2.6. Panel
- 2.7. Workshop
- 2.8. Online/Distance or e-learning (paper based or ICT based)
- 2.9. Other:
- 3. Practice Based-Laboratory/Class
 - 3.1. Demonstration class
 - 3.2. Laboratory teaching
 - 3.3. Clinical skills laboratory
 - 3.4. Small group study session/Problem solving session
 - 3.5. Exercise class
 - 3.6. Workshop (practical class)
 - 3.7. Other:
- 4. Clerkship (Clinical practice and training)
 - 4.1. Field study/Fieldwork
 - 4.2. Outpatient clinic
 - 4.3. Patient bedside
 - 4.4. Imaging round
 - 4.5. Laboratory round
 - 4.6. Work based practice
 - 4.7. Grand round
 - 4.8. Operating room
 - 4.9. Invasive Intervention room
 - 4.10. Night shift at ward
 - 4.11. Night shift at intensive care unit
 - 4.12. Night shift at emergency care unit
 - 4.13. Other:
- 5. Work placement/Internship (Clinical performance under supervision)
 - 5.1. Field study/Fieldwork
 - 5.2. Outpatient clinic
 - 5.3. Patient bedside
 - 5.4. Imaging round
 - 5.5. Laboratory round
 - 5.6. Work based practice
 - 5.7. Grand round
 - 5.8. Operating room
 - 5.9. Invasive intervention room
 - 5.10. Night shift at ward
 - 5.11. Night shift at intensive care unit
 - 5.12. Night shift at emergency care unit
 - 5.13. Other:
- **INDEPENDENT STUDY HOURS (ISH)**
- 6. KNOWLEDGE (Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
 - 6.1. Theoretical/Written/Oral exam/s
 - 6.2. Presentation
 - 6.3. Seminar
 - 6.4. Discussion

	<ul style="list-style-type: none"> 6.5. Session 6.6. Research paper writing 6.7. Project writing 6.8. Report writing 6.9. Dissertation writing 6.10. Homework 6.11. Investigation/Survey study 6.12. Other: 7. SKILLS: (Levels: Imitation, Manipulation, Precision, Articulation, Naturalization) <ul style="list-style-type: none"> 7.1. Oral/practical exam/s 7.2. Presentation 7.3. Seminar 7.4. Discussion 7.5. Session 7.6. Exercise 7.7. Workshop 7.8. Imaging round 7.9. Laboratory round 7.10. Grand round 7.11. Other: 8. ATTITUDES (Receiving, Responding, Valuing, Organization, Characterization) <ul style="list-style-type: none"> 8.1. Questionnaire (self-assessment) 8.2. Paper case 8.3. Other: 9. COMPETENCY (Doing/Making, Co-ordinating/Operating, Observing/Analysing/Listening to/ Controlling/Driving, Choosing/Communicating/Enhancing, Conceiving/Visioning/Foreseeing) <ul style="list-style-type: none"> 9.1. Portfolio preparation 9.2. Clinical performance at outpatient wards 9.3. Clinical performance at inpatient wards 9.4. Clinical performance at night shifts (ward, emergency care unit, intensive care unit) 9.5. Other: (e.g. mini-clinical exam, etc.) 10. PROFICIENCY (Doing/Making, Co-ordinating/Operating, Observing/Analysing/Listening to/ Controlling/Driving, Choosing/Communicating/Enhancing, Conceiving/Visioning/Foreseeing) <ul style="list-style-type: none"> 10.1. Portfolio preparation 10.2. Clinical performance at outpatient wards 10.3. Clinical performance at inpatient wards 10.4. Clinical performance at night shifts (ward, emergency care unit, intensive care unit) 10.5. Other: (e.g. mini-clinical exam, etc.)
Assessment Methods:	<ul style="list-style-type: none"> A. Knowledge Assessment <ul style="list-style-type: none"> a. Written Exam (MCQ) (F, S) b. Objectively Structured Oral Examination (S) c. Oral Examination (F)

	<ul style="list-style-type: none"> d. Other: Student Presentations. B. Skills Assessment a. Practical Examination (F) b. Objectively Structured Practical Examination (S) c. Mini Clinical Examination (S) d. Other: C. Attitude Assessment a. Mini Clinical Examination (S) b. Questionnaire (self-assessment) (F) c. Paper case (S) d. Observation of behaviour (360°) (F, S) e. Other: D. Competency Assessment a. Mini Clinical Examination (S) b. Clerkship/Internship Guide/Checklist Assessment (F, S) c. Professional Portfolio Assessment (F) d. Presentation Performance Assessment (F) e. Seminar Performance Assessment (F) f. Project Writing Assessment (S) g. Other: E. Proficiency Assessment a. Mini Clinical Examination (S) b. Clerkship/Internship Guide/Checklist Assessment (F, S) c. Professional Portfolio Assessment (F) d. Presentation Performance Assessment (F) e. Seminar Performance Assessment (F) f. Other: <p>*F: Formative, S: Summative</p>
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COURSE CONTENT		
For Detailed information:		
Week	Topics	Study Materials
1	Lecture Triage and General Approach to Critical Patient	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Approach to Chest Pain	Textbook, Lecture Notes, Guidelines, Case Files

1	Lecture Management of ACS	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Disaster Preparedness	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture ACLS/BLS Pinar Tura	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Approach to Trauma Patient	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Approach to Dispnea	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Stroke	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Shock	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture ECG (Case Based)	Textbook, Lecture Notes, Guidelines, Case Files
1	Lecture Airway Management	Textbook, Lecture

		Notes, Guidelines, Case Files
1	Lecture Approach to the Poisoned Patient	Textbook, Lecture Notes, Guidelines, Case Files
1	Student Presentations	Textbook, Lecture Notes, Guidelines, Case Files
1	Clinical Experience	Textbook, Lecture Notes, Guidelines, Case Files
2	Student Presentations	Textbook, Lecture Notes, Guidelines, Case Files
2	Clinical Experience	Textbook, Lecture Notes, Guidelines, Case Files

NCC 2014 – Essential Medical Procedures (National Core Curriculum)	Performance Level
General and symptom-based history taking	3
Mental status evaluation	2
Abdominal physical examination	4
Consciousness assessment and mood state examination	2
General condition and vital signs assessment	3

Cardiovascular system examination	3
Musculoskeletal system examination	2
Respiratory system examination	2
Taking and assessing ECG	4
“Airway” manipulation	4
Bandaging and tourniquet application	2
Defibrillation	4
Restriction and stopping external bleeding	2
Intubation	4
Glasgow-coma-scale assessment	3
Disease / Trauma level scoring assessment	2
Appropriate patient transportation	2
Giving patient recovery position	4
Removal of foreign body with appropriate maneuver	3
Providing advanced life support	4
Cervical collar application	2
Providing basic life support	4
Transporting detached limb after trauma	3

RECOMMENDED SOURCES	
Textbooks	<ul style="list-style-type: none"> Rosen’s Emergency Medicine Concepts and Clinical Practice 9th Edition
Additional Resources	<ul style="list-style-type: none"> www.uptodate.com www.clinicalkey.com

ASSESSMENT

Question Types (Pencil-Paper Tests)	Proportion <i>(in Pencil-Paper Tests)</i>
Multiple Choice Questions	100%
Total	100%
Other Assessment Methods and Tools	Proportion <i>(in Other Assessment Methods and Tools)</i>
Evaluation of Student Presentation	100%
Total	100 %
Pass/Fail Decision	Proportion <i>(in Pass/Fail Decision)</i>
Pencil-Paper Tests	50%
Other Assessment Methods and Tools	50%
Total	100%

MATERIAL SHARING

Documents	Shared
Assignments	Shared
Exams	After the theoretical exam; exam questions are going to be discussed but not shared. After performance assessment; individual performance analysis reports/feedbacks will be shared.

COURSE CATEGORY

Expertise/Field Courses

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.	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.					
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.					X
PO.1.1.5.	does general and focused physical and mental examination.					X
PO.1.1.6.	interprets findings in medical history, physical and mental examination.					X
PO.1.1.7.	employs diagnostic procedures that are used frequently at the primary health care level.					X
PO.1.1.8.	selects tests that have evidence-based high efficacy at the primary health care level and interprets results.					X
PO.1.1.9.	makes clinical decisions using evidence-based systematic data in health care service.					X
PO.1.1.10.	performs medical interventional procedures that are used frequently at the primary health care level.					X
PO.1.1.11.	manages healthy individuals and patients in the context of health care services.					
PO.1.1.12.	keeps medical records in health care provision and uses information systems to that aim.			X		
	POD.1.2. Competencies related to Communication					
PO.1.2.1.	throughout his/her career, communicates 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.	collaborates 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.	recognizes the protection and privacy policy for health care beneficiaries, co-workers, accompanying persons and visitors.				X	
PO.1.2.4.	communicates with all stakeholders taking into consideration the socio-cultural diversity.					
	POD.1.3. Competencies Related to Leadership and Management					
PO.1.3.1.	manages and leads within the health care team in primary health care organization.					X
PO.1.3.2.	recognizes the principles of health management and health sector economy, models of organization and financing of health care services.					
PO.1.3.3.	recognizes the resources in the health care service, the principles for cost-effective use.					

	POD.1.4. Competencies related to Health Advocacy					
PO.1.4.1.	<i>recognizes</i> the health status of the individual and the community and the factors affecting the health, <i>implements</i> the necessary measures to prevent effects of these factors on the health.					
PO.1.4.2.	<i>recognizes</i> and <i>manages</i> the health determinants including conditions that prevent access to health care.					
	POD.1.5. Competencies related to Research					
PO.1.5.1.	<i>develops, prepares</i> and <i>presents</i> research projects					
	POD.1.6. Competencies related to Health Education and Counseling					
PO.1.6.1.	<i>provides</i> consultancy services and <i>organizes</i> health education for the community to sustain and promote the health of individual and community.					
	PODG.2. Professional Values and Perspectives					
	POD.2.1. Competencies related to Law and Legal Regulations					
PO.2.1.1.	<i>performs</i> medical practices in accordance with the legal framework which regulates the primary health care service.			X		
	POD.2.2. Competencies Related to Ethical Aspects of Medicine					
PO.2.2.1.	<i>recognizes</i> basic ethical principles completely, and <i>distinguishes</i> ethical and legal problems.					
PO.2.2.2.	<i>pays importance to</i> the rights of patient, patient's relatives and physicians, and <i>provides</i> services in this context.					X
	POD.2.3. Competencies Related to Social and Behavioral Sciences					
PO.2.3.1.	<i>relates</i> historical, anthropological and philosophical evolution of medicine, with the current medical practice.					
PO.2.3.2.	<i>recognizes</i> 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.	<i>leads</i> 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, <i>develops</i> projects directed towards health care services.					
	POD.2.5. Competencies Related to Professional Attitudes and Behaviors					
PO.2.5.1.	<i>displays</i> a patient-centered and holistic (biopsychosocial) approach to patients and their problems.					
PO.2.5.2.	<i>respects</i> patients, colleagues and all stakeholders in health care delivery.					X
PO.2.5.3.	<i>displays</i> the proper behavior in case of disadvantaged groups and situations in the community.					
PO.2.5.4.	<i>takes</i> responsibility for the development of patient safety and healthcare quality.				X	
PO.2.5.5.	<i>evaluates</i> own performance as open to criticism, <i>realizes</i> 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.			X		
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.					X
PO.3.3.3.	uses self-motivation factors.					

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity day	Duration (Hour)	Total Workload (Hour)
Course Duration (2 weeks)	8	9	72
Hours for off-the-classroom study (Pre-study, practice, review/week)	2	4	8
Homework	-	-	-
Exam	1	3	3
Total Work Load			83
Total Work Load / 30 (h)			2.3
ECTS Credit of the Course			2