

<b>COURSE INFORMATION</b>					
<b>Course Title</b>	<i>Code</i>	<i>Semester</i>	<i>Lecture+Practice +Labrotory Hour</i>	<i>Credits</i>	<i>ECTS</i>
Child Health and Pediatrics (Clinical Internships)	MED 601	Phase 6 / 11-12	240	10	10*

\* 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 , 3, 4 and 5 courses of medical faculty.
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<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>	Mustafa Berber, MD. Assoc. Prof Coşkun Saf, MD. Assoc. Prof.
<b>The instructors</b>	Hülya Ercan Sarıçoban, MD, Prof. Filiz Bakar, MD, Prof. Ruhan Düşünsel, MD Prof, Haluk Topaloğlu, MD, Prof. Nevin Yalman, MD, Prof. Sabri Kemahlı, MD, Prof. Ayça Vitrinel, MD, Prof Reha Cengizlier , MD, Prof Kazım Öztarhan, MD, Prof Mustafa Berber, MD. Assist. Prof. Elif Sağsak, MD Lecturer Ferhan Meriç , MD, Lecturer Endi Romano, MD, Assist. Prof. Seyhan Perihan Saf, MD, Assist. Prof. Çiğdem Yanar Ayanoğlu, MD, Lecturer Çetin Timur, MD, Lecturer Asım Yörük, MD, Lecturer Tülin Şimşek MD, Lecturer Burçin Yorgancı Kale, MD, Assist. Prof Coşkun Saf, MD, Assist. Prof. Erdem Toprak, MD, Lecturer Bilge Atlı, MD, Lecturer Büşra Çağlar, MD, Lecturer İsmet Düşmez, MD, Lecturer Ezgi Gökçe Özarlan, MD, Lecturer İlksen Yalçinoğlu, MD, Lecturer
<b>Assistants</b>	-
<b>Goals</b>	The aim of the phase 6 Pediatrics Program is to graduate medical doctors who are aware of the pediatric health priorities; can manage pediatric health problems and perform the necessary preventive health care implementations

in a primary care setting; practice their profession following ethical principles, using up-to-date and evidence based scientific knowledge..

**Content**

from 08.30 to 16.30. Training of interns is carried out as shown in the schedule. Every intern is responsible to take part in each task of 3 or 5 of patients assigned to him/her. Obtaining an history of the patient (anamnesis), physical examination, preparing the patient's file, performing the laboratory and radiological examinations, preparing the schedule of treatment, and to summarize the important history of the patients during case studies and lectures, and to summarize the important history, physical exam and supporting lab tests and formulate a differential diagnosis and a plan of action that addresses both the diagnostic and therapeutic approach to the patients. These tasks are the important mile-stones of the daily tasks. Intern students of the pediatrics are on duty in clinics and/or emergency 3-days a week. The interns on duty, which are responsible for the responsibility and supervision of the physicians and specialist, are the first person to attend to the medical aid and personal wishes of the inpatients. Intern medical students on duty are on duty following afternoon. The interns working in the outpatient clinics have clinical responsibilities, including medication and follow-up the patients.

<b>Learning Outcomes</b>	<b>Program Learning Outcomes</b>	<b>Teaching Methods</b>	<b>Assessment Methods</b>
At the end of the pediatric internship program the students should be able to,			
plan the diagnostic process and treatment for childhood diseases	1,1,3	2,3	B,C
treat the diseases that are commonly seen among children in primary health care	1,1,8	2,3	B,C
refer the patients whose diagnosis, treatment and follow-up cannot be managed by primary health care	1,1,7	2,3	B,C
ask for consultation from other medical specialties	1,2,2	2,3	B,C
manage well child follow-up and vaccination	1,1,10	2,3	B,C
counsel preventive health care issues	1,1,1	2,3	B,C
keep up-to-date about the improvements in the field of Pediatrics	1,1,10	2,3	B,C
work in accordance with the law and ethics	2,1,1	2,3	B,C
communicate effectively with patients, patients relatives, colleagues and other healthcare personnel	1,2,1	2,3	B,C
manage pediatric emergency cases	1,1,5	2,3	B,C
take history from healthy and sick children	1,1,4	2,3	B,C
perform physical examination	1,1,5	2,3	B,C
make tests when necessary	1,1,11	2,3	B,C
evaluate the results of laboratory and imaging tests make differential diagnosis and therapeutic approach	1,1,9	2,3	B,C
follow-up growth and development in all age groups of pediatric patients	1,1,11	2,3	B,C
perform anthropometric measures	1,1,5	2,3	B,C
evaluate the results of the measurements comparing with the percentiles on growth charts	1,1,2	2,3	B,C
counsel the family about nutrition and vaccination	1,1,10	2,3	B,C
follow-up patients with chronic diseases	1,1,11	2,3	B,C
guide the patients with chronic diseases	1,1,11	2,3	B,C
perform resuscitation of newborn, infant and children	1,1,3	2,3	B,C
keep records in regard to primary care according the official and legal requirements	2,1,1	2,3	B,C
use the data processing system in the patient records	1,1,12	2,3	B,C

follow up-to-date knowledge on Pediatrics	3,1,1	2,3	B,C
search the literature	1,5,1	2,3	B,C
use at least one foreign language to communicate with both the child and families that do not speak Turkish	1,5,1	2,3	B,C
know at least one foreign language to follow medical literature	3,1,3	2,3	B,C
make presentations to his/her colleagues about the patients he/she has followed	3,3,1	2,3	B,C
contribute scientific studies on medical literature	1,5,1	2,3	B,C
refer the patients that cannot be managed in a primary healthcare unit to an upper healthcare center	1,3,1	2,3	B,C
communicate with the patients' parents during examination, laboratory testing, consultation and treatment steps of the sick child	1,1,4	2,3	B,C
take informed consent from patients' parents and/or the patient	1,1,4	2,3	B,C
communicate with his/her colleagues, patients and patients' parents	1,1,1	2,3	B,C
counsel about all the preventive health services about children vaccination and nutrition being the utmost importance among them	1,2,2	2,3	B,C
be conscious about importance of multidisciplinary working	1,2,2	2,3	B,C
price the ethical and legal principles	2,1,1	2,3	B,C

**Teaching Methods:** 1: Lecture, 2: Question-Answer, 3: Discussion

**Assessment Methods:** A: Testing B: Presentation C: Homework

<b>COURSE CONTENT</b>		
Week	Topics	Study Materials
1	Beginning Session	Internship materials are provided by the instructor
2	Clinical Practice (Outpatient clinic)	Internship materials are provided by the instructor
3	Clinical Practice (Bedside Visit)	Internship materials are provided by the instructor
4	Intern seminar	Internship materials are provided by the instructor
5	Symptom-based learning sessions	Internship materials are provided by the instructor
6	Lab	Internship materials are provided by the instructor
7	Non-Curriculum Working Hours (Pre-Study, Experimentation, Review)	Internship materials are provided by the instructor
8	Program Evaluation Session	

<b>RECOMMENDED RESOURCES</b>	
<b>Books</b>	1- Nelson Pediatrics 2- Pediatri, Writers: Olcay Neyzi, Türkan Ertuğrul
<b>Additional Resources</b>	Lecture notes

### **ASSESSMENT**

<b>YEDİTEPE UNIVERSITY FACULTY OF MEDICINE</b> <b>INTERN PHYSICIAN EVALUATION FORM</b> <i>This form includes evaluation components for intern physicians and is the basis of the passing grade for internship.</i>	
Intern's name and surname:	
Intern number:	
Internship program name:	
Dates of start and end for internship program:	
<b>1. Evaluation of Cognitive Competencies</b> <i>* The level of competency should be determined based on <b>participation in educational activities</b> (Title 1 on the <b>Intern Logbook</b>) and the observations of the Faculty Member / Internship Training Supervisor / Head of the Department for the intern.</i>	
	*Competency Level

<p><b>1.1. Clinical reasoning and decision making</b> The stages of decision making process in an evidence based manner; to determine preliminary / differential diagnosis/diagnoses, to order appropriate diagnostic tests, to achieve an appropriate definitive diagnosis and treatment (interventional or not).</p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>
<p><b>1.2. Professional knowledge</b> During the educational activities (case discussions, educational visits, faculty member seminars, intern physician seminars, etc.) to answer the questions, to ask the questions, to start a discussion, to contribute to the discussion, to display an understanding of the subject.</p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>
<p><b>1.3. Literature review and seminar presentation</b> Preparation based on evidence of higher scientific strength, presenting the subject in a solid logical reasoning with in a reference to essential check points, mastering the subject, answering the questions asked.</p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>
<p>Explanations, opinions and recommendations based on the observations of the Faculty Member / Internship Training Supervisor / Head of the Department</p>	
<p><b>2. Evaluation of Competencies for Basic Medical Practice</b> * <i>The level of competency</i> should be determined based on <i>basic medical practice</i> (Title 2 on the <i>Intern Logbook</i>) and the observations of the Faculty Member / Internship Training Supervisor / Head of Department for the intern.</p>	
	<p>* Competency Level</p>

<p>Basic medicine practices based on <i>Intern Logbook</i></p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>
<p>Explanations, opinions and recommendations based on the observations of the Faculty Member / Internship Training Supervisor / Head of the Department</p>	
<p><b>3. Evaluation of Professional Competencies for Medicine</b></p>	
	<p>* Competency Level</p>
<p><b>3.1. Communicating with patients and relatives</b></p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>
<p><b>3.2. Compliance in hospital rules (i.e. standard operating procedures, SOPs)</b></p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>
<p><b>3.3. Working in a team and collaborating and communicating with team members</b></p>	<p>Does not meet expectations ✖ Meets expectations ✖ Above expectations ✖ Well above expectations ✖</p>

3.4. Performing given tasks		Does not meet expectations ✘ Meets expectations ✘ Above expectations ✘ Well above expectations ✘																								
3.5. Diligence on attendance and participation in scientific activities		Does not meet expectations ✘ Meets expectations ✘ Above expectations ✘ Well above expectations ✘																								
Explanations, opinions and recommendations based on the observations of the Faculty Member / Internship Training Supervisor / Head of the Department																										
Evaluated Competencies	Total Score (Over 100) <small>(For each section below, the score below 70 obtained by the Intern is a reason for inadequacy.)</small>	Impact on Internship End Score																								
Cognitive Competencies	Score:....	20%																								
Competencies for Basic Medical Practice	Score:....	60%																								
Professional Competencies for Medicine	Score:....	20%																								
<p>*If the competency level for the intern is determined as “does not meet the expectations” in any part of the evaluation form, the intern is considered to be <b>unqualified</b>. In this condition, <b>FF</b> is given as a letter grade.  **If the intern physician is deemed inadequate due to <b>absenteeism</b>, <b>FA</b> is given as a letter grade.</p> <p>Internship Evaluation End Score:  ..... Letter Grade:.....</p> <table border="1"> <thead> <tr> <th>Score Range</th> <th>Letter Grade</th> <th>Credit Rating</th> </tr> </thead> <tbody> <tr> <td>85 – 100</td> <td>AA</td> <td>4.0</td> </tr> <tr> <td>75 – 84</td> <td>BA</td> <td>3.5</td> </tr> <tr> <td>65 – 74</td> <td>BB</td> <td>3.0</td> </tr> <tr> <td>60 – 64</td> <td>CB</td> <td>2.5</td> </tr> <tr> <td>50 – 59</td> <td>CC</td> <td>2.0</td> </tr> <tr> <td>0 – 49</td> <td>FF</td> <td></td> </tr> <tr> <td>Absent</td> <td>FA</td> <td></td> </tr> </tbody> </table>			Score Range	Letter Grade	Credit Rating	85 – 100	AA	4.0	75 – 84	BA	3.5	65 – 74	BB	3.0	60 – 64	CB	2.5	50 – 59	CC	2.0	0 – 49	FF		Absent	FA	
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60 – 64	CB	2.5																								
50 – 59	CC	2.0																								
0 – 49	FF																									
Absent	FA																									
**Attendance	Absence ≤ 20% ✘	Absence > 20% ✘																								
Decision	Qualified ✘	Unqualified ✘																								

Date:

Internship Commission: \_\_\_\_\_

Faculty Member  
Internship Training Supervisor  
Contact

Faculty Member  
Head of the Department

MATERIAL SHARING	
Documents	It can be reproduced by photocopy.
Homeworks	Cannot be shared
Exams	Cannot be shared

COURSE CATEGORY	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.				X	
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.					X
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.				X	
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.					X
PO.1.1.11.	<b>manages</b> healthy individuals and patients in the context of health care services.				X	
PO.1.1.12.	<b>keeps</b> medical records in health care provision and <b>uses</b> information systems to that aim.					X
POD.1.2. Competencies related to Communication						
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>					
<b>PO.1.3.1.</b>	<b>manages</b> and <b>leads</b> within the health care team in primary health care organization.				X	
<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.				X	
<b>PO.1.3.3.</b>	<b>recognizes</b> the resources in the health care service, the principles for cost-effective use.				X	
	<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.					X
<b>PO.1.4.2.</b>	<b>recognizes</b> and <b>manages</b> the health determinants including conditions that prevent access to health care.				X	
	<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.				X	
	<b>POD.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.				x	
<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.				X	
	<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.					X
	<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.				X	
<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.					X
<b>PO.2.5.4.</b>	<b>takes</b> responsibility for the development of patient safety and healthcare quality.					X
<b>PO.2.5.5.</b>	<b>evaluates</b> own performance as open to criticism, <b>realizes</b> the qualifications and limitations.				X	
	<b>POD.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> .				X
<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.				X
<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.			X	
<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.				X
<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.				X
<b>PO.3.2.3.</b>	<b>prepares</b> a resume, and <b>recognizes</b> job interview methods.			X	
<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.				X
<b>PO.3.3.2.</b>	<b>displays</b> appropriate behavior specific to work under stressful conditions.				X
<b>PO.3.3.3.</b>	<b>uses</b> self-motivation factors.				X

<b>ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION</b>			
Activities	Quantity/day	Duration (Hour)	Total Workload (Hour)
Course Duration (9 weeks)	40	6	240
Hours for off-the-classroom study (Pre-study, practice, review/week)	40	1	40
Homework	-	-	-
Exam	2	2	4
<b>Total Work Load</b>			284
<b>Total Work Load / 30 (h)</b>			9.5
<b>ECTS Credit of the Course</b>			10