

COURSE INFORMATION					
Course Title	Code	Semester	Lecture+Practice+Labrotory Hour	Credits	ECTS
Internal medicine (Clinical internship)	MED 603	Phae 6 / 11-2	24+214+2	10	10*
Prerequisites	The student that joins this course, should completed Phase 1, 2, 3, 4 and 5 courses of medical faculty.				
Language of Instruction	English				
Course Level	Second Cycle including First Cycle Degree (One Tier Programme)				
Course Type	Compulsory				
Course Coordinator	Yasar Küçükardalı, MD, Prof.				
The instructors	<p>Head of the Department of Internal Medicine: Gülçin Kantarcı, MD. Prof  Responsible of Course of Training: Yaşar Küçükardalı, MD. Prof .</p> <p>Fahrettin Keleştemur,MD.Prof Dr of Endocrinology  Gülçin Kantarcı, MD. Prof. Dr of Nephrology  Abdullah Özkök MD. Prof. Dr of Nephrology  Elif Birtaş Ateşoğlu MD Prof. Dr of Heamatology  Muzaffer Değertekin, MD. Prof.Dr of Cardiology  Yaşar Küçükardalı, MD. Prof. Dr of Internal Medicine, İntensive care  Meltem Ergün, MD. Prof. Dr of Gastroenterology  Meral Sönmezoğlu, MD. Prof.Dr of Infectious Diseases  Banu Salepçi, MD. Prof. Dr of Pulmonology  Müge Bıçakçığıl, MD. Prof Dr of Rheumatology  Tolga Aksu MD. Prof. Dr of Cardiology  Gülderen Yanıkkaya Demirel MD. Prof. Dr of Immunology  Olçay Özveren, MD. Prof.Dr of Cardiology  Bala Başak Öven ,MD Prof. Dr of Oncology  Figen Atalay MD Assoc Prof. Dr Oncology  Ozlem Haliloğlu, MD Assoc.Prof. Dr of Endocrinology  Serkan Çelik MD , Assoc.Prof. Dr of Oncology  Seha Akduman MD Assoc Prof Dr. of Pulmonology  Mustafa Aytek Şimşek MD. Assoc. Prof.D r of Cardiology  Ayça Türer Cabbar MD Assoc Prof. Dr.of Cardiology  Mehmet Akif Özturk Asist Prof.Dr of Internal Medicine</p>				
Assistants					

Goals	Term 6. The goal of internal medicine internship is to train medical doctors who have sufficient knowledge and skills about internal diseases. In addition, it is aimed to gain basic knowledge and skills in subspecialties such as cardiology, chest diseases, gastroenterology, infectious diseases, hematology, oncology and rheumatology, nephrology. The student who completes the internship can manage internal medicine related health problems in the primary care setting and perform the necessary preventive health practices; Demonstrates good communication skills, can practice by adhering to ethical principles, using up-to-date and evidence-based scientific information.
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Learning Outcomes (course) learning objectives	Program Learning Outcomes	Teaching Methods	Assessment Methods
At the end of this internship, the student should be able to			
<b>KNOWLEDGE</b>			
describe the complete physical examination of all organ systems	1.1.5	2,3	B,C

analyze routine laboratory tests	1.1.7	2,3	B,C
explain the characteristics of more specific tests (eg. PET CT, ERCP, Capsule endoscopy..) and their usages	1.1.8	2,3	B,C
decide about when to give the patient a sick leave report and the appropriate report duration	1.1.11	2,3	B,C
<b>SKILLS</b>			
take an adequate patient history	1.1.4	2,3	B,C
perform masterly physical examination	1.1.5	2,3	B,C
guide the patient for diagnose, treatment and follow up according to history, physical examination and laboratory tests	1.1.11	2,3	B,C
perform successfully minimal invasive procedures like venepuncture, taking blood, paracentesis etc. used in diagnosis and treatment	1.1.7	2,3	B,C
fill the patient records	1.1.12	2,3	B,C
go through procedures of admitting and discharging patients	1.1.1	2,3	B,C
reach and use medical literature other than classical textbooks	3.1.1, 3.1.2	2,3	B,C
treat the diseases that are commonly seen among adult in primary health care	1.1.2	2,3	B,C
refer the patients whose diagnosis, treatment and follow-up cannot be managed by primary health care	1.1.22	2,3	B,C
ask for consultation from other medical specialties	1.2.2	2,3	B,C
manage well adult follow-up and vaccination	1.4.1,1.1.1	2,3	B,C

counsel preventive health care issues	1.3.1	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	1.2.1,1.2.2, 1.2.3, 1.2.4	2,3	B,C
manage adult emergency cases	2.1.1	2,3	B,C
perform anthropometric measures	1.1.5	2,3	B,C
follow-up patients with chronic diseases	1.1.3	1,2,3	B,C
guide the patients with chronic diseases	1.1.11	2,3	B,C
perform resuscitation of adult	1.1.10	2,3	B,C
keep records in regard to primary care according the official and legal requirements	1.1.12	2,3	B,C
use the data processing system in the patient records	1.1.12	2,3	B,C
search the literature	3.1.1,3.1.2, 3.1.3	2,3	B,C
use at least one foreign language to communicate with both the adult and families that do not speak Turkish	1.2.4	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	1.2.1	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	1.1.9	2,3	B,C

communicate with the patients' parents during examination, laboratory testing, consultation and treatment steps of the sick adult	1.2.1	2,3	B,C
take informed consent from patients' parents and/or the patient	2.2.1	2,3	B,C
communicate with his/her colleagues, patients and patients' parents	1.2.1	2,3	B,C
<b>ATTITUDE</b>			
dress and look physically appropriate as a medical doctor	3.3.1	2,3	B,C
work in cooperation with other doctors, assisting health personnel in the hospital within certain limits and ethical principles	2.5.2	2,3	B,C
display sufficient social skills when forming a patient-doctor relationship	1.2.2	2,3	B,C
adopt a symptom-focused approach in history taking	1.1.2	2,3	B,C
adopt an organ system focused approach in physical examination	1.1.6	2,3	B,C

<b>Essential Medical Procedures</b>		2,3	B,C
General and symptom-based history taking	1.1.4	2,3	B,C
Assessing mental status	1.1.6	2,3	B,C
Antropometric measurements	1.1.5	2,3	B,C
Head-Neck and ENT examination	1.1.5	2,3	B,C
Abdominal physical examination	1.1.5	2,3	B,C
Skin examination	1.1.5	2,3	B,C
General condition and vital signs assessment	1.1.5	2,3	B,C
Musculoskeletal system examination	1.1.5	2,3	B,C
Respiratory system examination	1.1.5	2,3	B,C
Cardiovascular system examination	1.1.5	2,3	B,C
Urologic examination	1.1.5	2,3	B,C
Preparing medical reports and notice	1.1.12	2,3	B,C
Preparing forensic report	2.1.1	2,3	B,C
Preparing epicrisis	2.2.2	2,3	B,C
Preparing patient file	1.1.12	2,3	B,C
Obtaining informed consent	2.2.2	2,3	B,C
Writing prescription	1.1.11	2,3	B,C
Preparing treatment refusal form	2.2.2	2,3	B,C
Reading and evaluating direct radiographs	1.1.8	2,3	B,C
Taking and evaluating ECG	1.1.8	2,3	B,C
Measuring blood glucose level with glucometry	1.1.8	2,3	B,C
Measuring and assessing of bleeding time	1.1.8	2,3	B,C
Filling laboratory request form	1.1.12	2,3	B,C
Preperation and evaluation of peripheral blood smear	1.1.8	2,3	B,C
Performing full urine analysis (including microscopic examination) and evaluation	1.1.8	2,3	B,C
Interpretation of screening and diagnostic examination results	1.1.1.	2,3	B,C
Rational drug use	1.1.9	2,3	B,C
Performing IM, IV, SC, ID injection	1.1.7	2,3	B,C
Urinary catheterization	1.1.7	2,3	B,C
Taking sample for culture	1.1.7	2,3	B,C
Nasogastric catheterization	1.1.7	2,3	B,C
Delivering oxygen and administering nebule-inhaler treatment	1.1.11	2,3	B,C
Performing gastric lavage	1.1.11	2,3	B,C

Enema administration	1.1.11	2,3	B,C
Evaluating pulmonary function tests	1.1.11	2,3	B,C
Establishing IV line	1.1.11	2,3	B,C
Measuring blood pressure	1.1.11	2,3	B,C
Performing paracentesis	1.1.11	2,3	B,C
Performing and assessing pulse oxymetry	1.1.11	2,3	B,C
Providing basic life support	1.1.11	2,3	B,C
Providing immunization services	1.1.11	2,3	B,C
Periodical examination, chek-up (Cardiac risc assessment, adolescence counseling, tobacco counselling, cancer screening etc.)	1.1.5	2,3	B,C
Using and evaluating peak-flow meter	1.1.8	2,3	B,C

<b>Teaching Methods:</b>	1: Lecture, 2: Question-Answer, 3: Discussion
<b>Assessment Methods:</b>	A: Testing B: Presentation C: Homework

<b>COURSE CONTENT</b>		
hours	Topics	Study Materials
1	Introductory Session (Introduction to Internal medicine)	Materials for the course provided by the the instructor
166	Clinical practice ( out patient )	Materials for the course provided by the the instructor
40	Clinical practice (In patient – visit )	Materials for the course provided by the the instructor
24	Intorn seminar	Materials for the course provided by the the instructor
6	Symptom based learning sesation	Materials for the course provided by the the instructor
2	Laboratory	Materials for the course provided by the the instructor
40	Hours for off-the-classroom study (Pre-study, practice, review/week)	Materials for the course provided by the the instructor
1	Program Değerlendirme Oturum	

<b>NCC 2014 – Essential Medical Procedures (National Core Curriculum)</b>	<b>Performance Level</b>
General and symptom-based history taking	4
Assessing mental status	4
Antropometric measurements	4
Head-Neck and ENT examination	4
Abdominal physical examination	4
Skin examination	3
General condition and vital signs assessment	4
Musculoskeletal system examination	4
Respiratory system examination	4
Cardiovascular system examination	4
Urologic examination	2
Preparing medical reports and notice	3
Preparing forensic report	4
Preparing epicrisis	4
Preparing patient file	4
Obtaining informed consent	3
Writing prescription	4
Preparing treatment refusal form	3
Reading and evaluating direct radiographs	3
Taking and evaluating ECG	4
Measuring blood glucose level with glucometry	4
Measuring and assessing of bleeding time	3
Filling laboratory request form	4
Preperation and evaluation of peripheral blood smear	4
Performing full urine analysis (including microscopic examination) and evaluation	3
Interpretation of screening and diagnostic examination results	3
Rational drug use	3
Performing IM, IV, SC, ID injection	4
Urinary catheterization	3
Taking sample for culture	4
Nasogastric catheterization	4
Delivering oxygen and administering nebule-inhaler treatment	4
Performing gastric lavage	3
Enema administration	3
Evaluating pulmonary function tests	3
Establishing IV line	4
Measuring blood pressure	4
Performing paracentesis	3
Perfoming and assessing pulse oxymetry	4

Providing basic life support	4
Providing immunization services	3
Periodical examination, chek-up (Cardiac risc assessment, adolescence counseling, tobacco counselling, cancer screening etc.)	3
Using and evaluating peak-flow meter	3

RECOMMENDED SOURCES		
1	Harrison’s Principles of Internal Medicine	
2	Semiyoloji	Nobell Kitabevi Prof Dr Yasar Kucukardali
3	www.uptodate.com	
4	www.accessmedicine.com	

**Assesment**

<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:	
1. Evaluation of Cognitive Competencies	
<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
<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).	Does not meet expectations ✘ Meets expectations ✘ Above expectations ✘ Well above expectations ✘
<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.	Does not meet expectations ✘ Meets expectations ✘ Above expectations ✘ Well above expectations ✘

<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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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																									
**Attendance	Absence ≤ 20% ✖	Absence > 20% ✖																								

Decision	Qualified *	Unqualified *
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Date:

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

Faculty Member  
Internship Training Supervisor  
Contact

Faculty Member  
Head of the Department

MATERIAL SHARING	
Documents	Photocopy shareable.
Assignments	
Exams	

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	

<b>PO.1.1.4.</b>	<b>takes</b> medical history from the applicant himself/herself or from the individual's companions.					X
<b>PO.1.1.5.</b>	<b>does</b> general and focused physical and mental examination.					X
<b>PO.1.1.6.</b>	<b>interprets</b> findings in medical history, physical and mental examination.					X
<b>PO.1.1.7.</b>	<b>employs</b> diagnostic procedures that are used frequently at the primary health care level.					X
<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.				X	
<b>PO.1.1.12.</b>	<b>keeps</b> medical records in health care provision and <b>uses</b> information systems to that aim.					X
	<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.				X	
<b>PO.1.2.4.</b>	<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>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.					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>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.					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>			
<b>Activities</b>	<b>Quantity/ day</b>	<b>Duration (Hour)</b>	<b>Total Workload (Hour)</b>
Course Duration (8 weeks)	40	6	240
Hours for off-the-classroom study (Pre-study, practice, review/week)	40	1	40
Home work	2	2	4
Examination			
<b>Total Work Load</b>			284
<b>Total Work Load / 30 (h)</b>			9,5
<b>ECTS Credit of the Course</b>			10