

COURSE INFORMATION					
Course Title	Code	Semester	Lecture+Practice+Labrotory Hour	Credits	ECTS
Transition to Clinical Settings (Clinical Clerkship)	MED412	Phase 4/7-8	24	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.
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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>	Clerkship coordinator: Meral Sönmezoğlu, MD, Prof. Clerkship co-coordinator: Serdar Özdemir, MD, PhD, MSc, Assist. Prof. Clerkship co-coordinator: Burçin Tuvana Us, MD, PhD, Lecturer
<b>The instructors</b>	Sina Ercan, MD, Prof. Ferdî Menda, MD, Prof. Meral Sönmezoğlu, MD, Prof. Sezgin Sarıkaya, MD, Prof. Hatice Türe MD, Prof. Tuğhan Utku, MD, Prof. Hakan Atalay MD, Assoc. Prof. Naz Berfu Aktaş MD, Assoc. Prof. Oğuzhan Zahmacioğlu, MD, Assoc. Prof. Serdar Özdemir, MD, PhD, Assist. Prof. Gözde Polat Dalan, PhD, Assist. Prof. Burçin Yorgancı Kale, MD, Assist. Prof. Gökhan Eren Clinical Pharmacology
<b>Assistants</b>	-
<b>Goals</b>	The aim of this course is for students to acquire theoretical knowledge about patient safety and maintaining quality standards, analyze the patient-physician relationship in the context of communication skills, acquire theoretical knowledge of the physician's leadership and managerial behavior, and to obtain basic information about guiding their professional careers before they start working as an intern in clinical settings.
<b>Content</b>	<b>For further details please see Academic Program Book of Phase V</b> at <a href="http://med.yeditepe.edu.tr/sites/default/files/phase_4_0.pdf">http://med.yeditepe.edu.tr/sites/default/files/phase_4_0.pdf</a>

<b>Learning Outcomes</b> <i>At the end of this clerkship, the student should be able to:</i>	<b>Program Learning Outcomes</b>	<b>Teaching Methods</b>	<b>Assessment Methods</b>
1. <b>to explain</b> maintaining patient safety and quality standards	<b>1.1.8.</b>	1,2	A, B
2. <b>to analyze</b> the patient-physician relationship in the context of communication skills	<b>2.5.1. 2.5.2. 2.5.3.</b>	1,2,3,4,5,6	A, B
3. <b>to explain</b> the leadership and managerial behavior of the physician	<b>2.3.1. 2.3.3.</b>	1,2,3,4	A, B
4. <b>to explain</b> the basic information about the direction of the physician's career.	<b>3.2.1. 3.2.2.</b>	1,2	A, B

<b>Teaching Methods:</b>	1: Lecture, 2: Question and Answer, 3: Discussion, 4: Case Study, 5: Small Group Study, 6: Video Screening, 7: Panel
<b>Assessment Methods:</b>	A: Daily Student's Tasks B: Project

<b>COURSE CONTENT</b>		
<b>Week</b>	<b>Topics</b>	<b>Study Materials</b>
1	<b>Introductory Session</b> (Introduction to Forensic Medicine)	Materials for the course provided by the the instructor
1	International Patient Safety Goals	Materials for the course provided by the instructor
1	Infection Control Practices	Materials for the course provided by the instructor
1	Safe Drug Practices	Materials for the course provided by the instructor
1	Emergency Management	Materials for the course provided by the instructor
1	Login to Contact	Materials for the course provided by the instructor
1	Grouping of Communication	Materials for the course provided by the instructor
1	Discussion: "As a communicator, I..."	Materials for the course provided by the instructor
1	Main Factors Affecting Interpersonal Communication	Materials for the course provided by the instructor
1	Effective communication	Materials for the course provided by the instructor
1	In-class practice to develop active listening skills	Materials for the course provided by the instructor

1	Coping with difficult situation and patients	Materials for the course provided by the instructor
1	Don't give bad news	Materials for the course provided by the instructor
1	Movie screening	Materials for the course provided by the instructor
1	Structural and Topographic Psychodynamic Theory; parent-adult and child communication	Materials for the course provided by the instructor
1	Small Group Studies: Structural and Topographic Psychodynamic Theory; parent-adult and child communication	Materials for the course provided by the instructor
1	Process and Content, Transference/Countertransference, Empathy, Social Mind	Materials for the course provided by the instructor
1	Leadership and Management	Materials for the course provided by the instructor
1	Large Group Discussion: Leadership and Management	Materials for the course provided by the instructor
1	Self-Knowledge, Personal Image and Goal Setting	Materials for the course provided by the instructor
1	Time management and Motivation	Materials for the course provided by the instructor
1	Benefiting from overseas opportunities	Materials for the course provided by the instructor
1	Career planning and professional orientation, preparation for professional life	Materials for the course provided by the instructor
1	<b>Program Evaluation Session</b> Review of the Exam Questions, Evaluation of the Program	Materials for the course provided by the instructor

RECOMMENDED SOURCES	
<b>Textbook</b>	<p>Beisecker, Analee E., (1990), "Patient Power in Doctor-Patient Communication: What Do We Know", Health Communication, 2(2), p.105-122.</p> <p>Bıçakçı, İ. (2002). İletişim ve Halkla İlişkiler, 5. Baskı, Media Cat, İstanbul</p> <p>Bucka-Lassen, E. (2010). Hekim ve Hasta için Zor Görüşme, Deomed, İstanbul.</p> <p>Çankaya, Z.C. (2011). Kişilerarası İletişimde Dinleme Becerisi, Nobel , İstanbul.</p> <p>Ertürk, Y.D. (2010) Halkla İlişkilerin İletişim Öznesi: Empati, Derin yayınları, İstanbul.</p> <p>Gordon, T. &amp; Edwards, W.S. (2014). Hasta ve Doktor İletişimi, Profil Yayınları, İletişim.</p> <p>Groopman, Jerome, (2007), Doktorlar Nasıl Düşünür?, Mikado Yayınları, 2.baskı, İstanbul.</p> <p>Okay A. (2012). Sağlık İletişimi , 2. Basım, Der'in Yayınları, İstanbul,.)</p>
<b>Additional Resources</b>	Lecture notes

ASSESSMENT		
Assessment Methods and Tools	Proportion (in Pass/Fail Decision)	Other Assessment Methods and Tools
Evaluation of Student's Learning Projects (With Checklist)	90 %	
Evaluation of Student's Daily Learning Tasks (With Checklist)	10 %	
<b>Total</b>	100 %	<b>Total</b>

MATERIAL SHARING	
<b>Documents</b>	Google Classroom
<b>Assignments</b>	Google Classroom
<b>COURSE CATEGORY</b>	Expertise/Field Courses

COURSES CONTRIBUTION TO PROGRAM					
COMPETENCE AREA-1 / Professional Practices	Contribution				
COMPETENCE 1.1. Health Service Provider	1	2	3	4	5
<b>Competency 1.1.1.</b> Integrates knowledge, skills, and attitudes acquired from basic and clinical medical sciences, behavioral sciences, and social sciences to provide health services.					
<b>Competency 1.1.2.</b> Demonstrates a biopsychosocial approach that considers the individual's sociodemographic and sociocultural background without discrimination based on language, religion, race, or gender in patient management.					
<b>Competency 1.1.3.</b> Prioritizes the protection and improvement of individuals' and community's health in the delivery of healthcare services.					
<b>Competency 1.1.4.</b> Performs the necessary actions in the direction of maintaining and improving the state of health as considering the individual, social, social and environmental factors affecting health.					
<b>Competency 1.1.5.</b> Provides health education to healthy/ill individuals and their families, as well as to other healthcare professionals, by recognizing the characteristics, needs, and expectations of the target audience.					
<b>Competency 1.1.6.</b> Demonstrates a safe, rational, and effective approach in the processes of protection, diagnosis, treatment, follow-up, and rehabilitation in health service delivery.					
<b>Competency 1.1.7.</b> Performs interventional and/or non-interventional procedures safely and effectively for the patient in the processes of diagnosis, treatment, follow-up, and rehabilitation.					
<b>Competency 1.1.8.</b> Provides healthcare services considering patient and employee health and safety.					x
<b>Competency 1.1.9.</b> Considers changes related to the physical and socio-economic environment at both regional and global scales that affect health,					

as well as changes in the individual characteristics and behaviors of those who seek healthcare services.					
<b>COMPETENCE AREA-2 / Professional Values and Approaches</b>	<b>Contribution</b>				
<b>COMPETENCE 2.1. Adopting Professional Ethics and Principles</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Competency 2.1.1.</b> Considers good medical practices while performing the profession.					
<b>Competency 2.1.2.</b> Fulfills duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession.					
<b>Competency 2.1.3.</b> Demonstrates determined behavior in providing high-quality healthcare while considering the patient's integrity.					
<b>Competency 2.1.4.</b> Evaluates own performance in professional practices by considering own emotions and cognitive characteristics.					
<b>COMPETENCE 2.2. Health Advocate</b>					
<b>Competency 2.2.1.</b> Advocates for the improvement of healthcare service delivery by considering the concepts of social accountability and social responsibility in the protection and enhancement of community health.					
<b>Competency 2.2.2.</b> Plans and implements service delivery, education, and counseling processes related to individual and community health, in collaboration with all stakeholders, for the protection and improvement of health.					
<b>Competency 2.2.3.</b> Evaluates the impact of health policies and practices on individual and community health indicators and advocates for the improvement of healthcare quality.					
<b>Competency 2.2.4.</b> Gives importance to protecting and improving own physical, mental, and social health and takes necessary actions for it.					
<b>COMPETENCE 2.3. Leader-Manager</b>					
<b>Competency 2.3.1.</b> Demonstrates exemplary behavior and leadership within the healthcare team during service delivery.				x	
<b>Competency 2.3.2.</b> Utilizes resources in a cost-effective, socially beneficial, and compliant manner with regulations in the planning, implementation, and evaluation processes of healthcare services as the manager in the healthcare institution.				x	
<b>COMPETENCE 2.4. Team Member</b>					
<b>Competency 2.4.1.</b> Communicates effectively within the healthcare team and takes on different team roles as necessary.					
<b>Competency 2.4.2.</b> Displays appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team.					
<b>Competency 2.4.3.</b> Works collaboratively and effectively with colleagues and other professional groups in professional practice.					
<b>COMPETENCE 2.5. Communicator</b>					
<b>Competency 2.5.1.</b> Communicates effectively with patients, their families, healthcare professionals, and other occupational groups, institutions and organizations.					x
<b>Competency 2.5.2.</b> Communicates effectively with individuals and groups who require a special approach and have different sociocultural characteristics.					x
<b>Competency 2.5.3.</b> Demonstrates a patient-centered approach that involves the patient in decision-making mechanisms during the diagnosis, treatment, follow-up, and rehabilitation processes.					x
<b>COMPETENCE AREA-3 / Professional and Personal Development</b>	<b>Contribution</b>				
<b>COMPETENCE 3.1. Scientific and Analytical Approach</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Competency 3.1.1.</b> Plans and implements scientific research, as necessary, for the population it serves, and utilizes the results obtained, as well as those from other research, for the benefit of the community.					

<b>Competency 3.1.2.</b> Accesses and critically evaluates current literature related to their profession.					
<b>Competency 3.1.3.</b> Applies evidence-based medicine principles in the clinical decision-making process.					
<b>Competency 3.1.4.</b> Uses information technologies to enhance the effectiveness of healthcare, research, and education activities.					
<b>COMPETENCE 3.2. Lifelong Learner</b>					
<b>Competency 3.2.1.</b> Manages effectively individual study processes and career development.					<b>x</b>
<b>Competency 3.2.2.</b> Demonstrates skills in acquiring, evaluating, integrating new information with existing knowledge, applying to professional situations, and adapting to changing conditions throughout professional career.					<b>x</b>
<b>Competency 3.2.3.</b> Selects the right learning resources to improve the quality of health care and organizes the learning process.					

<b>ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION</b>			
Activities	Quantity/ day	Duration (Hour)	Total Workload (Hour)
Course Duration (3 days)	3	8	24
Hours for off-the-classroom study (Pre-study, practice, review/week)	3	1	3
Homework	20	1	20
Exam	-	-	-
<b>Total Work Load</b>			47
<b>Total Work Load / 30 (h)</b>			1.56
<b>ECTS Credit of the Course</b>			2