

COURSE INFORMATION					
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

<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 Coordinators</b>	Sezgin Sarıkaya, MD. Prof.
<b>Instructors</b>	Sezgin Sarıkaya, MD. 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 Özkan Erarslan, MD, Emergency Med. Specialist Dijan Tav Şimşek, MD, Emergency Med. Specialist Alev Eceviz, MD, Emergency Med. Specialist
<b>Assistants</b>	
<b>Goals</b>	<p><b>The aims of this course are:</b></p> <ul style="list-style-type: none"> <li>● <b>convey</b> necessary knowledge to perform basic and advanced life support applications including special circumstances</li> <li>● <b>convey</b> the first and second look requirements in polytrauma patient and apply advanced trauma life support</li> <li>● <b>equip</b> students with knowledge, skills and attitudes required to perform basic and advanced airway management techniques</li> <li>● <b>convey</b> the basic principles of mortal illnesses like acute coronary syndromes, pulmonary emboli, aortic dissection, aortic aneurism, tension pneumothorax and their treatment modalities</li> <li>● <b>convey</b> the knowledge about the type of shocks, do the differentials and know enough knowledge for treatment.</li> <li>● <b>Convey the</b> basic principles of disaster management.</li> <li>● To differentiate toxidromes and have enough ability to manage a intoxicated patient.</li> </ul>

<b>Content</b>	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 managment, shock management, interpretation of EKG

<b>Learning Outcomes</b> <i>At the end of this clerkship, the student should be able to:</i>	<b>Program Outcomes</b>	<b>Teaching Methods</b>	<b>Assessment Methods</b>
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>● Synthesize chief complaint, history, physical examination, and available medical information to develop a differential diagnosis</li> <li>● Based on all of the available data, narrow and prioritize the list of weighted differential diagnoses to determine appropriate management</li> <li>● Demonstrate clear and concise documentation that describes medical decision- making, ED course, and supports the development of the clinical impression and management plan</li> <li>● Use diagnostic testing based on the pre-test probability of disease and the likelihood of test results altering management.</li> </ul>	1.1.1, 1.1.2, 1.1.9, 2.1.1, 2.1.2, 2.3.2, 2.5.1, 2.5.3, 3.1.2, 3.1.3, 3.1.4,	1, 2, 4	A, C
<b>SKILLS</b> <ul style="list-style-type: none"> <li>● Perform basic and advanced airway procedures, basic life support</li> <li>● Perform advanced cardiac and trauma life support for adults and children</li> <li>● Manage with a polytrauma patient</li> <li>● Differentiate the reasons of chest pain and treat acute coronary syndromes</li> <li>● Explain the types of shock, manage with a shock patient, define the differentials, select the proper treatment</li> <li>● Define the rythm on ECG, approach to a patint with tachycardia/bradycardia</li> <li>● Explain the toxidromes and approach to an intoxicated patient</li> </ul>	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 2.3.2,	1, 2, 4	A, C

<ul style="list-style-type: none"> <li>● Explain the basic principles of disaster management</li> <li>● Arrange necessary consultation with physicians and other professionals when needed</li> </ul>			
<p><b>ATTITUDE</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Establish rapport with and demonstrate empathy toward patients and their families</li> <li>● Recognize and resolve interpersonal conflict in the emergency department including conflicts with patients and family</li> <li>● Communicate information to patients and families using verbal, nonverbal, written, and technological skills, and confirm understanding</li> <li>● Communicate risks, benefits, and alternatives to therapeutic interventions to patients and/or appropriate surrogates, and obtain consent when indicated</li> </ul>	2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.5.2, 2.5.3	1, 2, 4	C, D, E

<b>Teaching/Learning Methods:</b>	<ul style="list-style-type: none"> <li>● <b>CONTACT HOURS (CH)</b></li> <li>1. Theoretical-Class/Auditorium/Conference Hall/Multimedia <ul style="list-style-type: none"> <li>1.1. Lecture/Tutorial</li> <li>1.2. Case report</li> <li>1.3. Case presentation</li> <li>1.4. Research seminar</li> <li>1.5. Seminar</li> <li>1.6. Student seminar/Journal club</li> <li>1.7. Invited speaker</li> <li>1.8. Hospital conference</li> <li>1.9. Online/Distance or e-learning (paper based or ICT based)</li> <li>1.10. Other:</li> </ul> </li> <li>2. Theoretical-Group Activity/Interactive <ul style="list-style-type: none"> <li>2.1. Case discussion</li> <li>2.2. Discussion class</li> <li>2.3. Small group study session/Problem solving session/Brainstorm session</li> <li>2.4. Exercise class</li> <li>2.5. Oral presentation and criticism</li> </ul> </li> </ul>
-----------------------------------	---

- |  |   |
|--|---|
|  | 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:  |
|  | ● <b>INDEPENDENT STUDY HOURS (ISH)</b>  |
|  | 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   |
|  | 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) 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) 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) 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) 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.)
<b>Assessment Methods:</b>	A. Knowledge Assessment a. Written Exam (MCQ) (F, S) b. Objectively Structured Oral Examination (S) c. Oral Examination (F) d. Other: Student Presentations. B. Skills Assessment

	<ul style="list-style-type: none"> <li>a. Practical Examination (F)</li> <li>b. Objectively Structured Practical Examination (S)</li> <li>c. Mini Clinical Examination (S)</li> <li>d. Other:</li> <li>C. Attitude Assessment</li> <li>a. Mini Clinical Examination (S)</li> <li>b. Questionnaire (self-assessment) (F)</li> <li>c. Paper case (S)</li> <li>d. Observation of behaviour (360°) (F, S)</li> <li>e. Other:</li> <li>D. Competency Assessment</li> <li>a. Mini Clinical Examination (S)</li> <li>b. Clerkship/Internship Guide/Checklist Assessment (F, S)</li> <li>c. Professional Portfolio Assessment (F)</li> <li>d. Presentation Performance Assessment (F)</li> <li>e. Seminar Performance Assessment (F)</li> <li>f. Project Writing Assessment (S)</li> <li>g. Other:</li> <li>E. Proficiency Assessment</li> <li>a. Mini Clinical Examination (S)</li> <li>b. Clerkship/Internship Guide/Checklist Assessment (F, S)</li> <li>c. Professional Portfolio Assessment (F)</li> <li>d. Presentation Performance Assessment (F)</li> <li>e. Seminar Performance Assessment (F)</li> <li>f. Other:</li> </ul>
	*F: Formative, S: Summative

COURSE CONTENT		
For Detailed information:		
Week	Topics	Study Materials
1	<b>Lecture</b> Triage and General Approach to Critical Patient	Textbook, Lecture Notes, Guidelines, Case Files
1	<b>Lecture</b> Approach to Chest Pain	Textbook, Lecture Notes, Guidelines, Case Files
1	<b>Lecture</b> Management of ACS	Textbook, Lecture

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

		Guidelines, Case Files
1	<b>Lecture</b> 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

<b>NCC 2014 – Essential Medical Procedures (National Core Curriculum)</b>	<b>Performance Level</b>
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	
<b>Textbooks</b>	<ul style="list-style-type: none"> <li>Rosen's Emergency Medicine Concepts and Clinical Practice 9th Edition</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li><a href="http://www.uptodate.com">www.uptodate.com</a></li> <li><a href="http://www.clinicalkey.com">www.clinicalkey.com</a></li> </ul>

## ASSESSMENT

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

## MATERIAL SHARING

<b>Documents</b>	Shared
<b>Assignments</b>	Shared
<b>Exams</b>	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						
	COMPETENCE AREA-1 / Professional Practices	Contribution				
	COMPETENCE 1.1. Health Service Provider	1	2	3	4	5
Competency.1.1.1.	<i>Integrates</i> knowledge, skills, and attitudes acquired from basic and clinical medical sciences, behavioral sciences, and social sciences to provide health services.					X
Competency.1.1.2.	<i>Demonstrates</i> a biopsychosocial approach that considers the individual's sociodemographic and sociocultural background without discrimination based on language, religion, race, or gender in patient management.					X
Competency.1.1.3.	<i>Prioritizes</i> the protection and improvement of individuals' and community's health in the delivery of healthcare services..					X
Competency.1.1.4.	<i>Performs</i> 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.					X
Competency.1.1.5.	<i>Provides</i> 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.				X	
Competency.1.1.6.	<i>Demonstrates</i> a safe, rational, and effective approach in the processes of protection, diagnosis, treatment, follow-up, and rehabilitation in health service delivery.					X
Competency.1.1.7.	<i>Performs</i> interventional and/or noninterventional procedures safely and effectively for the patient in the processes of diagnosis, treatment, follow up, and rehabilitation.					X
Competency.1.1.8.	<i>Provides</i> healthcare services considering patient and employee health and safety.					X
Competency.1.1.9.	<i>Considers</i> 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.					X
	COMPETENCE AREA-2 / Professional Values and Approaches					
	COMPETENCE 2.1. Adopting Professional Ethics and Principles					
Competency.2.1.1.	<i>Considers</i> good medical practices while performing the profession					X
Competency.2.1.2.	<i>Fulfills</i> duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession.					X
Competency.2.1.3.	<i>Demonstrates</i> determined behavior in providing high-quality healthcare while considering the patient's integrity.					
Competency.2.1.4.	<i>Evaluates</i> own performance in professional practices by considering own emotions and cognitive characteristics.					
	COMPETENCE 2.2. Health Advocate					

<b>Competency.2.2.1.</b>	<b>Advocates</b> 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.			X		
<b>Competency.2.2.2.</b>	<b>Plans and implements</b> service delivery, education, and counseling processes related to individual and community health, in collaboration with all stakeholders, for the protection and improvement of health.					X
<b>Competency 2.2.3.</b>	<b>Evaluates</b> the impact of health policies and practices on individual and community health indicators and advocates for the improvement of healthcare quality.				X	
<b>Competency 2.2.4.</b>	<b>Gives importance</b> to protecting and improving own physical, mental, and social health and takes necessary actions for it.				X	
	<b>COMPETENCE 2.3. Leader-Manager</b>					
<b>Competency.2.3.1.</b>	<b>Demonstrates</b> exemplary behavior and leadership within the healthcare team during service delivery.					X
<b>Competency.2.3.2.</b>	<b>Utilizes</b> 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>	<b>Communicates</b> effectively within the healthcare team and takes on different team roles as necessary..					X
<b>Competency.2.4.2.</b>	<b>Displays</b> appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team.					X
<b>Competency.2.4.3.</b>	<b>Works</b> collaboratively and effectively with colleagues and other professional groups in professional practice.					X
	<b>COMPETENCY 2.5. Communicator</b>					
<b>Competency.2.5.1.</b>	<b>Communicates</b> effectively with patients, their families, healthcare professionals, and other occupational groups, institutions and organizations.					X
<b>Competency.2.5.2.</b>	<b>Communicates</b> effectively with individuals and groups who require a special approach and have different sociocultural characteristics.					X
<b>Competency.2.5.3.</b>	<b>Demonstrates</b> 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>COMPETENCE 3.1. Scientific and Analytical Approach</b>					
<b>Competency 3.1.1.</b>	<b>Plans and implements</b> 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>	<b><i>Accesses and critically evaluates</i></b> current literature related to their profession.			X		
<b>Competency 3.1.3.</b>	<b><i>Applies</i></b> evidence-based medicine principles in the clinical decision-making process..					X
<b>Competency 3.1.4.</b>	<b><i>Uses</i></b> information technologies to enhance the effectiveness of healthcare, research, and education activities.					X
<b>COMPETENCE 3.2. Lifelong Learner</b>						
<b>Competency 3.2.1.</b>	<b><i>Manages</i></b> effectively individual study processes and career development					
<b>Competency 3.2.2.</b>	<b><i>Demonstrates</i></b> skills in acquiring, evaluating, integrating new information with existing knowledge, applying to professional situations, and adapting to changing conditions throughout professional career.					
<b>Competency 3.2.3.</b>	<b><i>Selects</i></b> 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 (2 weeks)	8	9	72
Hours for off-the-classroom study (Pre-study, practice, review/week)	-	-	-
Homework	-	-	-
Exam	1	1	1
<b>Total Work Load</b>			73
<b>Total Work Load / 30 (h)</b>			2.43
<b>ECTS Credit of the Course</b>			2