

| COURSE INFORMATION   |         |                       |                                     |         |      |
|--|---------|-----------------------|-------------------------------------|---------|------|
| Course Title   | Code    | Semester              | Lecture+Practice<br>+Labrotory Hour | Credits | ECTS |
| Child Health<br>and<br>Pediatrics<br>(Clinical<br>Internships) | MED 601 | Phase 6<br>/<br>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. |
|----------------------|--|

|                                |   |
|--------------------------------|---|
| <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>      | Filiz Bakar, MD. Prof.<br>Elif Sağsak, MD. Assoc. Prof.   |
| <b>The instructors</b>         | Hülya Ercan Sarıçoban, MD, Prof.<br>Filiz Bakar, MD, Prof.<br>Ruhan Düşünsel, MD, Prof.<br>Haluk Topaloğlu, MD, Prof.<br>Nevin Yalman, MD, Prof.<br>Sabri Kemahlı, MD, Prof.<br>Ayça Vitrinel, MD, Prof.<br>Reha Cengizlier , MD, Prof.<br>Mustafa Berber, MD. Assist. Prof.<br>Elif Sağsak, MD, Assoc.. Prof.<br>Emine Manolya Kara, MD, Assoc.. Prof.<br>Seyhan Perihan Saf, MD, Assist. Prof.<br>Çiğdem Yanar Ayanoğlu, MD, Lecturer<br>Çetin Timur, MD, Assist. Prof.<br>Asım Yörük, MD, Lecturer<br>Tülin Şimşek MD, Lecturer<br>Burçin Yorgancı Kale, MD, Assist. Prof<br>Coşkun Saf, MD, Assist. Prof.<br>Erdem Toprak, MD, Lecturer<br>Burak Ütük, MD, Lecturer<br>Büşra Çağlar, MD, Lecturer<br>İsmet Düşmez, MD, Lecturer<br>Ezgi Gökçe Özarslan, MD, Lecturer<br>İlksen Yalçınoğlu, MD, Lecturer |
| <b>Assistants</b>              | Kübra Dilek<br>Dila Gül Dünder<br>Nazlı Kocaoğlu<br>Niran Tekkeli   |
|                                |   |

**Goals**

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..

| <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  | 1,1,1<br>2,5,3<br>1,1,6<br>1,1,7  | 2,3                     | B,C                       |
| treat the diseases that are commonly seen among children in primary health care                           | 2,1,1<br>2,1,2<br>2,3,2           | 2,3                     | B,C                       |
| refer the patients whose diagnosis, treatment and follow-up cannot be managed by primary health care      | 1,1,4<br>2,3,2<br>2,4,3           | 2,3                     | B,C                       |
| ask for consultation from other medical specialties   | 2,5,1                             | 2,3                     | B,C                       |
| manage well child follow-up and vaccination   | 1,1,3<br>1,1,8                    | 2,3                     | B,C                       |
| counsel preventive health care issues   | 1,1,5<br>2,2,1<br>2,2,2<br>2,2,4  | 2,3                     | B,C                       |
| keep up-to-date about the improvements in the field of Pediatrics   | 3,1,2<br>3,1,4                    | 2,3                     | B,C                       |
| work in accordance with the law and ethics  | 2,1,2                             | 2,3                     | B,C                       |
| communicate effectively with patients, patients relatives, colleagues and other healthcare personnel      | 2,5,1<br>2,5,2                    | 2,3                     | B,C                       |
| manage pediatric emergency cases  | 1,1,1                             | 2,3                     | B,C                       |
| take history from healthy and sick children   | 1,1,2<br>1,1,6                    | 2,3                     | B,C                       |
| perform physical examination  | 1,1,1<br>2,1,3                    | 2,3                     | B,C                       |
| make tests when necessary   | 1,1,1<br>1,1,6                    | 2,3                     | B,C                       |
| evaluate the results of laboratory and imaging tests make differential diagnosis and therapeutic approach | 1,1,1<br>1,1,6<br>1,1,7           | 2,3                     | B,C                       |
| follow-up growth and development in all age groups of pediatric patients                                  | 1,1,3<br>1,1,4<br>1,1,8           | 2,3                     | B,C                       |
| perform anthropometric measures   | 1,1,6<br>1,1,9                    | 2,3                     | B,C                       |
| evaluate the results of the measurements comparing with the percentiles on growth charts                  | 1,1,1                             | 2,3                     | B,C                       |
| counsel the family about nutrition and vaccination  | 1,1,5                             | 2,3                     | B,C                       |
| follow-up patients with chronic diseases  | 1,1,1<br>2,1,1                    | 2,3                     | B,C                       |
| guide the patients with chronic diseases  | 1,1,5<br>1,1,6                    | 2,3                     | B,C                       |
| perform resuscitation of newborn, infant and children   | 1,1,1                             | 2,3                     | B,C                       |

|   |                         |     |     |
|---|-------------------------|-----|-----|
| keep records in regard to primary care according the official and legal requirements  | 1,1,4<br>1,1,8          | 2,3 | B,C |
| use the data processing system in the patient records   | 3,1,4                   | 2,3 | B,C |
| follow up-to-date knowledge on Pediatrics   | 3,1,2<br>3,1,3<br>3,2,3 | 2,3 | B,C |
| search the literature   | 3,1,2                   | 2,3 | B,C |
| use at least one foreign language to communicate with both the child and families that do not speak Turkish                       | 2,5,1<br>2,5,2          | 2,3 | B,C |
| know at least one foreign language to follow medical literature   | 3,2,1<br>3,2,2          | 2,3 | B,C |
| make presentations to his/her colleagues about the patients he/she has followed   | 2,4,1<br>2,4,2          | 2,3 | B,C |
| contribute scientific studies on medical literature   | 3,1,1                   | 2,3 | B,C |
| refer the patients that cannot be managed in a primary healthcare unit to an upper healthcare center                              | 1,1,4<br>2,3,2<br>2,4,3 | 2,3 | B,C |
| communicate with the patients' parents during examination, laboratory testing, consultation and treatment steps of the sick child | 2,5,1<br>2,5,2          | 2,3 | B,C |
| take informed consent from patients' parents and/or the patient   | 1,1,6<br>2,1,2          | 2,3 | B,C |
| communicate with his/her colleagues, patients and patients' parents   | 2,5,1<br>2,5,2          | 2,3 | B,C |
| counsel about all the preventive health services about children vaccination and nutrition being the utmost importance among them  | 2,2,2<br>2,2,3          | 2,3 | B,C |
| be conscious about importance of multidisciplinary working  | 2,4,3<br>2,1,4          | 2,3 | B,C |
| price the ethical and legal principles  | 2,1,2                   | 2,3 | B,C |

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

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

| COURSE CONTENT |   |   |
|----------------|---|---|
| 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  |   |

#### RECOMMENDED RESOURCES

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

### YEDİTEPE UNIVERSITY FACULTY OF MEDICINE INTERN PHYSICIAN EVALUATION FORM

*This form includes evaluation components for intern physicians and is the basis of the passing grade for internship.*

|   |   |
|---|---|
| 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><br><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> |   |
|   | <b>*Competency Level</b>  |
| <b>1.1. Clinical reasoning and decision making</b><br>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 <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/> |

|   |  |
|---|--|
| <b>1.2. Professional knowledge</b><br>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 <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/>                              |
| <b>1.3. Literature review and seminar presentation</b><br>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.   | Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/>                              |
| Explanations, opinions and recommendations based on the observations of the Faculty Member / Internship Training Supervisor / Head of the Department  |  |
| <b>2. Evaluation of Competencies for Basic Medical Practice</b><br><i>* The level of competency should be determined based on <b>basic medical practice</b> (Title 2 on the <b>Intern Logbook</b>) and the observations of the Faculty Member / Internship Training Supervisor / Head of Department for the intern.</i>     |  |
| Basic medicine practices based on <b>Intern Logbook</b>   | <b>* Competency Level</b><br>Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/> |
| Explanations, opinions and recommendations based on the observations of the Faculty Member / Internship Training Supervisor / Head of the Department  |  |
| <b>3. Evaluation of Professional Competencies for Medicine</b>  |  |
| <b>3.1. Communicating with patients and relatives</b>   | <b>* Competency Level</b><br>Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/> |
| <b>3.2. Compliance in hospital rules (i.e. standard operating procedures, SOPs)</b>   | Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/>                              |
| <b>3.3. Working in a team and collaborating and communicating with team members</b>   | Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/>                              |
| <b>3.4. Performing given tasks</b>  | Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/>                              |
| <b>3.5. Diligence on attendance and participation in scientific activities</b>  | Does not meet expectations <input type="checkbox"/><br>Meets expectations <input type="checkbox"/><br>Above expectations <input type="checkbox"/><br>Well above expectations <input type="checkbox"/>                              |

| 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)<br>(For each section below, the score below 70 obtained by the Intern is a reason for inadequacy.) | 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.</p> <p>**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: .....</p> <p>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>90 – 100</td> <td>AA</td> <td>4.0</td> </tr> <tr> <td>80 – 89</td> <td>BA</td> <td>3.5</td> </tr> <tr> <td>70 – 79</td> <td>BB</td> <td>3.0</td> </tr> <tr> <td>65 – 69</td> <td>CB</td> <td>2.5</td> </tr> <tr> <td>60 – 64</td> <td>CC</td> <td>2.0</td> </tr> <tr> <td>0 – 59</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 | 90 – 100 | AA | 4.0 | 80 – 89 | BA | 3.5 | 70 – 79 | BB | 3.0 | 65 – 69 | CB | 2.5 | 60 – 64 | CC | 2.0 | 0 – 59 | FF |  | Absent | FA |  |
| Score Range  | Letter Grade  | Credit Rating                  |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| 90 – 100   | AA  | 4.0                            |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| 80 – 89  | BA  | 3.5                            |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| 70 – 79  | BB  | 3.0                            |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| 65 – 69  | CB  | 2.5                            |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| 60 – 64  | CC  | 2.0                            |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| 0 – 59   | FF  |                                |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| Absent   | FA  |                                |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| ** Attendance  | Absence $\leq$ 20%  | Absence > 20%                  |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
|  | <input type="checkbox"/>  | <input type="checkbox"/>       |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
| Decision   | Qualified   | Unqualified                    |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |
|  | <input type="checkbox"/>  | <input type="checkbox"/>       |             |              |               |          |    |     |         |    |     |         |    |     |         |    |     |         |    |     |        |    |  |        |    |  |

Date:

Internship Commission:

Faculty Member

Internship Training Supervisor

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 |
|-----------------|-------------------------|

| 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.   |              |   |   |   | X |
| <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.                          |              |   |   |   | X |
| <b>Competency 1.1.3.</b> Prioritizes the protection and improvement of individuals' and community's health in the delivery of healthcare services.   |              |   |   |   | X |
| <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.  |              |   |   |   | X |
| <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.                                |              |   |   | X |   |
| <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.   |              |   |   |   | X |
| <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.  |              |   |   | X |   |
| <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. |              |   |   | X |   |
| COMPETENCE AREA-2 / Professional Values and Approaches   | Contribution |   |   |   |   |
| COMPETENCE 2.1. Adopting Professional Ethics and Principles  | 1            | 2 | 3 | 4 | 5 |
| <b>Competency 2.1.1.</b> Considers good medical practices while performing the profession.   |              |   |   |   | X |
| <b>Competency 2.1.2.</b> Fulfills duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession.  |              |   |   |   | X |
| <b>Competency 2.1.3.</b> Demonstrates determined behavior in providing high-quality healthcare while considering the patient's integrity.  |              |   |   | X |   |
| <b>Competency 2.1.4.</b> Evaluates own performance in professional practices by considering own emotions and cognitive characteristics.  |              |   |   | X |   |
| COMPETENCE 2.2. Health Advocate  |              |   |   |   |   |
| <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.  |              |   |   | X |   |
| <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.                              |              |   |   |   | X |
| <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.  |              |   |   | X |   |
| <b>Competency 2.2.4.</b> Gives importance to protecting and improving own physical, mental, and social health and takes necessary actions for it.  |              |   |   |   | X |
| COMPETENCE 2.3. Leader-Manager   |              |   |   |   |   |
| <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>X</b> |
| <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>X</b> |
| <b>Competency 2.4.3.</b> Works collaboratively and effectively with colleagues and other professional groups in professional practice.   |                     |          |          |          | <b>X</b> |
| <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.  |                     |          |          |          | <b>X</b> |
| <b>Competency 2.5.2.</b> Communicates effectively with individuals and groups who require a special approach and have different sociocultural characteristics.   |                     |          |          | <b>X</b> |          |
| <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.                                  |                     |          |          |          | <b>X</b> |
| <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>X</b> |          |
| <b>Competency 3.1.2.</b> Accesses and critically evaluates current literature related to their profession.   |                     |          |          |          | <b>X</b> |
| <b>Competency 3.1.3.</b> Applies evidence-based medicine principles in the clinical decision-making process.   |                     |          |          |          | <b>X</b> |
| <b>Competency 3.1.4.</b> Uses information technologies to enhance the effectiveness of healthcare, research, and education activities.   |                     |          |          |          | <b>X</b> |
| <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>X</b> |

| <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  |