

COURSE INFORMATION					
Course Title	Code	Semester	Lecture+Practice+Labrotory Hour	Credits	ECTS
General Surgery/Emergency Medicine (Clinical Internship)	MED 602	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

Prerequisites	The student that joins this course, should completed Phase 1, 2, 3, 4 and 5 courses of medical faculty.
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Language of Instruction	English
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Course Level	Second Cycle including First Cycle Degree (One Tier Programme)
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Course Type	Compulsory
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Course Coordinator	Erhan Ayşan, MD. Prof.
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The instructors	<p>Head of the Department of General Surgery: Özcan Gökçe, MD. Prof Neşet Köksal MD. Prof. Erhan Ayşan MD. Prof. Kinyas Kartal MD. Assoc.Prof. Veysel Umman MD. Assoc. Prof. Ali Ediz Kıvanç MD. Alper Kurt MD. Assoc. Prof. İnan Yılmaz MD.</p> <p>Head of the Department of Emergency Medicine: Sezgin Sarıkaya, MD. Prof. Feridun Çelikmen, MD. Assist. Prof. Mustafa Yazıcıoğlu, MD. Assist. Prof. Emin Gökhan Gencer, MD. Assist. Prof. Cem Şimşek, MD. Assist. Prof. Hande Candemir, MD. Assist.Prof. Erman Uygun, MD. Özkan Arslan, MD. Alev Eceviz, MD. Dijan Tav Şimşek, MD.</p>
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Assistants	-
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Goals	The purpose of the General Surgery internship is to train physicians who can manage the surgical digestive system, endocrine system, breast and emergency diseases, wound care and organ transplantation cases in primary health care institutions, consult the patient with other branches, organize treatment and/or follow-up, provide appropriate transport conditions and refer to health institutions when necessary.
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The aim of the phase 6 Emergency Medicine Program is to graduate medical doctors who are able to recognize and manage emergency situation; practice their profession following ethical principles, using up-to-date and evidence based scientific knowledge.

Learning Outcomes for General Surgery At the end of this course, student should be able to	Program Outcomes	Teaching Methods	Assessment Methods
<ul style="list-style-type: none"> Conduct a comprehensive, symptom-based surgical patient interview and take a thorough patient history. 	1.1.1, 1.1.3, 1.1.4	1,2,3	B, C
<ul style="list-style-type: none"> Perform abdominal, breast, thyroid, and hernia examinations competently. 	1.1.1, 1.1.3, 1.1.7	1,2,3	B, C
<ul style="list-style-type: none"> Identify common surgical emergencies (acute abdomen, trauma, gastrointestinal bleeding). 	1.1.6, 1.1.7, 1.1.9	1,2,3	B, C
<ul style="list-style-type: none"> Explain indications for surgical intervention in common conditions (appendicitis, cholecystitis, intestinal obstruction). 	1.1.1, 1.1.6, 1.1.9	1,2,3	B, C
<ul style="list-style-type: none"> Demonstrate appropriate techniques for minor surgical procedures (suturing, wound care). 	1.1.6, 1.1.7, 1.1.10	1,2,3	B, C
<ul style="list-style-type: none"> Interpret plain X-ray studies relevant to general surgery 	1.1.8, 1.1.9	1,2,3	B, C
<ul style="list-style-type: none"> Apply basic principles of perioperative care, including preoperative assessment and postoperative management. 	1.1.1, 1.1.6, 1.1.9	1,2,3	B, C
<ul style="list-style-type: none"> Prepare accurate medical documentation (consent forms, patient files, operation notes, discharge summaries). 	1.1.6, 2.1.1, 2.1.2	1,2,3	B, C
<ul style="list-style-type: none"> Perform fundamental clinical skills safely (IV cannulation, urinary catheterization, nasogastric tube placement). 	1.1.7, 2.1.1, 2.1.2	1,2,3	B, C
<ul style="list-style-type: none"> Communicate effectively with surgical team and multidisciplinary team members, demonstrating professionalism. 	2.1.1, 2.1.2, 2.4.1, 2.5.1	1,2,3	B, C
<ul style="list-style-type: none"> Communicate with patients clearly and empathetically 	2.1.3, 2.2.1, 2.5.1	1,2,3	B, C

Learning Outcomes for Emergency Medicine At the end of this course, student should be able to	Program Outcomes	Teaching Methods	Assessment Methods
<ul style="list-style-type: none"> perform basic and advanced airway procedures 	1.1.1, 1.1.2, 2.1.1, 2.3.1, 1.1.7, 2.1.2	1,2,3,5,7	C
<ul style="list-style-type: none"> perform basic life support (pediatric and adult) 	1.1.1, 1.1.2, 2.1.1, 2.3.1	1,2,3,5,7	C
<ul style="list-style-type: none"> perform advanced cardiac life support 	1.1.1, 1.1.2, 2.1.1, 2.3.1	1,2,3,5,7	C
<ul style="list-style-type: none"> perform trauma life support for adults and children 	1.1.1, 1.1.2, 2.1.1, 2.3.1	1,2,3,5,7	C
<ul style="list-style-type: none"> manage with a polytrauma patient 	1.1.1, 1.1.2, 2.1.1, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5,7	C
<ul style="list-style-type: none"> explain the types of shock, manage with a shock patient, define the differentials, select the proper treatment 	1.1.1, 1.1.2, 2.1.1, 2.3.1, 3.1.2, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> approach to a patient with chest pain 	1.1.1, 1.1.2, 2.1.1, 2.3.1, 1.1.6	1,2,3,5,7	C
<ul style="list-style-type: none"> differentiate the reasons of chest pain 	1.1.1	1,2,3,5,7	C
<ul style="list-style-type: none"> recognise a heart attack and provides emergency treatment 	1.1.1, 2.3.1, 3.1.1, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> interpret ECG and identify diagnoses 	1.1.1, 3.2.1, 3.1.4	1,2,3,5,7	C
<ul style="list-style-type: none"> approach to a patient with tachycardia/bradycardia 	1.1.1, 2.3.1, 3.1.1, 3.1.3	1,2,3,5,7	C
<ul style="list-style-type: none"> identify tachycardia/bradycardia on ECG and provides emergency treatment 	1.1.1, 2.3.1, 3.1.1, 3.1.3	1,2,3,5,7	C
<ul style="list-style-type: none"> apply vagal manoeuvres and medical cardioversion 	3.2.2	1,2,3,5	C
<ul style="list-style-type: none"> recognise aortic dissection and provides emergency treatment 	1.1.1, 1.1.2, 1.1.7	1,2,3,5	C
<ul style="list-style-type: none"> approach to the thorax trauma 	1.1.1, 1.1.2, 2.1.1, 2.3.1,	1,2,3,5	C

	2.4.1, 2.4.2, 2.4.3		
• approach to the spinal/pelvic trauma	1.1.1, 1.1.2, 2.1.1, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
• approach to a patient with shortness of breath	1.1.1, 1.1.2, 2.1.1, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
• recognize respiratory failure and apply emergency treatment	1.1.1, 1.1.2, 2.1.1, 2.3.1, 2.4.1, 2.4.2, 2.4.3.	1,2,3,5	C
• recognize pneumonia and apply emergency treatment	1.1.1, 1.1.2, 2.1.1, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
• recognize pulmonary embolism and provides emergency treatment	1.1.1, 1.1.2, 2.1.1, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
• recognize tension pneumothorax and provides emergency treatment	1.1.1, 1.1.2, 3.2.2	1,2,3,5	C
• recognize COPD exacerbation/asthma and provide emergency treatment	1.1.1, 1.1.2, 3.2.2, 3.1.3	1,2,3,5	C
• approach to a patient with abdominal pain and differentiate the reasons of abdominal pain	1.1.1, 1.1.2, 3.1.3,	1,2,3,5	C
• recognize acute abdomen (acute appendicitis, pancreatitis, cholecystitis, diverticulitis, cholangitis and etc), plan the necessary examinations and provide emergency treatment and consults with the relevant department	1.1.1, 1.1.2, 2.5.3	1,2,3,5	C
• recognize ovarian emergencies (torsion, rupture, PID) and plan the examination and apply emergency treatment	1.1.1, 1.1.2, 2.5.3	1,2,3,5	C
• recognize urinary track calculi and infection and provide treatment	1.1.1, 1.1.2, 2.1.2 , 2.13	1,2,3,5	C

<ul style="list-style-type: none"> recognize gastroenteritis and differentiate the reason of gastroenteritis and plan emergency treatment 	1.1.1, 1.1.2, 2.1.3, 2.1.4	1,2,3,5	C
<ul style="list-style-type: none"> approach to the patient with fever, differentiate emergent situation and plan the examination and provide emergent treatment 	1.1.1, 1.1.2, 3.1.2, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> approach to the upper respiratory track infection and plan the necessary examination and apply emergency treatment 	1.1.1, 1.1.2, 3.1.2, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> recognize renal failure, plan examination, and apply emergency treatment 	1.1.1, 1.1.2, 3.1.2, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> recognize electrolyte disturbance, plan examination, and provide emergency treatment 	1.1.1, 1.1.2, 2.5.3, 3.1.2, 3.1.3,	1,2,3,5	C
<ul style="list-style-type: none"> recognize DKA, plan examination, and apply emergency treatment 	1.1.1, 1.1.2, 2.5.3, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> recognize gastrointestinal haemorrhage, plan examination, and provide emergency treatment 	1.1.1, 1.1.2, 2.5.3, 3.1.3, 2.1.4	1,2,3,5	C
<ul style="list-style-type: none"> approach anemia, plan examination 	1.1.1, 1.1.2, 1.1.6, 2.1.4,	1,2,3,5	C
<ul style="list-style-type: none"> approach to trauma patient and plan necessary examination, and provide emergency treatment 	1.1.1, 1.1.2, 1.1.6, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
<ul style="list-style-type: none"> approach to the extremity trauma and plan the necessary examination, and provide emergency treatment 	1.1.1, 1.1.2, 1.1.6, 2.3.1, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
<ul style="list-style-type: none"> applies splint to the extremity if necessary 	3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> approach to the head trauma, plan necessary examination, and provide emergency treatment 	1.1.1, 1.1.2, 1.1.6, 2.3.1, 2.4.1, 2.4.2, 2.4.3,	1,2,3,5	C
<ul style="list-style-type: none"> approach to the headache, plan necessary examination, and apply emergency treatment 	3.1.3	1,2,3,5	C

<ul style="list-style-type: none"> • approach to the dizziness, plan necessary examination, and apply emergency treatment 	1.1.1, 1.1.2, 2.1.3, 2.1.4, 3.1.3	1,2,3,5	C
<ul style="list-style-type: none"> • approach to the stroke patient, plan examination and provide emergency treatment 	1.1.1, 1.1.7, 2.1.1, 2.1.2,	1,2,3,5	C
<ul style="list-style-type: none"> • explain the toxidromes and approach to an intoxicated patient, plan examination and provide emergency treatment 	1.1.1, 1.1.2, 2.1.2, 2.5.1, 2.4.3, 2.5.3	1,2,3,5	C
<ul style="list-style-type: none"> • arrange necessary consultation with physicians and other professionals when needed 	2.5.1, 2.5.2, 2.5.3	1,2,3,5	C
<ul style="list-style-type: none"> • recognize and resolve interpersonal conflict in the emergency department including conflicts with patients and family 	2.5.1, 2.5.2, 2.5.3	1,2,3,5	C
<ul style="list-style-type: none"> • communicate information to patients and families using verbal, nonverbal, written, and technological skills, and confirm understanding 	2.5.1, 2.5.2, 2.5.3	1,2,3,5	C
<ul style="list-style-type: none"> • establish rapport with and demonstrate empathy toward patients and their families 	2.5.1, 2.5.2, 2.5.3	1,2,3,5	C
<ul style="list-style-type: none"> • communicate risks, benefits, and alternatives to therapeutic interventions to patients and/or appropriate surrogates, and obtain consent when indicated 	2.5.1, 2.5.2, 2.5.3	1,2,3,5	C
<ul style="list-style-type: none"> • 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 	2.5.2	1,2,3,5	C
<ul style="list-style-type: none"> • explain the basic principles of disaster management 	2.1.8, 2.2.3, 2.2.4, 3.2.2,	1,2,3,5	C
<ul style="list-style-type: none"> • performs wound care and makes sutures when necessary 	1.1.1, 1.1.7	1,2,3,5	C
<ul style="list-style-type: none"> • interpret the patient's blood gas analysis, differentiate causes, and provide necessary treatment 	1.1.1, 1.1.7, 3.1.3	1,2,3,5	C

Teaching Methods:	1: Lecture, 2: Bedside Teaching, 3: Small Group Discussion	
Assessment Methods:	A: MCQ B: OE C: SOE D:EMQ	
COURSE CONTENT		
Hours	Topics	Study Materials
1	Introductory Session (Introduction to General Surgery Internship Program)	Materials for the course provided by the the instructor
2	Lesson Multi-disciplinary case discussion	Materials for the course provided by the instructor
19	Lesson Student-Centred, Symptom-Based Learning Session	Materials for the course provided by the instructor

NCC 2014 – Essential Medical Procedures (National Core Curriculum)	Performance Level
General and symptom-based patient interview	4
Assessing mental status	4
Head-Neck and ENT examination	3
Abdominal physical examination	4
Digital rectal examination	3
General condition and vital signs assessment	4
Cardiovascular system examination	3
Musculoskeletal system examination	3
Breast and axillar region examination	4
Respiratory system examination	4
Urological examination	3
Preparing forensic report	3
Obtaining informed consent	4
Preparing epicrisis	4
Preparing patient file	4
Referring patient appropriately	4
Preparing death certificate	3
Preparing medical reports and notice	3
Writing prescription	4
Preparing treatment refusal form	4
Reading direct radiographs and assessment	3
Measuring and assessing bleeding time	3
Filling laboratory request form	4
Interpretation of screening and diagnostic examination results	3
Definition and management of forensic cases	3
Bandaging and tourniquet application	4
Establishing IV line	3
Incision and drainage of skin and soft tissue abscess	4
Restriction and stopping external bleeding	4
Hand washing	4
Appropriate patient transportation	4
Performing IM, IV, SC, ID injection	3
Urinary catheterization	3
Assessing disease / trauma severity score	4
Measuring blood pressure	4
Performing blood transfusion	2
Obtaing sample for cultre	3
Enema administration	3

Nasogastric catheterization	3
Oral, rectal, vaginal and topical drug administration	3
Providing basic life support	4
Transferring amputated limb appropriate	4
Care for burns	3
Superficial suturing and removal of sutures	3
NCC 2014 – Essential Medical Procedures (National Core Curriculum)	Performance Level
General and symptom-based patient interview	2
Assessing mental status	2
Psychiatric history taking	2
Examination of forensic cases	2
Anthropometric measurements	2
Head-Neck and ENT examination	2
Abdominal physical examination	2
Consciousness assessment and mood state examination	2
Child and newborn examination	2
Skin examination	2
Digital rectal examination	2
Obstetric examination	2
General condition and vital signs assessment	2
Eye, fundus examination	2
Gynecologic examination	2
Cardiovascular system examination	2
Musculoskeletal system examination	2
Breast and axillar region examination	2
Neurological examination	2
Respiratory system examination	2
Urological examination	2
Preparing forensic report	2
Obtaining informed consent	2
Preparing epicrisis	2
Preparing patient file	2
Referring patient appropriately	2
Preparing death certificate	2
Preparing medical reports and notice	2
Writing prescription	2
Preparing treatment refusal form	2
Providing decontamination, disinfection, sterilization, antisepsis	2
Reading direct radiographs and assessment	2
Taking and evaluating ECG	2
Measuring blood glucose level with glucometry	2
Stabilization of psychiatric emergency patient	2
Definition and management of forensic cases	2
"Airway" manipulation	2
Rational drug use	2
Preparing and applying splints	2
Bandaging and tourniquet application	2
Placement of anterior buffer and removal	2
Following child growth and development (Percentile graphics, Tanner classification)	2
Establishing IV line	2
Defibrillation	2
Incision and drainage of skin and soft tissue abscess	2
Restriction and stopping external bleeding	2
Hand washing	2
Intubation	2
Glasgow-coma-scale assessment	2
Appropriate patient transportation	2
Giving patient recovery position	2
Removal of foreign body from airway with appropriate maneuver	2
Performing IM, IV, SC, ID injection	2
Urinary catheterization	2
Providing advanced life support	2

Suicide intervention	2
Measuring blood pressure	2
Performing blood transfusion	2
Thick removal	2
Enema administration	2
Performing lumbar puncture	2
Gastric lavage	2
Minimal state examination	2
Nasogastric catheterization	2
Delivering oxygen and administering nebulizer-inhaler treatment	2
Cervical collar application	2
Providing basic life support	2
Neonatal resuscitation	2
Superficial suturing and removal of sutures	2

RECOMMENDED SOURCES

Textbook

- 1- Schwartz's Principles of Surgery, 11th edition
- 2- Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice, 20th edition
- 3- Rosen's Emergency Medicine Concepts and Clinical Practice, 9th Edition
- 4- Tintinalli's Emergency Medicine: A Comprehensive Study Guide, 9th Edition

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:	
1. Evaluation of Cognitive Competencies <i>* The level of competency should be determined based on participation in educational activities (Title 1 on the Intern Logbook) and the observations of the Faculty Member / Internship Training Supervisor / Head of the Department for the intern.</i>	
	*Competency Level
1.1. Clinical reasoning and decision making 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"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> Well above expectations <input type="checkbox"/>
1.2. Professional knowledge 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"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> Well above expectations <input type="checkbox"/>

1.3. Literature review and seminar presentation 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"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> 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		
2. Evaluation of Competencies for Basic Medical Practice <i>* The level of competency should be determined based on basic medical practice (Title 2 on the Intern Logbook) and the observations of the Faculty Member / Internship Training Supervisor / Head of Department for the intern.</i>		
	* Competency Level	
Basic medicine practices based on Intern Logbook	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> 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		
3. Evaluation of Professional Competencies for Medicine		
	* Competency Level	
3.1. Communicating with patients and relatives	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> Well above expectations <input type="checkbox"/>	
3.2. Compliance in hospital rules (i.e. standard operating procedures, SOPs)	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> Well above expectations <input type="checkbox"/>	
3.3. Working in a team and collaborating and communicating with team members	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> Well above expectations <input type="checkbox"/>	
3.4. Performing given tasks	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> Well above expectations <input type="checkbox"/>	
3.5. Diligence on attendance and participation in scientific activities	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> 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) (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 unqualified. In this condition, FF is given as a letter grade.</p> <p>**If the intern physician is deemed inadequate due to absenteeism, FA 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	
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0 – 59	FF																									
Absent	FA																									
**Attendance	Absence ≤ 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	Photocopy shareable.
Assignments	Not Shareable

Exams

Not shareable

COURSE CATEGORY

Expertise / Field Courses

COURSES CONTRIBUTION TO PROGRAM/ GENERAL SURGERY					
COMPETENCE AREA-1 / Professional Practices	Contribution				
COMPETENCE 1.1. Health Service Provider	1	2	3	4	5
Competency 1.1.1. Integrates 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. 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.					
Competency 1.1.3. Prioritizes the protection and improvement of individuals' and community's health in the delivery of healthcare services.					X
Competency 1.1.4. 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	
Competency 1.1.5. 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.					
Competency 1.1.6. Demonstrates 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. Performs interventional and/or non-interventional procedures safely and effectively for the patient in the processes of diagnosis, treatment, follow-up, and rehabilitation.					X
Competency 1.1.8. Provides healthcare services considering patient and employee health and safety.				X	
Competency 1.1.9. 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
Competency 2.1.1. Considers good medical practices while performing the profession.					X
Competency 2.1.2. Fulfills duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession.					X
Competency 2.1.3. Demonstrates determined behavior in providing high-quality healthcare while considering the patient's integrity.					X
Competency 2.1.4. Evaluates own performance in professional practices by considering own emotions and cognitive characteristics.					
COMPETENCE 2.2. Health Advocate					
Competency 2.2.1. 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
Competency 2.2.2. 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.					
Competency 2.2.3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for the improvement of healthcare quality.					
Competency 2.2.4. Gives importance to protecting and improving own physical, mental, and social health and takes necessary actions for it.					
COMPETENCE 2.3. Leader-Manager					
Competency 2.3.1. Demonstrates exemplary behavior and leadership within the healthcare team during service delivery.					
Competency 2.3.2. 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.					
COMPETENCE 2.4. Team Member					
Competency 2.4.1. Communicates effectively within the healthcare team and takes on different team roles as necessary.				X	
Competency 2.4.2. Displays appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team.					
Competency 2.4.3. Works collaboratively and effectively with colleagues and other professional groups in professional practice.					
COMPETENCE 2.5. Communicator					
Competency 2.5.1. Communicates effectively with patients, their families, healthcare professionals, and other occupational groups, institutions and organizations.					X
Competency 2.5.2. Communicates effectively with individuals and groups who require a special approach and have different sociocultural characteristics.					
Competency 2.5.3. Demonstrates a patient-centered approach that involves the patient in decision-making mechanisms during the diagnosis, treatment, follow-up, and rehabilitation processes.					
COMPETENCE AREA-3 / Professional and Personal Development	Contribution				
COMPETENCE 3.1. Scientific and Analytical Approach	1	2	3	4	5
Competency 3.1.1. 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.					
Competency 3.1.2. Accesses and critically evaluates current literature related to their profession.					
Competency 3.1.3. Applies evidence-based medicine principles in the clinical decision-making process.					
Competency 3.1.4. Uses information technologies to enhance the effectiveness of healthcare, research, and education activities.					
COMPETENCE 3.2. Lifelong Learner					
Competency 3.2.1. Manages effectively individual study processes and career development.					
Competency 3.2.2. Demonstrates skills in acquiring, evaluating, integrating new information with existing knowledge, applying to professional situations, and adapting to changing conditions throughout professional career.					
Competency 3.2.3. Selects the right learning resources to improve the quality of health care and organizes the learning process.					

COURSES CONTRIBUTION TO PROGRAM/ EMERGENCY MEDICINE

COMPETENCE AREA-1 / Professional Practices	Contribution				
COMPETENCE 1.1. Health Service Provider	1	2	3	4	5
Competency 1.1.1. Integrates 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. 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
Competency 1.1.3. Prioritizes the protection and improvement of individuals' and community's health in the delivery of healthcare services.				X	
Competency 1.1.4. 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.					
Competency 1.1.5. 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.					
Competency 1.1.6. Demonstrates 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. Performs interventional and/or non-interventional procedures safely and effectively for the patient in the processes of diagnosis, treatment, follow-up, and rehabilitation.					X
Competency 1.1.8. Provides healthcare services considering patient and employee health and safety.					X
Competency 1.1.9. 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
Competency 2.1.1. Considers good medical practices while performing the profession.					X
Competency 2.1.2. Fulfills duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession.					X
Competency 2.1.3. Demonstrates determined behavior in providing high-quality healthcare while considering the patient's integrity.					X
Competency 2.1.4. Evaluates own performance in professional practices by considering own emotions and cognitive characteristics.					X
COMPETENCE 2.2. Health Advocate					
Competency 2.2.1. 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.					
Competency 2.2.2. 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.					
Competency 2.2.3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for the improvement of healthcare quality.					
Competency 2.2.4. Gives importance to protecting and improving own physical, mental, and social health and takes necessary actions for it.				X	
COMPETENCE 2.3. Leader-Manager					
Competency 2.3.1. Demonstrates exemplary behavior and leadership within the healthcare team during service delivery.					X

Competency 2.3.2. 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
COMPETENCE 2.4. Team Member					
Competency 2.4.1. Communicates effectively within the healthcare team and takes on different team roles as necessary.				X	
Competency 2.4.2. Displays appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team.					X
Competency 2.4.3. Works collaboratively and effectively with colleagues and other professional groups in professional practice.				X	
COMPETENCE 2.5. Communicator					
Competency 2.5.1. Communicates effectively with patients, their families, healthcare professionals, and other occupational groups, institutions and organizations.				X	
Competency 2.5.2. Communicates effectively with individuals and groups who require a special approach and have different sociocultural characteristics.				X	
Competency 2.5.3. Demonstrates a patient-centered approach that involves the patient in decision-making mechanisms during the diagnosis, treatment, follow-up, and rehabilitation processes.					X
COMPETENCE AREA-3 / Professional and Personal Development	Contribution				
COMPETENCE 3.1. Scientific and Analytical Approach	1	2	3	4	5
Competency 3.1.1. 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.					
Competency 3.1.2. Accesses and critically evaluates current literature related to their profession.					X
Competency 3.1.3. Applies evidence-based medicine principles in the clinical decision-making process.					X
Competency 3.1.4. Uses information technologies to enhance the effectiveness of healthcare, research, and education activities.					X
COMPETENCE 3.2. Lifelong Learner					
Competency 3.2.1. Manages effectively individual study processes and career development.				X	
Competency 3.2.2. Demonstrates skills in acquiring, evaluating, integrating new information with existing knowledge, applying to professional situations, and adapting to changing conditions throughout professional career.					X
Competency 3.2.3. Selects the right learning resources to improve the quality of health care and organizes the learning process.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity day	Duration (Hour)	Total Workload (Hour)
Course Duration (8 weeks)	40	6	240
Hours for off-the-classroom study (Pre-study, practice, review/week)	40	1.5	60
Homework	-	-	-
Exam	1	2	2
Total Work Load			302
Total Work Load / 30 (h)			10.06
ECTS Credit of the Course			10