

COURSE INFORMATION					
Course Title	Code	Semester	Lecture+Practice+Labrotory Hour	Credits	ECTS
Internal medicine (Clinical internship)	MED 603	Phase 6 / 11-2	24+214+2	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.				
Language of Instruction	English				
Course Level	Second Cycle including First Cycle Degree (One Tier Programme)				
Course Type	Compulsory				
Course Coordinator	Mehmet Akif Ozturk, MD, Assoc. Prof.				
The instructors	<p>Head of the Department of Internal Medicine: Müge Bıçakçığıl, MD. Prof Responsible of Course of Training: Mehmet Akif Ozturk, MD, Assoc. Prof.</p> <p>Fahrettin Keleştemur,MD.Prof Dr of Endocrinology Gülçin Kantarcı, MD. Prof. Dr of Nephrology Abdullah Özkök MD. Prof. Dr of Nephrology Elif Birtaş Ateşoğlu MD Prof. Dr of Heamatology Yaşar Küçükardalı, MD. Prof. Dr of Internal Medicine, İntensive care Meltem Ergün, MD. Prof. Dr of Gastroenterology Meral Sönmezoğlu, MD. Prof.Dr of Infectious Diseases Banu Salepçi, MD. Prof. Dr of Pulmonology Müge Bıçakçığıl, MD. Prof Dr of Rheumatology Gülderen Yanıkkaya Demirel MD. Prof. Dr of Immunology Olca Özveren, MD. Prof.Dr of Cardiology Bala Başak Öven ,MD Prof. Dr of Oncology Figen Atalay MD Prof. Dr of Hematology Ozlem Haliloğlu, MD Assoc.Prof. Dr of Endocrinology Serkan Çelik MD , Prof. Dr of Oncology Seha Akduman MD Assist Prof Dr. of Pulmonology Ayça Türer Cabbar MD Assoc. Prof. Dr.of Cardiology Mehmet Akif Özturk Assoc. Prof.Dr of Internal Medicine</p>				
Assistants					

Goals	Term 6. The goal of internal medicine internship is to train medical doctors who have sufficient knowledge and skills about internal diseases. In addition, it is aimed to gain basic knowledge and skills in subspecialties such as cardiology, chest diseases, gastroenterology, infectious diseases, hematology, oncology and rheumatology, nephrology. The student who completes the internship can manage internal medicine related health problems in the primary care setting and perform the necessary preventive health practices; Demonstrates good communication skills, can practice by adhering to ethical principles, using up-to-date and evidence-based scientific information.
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<b>Learning Outcomes (course) learning objectives</b> At the end of this internship, the student should be able to	<b>Program Learning Outcomes</b>	<b>Teaching Methods</b>	<b>Assessment Methods</b>
<b>KNOWLEDGE</b>			
describe the complete physical examination of all organ systems	2.1.1	2,3	B,C

analyze routine laboratory tests	2.1.1	2,3	B,C
explain the characteristics of more specific tests (eg. PET CT, ERCP, Capsule endoscopy..) and their usages	2.1.1	2,3	B,C
decide about when to give the patient a sick leave report and the appropriate report duration	2.1.2	2,3	B,C
<b>SKILLS</b>			
take an adequate patient history	1.1.7	2,3	B,C
perform masterly physical examination	2.1.1	2,3	B,C
guide the patient for diagnose, treatment and follow up according to history, physical examination and laboratory tests	1.1.7	2,3	B,C
perform successfully minimal invasive procedures like venepuncture, taking blood, paracentesis etc. used in diagnosis and treatment	1.1.7 2.1.1	2,3	B,C
fill the patient records	1.1.7 3.1.4	2,3	B,C
go through procedures of admitting and discharging patients	2.1.2	2,3	B,C
reach and use medical literature other than classical textbooks	3.1.2, 3.1.3	2,3	B,C
treat the diseases that are commonly seen among adult in primary health care	1.1.3	2,3	B,C
refer the patients whose diagnosis, treatment and follow-up cannot be managed by primary health care	1.1.4	2,3	B,C

ask for consultation from other medical specialties	2.2.2 2.5.1	2,3	B,C
manage well adult follow-up and vaccination	2.2.3	2,3	B,C
counsel preventive health care issues	2.5.1	2,3	B,C
work in accordance with the law and ethics	2.1.1 2.1.2 2.1.3	2,3	B,C
communicate effectively with patients, patients relatives, colleagues and other healthcare personnel	2.5.1	2,3	B,C
manage adult emergency cases	2.1.1	2,3	B,C
perform anthropometric measures	2.1.1	2,3	B,C
follow-up patients with chronic diseases	1.1.6 1.1.7	1,2,3	B,C
guide the patients with chronic diseases	2.5.3	2,3	B,C
perform resuscitation of adult	2.1.1	2,3	B,C
keep records in regard to primary care according the official and legal requirements	2.1.2	2,3	B,C
use the data processing system in the patient records	3.1.4	2,3	B,C
search the literature	3.1.1,3.1.2, 3.1.3	2,3	B,C
use at least one foreign language to communicate with both the adult and families that do not speak Turkish	1.1.2	2,3	B,C
know at least one foreign language to follow medical literature	3.1.3 1.1.2	2,3	B,C
make presentations to his/her colleagues about the patients he/she has followed	3.1.4	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	2.1.2	2,3	B,C

communicate with the patients' parents during examination, laboratory testing, consultation and treatment steps of the sick adult	2.5.1	2,3	B,C
take informed consent from patients' parents and/or the patient	2.5.1	2,3	B,C
communicate with his/her colleagues, patients and patients' parents	2.5.1	2,3	B,C
<b>ATTITUDE</b>			
dress and look physically appropriate as a medical doctor	2.4.2	2,3	B,C

work in cooperation with other doctors, assisting health personnel in the hospital within certain limits and ethical principles	2.4.2 2.4.3	2,3	B,C
display sufficient social skills when forming a patient-doctor relationship	2.1.1	2,3	B,C
adopt a symptom-focused approach in history taking	2.1.1	2,3	B,C
adopt an organ system focused approach in physical examination	2.1.1	2,3	B,C
Essential Medical Procedures		2,3	B,C
General and symptom-based history taking	2.1.1	2,3	B,C
Assessing mental status	2.1.1	2,3	B,C
Antropometric measurements	2.1.1	2,3	B,C
Head-Neck and ENT examination	2.1.1	2,3	B,C
Abdominal physical examination	2.1.1	2,3	B,C
Skin examination	2.1.1	2,3	B,C
General condition and vital signs assessment	2.1.1	2,3	B,C
Musculoskeletal system examination	2.1.1	2,3	B,C
Respiratory system examination	2.1.1	2,3	B,C
Cardiovascular system examination	2.1.1	2,3	B,C
Urologic examination	2.1.1	2,3	B,C
Preparing medical reports and notice	2.1.2	2,3	B,C
Preparing forensic report	2.1.2	2,3	B,C
Preparing epicrisis	2.1.2	2,3	B,C
Preparing patient file	2.1.2	2,3	B,C
Obtaining informed consent	2.1.2	2,3	B,C
Writing prescription	2.1.2	2,3	B,C
Preparing treatment refusal form	2.1.2	2,3	B,C
Reading and evaluating direct radiographs	2.1.1	2,3	B,C
Taking and evaluating ECG	2.1.1	2,3	B,C
Measuring blood glucose level with glucometry	2.1.1	2,3	B,C
Measuring and assessing of bleeding time	2.1.1	2,3	B,C
Filling laboratory request form	2.1.1	2,3	B,C
Preperation and evaluation of peripheral blood smear	2.1.1 1.1.7	2,3	B,C
Performing full urine analysis (including microscopic examination) and evaluation	2.1.1 1.1.7	2,3	B,C
Interpretation of screening and diagnostic examination results	2.1.1	2,3	B,C
Rational drug use	2.1.3	2,3	B,C

Performing IM, IV, SC, ID injection	2.1.1 1.1.7	2,3	B,C
Urinary catheterization	2.1.1 1.1.7	2,3	B,C
Taking sample for culture	2.1.1 1.1.7	2,3	B,C
Nasogastric catheterization	2.1.1 1.1.7	2,3	B,C
Delivering oxygen and administering nebule-inhaler treatment	2.1.1 1.1.7	2,3	B,C
Performing gastric lavage	2.1.1 1.1.7	2,3	B,C
Enema administration	2.1.1 1.1.7	2,3	B,C
Evaluating pulmonary function tests	2.1.1 1.1.7	2,3	B,C
Establishing IV line	2.1.1 1.1.7	2,3	B,C
Measuring blood pressure	2.1.1 1.1.7	2,3	B,C
Performing paracentesis	2.1.1 1.1.7	2,3	B,C
Performing and assessing pulse oxymetry	2.1.1 1.1.7	2,3	B,C
Providing basic life support	2.1.1 1.1.7	2,3	B,C
Providing immunization services	2.1.1 1.1.7	2,3	B,C
Periodical examination, chek-up (Cardiac risc assessment, adolescence counseling, tobacco counselling, cancer screening etc.)	2.1.1 1.1.7	2,3	B,C
Using and evaluating peak-flow meter	2.1.1 1.1.7	2,3	B,C

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

<b>COURSE CONTENT</b>		
hours	Topics	Study Materials
1	Introductory Session (Introduction to Internal medicine	Materials for the course provided by the the instructor
166	Clinical practice ( out patient )	Materials for the course provided by the the instructor
40	Clinical practice (Inpatient – visit )	Materials for the course provided by the the instructor
24	Intorn seminar	Materials for the course provided by the the instructor
6	Symptom-based learning session	Materials for the course provided by the the instructor
2	Laboratory	Materials for the course provided by the the instructor

40	Hours for off-the-classroom study (Pre-study, practice, review/week)	Materials for the course provided by the the instructor
1	Program Evaluation session	

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

Delivering oxygen and administering nebule-inhaler treatment	4
Performing gastric lavage	3
Enema administration	3
Evaluating pulmonary function tests	3
Establishing IV line	4
Measuring blood pressure	4
Performing paracentesis	3
Performing and assessing pulse oxymetry	4
Providing basic life support	4
Providing immunization services	3
Periodical examination, chek-up (Cardiac risc assessment, adolescence counseling, tobacco counselling, cancer screening etc.)	3
Using and evaluating peak-flow meter	3

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

## 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>	
<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>  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"/>
<b>1.2. Professional knowledge</b>  During the educational activities (case discussions, educational visits, faculty member seminars, intern physician seminars, etc.) to answer the questions, to ask the questions, to start a discussion, to contribute to the discussion, to display an understanding of the subject.	Does not meet expectations <input type="checkbox"/>  Meets expectations <input type="checkbox"/>  Above expectations <input type="checkbox"/>  Well above expectations <input type="checkbox"/>
<b>1.3. Literature review and seminar presentation</b>  Preparation based on evidence of higher scientific strength, presenting the subject in a solid logical reasoning with in a reference to essential check points, mastering the subject, answering the questions asked.	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	
<b>2. Evaluation of Competencies for Basic Medical Practice</b> <i>* The level of competency</i> 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.	
	* Competency Level
Basic medicine practices based on <b>Intern Logbook</b>	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	
<b>3. Evaluation of Professional Competencies for Medicine</b>	
	* Competency Level
<b>3.1.</b> 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"/>
<b>3.2.</b> 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"/>
<b>3.3.</b> 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 <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>		

	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

Faculty Member

Internship Training Supervisor

Head of the Department

MATERIAL SHARING	
<b>Documents</b>	Photocopy shareable.
<b>Assignments</b>	
<b>Exams</b>	

<b>COURSE CATEGORY</b>	Expertise/Field Courses
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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	
<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.				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
<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.					X
<b>Competency 2.4.2.</b> Displays appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team.					X
<b>Competency 2.4.3.</b> Works collaboratively and effectively with colleagues and other professional groups in professional practice.					X
<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>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>			
<b>Activities</b>	<b>Quantity/ day</b>	<b>Duration (Hour)</b>	<b>Total Workload (Hour)</b>
Course Duration (8 weeks)	40	6	240
Hours for off-the-classroom study (Pre-study, practice, review/week)	40	1	40
Home work	2	2	4
Examination			
<b>Total Work Load</b>			<b>284</b>
<b>Total Work Load / 30 (h</b>			<b>9,5</b>
<b>ECTS Credit of the Course</b>			<b>10</b>