

COURSE INFORMATION					
Course Title	Code	Phase/Semester	L+P Hour	Credits	ECTS
Emergency Medicine (Clinical internship)	MED650	Phase 6/11-12	90+20	5	5*

* ECTS credits are the university credits of the courses in Yeditepe University, Faculty of Medicine, Undergraduate Medical Education Program

Prerequisites	MED102, MED302, MED413
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Language of Instruction	English
Course Level	Second Cycle including First Cycle Degree (One Tier Programme)
Course Type	Elective
Course Coordinators	Cem Şimşek, MD, Assist. Prof.
Instructors	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 Alev Eceviz, MD, Emergency Med. Specialist Dijan Tav Şimşek, MD, Emergency Med. Specialist
Assistants	
Goals	The aim of this elective course is to equip the intern with enriched knowledge and the skills about the main topics of emergency medicine
Content	The elective internship is a 1 month rotation for the 6th year medical students which has been chosen by the students from the area elective courses in the curriculum . Like the other rotations, evaluation of student performance will be based on overall clinical performance both in hospital and outpatient clinics, case papers, the attitudes toward patients, participation in seminars and overnight calls, regular attendance at scientific meetings, lectures and case conferences, the level of scientific and practical knowledge and consulting skills. Ratings of students recorded with required projects and will be performed as “passed “or “failed” with an overall evaluation score of 100.

Learning Outcomes 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, 2.4.1, 2.4.2, 2.4.3	1,2,3,5	C
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • recognize tension pneumothorax and provides emergency treatment 	1.1.1, 1.1.2, 3.2.2	1,2,3,5	C
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 	1.1.1, 1.1.2, 2.1.2, 2.5.1,	1,2,3,5	C

intoxicated patient, plan examination and provide emergency treatment	2.4.3, 2.5.3		
<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, 2.3.2, 3.1.4, 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/Learning Methods:	<ul style="list-style-type: none"> • CONTACT HOURS (CH) 1. Theoretical-Class/Auditorium/Conference Hall/Multimedia <ul style="list-style-type: none"> 1.1. Lecture/Tutorial 1.2. Case report 1.3. Case presentation 1.4. Research seminar 1.5. Seminar 1.6. Student seminar/Journal club 1.7. Invited speaker 1.8. Hospital conference
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	1.9. Online/Distance or e-learning (paper based or ICT based) 1.10. Other:
2.	Theoretical-Group Activity/Interactive 2.1. Case discussion 2.2. Discussion class 2.3. Small group study session/Problem solving session/Brainstorm session 2.4. Exercise class 2.5. Oral presentation and criticism 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:

- **INDEPENDENT STUDY HOURS (ISH)**
- 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

	<p>10.4.Clinical performance at night shifts (ward, emergency care unit, intensive care unit)</p> <p>10.5.Other: (e.g. mini-clinical exam, etc.)</p>
Assessment Methods:	<p>A. Knowledge Assessment</p> <ol style="list-style-type: none"> Written Exam (MCQ+EMQ+KFQ) (F, S) Objectively Structured Oral Examination (S) Oral Examination (F) Other: <p>B. Skills Assessment</p> <ol style="list-style-type: none"> Practical Examination (F) Objectively Structured Practical Examination (S) Mini Clinical Examination (S) Other: <p>C. Attitude Assessment</p> <ol style="list-style-type: none"> Mini Clinical Examination (S) Questionnaire (self-assessment) (F) Paper case (S) Observation of behaviour (360°) (F, S) Other: <p>D. Competency Assessment</p> <ol style="list-style-type: none"> Mini Clinical Examination (S) Clerkship/Internship Guide/Checklist Assessment (F, S) Professional Portfolio Assessment (F) Presentation Performance Assessment (F) Seminar Performance Assessment (F) Project Writing Assessment (S) Other: <p>E. Proficiency Assessment</p> <ol style="list-style-type: none"> Mini Clinical Examination (S) Clerkship/Internship Guide/Checklist Assessment (F, S) Professional Portfolio Assessment (F) Presentation Performance Assessment (F) Seminar Performance Assessment (F) Other: <p>*F: Formative, S: Summative</p>

COURSE CONTENT
<p>The following topics will be discussed between the student and the lecturer: resuscitation, multitrauma, acute coronary syndrome, approach to chest pain, approach to abdominal pain, anaphylaxis, ECG pathologies, approach to the febrile patient, sepsis management, approach and treatment of shortness of breath, treatment of COPD exacerbation, and general principles of antibiotic use. Trainings are always carried out at the bedside and are tailored to the patient.</p>

RECOMMENDED SOURCES	
Textbooks	<ul style="list-style-type: none"> Rosen's Emergency Medicine Concepts and Clinical Practice 9th Edition Tintinalli's Emergency Medicine: A Comprehensive Study Guide, 9th Edition
Additional Resources	<ul style="list-style-type: none"> www.uptodate.com www.clinicalkey.com

MATERIAL SHARING	
Documents	Shared
Assignments	Shared
Exams	

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE	
INTERN PHYSICIAN EVALUATION FORM	
<p><i>This form includes evaluation components for intern physicians and is the basis of the passing grade for internship.</i></p>	
Intern's name and surname:	
Intern number:	
Internship program name:	
Dates of start and end for internship program:	
1. Evaluation of Cognitive Competencies	
<p><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></p>	
	*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	Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/>

an understanding of the subject.		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%
*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. **If the intern physician is deemed inadequate due to absenteeism , FA is given as a letter grade.		

Internship Evaluation End Score:

Letter Grade:.....

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

COURSE CATEGORY
Elective

COURSES CONTRIBUTION TO PROGRAM					
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.					
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.					
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.			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.			X		
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				X	

related to their profession.					
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.					
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.					

ECTS ALLOCATION			
Activity	Quantity	Duration (Hours)	Total Workload (Hours)
Clinical Experience	45	2	90
Clerkship Guide Compilation	20	1	20
Independent Learning Hours	45	1	45
Assessment	2	2.5	5
Total Work Load			160
Total Work Load / 30 (h)			5.3
ECTS Credits			5