

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

Course Introduction and Application Information

Course Code:	TIP603		
Course Name:	Child Health and Diseases		
Semester:	Fall		
Course Credits:	<div>ECTS</div> <div>10</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	Yes		
Type of course:	Compulsory Courses		
Course Level:	<div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div>		
Mode of Delivery:	Face to face		
Course Coordinator:	Prof. Dr. NURİYE TAŞDELEN FİŞGIN		
Course Lecturer(s):	Prof. Dr. Ozan Özkaya Prof. Dr. Ceyhun Bozkurt Prof. Dr. Makbule Eren Prof. Dr. Nurdan Uraş Prof. Dr. Tülin Tiraje Çelkan Prof. Dr. Cengiz Kara Prof. Dr. Mahir İğde Prof. Dr. Yasemin		

	Altuner Torun Prof. Dr. Gül Nihal Özdemir Prof. Dr. Gülşen Köse Prof. Dr. Cengiz Kara Prof. Dr. Ayşenur Kaya Doç. Dr. Murat Sütçü, Doç. Dr. Mehmet Taşdemir Doç. Dr. Manolya Kara Dr. Öğr. Üyesi Cansu Aktaş Dr. Öğr. Üyesi Ayhan Yaman Dr. Öğr. Üyesi Fatih Atik Dr. Öğr. Üyesi Dilek Hatipoğlu Dr. Öğr. Üyesi İsmail Gönen Dr. Öğr. Üyesi Necla Yüce Dr. Öğr. Üyesi Doruk Gül
Course Assistants:	

Course Objective and Content

Course Objectives:	The aim of this internship is to train physicians in the field of Child Health and Diseases, who are able to manage physiological conditions that require health care, who can adopt and apply preventive and protective medicine, diagnose, and treat common or rare but life-threatening or emergency clinical conditions of childhood, make differential diagnosis and regulate referral conditions of clinical conditions requiring secondary health care.
Course Content:	It includes the principles of symptoms and signs, diagnosis and treatment of diseases in pediatric patients, including the learning objectives specified in the Core Education Program in the field of Child Health and Diseases. It includes bedside applications, intensive care visits, data evaluation in the laboratory, prescribing, attending seminars and department meetings, shifts, case discussions.

Learning Outcomes

The students who have succeeded in this course;

- 1) can integrate the knowledge, skills, attitudes, and behaviours gained from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies in clinical decision making, patient and disease management processes of common or rare but life-threatening or emergency clinical conditions.
- 2) can take a general and problem-oriented history.
- 3) can perform a general and problem-oriented physical examination.
- 4) can keep patient records, prepare reports, and report diseases.
- 5) can select and order laboratory and imaging examinations, can do the basic tests in primary health care setting, request those that can be applied in advanced service laboratories or secondary care setting, interpret the results, make differential or definitive diagnosis; regulate/carry out treatment; provides health care services in accordance with the principles of good clinical and laboratory practices.
- 6) Can manage health conditions, conduct well-child follow-ups, and apply nutritional principles.
- 7) can organize screening examinations and tests based on patients' or healthy persons' needs.
- 8) can make differential diagnosis of clinical conditions requiring secondary health care and regulate referral conditions.
- 9) can adopt and carry out the necessary principles of preventive and protective medicine in primary health care.
- 10) can adopt the necessary principles in terms of professional and professional approach and implements the required competencies.
- 11) can practice evidence-based medicine in the health care of the individual patient.

12) can demonstrate independent working and learning competencies.

Course Flow Plan

Week	Subject	Related Preparation
1)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
2)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
3)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
4)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
5)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
6)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
7)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.
8)	Bedside training Intensive care work Polyclinic study Emergency patient assessment Shift application	There is no preparation-course material.

Sources

Course Notes / Textbooks:	Nelson Textbook of Pediatrics, 2-Volume Set by Robert M. Kliegman MD and Joseph St. Geme MD May 3, 2019
References:	<p>Dersin konuları ile ilgili güncel makaleler ve ders slaytları./Articles mentioned in the course related with topics and lecture slides.</p> <p>Temel Kaynaklar/Basic Sources:</p> <p>1-Nelson Textbook of Pediatrics, 2-Volume Set by Robert M. Kliegman MD and Joseph St. Geme MD May 3, 2019</p> <p>2-Temel Pediatri 2. Baskı (Milli Pediatri) Prof. Dr. Enver Hasanoğlu, Prof. Dr. Aysun Bideci, Prof. Dr. Ruhan Düşünsel, Prof. Dr. Koray Boduroğlu Isbn 10: 9752778062</p> <p>3-Pediyatri 2 Cilt - Olcay Neyzi 5.Baskı (9786053355472) Prof. Dr. Feyza Darendeliler , Prof. Dr. Olcay Neyzi , Prof. Dr. Türkân Ertuğrul</p> <p>4-Pediyatrیده Rutinler Editör: Ömer Devocioğlu, Agop Çıtak, 2014</p> <p>5-Nelson Pediatriinin temelleri.Yazar: Karen J.Marcadante, Çevirmen Murat Yurdağök</p>

Course - Program Learning Outcome Relationship

[illegible]

[illegible]

literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	1	2	3	4	5	6	7	8	9	10	11	12
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	1	2	1	1	2	1	1	1	1	1	1	1
22) The graduate effectively manages individual study and learning processes and career development.										1	2	3
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	2	2								3	3	3
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.										3	3	3

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	2
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	3

3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	3
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	3
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	2
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	2
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	3
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	3
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	3
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	3
11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	3
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	3
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	3
14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	3
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	3

16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	2
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	2
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	2
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	3
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	1
22)	The graduate effectively manages individual study and learning processes and career development.	1
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	2
24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	2

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Special Course Internship (Work Placement)	1	% 100
total		% 100
PERCENTAGE OF SEMESTER WORK		% 100
PERCENTAGE OF FINAL WORK		%
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Special Course Internship (Work Placement)	8	240
Total Workload		240