

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

Course Introduction and Application Information

Course Code:	TIP0001		
Course Name:	Internal Medicine 3		
Semester:	Fall Spring		
Course Credits:	<div>ECTS</div> <div>5</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	Yes		
Type of course:	Departmental Elective		
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. HİKMET KOÇAK		
Course	Term Coordinator: Prof. Dr. Nuriye Taşdelen Fışgın Course (internship) Coordinator: Dr.		

Lecturer(s):	Instructor Member H. Bora Uslu Other lecturers teaching the course: Prof. Dr. Şenol Kobak Prof. Dr. N. Faruk Aykan Prof. Dr. Tekin Akpolat Prof. Dr. Murat Korkmaz Prof. Dr. Alper Can Prof. Dr. Taflan Salepçi Prof. Dr. Canfeza Sezgin Prof. Dr. Duygu Derin Prof. Dr. Hasan Mutlu Prof. Dr. Fatma Paksoy Türkoz Prof. Dr. Binnur Şimşek Prof. Dr. Emre Merdan Fayda Assoc. Dr. Hilmi Doğu Dr. Instructor Member Hamit Cilveger Dr. Instructor Member Himmet Bora Uslu Dr. Instructor Member Ferda Kaya Dr. Instructor Member Ekrem Aslan Dr. Instructor Member Ramazan Ersoy
Course Assistants:	

Course Objective and Content

Course Objectives:	To train physicians who can adopt and practice preventive and preventive medicine in the field of internal medicine, diagnose common diseases and emergencies, and regulate their treatment.
Course Content:	It covers the symptoms and signs, diagnosis and treatment principles of basic diseases, including the learning objectives specified in the Core Education Program in the field of internal medicine. It covers 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) 1-Takes a detailed history and performs a physical examination.
- 2) 2- Makes diagnosis, differential diagnosis, interprets laboratory tests.
- 3) 3-Can discuss and write scientific articles specific to the field.
- 4) 4-Can manage the phenomenon specific to the field in accordance with the principles of evidence-based medicine.
- 5) 5-Apply the principles of rational drug use in the management of field-specific cases.

Course Flow Plan

Week	Subject	Related Preparation
1)	Bedside Training Outpatient study Clinical Watch Application Article Time	non
2)	Bedside Training Outpatient study Clinical Watch Application Article Time	non
3)	Bedside Training Outpatient study Clinical Watch Application Article Time	non
4)	Bedside Training Outpatient study Clinical Watch Application Article Time	non

Sources

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Course Notes / Textbooks:	<p>1-Hasta Muayenesi ve Kliniğe Giriş, Gürbüz Gümüşdiş,2004 Ege Üniversitesi Tıp Fakültesi Yayınları, 2000,İzmir</p> <p>2-İç hastalıkları 1-2 Cilt Takım, İliçin-Biberoğlu,Süleymanlar-Üna, Güneş Tıp Kitabevi, 2012,Ankara,</p> <p>3- Cecil Essentials of Medicine.İç Hastalıkları :Ivor Benjamin, Çeviri Editörü Prof. Dr. Serhat ÜNAL, Güneş Tıp kitabevi</p> <p>4- İç Hastalıklarında Semptomdan Tanıya, İstanbul tıp kitabevi, Scott D. C. Stern,Akademik kitaplar,</p> <p>5-Harrison İç Hastalıkları Cep Kitabı, Uzm. Dr. Bulut Demirel , Doç. Dr. Aydın Çifci , Dr. Öğr. Üyesi Sema Avcı , Doç. Dr. Şadiye Visal Buturak, Nobel Tıp Kitabevi,2019</p>
References:	<p>1-Hasta Muayenesi ve Kliniğe Giriş, Gürbüz Gümüşdiş,2004 Ege Üniversitesi Tıp Fakültesi Yayınları, 2000,İzmir</p> <p>2-İç hastalıkları 1-2 Cilt Takım, İliçin-Biberoğlu,Süleymanlar-Üna, Güneş Tıp Kitabevi, 2012,Ankara,</p> <p>3- Cecil Essentials of Medicine.İç Hastalıkları :Ivor Benjamin, Çeviri Editörü Prof. Dr. Serhat ÜNAL, Güneş Tıp kitabevi</p> <p>4- İç Hastalıklarında Semptomdan Tanıya, İstanbul tıp kitabevi, Scott D. C. Stern,Akademik kitaplar,</p> <p>5-Harrison İç Hastalıkları Cep Kitabı, Uzm. Dr. Bulut Demirel , Doç. Dr. Aydın Çifci , Dr. Öğr. Üyesi Sema Avcı , Doç. Dr. Şadiye Visal Buturak, Nobel Tıp Kitabevi,2019</p>

Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5
Program Outcomes					
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.	3	3	3	3	3
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.	1	1	1	2	1
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	2	1	2	1	2
4) The graduate, considering the individual, social, public, and environmental	1	1	1	1	1

factors affecting health; works towards maintaining and improving the state of health. Course Learning Outcomes	1	2	3	4	5
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	2	2	2	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.	3	3	3	3	3
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.	2	1	2	1	1
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.		1	1	1	1
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.	2	2	1	2	2
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.	1	1	1	2	2
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.	2	1	1	2	1
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.	1	1	2	1	2
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	1	2	1	2	2
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.	2	1	2	1	2
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.	2	2	2	2	2

16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	1	2	3	4	5
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.	3	3	3	3	3
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.	3	3	2	3	3
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	3	2	3	3
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	2	3	2	3	3
22) The graduate effectively manages individual study and learning processes and career development.	2	2	2	3	2
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.	3	1	2	2	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	1	1	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,	3

	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)	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.	2
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	2
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	1
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.	3
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.	2
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.	2
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.	2
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,	3

	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.	
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.	3
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.	3
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.	2
22)	The graduate effectively manages individual study and learning processes and career development.	2
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.	3

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Attendance	1	% 20
Field Work	1	% 40

Special Course Internship (Work Placement)	1	% 40
total		% 100
PERCENTAGE OF SEMESTER WORK		% 100
PERCENTAGE OF FINAL WORK		%
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	4	60
Application	4	16
Study Hours Out of Class	16	48
Total Workload		124