

## PHASE-3 / COMMITTEE-6 AIM(S)

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| 1. | In this committee, it is aimed that the students have information about the protection of public health, health promotion, primary health care services and health organization, family medicine and public health, and learn epidemiological methods. |
| 2. | In this committee, it is aimed that students have knowledge about toxicology and rational drug use principles and prescribing rules.   |
| 3. | In this committee, it is aimed that the students understand the screening methods in genetic diseases.   |
| 4. | In this committee, it is aimed that the students have knowledge about the solution of ethical problems encountered in the clinic.  |
| 5. | In this committee, it is aimed that students learn microbiological methods for the diagnosis of epidemic diseases.   |

# PHASE-3 / COMMITTEE-6 LEARNING OBJECTIVE(S)

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| 1.  | To be able to explain the basic features of family medicine, its origin and development, the definition of primary health care and preventive medicine   |
| 2.  | To be able to gain knowledge and skills in the protection of public health such as adult vaccination and chronic disease management  |
| 3.  | To be able to explain health promoting practices such as smoking and tobacco use, smoking cessation counseling   |
| 4.  | To be able to discuss diagnostic microbiological methods in zoonotic, food and waterborne infections, to be able to define sample processing processes such as appropriate sample selection, collection and transport, and to be able to gain knowledge and skills |
| 5.  | To be able to explain and apply the basic principles of prescription writing rules and rational drug use   |
| 6.  | To be able to discuss evidence-based medicine practices  |
| 7.  | To be able to explain the basic concepts of toxicology   |
| 8.  | To be able to explain the principles of traditional herbal medicinal products, pharmacogenetics, and pharmacovigilance   |
| 9.  | To be able to recognize ethical dilemmas in related fields and to be able to suggest solutions for solving ethical problems  |
| 10. | To be able to manage the diagnosis-treatment process in accordance with human dignity and rights and to be able to make ethical evaluations  |
| 11. | To be able to understand the contribution of early diagnosis of genetic diseases to treatment, to be able to interpret test results and to be able to inform patients  |
| 12. | To be able to explain Turkey's health problems, to be able to explain the health organization model  |
| 13. | To be able to explain financing and management of health systems   |
| 14. | To be able to explain epidemiological concepts, research types, criteria used  |
| 15. | To be able to explain epidemic investigation, control, and protection methods  |
| 16. | To be able to discuss the effects of demographic and environmental changes on public health  |
| 17. | To be able to discuss the concept of occupational health, prevention policies and practices, occupational diseases, prevention methods and measures  |
| 18. | To be able to explain the general problems of the elderly population and comprehensive   |

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|     | geriatric evaluation   |
| 19. | To be able to comprehend the concepts, theories, teachings that form the basis of medical ethics and the ethical dimension of the patient-physician relationship |

## PHASE-3 / COMMITTEE-6 INTENDED LEARNING OUTCOME(S)

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| 1.  | Can explain the basic features of family medicine, its origin and development, the definition of primary health care and preventive medicine.   |
| 2.  | Can gain knowledge and skills in the protection of public health such as adult vaccination and chronic disease management.  |
| 3.  | Can explain health promoting practices such as smoking and tobacco use, smoking cessation counseling.   |
| 4.  | Can discuss diagnostic microbiological methods in zoonotic, food and waterborne infections, can define sample processing processes such as appropriate sample selection, collection and transport, and can gain knowledge and skills. |
| 5.  | Can explain and apply the basic principles of prescription writing rules and rational drug use.   |
| 6.  | Can discuss evidence-based medicine practices.  |
| 7.  | Can explain the basic concepts of toxicology.   |
| 8.  | Can explain the principles of traditional herbal medicinal products, pharmacogenetics and pharmacovigilance.  |
| 9.  | Can recognize ethical dilemmas in related fields and can suggest solutions for solving ethical problems.  |
| 10. | Can manage the diagnosis-treatment process in accordance with human dignity and rights and can make ethical evaluations.  |
| 11. | Can understand the contribution of early diagnosis of genetic diseases to treatment, can interpret test results and can inform patients.  |
| 12. | Can explain Turkey's health problems, can explain the health organization model   |
| 13. | Can explain financing and management of health systems.   |
| 14. | Can explain epidemiological concepts, research types, criteria used.  |
| 15. | Can explain epidemic investigation, control and protection methods.   |
| 16. | Can discuss the effects of demographic and environmental changes on public health.  |
| 17. | Can discuss the concept of occupational health, prevention policies and practices, occupational diseases, prevention methods and measures.  |
| 18. | Can explain the general problems of the elderly population and comprehensive geriatric  |

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|     | evaluation.   |
| 19. | Can comprehend the concepts, theories, teachings that form the basis of medical ethics and the ethical dimension of the patient-physician relationship. |