

MUĞLA SITKI KOÇMAN UNIVERSITY FACULTY of MEDICINE PHASE 4 ENGLISH MEDICINE PROGRAM

COURSE of INTERNAL MEDICINE

2022/2023 Academic Year COURSE GUIDEBOOK

PREFACE

Dear Students,

Welcome to the internal medicine course which is an important part of your education.

In this course program, which is going to continue for 10 weeks, we aim to give the basic education of the course program in all aspects of theoretical courses and practical applications. This guide describes what you will learn and perform during your course, the rules you must follow in our clinic, and the working conditions. We wish you all success with the belief that this guide will guide you sufficiently through your course studies.

Department of Internal Medicine

GENERAL INFORMATION on COURSE

Course Title Main Department of Course Department Responsible for Course Course Code Course Topic Code Course Type Duration of the Course Teaching Method of the Course ECTS Language Head of the department Teaching Staff : :Internal medicine :Medical Sciences : Department of internal medicine : MED-4011 : MED4-: Required : 10 weeks : Formal : 14 : English : Emine Figen Tarhan

Teaching Staff	Subject area	Theoretical Course duration (Hours)
Emine Figen Tarhan MD,	Rheumatology	13
Professor		
Bülent Hüddam MD, Professor	Nephrology	10
Neşe Çınar MD, Professor	Endocrinology and Metabolism	13
Gülhan Akbaba MD, Professor	Endocrinology and Metabolism	13
Özgür Tanrıverdi MD, Assoc.	Medical Oncology, Molecular	7
Prof.	Biology and Genetics	
Cem Şahin MD, Assoc.Prof.	General internal medicine	9
Burak Özşeker MD, Assoc.Prof.	Gastroenterology and Hepatology	8
Mehmet Suat Yalçın MD,	Gastroenterology and Hepatology	3
Assoc.Prof.		
Murat Başaran MD	Gastroenterology and Hepatology	4
Ali Alkan MD, Assoc.Prof.	Medical Oncology	7
Gökhan Pektaş MD, Assoc.Prof.	Hematology	25
Hasan Tunca MD, Asst. Prof.	General internal medicine	14
İsmail Kırlı MD, Asst. Prof.	General internal medicine	12
Alper Alp MD, Asst. Prof.	Nephrology	10
Dilek Gibyeli Genek MD, Asst.	Nephrology	10
Prof.		
Melike Ersoy MD, Asst. Prof.	Rheumatology	5

Coordinator of the Department Education Program : Emine Figen Tarhan MD, Professor Coordinator of the Course Education Program : Melike Ersoy MD, Asst. Prof. Coordinator of the Course Examinations : Dilek Gibyeli Genek MD, Asst. Prof. Coordinator of Course Assessment and Evaluation : Dilek Gibyeli Genek MD, Asst. Prof.

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TEACHING METHODS-TECHNIQUES

1. Theoretical lessons

2. Learning Centered Teaching

- a. Case-based discussion sessions
- b. Student case reports,
- c. Practical application at the bedside
- d. Practical application at the bedside in the outpatient clinic

3. Interactive teaching

PHYSICAL SPACES

Teaching Activity	Physical Space	Explanation
Theoretical lessons	Determined classroom will be notified	Morphology
	to course group representative by	Building, Ground
	deanery	floor classrooms
Inpatient bedside	Rheumatology, Nephrology,	Hospital Building
practice	Endocrinology and Metabolic	inpatient side; 1st
	Diseases, Medical Oncology, General	floor, 2nd floor and
	Internal Medicine, Gastroenterology	-2nd floor
	and Hepatology, Hematology, Internal	
	Intensive Care Services	
Policlinic	Rheumatology, Nephrology,	
	Endocrinology and Metabolic	
	Diseases, Medical Oncology, General	
	Internal Medicine, Gastroenterology	
	and Hepatology, Hematology	
	Policlinics	
Case analysis	Theoretical lessons classroom	
Problem-based	Theoretical lessons classroom	
teaching		
Special audit	Endoscopic procedures, ERCP,	Related sections
applications	hematological examinations, joint	
	fluid sampling procedures	
Private field	Dialysis, chemotherapy, intensive care	Hemodialysis unit,
applications		chemotherapy
		center, intensive
		care

RELATED LEGISLATION

http://www.tip.mu.edu.tr/tr/ilgili-mevzuat-6641

AIM(S) of the COURSE

1	In this course, it is aimed that the students learn the symptoms that are common in
	adults, get a detailed and accurate medical history from the patient and their
	relatives for these symptoms, and improve their ability to make a differential
	diagnosis for these symptoms.
2	In this course, it is aimed that the students be able to perform the entire systemic
	physical examination of an adult patient.
3	In this course, it is aimed that the students gain the ability to determine the most
	appropriate laboratory, imaging and interventional diagnostic tests for the
	preliminary diagnoses determined in the outpatient clinic and emergency room
	conditions, based on the history and physical examination findings obtained from
	the adult patient.
4	In this course, it is aimed that students develop their communication skills with
	adult patients, their relatives, and colleagues.
5	In this course, it is aimed that the students develop the skills of prevention,
	screening, diagnosis, treatment, follow-up, and appropriate referral of diseases
	that are common in adults at the level of general practitioners.

OBJECTIVE(S) of the COURSE

1	To be able to obtain an accurate and detailed medical history and systemic
	physical examination from an adult patient in outpatient and emergency room
	conditions, to be able to make a pre-diagnosis and diagnosis with the findings
	obtained from the medical history and physical examination.
2	To be able to develop effective, appropriate, and ethical communication skills with
	adult patients, their relatives, and colleagues in the process of diagnosing the
	patient's disease.
3	To be able to develop the skills of approach to internal diseases that are common
	and may require urgent intervention, to be able to pre-diagnose or diagnose these
	diseases at the level of the general practitioner, to be able to determine the
	treatment approaches, to be able to make the first treatment, to be able to refer
	them appropriately when necessary and to be able to manage the internal patients
	who are followed up properly.
4	To be able to comprehend the differences between physiological changes and
	diseases in older adults, to be able to diagnose, follow up, and treat internal
	diseases in older adults and to be able to refer them appropriately, when
	necessary.
5	To be able to explain the anatomical and physiological features of the kidneys and
	urinary system, to be able to perform nephrological physical examination in detail,
	to be able to reach differential diagnosis and diagnosis in polyclinic and
	emergency room conditions by examining the symptoms seen in kidney diseases,
	to be able to apply the basic treatment principles in these diseases, to be able to
	follow up and refer them, when necessary.
6	To be able to explain the anatomical and physiological features of the endocrine
	system, to be able to perform a detailed physical examination of the endocrine
	organs, to be able to examine the symptoms seen in endocrine diseases and to be
	able to reach the differential diagnosis and diagnosis in polyclinic and emergency
	room conditions, to be able to apply the basic treatment principles in these
	diseases, to be able to follow up and refer them when necessary.

- 7 To be able to explain the anatomical and physiological features of the gastrointestinal tract, pancreas and hepatobiliary system, to be able to perform physical examination of the gastrointestinal system in detail, to be able to reach the differential diagnosis and diagnosis in polyclinic and emergency room conditions by examining the symptoms seen in these diseases, to be able to apply the basic treatment principles in these diseases, to be able to follow them and refer them when necessary.
- 8 To be able to reach differential diagnosis and diagnosis in polyclinic and emergency room conditions by examining the symptoms of systemic rheumatic diseases, to be able to perform detailed systemic physical examination as well as musculoskeletal examination, to be able to explain the anatomical and physiological features of these systems, to be able to apply the basic treatment principles for rheumatological diseases, to be able to follow them and refer them when necessary.
- **9** To be able to explain the molecular biology of cancer and the basic pharmacological properties of anti-cancer drugs, to be able to gain information about cancer screening and cancer prevention, to be able to take an appropriate medical history about the cancer and general medical condition of a patient with cancer, to be able to perform a complete systemic physical examination, to be able to communicate with cancer patients and their relatives, to be able to communicate and give bad news appropriately, to be able to provide information about cancer, cancer treatments and other medical problems that cancer patients may experience in outpatient clinic and emergency room conditions, and to be able to reach differential diagnosis and diagnosis., to be able to apply the principles of palliative care in cancer, to be able to follow them and refer them when necessary.

10 To be able to explain the anatomical and physiological basic features of blood cells and lymphatic system, to be able to take medical history of blood diseases and hematological cancers, to be able to perform systemic physical examination, to be able to reach differential diagnosis and diagnosis for medical problems that hematological patients may experience in outpatient clinic and emergency room conditions, to be able to analyze laboratory tests and microscopic findings of peripheral blood, bone marrow and clinical and laboratory findings, to be able to apply basic treatment principles, to be able to follow them and refer them when necessary.

11	To be able to prevent and diagnose chronic systemic diseases that are common in
	the society such as diabetes, hypertension, dyslipidemia, obesity, to be able to
	determine treatment options, to be able to follow up in terms of complications and
	to be able to refer them appropriately when necessary.

INTENDED LEARNING OUTCOME(S)

1	Can obtain an accurate and detailed medical history and systemic physical
	examination from an adult patient in outpatient and emergency room conditions,
	can make a pre-diagnosis and diagnosis with the findings obtained from the
	medical history and physical examination.
2	Can develop effective, appropriate, and ethical communication skills with adult
	patients, their relatives and colleagues in the process of diagnosing the patient's
	disease.
3	Can develop the skills of approach to internal diseases that are common and may
	require urgent intervention, can pre-diagnose or diagnose these diseases at the
	level of the general practitioner, can determine the treatment approaches, can
	make the first treatment, can refer them appropriately when necessary and can
	manage the internal patients who are followed up properly.
4	Can comprehend the differences between physiological changes and diseases in
	older adults, can diagnose, follow up, and treat internal diseases in older adults
	and can refer them appropriately, when necessary.
5	Can explain the anatomical and physiological features of the kidneys and urinary
	system, can perform nephrological physical examination in detail, can reach
	differential diagnosis and diagnosis in polyclinic and emergency room conditions
	by examining the symptoms seen in kidney diseases, can apply the basic treatment
	principles in these diseases, can follow up and refer them, when necessary.
6	Can explain the anatomical and physiological features of the endocrine system, can
	perform a detailed physical examination of the endocrine organs, can examine the
	symptoms seen in endocrine diseases and can reach the differential diagnosis and
	diagnosis in polyclinic and emergency room conditions, can apply the basic
	treatment principles in these diseases, can follow up and refer them, when
	necessary.
7	Can explain the anatomical and physiological features of the gastrointestinal tract,
	pancreas, and hepatobiliary system, can perform physical examination of the
	gastrointestinal system in detail, can reach the differential diagnosis and diagnosis
	in polyclinic and emergency room conditions by examining the symptoms seen in
	these diseases, can apply the basic treatment principles in these diseases, can

	follow them and refer them when necessary.
8	Can reach differential diagnosis and diagnosis in polyclinic and emergency room
	conditions by examining the symptoms of systemic rheumatic diseases, can
	perform detailed systemic physical examination as well as musculoskeletal
	examination, can explain the anatomical and physiological features of these
	systems, can apply the basic treatment principles for rheumatological diseases, can
	follow them and refer them when necessary.
9	Can explain the molecular biology of cancer and the basic pharmacological
	properties of anti-cancer drugs, can gain information about cancer screening and
	cancer prevention, can take an appropriate medical history about the cancer and
	general medical condition of a patient with cancer, can perform a complete
	systemic physical examination, can communicate with cancer patients and their
	relatives, can communicate and give bad news appropriately, can provide
	information about cancer, cancer treatments and other medical problems that
	cancer patients may experience in outpatient clinic and emergency room
	conditions, and can reach differential diagnosis and diagnosis., can apply the
	principles of palliative care in cancer, can follow them and refer them when
	necessary.
10	Can explain the anatomical and physiological basic features of blood cells and
	lymphatic system, can take medical history of blood diseases and hematological
	cancers, can perform systemic physical examination, can reach differential
	diagnosis and diagnosis for medical problems that hematological patients may
	experience in outpatient clinic and emergency room conditions, can analyze
	laboratory tests and microscopic findings of peripheral blood, bone marrow and
	clinical and laboratory findings, can apply basic treatment principles, can follow
	them and refer them when necessary.
11	Can prevent and diagnose chronic systemic diseases that are common in the
	society such as diabetes, hypertension, dyslipidemia, obesity, can determine
	treatment options, can follow up in terms of complications and can refer them
	appropriately when necessary.

DUTIES and RESPONSIBILITIES OF STUDENTS and OTHER ISSUES

RESPONSIBILITIES

- 1. The training and education activities within the Course/Course blocks are carried out under the supervision of the instructor in charge of the course.
- 2. Before the clinical / outpatient applications, they introduce themselves as "Trainee Doctor" to the patient, give information and get permission from the patient, take the patient's medical history and perform a physical examination. They perform other medical procedures under the supervision of instructors.
- 3. The clothing of the trainee doctors in the working environment should be appropriate for the health worker.
- 4. Trainee doctors wear their ID cards visibly inside the hospital and in all educational environments.
- 5. Trainee doctors should wear a white doctor's coat inside the hospital.
- 6. They attend the theoretical and practical courses given by the instructors, as well as the applied trainings under the supervision of the instructors.
- 7. They attend visits during service working hours in line with the curriculum prepared by the department; They monitor all kinds of medical interventions for diagnosis and treatment in outpatient clinics, services and other diagnosis and treatment units, and perform the procedures in the practice list in accordance with the National Core Education Program / MSKU Extended Education Program at the specified level during course under the permission and supervision of the trainer.
- 8. In line with the program prepared by the department, they take the medical history of the patients given to them for educational purposes in the units, perform the physical examination, determine the preliminary diagnosis, make the interpretation and differential diagnosis of the case and present it to the lecturer.
- 9. They act in accordance with the principles and rules of medical professional ethics and deontology during practices.
- 10. They now the rights of patients and their relatives, acts respectfully to these rights and abides by the principle of confidentiality of patient information.

- 11. They do not share, use or accumulate for other purposes, information, documents and samples obtained from patients during training and practice studies with third parties, including patient relatives.
- 12. The patient should not inform the patient's relatives or third parties about the patient's medical condition and course without the knowledge and supervision of the instructors.
- 13. When they have serious information, observations and findings about patients that require changes in diagnosis and treatment, they immediately notify the relevant instructors.
- 14. They do not take the patient files out of the service.
- 15. They avoid behaviors that will harm patient safety and disrupt hospital hygiene.
- 16. During the course, they perform the tasks of preparing/presenting articles, preparing/presenting seminars, preparing/presenting interactive lessons, preparing/presenting cases and similar tasks.
- 17. All the work of the trainee students is for educational purposes only, and the trainee students cannot in any way be involved in the decisions, practices and records regarding the diagnosis, treatment, follow-up and medical care of the patients.
- 18. They know the patient rights regulation and the current health legislation and act accordingly.
- 19. During the course, it is important that the personal logbook is filled in carefully, signed and handed over to the responsible instructor at the end of the course.
- 20. They should be aware of the legislation of the Faculty of Medicine, including the Muğla Sıtkı Koçman University Faculty of Medicine Education-Training and Examination regulations, and act accordingly.
- 21. They act in accordance with the principles regarding attendance and other matters of Phase IV and V students in the MSKU Faculty of Medicine Education-Training and Examination Regulations.
- 22. As in all health institutions, they must comply with the rules, regulations and directives of the institution stated below.
 - ✓ Infection control rules
 - ✓ Rules on medical waste, household waste and recyclable waste
 - ✓ Radiation safety rules
 - ✓ Rules regarding employee health
 - ✓ Rules regarding patient safety

- ✓ Sample taking, sending, request writing, consent and similar rules
- ✓ Fire and safety precautions
- ✓ Ethical and deontological rules

Please read: MSKU Medical Faculty Pre-Graduation Education Rules, Students' Responsibilities and Duties

OTHER ISSUES:

- 1. Course period is 10 weeks.
- 2. During the course, besides theoretical lessons, "patient practice" lessons are carried out.
- 3. Practical lessons are carried out according to the practical application calendar created by the instructor in charge of the course by dividing them into groups and conveyed to the representative of the course group.
- 4. In practical lessons; They receive training in an outpatient clinic, inpatient service or laboratory in order to observe or apply the practical use of theoretical courses. The place where these practice hours will be held and the preparation required from the students are announced to the group by the relevant lecturer.
- 5. During some of these practice hours, the patients in the ward are discussed, and for these hours, students are expected to prepare by evaluating the history, physical examination, laboratory evaluation and additional examinations of the ward patients.
- 6. During the course, students are expected to comply with the dress code and to have a white coat, stethoscope for examination or additional equipment with them during the bedside practice hours.
- 7. There is an obligation to continue during the course.

ECOMMENDED RESOURCE(S)

KEY RESOURCE(S)

KEY RESOURCE(S)	Matched Course Outcome(s)
1. Harrison's Internal Medicine	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Cecil Essential of Medicine	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. İç Hastalıkları 2 Cilt 3. Baskı, Gürler İliçin.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4. Harrison's Rheumatology	8
5.Oxford Textbook Rheumatology	8
6.Uptodate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
7.Comprehensive Nephrology	5
8. Primer on Kidney diseases	5

ADDITIONAL RESOURCE(S)

ADDITIONAL RESOURCE(S)	Matched
	Course
	Outcome(s)
1. National Comprehensive Cancer Network (NCCN) Guidelines.	9
Link: <u>https://www.nccn.org/</u>	
 2.Türk Hematoloji Derneği Kılavuzları. 	10
Link: https://www.thd.org.tr/menu/259/kutuphane	
3.Türkiye Endokrinoloji ve Metabolizma Hastalıkları	6
Derneği Kılavuzları. Link:	
https://temd.org.tr/yayinlar/kilavuzlar	
4.Klinik Uygulamada Hematoloji. Robert S. Hillman.	10

ASSESMENT and EVALUATION

Assessment and Evaluation Methods in Course Evaluation Exam

Assessment and Evaluation Method	Explanation	Role in the End of Course Evaluation	% Value for the End of Course Evaluation
Attendance to Classes		Compulsory	
Course Logbook		Compulsory	
Multiple Choice Theoretical Test Exam	100 multiple choice theoretical questions		%50
Bedside Clinical Practice Exam	Bedside anamnesis, physical examination, preliminary diagnosis, treatment planning		%25
Unstructured (Jury- Based) Classical Oral Examination	Theoretical knowledge exam under the direction of at least 2 lecturers		%25
Total			%100

Availability of Course Logbook, Place of Course Report in Course Assessment and Evaluation Principles

For the right to take the written exam, the student must be evaluated as "adequate" from the criteria specified in the course report.

Existence of Attendance Requirement and Its Place in Course Assessment-Evaluation Principles It is stated at the beginning of the course that the student who is absent from the courses will not be taken to the written exam.



In order to be successful in the course, it is required to get at least 60 points at each stage of the course exams. A student whose score is 59 and below in an assessment-evaluation technique is not allowed to participate in the other exam phase.

- ✓ Multiple Choice Theoretical Test Exam
- ✓ Bedside Clinical Practice Exam
- ✓ Unstructured (Jury-Based) Classical Oral Examination

Assessment and Evaluation Methods in Resit Examination

Assessment and	Explanation	Role in the End of	% Value at the End of
Evaluation		Course Evaluation	Course Evaluation
Method			
Multiple Choice	100 multiple		%50
Theoretical	choice		
Test Exam	theoretical		
	questions		
Unstructured	Theoretical		%50
(Jury-Based)	knowledge		
Classical Oral	exam under the		
Examination	direction of at		
	least 2 lecturers		
Total			%100

Assessment and Evaluation Methods in Single Resit Examination

Assessment and	Explanation	Role in the End of	% Value at the End
Evaluation		Course Evaluation	of Course
Method			Evaluation
Multiple Choice	100 multiple		%50
Theoretical Test	choice theoretical		
Exam	questions		
Unstructured (Jury-	Theoretical		%50

Based) Classical	knowledge	
Oral Examination	exam under the	
	direction of at	
	least 2 lecturers	
Total		%100

COURSE LOGBOOK

STUDENT'S NAME AND SURNAME : STUDENT'S SCHOOL NO : COURSE PERIOD										
APPLICATION	TEA	ACHING ST	AFF (SIGN	ATURE)						
DATE										
1.Taking anamnesis										
2.Patient Physical Examination										
3.Blood Pressure Measurement										
4.Peripheral smear staining										
5.Intra-articular injection monitoring										
6.Salivary gland biopsy monitoring										
7.Paracentesis Monitoring										
8.Thoracentesis Monitoring										
9.Port maintenance										
10.Wound culture taking										
11.Arterial blood gas collection										
12.Nasogastric tube insertion										
13.Foley catheter insertion										
14.Measuring bleeding time										
15.Bone marrow imprint and aspiration monitoring										
16.Ability to use a microscope										
17.Ability to interpret OGTT and thyroid function tests										
18.Measuring blood sugar with a strip										
19.Liver biopsy monitoring										
DECISION: PASS FAIL Head of Department or Coordinator: Date: Signature:										

Faculty of Medicine English Medicine Program													
Dhase 4													
rnase 4													
Internal Medicine													
	Course												
				C	Compet	ence N	Aatrix						
Course	PO1	P02	PO3	PO4	PO5	P06	P07	P08	P09	PO10	PO11	PO12	PO13
Internal	5	5	4	4	1	1	3	2	2	1	4	4	4
Medicine													
^t Completed according to the following program outcomes. (Score from 0 to 5.) PO: Program Outcomes of Faculty of Medicine													
PO Link: https	s://mu	web.m	u.edu.	tr/tr/j	progra	m-yete	erlilikle	ri-6598	?site=t	ip.mu.e	edu.tr		

TRAINING ACTIVITY AND ASSESMENT AND EVALUATION METHODS MATCHING OF COURSE GAINS

Intended Learning Outcome	RAINING ACTIVITY MATCHING	ASSESMENT AND EVALUATION METHODS MATCHING
1.Can obtain an accurate and detailed medical history and systemic physical examination from an adult patient in outpatient and emergency room conditions, can make a pre-diagnosis and diagnosis with the findings obtained from the medical history and physical examination	V,CR,C,V SL,R,L, Pr	P- L,OE,T E
2.Can develop effective, appropriate, and ethical communication skills with adult patients, their relatives and colleagues in the process of diagnosing the patient's disease.	V,CR,C,V SL,R,L, Pr	P- L,OE,T E
3.Can develop the skills of approach to internal diseases that are common and may require urgent intervention, can pre-diagnose or diagnose these diseases at the level of the general practitioner, can determine the treatment approaches, can make the first treatment, can refer them appropriately when necessary and can manage the internal patients who are followed up properly.	V,CR,C,V SL,R,L, Pr	P- L,OE,T E
4.Can comprehend the differences between physiological changes and diseases in older adults, can diagnose, follow up, and treat internal diseases in older adults and can refer them appropriately, when necessary.	V,CR,C,V SL,R,L, Pr	P- L,OE,T E
5.Can explain the anatomical and physiological features of the kidneys and urinary system, can perform nephrological physical examination in detail, can reach differential diagnosis and diagnosis in polyclinic and emergency room conditions by examining the symptoms seen in kidney diseases, can apply the basic treatment principles in these diseases, can follow up and refer them, when necessary.	V,CR,C,V SL,R,L, Pr	P- L,OE,T E
6.Can explain the anatomical and physiological features of the endocrine system, can perform a detailed physical examination of the endocrine organs, can examine the symptoms seen in endocrine diseases and can reach the differential diagnosis and diagnosis in polyclinic and emergency room conditions, can apply the basic treatment principles in these diseases, can follow up and refer them, when necessary.	V,CR,C,V SL,R,L, Pr	P- L,OE,T E
7.Can explain the anatomical and physiological features of the gastrointestinal tract, pancreas, and hepatobiliary system, can perform physical examination of the gastrointestinal system in detail, can reach the differential diagnosis and diagnosis in polyclinic and emergency room conditions by examining the symptoms seen in these diseases, can apply the basic treatment principles in these diseases, can follow them and refer them when	V, CR,C,V SL,R,L, Pr	P- L,OE,T E

Decessary.		
8 Can reach differential diagnosis and diagnosis in polyclinic and	VCPCV	P
omergency room conditions by examining the symptoms of		
entergency room conditions by examining the symptoms of	ЭL, К, L, Ри	L,OE,I E
systemic meanance diseases, can perform detailed systemic	11	Ľ
physical examination as well as infusculoskeletal examination, can		
explain the anatomical and physiological features of these systems,		
can apply the basic treatment principles for rneumatological		
diseases, can follow them and refer them when necessary.		D
9. Can explain the molecular biology of cancer and the basic	V,CR,C,V	P-
pharmacological properties of anti-cancer drugs, can gain	SL,R,L,	L,OE, I
information about cancer screening and cancer prevention, can take	Pr	E
an appropriate medical history about the cancer and general		
medical condition of a patient with cancer, can perform a complete		
systemic physical examination, can communicate with cancer		
patients and their relatives, can communicate and give bad news		
appropriately, can provide information about cancer, cancer		
treatments and other medical problems that cancer patients may		
experience in outpatient clinic and emergency room conditions, and		
can reach differential diagnosis and diagnosis., can apply the		
principles of palliative care in cancer, can follow them and refer		
them when necessary.		
10.Can explain the anatomical and physiological basic features of	V,CR,C,V	P-
blood cells and lymphatic system, can take medical history of blood	SL,R,L,	L,OE,T
diseases and hematological cancers, can perform systemic physical	Pr	Е
examination, can reach differential diagnosis and diagnosis for		
medical problems that hematological patients may experience in		
outpatient clinic and emergency room conditions, can analyze		
laboratory tests and microscopic findings of peripheral blood, bone		
marrow and clinical and laboratory findings, can apply basic		
treatment principles, can follow them and refer them when		
necessary.		
11.Can prevent and diagnose chronic systemic diseases that are	V,CR,C,V	P-
common in the society such as diabetes, hypertension,	SL,R,L,	L,OE,T
dyslipidemia, obesity, can determine treatment options, can follow	Pr	E
up in terms of complications and can refer them appropriately		
when necessary.		
Abbreviations		

Teaching Activity: Visit (V), Case report (CR), Clinical picture discussion-Outpatient clinic (C), Vocational skills lab (VSL), Radiological evaluation (R), Laboratory evaluation (L), Presentation (Pr)

Assessment Method: Practical - Logbook (P-L), Oral exam (OE), Theoretical exam (TE)

INFORMATION AND MATCHING TABLE ON THE THEORETICAL AND PRACTICAL COURSES IN THE COURSE TO BE INCLUDED IN THE 2022- 2023 ACADEMIC YEAR COURSE PROGRAM

Lecture Code	Hour	Lecture Type	Lecture Subject	NCEP-020	Course Aim Matching	Course Learning Outcome Motching	Activity Matching	Assessment and Evaluation Method	Vertical Integr ation	Horizon tal Integr ation
31	1	Т	Bone Marrow Deficiencies (Aplastic Anemia, ESEDA, PNH,MDS)		1,2,3,4 ,5	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
67	2	Т	Approach to Microcytic Anemias		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
72	1	Т	Approach to Venous Thromboembolism and Thrombophilia		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
129	1	Т	Hemoglobinopathie s		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
132	1	Т	Approach to Hemochromatosis		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
130	2	Т	Hemolytic Anemias		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
131	1	Т	Approach to Thrombocytopeni a		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
149	1	Т	Commonly Used Drugs in Hematology and Their Side Effects		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
162	1	Т	Vitamin K Deficiency and Other Acquired Coagulation Disorders		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
170	1	Т	Blood Incompatibilities		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
171	1	Т	Transfusion Practice		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
172	2	Т	Approach to the Patient with Hemorrhage		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
206	3	Т	Lymphomas and other Lymphoproliferativ e Diseases		1,2,3,4 ,5,	1,2,3,1 0	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
208	2	Т	Acute Pancreatitis		1,2,3,4 ,5,	1,2,3,7	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
211	1	Т	Chronic Pancreatitis		1,2,3,4 ,5,	1,2,3,7	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
221	2	Т	Chronic Hepatitis		1,2,3,4 ,5,	1,2,3,7	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
263	1	Т	GIS Bleeding (Upper-Lower)		1,2,3,4 .5.	1,2,3,7	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
329	1	Т	GIS Motility Disorders		1,2,3,4 .5,	1,2,3,7	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
	1	Т	Peptic Ulcer Disease		1,2,3,4 ,5,	1,2,3,7	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		

1	Т	Liver Cirrhosis and	1,2,3,4	1,2,3,7	V,CR,C,VSL,R	PL,OE,	
1	т	inflammatory bowel	,5,	1237	,L,PT V CR C VSL R	PL OF	
T	1	disease	1,2,3,4 ,5,	1,2,3,7	LPr	TE,OE,	
1	Т	Cholecystitis,	1,2,3,4	1,2,3,7	V,CR,C,VSL,R	PL,OE, TE	
1	Т	malabsorption	1,2,3,4	1,2,3,7	V,CR,C,VSL,R	PL,OE,	
1	т	irritable bowel	 ,5, 1234	1237	,L,Pr V CR C VSL R	TE PL OF	
T	1	disease	1,2,3,4 ,5,	1,2,3,7	LPr	TE,OE,	
1	Т	Acute Liver Failure	1,2,3,4	1,2,3,7	V,CR,C,VSL,R	PL,OE,	
		and	,5,		,L,Pr	TE	
1	т	Transplantation	 1 2 2 4	1007	V CP C VEL P	DI OE	
1	1	Reflux	1,2,3,4 .5,	1,2,3,7	V,CK,C,V5L,K .L.Pr	г L,OE, TE	
1	Т	Vascular Diseases of	1,2,3,4	1,2,3,7	V,CR,C,VSL,R	PL,OE,	
		the Liver	 ,5,		,L,Pr	TE	
1	Т	Pregnancy and GIS	1,2,3,4	1,2,3,7	V,CR,C,VSL,R	PL,OE, te	
1	Т	Approach to	 ,3, 1.2.3.4	1.2.3.4	V.CR.C.VSL/R	PL.OE.	
		Primary	,5	,	,L,Pr	TE	
		Hypertension and					
		Hypertensive					
1	Т	Shock	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
		Parophysiology	,5		,L,Pr	TE	
		and Approach to					
		Patient					
1	Т	Sepsis	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
		Pathophysiology	,5		,L,Pr	TE	
		and Approach to					
		Sepsis					
1	Т	poisonings	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
1	т	D 1 1	 ,5	1004	,L,Pr	TE	
1	1	Physiology and	1,2,3,4 5	1,2,3,4	V,CK,C,VSL,K L.Pr	PL,OE, TE	
		Respiratory	,0		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	11	
		Failure (ARDS)					
2	Т	Endocrine problems	1,2,3,4	1,2,3	V,CR,C,VSL,R	PL,OE, te	
2	Т	Immune System	 1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
		Physiology and	,5		,L,Pr	TE	
2		Adult					
2	Т	History in internal	 1.2.3.4	1.2.3.4	V.CR.C.VSL.R	PL.OE.	
2	-	diseases	,5	,	,L,Pr	TE	
	Т	Principles of	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
		physical examination in	,5	,	,L,Pr	TE	
2		internal diseases					
	Т	Physiological	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
1		changes in old	,5	,	,L,Pr	TE	
1	Т	age sarcoidosis	 1.2.3.4	1.2.3.4	V.CR.C.VSL.R	PL.OE.	
1	-	Surcoraosis	,5	,	,L,Pr	TE	
	Т	anaphylaxis	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
2	т	Immunadoficionau	 ,5	, 1024	,L,Pr	TE DI OE	
2	1	syndromes	1,2,3,4 ,5	1,2,3,4	v ,CK,C, V5L,K ,L,Pr	TE	
2	Т	Versatile geriatric	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
۷	-	assessment	 ,5	/	,L,Pr	TE	
2	Т	Kational drug use in the elderly	1,2,3,4 5	1,2,3,4	V,CR,C,VSL,R L.Pr	PL,OE, tf	
	Т	Systemic diseases in	1,2,3,4	, 1,2,3,4	V,CR,C,VSL,R	PL,OE,	
1		the elderly	,5	,	,L,Pr	TE	
1	Т	Approach to	1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,	
		Frimary	,5	,	,∟,Pr	IE	1

			Hypertension and Hypertensive							
			Emergencies							
		Т	Shock		1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE, te		
	2		and Approach to		,0		,L,I 1	IL		
			the Shocked Patient							
		Т	Sepsis		1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,		
	2		Pathophysiology		,5		,L,Pr	TE		
	2		the Patient in							
		T	Sepsis		1001	1004		DI OF		
	1	1	poisonings		1,2,3,4 ,5	1,2,3,4	v,CR,C,VSL,R ,L,Pr	PL,OE, TE		
		Т	Respiratory		1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,		
	1		Respiratory		3,		,L,FT	IE		
		T	Failure (ARDS)		1001	1.0.0		DI OF		
	1	1	in the elderly		1,2,3,4 ,5	1,2,3	v,CR,C,VSL,R ,L,Pr	PL,OE, TE		
		Т	Immune System		1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,		
			Adult		,5		,L,Pr	IE		
	2		Immunization			1.0.0.1				
	2	Т	History in internal diseases		1,2,3,4 ,5	1,2,3,4	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
		Т	Principles of		1,2,3,4	1,2,3,4	V,CR,C,VSL,R	PL,OE,		
			physical examination in		,5	'	,L,Pr	TE		
	1		internal diseases							
		Т	Physiological changes in old		1,2,3,4 .5	1,2,3,4	V,CR,C,VSL,R ,L,Pr	PL,OE, TE		
	2		age		,-	,	,_,			
76		Т	Diabetes mellitus etiopathogenesis		1,2,3,4 .5	1,2,3,6 .11	V,CR,C,VSL,R .L.Pr	PL,OE, TE		
			and endocrine		,-	,	,_,			
	1		physiology of the pancreas							
76,12		Т	Diabetes mellitus		1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE,		
2			treatment, anti- diabetic drugs		,5	,11	,L,Pr	TE		
			and their side							
			effects, anti- diabetic drugs							
	1		and							
76,12 2	2	Т	side effects		1,2,3,4 .5	1,2,3,6 .11	V,CR,C,VSL,R ,L.Pr	PL,OE, TE		
76		Т	Acute and chronic		1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE,		
	1		complications of diabetes		,5		,L,Pr	TE		
144		Т	Approach to		1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE,		
143	1	Т	hypoglycemias Pituitary anatomy		,5 1234	1236	,L,Pr V CR C VSL R	TE PL OE		
110		1	and pituitary		,5	- <i>j-</i> j0j0	,L,Pr	TE TE		
75	1	Т	disorders Neurohypophysis		1234	1236	V CR C VSL R	PL OF		
	1	1	diseases		,5	±, - ,0,0	,L,Pr	TE		
143	1	Т	Pituitary Insufficiency		1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE, TE		
147		Т	Hypothyroidism		1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE,		
1/23	1	т	and its treatment		,5 1234	1236	,L,Pr V CR C VSL P	TE PL OF		
03	1	1	its treatment		,5 1,2,3,4	0,0,1,1	,L,Pr	TE		
303	1	Т	Approach to	T	1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE, tf		
303	1	Т	Thyroid cancers		, <i>3</i> 1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE,		
50	1	т	Cushing's		,5 1234	1236	,L,Pr V CR C VSI P	TE PI OF		
	<u> </u>	1	Custilles	I	-, <i>-</i> , <i>-</i> , <i>-</i> ,	1,2,0,0	, , , , , , , , , , , , , , , , , , ,	· ⊔,О⊔,	I	L

	1		Syndrome		,5		,L,Pr	TE		
105		Т	7		1,2,3,4	1,2,3,6	V,CR,C,VSL,R	PL,OE,		
			Pheochromocyto		.5	, ,-,-	,L.Pr	TE		
	1		ma				, -,			
277		Т	Primary		1.2.3.4	1.2.3.6	V.CR.C.VSL.R	PL.OF.		
		-	hyperaldosteronis		.5	1)_)0)0	.L.Pr	TE		
	1		m		,0)2)11			
3	-	Т	adrenal		1234	1236	V CR C VSL R	PL OF		
0	1	-	insufficiency		5	1,2,0,0	L Pr	TE		
141	-	Т	mounterency		1234	1236	V CR C VSL R	PL OF		
141		1	Hyperparathyroi		5	1,2,3,0	I Pr	TE		
			dism and its		,0		,1,1,1	IL		
	2		treatment							
145		т	Hypoparathyroidis		1234	1236	V CR C VSL R	PL OF		
145		1	m and its		1,2,3,4	1,2,3,0	I Dr	TE		
	1		troatmont		,0		1 1,1 (IL		
220.6	1	т	Ostaanarasis and		1024	1226	V CD C VCL D	DI OF	-	
239,0		1	osteoporosis and		1,2,3,4	1,2,3,0	I Dr	TE		
5	2		motabolism discassos		,0		1 1,1 (IL		
250	~	т	Hupprondrogonism		1 2 2 4	1226	V CP C VCL P	DI OE		
239	2	1	and Hiroutism		1,2,3,4	1,2,3,0	I Dr	TE		
220	2	т			,5	,11				
230	1	1	Obesity		1,2,3,4	1,2,3,6	V,CK,C,V5L,K	PL,OE, TE		
210	1	т	M-t-1-1:-		,3	1000	,L,FT V CD C VCL D	DI OF		
219	1	1	Sundrama		1,2,3,4	1,2,3,0 11	V,CK,C,VSL,K	ΓL,UE, τε		
11	1				,5	,11	,L,FT			
11	1		ACUTE KIDNEY		1,2,3,4	1,2,3,5	V,CK,C,VSL,K	гl,UE, тг		
= (1				,5	1005	,L,Pr	IE DI OF		
76			PATHOPHYSIOLO		1,2,3,4	1,2,3,5	V,CR,C,VSL,R	PL,OE,		
			GY AND		,5		,L,Pr	IE		
			I KEA I MEN I OF							
	1									
200	1		NEPHKOPAIHY		1004	1005	M CD C MCL D	DI OF		
308	~		IUBULOINTEKSII		1,2,3,4	1,2,3,5	V,CR,C,VSL,K	PL,OE,		
107	2		AL DISEASES		,5	1005	,L,Pr	IE		
196	1		CHRONIC RENAL		1,2,3,4	1,2,3,5	V,CR,C,VSL,K	PL,OE,		
02	1		DAMAGE		,5	1005	,L,Pr	IE DI OF		
92	- 1		PREGNANCY AND		1,2,3,4	1,2,3,5	V,CR,C,VSL,K	PL,OE,		
077	1		KIDNEY		,5	1005	,L,Pr	IE DI OF		
277	1		SECONDARY		1,2,3,4	1,2,3,5	V,CR,C,VSL,K	PL,OE,		
	1		APPROACHTO		,5	1005	,L,Pr	IE DI OF		
226			APPROACH IU		1,2,3,4	1,2,3,5	V,CK,C,VSL,K	PL,OE,		
			PROTEINUKIA		,5		,L,Pr	IE		
	1		BLOMERULAR PHYSIOLOCY							
51	1				1 2 2 4	1025	V CD C VCL D	DI OE		
51	1				1,2,3,4	1,2,3,3	V,CK,C,V5L,K	TE, UE,		
24	1				,5	1225	V CP C VSL P	DI OF		
34					1,2,3,4 5	1,2,3,3	V,CK,C,VOL,K I D_{P}	TE		
			AND ACID BASE		,0		, 1, 1	IL		
			BALANCE							
	1		DISORDERS							
48	1		CYSTIC DISE ASES		1234	1235	VCRCVSIP	PI OF		
TU	4		OF THE KIDNEY		1,2,3, 1 5	1,2,3,3	J. Pr	TF		
149	т		DRUCS AND		1234	1235	V CR C VSI R	PI OF		
1.17	2		KIDNEY		5	1,2,0,0	L.Pr	TE		
284	-		SYNDROME of		1234	1235	V CR C VSI R	PI OF		
201			INAPPROPRIATE		5	1,2,0,0	I Pr	TF		
	2		ADH SECRETION		,0		1 1,11	112		
49	-		ANATOMIC		1234	1235	VCRCVSIR	PI OF		
			FEATLIRES AND		5	1,2,0,0	I Pr	TF		
			ANOMALIESOE		,0		1 1,11	112		
	1		THE KIDNEV							
312	1		I IRINARV SVSTEM		1224	1225	VCRCVCIP	PI OF		
515	1		STONE DISEASES		1,2,3,4 5	1,2,3,3	$V_{1} \subset K_{1} \subset V_{2} \cup U_{1} $	TF		
8	1		CRUSH INITIPIES	<u> </u>	1224	1225	V CR C VCI P	PI OF		
0			CROSHINJORIES		1,2,3,4 5	1,2,3,3	$V_{1} \subset K_{1} \subset V_{2} \cup U_{1} $	TE		
61.28	Λ		LIOUD	<u> </u>	1224	1225	V CR C VCI P	PI OF		
4	-		ELECTROI VTE		1, <i>2</i> ,3,4 5	1,2,3,3	L Pr	TF		
1 ⁻	1				\sim		1-1-1-1			1

		BALANCE DISORDERS AND THEIR TREATMENT					
226	2	NEPHROTIC SYNDROME	1,2,3,4 ,5	1,2,3,5	V,CR,C,VSL,R ,L,Pr	PL,OE, TE	
12	2	ACUTE GLOMERULONEP HRITIS	1,2,3,4 ,5	1,2,3,5	V,CR,C,VSL,R ,L,Pr	PL,OE, TE	
197	1	CHRONIC GLOMERULONEP HRITIS	1,2,3,4 ,5	1,2,3,5	V,CR,C,VSL,R ,L,Pr	PL,OE, TE	
312	1	URINARY SYSTEM INFECTIONS	1,2,3,4 ,5	1,2,3,5	V,CR,C,VSL,R ,L,Pr	PL,OE, TE	