

**NEAR EAST UNIVERSITY**

**FACULTY OF MEDICINE**

**PHASE VI**

**COURSE CATALOG**

**2022 – 2023**

# COORDINATOR

# 

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#### AIMS AND LEARNING OBJECTIVES OF PHASE VI

Medical internships aim to provide the future medical practitioners with the attitudinal, cognitive and technical skills required to offer patients compassionate and kind professional care. It gives interns an opportunity to learn and exercise patient communication skills that are vital in the medical field. An intern can establish personal goals that are achievable within a specific time frame.

As an intern, you should be able to provide appropriate and effective treatment to ailing patients. Your main objective is to ensure that you execute an accurate and detailed examination and make choices based on proper reasoning using evidence-based medicine. You should seek professional assistance in situations that require more expertise and be ready to share with other medical practitioners to arrive at better decisions. To offer proper therapeutic intervention, you should treat a patient as an individual and avoid generalized conclusions.

##### Medical Competency

Medical competency enables you to use clinical reasoning procedures to understand data to cultivate a clinical management plan. To achieve medical competency, you should investigate and analyse patient care approach. You should also review and integrate scientific evidence in your medical practice. This enables you to improve patient care based on lifelong learning and self-evaluation. As an individual, you can engage in the establishment of new networks with a wide variety of experts to achieve this goal.

##### Understanding and Responsiveness

Internships provide interpersonal skill and professional development opportunities to the interns. This enables the interns to be able to analyse patient symptoms and derive the best way to approach their problem. For instance, quick and accurate decisions are required especially in emergency situations. The trainee should achieve understanding of the various problems facing patients so that s/he can make quick sound decisions. This is vital because some medical problems require quick decisions especially when the life of a patient is at stake.

##### Effective Information Exchange

Another personal objective for a medical internship is to equip trainees with proper communication skills in the medical environment. As an intern, you should be able to communicate efficiently with patients and their families in relation to their problems. You should aim at communicating successfully with physicians, other health specialists and health agencies to execute care and uphold patient safety by providing them with quality care. Effective communication also enables you to deal with distressed patients and portrays compassion and empathy.

**Goals and Objectives**

**Goals**

The following three categories of broad goals for the internship program are not meant to be limiting you to other goals that you may want to focus on but are intended to clearly outline what we expect for you to achieve by the end of the internship rotations. Herein you can review objectives linked to three main goals:

* Professionalism
* Patient care
* Medical knowledge

Demonstrate commitment to excellence, honesty, respect for others, integrity and altruism in patient care.

**Objectives**

* Treat all patients, staff, and colleagues with respect, which includes maintaining a professional demeanour in speech and dress
* Strive for excellence
* Place the care of your patients above competing interests
* By the end of the clerkship the student will be able to demonstrate effective communication strategies and professional behaviours with patients, families, and all members of the healthcare team (including physicians and non-physician health professionals).

**Learning Activity**

Professionalism should imbue all aspects of your performance and cannot really be taught in isolation. However, there are weekly sessions throughout the eight-week block taught by core senior faculty about important issues of professionalism including:

* Navigating the wards- your role in the team, working with mid-level and ancillary providers, etc.
* Approaching medical errors
* Palliative Care
* Communicating difficult news

Environment: The internship provides a broad-based, general foundation prior to

Specialisation: The internship has an important but secondary role in career choice.

##### Recommendations

1. That the internship be changed to: Provide clinical experience in the full patient journey and exposure to a variety of patient care settings, with at least some time outside of a single care setting. Require demonstration of specific capabilities and performance, within a timebased model. Ensure robust assessment of capabilities and feedback on performance. Ensure doctors in training have sufficient responsibility, under supervision, to develop competence and confidence while maintaining patient safety. Enable and require a philosophy of individual accountability for learning**.**
2. That the internship should have entry requirements that reflect agreed and defined expectations of work-readiness that graduates must meet before commencing. Specification of the expectations and certification of work-readiness should be undertaken collaboratively by all the stakeholders.

**PHASE VI INTERNSHIP OBJECTIVES AND CONTENTS**

## INTERNSHIP YEAR

**PHASE VI (INTERNSHIP YEAR)**

**Name of the internship Duration**

MED 601 EMERGENCY MEDICINE 1 MONTH

MED 602 OBSTETRICS AND GYNECOLOGY 2 MONTHS

MED 603 PEDIATRICS 2 MONTHS

MED 604 INTERNAL MEDICINE 2 MONTHS

MED 606 PUBLIC HEALTH 2 MONTHS

MED 607 GENERAL SURGEY 1 MONTH

The above internship rotations are the **compulsory** ones.

In addition to those compulsory internship rotations the intern should select from the below “electıves list” .The total duration of electives is two months.

Thus the internship year is totally 12 months.

**ELECTIVES:**

**Name of the internship Duration**

MED 605 ELECTIVE 1 1 MONTH

MED 615 ELECTIVE 2 1 MONTH

PS: The duration for the internship year rotations is stated in “month/s”.

The internship year begins on july 1 and ends on 30.june of the following year ( for example:

1.july. 2018-30 june.2019)

**ELECTIVES LIST:**

* EMERGENCY MEDICINE
* OBSTETRICS AND GYNECOLOGY
* PEDIATRICS
* INTERNAL MEDICINE
* PUBLIC HEALTH
* GENERAL SURGERY
* FORENSIC MEDICINE
* ANATOMY
* ANESTHESIOLOGY AND REANIMATION
* NEUROSURGERY
* BIOPHYSICS
* BIOSTATISTICS
* PEDIATRIC SURGERY
* CHILD AND ADOLESCENT PSYCHIATRY
* DERMATOLOGY
* INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY
* PHYSICAL MEDICINE AND REHABILITATION
* PHYSIOLOGY
* THORACIC SURGERY
* OPHTHALMOLOGY
* HISTOLOGY AND EMBRYOLOGY
* CARDIOVASCULAR SURGERY
* CARDIOLOGY
* OTORHINOLARYNGOLOGY
* NEUROLOGY
* NUCLEAR MEDICINE
* ORTHOPEDICS AND TRAUMATOLOGY
* PLASTIC AND RECONSTRUCTIVE SURGERY
* RADIOLOGY
* RADIATION ONCOLOGY
* PSYCHIATRY
* SPORTS MEDICINE
* MEDICAL BIOCHEMISTRY
* MEDICAL BIOLOGY
* MEDICAL EDUCATION AND INFORMATICS
* MEDICAL GENETICS
* MEDICAL MICROBIOLOGY AND CLINICAL MICROBIOLOGY
* MEDICAL PATHOLOGY - UROLOGY

**Emergency Medicine (1 month)**

### Objective

At the end of this rotation, interns, depending upon their previous knowledge and skills, will practice the necessary attitude and skills to evaluate, diagnose, manage and treat common diseases and disorders of emergency conditions presented to an emergency care unit.

### Content

During this rotation, interns will be able to evaluate and treat patients with multiple conditions including surgical ones, will have the opportunity to interpret laboratory and radiographic examinations. The students will be able to practice rational drug use. In addition to medical skills, interns will have the chance to practice necessary communication skills and to demonstrate professionalism.

**Paediatrics (2 Months)**

### Objective

During this rotation, interns, depending upon their previous knowledge and skills, will practice the necessary attitude and skills to evaluate, diagnose, manage and treat the diseases and other health problems of paediatric patients at the primary healthcare level.

### Content

Interns under supervision are responsible from active care of paediatric patients during their internship period. They are expected to evaluate the growth and development of the children from neonate to adolescent, manage immunisation procedures, give vaccines, take medical history, perform physical examinations and evaluate signs and symptoms of children in inpatient and outpatient settings. Also, they are expected to recognise common illnesses in children and manage their therapy, diagnose emergency situations in children and perform their first emergency therapies. They will give paediatric life support and evaluate the referral conditions to a paediatrician and/or reference hospital. In addition to medical skills, interns will have the chance to practice necessary communication skills and to demonstrate professionalism.

**Internal Medicine (2 months)**

### Objective

During this rotation, interns, depending upon their previous knowledge and skills, will practice the necessary attitude and skills to evaluate, diagnose, manage and treat diseases and other health conditions regarding internal medicine at the primary healthcare level.

### Content

Under the supervision of attending doctors, interns are expected to practice the following in both outpatient and inpatient settings: Obtain medical history, perform physical examination, formulate preliminary/differential diagnoses, order and evaluate tests with regard to their costeffectiveness, perform and contribute to the work-up of the disease, manage acute medical problems, manage common chronic diseases, apply preventive care measures. In addition to medical skills, interns will have the chance to practice necessary communication skills and to demonstrate professionalism.

**Obstetrics and Gynaecology (2 months)**

### Objective

During this rotation, interns, depending upon their previous knowledge and skills, will practice the necessary attitude and skills to evaluate, diagnose, manage and treat diseases and other health conditions regarding obstetrics and gynaecology at the primary level.

### Content

Interns under supervision are expected to practice taking obstetrical and gynaecological history/anamnesis and perform obstetrical and gynaecological examination. They will practice the diagnosis of pregnancy, follow up a pregnant patient without an obstetrical risk factors, interpret common complications of pregnancy, labour/delivery and their complications, classify malignant processes of the female genital tract and differentiate their signs, conduct the process of informing the patient and her family about invasive procedures and obtaining an informed consent. The interns will also be able to give family planning counselling. In addition to medical skills, interns will have the chance to practice necessary communication skills and to demonstrate professionalism.

**Public Health (2 months)**

### Objective

At the end of this programme,the interns will be able to manage curative and preventive health services at primary healthcare level, to diagnose the community they work in and to provide individual-oriented preventive healthcare services.

### Content

The public health internship is an integral part of the undergraduate training programme in public health education following the completion of all other required undergraduate courses of the medical faculty. At the end of this programmethe interns will be able to apply basic principles of public health, gain knowledge and skills about the administration of first level curative and primary healthcare services and community health assessment. They will be able to plan, implement, analyse and report a health investigation. They will be able to provide individual (community) - oriented preventive and primary level healthcare services such as family planning, health education, immunisation, early diagnosis and treatment, and primary level curative services. They will perform site visits to see the implementation of some environmental health services, occupational health and safety services and occupational diseases. They will gain attitude and skills about tobacco control and tobacco addiction treatment. They will participate in research activities and publish an article following their graduation. Educational methods include various interactive training methods such as small group activities, site visits, practices etc.

**General Surgery ( 1 month)**

During this period of time, THE interns attend daily patient rounds, learn wound care, suture techniques and observe the operations.

On daily patient rounds they are responsible to present the cases to the doctors.

They also attend General Surgery outpatient clinic to learn how to take medical history as well as how to do abdominal, thyroid, breast and rectal physical examination.

They take care of the patients during weekends and night time.

They help nurses for treatments, vital signs measurements and taking blood samples.

They learn how to fill up the patient chart and write a prescription to the patients.

**Elective Courses (1+1=2 months)**

### Objective

All interns are supposed to choose 1 subject (two-month duration) or 2 different subjects (each of them one-month duration) among all medical branches including basic sciences as well as clinical branches. During these rotations, interns, depending upon their previous knowledge and skills, will practice the necessary attitude and skills about the subject that they have chosen. **Content**

During these rotations, interns will participate in all activities related to the topic, depending upon their previous knowledge and skills. They will practice the necessary attitude and skills about the subject that they have chosen and improve their knowledge, attitude and skills about it.

During this rotation, interns will be able to evaluate and treat patients with multiple conditions including surgical ones, will have the opportunity to interpret laboratory and radiological examinations. The interns will practice rational drug use. In addition to medical skills, interns will have the chance to practice necessary communication skills and to demonstrate professionalism.

**INDEPENDENT LEARNING**

**Description:**

Independent learning is also described as ‘personalized learning’, ‘student-centered learning’ and ‘ownership’ of learning and enables shifting of responsibility for the learning process from the teacher to the student.

Independent learning

* has a vital role for continuing development of a system of school education that promotes high quality and lifelong learning and social equity and cohesion.

**Benefits of independent learning for students**

Independent learning aims to achieve the following objectives:

* improved academic performance
* increased motivation and confidence
* greater student awareness of their limitations and their ability to manage them
* enabling teachers to provide differentiated tasks for students
* fostering social inclusion by countering alienation

**What a student should do for learning independently?**

|  |  |  |
| --- | --- | --- |
|  | **Strategies to Enable Independent**  **Learning (Crawford)** | **Activities to Structured Learning (Keste** |
| **S** | Select and focus topic and information needs. | Diagnose Need |
| **U** | Uncover potential sources of information. Learn how to access them. | Identify Learning Resources |
| **C** | Collect, examine, and select suitable resources. | Identify Learning Resources |
| **C** | Compile relevant information from selected sources. | Use Resources |
| **E** | Evaluate, interpret, analyze, and synthesize the information. | Use Resources |
| **E** | Establish and prepare an appropriate format and present the information. | Use Resources |
| **D** | Determine the effectiveness of the whole process. | Assess learning |

**References for further reading:**

1. http://www.leeds.ac.uk/educol/documents/193305.pdf
2. http://www.curee.co.uk/files/publication/%5Bsitetimestamp%5D/Whatisindependentlearningandwhatarethebenefits.pdf
3. https://westpoint.edu/sites/default/files/inlineimages/centers\_research/center\_for\_teching\_excellence/PDFs/mtp\_project\_papers/D eLongS\_09.pdf

### ASSESSMENT PROCEDURE

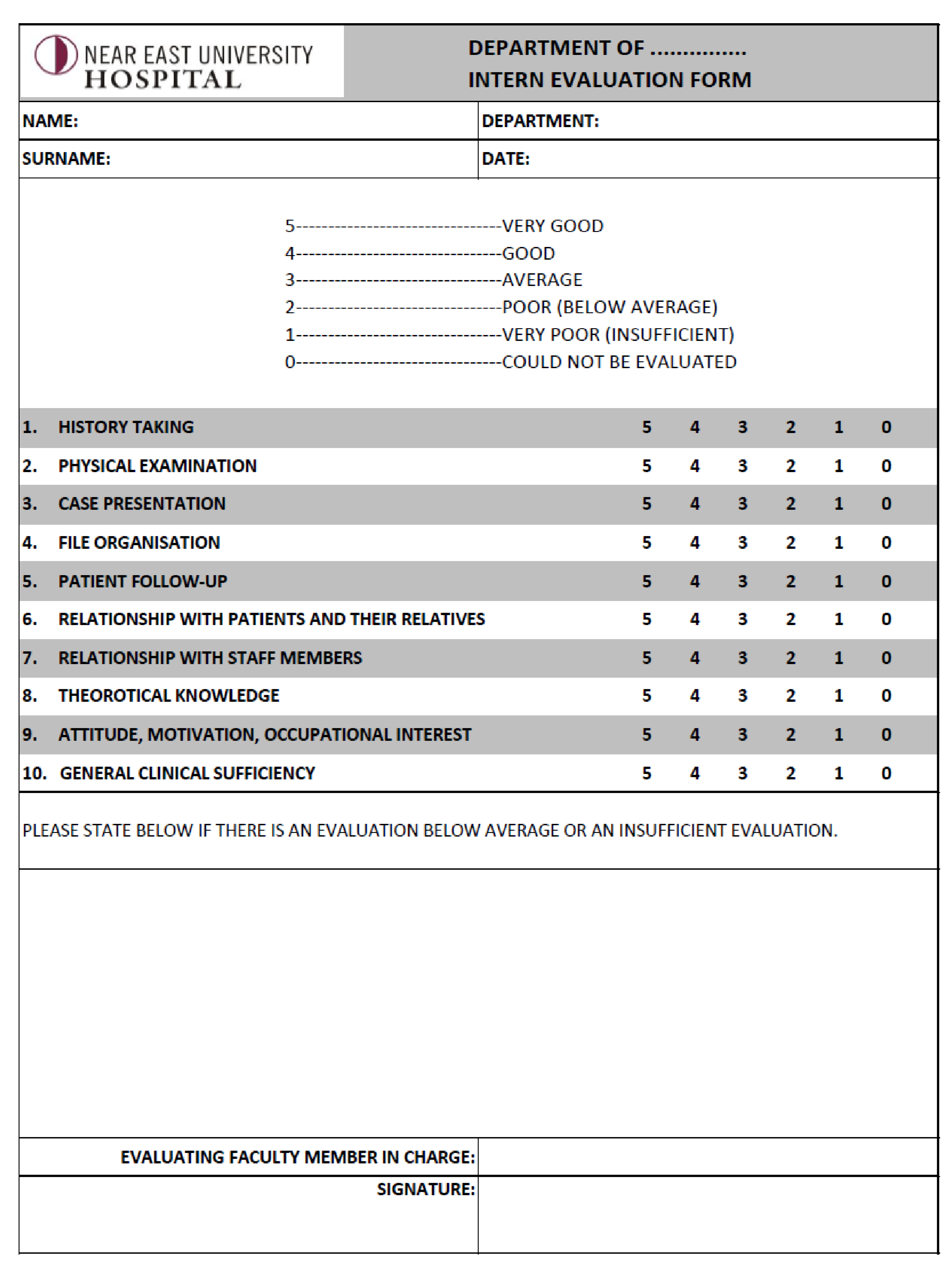
In Phase 6, the intern’s performance is evaluated according to his/her study and enthusiasm in the wards and outpatient clinics.

The success of the students is determined through careful consideration of clinical, polyclinical, laboratory and field works, laboratory and epicrisis reports, behaviour and interest towards patients, their shifts and attended seminars, as well as their success in clinical and clinical pathology meetings. If the student fails the 6th term internship, they are forced to make up the internship until s/hepasses. If the student fails to successfully complete all the internships during this term, they cannot graduate.

**Grading Scheme and Grades:**

|  |  |  |  |
| --- | --- | --- | --- |
| **PERCENTAGE** | **COURSE GRADE** | **GRADE POINTS** | |
| 90-100 | AA | 4,00 | (Excellent) |
| 80-89 | BA | 3,50 –3,95 | (Excellent) |
| 70-79 | BB | 3,00 – 3,45 | (Very Good) |
| 60-69 | CB | 2,50 – 2,95 | (Very Good) |
| 50-59 | CC | 2,00 – 2,45 | (Good) |
| 45-49 | DC | 1,50 – 1,90 | (Failed) |
| 40-44 | DD | 1,00 – 1,40 | (Failed) |
| 35-39 | FD | 0,50 – 0,90 | (Failed) |
| 0-34 | FF | 0,00 | (Failed) |

**INTERNSHIP EVALUATION FORM**



# EMERGENCY MEDICINE

**INTERNSHIP PROGRAM (MED601)**

**(8 weeks)**

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| **AI** | **MS AND LEARNING OBJECTIVES** |
| **CLERKSHIP** | **EMERGENCY MEDICINE**  Aim of this clerkship is to; |
| **AIM** | Manage the patient in emergency department |
| **LEARNING OBJECTIVES** | At the end of this term, student should be able to: |
| **KNOWLEDGE** | 1. Define emergency situations |
|  | 2. Respond to emergency situations |
| 3. Describe airway methods and practices. |
| 4. Define cardiopulmonary resuscitation |
| **SKILLS** | 5. Use monitor |
|  | 6. Manage airway (face mask ventilation, airway insertion, laryngeal mask airway insertion). |
| 7. Perform endotracheal intubation on proper patient or on training model. |
| 8. Analyze hemodynamic monitoring. |
| **ATTITUDES** | 9. Be prepared for cardiopulmonary resuscitation process |
|  | 10. Follow clinical reflections of emergency drugs |
| 11. Analyze which situations and patients require emergency intervention. |
| **COMPETENCIES** | 12. Practice basic life support and advanced life support |

## ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in the training program.

|  |  |
| --- | --- |
| **Question Types (Pencil-Paper Tests)** | Proportion (in Pencil-Paper Tests) |
| **Multiple Choice Questions** | 0% |
| **Extended Matching Questions** | 0% |
| **Key Features** | 0% |
| **Total** | 0 % |
| **Other Assessment Methods and Tools** | Proportion  (in Other Assessments Methods and Tools) |
| **Direct Observation of Procedural Skills (DOPS)** | 100% |
| **Total** | 100 % |
| **Pass/Fail Decision** | Proportion (in Pass/Fail Decision) |
| **Pencil-Paper Tests** | 0% |
| **Other Assessments Methods and Tools** | 100% |

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|  | **EMERGENCY MEDICAL INTERNSHIP WORKING PRINCIPLES** | | |  |
|  | | **FIRST DAY** |  | |
| Internship program is determined by the department two days before the internship.  notice board.Every intern doctor should attend the Emergency Department in accordance with this program.    All interns should attend at the specified time the day before the start of the program  The Department will inform about the study program. | | | | |

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|  | | **DAILY WORKING CONDITIONS** | | |  | | | |
|  | | | | | | | | |
|  | Intern doctors work in groups between 08:00 - 16:00 and 16:00 - 08:00 and training | | | | | | |  |
| in the following Emergency Departments. | | |  | | | |
| Triage module: This is the section where the initial admission of patients and the | | | | | | |
| level of urgency are determined. | |  | | | | |
|  | Trauma and resuscitation module: intervention in trauma patients, resuscitation and | | | | | | |  |
| minor surgery attempts are the section where gypsum operations are performed. | | | | | |  |
| Observation module: This is the 24-hour follow-up of patients. | | | | |  |

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| --- | --- | --- |
|  | **CLINICAL AND POLYCLINIC WORKING RULES** |  |
| Intern doctors attend general visits and transfer visits at 08:00 and 16:00 every day and obtain necessary information about patients.  Helping the impression of patients coming to the Emergency Department from arrival to discharge  Makes the first examination for the pre-diagnosis of the patient who is taken to the care units, anamnesis and vital processes its findings to the file.  Resuscitation, trauma, initial examination and monitoring stabilization and medical care, with the lecturer / specialist doctor / research assistant work together.  Instructor / specialist doctor / research assistant about the examinations that may be needed for the patient with the approval of the instructor / specialist doctor / research assistant then makes the requests of the examinations.  Patients decided to be kept under observation in the Emergency Department; Follow-up of vital signs faculty member in the planning and emergency care of the patient cooperates with specialist doctors / research assistants, under the supervision of research assistants helps initiatives. | | |

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|  | Shift Rules |  |
| |  | | --- | | Investigating shifts that cannot be abandoned without an assignment and without | | transfer of duty staff / specialist physician / faculty member. | | | |

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|  | | **EDUCATIONAL AND ACADEMIC ACTIVITIES** |  | |
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|  | Intern doctors participate in the internship activities of the Emergency Department | | |  |

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| **EMERGENCY MEDICINE INTERNSHIP TRAINING ACTIVITIES** | | |
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|  |  |  |
| **EDUCATIONAL** | **LEARNING METHOD** | **EVALUATION METHOD** |
|  |  |  |
| **ACTIVITY** |
|  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | | | | |  |  |
| Shock | | | |  | Case discussion | Intern's report card |
|  | | | |  |  |  |
|  | | | |  |  |  |
| Approach to the | | | |  | Learning at work Assessment | Intern's report card |
|  | | | |  |  |  |
| patient with chest | | | |  |
|  | | | |  |
| pain | | | |  |
|  | | | |  |
|  | Cardiopulmonary | | |  |  |  |
| Learning at work Assessment | Intern's report card |
|  | arrest |  |
|  |  |
|  |
|  | | | |  |  |  |
| Disaster and | | | |  | Learning at work Assessment | Intern's report card |
|  | | | |  |  |  |
| emergency | | | |  |
|  | | | |  |
| medicine | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Triage | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| head trauma | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Spine injury | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Thoracic injury | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Abdomen injury | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Pelvis injuries | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Genitourinary | | | |  |
|  | | | |  |
| system injuries | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Injuries of | | | |  |
|  | | | |  |
| extremities and | | | |  |
|  | | | |  |
| musculoskeletal | | | |  |
|  | | | |  |
| system | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
|  | | Coma |  |
|  | | | |  |  | Intern's report card |
| Approach to uppe | | | | r | Case discussion |
|  | | | |  |  |
| and lower | | | |  |
|  | | | |  |
| gastrointestinal | | | |  |
|  | | | |  |
| hemorrhage | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Dehydration | | | |  |
|  | | | |  |
|  | | | |  | Learning at work Assessment | Intern's report card |
| Heart failure | | | |  |
|  | | | | |  |  |
|  | | | | | Learning at work Assessment | Intern's report card |
| Lung edema | | | | |
|  | | | | |
|  | | | | |  |  |
| Fluid and | | | | | Learning at work Assessment | Intern's report card |
| electrolyte balance | | | | |  |  |
| disorders | | | | |
|  | | | | |
| Acute renal failure | | | | |  | Intern's report card |
| Learning at work Assessment |
|  |
|  | | | | |  | Intern's report card |
| Acute abdomen | | | | | Learning at work Assessment |
|  | | | | |  |
|  | | | | |  | Intern's report card |
| Anaphylaxis | | | | | Case discussion |
|  | | | | |  |
|  | | | | | Learning at work Assessment | Intern's report card |
| Acid  -Basic balance disorder | | | | |
|  | | | | |
|  | | | | | Learning at work Assessment | Intern's report card |
| Asthma | | | | |
|  | | | | |
|  | | | | | Learning at work Assessment | Intern's report card |
| Food poisoning | | | | |
|  | | | | |
|  | | | | | Learning at work Assessment | Intern's report card |
| Hypoglycemia | | | | |
|  | | | | |
|  | | | | | Learning at work Assessment | Intern's report card |
| Stroke | | | | |
|  | | | | |
|  | | | | | Learning at work Assessment | Intern's report card |
| COPD | | | | |
|  | | | | |

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|  | | | | **EMERGENCY MEDICINE INTERNSHIP PRACTICE** | | | | | |  |
|  | | | | | | | | Learning at work Assessment |  | |
| General condition | | | | | |  | |
| On-the-job evaluation | |
| and vital signs | | |  | | |
|  | |
| evaluation |  | |
|  | | | | | | | | Learning at work Assessment |  | |
| General physical | | | | |  | | |
| On-the-job evaluation | |
| examination | |  | | |
|  | |
|  | | | | | | | | Learning at work Assessment |  | |
| To be able to prepare | | | | | | | |
| On-the-job evaluation | |
| patient file |  | | | | | | |
|  | |
|  | | | | | | | | Learning at work Assessment |  | |
| To be able to interpret arterial blood gas results | | | | | | | |
| On-the-job evaluation | |
|  | |
|  | | | | | | | | Learning at work Assessment |  | |
| ECG recording and | | | | | | |  |
| On-the-job evaluation | |
| evaluation |  | | | | | |
|  | |
|  | | | | | | | | Learning at work Assessment |  | |
| Airway application | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
| To be able to prepare | | | | | | | | Learning at work Assessment |  | |
| On-the-job evaluation | |
|  | |
| and apply splints | | | | | | | |
|  | | | | | | | | Learning at work Assessment |  | |
| Vascular access | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
| Defibrillation | | | | | | | | Learning at work Assessment |  | |
| On-the-job evaluation | |
|  | |
|  | | | | | | | | Learning at work Assessment |  | |
| Intubation | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
|  | | | | | | | | Learning at work Assessment |  | |
| Transport of the | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
| patient | | | | | | | |
|  | | | | | | | | Learning at work Assessment |  | |
| Urinary catheter | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
|  | | | | | | | | Learning at work Assessment |  | |
| Advanced life | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
| support | | | | | | | |
| Basic life support | | | | | | | | Learning at work Assessment |  | |
| On-the-job evaluation | |
|  | |
| Superficial suturing | | | | | | | | Learning at work Assessment |  | |
| On-the-job evaluation | |
|  | |
|  | | | | | | | | Learning at work Assessment |  | |
| To be able to apply | | | | | | | | On-the-job evaluation | |
|  | | | | | | | |  | |
| cervical collar | | | | | | | |

# OBSTETRICS AND GYNECOLOGY INTERNSHIP PROGRAMME (MED602)( 2 months)

**Aims:**

Upon completion of this program, intern doctors are expected to apply the basic approach to pregnancy follow-up and delivery practices that a general practitioner can perform, to learn and apply basic preventive and therapeutic obstetric and gynecological approaches, and to develop skills such as recording patient follow-ups.

**Learning objectives:**

Full-time working with one to one teaching with academicals in an outpatient clinic, obstetric and gynecological history taking, learning the basic examination techniques, making observations about patient management.

Participation in the process of sterile dressing in the operation room, attending preparation process in the daily practices with the relevant instructing academicals and participating in surgical procedures.

Be on duty in day and night shifts of obstetrics and gynecological inpatient clinic, preoperative and postoperative patient care, observation and follow-up of obstetrical and gynecological patients’ medical treatments, inpatient logbook keeping, participation in visits and observational and applied practices.

Participation in scientific meetings held at the Obstetrics and Gynecology Department and throughout the hospital within the scope of CME (Continuous Medical Education)

# INTERNAL MEDICINE INTERNSHIP PROGRAMME

# (MED604)

# (two months)

This programme is being coordinated by an Internal Medicine doctor, all the interns are informed about the programme on the first day.

The programme lasts for a two-months-period. All the interns work in a rotation for 2 weeks in Cardiology Department first off all, then for a week in Respiratory Department. For the last 5 weeks they are staying in Internal Medicine Department.

Daily programme is between 8.a.m-5.p.m. where the interns practice with various specialist doctors in one week period. Approximately, they possess 5 night-shifts in a month.

Interns attend to not only outpatient clinics but also wards. They learn how to accept and evaluate the patients in the clinics. They take the patient’s histories, and get some knowledge about carrying out their physical examinations. They discuss these with their responsible doctors, comprehending how to make the necessary laboratory and radiologic referrals. Basically, they learn to make differential diagnosis.

Interns attend to daily ward rounds, looking after the hospitalized patients, so they can learn the follow-up of the patients and discharge them.

They are obliged to wear clean and appropriate outfits.

They are also liable to attend to their night-shifts, and they cannot leave these working areas unless permission is rendered to them by their responsible doctors.

**Academic Studies:**

Once a week, they have a meeting where they present a case or a subject which is scheduled in advance.

During their studies, they prepare 2 hospitalized patients each which should include the patient’s histories, progresses, treatments and discharge plans.

At the end of the programme, the interns are evaluated and given marks by the Internal Medicine Department.

# PUBLIC HEALTH INTERNSHIP PROGRAMME (MED606)(2 months)

**Objective:** At the end of this programmethe interns will be able to manage curative and preventive health services at primary health care level, they will be able to diagnose the community that they work in and they will be able to provide individualoriented preventive health care services.

**Enabling Objectives:**

At the end of this programmethe interns will  be able to apply basic principles of public health

* gain knowledge and skills about the administration of first level curative and primary health care services.
* gain knowledge and skills about community health assessment  be able to plan, implement and report a health investigation
* be able to provide individual (community)-oriented preventive and first level curative health care services o Family planning o Health education o Immunisation

o Early diagnosis and treatment o First level curative services

* gain knowledge about environmental health services  gain knowledge about occupational health and safety services  gain knowledge about occupational diseases
* gain knowledge and skills about tobacco control and tobacco addiction treatment

**Educational Methods:**

Educational methods include various interactive training methods such as small group activities, site visits, practices etc.

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| --- | --- | --- | --- | --- |
| **Group No:** | **PUBLIC HEALTH INTERNSHIP PROGRAM** | | | |
| **1st Month** |  | **a.m.** | **p.m.** | |
| **1st week** |  | Public Health Dept./ Public  Health Internship Programme | Public Health Dept./ Public Health Internship Programme | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | |
| **2nd week** |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | Public Health Dept / Research planning | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / Research planning |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / TRNC and Turkish Republic health systems |
| **3rd week** |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / Tobacco Control |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / Tobacco Control |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / Tobacco Control |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / Tobacco Control |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / research Planning |
| **4th week** |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept / female Health-discussion |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | Public Health Dept /Literature discussion |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |
|  |  | Workplace visit | | |
|  |  | Burhan Nalbantoğlu HastanesiTalassemi Merkezi | | Public Health Dept / Thalassemia seminar |
| **5th week** |  | Public Health Dept./ Research preliminary presentation | | Public Health Dept. - SPSS Programme Training |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |
|  |  | Sağlık Merkezi (Girne -Lefkoşa Trenyolu) | | |

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| **2nd Month** |  | **a.m.** | **p.m.** |
| **6th week** |  | Data collection | Data collection |
|  |  | Data collection | Data collection |
|  |  | Data collection | Data collection |
|  |  | Data collection | Data collection |
|  |  | Data collection | Data collection |
| **7th week** |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Case presentation and preparation of case series |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Environmental Health discussion/visit | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
| **8th week** |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
| **10th week** |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Public Health Dept. / Data analysis-reporting | Public Health Dept. / Data analysis-reporting |
|  |  | Preparing research presentation | Preparing research presentation |
|  |  | Research presentation | Correction of research report |
|  |  | Correction of research report | Correction of research report |
| **11th week** |  | Delivery of research report |  |

# GENERAL SURGERY INTERNSHIP PROGRAMME (MED607)(1 month)

During this period of time, our interns attend daily patient rounds, learn wound care, suture techniques and observe the operations.

On daily patient rounds they are responsible to present the cases to the doctors.

They also attend General Surgery outpatient clinic to learn how to take medical history as well as how to do abdominal, thyroid, breast and rectal physical examination.

They take care of the patients during weekends and night time.

They help nurses for treatments, vital signs measurements and taking blood samples.

They learn how to fill up the patients chart and write a prescription to the patients.

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| **STUDENT COUNSELLING** | | |
| **AT THE FACULTY OF** | |  |
| **MEDICINE** |  |

Student counselling aims to help students to cope up with their problems to reach their immediate or long-range personal, academic and professional goals.

The counseller will guide the student on issues leading to success, help the student for a better self-actualization and to develop a plan to overcome the difficulties he/she faces in his/her educational and social life at the Faculty.

Student counsellers will be appointed by the Dean and the lists will be announced to the academicians at the beginning of every educational year.

The student should make an appointment with the counseler who will fill the “NEU Student Counselling Form” and keep it for follow-up. This form will contain the contact information of the student and his/her parents, the date of the meeting and the issues addressed. The counseller will guide the student for orientation in the university, faculty and social facilities, regulations and ethical issues as well.

The counsellers are expected to meet the counselees at least twice a year.

The general format of the student counselling form is as following:

|  |  |
| --- | --- |
| **Near East University Faculty of Medicine Student Counselling Form** | |
| **Student Name:** | **Student No:** |
| **Phase:** | **Date of Birth (DD/MM/YY):** / / |
| **Term Address:** | **Home/Permanent Address** (if different from term address): |
| **Mobile Phone No:** | |
| **Family Details** (Name, Address, Phone No.)**:** | |
| **Details of person to contact in case of emergency** (Name, Address, Phone No) | |
| **Date of Counselling** |  |
| **Supervisor’s Name** |  |
| **DETAILS** Please detail below the main points of concern with the student’s performance, work habits, behaviour etc.: ....... | |



**https://neu.edu.tr**

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