

# ICP-2

# COURSE GUIDEBOOK

## SEMESTER I-II



### Contents of Semester 1 and 2

#### ***Basic Clinical Skills-BCS***

**Hx-Phx**-History Taking and Introduction to the Physical Examination

**CSL**-Clinical Skills Laboratory

**SimPat**-Simulated Patient Interviews

**OCE**-Outpatient Clinical Experience

#### ***Human in Medicine-HIM***

**SC**-Social Concepts Workshop

Basic Social Concepts in Health

**Eth**-Ethics Workshop

Ethics and Patient Rights

**AHum**-Arts and Humanities

Arts, artists and medicine

#### ***Evidence Based Medicine-EBM***

**RPW**-Research Proposal Workshop

**Student Research Activity - 2** "Health & Community"

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**INTRODUCTION TO THE CLINICAL PRACTICE**  
YEAR TWO / 2022-23



**Course Guidebook**  
**Semester I-II**

Picture on the cover:

An engraving from the first edition of William Harvey's **De motucordis**, 1628, showing the action of the valves in the veins (from *History of Medicine*, Roberto Margotta, The Hamlyn Publishing Group, 1996, page 101)

Marmara University  
School of Medicine

September 2022

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## **COURSE ADMINISTRATION**

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<b>FACULTY</b>	
<b>BASIC CLINICAL SKILLS</b>	
<i>History Taking and Introduction to Physical Examination</i>	
Course Trainers: Pemra Cöbek Ünal, Saliha Serap Çiğçili	
Co-trainers: Ülkü Sur Ünal, Yasemin Masal	
<i>Clinical Skills Laboratory</i>	
Course Trainers: Saliha Serap Çiğçili, Yasemin Masal, Hasan Raci Yananlı, Ülkü Sur Ünal	
Çiğdem Apaydın Kaya, Evrim Karadağ Saygı, Özge Keniş Coşkun, Gülşah Atak, Pınar Ekşi	
<b>HUMAN IN MEDICINE</b>	
<i>Social Concepts</i>	
Sinem Yıldız İnanıcı	
<i>Ethics</i>	
Gürkan Sert	
<i>Arts and Humanities</i>	
Özge Emre, Mehmet Akman, Ülkü Sur Ünal	
<b>EVIDENCE BASED MEDICINE</b>	
<i>Research</i>	
Pınar Ay, Seyhan Hıdıroğlu, Dilşad Save	
Ahmet Topuzoğlu, N. Emel Lülecı , Nilüfer Özaydın	



## LETTER FROM COURSE COORDINATORS

Welcome to "Introduction to the Clinical Practice–Year Two" (ICP-2) Program. We hope you are excited about beginning to develop the skills you will need to be a successful physician.

You will frequently hear about the two major requirements and the balance between them for success as a clinician:

- The **"science of medicine"** and
- The **"art of medicine"**.

We believe that many characteristics that make up the **"art"** of medicine can be learned. The term "physician" encompasses much more than a smart person who knows the answers to multiple-choice questions. The light tower of being a successful clinician is made from an attitude of caring, compassion, perceptiveness, collaboration and concern. When these attitudes are blended with medical knowledge, interviewing and counselling skills, successful diagnosis and decision-making will be realized through a lifelong learning procedure.

As knowledge of disease mechanisms and the scientific basis of medicine are essential and traditionally these efforts have dominated the first few years of medical teaching. We believe that exposure to clinical skills is as important, from the first day of medical school, and ICP is designed to provide that exposure. Covid-19 pandemics has taught many important lessons to societies and medical professionals. We have witnessed the impact of social inequalities, need to evidence based medical knowledge, collaboration between the medical professionals, scientists and policy makers and using digital technologies either in education or practice. This course is designed to develop clinicians who can synthesize the scientific, social, economic, psychological, and procedural skills and knowledge of medicine.

This course is taught in small group sessions, lectures, and workshops. All coursework will take place on Tuesdays. You will have free study times available for you to pursue learning on your own. You can find the readings of the course on the Marmara Medical School website.

Please do not hesitate to get in contact with any of us in any case.

*Pemra Cobek Unalan MD, Saliha Serap Cifcili MD.*



## **ABBREVIATIONS**

CSL	Clinical Skills Laboratory
FM/Hx&Phx	Department of Family Medicine - History Taking and Introduction to Physical Examination
PH/RPW	Department of Public Health - Research Proposal Workshop
SRA	Student Research Activity
OCE	Outpatient Clinical Experience
SimPat	Simulated Patient Interview Exercises
HIM/SC	Human in Medicine – Social Concepts in Medicine- Department of Medical Education
HIM/Ethics	Department of Deontology (Medical Ethics) – Ethics
HIM/AHum	Human in Medicine/Arts and Humanities
FST/Reading	Department of Family Medicine and Medical Education
OSCE	Free Study Time / Time for reading and assignments
	Objectively Structured Clinical Examination

## **IMPORTANT DATES**

<b>12.09.2022</b>	Introduction ICP program
<b>25.10.2022</b>	Research Proposal Presentations of Groups A & B
<b>06.12.2022</b>	Research Proposal Presentations of Groups C & D
<b>07.04.2023</b>	Deadline for Arts and Humanities Reports
<b>11.04.2023</b>	Bazaar for MaSCo <sup>2023</sup>
<b>11.04.2023</b>	Deadline for OCE reports
<b>05.05.2023</b>	Deadline for MaSCo Abstracts
<b>16.05.2023</b>	OSCE of group A
<b>16.05.2023</b>	Written exam of BCS Groups B & C
<b>23.05.2023</b>	OSCE of group B (the date might be changed)
<b>23.05.2023</b>	Written exam of BCS Groups A & D
<b>25-27.05.2023</b>	MaSCo <sup>2023</sup>
<b>30.05.2023</b>	OSCE of group C (the date might be changed)
<b>02.06.2023</b>	Deadline for research reports
<b>06.06.2023</b>	OSCE of group D (the date might be changed)



## **GENERAL INFORMATION**

***Introduction to the Clinical Practice (ICP)*** is a three-year, longitudinal and interdisciplinary course with a primary emphasis on preparing students to care for patients and families in a humanistic, competent and professional manner.

The curricular content and sequence of ICP will be organized and primarily implemented by Department of Family Medicine in cooperation with related departments such as Medical Education, Public Health, Paediatric Pulmonology Nursing, Pharmacology, Medical Ethics and Deontology, etc.

## **PROGRAM GOALS AND OBJECTIVES**

The goals and objectives of this course are to develop clinical and reasoning skills by exposing students early in their medical career to the skills and knowledge necessary to practice medicine. In the second semester and next year (ICP-3), patient encounters (other than simulated/standardized ones) where students can begin to utilize these newly developed skills are planned.

### **Goals:**

- To provide clinical context to the basic science curriculum.
- To acquire and demonstrate attitudes necessary for the achievement of high standards of medical practice in relation to both the provision of care of individuals and populations.
- To acquire the skills of independent and self-directed learning and a commitment towards the maintenance of clinical competence through life-long learning, professional and personal development.
- To acquire basic procedural skills by utilizing Clinical Skills Laboratory with a competency-based approach and in conformity with humanistic medical education principles.



**Objectives:**

- The student should acquire and become proficient in basic clinical skills, such as the ability to obtain a patient's history, to undertake a comprehensive physical examination; and record and present the findings.
  - *Demonstrate effective interpersonal and communication skills in complex interactions with patients and colleagues.*
  - *Demonstrate proficiency in the performance of the basic screening physical examination.*
  - *Be able to utilize the information gathered in the history and physical to identify a list of the patient's problems.*
  - *Demonstrate proficiency in the recording and oral presentation of clinical data with accuracy and precision.*
  - *Demonstrate competence in the performance of a limited number of basic technical procedures.*
- The student should acquire a knowledge and understanding of health and its promotion, and of disease, its prevention and management, in the context of the whole individual in his or her place in the family and society.
- Form a respectful working alliance with a small group of peers and faculty as a basis for future professional relationships. Develop team-working, organization and management skills.
- Demonstrate essential skills in critical thinking, reasoning and problem-solving.
- Understand the knowledge, skills and attitudes that promote a constructive patient-physician relationship.
- Demonstrate a capacity for self-audit and effective participation in peer review: showing an awareness of his/her own strengths and weaknesses.





## **CURRICULUM CONTENT OF ICP**

ICP has five major components covering the knowledge, skills and attitudes that are important goals regardless of discipline:

### **1. General learning topics:**

- Medical decision-making process and proficiency in obtaining data
- Most common signs and symptoms in general medical practice
- Evidence-based medical practice
- Health promotion and disease prevention
- Ethical and legal issues in general medical practice

### **2. Communication Skills** (*CS I, Advanced CS III*) including:

- Basic interpersonal communication skills
- Communication in medical setting
- Public speaking skills
- Physician-patient relationship
- Introduction to the medical interview
- Intercultural communication
- Community health education
- Patient education

### **3. Introduction to the History Taking and Physical Examination-(Hx&Phx II), -Combined with CS (I, III) program and Simulated Patient Interviews (SimPat)**

- Medical interview
- History taking
- Introduction to physical examination
- Difficult topics / sensitive issues
- Difficult patients
- Sharing a plan-Putting all together

### **4. Clinical Skills Laboratory** (*CSL I, II, III*) including

- Introduction to the first aid (I)
- Procedural skills such as injections, suturing, etc. (II)
- Basic skills to make a general and focused physical examination, and procedural skills like nasogastric tube insertion (II, III)
- Putting all together



5. **Human in Medicine (HIM II):** Student workshops/studies in medical humanities subjects. This is a program, which has three sections in it: Ethics, Art and Medicine, and Social Concepts.
6. **Outpatient Clinics Experience (OCE II):** Group of 2-3 students will visit determined outpatient clinics of Marmara Medical School (such as Family Medicine, Internal Medicine, General Surgery) throughout the year, in order to observe physician-patient relationship, history taking and/or physical examination using checklists and/or algorithms. Outpatient Clinical Experience Reports should include both outpatient clinic visits. Primary goal of the visit is to observe history taking process and how the topics covered in the ICP program takes place in the real medical setting. Thus, your report should cover your observations about patient-physician relationship, history taking process, medical note taking, social determinants affecting the medical process, precautions taken before the physical examination etc. ... OCE assignment program of the groups will be announced later.
7. **"Research Proposal Workshop" (RPW II-III):** An evidence-based learning program is given by Department of Public Health for the subjects as research planning, basic medical statistics, introduction to epidemiology, literature reading, etc.
8. **"Primary Care Experience" (PCE III):** This program may provide the students an opportunity to observe patient care setting outside of the hospital and with a physician-patient relationship experience by tracking the course of an assigned patient and/or family over time.
9. **"Student Research Activity" (SRA I, II, III)**

Final reports will be presented as oral or poster presentations at the end of the year both in MaSCo and other related congresses.



## *MaSCo*<sup>2023</sup>

Student researches of the ICP program have been presented at the end of the year under the title "Marmara Student Congress (MaSCo) since 2001. In 2020-2021 educational periods, due to the COVID-19 pandemic the congress was realized online. More than 100 research groups of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year students were involved in different projects.

The main theme of student research studies of 1<sup>st</sup> Year is **"Explore Your Universe"**. Second Year subjects are collected under **"Health and Society: Descriptions and Inferences"** theme. In the 3<sup>rd</sup> year the main theme is about **"The Patient and the Disease: Explanations and Causality"**.

These activities are supported by lectures and workshops about related topics. ICP program also provides "free-study time" for students to study on their projects along with the standard curriculum.

Under the supervision of teachers, students are working on their projects, which are excellent chances

- to understand the basics of research,
- to experience in searching, critical reading and reviewing medical literature,
- to improve communication skills in small groups (task groups),
- to learn and practice different ways of scientific presentation, and its evaluation
- to experience in oral presentation and public speaking

*MaSCo* will create an opportunity for students to interact with their friends and teachers regarding their projects, which are the culmination of the many months lasting work. Students will assess their friends and contribute to judgment about the awards.

We hope that students will be inspired by this scientific and friendly occasion, which they themselves have created.



## **EDUCATIONAL METHODS**

Educational methods will include:

- short lectures on the core content,
- case-based sessions,
- panel discussions,
- small group discussions with facilitators,
- role plays,
- simulated/standardized patient exercises,
- videotaping,
- practicing on manikins,
- structured visits and observations carried out in practice settings
- MaSCo activities
- Experiential component in primary care setting

The students will be guided in their experience by “reading booklets” which contain papers related to the topics and session outlines.

## **SMALL GROUPS OF ICP: STUDENT STUDY GROUPS**

There are four major groups. Program of each group is given in this Course Book. These groups are composed of smaller Student Research Study Groups of 4-5 students and will study together during the whole program, not only for research study assignment, but also within the other workshop or course activities.

An important characteristic of physician behaviour is to be present where and when others expect you for professional tasks. Attendance at small group meetings is mandatory. Planning another activity, either professional or personal, during ICP class time is not grounds for an excused absence; unexcused absences will be grounds for a reduced grade.



Students are expected to:

1. *Have good interaction skills*
2. *Be prepared and participate in the group*
3. *Enhance and demonstrate team effectiveness*
4. *Demonstrate the self-awareness and self-assessment skills as a group*
5. *Demonstrate knowledge of the material or facility with the skill(s) taught*

The amount that students learn will be directly proportional to the amount that he/she puts into the course. We are hopeful that each student will view this as one of the most enjoyable parts of the course and will begin to understand the skills that are necessary to make an excellent practicing physician.

## **ATTENDANCE**

1. Attendance is mandatory and monitored by a sign-in sheet.
2. In all cases of absence, it is the student's responsibility to inform his/her absence prior to the scheduled small group session.

## **DRESS**

- Within *Clinical Skill Laboratory* sessions, students are expected to dress professionally with a white coat. This is especially important at ANY time that they are with patients (including simulated/standardized patient exercises or manikin practice).
- If considered inappropriately dressed by the supervisor, the student will not be allowed to participate in the activity.
- In other workshops, white coat is not obligatory. However, if needed, tutors may ask to dress professionally.

## **REFERENCES**

- ICP readings could be found on the Marmara Medical School website.
- CSL coursebook will be provided before the CSL course.



## EVALUATION AND ASSESSMENT

ICP program is accepted as a committee in the Faculty Curriculum. Each component of the program will be evaluated separately over 100. Different assessment methods, which are compatible with the learning objectives of each course will be used. For instance, in Hx-Phx and clinical skills programs you will be evaluated by an objectively structured clinical exam or in RPW your note will be given depending on your (individual or team) performance, which will be assessed with your research report and counsellor's feed-back. This mark will be transformed directly to the letter grade system. An important requirement is that; you should have at least 50 points is needed from each component of ICP.

### **ASSESSMENT** (AT LEAST 50 FROM EACH COMPONENT IS REQUIRED)

#### **BCS (HxPhx&CSL)**

Hx-Phx 70%+CSL30%

#### **SRA (Student Research Activity)**

Research Report 60% + Counsellor feed-back 30%+Presentation feed-back%10

#### **HIM (Human in Medicine)**

Social Concepts 40%+Ethics 30%+Arts and Humanities 30%

### **ASSIGNMENTS**

Research Report

Outpatient Clinical Experience Observation Report

Ethics Report

Arts and Humanities Film Report and Reflection report

Note that additional assignments can be given throughout the year.

## **PROGRAM OF THE YEAR**

Due to the COVID 19 pandemics, possible unexpected changes might happen. In that case these changes will be announced.

**SEPTEMBER-OCTOBER 2022**

Date	Hour	GROUP A	GROUP B	GROUP C	GROUP D
<b>13.09.2022</b>	09:00-12:30	Research-1 <i>Classrooms Z025, Z026, Z027</i>		HxPhx-1 <i>Clinical Skills Laboratory (CSL)</i>	HxPhx-Readings
	13:40-17:00	SRA-1 Group meeting		HxPhx-Readings	HxPhx-1 CSL
<b>20.09.2022</b>	09:00-12:30	SC-1 Year II Hall		SimPat-1 CSL	HxPhx-2 CSL
	13:40-17:00	Research-2 Classrooms Z025, Z026, Z027		SimPat-2 CSL	SimPat-1 CSL
<b>27.09.2022</b>	09:00-12:30	SC-2 Year II Hall		HxPhx-2 CSL	SimPat-2 CSL
	13:40-17:00	Research-3 Classrooms Z025, Z026, Z027		SimPat-3	SimPat-3 CSL
<b>4.10.2022</b>	09:00-12:30	SC-3 Year II Hall		SimPat-4	HxPhx-3 CSL
	13:40-17:00	Research-4 Classrooms Z025, Z026, Z027		HxPhx-3 CSL	SimPat-4
<b>11.10.2022</b>	09:00-12:30	SRA-2 Proposal preparation		HxPhx-4 CSL	SimPat-5
	13:40-17:00	Research-5 Year II Hall		SimPat-5 CSL	HxPhx-4 CSL
<b>25.10.2022</b>	09:00-12:30	Group presentations Year II Hall and Conference Room		HxPhx-5 CSL	SimPat-6 CSL
	13:40-17:00			SimPat-6 CSL	HxPhx-5 CSL



## NOVEMBER 2022

Date	Hour	GROUP A	GROUP B	GROUP C	GROUP D
01.11.2022	09:00-12:30	HxPhx-1 <i>CSL</i>	HxPhx-Readings	Research-1 <i>Classrooms Z025, Z026, Z027</i>	
	13:40-17:00	HxPhx-Readings	HxPhx-1 <i>CSL</i>	SRA1- Group meeting	SRA1- Group meeting
08.11.2022	09:00-12:30	SimPat-1 <i>CSL</i>	HxPhx-2 <i>CSL</i>	SC-1 <i>Year II Hall</i>	
	13:40-17:00	HxPhx-2 <i>CSL</i>	SimPat-1 <i>CSL</i>	Research-2 <i>Classrooms Z025, Z026, Z027</i>	
15.11.2022	09:00-12:30	HxPhx-3 <i>CSL</i>	SimPat-2 <i>CSL</i>	SC-2 <i>Year II Hall</i>	
	13:40-17:00	SRA-3 Ethical approval prep		Research-3 <i>Classrooms Z025, Z026, Z027</i>	
22.11.2022	09:00-12:30	SimPat-2 <i>CSL</i>	HxPhx-3 <i>CSL</i>	SC-3 <i>Year II Hall</i>	
	13:40-17:00	SimPat-3 <i>CSL</i>	SimPat-3 <i>CSL</i>	Research-4 <i>Classrooms Z025, Z026, Z027</i>	
29.11.2022	09:00-12:30	HxPhx-4 <i>CSL</i>	SimPat-4 <i>CSL</i>	SRA-2 Proposal preparation	SRA-2 Proposal preparation
	13:40-17:00	AHum 1 <i>Year II Hall</i>	SimPat-5 <i>CSL</i>	Research-5 <i>Year II Hall</i>	

## DECEMBER 2022

Date	Hour	GROUP A	GROUP B	GROUP C	GROUP D
6.12.2022	09:00-12:30	SimPat-4 <i>CSL</i>	HxPhx-4 <i>CSL</i>	Group presentations <i>Year II Hall and Conference Room</i>	
	13:40-17:00	SimPat-5 <i>CSL</i>	AHum-1 <i>Year II Hall</i>		
20.12.2022	09:00-12:30	HxPhx-5 <i>CSL</i>	SimPat-6 <i>CSL</i>	SRA-3 Ethical approval prep	
	13:40-17:00	SimPat-6 <i>CSL</i>	HxPhx-5 <i>CSL</i>	AHum-1 <i>Year II Hall</i>	SimPat-7 /SRA-4
27.12.2022	09:00-12:30	OCE1 <i>Hospital outpatient clinics</i>	SC-4 <i>Year II Hall</i>		SimPat-8 /SRA-5
	13:40-17:00		SimPat-7 /SRA-4	SimPat-7 /SRA-4	AHum-1 <i>Year II Hall</i>

**JANUARY-FEBRUARY 2023**

Date	Hour	GROUP A	GROUP B	GROUP C	GROUP D
<b>03.01.2023</b>	09:00-12:30	SC-4 Year II Hall	SimPat-8 / SRA-5	OCE1	SC-4 Year II Hall
	13:40-17:00	SimPat-7 /SRA-4	AHum-2 Year II Hall	Hospital outpatient clinics	SimPat-9 /SRA-6
<b>10.01.2023</b>	09:00-12:30	HxPhx-6 Year II Hall		CSL-1	OCE-1
	13:40-17:00	AHum-2 Year II Hall	CSL-1	SimPat-8 /SRA-5	Hospital outpatient clinics
<b>17.01.2023</b>	09:00-12:30	CSL-1	OCE-1	HxPhx-6 Year II Hall	
	13:40-17:00	SimPat-8 /SRA-5	Hospital Outpatient Clinics	AHum-2 Year II Hall	CSL-1
<b>24.01.2023</b>	09:00-12:30	OCE 2	SimPat-9 /SRA-6	SimPat-9 /SRA-6	SimPat-10 /SRA-7
	13:40-17:00	Hospital Outpatient Clinics	Ethics-1 Year II Hall		AHum-2 Year II Hall
<b>21.02.2023</b>	09:00-12:30	Ethics-1 Year II Hall	SimPat-10 / SRA-7	CSL-2	Ethics-1 Year II Hall
	13:40-17:00	SimPat-9 / SRA-6	CSL-2	AHum-3 Year II Hall	SimPat-11 / SRA-8
<b>28.02.2023</b>	09:00-12:30	CSL-2	Ethics-2 Year II Hall	OCE 2	Ethics-2 Year II Hall
	13:40-17:00	SimPat -10 / SRA-7	AHum-3 Year II Hall	Hospital Outpatient Clinics	CSL-2

**MARCH-APRIL 2023**

Date	Hour	GROUP A	GROUP B	GROUP C	GROUP D
07.03.2023	09:00-12:30	Ethics-2 Year II Hall	CSL-3	Ethics-2 Year II Hall	OCE 2
	13:40-17:00	AHum 3 (Year II Hall)	SimPat-11 / SRA-8	CSL - 3	Hospital Outpatient Clinics
14.03.2023	09:00-12:30	SimPat-11 /SRA-8	OCE 2	SimPat -10 / SRA 7	CSL-3
	13:40-17:00	CSL-3	Hospital Outpatient Clinics	SimPat -11 / SRA 8	AHum 3 Year II Hall
21.03.2023	09:00-12:30	Preparation of OCE Reports	Preparation of OCE Reports	Preparation of OCE Reports	Preparation of OCE Reports
	13:40-17:00	AHum-4 Year II Hall			
28.03.2023	09:00-12:30	SimPat 12/ SRA-9	SRA-9 Data collection	SRA-9 Data collection	CSL 4 CSL
	13:40-17:00	CSL-4	SRA-10 Data collection	SRA-10 Data collection	SimPat-12 / SRA-9
04.04.2023	09:00-12:30	SRA-10 / Data collection	CSL-4	SimPat-12 / SRA-11	SRA-10 Data collection
	13:40-17:00	SRA-11 / Data collection	SimPat-12 / SRA-11	CSL 4	SRA-11 Data collection
11.04.2023	09:00-12:30	ICP-Panel			
	13:40-17:00	MaSCo Bazaar / Delivery of OCE reports			
18.04.2022	09:00-12:30	SRA-12-Data Analysis			
	13:40-17:00	SRA-13-Data Analysis			

**MAY-JUNE 2023**

Date	Hour	GROUP A	GROUP B	GROUP C	GROUP D
02.05.2022	09:00-12:30	CSL-5 <i>CSL</i>	SRA-14 Prep of abstracts	Study time for exam	SRA 14- Prep of abstracts
	13:40-17:00	SRA-14 Prep of abstracts	CSL-5	SRA 12 Prep of abstracts	Study time for exam
05.05.2023	<b>Abstract Deadline</b>				
09.05.2023	09:00-12:30	Study time for exam	Study time for exam	CSL-5 <i>CSL</i>	Study time for exam
	13:40-17:00			Study time for exam	CSL-5 <i>CSL</i>
16.05.2023	09:00-12:30	OSCE	BCS Written Exam	BCS Written Exam	Study time for exam
	13:40-17:00	OSCE	SRA15-Prep of presentations	SRA15-Prep of presentations	Study time for exam
23.05.2023	09:00-12:30	BCS Written Exam	OSCE	Study time for exam	BCS Written exam
	13:40-17:00	SRA-15 Prep of presentations	OSCE	Study time for exam	SRA15-Prep of presentations
25.05.2023	<b>MaSCo</b>				
26.05.2023					
27.05.2023					
30.05.2023	09:00-12:30	FST	FST	OSCE	FST
	13:40-17:00	FST	FST	OSCE	FST
02.06.2023	<b>Delivery of Research Reports</b>				
06.06.2023	09:00-12:30	FST	FST	FST	OSCE
	13:40-17:00	FST	FST	FST	OSCE

# BASIC CLINICAL SKILLS: HISTORY TAKING AND PHYSICAL EXAMINATION

Hx-PHX



Dept. of Family Medicine

## GENERAL INFORMATION

The **"History Taking and Clinical Examination (Hx-Phx)"** program is a two-years course in ICP program: Year 2 and 3.

We would like to remind you that the **"Communication Skills and Introduction to the Medical Interview"** course (Year I) precedes Hx&Phx course. Also **"HIM:Ethics"** and **"HIM:Social Concepts"** courses should be accepted as complementary components of it.

In Hx&Phx (Year Two) course you will

- discuss patient-centred approach,
- practice communication skills in medical setting,
- learn basic interviewing skills,
- become familiar with the student-physician role,
- learn how to take a medical history and
- have an introduction to the general physical examination skills such as the appropriate sequencing, patient positioning and use of instruments
- and overview some of the most common signs, symptoms and diseases in general/family medicine.

This program has also an experiential component: **"Outpatient Clinics Experience (OCE)"**. In the second semester you will have an hospital assignment program: Students will be **"observers"** in different outpatient clinics of Marmara University Hospital, observe physicians seeing patients, utilize checklists, and write personal reports for each visit. Detailed OCE program and forms will be given to you before the first semester ends.

An important component of the Hx&Phx is the **"History Taking Exercises"**. To realize these exercises each student will play both physician and patient roles.

It is important to remember that these are the first steps in **the life-long process of learning about clinical medicine**. What is expected from this two-years program of Hx&Phx is that each student will demonstrate competence in the basic techniques of the medical interview and history taking (e.g., opening and closing an interview, make appropriate transition statements, symptom search) and physical examination (e.g., proper use of stethoscope and positioning of patient for the cardiac examination). **It is essential that you acquire these skills and continue to "fine-tune" them throughout your life as a physician.**

## Objectives / Teaching Methods / Time

WEEK 1		
Session Objectives	Teaching Methods	Time
Welcome and Introduction		45 min
1. Recalling "Communication Skills and Introduction to the Medical Interview" program of Year 1. 2. Describe and discuss about patient centred approach.	<ul style="list-style-type: none"> <li>Case Discussion:</li> <li>(Video)</li> <li>Discussion in three groups (interviewer-patient-observer)</li> <li>Tutor Review: <i>"Patient-Centred Approach"</i></li> </ul>	45 min
3. Discuss fundamental skills required for medical interview.	<ul style="list-style-type: none"> <li>Tutor Presentation: <i>"Art of Interviewing"</i></li> <li>Introduction of ICP-IntCL(ICP Interviewing Skills Check List)</li> </ul>	30 min
<b>SELF-PRACTICE: Groups of Three</b>  4. Appropriately initiate and terminate medical interview. 5. Demonstrate the awareness of different question types. 6. Utilize ICP-IntCL. 7. Demonstrate professional and positive presentation of self.	<ul style="list-style-type: none"> <li>Three case scenarios with different medical and social issues</li> <li>Interchanging roles: Interviewer-Patient-Observer</li> <li>Observers utilize the ICP-IntCL and give feedback</li> <li>Discussion within the small groups</li> </ul>	60 min
Feedback		15 min



**Objectives / Teaching Methods / Time**

WEEK 2		
Session Objectives	Teaching Methods	Time
Welcome		10 min
1. List basic components and appropriate sequence of medical history 2. Identify the chief complaint and the history of present illness components of medical history	<ul style="list-style-type: none"> <li>Tutor Presentation: "CC and HPI" with selected common symptoms</li> <li>Introduction of ICP-IntCL and ICP-OHx</li> </ul>	50 min
3. Record the major problem and chronology of patient's story 4. Define the knowledge of symptom pursuit for selected common signs, symptoms in general general/family medicine	<ul style="list-style-type: none"> <li>Video presentation: "Complete medical history"</li> <li>Utilize Check Lists: (ICP-IntCL and ICP-OHx)</li> </ul>	40 min
Instructions for group assignments and reading assignments and feedback		5 min
<b>SELF-PRACTICE</b> 5. Demonstrate the knowledge of symptom pursuit for selected common signs, symptoms in general general/family medicine	<ul style="list-style-type: none"> <li>Practice assignment: Groups of three (patient-physician and observer)</li> <li>Utilize ICP-IntCL and ICP-OHx</li> <li>Practice assignment: Take a medical history of a relative, friend by the help of ICP-OHx</li> </ul>	60 min  45 min
Uploading assignments (1 week)		

## **Objectives / Teaching Methods / Time**

WEEK 3		
Session Objectives	Teaching Methods	Time
Welcome and review of previous sessions		10 min
1. Define the knowledge of symptom pursuit for selected common signs, symptoms in general general/family medicine (chest pain	<ul style="list-style-type: none"> <li>• Tutor presentation</li> <li>• Simulation of case scenarios with different symptoms: Tutor-patient vs. student-physician</li> </ul>	30 min
2. Demonstrate the awareness of the need of an appropriate model for student- physician role	<ul style="list-style-type: none"> <li>• "Groups of three": observe the interview and utilize ICP-IntCL and ICP-OHx</li> </ul>	40 min
3. Demonstrate professional and positive feed-back skills and self-recognition by this way.	<ul style="list-style-type: none"> <li>• Every patient and physician talk about their feelings during the previous experience</li> </ul>	40 min
4. Recognize different physician characteristics patient responses that effect medical interview.	<ul style="list-style-type: none"> <li>• Individuals give feedback to the "physician" and the "patient" about the previous each medical interview.</li> </ul>	40 min
5. Take a medical history with the guidance of ICP-OHx		
Feed-back and review		15 min

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**INTRODUCTION TO THE CLINICAL PRACTICE**  
**YEAR TWO / 2022-23**  
**Hx-PHX**

WEEK 4		
Session Objectives	Teaching Methods	Time
Welcome and review of previous sessions		10 min
1. Demonstrate the awareness of sensitive issues in medical history 2. Discuss the methods of managing sensitive issues	<ul style="list-style-type: none"> <li>Brain storming: <i>"What are the sensitive issues or difficult topics in history taking"</i></li> <li>SimPat: <i>"Drug Compliance and other problems"</i> (Video)</li> <li>Tutor Review: "Sensitive issues in history taking"</li> </ul>	60 min
PRACTICE: SimPat Exercise  3. Demonstrate the skills necessary to perform a complete history  Demonstrate the knowledge of questioning skills in "dysuria" (with the guidance of ICP-OHx if required)	<ul style="list-style-type: none"> <li>Simulation of a case Tutor-patient vs student-physician Discussion</li> </ul>	70 min
5. Assessment of the knowledge about the selected common signs and symptoms.	Quiz type exam	20 min
Feedback		10 min

### **Objectives / Teaching Methods / Time**

WEEK 5		
Session Objectives	Teaching Methods	Time
1. Describe the purpose of history taking and physical examination.	<ul style="list-style-type: none"><li>Tutor presentation: "How is it possible to rely on the data in medical records? Validity and the others"</li></ul>	50 min
2. Demonstrate the basic features of medical note-taking	<ul style="list-style-type: none"><li>Group Work: Groups prepare their medical notes on flipcharts</li></ul>	40 min
3. Discuss the basic features of medical note-taking	<ul style="list-style-type: none"><li>Discussion and review</li></ul>	50 min
Feedback		10 min

### **Objectives / Teaching Methods / Time**

WEEK 6		
Session Objectives	Teaching Methods	Time
1. Describes the transition history taking to physical examination  2. Describe basic examination techniques	<ul style="list-style-type: none"><li>• Video presentation and discussion</li></ul>	50 min
3. Discuss about the general appearance of patient.	<ul style="list-style-type: none"><li>• Tutor Presentation: "Inspection: General Appearance of Patient"</li></ul>	50 min
4. Underline inspection as an important element in general physical examination	<ul style="list-style-type: none"><li>• Slide presentation of some of the clinical findings during inspection.</li></ul>	50 min
Feedback		10 min

*Note that medical history taking practices will be further reviewed and demonstrated in clinical skills laboratory sessions.*

## OUTPATIENT CLINICAL EXPERIENCE (OCE)

**Description of the activity:** Students will visit assigned outpatient clinics of Marmara University Medical School Hospitals (in Başbüyük and Pendik). The list of these clinics will be announced in upcoming days. The activity will last whole day. The students will observe the physician, especially during history taking and physical examination process.

**Purpose** of this activity is for you to observe real-world practice, see how the skills taught in Introduction to Clinical Skills Program is applied in real practice.

**Instructions:** There are two different visit days. You will be in the hospital on both days. You will be assigned to different outpatient clinics in each visit. One of these two clinics will be a more general one and the other will be a more focused one. This assignment is purposefully made for the students to see different medical history taking processes.

**Assignment:** After both visits you will prepare a report (not more than two pages) which will include your reflection on both visits. In this report, you will describe your observations on the structure and processing of the outpatient clinic, comment on how the physician communicates with the patient, flow of the medical history taking process, which parts are generally completed, which communication and questioning skills are used by the physician. In addition, comment on social factors that might affect patient's complaints, clinical and or treatment process, and any ethical issues that came up during the patient-physician encounters.

These reports will be loaded to the designated location on the school website which will be announced after the first visits.

## **SIMULATED PATIENT INTERVIEWS** **(SimPat)**

Simulated patient exercises are designed for you to practice your medical interviewing process. For these exercises you should take appointment from the Clinical Skills Laboratory secretary Aynur Keskin. These appointments should be on designated days provided in the program.

You will attend to these exercises with your small group. While one of you is interviewing with the simulated patient, the other students will observe and provide feed-back. You will also receive feed-back from the simulated patient as well.

Note that you should make at least three interviews during the year. Simulated patient's feed-back to the last one of these interviews will be included in your HxPhx grade.

## EVALUATION

50 At the completion of Hx&Phx, students are expected to be competent basically in three skills:

1. Basic interviewing skills with respect to "ICP-IntCL"
2. Complete history taking with respect to "ICP-OHx"
3. Medical-note taking with respect to the chapter *The Patient's Records*

Failure to show competence in these skills will result in a failing grade.

**Objective Structured Clinical Examination** will have two stations each with 10 minutes:

4. Interviewing with the patient (history taking)
  5. Writing the report of interview (medical history)
- Students are permitted to take notes during the SimPat Interview.
  - Related check-lists or guides will not be taken into the interviewing room.

**Written exam** will be composed of 20 multiple choice questions. For written exam, we recommend you to study all of the "readings" attached to the Course book.

**Outpatient Clinical Experience Report** should include both outpatient clinic visits. Primary goal of the visit is to observe history taking process and how the topics covered in the ICP program, takes place in the real medical setting. Thus; your report should include your observations about, patient-physician relationship, history taking process, medical note taking, social determinants affecting the medical process, precautions taken before the physical examination etc. ... The report should be written in Times New Roman, 12 points with 1.5 line spacing, two pages on average.

**Quiz** In every session, tutors will recommend the students to read certain parts from the course readings or watch certain videos and the quiz at the proceeding session will cover these readings and films.

### Grading Policy of Hx-Phx

Component	
OCE Report – assignment notes	10%
Simulated Patient Exercises	5%
(OSCE) Simulated Patient Interview	45%
(OSCE) Medical History Report	10%
Written exam	30%



# **BASIC CLINICAL SKILLS: CLINICAL SKILLS LABORATORY**

CSL



Dept. of Family Medicine  
Dept. of Pharmacology  
Dept of Physical Medicine and Rehabilitation  
Dept of Pediatric Pulmonology

## GENERAL INFORMATION

The “**Clinical Skills Laboratory (CSL)**” activities take place at the second and third year of the ICP program. First Aid Program, which takes place at the first year may also be considered as a part of procedural skills.

During Clinical Skills Activities, you will watch and demonstrate a number of basic procedural skills and physical examination techniques.

- As teaching methods; video presentations, tutor presentation and especially demonstration and coaching will be used.
- You will be provided many opportunities to demonstrate all skills one by one, under supervision and get individual feed-back which are very valuable for skill improvement.
- If you want to study individually on the models, you can take an appointment from the CSL worker.

You are expected to wear white coat at the sessions. Also, you may be requested to bring certain materials like sterile gloves or injectors. These requirements will be announced later, so please follow-up the related announcements.

A copy of the course guide, which includes all checklists of the skills and brief descriptions about the needs, materials and policies of these skills, can be supplied from the Clinical Skills Laboratory.

### **Assessment:**

The course will be evaluated by objectively structured clinical examination.

The exam will include 7-8 stations at which you will demonstrate the skills that you have learned at the previous sessions.

At all stations a teacher will supervise and rate the student.

Maximum score will be 100.

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**INTRODUCTION TO THE CLINICAL PRACTICE**  
**YEAR TWO / 2022-23**  
**CSL**

WEEK 1		
Session Objectives	Teaching Methods	Time
Welcome and introduction to Clinical skills Laboratory		10 Min
<ul style="list-style-type: none"> <li>Describe the environment and the attitudes necessary for the general physical examination</li> <li>Demonstrate the skills necessary for transition to physical examination and basic medical procedures.</li> <li>Give a complete list of precautions to take during the examination.</li> <li>Define the terms medical and surgical asepsis and differences between them.</li> <li>Describe why and where hand-washing is required and the hand-washing procedure.</li> <li>Define the terms clean, sterile, contaminated, sterile supplies and cite situations where surgical asepsis is required.</li> <li>Demonstrate hand hygiene procedure.</li> <li>Describe and demonstrate blood withdrawal procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Tutor presentation: "Precautions to take in medical settings"</li> <li>Video presentation: "Hand washing, Glove wearing and Removing"</li> <li>Demonstration and practice of skills; "hand washing, glove wearing and removing.</li> <li>Demonstration and practice of blood-withdrawal skill.</li> </ul>	180 min

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**INTRODUCTION TO THE CLINICAL PRACTICE**  
**YEAR TWO / 2022-23**  
**CSL**

WEEK 2		
Session Objectives	Teaching Methods	Time
Welcome		10 min
<ul style="list-style-type: none"> <li>Describe the different routes of medication administration.</li> <li>Aspirate from ampoule and flacon.</li> <li>List the parenteral medication administration routes.</li> <li>Describe and perform intramuscular medication administration.</li> <li>Describe and perform subcutaneous medication administration.</li> <li>Describe and perform intravenous medication administration.</li> </ul>	<ul style="list-style-type: none"> <li>Tutor presentation: Medication administration routes</li> <li>Demonstrate intramuscular medication administration</li> <li>Demonstrate subcutaneous medication administration</li> <li>Demonstrate intravenous medication administration</li> </ul>	180 min

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**INTRODUCTION TO THE CLINICAL PRACTICE**  
**YEAR TWO / 2022-23**  
**CSL**

WEEK 3		
Session Objectives	Teaching Methods	Time
Welcome		10 min
<ul style="list-style-type: none"> <li>List the characteristics of suture materials.</li> <li>Describe skin suturing.</li> <li>Describe wound repairing.</li> <li>Apply local anesthesia.</li> <li>Perform skin suturing.</li> <li>Perform wound closure.</li> </ul>	<ul style="list-style-type: none"> <li>Video presentation: "Wound repair and skin suturing"</li> <li>Tutor presentation: "Suture materials"</li> <li>Demonstration of skin suturing and wound repair.</li> </ul>	180 min

WEEK 4		
Session Objectives	Teaching Methods	Time
Welcome		10 min
<ul style="list-style-type: none"> <li>Reviews basic elements of medical history taking with an example</li> <li>Demonstrates screening examination for musculoskeletal disorders (GALS) Gait – Arms – Legs – Spine</li> <li>Performs a regional examination of the musculoskeletal system ('REMS') <ul style="list-style-type: none"> <li>Examines the hand and wrist</li> <li>Examines the elbow</li> <li>Examines the shoulder</li> <li>Examines the hip</li> <li>Examines the knee</li> <li>Examines the foot and ankle</li> <li>Examines the spine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tutor presentation: Back pain, medical history.</li> <li>Video presentation: Musculoskeletal examination</li> <li>Demonstration of "GALS"</li> <li>Demonstration of "REMS"</li> <li>Evaluation of a patient's medical history, physical examination, and diagnostic findings of a patient with low back pain.</li> </ul>	180 min

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**INTRODUCTION TO THE CLINICAL PRACTICE**  
**YEAR TWO / 2022-23**  
**CSL**

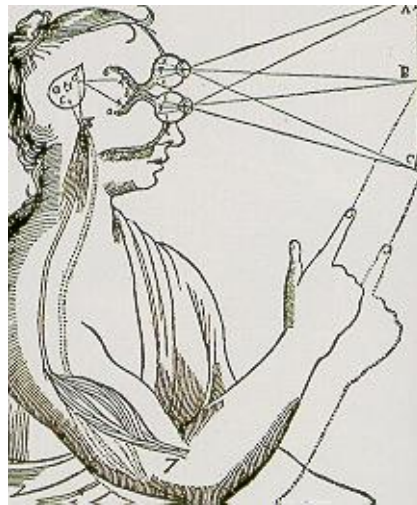
WEEK 5		
Session Objectives	Teaching Methods	Time
Welcome		10 min
<ul style="list-style-type: none"> <li>• Revise basic anatomic landmarks of the respiratory system</li> <li>• Identify normal findings of the chest</li> <li>• Explain the technique for palpation of the chest</li> <li>• Explain the technique for percussion of the chest</li> <li>• Explain the technique for auscultation of the chest</li> <li>• Identify expected breath sounds and unexpected sounds including crackles, wheezes, gurgles, and stridor.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation: Medical history of a patient with cough</li> <li>• Examination of the respiratory system</li> <li>• Video presentation: Examination of the respiratory system and most common signs</li> <li>• Demonstration and coaching</li> <li>• Evaluation of a patient's medical history, physical examination, and diagnostic findings of a patient with cough.</li> </ul>	180 min

## **OBJECTIVELY STRUCTURED CLINICAL EXAMINATION OF BASIC CLINICAL SKILLS**

The examination will be held in clinical skills laboratory. Each student will demonstrate the skills learned in BCS courses with given tasks, in different stations. There will be a tutor in each station who will observe the students and rate by using checklists that were used throughout the courses.

# HUMAN IN MEDICINE: SOCIAL CONCEPTS IN HEALTH

HIM:SC



Dept. Medical Education  
School of Sociology





## INTRODUCTION TO SOCIAL ISSUES IN HEALTH AND DISEASE, AND IN MEDICINE

### General Information

An twelve-hour-course (four hours per week, three weeks), will be one of the threads of your multi-thread ICP course in the beginning of this year.

It aims to open your minds to *sociological imagination* in order to understand more fully how your actions as a physician may affect the larger society, and how you, yourselves, patients, medical practices, health and illness are shaped by social forces.

### Objectives

At the end of this introductory course, you will;

1. be able to grasp social and cultural environment as it affects health and disease, the roles of physicians and the experiences of patients;
2. be more alerted to the social and cultural issues in clinical encounter, and
3. be able to understand the importance of bio-psycho-social approach in patient evaluation.

### Areas of interest

Social Factors: age, gender, class  
The influence of Social Factors on Health and Illness  
Bio-psycho-social model  
Stigmatization, medicalization

### The Reading list

(New texts will be announced during the course)

Ray M. Fitzpatrick. *Society and Changing Patterns of Disease*. Chapter I in Sociology as Applied to Medicine, edited by Graham Scambler, 1997.

**Student Assignments**

Assignments will include minimum 500-word essays, which will be asked to be written on selected topics given by course tutors. Assignments will be handed back in due time which will be announced by the tutors and preferably will be in word-processor-file format and print-outs.

**Course sessions**

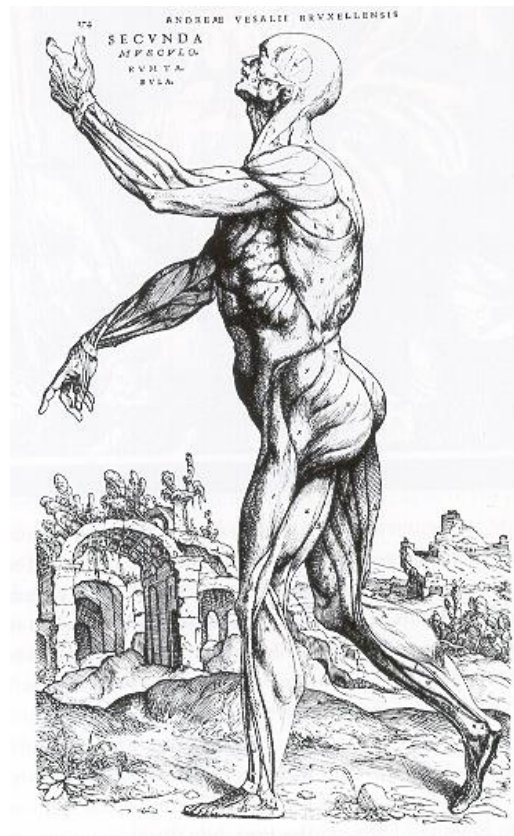
Course sessions will include didactic lectures, case studies, role plays, personal narratives by the students, and presentation of student assignments.

**Course Requirements and Evaluation Method**

Full attendance is required, and also your energetic creative participation is the necessary component of our learning environment.

For the evaluation, a written exam will be done.

# HUMAN IN MEDICINE: ETHICS HIM: ETHICS



**Department of Medical Ethics and Deontology**



## INTRODUCTION TO MEDICAL ETHICS

### General Information

Medical ethics is optimally taught with a mixture of lecture and small group activities. This allows students to acquire the basic core information and to develop the critical analytical and communication skills necessary to successfully identify, analyse and resolve ethical problems faced in clinical practice. The small group activities revolve around the analysis and discussion of the ethical and legal issues in actual clinical cases.

### Objectives

At the end of this introductory course, you will be able to

- (1) list and define the major principles and rules of medical ethics,
- (2) demonstrate the awareness about the issues regarding the "beginning of life" and "right to life" issues,
- (3) discuss the central role of "confidentiality" and "informed consent" in clinical practice,
- (4) demonstrate the awareness about the issues regarding the "decisions near the end of life".

### The Reading list

Attached

### Student Assignments

Small group assignments will include minimum 500-word essays on cases given by course tutor. Groups (each two-student) will make presentations of their assignments. Assignments will be handed back at latest on the last day of the course.

### Course sessions

Course sessions will include didactic lectures, presentation of student assignments and discussion.

### Course Requirements and Evaluation Method

Full attendance is required.

# HUMAN IN MEDICINE: ARTS AND HUMANITIES

HIM:AHUM



Dept. Medical Education  
Dept. Family Medicine



## STEPPING INTO ARTISTIC AWARENESS WITHIN THE CONTEXT OF MEDICAL HUMANITIES

### General Information

A twelve-hour-course will be one of the threads of your multi-threaded ICP course during this year.

AHum has been designed to constitute the first steps into artistic awareness within the context of medical humanities. Any fully accomplished medical doctor needs to have self-awareness in order to keep their empathy and human values during the tough educational as well as professional years. Arts being a crucial area to raise self as well as social awareness has been given its place within medical curriculum for a long time.

### Objectives

At the end of this course, you will;

1. be able to define the major periods in world arts.
2. be able to approach any visual art product with a certain subjective understanding.
3. be able to express yourself in written form about a piece of art that you have come across
4. get to understand that all areas of art constitute a complementary element in order to become a fully accomplished medical doctor.

### Areas of interest

Medicine and arts

The influence of arts on the development of medical doctors

### The Reading list

(New texts will be announced during the course)

Berger, John. *Ways of Seeing*. Penguin Books, UK, 1972.

E.H. Gombrich. *The Story of Art*. Phaidon Press, Incorporated, 2007.

### **Course Requirements**

Full attendance is required.

### **Evaluation**

#### 1 – Film report

The report will be based on Yeşim Ustaoglu's film "Pandora's Box" (2008) and will be between 500 and 1000 words. It can also be written in English. Deadline for submission is 07.04.2023 (50% of AHum grade)

Structure of the film report:

Introduction: What is the movie about?

Development: Focus on a concept you choose from the story of the movie and open it up according to your own perception.

Conclusion: Express your individual perception of the movie; how did you find it, what feelings did it evoke in you, where did it take you, your personal comments.

#### 2 – Reflection report on AHum course

The reflection report, which will be between 250 - 500 words, can also be written in English if so desired. Deadline for submission is 07.04.2023 (50% of AHum grade)

What should be included in the reflection report:

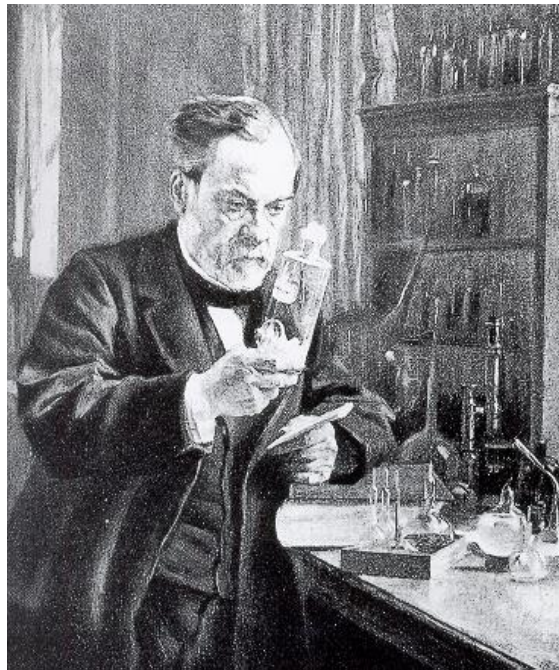
- What are the points that you are most impressed with during the AHum classes; what did you like, how did you feel, how did you find it -it is not necessary to associate the reflection with medicine, you are expected to write a reflection about yourself.

- How do you intend to use what you have acquired / learned in this course; what would you like to do about arts? For example, "it triggered my motivation to pick up my guitar I put aside"; "I felt the need to treat patients in a more humanitarian way" etc.



# RESEARCH PROPOSAL WORKSHOP

RPW



**Department of Public Health**



## **RESEARCH PROPOSAL WORKSHOP: PROGRAMME**

### **Week 1**

(Half of the class [Group A+B or Groups C+D] divided into three subgroups):

- Well-come and introduction
- Group working- I: Parts of an article
- Steps in designing and conducting an epidemiologic survey:
- Comparison and hypothesis development
- Survey methods (I) Observational vs. experimental studies, descriptive and analytic studies
- Survey methods (II) (Cross-sectional studies)
- Evaluation of the day

### **Week 2**

(Within subgroups)

- Survey methods (III) (Case Control studies)
- Survey methods (IV) (Cohort studies)
- Survey methods (V) (Experimental studies)
- Group working: To decide most appropriate research design for a given problem
- Formulating the objectives (Topic, title, purpose)
- Group working: Formulating the general objectives, specific objectives for a given study
- Evaluation of the day

### **Week 3**

(Within subgroups)

- Study population and sampling: definition of the specific terms
- Variables: dependent and non-dependent variables, conceptual and operational definitions of the variables, types of the variables (nominal, ordinal, interval), data collection sources
- Group working: Identification of study population, describing the variables (conceptual and operational definitions, scales, data sources)
- Questionnaire: Parts of a questionnaire, open ended and close ended questions
- Evaluation of the day

### **Week 4**

(Within subgroups)

- Group working: Preparing and asking questions
- Ethical considerations
- How does a research proposal look like?
- Group working: preparation of research proposal,
- Questions and evaluations

### **Week 5** **(All groups)**

- Qualitative research techniques

### **Week 6:**

Research proposal presentation

## EVALUATION AND ASSESSMENT OF SRA

**Students are obliged to present their research in MaSCo. Those who does not attend to the MaSCo session in which their group is presenting, will not be evaluated for the whole SRA program and will be graded as "0".**

Research activity note is given depending on the **written exam score, research report** and the **feed-back from your counsellor** (on your team performance, on research planning, activity, procedure, end product and its presentation) (Written exam %40, Research Report and Counsellor feed-back 60%). For both evaluations standard guidelines are used (see: Form 1 and Form 2 on pages 50 and 51).

Component	
Research report	60%
Counsellor feed-back	30%
Presentation	10%

**Written exam date will be announced at the beginning of the workshop.**

### Process

During the research process, a Counsellor will be assigned for each group and they are expected to meet him/her regularly. It is the group's responsibility to get the first contact with the Counsellor. Groups are expected to get an appointment from the counsellor and to be ready on time as whole group.

For each research group, it is mandatory to prepare and present their "research proposal" according to the acquired knowledge from the five weeks course on Research Proposal Workshop and with the knowledge and approval of their research counsellor.

Proposals are rejected if they are prepared without the knowledge/approval of the Counsellor and/or the Teacher's Committee does not approve them. Those groups whose proposals are rejected are expected to re-submit another research proposal.

After the research proposal presentation, most of the groups are asked to make some revisions in specific parts of their proposals. Those groups are expected to submit their revised proposal on time.

Groups who do not fulfil above requirements are considered as failed from RPW.

**INTRODUCTION TO THE CLINICAL PRACTICE**  
**RPW**

**Form-1 ARAŞTIRMA SONU DEĞERLENDİRME FORMU (ICP-II/III)**  
**(DANIŞMAN ÖĞRETİM ÜYESİ TARAFINDAN DOLDURULACAKTIR)**

*Bu değerlendirme araştırma etkinliği tamamlandıktan sonra danışman öğretim üyesi tarafından yapılacak ve öğrencinin ICP notunun hesaplanmasında kullanılacaktır. Değerlendirmenin aşağıdaki ölçütlere göre, araştırma grubundaki her öğrenci bir sütuna gelecek şekilde (tek formda 4 öğrenci) yapılmasını ve Halk Sağlığı AD'dan Pınar Ay (npay@marmara.edu.tr) ve Seyhan Hıdıroğlu'na (seyhanerginh@gmail.com) ulaştırılmasını rica ederiz.*

Performans Değerlendirme: 0= Gözlem yapılamadı/değerlendirilemedi      1= Yetersiz      2= Geliştirilmesi gerekli      3= Yeterli

	1. öğrenci				2. öğrenci				3. öğrenci				4. öğrenci				5. öğrenci			
Öğrencinin İsmi																				
Öğrencinin numarası																				
Araştırma etkinliği ile ilgili beceriler: hipotezlerin belirlenmesi, literatür tarama, veri toplama gereçlerinin hazırlanması	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Araştırmanın yürütülmesi sürecindeki beceriler: veri toplama, veri girişi, analiz, raporlandırma	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Ekip çalışmasına ve ekip içindeki tutuma katkısı	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Eğitmenin rehberliğinden yararlanma	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Devamlılık	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3

Diğer görüş ve önerileriniz:

Danışman Öğretim Üyesinin Adı Soyadı:

**Form 2- RESEARCH REPORT EVALUATION FORM (ARAŞTIRMA RAPORU DEĞERLENDİRME FORMU)**

EVALUATION CRITERIA (DEĞERLENDİRME ÖLÇÜTLERİ)	
Is background information, based on current literature knowledge specific to the subject-research and revealing the importance of the research included? / Literatür bilgisine dayanan, konuya-araştırmaya özel güncel bilgileri de içeren ve araştırmanın önemini ortaya koyan bir arka plan bilgisi sunulmuş mu?	10
Is the purpose of the research explicitly stated? / Araştırmanın amacı açık olarak belirtilmiş mi? Is the purpose consistent with the title? / Amaç araştırmanın başlığı ile uyumlu mu?	10
Method of the research / Araştırmanın yöntemi Is the method consistent with the purpose? / Yöntem, araştırmanın amacına uygun mu? Is the name of the method determined correctly? / Yöntemin adı doğru belirlenmiş mi? Is detailed information about the universe, sampling, sample selection, data collection method given?	25
Are the tables and / or graphics in the results section correct? Elaborate? Is there enough explanation in the title and etc? / Bulgular bölümünde tablo ve/veya grafikler doğru mu? Özenli mi? Başlıkta vb. yeterli açıklama var mı? Is there an explanation about each (or a couple of) tables / graphics? / Her bir (veya birkaç) tablo/grafikle ilgili açıklama yazılmış mı?	25

Is there a discussion section in the research that results are discussed in and / or compared to other studies (ie, "discussion")? Is the discussion based on literature knowledge? / Araştırmada sonuçların kendi içinde tartışıldığı ve/veya başka çalışmalarla karşılaştırıldığı (yani "tartışma" niteliğine uygun) bir tartışma bölümü var mı? Tartışma literatür bilgisine dayandırılıyor mu?	10
Is there a suggestion section in the research? If so, is it specific to the results? Araştırmada öneriler bölümü var mı? Varsa araştırma sonuçlarına özgü mü?	10
Evaluation of the references: Are they enough, considering the subject? / Konuyu dikkate alarak- yeterli mi? Are they current? / Güncel mi? Are they written according to reference writing rules? / Yazım kurallarına uygun yazılmış mı?	10
SUM / TOPLAM	