**Syllabus of MED 312**

**Course Information**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Course Name | Code | Semester | Theory(Hours/Week) | Application(Hours/Week) | Laboratory (Hours/Week) | National Credit | ECTS |
| **Brief information about Autopsy-Famous autopsies in history**  | **MED312** | **VI** | **2** | **0** | **0** | **1** | **2** |
| Pre-requisite(s) | **MED192, MED292** |
| Course Language | English |
| Course Type  | Elective |
| Mode of Delivery (face-to-face, distance learning)  | Face-to-FaceDistance Learning |
| Learning and Teaching Strategies  | LectureCase discussionSelf-Learning |
| Instructor(s)  | Prof. Dr. Gamze Yurdakan Özyardımcı, Asst. Prof. Dr. Esin Boduroğlu |
| Course Objective  |  Basic principles of the autopsy, autopsies of famous people in history, and contribution of an autopsy to history |
| Learning Outcomes  | 1. Describe the reasons for autopsy & postmortem examinations & their contribution to diagnostic procedures.
2. Explain the differences between medical & forensic autopsies.
3. Define basic principles of autopsy techniques.
4. Describe macroscopic examination & procedures of sampling for toxicology.
5. Explain the contributions & value of modern imaging techniques in autopsy evaluation.
 |
| Course Content  | Description of autopsy & postmortem examination, the value of autopsy, principles of medical & forensic autopsy, postmortem examination & autopsy techniques, toxicologic & macroscopic examination, effects of new diagnostics to autopsy reporting & results |
| References  | Rosai and Ackerman's Surgical Pathology, 10th Edition, ElsevierBy Juan Rosai, MDAutopsy Pathology: A manual and atlas Connolly AJ, Finkbeiner WE, 3. the ed ISBN: 978-0323287807 Elsevier, 2016Knight's Forensic Pathology Knight B, Saukko P. 3rd ed. ISBN: 978- 0340760444 Edward Arnold publishers 2004 |

**Weekly Course outline**

|  |  |  |
| --- | --- | --- |
| Weeks | Topics | Pre-study |
| Week 1 | The Autopsy—Past and Present EB | 1 |
| Week 2 | Legal, Social, and Ethical Issues GYÖ | 1 |
| Week 3 | Autopsy Biosafety EB  | 1 |
| Week 4 | Basic Postmortem Examination GYÖ | 1 |
| Week 5 | Features of medical and forensic autopsy EB | 1 |
| Week 6 | Dissection Procedures GYÖ | 1 |
| Week 7 | Autopsy Photography and Radiology EB | 1 |
| Week 8 | Mid-term GY-EB | 1 |
| Week 9 | Microscopic Examination GY | 1 |
| Week 10 | Supplemental Laboratory Studies EB | 1 |
| Week 11 | The Autopsy Report EB | 1 |
| Week 12 | Quality Management GY | 1 |
| Week 13 | Autopsy of famous persons in history-1 EB | 1 |
| Week 14 | Autopsy of famous persons in history-2 GYÖ | 1 |
| Week 15 | Autopsy of famous persons in history-3 GYÖ | 1 |
| Week 16 | Final exam EB-GY | 1 |

**Assessment methods**

|  |  |  |
| --- | --- | --- |
| Course Activities | Number | Percentage %  |
| Attendance | 14 | 0 |
| Laboratory | 0 | 0 |
| Application | 0 | 0 |
| Field Activities | 0 | 0 |
| Specific Practical Training (if any) | 0 | 0 |
| Assignments | 0 | 0 |
| Presentation | 0 | 0 |
| Projects | 0 | 0 |
| Seminars | 0 | 0 |
| Midterms | 1 | 50 |
| Final Exam | 1 | 50 |
| Total | 2 | 100 |
| Percentage of semester activities contributing to grade success | 1 | 50 |
| Percentage of final exam contributing grade success | 1 | 50 |
| Total | 2 | 100 |

**Course Category**

|  |  |
| --- | --- |
| **Core Courses** |  |
| **Major Area Courses** | **X** |
| **Supportive Courses** |  |
| **Media and Management Skills Courses** |  |
| **Transferable Skill Courses** |  |

**Workload and ECTS Calculation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Number** | **Duration (Hours)** | **Total Work Load** |
| Course Duration (Including Exam Week: 16X2 Total Hours) | 16 | 2 | 32 |
| Laboratory |  |  |  |
| Application |  |  |  |
| Specific practical training (if any) |  |  |  |
| Field Activities |  |  |  |
| Study Hours Out of Class (Preliminary work, reinforcement, etc.) | 16 | 1 | 16 |
| Presentation / Seminar Preparation |  |  |  |
| Projects |  |  |  |
| Homework assignment |  |  |  |
| Midterms (Study duration) | 1 | 8 | 8 |
| Final (Study duration) | 1 | 8 | 8 |
| Total Workload |  | 64 |

**Matrix of the Course Learning Outcomes Versus Program Outcomes**

1: Lowest, 2: Low, 3: Average, 4: High, 5: Highest

|  |  |
| --- | --- |
| **Program Outcomes** | **Contribution Level\*** |
| **1** | **2** | **3** | **4** | **5** |
| 1. Integrates and utilizes the information, skills, and approaches obtained from basic, clinical, and medical sciences, behavioral sciences, and social sciences when offering healthcare services.
 |  |  | **x** |  |  |
| 1. Offers healthcare services to patients with a biopsychosocial approach where the sociodemographic and sociocultural backgrounds of these individuals are taken into consideration, focusing on universal human values, ethical principles, and professional duties; without exercising discrimination based on language, religion, race, or sex.
 | **x** |  |  |  |  |
| 1. Aims to protect, improve, and develop individual and public health when offering healthcare services.
 |  | **x** |  |  |  |
| 1. Performs the necessary studies in sustaining and improving health, taking into the individual, public, social, and environmental factors to affect it.
 |  |  | **x** |  |  |
| 1. Trains healthy individuals/ patients, their relatives, and other healthcare workers in healthcare upon determining the features, requirements, and expectations of their target audience.
 |  | **x** |  |  |  |
| 1. Exercises a safe, rational, and effective approach in the procedures of prevention, diagnosis, treatment, follow-up, and rehabilitation; while offering healthcare services.
 | **x** |  |  |  |  |
| 1. Implements interventional and/or non-interventional practices in a way that is safe and effective for patients during the procedures of diagnosis, treatment, follow-up, and rehabilitation.
 | **x** |  |  |  |  |
| 1. Offers healthcare services taking into account the health and safety of patients and employees.
 |  |  |  | **x** |  |
| 1. Takes the regional and global changes in physical and socioeconomic settings to affect health, as well as the changes in the individual features and behaviors of patients referring to them into account, while offering healthcare.
 | **x** |  |  |  |  |
| 1. Takes good medical practices into account while performing their duties.
 |  | **x** |  |  |  |
| 1. Undertakes the tasks and duties within the framework of their professional ethical rules, as well as their legal rights and duties.
 |  |  |  | **x** |  |
| 1. Stands for the improvements in the manner in which healthcare services are offered, taking into account the concepts of social reliability and social duty, to protect and improve individual and public health.
 |  |  | **x** |  |  |
| 1. Evaluates the effects of health policies and healthcare practices on public health indicators, and, where required, amend their evaluation on the grounds of scientific and social needs; to help improve the quality of healthcare services.
 | **x** |  |  |  |  |
| 1. Leads their healthcare team while offering healthcare services, in a participative, and collaborative manner.
 |  |  | **x** |  |  |
| 1. Establishes positive relationships within their healthcare team; and where needed, easily adapts to various positions among their team.
 |  |  | **x** |  |  |
| 1. Exercises effective communication with patients, the relatives of patients, healthcare professionals, and groups from other professions, as well as institutions and organizations.
 | **x** |  |  |  |  |
| 1. Plans and conducts scientific studies on the society to which they serve, and uses the results of these, or those from other studies, to benefit the society.
 |  | **x** |  |  |  |
| 1. Accesses the current literature on their profession, and evaluate them with a critical approach.
 |  |  |  | **x** |  |
| 1. Chooses the correct sources of learning to improve the healthcare services that they offer, and regulate their learning process.
 |  | **x** |  |  |  |
| 1. Demonstrates the skills of obtaining and evaluating new information, integrating newer pieces of information with their current ones, as well as adapting to changing conditions throughout their professional life.
 |  |  | **x** |  |  |