

İSTİNYE UNIVERSITY  
FACULTY OF MEDICINE

ACADEMIC PROGRAM BOOKLET  
GRADE I  
2023 – 2024

*“Think before you speak.  
Read before you think.”*

*Fran Lebowitz*

## CONTENTS

AIM OF THE UNDER GRADUATE MEDICAL EDUCATION PROGRAM(UGMEP).....	4
UNDER GRADUATE MEDICAL EDUCATION PROGRAM (UGMEP) PROFICIENCIES and COMPETENCIES.....	5
PRE-CLINICAL PHASE EDUCATION - INSTRUCTION DESIGN .....	7
EDUCATION COORDINATORSHIP .....	8
CHIEF COORDINATOR.....	8
GRADE I COORDINATORSHIP.....	8
ELECTIVE COURSE BOARD .....	9
LABORATORY BOARD .....	9
PROFESSIONAL and CLINICAL SKILLS BOARD .....	9
EDUCATION MANAGEMENT SYSTEM.....	10
GRADE I ACADEMIC CALENDER.....	11
GRADE I COURSE PLAN.....	12
AIM of the GRADE I MED101 BASIC AND CLINICAL INTEGRATED COURSE .....	13
GRADE I MED101 BASIC and INTEGRATED COURSE.....	14
LEARNING OUTCOMES .....	14
STUDENT PRESENTATIONS .....	15
PROFESSIONAL and CLINICAL SKILL PRACTICES .....	17
AIMS and LEARNING OBJECTIVES .....	17
CONTENT, IMPLEMENTATION PLAN and EVALUATION.....	17
SPECIFIC TRAINING MODULE VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE .....	19
OBJECTIVE .....	19
LEARNING OUTCOMES.....	20
IMPLEMENTATION.....	21
SPECIFIC TRAINING MODULE VERTICAL CORRIDOR-2: MEDICAL HUMANITIES.....	23
OBJECTIVE .....	23
LEARNING OUTCOMES.....	23
IMPLEMENTATION.....	24
SPECIFIC TRAINING MODULE VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH .....	26
OBJECTIVE .....	26
LEARNING OUTCOMES.....	26
IMPLEMENTATION.....	27
ASSESSMENT and EVALUATION.....	29
EXAM RULES.....	32
COMMITTEE INTRODUCTION.....	34

INTRODUCTION TO MEDICAL SCIENCES-I COMMITTEE .....	35
AIM OF THE COMMITTEE .....	35
COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD .....	35
COURSE DISTRIBUTION TABLE.....	36
FACULTY MEMBERS.....	36
EVALUATION MATRIX .....	37
INTRODUCTION TO MEDICAL SCIENCES-II COMMITTEE .....	38
AIM OF THE COMMITTEE .....	38
COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD .....	38
COURSE DISTRIBUTION TABLE.....	39
FACULTY MEMBERS.....	39
EVALUATION MATRIX .....	40
INTRODUCTION TO MEDICAL SCIENCES -III COMMITTEE .....	41
AIM OF THE COMMITTEE .....	41
COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD .....	41
COURSE DISTRIBUTION TABLE.....	42
FACULTY MEMBERS.....	42
EVALUATION MATRIX .....	43
PASSIVE LOCOMOTOR SYSTEM COMMITTEE .....	44
AIM OF THE COMMITTEE .....	44
COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD .....	44
COURSE DISTRIBUTION TABLE.....	45
FACULTY MEMBERS.....	45
EVALUATION MATRIX .....	46
ACTIVE LOCOMOTOR SYSTEM COMMITTEE .....	47
AIM OF THE COMMITTEE .....	47
COMMITTEE LEARNING OUTCOMES and EVALUATION METHOD .....	47
COURSE DISTRIBUTION TABLE.....	48
FACULTY MEMBERS.....	48
EVALUATION MATRIX .....	49
MICROORGANISMS, BLOOD-IMMUN SYSTEM COMMITTEE .....	50
AIM OF THE COMMITTEE .....	50
COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD .....	50
COURSE DISTRIBUTION TABLE.....	51
FACULTY MEMBERS.....	51
EVALUATION MATRIX .....	52

COURSE SCHEDULE .....	53
INDEPENDENT STUDY .....	54
ELECTIVE COURSES.....	57
İSTİNYE MANIFEST COURSES.....	58
ADVISORY SYSTEM .....	60
STUDENT CLASS REPRESENTATIVE and FACULTY STUDENT REPRESENTATIVE .....	61
RESPONSIBILITIES of the STUDENTS .....	62
ONLINE LINKS.....	63
COMMUNICATION and TRANSPORTATION .....	63

## AIM OF THE UNDER GRADUATE MEDICAL EDUCATION PROGRAM

The aim of the program is to train leading physicians who are able to think critically and creatively, assimilate the scientific approach, acknowledge the local as well as the global health problems, adopted the elements such as compliance with ethical principles and legal regulations, teamwork and effective communication required in terms of vocational and professional approach, apply and advocate preventive and protective medicine, diagnose, treat and monitor common or rare but life-threatening or emergent clinical conditions in primary health care, make good use of technology in medical science and related fields, acquire the necessary competencies for continuous learning and career development throughout their working life, and add value to their profession.

## UNDER GRADUATE MEDICAL EDUCATION PROGRAM PROFICIENCIES and COMPETENCIES

PROFICIENCY DOMAINS	PROFICIENCY	COMPETENCIES
1. Professional Practices	1.1. Medical Doctor	<p>1.1.1. Can integrate the knowledge, skills, attitudes, and behaviours gained from basic and clinical sciences, behavioural sciences, and social sciences in the form of proficiencies and uses it in the processes of prevention, diagnosis, treatment, follow-up and rehabilitation for the provision of rational, effective, safe health care services that take into account patient and employee health and comply with quality standards.</p> <p>1.1.2. Demonstrates a biopsychosocial approach to patient management that takes into account the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race and gender.</p> <p>1.1.3. Prioritizes the protection and improvement of the health of individuals and society in health service delivery.</p> <p>1.1.4. Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health.</p> <p>1.1.5. Considers both regional and global changes in the physical and socioeconomic environment that affect health, and changes in the individual characteristics and behaviors of the people who apply to it while delivering healthcare services.</p> <p>1.1.6. Provides health education to healthy individuals/patients and their relatives and other health professionals by recognizing the characteristics, needs and expectations of the target audience.</p>
2. Professional Values and Perspectives	2.1. Professional	<p>2.1.1. Fulfills his/her duties and obligations while carrying out his/her profession, with decisive behaviors to provide high quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, preventing the dignity of the patient.</p> <p>2.1.2. Evaluates his/her own performance in professional practices, considering his/her professional skills.</p>
	2.2. Leader	<p>2.2.1. Demonstrates exemplary behavior and leadership within the health care team during health service delivery.</p> <p>2.2.2. Uses resources cost-effectively for the processes of planning, implementing, executing and evaluating health services, in the health institution where he/ she is a manager, for the benefit of society and in accordance with the legislation.</p>
	2.3. Team Member	<p>2.3.1. Establishes positive communication within the health care team which he/she provides health care services with, being aware of the duties and obligations of other health professionals, and shows suitable behaviors to assume different team roles when necessary.</p> <p>2.3.2. Works harmoniously and effectively with colleagues and other professional groups in professional practice.</p>
	2.4. Communicator	<p>2.4.1. Communicates effectively with patients, patients' relatives, healthcare professionals and other professional groups, institutions and organizations, including individuals and groups that require special attention and have different sociocultural characteristics.</p> <p>2.4.2. Demonstrates a patient-centered approach, involving the patient in decision-making mechanisms during the processes of prevention, diagnosis, treatment, follow-up and rehabilitation.</p>

	2.5. Health Advocate	<p>2.5.1. Evaluates the impact of health policies and practices on individual and community health indicators for the protection and improvement of community and individual health, and advocates, plans and implements the improvement of health service delivery, education and counseling processes related to individual and community health, in cooperation with all components within the framework of the principles of social security and social obligation.</p> <p>2.5.2. Values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose.</p>
3. Professional and Personal Development	3.1. Scholar	<p>3.1.1. Plans and implements scientific research for the society he/she serves, when necessary, and uses the results obtained and/or the results of other researches for the benefit of the society.</p> <p>3.1.2. Accesses and critically evaluates the current literature related to his/her profession and applies the principles of evidence-based medicine in the clinical decision-making process.</p> <p>3.1.3. Uses information technologies to increase the effectiveness of his/her work on health care, research and education.</p>
	3.2. Lifelong Learner	<p>3.2.1. Manages individual work and learning processes as well as career development effectively.</p> <p>3.2.2. Acquires new knowledge and skills, integrates them with existing knowledge and skills, applies them to professional circumstances and thus adapts to changing conditions throughout the professional life.</p> <p>3.2.3. Selects the relevant learning resources and organizes his/her own learning process in order to improve the quality of the health service he/she provides.</p>

## PRE-CLINICAL PHASE EDUCATION - INSTRUCTION DESIGN

The pre-clinical phase includes basic and clinical integrated courses, elective courses and the council of higher education (YÖK) common compulsory courses, which constitute the integrated course boards.

The "**Integrated Education-Training Model**" which provides both horizontal and vertical integration is applied in Istinye University Faculty of Medicine.

In accordance with the Integrated Education-Training Model, the theoretical courses and practical trainings are handled as a whole, and the education and training of medicine and related human sciences are carried out by different disciplines through course committees taught simultaneously.

In addition to theoretical lectures and applications, with a learner-centred approach, panels, "Problem Based Learning" (PBL), integrated sessions, small group trainings, case presentations, "Specific Study Modules" (SSM), independent study, student presentations, simulation and training/learning methods are also included in the program.

The pre-clinical education and training phase includes the "Professional and Clinical Skills Practices" training that prepares students for clinical education and training in terms of medical practices, skills, attitudes and behaviours, as well as the course committees covering Grade I, II and III, in which basic and clinical medical disciplines are integrated horizontally and vertically within the framework of body-organ systems or various themes.

Students can take elective courses in their fields of interest on a semester basis.

**Grade I: The structure and functioning of the human body is explained at the level of molecule, cell, tissue, organ and system. General characteristics of microorganisms are defined.**

Fall Semester			Spring Semester		
<i>Introduction to Medical Sciences Committee-I</i>	<i>Introduction to Medical Sciences Committee-II</i>	<i>Introduction to Medical Sciences Committee-III</i>	<i>Passive Motion Sysem Committee</i>	<i>Active Motion System Committee</i>	<i>Microorganism, Blood-Immune System Committee</i>

**Grade II: The structure and functioning of the human body is explained at the level of molecule, cell, tissue, organ and system. The properties of infectious microorganisms and their disease-causing mechanisms are explained. Introduction to pathological sciences is made.**

Fall Semester			Spring Semester		
<i>Neuro-Sensory Committee</i>	<i>Circulation-Respiration Committee</i>	<i>Digestion-Metabolism Committee</i>	<i>Urogenital-Endocrine Committee</i>	<i>Biological Agents-Defense-Inflammation Committee</i>	<i>Stages of Life-I Committee</i>

**Grade III: The fundamentals of etiology, physiopathology, genetic basis, clinical features, laboratory diagnosis and treatment methods of diseases are explained.**

Fall Semester			Spring Semester		
<i>Introduction to Pathological Sciences and Stages of Life – II Committee</i>	<i>Blood, Immune System and Tumor Committee</i>	<i>Circulatory and Respiratory System Committee</i>	<i>Nerve-Sense and Locomotor System Committee</i>	<i>Gastrointestinal System and Metabolism Committee</i>	<i>Urogenital and Endocrine System Committee</i>



## EDUCATION COORDINATORSHIP

### CHIEF COORDINATOR



Chief Coordinator

Prof. Dr. Nuriye Taşdelen Fişgin  
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### GRADE I COORDINATORSHIP



Grade I Coordinator

Prof. Dr. Hikmet Koçak  
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Grade I Turkish Program  
Vice Coordinator

Assistant Prof. Dr. Öncü Akgül  
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Grade I English (ÖSYM) Program  
Vice Coordinator

Assistant Prof. Dr. Murat Ekremoğlu  
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Grade I English (International)  
Program Vice Coordinator

Assistant Prof. Dr. Ayhan Mehmetoğlu  
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## ELECTIVE COURSE BOARD

Duty	Name-Surname	Contact Information
<b>Chairman</b>	Prof. Dr. Hikmet Koçak	hikmet.kocak@istinye.edu.tr
<b>Vice Chairman</b>	Assoc. Prof. Dr. Huri Dedeakayoğulları	huridedeakayogullari@istinye.edu.tr

## LABORATORY BOARD

Duty	Name-Surname	Contact Information
<b>Chairman</b>	Prof. Dr. Tolga Simru Tuğrul	ttugrul@istinye.edu.tr
<b>Vice Chairman</b>	Prof. Dr. Hikmet Koçak	hikmet.kocak@istinye.edu.tr

## PROFESSIONAL and CLINICAL SKILLS BOARD

Duty	Name-Surname	Contact Information
<b>Chairman</b>	Assistant Prof. Dr. Denizhan Karış	denizhan.karis@istinye.edu.tr
<b>Vice Chairman</b>	Assistant Prof. Dr. Ayhan Mehmetoğlu	ayhan.mehmetoglu@istinye.edu.tr

## EDUCATION MANAGEMENT SYSTEM

Two education management systems are used at İstinye University Faculty of Medicine.

- 1) OIS (Student Information Management System):** Information about İstinye University students is managed through online OIS software. İstinye University students can log in to OIS using the username and password obtained from the student affairs office after registration. Only authorized faculty and staff may use OIS to view and update student records. The system is connected to the university's other information systems and online education tools and provides the necessary information to this software.

Students can log in to OIS with their username and password and perform the following operations:

- view/update personal information
- choosing courses for each semester
- add/drop courses
- view OIS advisor information
- send message to OIS advisor
- view grades during the semester
- view transcript
- view curriculum information
- view the course schedule (except MED101 Basic and Clinical Integrated course)
- view the exam schedule (except MED101 Basic and Clinical Integrated course)

- 2) MEDU (Medical Education Management System):** TIP101 Basic and Clinical Integrated course is managed through MEDU software. İstinye University Faculty of Medicine students log in to the MEDU system using their OIS username and password. The system is connected to OIS and student information is received from OIS. Program updates, announcements, theoretical and practical course surveys, feedback surveys and web-based theoretical exams are made via MEDU.

Students can log in to MEDU with their username and password and perform the following operations:

- view/update personal information
- view academic advisor information
- View semester, board, and course learning objectives
- view the current course schedule
- View announcements about board courses
- enter attendance code and view attendance statistics
- download lecture notes
- Participating in end-of-board feedback surveys
- Participating in web-based theoretical exams

## GRADE I ACADEMIC CALENDER

MED101 BASIC and INTEGRATED COURSE					
FALL SEMESTER	Committee Name	<i>Introduction to Medical Sciences-I Committee</i>	<i>Introduction to Medical Sciences-II Committee</i>	<i>Introduction to Medical Sciences-III Committee</i>	
	<b>Committee Duration</b>	5 Weeks	5 Weeks	4 Weeks	
	<b>Beginning the Committee</b>	16 October 2023	20 November 2023	25 December 2023	
	<b>End of Committee</b>	17 November 2023	22 December 2023	19 January 2024	
	<b>End of Committee Exam</b>	17 November 2023	22 December 2023	19 January 2024	
	<b>Student Presentations</b>	13 November 2023	18 December 2023	15 January 2024	
	<b>End of Committee Evaluation Meeting</b>	13 November 2023	18 December 2023	15 January 2024	
	<b>Professional and Clinical Skills Make Up Week:</b> 22-26 January 2024				
	<b>Objective Structured Skills Exam Week:</b> 6-9 February 2024				
	<b>Fall Semester Final Exam Week:</b> 5- 9 February 2024				
YÖK COMPULSORY COURSES / UNIVERSITY ELECTIVE COURSES / İSTİNYE MANIFEST					
<b>Course Selection Week</b>	9-13 October 2023				
<b>Initiation of the Courses</b>	16 October 2023				
<b>Add/Drop Week</b>	23-27 October 2023				
<b>Midterm Exam Week</b>	1-9 December 2023				
<b>Final Exam Week</b>	20-31 January 2024				
<b>Resit Exam Week</b>	13-14 February 2024				
<b>Semester Break: 12 February 2024-23 February 2024</b>					
MED101 BASIC and INTEGRATED COURSE					
SPRING SEMESTER	Committee Name	<i>Passive Motion System Committee</i>	<i>Active Motion System Committee</i>	<i>Microorganism-Blood-Immune System Committee</i>	
	<b>Committee Duration</b>	6 Weeks	6 Weeks	5 Weeks	
	<b>Beginning the Committee</b>	26 February 2024	8 April 2024	27 May 2024	
	<b>End of Committee</b>	5 April 2024	24 May 2024	28 June 2024	
	<b>End of Committee Exam</b>	5 April 2024	24 May 2024	28 June 2024	
	<b>Student Presentations</b>	29 February 2024	16 May 2024	14 June 2024	
	<b>End of Committee Evaluation Meeting</b>	15 April 2024	27 May 2024	14 June 2024	
	<b>Professional and Clinical Skills Make Up Week:</b> 25 -29 June 2024				
	<b>Spring Semester Final Exam Week:</b> 8 - 12 July 2024				
	<b>Resit Exam Week:</b> 29 July 2024				
YÖK COMPULSORY COURSES / UNIVERSITY ELECTIVE COURSES / İSTİNYE MANIFEST					
<b>Course Selection Week</b>	19-23 February 2024				
<b>Initiation of the Courses</b>	26 February 2024				
<b>Add/Drop Week</b>	26 February -1 March 2024				
<b>Midterm Exam Week</b>	15 – 19 April 2024				
<b>End of Course</b>	31 May 2024				
<b>Final Exam Week</b>	1-12 June 2024				
<b>Resit Exam Week</b>	28 June – 1 July 2024				

## GRADE I COURSE PLAN

Grade I includes committee courses given within the scope of the Basic and Clinical Integrated course coded MED101 and department/program elective courses.

Students must take a total of 62 ECTS throughout the year. The total ECTS value of the Basic courses in Grade I is 38. In addition, throughout the year, by taking a total of 10 ECTS worth of elective courses, 12 ECTS worth of YÖK compulsory courses (ATA101-Atatürk's Principles and History of Revolution I-II, DIL101-General English I-II, TRK101-Turkish Language I-II), and 2 ECTS worth of İstinye Manifest 1-2 courses students complete a total of 62 ECTS.

The current syllabus of department/program elective courses is published on "Student Information Management System (OIS) " (see <https://ois.istinye.edu.tr/auth/login> ).

MED101 BASIC and INTEGRATED COURSE						
Course Code	Committee Name	Weeks	Theoretical (hours)	Practice (hours)		ECTS
				LAB	PCS	
MED101	<i>Introduction to Medical Sciences-I</i>	5	49	4	2	38
	<i>Introduction to Medical Sciences -II</i>	5	64	12	6	
	<i>Introduction to Medical Sciences -III</i>	4	39	4	4	
	<i>Passive Motion System</i>	6	53	22	-	
	<i>Active Motion System</i>	6	48	24	-	
	<i>Microorganism-Blood-Immune System</i>	5	41	8	-	
YÖK COMPULSORY COURSES						
Course Code	Course Name	Weeks	Theoretical (hours)	Practice (hours)	ECTS	
ATA101	<i>Atatürk's Principles and History of Revolution I</i>	14	28	-	2	
ATA102	<i>Atatürk's Principles and History of Revolution II</i>	14	28	-	2	
DIL101	<i>General English I</i>	14	28	-	2	
DIL102	<i>General English II</i>	14	28	-	2	
TRK101	<i>Turkish Language I</i>	14	28	-	2	
TRK102	<i>Turkish Language II</i>	14	28	-	2	
ÜNİVERSİTE SEÇMELİ DERSLERİ						
Course Code	Course Name	Weeks	Theoretical (hours)	Practice (hours)	ECTS	
UNIXXX	<i>University Elective Course</i>	14	28	-	5	
UNIXXX	<i>University Elective Course</i>	14	28	-	5	
İSTİNYELİLİK MANİFESTOSU						
Course Code	Course Name	Weeks	Theoretical (hours)	Practice (hours)	ECTS	
SEG001	<i>İstinye Manifest I</i>	14	28	-	1	
SEG002	<i>İstinye Manifest II</i>	14	28	-	1	
<b>Grade I Total ECTS</b>					<b>62</b>	

ECTS: European Credit Transfer System, LAB: Laboratory, PCS: Professional Clinical Skill

### 5(i) COMPULSORY COURSES OF THE INSTITUTION OF HIGHER EDUCATION (YÖK)

5(i) YÖK compulsory courses; ATA101-Atatürk's Principles and History of Revolution I, ATA102- ATA101-Atatürk's Principles and History of Revolution II, DIL101- General English I, DIL102- General English II, TRK101- Turkish Language I, TRK102- Turkish Language II will be held via distance education method. Lecture notes and other materials will be uploaded to "istinye.blackboard.com". Exams for these courses will be held face to face on the determined dates.

## AIM of the GRADE I MED101 BASIC and CLINICAL INTEGRATED COURSE

### In Grade I education program, the students will;

- be able to comprehend basic information about anatomy, biophysics, biochemistry, physiology, histology, embryology and microbiology regarding the important biological structures, functioning and metabolic processes of the organism;
- be able to explain the history of medicine;
- acquiring knowledge and medical skills that will form the basis for the courses they will take throughout their medical education.

## GRADE I MED101 BASIC and INTEGRATED COURSE LEARNING OUTCOMES

LEARNING OUTCOME		
KNOWLEDGE	Recognize the rules and characteristics of medical terminology, list the structure, function and clinical relations of the passive and active components of the locomotor system anatomy. be able to relate the basic building blocks of the organism, the structure and organization of macromolecules with metabolic importance,	
	To be able to explain cell structure, genome organization and related mechanisms	
	To be able to define the basic concepts of biophysics, its place in medicine and its usage areas,	
	Should be able to explain the physiological functions of the membrane and blood physiology	
	Define the concept of genetics and heredity material	
	be able to classify the basic tissue types and properties, define the embryological development of these tissues, and establish the structure-function relationship.	
	Explain the general functioning of the immune system and relate the structure of immune system cells and organs to function.	
	be able to explain the basic concepts in clinical microbiology	
	List the basic characteristics and classification of microorganisms.	
	be able to count the developments in medicine, information about medicine and health institutions throughout history, and explain the paradigm shifts in medicine.	
	Describe basic laboratory equipment and know basic techniques	
	SKILL	Apply the professional skills that will form the basis of health service delivery
		Research and present a medical/paramedical issue in public
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and working with biological materials.	

## STUDENT PRESENTATIONS

Students make one presentation each academic year. Before the committee, a certain number of presentation topics are requested from the faculty members who teach in the committee, according to the distribution of course hours. In the committee introduction course, lottery method is being used to match the presentation topics and the students that will make the presentation in the committee, and the list is declared to students.

Student presentations are made in the last 2 weeks of the committee, on the date announced in the course schedule, with the participation of students and at least two jury members.

Student presentations are evaluated by at least two jury members using the "Student Presentation Evaluation Form" and the student's presentation grade is created by averaging the scores given by the jury members. The contribution of the student presentation grade to the end-of-year success score is 5%.

### **Learning Objectives:**

Starting from the early stages of their education, once a year for the first three years every student presents a topic on selected subjects related to the course content. The objective of student presentations is to enable the students to improve their verbal/written expression skills by using visual and audio education methods and techniques and to achieve effective presentation skills by using an effective body language.

- Gaining the habit of reading, researching and organizing data
- Gaining the ability to cope with presentation stress,
- Ability to use your voice effectively, adjust its speed, volume and tone,
- Acquiring the habit of planning for an effective presentation,
- Developing the ability to keep the attention on the presentation by creating a dynamic environment with the audience.



**ISTINYE UNIVERSITY  
MEDICAL FACULTY  
STUDENT PRESENTATION EVALUATION FORM**

<b>Grade:</b>	<b>Date:</b>
<b>Committee Name:</b>	
<b>Presentation Title:</b>	
<b>Student Nr:</b>	
<b>Student Name:</b>	

**Evaluate the student presentation according to the following criteria.**

Evaluation Criteria	Point	Scoring
<b>Communication Skills</b>		
The student's dress, posture, speech and narrative style were suitable for the presentation	5	
<b>Content</b>		
1. Made an entry with goals and objectives	10	
2. Explained the subject with appropriate examples	10	
3. Subject order and transitions in the presentation were appropriate	10	
4. Subject integrity and consistency of the presentation were clear	10	
5. The length and timing of the presentation were sufficient	10	
6. Word choices (contextual) and word usage were correct	10	
7. The presentation helped me to understand what I should know	15	
<b>Technique</b>	20	
1. Used visual and audio tools properly	5	
2. Her/his voice was audible, confident and controlled	5	
3. Presented fluently, independent of the written text	10	
<b>TOTAL</b>	100	

**Faculty member who  
evaluated:**

## PROFESSIONAL and CLINICAL SKILL PRACTICES AIMS and LEARNING OBJECTIVES

### Aim:

Starting from the first year, professional skills training aims to provide our students with a working environment on educational models, to establish healthy communication with patients before moving on to clinical training, and to provide them with basic medical skills through repeated practices.

### Learning Objectives:

Through professional and clinical skill applications, students are aimed to:

- Learn the basic professional skills required by the medical profession, with defined checklists,
- Acquire the skills to perform the necessary interventions in the first step of emergency approach to patients,
- Gain professional skills in clinical applications (such as hand washing, the ability to apply bandages, removing foreign objects from the airway, applying cervical collars),
- Ensure the correct use of basic devices used in medical practices (skills in using a microscope, using a glucometer) through proper steps,
- Develop the ability to understand the importance of lifelong and self-directed learning.

## CONTENT, IMPLEMENTATION PLAN and EVALUATION

Professional and clinical skill practices are carried out in the "Medical Skills and Simulation Laboratory". Students perform invasive and non-invasive procedures, take medical histories, and perform physical examinations on either educational models or simulated patients. Practices to be carried out throughout the academic year are included in the "Professional and Clinical Skills Practice Guide" published on the website or distributed by the grade coordinators. Professional and clinical skills practice calendar is announced in the course schedule

Performance of the students in professional and clinical skill practices is recorded in their skill report cards. Students are required to achieve proficiency in all defined skills throughout the academic year. At the end of the year or semester, a make-up week is organized for professional and clinical skill practices within the dates specified in the academic calendar, offering students the opportunity to complete their deficiencies. There is an 80% attendance requirement for professional and clinical skills practices. During the scheduled education period, students whose attendance is less than 80% cannot enter the make-up program and cannot complete their deficiencies in the report card. Students who are not absent but whose skill report is missing are required to complete their report card in the make-up program.

In professional and clinical skill practices, performance of the students is evaluated with the "Objective Structured Clinical Exam" (OSCE) held at the end of the semester. The effect of OSCE on the year-end success grade is 10%. A student who cannot meet the attendance requirement or report card qualification cannot take OSCE.

### Professional and Clinical Skills Practices (PCS)- Implementation Plan

	PCS	Committee
Grade 1	Skills in Using The Microscope	Introduction to Medical Sciences -I
	Skills of Hand Washing	Introduction to Medical Sciences -II
	Skills of Dressing and Bandage Application	Introduction to Medical Sciences -II
	Skills of Cervical Collar Application	Introduction to Medical Sciences -II
	Skills to Perform First Aid for Foreign Body Removal in The Airway	Introduction to Medical Sciences -III
	Skills of Measuring and Evaluating Blood Glucose Using Glucometer	Introduction to Medical Sciences -III

An example of "Evaluation Form of Professional and Clinical Skills Practices" is given below.

## SKILLS OF HAND WASHING

Student Name/Surname:

Student No:

**OBJECTIVE:** To gain hand washing skills

**Materials required:** Washbasin, clean water, soap, paper towels

STEPS	PERFORMED	NOT PERFORMED
1. Checked the required materials		
2. Took off their jeweleries and watch and rolled up their sleeves to get ready for washing		
3. Turned on the tap		
4. Wetted their hands with water		
5. Took 3-5 mL of soap in their hands		
6. Foamed the soap with adequate amount of water		
7. Soaped down the tap with foamy hands		
8. Turned the tap off		
9. Repeated the scrubbing procedure by taking their palm over the other palm		
10. Placed their left hand's back on right palm, scrubbed for five times. Repeated the same procedure for their other hand.		
11. Scrubbed their interdigital parts by placing their right palm over their left hand's back. Repeated the same procedure for their other hand.		
12. Scrubbed finger's back of their right hand by placing them over left palm. Repeated the same procedure for their left hand		
13. Scrubbed their right thumb rotationally by placing it over left palm. Repeated the same procedure for their left hand		
14. Placed their right finger tips over left palm and scrubbed. Repeated the same procedure for their left finger tips		
15. Turned the tap on		
16. Rinsed their hands thoroughly		
17. Rinsed the tap and turned it off		
18. Wiped their hands with paper towel thoroughly		

Assessing Faculty Member Name-Surname:

Date:

Signature:

## SPECIFIC TRAINING MODULE

### VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE

This education program component, from Grade I to Grade VI, as a specific study module within a vertical corridor, covers both fall and spring semesters, consists of the following sub-components and themes, learning methods, and learning environments;

- Vertical corridor component and sub-components and themes,
  - Specific Training Module, Vertical Corridor-1: *“My Journey In İstinye Medicine-1*
    - GI-GIII: *Early Clinical Exposure*
      - GI-Community Engagement
      - GII-Engagement with Preventive Medicine
      - GIII-Engagement with Clinical Environments-1
    - GIV-GVI: *Engagement with Clinical Medicine*
      - GIV- Engagement with Clinical Environments-2
      - GV- Medical Experiences
      - GVI- Compulsory Service Pre-training
- Learning Methods
  - Field trips/visits, special event days, seminars, experience sharing, hospital orientation, etc.
- Learning Environments
  - Classrooms, long-term care facilities, primary care settings, professional organizations, and clinical environments (outpatient and inpatient clinics, emergency units, clinical laboratories, disinfection-sterilization units, blood centers, pharmacies, etc.) and encompasses learning activities in which the student is a 'directed self-learner'.

### OBJECTIVE

Specific Training Module, Vertical Corridor-1: My Journey In İstinye Medicine	
OBJECTIVE	
GI-GVI: With the objective of creating opportunities for students to identify their own learning needs, to plan their career development and to evaluate their own achievements;	
1. <b>GI-Community Engagement:</b> Creating awareness about the contribution and importance of healthcare services to the community.	
2. <b>GII- Engagement with Preventive Medicine:</b> Raising awareness about the importance of collaboration with healthy individuals and the community, preventive healthcare services, and professional organizations.	
3. <b>GIII-Engagement with Clinical Environments-1:</b> Familiarizing with clinical environments (outpatient and inpatient clinics, emergency units).	
4. <b>GIV-Engagement with Clinical Environments-2:</b> To increase engagement with specific units that support the overall clinical settings (clinical laboratories, disinfection-sterilization unit, blood center, pharmacy).	
5. <b>GV-Medical Experiences:</b> By conveying the experiences of healthcare professionals in the process of healthcare service delivery, increasing awareness along their medical journey, familiarizing them with different career options, and enabling them to identify their areas of interest for postgraduate medical education.	
6. <b>GVI- Compulsory Service Pre-training:</b> Critical competencies (protection, diagnosis, treatment, follow-up and rehabilitation) ethical principles, legal regulations, health care organization and staff management.	

## LEARNING OUTCOMES

### Specific Training Module, Vertical Corridor-1: My Journey In İstinye Medicine

#### LEARNING OUTCOMES

**1. GI- Community Engagement:**

- 1.1. Is aware of the contribution and significance of healthcare services to the community. Can interview health workers and reflect on these issues.
- 1.2. Can identify own learning needs.

**2. GII- Engagement with Preventive Medicine:**

- 2.1. Is aware of the importance of collaboration with healthy individuals, communities, preventive health services, and professional organizations. Can meet with health workers and reflect on these issues.
- 2.2. Can identify own learning needs.

**3. GIII- Engagement with Clinical Environments -1:**

- 3.1. Recognizes the importance of patient-physician communication in clinical settings.  
  
Observes health care workers in the clinical setting in terms of patient-physician communication and can reflect on these issues.
- 3.2. Can identify own learning needs.

**4. GIV- Engagement with Clinical Environments-2:**

- 4.1. Acknowledges the importance of positive and supportive communication among healthcare teams in clinical settings and the significance of effective functioning in healthcare delivery. Observes the communication between the health care team and the functioning of the health service in the clinical setting, conducts meetings with health care professionals and reflects on these issues.
- 4.2. Can identify own learning needs.

**5. GV-Medical Experiences:**

- 5.1. Recognizes the significance of physician experience in healthcare service delivery.
- 5.2. Can identify own learning needs.

**6. GVI- Compulsory Service Pre-training:**

- 6.1. Works in healthcare service delivery (prevention, diagnosis, treatment, follow-up, and rehabilitation) in accordance with ethical principles, legal regulations, and good governance principles related to healthcare institutions and personnel.
- 6.2. Can identify own learning needs.

## IMPLEMENTATION

### Pre-training, Pre-requisites, and Readiness Level:

#### • GI- Community Engagement:

- Newly enrolled medical students have a high school level of knowledge and are adequately prepared to participate in this sub-component of education.
- During field trips, students have the status of "visitor/observer."

### Duration of the Education Program

#### • GI- Community Engagement:

- (4+1 hours) + (4+1 hours)= 10 hours Student Workload
- 1 activity participation, 1 field visit; AE and PA activity periods.
  - "Significant Days and Weeks in Medicine Activities"
  - "Long-Term Care Facility (Darülaceze), Koruncuk Foundation Nursing Home, Child Protection Agency-Foster Homes"

### Organization of Field Trips and Clinical Environment Visits

- Will be carried out by the Dean's Office in collaboration with the Vertical Corridor, Grade Coordinatorship and when necessary with "External Educational Institutions Education Cooperation Committee" (and Liv Corporate Communication).
- Field and clinical environment visits, institution names, addresses, promotional information, and if deemed necessary, visit conditions and times will be announced by Vertical Corridor Coordinatorship.
- There won't be a special arrangement for transportation; individuals will use personal or existing transportation services.
- Students have the status of "visitor/observer during field and clinical environment visits, within the Vertical Corridor activities.

### Seminar, Lecture, Classroom Organization

- Will be carried out in collaboration with the Vertical Corridor and Grade Coordinatorship.

### Organization of Student Groups Receiving Education

- Will be organized by the Grade and Vertical Corridor Coordinatorship. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Grade and Vertical Corridor Coordinatorship.
- During the first three semesters, for activities other than those conducted separately in two languages such as seminars or theoretical lessons, one student from the Turkish program and one student from the English program will be paired, and they will collaboratively complete certain sections specified in the portfolio.
- In the case of a preference for remote, online/offline education for activities conducted separately in two languages such as seminars or theoretical lessons, separate student groups will not be created.

### Arrangement of Compulsory Pre-trainings and Pre-requisites

- Will be arranged in collaboration between the Vertical Corridor and Grade Coordinatorship.

### Announcement of GI-GVI Vertical Corridor Education Program Schedules

- Will be carried out in collaboration between the Vertical Corridor and Grade Coordinatorship.

### Attendance Requirement

- For activities other than those explicitly stated as compulsory, the conditions related to attendance requirement in the relevant educational directive will apply.

### Maximum Time Interval In Periodic Document Management

- For Grade I;
  - Grade I: 1 activity participation, 1 field visit; 2 Portfolio Field-Environment Visit/Event Participation Reflection Forms will be filled out. 1 Portfolio Interim Self-Assessment Form will be filled out.
  - After completing the activities during the semester, students will submit their portfolios containing the filled forms to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment.
  - The assessor completes the assessment within 20 days using the "*Student List-Delivery Signature Record*" "*Assessment Control List*" and "*Assessment Result List*".
  - After the assessor collects the forms from all students and completes the assessment;
    - "*Student List-Delivery Signature Record*"
    - "*Assessment Result List*"
    - "*Student Portfolios*"

will be handed over to the Grade Coordinatiorship, in person and with a signature, during the last week of the final committee.

  - All documents received by the Grade Coordinatiorship will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee.

### Operation of Assesment and Evaluation

- It will be carried out by being organized as indicated in the relevant section below, in collaboration with Vertical Corridor and Grade Coordinatiorship.
- Student portfolios will be delivered to students in **one copy** and portfolio forms in **two copies**. **The student will fill out and sign both copies of the portfolio forms**. One copy will be submitted to the "*Portfolio Assessor*" while the other will remain with the student.

## SPECIFIC TRAINING MODULE VERTICAL CORRIDOR-2: MEDICAL HUMANITIES

This education program component, from Grade I to Grade VI, as a specific study module within a vertical corridor, covers both fall and spring semesters, consists of the following sub-components and themes, learning methods, and learning environments;

Vertical corridor component and sub-components and themes,

- Specific Training Module, Vertical Corridor-2: Medical Humanities
  - GI- Medical Humanities 1
  - GII- Medical Humanities 2
  - GIII- Medical Humanities 3
  - GIV- Medical Humanities 4
  - GV- Medical Humanities 5
  - GVI- Medical Humanities 6
- Learning Methods
  - Movie discussions, seminars, article-book readings, experience sharing, case discussions, etc.
- Learning Environments
  - Classrooms, conference rooms, and clinical environments.

### OBJECTIVE

#### SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDICAL HUMANITIES OBJECTIVE

GI-GVI: Recognizes the human and social aspects of medicine; understands the importance of ethical values in health care, the importance of physician-patient communication and the difficulties that can be experienced in professional life; recognizes the importance of critical thinking.

**GI-Medical Humanities 1:** To help students gain insight into the human and social aspects of medicine through the art of cinema; to raise awareness about ethical issues; to explain to students what addiction is and its types and to raise awareness about addiction.

### LEARNING OUTCOMES

#### SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDICAL HUMANITIES LEARNING OUTCOMES

**1. GI- Medical Humanities 1: Movie Discussion (Patch Adams) and seminar on Addiction**

- 1.1. Students can understand and evaluate the role of the character "Patch Adams" in patient-physician relationships and the effects of empathy on patients.
- 1.2. Students can understand the importance of patient-centered health care by examining approaches that take into account the physical and emotional needs of patients and make health care more human.
- 1.3. Students can define addiction and are aware of how it occurs.
- 1.4. Students can distinguish between substance addiction, alcohol addiction, technology addiction and other types of addiction.
- 1.5. Students can evaluate the effects of addiction on physical, mental and emotional health.



## IMPLEMENTATION

### Pre-training, Pre-requisites, and Readiness Level:

- **GI- Medical Humanities 1:**

- Newly enrolled medical students have a high school level of knowledge and are adequately prepared to participate in this sub-component of education including movie discussions and seminars.

### Duration of the Education Program

- **GI- Medical Humanities 1:**

- (2+1+1 hours) + (2+1 hours)= 7 hours Student Workload
- 1 movie discussion, 1 seminar participation; AE and PA activity periods.
  - "Discussion on the movie Patch Adams"; reflection form and/or structured report and/or checklist; feedback by questionnaire
  - "Seminar on addiction"; reflection form and/or structured report and/or checklist; feedback by questionnaire

### Seminar, Lecture, Classroom Organization

- Will be carried out in collaboration with the Vertical Corridor and Grade Coordinatorship.

### Organization of Student Groups Receiving Education

- Will be organized by the Vertical Corridor and Grade Coordinatorship. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Vertical Corridor and Grade Coordinatorship.
- In the case of a preference for remote, online/offline education for activities conducted separately in two languages such as seminars or theoretical lessons, separate student groups will not be created.

### Arrangement of Compulsory Pre-trainings and Pre-requisites

- Will be arranged in collaboration between the Vertical Corridor and Grade Coordinatorship.

### Announcement of GI Vertical Corridor Education Program Schedules

- Will be carried out in collaboration between the Vertical Corridor and Grade Coordinatorship.

### Attendance Requirement

- For activities other than those explicitly stated as compulsory, the conditions related to attendance requirement in the relevant educational directive will apply.

### Maximum Time Interval In Periodic Document Management

- For GI:
  - After completing the activities during the semester, students will submit their portfolios containing the filled forms to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment.
  - The assessor completes the evaluation within 20 days using the "*Student List-Delivery Signature Record*" and "*Assessment Result List*".
  - After the assessor collects the forms from all students and completes the assessment;
    - "*Student List-Delivery Signature Record*"
    - "*Assessment Result List*"
    - "*Student Portfolios*",

will be handed over to the Grade Coordinatorship, in person and with a signature, during the last week of the final committee.

- All documents received by the Grade Coordinatorship will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee.

#### **Operation of Assesment and Evaluation**

- It will be carried out by being organized as indicated in the relevant section below, in collaboration with Vertical Corridor and Grade Coordinatorship.
- Student portfolios will be delivered to students in **one copy** and portfolio forms in **two copies**. **The student will fill out and sign both copies of the portfolio forms**. One copy will be submitted to the "*Portfolio Assessor*" while the other will remain with the student.

## SPECIFIC TRAINING MODULE

### VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH

This education program component, from Grade I to Grade VI, as a specific study module within a vertical corridor, covers both fall and spring semesters, consists of the following sub-components and themes, learning methods, and learning environments;

Vertical corridor component and sub-components and themes,

- Specific Training Module, Vertical Corridor-3: *Scientific Approach*
  - GI-GIII: Research and Scientific Project Training
    - GI-First Contact with Science (Hello to Science)
    - GII-Scientific Thinking
    - GIII-Scientific Project Semester
  - GIV-GVI:
    - GIV- Evidence-Based Science-1
    - GV- Evidence-Based Science-2
    - GVI- Evidence-Based Science-3
- Learning Methods
  - Field trips/visits, special event days, seminars, experience sharing, hospital orientation, etc.
- Learning Environments
  - Classrooms, research laboratories and library environments and encompasses learning activities in which the student is a "directed self-learner".

### OBJECTIVE

#### SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH OBJECTIVE

GI-GVI: The student should be able to acquire the necessary skills to improve their ability to conduct scientific experiments, ability to plan reasoning and project management development, be able to use scientific data within the scope of professional competencies, in order to create opportunities for them to evaluate their own successes;

1. **GI- First Contact with Science (Hello to Science):** To provide awareness in the fields of scientific resource, operating environments, data, analysis, written and oral scientific communication language skill.

### LEARNING OUTCOMES

#### SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH LEARNING OUTCOMES

1. **GI- First Contact with Science (Hello to Science):**
  - 1.1 Can conduct research in accordance with the principles of academic honesty when using library resources via the website.
  - 1.2 Can explain frequently used sources of information in medicine, types of scientific research, and concepts of internal and external validity, perform validity and reliability calculations and statistical analysis.
  - 1.3 Can visit scientific research environments, interviews and observes employees, reflect on these issues.
  - 1.4 Can identify own learning needs

## IMPLEMENTATION

### Pre-training, Pre-requisites, and Readiness Level:

- **GI- First Contact with Science (Hello to Science):**

- Newly enrolled medical students have a high school level of knowledge and are adequately prepared to participate in this sub-component of education.
- During field trips, students have the status of "visitor/observer."

### Arrangement of Compulsory Pre-training and Pre-requisites:

- It will be carried out in collaboration with Grade and Vertical Corridor Coordinatorship.

- For GI:
  - Groups for research laboratory visits (participation is mandatory; the vertical corridor manager will organize and announce) will be organized for the student.

### Duration of the Education Program

- **GI- First Contact with Science (Hello to Science):**

- $(4+1 \text{ hours}) + (3+1 \text{ hours}) + 2 \times (4+1 \text{ hours}) = 17 \text{ hours Student Workload}$
- 2 theoretical course attendance, 2 field visits; AE and PA activity periods.
  - "Scientific Research Course-1"
  - "Orientation Training"
  - "Library Visit"
  - "Research Laboratory Visit"

### Organization of Field Trips and Clinical Environment Visits

- Field and clinical environment visits, institution names, addresses, promotional information, and if deemed necessary, visit conditions and times will be announced by Vertical Corridor Coordinatorship.
- There won't be a special arrangement for transportation; individuals will use personal or existing transportation services.
- Students have the status of "visitor/observer" during field and clinical environment visits within the Vertical Corridor activities.

### Seminar, Lecture, Classroom Organization

- Will be carried out in collaboration with the Vertical Corridor and Semester Coordination Offices.

### Organization of Student Groups Receiving Education

- Will be organized by the Grade and Vertical Corridor Coordinatorship. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Semester and Vertical Corridor Coordinatorship.
- During the first three semesters, for activities other than those conducted separately in two languages such as seminars or theoretical courses, one student from the Turkish program and one student from the English program will be paired, and they will collaboratively complete certain sections specified in the portfolio.
- In the case of a preference for remote, online/offline education for activities conducted separately in two languages such as seminars or theoretical courses, separate student groups will not be created.

### Arrangement of Compulsory Pre-trainings and Pre-requisites

- Will be arranged in collaboration between the Vertical Corridor and Grade Coordinatorship.

### Announcement of GI-GVI Vertical Corridor Education Program Schedules

- Will be carried out in collaboration between the Vertical Corridor and Grade Coordinatorship.

### Attendance Requirement

- For activities other than those explicitly stated as compulsory, the conditions related to attendance requirement in the relevant educational directive will apply.

### Maximum Time Interval In Periodic Document Management

- GI: Research and Scientific Projects Training
  - GI: 2 theoretical course attendance, 2 field visit; 4 Portfolio Field-Environment Visits/Activity Participation Reflection forms will be filled in.
  - After completing the activities during the semester, students will submit their portfolios containing the filled forms to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment.
  - The assessor completes the evaluation within 20 days using the "*Student List-Delivery Signature Record*" and "*Assessment Result List*".
  - After the assessor collects the forms from all students and completes the assessment;
    - "*Student List-Delivery Signature Record*"
    - "*Assessment Result List*"
    - "*Student Portfolios*",

will be handed over to the Grade Coordinatorship, in person and with a signature, during the last week of the final committee.

- All documents received by the Grade Coordinatorship will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee.

### Operation of Assesment and Evaluation

- It will be carried out by being organized as indicated in the relevant section below, in collaboration with Vertical Corridor and Semester Coordination Offices.
- Student portfolios will be delivered to students in **one copy** and portfolio forms in **two copies**. **The student will fill out and sign both copies of the portfolio forms**. One copy will be submitted to the "*Portfolio Assessor*" while the other will remain with the student.

## ASSESSMENT and EVALUATION

Assessment and evaluation procedures used in İSUFM-UGMEP GI-GVI are summarised in table below.

Education Phase	Grade	Learning Domains	Teaching Methods	Teaching Environments	Assessment and Evaluation Methods
Pre-clinical Phase	1	Knowledge	TL, IS, VC2-TL-PL, VC3-TL	CL-MCC 106, Field	MCE, OEQ, FB, PE, PF
		Skill	HT, IS	SL:104/B	OSCE
		Attitude	SP, VC1-FV-AP-IS, VC2-MD, IS	CL-MCC 106, Field	PPE, PF
		Sub-competency	All	MCC	All
	2	Knowledge	TL, VC-1-SM, IS	CL-MCC Z09	MCE, OEQ, FB, PE
		Skill	HT, IS	SL:104/B	OSCE
		Attitude	SP, IS, VC1-FV-AP-SM-IS	CL-MCC Z04, Field	PPE, PF
		Sub-competency	All	MCC	All
	3	Knowledge	TL, IS, ISS, VC1-TL	CL-MCC Z04	MCE, OEQ, FB, PE
		Skill	HT, IS	SL:104/A	OSCE
		Attitude	SP, IS, VC1-FV-AP-IS	CL-MCC Z04, Field	PPE, MCE, OEQ, FB, PF
		Sub-competency	All	MCC	All
Clinical Phase	4	Knowledge	TL,CD, HT, PF, IS	ISUH	MCE, OSVE, VE, SA
		Skill	HT, IS	ISUH	PAAW, SA
		Attitude	HT, IS, VC1-FV-IS	ISUH	PAAW, SA, PF
		Sub-competency	All	ISUH	All
	5	Knowledge	TL, CD, HT, PF, IS, VC1-SM-M- IS	ISUH	MCE, OSVE,VE, SA, T
		Skill	HT, IS	ISUH	PAAW, SA
		Attitude	HT, IS, VC1-SM-M-IS	ISUH	PAAW, SA, PF, T
		Sub-competency	All	ISUH	All
Internship	6	Copmetencies/Proficiencies	SPR, RP, SP, VC1-SM	ISUH, PHI, CL	CRC, IEF, PF, T

\*TL: Theoretical Lecture/Narration/Presentation, SP: Student Presentation, VC1-: Vertical Corridor 1, VC2-: Vertical Corridor 2, VC3-: Vertical Corridor 3, CD: Interactive Case Discussion, HT: Hands-On Training at the Bedside/Clinical Environment, IS: Independent Study, OEQ: Open Ended Question, FB: Fill in the Blank, PE: Practical Examination, PF: Patient File Preparation/Presentation/Discussion, FV: Field Visit, AP: Activity Participation, M: Meeting, SM: Seminar, ISS: Integrated Session, PL: Panel, MD: Movie Discussion, MCE: Multiple Choice Exam, OSCE: Objective Structured Clinical Examination, OSVE: Objective Structured Verbal Examination, VE: Verbal Examination, PF: Portfolio, (Field-environment Visit/Activity Participation Reflection Form, Self Assessment Form, T: Task (Interim Self Evaluation Form, Future Self Evaluationom Form), PPE: Personal Performance Evaluation, PAAW: Performance Assessment At Work, SPR: Supervised Performance, RP: Research Project, SA: Self Assessment,CL: Classroom, MCC-: Main Campus Classrooms- , SL: Simulation Laboratory, İSUH: İstinye University Training and Research Hospitals, PHI: Primary Health Care Institutions, CRC: Competency Report Card, IEF: Intern Evaluation Form.

The exams administered within the scope of assessment and evaluation procedures in Grade I are organized within the framework of the principles specified in the "İstinye University Faculty of Medicine Education and Examination Directive". Students take six "Committee Exams" throughout the year, the "Fall Semester Final Exam" and "Objective Structured Skills Exam", at the end of the fall semester, the "Spring Semester Final Exam" at the end of the spring semester. Students also make one student presentation throughout the year, participate in events determined within the scope of Vertical Corridor-1, and make field visits. Student presentations are evaluated by a jury consisting of at least two lecturers using the "Personal Performance Evaluation Form" (See Student Presentations). Within the scope of Vertical Corridor-1, the student fills out a "Reflection Form" regarding the activities and field visits they participated in, and the relevant forms are evaluated and graded by the evaluator faculty member.

In case students cannot take the exams, a make-up exam is organised according to the conditions specified in the "Istinye University Make Up Exam Application Principles". The method and content of the make-up exam is determined by the Dean's Office with the recommendation of the Assessment and Evaluation Board. The make up exam may differ from the exam that cannot be taken due to an excuse (e.g. open-ended question, fill in the blank, etc.). The contribution of the make up exam to the "End of Year Success Grade" is the same as the effect rate of the exam it replaces. There is no excuse for make up exams.

The grades obtained from the exams and evaluations taken through the year and the effect of these grades on the "End of Year Success Grade" are given in the table below.

Examination / Evaluation Method	Grade Type and Abbreviation	Description (Text, Formula)	Grade Range														
Committee Exam	Committee Exam Grade (CEG)	CEG is obtained from the exams at the end of each board. The evaluation method used in the CE, question types and number of questions are shown in the committee evaluation matrix.	0-100														
	Course Success Committee Grade (CCSG)	It is the average of all CEGs consisting of theoretical and structured practical examinations conducted during the academic year.	0-100														
Fall Semester Final Exam	Fall Semester Final Exam Grade (FFEG)	It is held at the end of the fall and spring semesters. It consists of 100 questions. The contribution of the courses given in each committee to the semester exam is shown in the committee assessment-evaluation matrix.	0-100														
Spring Semester Final Exam	Spring Semester Final Exam Grade (SFEG)																
	Final Grade (FG)	It is obtained by adding 50% of FSEG and 50% of SSEG.	0-100														
Re-sit Exam	Re-sit Exam Grade (RSEG)	The contribution of the courses given in each committee to the re-sit exam is shown in the committee evaluation matrix.	0-100														
Make Up Exam	Make Up Exam Grade (MEG)	The excused exam grade replaces the recognised exam grade.	0-100														
Student Presentation	Student Presentation Grade (SPG)	It is obtained by averaging the grades of the jury members using the Personal Performance Evaluation Form.	0-100														
Objective Structured Clinical Skills Examination	Objective Structured Clinical Skills Test Grade (OSCE)	It is evaluated using the OSCE Checklist.	0-100														
Portfolio	Vertical Corridor-1 Portfolio Grade (VC1PFG)	Vertical Corridor-1: "Portfolio Self-Reflection Forms" completed within the scope of Introduction to Clinical Settings-I are evaluated and graded.	0-100														
	End of Year Success Grade (EYSG)	<table border="1"> <thead> <tr> <th>Grade</th> <th>Effect on EYSG</th> </tr> </thead> <tbody> <tr> <td>CCSG</td> <td>40%</td> </tr> <tr> <td>OSCE</td> <td>10%</td> </tr> <tr> <td>SPG</td> <td>5%</td> </tr> <tr> <td>VC1PFG</td> <td>5%</td> </tr> <tr> <td>FG/RSEG</td> <td>40%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>	Grade	Effect on EYSG	CCSG	40%	OSCE	10%	SPG	5%	VC1PFG	5%	FG/RSEG	40%	<b>Total</b>	<b>100%</b>	0-100
Grade	Effect on EYSG																
CCSG	40%																
OSCE	10%																
SPG	5%																
VC1PFG	5%																
FG/RSEG	40%																
<b>Total</b>	<b>100%</b>																
	Semester Threshold Pass Grade (SPTG)	Determined according to EYSG; <ul style="list-style-type: none"> <li>• Successful <math>\geq 60</math></li> <li>• Failed <math>&lt; 60</math>.</li> </ul>	0-100														

In order to be able to continue to the next year in Grade I, II and III, students must have an "End of Year Success Grade" of "Basic and Clinical Integrated Courses" of sixty or above out of one hundred.

During the pre-clinical education phase, at least 70% attendance to theoretical courses and at least 80% attendance to practical courses is compulsory. Students who fulfil the attendance requirement, but cannot take the "Fall Semester Final Exam" (end of the first semester) and "Spring Semester Final Exam" (end of the second semester), or who have taken the exam, but whose "End of Year Success Grade" of the Grade I, II and III Basic and Clinical Integrated Course is below sixty points, take the "Re-sit Exam" at least fifteen days after the "Spring Semester Final Exam".

Relative evaluation is not applied in the evaluation of the cumulative class passing grade ("End of Year Grade") of the "Basic and Clinical Integrated Courses" consisting of the specified exam and other measurement and evaluation methods. However, relative evaluation may be applied in certain exams (e.g. "Committee Exam", "Final Exam", "Re-sit Exam") where 50% of the students taking the exam receive a raw score below 60. Relative evaluation system is applied in exams where the number of students taking the exam is 20 or more. When calculating the number of students; students who do not take the relevant exam, who do not fulfil the attendance requirements, whose raw success score in the exam is 19 and below and 96 and above are not included in the calculation.

At the end of the academic year, a "Letter Grade" is created according to the "End of Year Success Grade". The "Letter Grade" equivalents of the course grade in the hundred percent system (0-100), "Degree of Success" and "Weight Coefficient" are shown in the table below.

Letter Grade	Degree of Success	Weight Coefficient	Grade Range
AA	Excellent	4,0	90-100
BA	Very Good	3,5	80-89
BB	Good	3,0	73-79
CB	Average	2,5	66-72
CC	Pass	2,0	60-65
DC	Fail	1,5	55-59
DD	Fail	1,0	50-54
FF	Fail	0,0	0-49

The assessment and evaluation procedures applied in Grade I are announced and explained at the introductory meetings held at the beginning of the academic year and the committee.

Exams, evaluations and success scores of elective courses and YÖK common compulsory courses in the curriculum of the "Pre-Clinical Education Phase" of the Istinye Faculty of Medicine Undergraduate Medical Education Program is organized within the framework of "Istinye University Associate Degree and Undergraduate Education Regulation" (See <https://www.istinye.edu.tr/en/university/regulations-and-directives>).

Exams for YÖK common compulsory courses determined by law are carried out under the coordination of the Rectorate, within the date range stated in the Academic Calendar.



## EXAM RULES

At Istinye Faculty of Medicine, exams are conducted within the framework of the principles specified in the "Istinye University Faculty of Medicine Education and Examination Directive" (<https://www.istinye.edu.tr/en/university/regulations-and-directives>).

Exams may be written or oral, with multiple-choice, open-ended, matching, fill-in-the-blanks and similar methods, provided that they are announced to students in advance. Exams can be conducted face-to-face or online if needed. The method or technique of the exams is determined by the recommendation of the "Assessment and Evaluation Board" and the decision of the Dean's Office.

In printed written exams held in exam halls, the exam rules are included on the first page of the exam booklet and read by the hall chairman before the exam starts. In web-based exams, the exam rules are displayed on a separate page before the exam starts.

### Face-to-face exams:

In printed and web-based exams held in a face-to-face environment, students who enter the exam hall in advance are taken out of the hall and the students are taken into the exam hall by the hall chairman and supervisors by checking the exam attendance list and student IDs, and they are ensured to sit in an order with an appropriate distance between them.

Only ID cards, pencils, erasers and a bottle of water can be brought to the exam hall. Devices that have the function of storing, processing and transmitting information (cell phone, tablet, PC, radio, smart watch, bluetooth, etc.) and items such as books and lecture notes cannot be brought into the exam hall. Bringing such devices or items into the exam hall is considered as "attempted cheating". A report is kept for the student who cheats or attempts to cheat and action is taken according to the relevant legislation.

Students should bring their valid ID documents to the exam hall and keep them on their desks where they can be easily seen by the invigilators.

Students who arrive within the first thirty minutes after the exam starts complete the exam without additional time and students are not allowed to leave the exam hall during this period, except in emergency and extraordinary cases.

### Online exams:

For online exams, students must attend the Zoom session opened by the supervisors and take the exam under supervision. In the Zoom session, which opens 30 minutes before the exam time, the supervisor checks the identity, room and seating arrangement of each student. The student is not allowed to start the exam before the check is completed. Students who attend the Zoom session late will not be given additional time.

It is strictly forbidden to do the following during the exam:

- Except for the devices required for participation in the exam and supervisor monitoring via Zoom; using any device with computer features (computer, tablet, mobile phone, pocket computer, watch with a function other than clock function, walkie-talkie, etc.) and/or wearing headphones,
- Having additional cables other than the power supply and mouse cable connected to the test devices,
- The presence of someone other than the student in the room during the exam,
- If a student leaves his/her seat for any reason from the beginning to the end of the Zoom session,
- Keeping documents, books, files, notebooks and similar auxiliary materials on the desks other than white paper on which notes can be taken, using dictionaries and auxiliary tools that act as dictionaries, looking at any written paper and/or book,
- Talking, asking questions to the supervisor, eating, drinking or smoking in a way that disturbs others, or any other behavior that disrupts the exam.

The behaviors listed below are considered as attempted cheating and in such cases, it will be reported right away and action will be taken against the students:

- Entering the Zoom session later than 15 minutes,

- Identification of a connection cable other than the power and mouse cable connected to the computer on which the student is taking the exam,
- Failure of the student to sit in such a way that the entire desk is visible from the wide angle shoulder level during the exam, insistent behavior in clothing and positions that prevent the supervisor from following the student's movements,
- Understanding that visibility was blocked by changing the light and clarity settings of both the Zoom connection and the exam screen,
- Failure to zoom in quickly and clearly to show the room or exam screen with the zoom recording device when requested by the supervisor, or being slow,
- To detect that remote desktop software was connected to the test devices during the exam,
- Understanding that the student is not alone in the room during the exam,
- Turning off the camera view and audio settings, even for a moment after entering the Zoom session, and detecting that the audio setting appears to be on but is actually off,
- From the beginning to the end of the Zoom session, students are not allowed to leave their seats for any need.

It is strictly forbidden to cheat, attempt to cheat, or assist in cheating during exams. In the event that students' attempts in this direction are detected by the exam supervisors, a record is taken without any obligation to warn the student about the situation. The "Assessment and Evaluation Board" examines the minutes and the video recording of the exam and the student's behavior during the exam, and the opinion of the board is notified in writing to the Dean's Office. Students who are found to have cheated are deemed to have received a "zero" grade in the exam and action is taken against them within the framework of the provisions of "Istinye University Education and Training Regulations" and "Higher Education Institutions Student Discipline Regulations".

## COMMITTEE INTRODUCTION

At the beginning of each course committee, an introduction course is held under the direction of the semester coordinator or the assistant coordinator. The date and time of the committee introduction course is included in the course program.

Purpose of the Committee Introduction:

- To explain basic information about the committee,
- Notification of teaching and learning methods,
- Explanation of measurement and evaluation procedures,
- Determination of the students who will make presentations and presentation topics.

In line with the aforementioned objectives;

- The aims and objectives of the Committee are reported.
- The course distribution of the departments in the committee is reported.
- Education-teaching methods applied in the committee are reported.
- Assessment-evaluation procedures are explained.
- The processes on objection to the exam questions and the exam scores are explained.
- Students who will make presentations in the committee and presentation topics are determined randomly, by drawing a lot.
- In the first committee of the semester, the student representative election process and dates are announced.

## END OF COMMITTEE EVALUATION MEETING

The purpose of the end-of-committee evaluation meeting is to discuss the program in all aspects and identify problems for which improvements can be made. This meeting takes place at the end of each course committee with the participation of the committee coordinators and students. Meeting place, date and time are announced in the course program.

At the end-of-committee evaluation meeting, oral feedback is received from the students.

Students also provide written feedback using the surveys titled "Evaluation Form Received from the Student at the End of the Committee" and "Evaluation Form Received from the Student About the Lecturer", which are opened on MEDU at the end of each committee. Student feedbacks are added to the end-of-committee report and submitted to the "Coordinators Board" and "Programme Evaluation Board".

## INTRODUCTION TO MEDICAL SCIENCES-I COMMITTEE

### AIM OF THE COMMITTEE

The aim is to provide knowledge about the biophysical and biochemical properties of water, the functioning of body buffer systems, the organization of the genome and the functions of organelles, the biological functions of amino acids, the structural features and diversity of proteins, which are important and functional structures for the organism, basic laboratory skills and professional attitude formation.

### COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD

	LEARNING OUTCOME	EVALUATION METHOD
KNOWLEDGE	Can explain the structure and function of cell parts, which are the basic building blocks of living things	MCQ, OEQ*, FB*
	Can count the elements of the cytoskeleton and explain their functions	MCQ, OEQ*, FB*
	Can explain the organization and function of the human genome	MCQ, OEQ*, FB*
	Can count the cell organelles and explain their functions	MCQ, OEQ*, FB*
	Can distinguish amino acids, which are the building blocks of proteins, from biochemical macromolecules, by their structure and chemical properties	MCQ, OEQ*, FB*
	Can describe the 3-dimensional structure of proteins, their properties and some specialized protein structures and their roles in the organism	MCQ, OEQ*, FB*
	Can list the biophysical and biochemical properties of water and its role in the organism	MCQ, OEQ*, FB*
	Can explain the biophysical properties that determine the structural and functional properties of biomolecules	MCQ, OEQ*, FB*
	Can explain the principles of thermodynamics in detail and relate them to energy metabolism in the body	MCQ, OEQ*, FB*
	Can list the types of microscopes, and explain the use of microscopes	MCQ, OEQ*, FB*
	Must have technical knowledge to evaluate laboratory studies and protein analysis methods	MCQ, OEQ*, FB*
	SKILL	Can apply microscope usage skills seamlessly and in the correct order
Can research a medical/paramedical topic and present it in the community		PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials	MCQ

OSCE: Objective Structured Clinical Examination, PPE: Personal Performance Evaluation, MCQ: Multiple Choice Questions, OEQ: Open Ended Question, FB: Fill In The Blank \*Applied in Make-up Exams

## COURSE DISTRIBUTION TABLE

**Committee duration:** 5 Weeks

**Committee Start and End Dates:** 16 October 2023-17 November 2023

Department/Course	Theoretical	Practical	Total
Biophysics	7	0	7
Physiology	2	0	2
Medical Biochemistry	14	6	20
Medical Biology	18	4	22
Medical Education	0	2	2
Orientation Week	40	0	40
Committee Introduction	1	0	1
End of Committee Evaluation Meeting	1	0	1
Student Presentations	7	0	7
<b>Total Course Hours</b>	<b>97</b>	<b>12</b>	<b>102</b>
Independent Study Hours			67

## FACULTY MEMBERS

Department	Faculty Members
Biophysics	Asst.Prof.Dr.Denizhan Karış, Asst.Prof.Dr Esma Okatan
Physiology	Prof.Dr.Rauf Onur Ek
Medical Biochemistry	Asst.Prof.Dr.Caner Geyik, Prof.Dr.Hikmet Koçak, Asst.Prof.Dr.Murat Ekremoğlu, Asst.Prof.Dr.Yelda Birinci Kudu
Medical Biology	Prof.Dr.Veyssel Sabri Hançer, Asst.Prof.Dr.Yemliha Yıldız, Assy.Prof.Dr.Süreyya Bozkurt, Asst.Prof.Dr.Öykü Gönül Geyik
Medical Education	Prof.Dr.Hikmet Koçak

## EVALUATION MATRIX

The number of multiple choice questions to be asked in the written exams is given in the table below.

Committee Learning Outcome	Department	MCE (Question number)		
		CE	FFE	RSE
Can explain the structure and function of cell parts, which are the basic building blocks of living things	Medical Biology	3	2	18
Can count the elements of the cytoskeleton and explain their functions	Medical Biology	2	1	
Can explain the organization and function of the human genome	Medical Biology	5	3	
Can count the cell organelles and explain their functions	Medical Biology	10	6	
Can distinguish amino acids, which are the building blocks of proteins, from biochemical macromolecules, by their structure and chemical properties	Medical Biochemistry	9	5	
Can describe the 3-dimensional structure of proteins, their properties and some specialized protein structures and their roles in the organism	Medical Biochemistry	7	3	
Can list the biophysical and biochemical properties of water and its role in the organism	Biophysics	2	2	
	Physiology	2	1	
Can explain the biophysical properties that determine the structural and functional properties of biomolecules	Biophysics	2	2	
Can explain the principles of thermodynamics in detail and relate them to energy metabolism in the body	Biophysics	3	2	
Can list the types of microscopes, and explain the use of microscopes	Medical Biology	2	2	
Must have technical knowledge to evaluate laboratory studies and protein analysis methods	Medical Biochemistry	3	3	
<b>Total</b>		<b>50</b>	<b>32</b>	<b>18</b>

RSE: Re-sit Exam, MCE: Multiple Choice Exam, FFE: Fall Semester Final Exam, CE: Committee Exam

## INTRODUCTION TO MEDICAL SCIENCES-II COMMITTEE

### AIM OF THE COMMITTEE

The aim is to provide students with the information on the structure and transport systems of membranes in living organisms, the structures of nucleic acids from macromolecules that play a role in biochemical events, their metabolism, properties and biological functions of enzymes and vitamins, the definition of cell, tissue and organ relationships, medical genetic definitions, information on the historical development and ethical values of the medical profession, and the laboratory skills related to the subjects and professional attitude formation.

### COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD

	LEARNING OUTCOME	EVALUATION METHOD
KNOWLEDGE	Can explain the biophysical properties of cell membrane structure and functions	MCQ, OEQ*, FB*
	Can list the biophysical properties of membrane transport	MCQ, OEQ*, FB*
	Can express the formation of membrane potential, Nernst Equilibrium Potential and Goldman Hodgkin Katz equations	MCQ, OEQ*, FB*
	Can explain the effects of membrane potential on cell biology	MCQ, OEQ*, FB*
	Can list the biophysical properties of proteins and enzyme kinetics	MCQ, OEQ*, FB*
	Can distinguish enzymes and nucleic acids from biochemical macromolecules in metabolism	MCQ, OEQ*, FB*
	Can list the general properties of enzymes and classify the regulation of enzyme activity	MCQ, OEQ*, FB*
	Can list the general properties of vitamins, types of vitamins and biological functions	MCQ, OEQ*, FB*
	Can count cell-cell connections and adhesion molecules	MCQ, OEQ*, FB*
	Can explain intracellular transport mechanisms	MCQ, OEQ*, FB*
	Can explain mitosis and meiosis	MCQ, OEQ*, FB*
	Can explain the cell cycle and its control	MCQ, OEQ*, FB*
	Can explain epigenetic mechanisms and their effects on the genome	MCQ, OEQ*, FB*
	Can explain DNA replication steps	MCQ, OEQ*, FB*
	Can recognize genetic terminology	MCQ, OEQ*, FB*
	Can classify the diagnostic methods used in the field of medical genetics	MCQ, OEQ*, FB*
	Can explain transcription in eukaryotic cells	MCQ, OEQ*, FB*
	Can explain the dominant understandings of medicine from prehistoric times to today's modern medicine and the turning points in the history of medicine	MCQ, OEQ*, FB*
	Can list important medical figures in history who can serve as role models for physicians	MCQ, OEQ*, FB*
	Can explain the beginning of modern medical education in Turkey	MCQ, OEQ*, FB*
SKILL	Can express technical knowledge to evaluate mitosis-meiosis division and DNA extraction analysis methods through laboratory studies	MCQ, OEQ*, FB*
	Can explain the principles of Virtual-Reality (VR) laboratory applications and enzyme and nucleic acid analysis methods	MCQ, OEQ*, FB*
SKILL	Can apply basic medical skills such as washing hands, applying bandages and wearing a cervical collar, seamlessly and in the correct order	OSCE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials.	MCQ

OSCE: Objective Structured Clinical Examination, PPE: Personal Performance Evaluation, MCQ: Multiple Choice Questions, OEQ: Open ended question, FB: Fill in the blank \*Applied in Make-up Exams

## COURSE DISTRIBUTION TABLE

**Committee duration:** 5 Weeks

**Committee Start and End Dates:** 20 November 2023-22 December 2023

Department/Course	Theoretical	Practical	Total
Biophysics	12	-	12
Histology and Embryology	3	-	3
History of Medicine and Ethics	12	-	12
Medical Biochemistry	12	2	14
Medical Biology	14	4	18
Medical Genetics	1	-	1
Physiology	6	-	6
Medical Education	0	6	6
Committee Introduction	1	-	1
End of Committee Evaluation Meeting	1	-	-
Student Presentations	7	-	7
Total Course Hours	69	12	80
Independent Study Hours			73

## FACULTY MEMBERS

Department	Faculty Member
Biophysics	Asst.Prof.Dr.Denizhan Karış, Asst.Prof.Dr.Esma Nur Okatan
Histology and Embryology	Prof.Dr. Figen Kaymaz, Asst.Prof.Dr.Ayşe Köylü
History of Medicine and Ethics	Asst.Prof.Dr. Tayyibe Bardakçı
Medical Biochemistry	Asst.Prof.Dr. Yelda Birinci Kudu, Asst.Prof.Dr.Murat Ekremoğlu, Assoc.Prof.Huri Dedeakayoğulları
Medical Biology	Prof.Dr. Veysel Sabri Hançer, Asst.Prof.Dr.Süreyya Bozkurt,Asst.Prof.Dr. Öykü Gönül Geyik
Medical Genetics	Assoc.Prof. Muradiye Acar
Physiology	Asst.Prof.Dr.İlknur Dursun
Medical Education	Prof.Dr. Hikmet Koçak



## EVALUATION MATRIX

The number of multiple choice questions to be asked in the written exams is given in the table below.

Committee Learning Outcome	Department	MCE (Question number)		
		CE	FFE	RSE
Can explain the biophysical properties of cell membrane structure and functions	Biophysics	2	1	22
Can list the biophysical properties of membrane transport	Biophysics	3	1	
	Physiology	3	1	
Can express the formation of membrane potential, Nernst Equilibrium Potential and Goldman Hodgkin Katz equations	Biophysics	3	3	
Can explain the effects of membrane potential on cell biology	Biophysics	3	1	
	Physiology	3	2	
Can list the biophysical properties of proteins and enzyme kinetics	Medical Biochemistry	1	2	
Can distinguish enzymes and nucleic acids from biochemical macromolecules in metabolism	Medical Biochemistry	5	3	
Can list the general properties of enzymes and classify the regulation of enzyme activity	Medical Biochemistry	3	2	
Can list the general properties of vitamins, types of vitamins and biological functions	Medical Biochemistry	4	2	
Can count cell-cell connections and adhesion molecules	Medical Biology	2	1	
	Histology & Embryology	3	2	
Can explain intracellular transport mechanisms	Medical Biology	2		
Can explain mitosis and meiosis	Medical Biology	2	1	
Can explain the cell cycle and its control	Medical Biology	2	1	
Can explain epigenetic mechanisms and their effects on the genome	Medical Biology	2	1	
Can explain DNA replication steps	Medical Biology	1	1	
Can recognize genetic terminology	Medical Biology	1	1	
Can classify the diagnostic methods used in the field of medical genetics	Medical Biology	1	1	
Can explain transcription in eukaryotic cells	Medical Biology	2	1	
Can explain the dominant understandings of medicine from prehistoric times to today's modern medicine and the turning points in the history of medicine	History of Medicine and Ethics	5	4	
Can list important medical figures in history who can serve as role models for physicians	History of Medicine and Ethics	2	2	
Can explain the beginning of modern medical education in Turkey	History of Medicine and Ethics	5	4	
Can express technical knowledge to evaluate mitosis-meiosis division and DNA extraction analysis methods through laboratory studies	Medical Biology	4	2	
Can explain the principles of Virtual-Reality (VR) laboratory applications and enzyme and nucleic acid analysis methods	Medical Biochemistry	2	1	
<b>Total</b>		<b>66</b>	<b>41</b>	<b>22</b>

RSE: Re-sit Exam, MCE: Multiple Choice Exam, FFE: Fall Semester Final Exam, CE: Committee Exam

## INTRODUCTION TO MEDICAL SCIENCES -III COMMITTEE

### AIM OF THE COMMITTEE

The aim is to gain knowledge about the structure, function, metabolism events and energy formation mechanisms of carbohydrates related to the energy needs of the organism, the general rules and mechanisms of heredity, the importance of medical terminology rules and etymology, how fusion is done and the forms of fusion, and the ability to make plurals.

### COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD

	LEARNING OUTCOME	EVALUATION METHOD
KNOWLEDGE	Can explain the classification of carbohydrates, their structural properties and their roles in metabolism	MCQ, OEQ*, FB*
	Can discuss the metabolization pathways of carbohydrates	MCQ, OEQ*, FB*
	Can explain the regulation of glucose homeostasis in relation to hormones in the fasting-satiety state	MCQ, OEQ*, FB*
	Can explain the concepts of energy flow and bioenergetics in living things	MCQ, OEQ*, FB*
	Can explain oxidative stress	MCQ, OEQ*, FB*
	Can explain features of the genetic code and protein synthesis	MCQ, OEQ*, FB*
	Can classify cell death types	MCQ, OEQ*, FB*
	Can list mutation and detection methods	MCQ, OEQ*, FB*
	Can explain DNA repair mechanisms	MCQ, OEQ*, FB*
	Can list intercellular communication and intracellular messenger systems	MCQ, OEQ*, FB*
	Can list the general rules of inheritance and single gene inheritance models	MCQ, OEQ*, FB*
	Can explain non-Mendelian inheritance	MCQ, OEQ*, FB*
	Can define the basic concepts and principles of anatomy and recognize and use correctly the medical terminological terms and etymological roots that he/she will use throughout his/her education life	MCQ, OEQ*, FB*
	Can remember Latin nouns and their conjugations and Latin adjectives and their conjugations	MCQ, OEQ*, FB*
	Can explain prefixes and suffixes in medical terminology	MCQ, OEQ*, FB*
	Can remember abbreviations, numbers and colors in medical terminology	MCQ, OEQ*, FB*
Can define the principles of carbohydrate analysis methods through Virtual-Reality (VR) laboratory work	MCQ, OEQ*, FB*	
SKILL	Can apply first aid skills to remove a foreign object from the airway on the model completely and in the correct order	OSCE
	Can apply the ability to measure and evaluate blood sugar with a glucometer seamlessly and in the correct order	OSCE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials	MCQ

OSCE: Objective Structured Clinical Examination, PPE: Personal Performance Evaluation, MCQ: Multiple Choice Questions, OEQ: Open ended question, FB: Fill in the blank \*Applied in Make-up Exams

## COURSE DISTRIBUTION TABLE

**Committee duration:** 4 Weeks

**Committee Start and End Dates:** 25 December 2023-19 January 2024

Department/Course	Theoretical	Practical	Total
Anatomy	7	-	7
Biophysics	4	-	4
Medical Biochemistry	15	2	17
Medical Biology	10	-	10
Medical Genetics	3	-	3
Medical Education	-	4	4
Committee Introduction	1	-	1
End of Committee Evaluation Meeting	1	-	1
Student Presentations	7	-	7
Total Course Hours	50	6	56
Independent Study Hours			66

## FACULTY MEMBERS

Department	Faculty Member
Anatomy	Prof.Dr.M. Ayberk Kurt, Asst.Prof.Dr.İsmet Demirtaş
Biophysics	Asst.Prof.Dr. Denizhan Karış, Asst.Prof.Dr. Esmâ Nur Okatan
Medical Biochemistry	Asst. Prof. Dr. Yelda Birinci Kudu, Asst. Prof. Dr. Murat Ekremoğlu, Assoc. Prof.Dr.Huri Dedeakayoğulları
Medical Biology	Prof.Dr. Veysel Sabri Hançer, Asst.Prof.Dr. Süreyya Bozkurt, Asst.Prof.Dr. Öykü Gönül Geyik, Asst.Prof.Dr.Yemliha Yıldız
Medical Genetics	Assoc.Prof.Dr.Muradiye Acar

## EVALUATION MATRIX

The number of multiple choice questions to be asked in the written exams is given in the table below.

Committee Learning Outcome	Department	MCE (Question number)		
		CE	FFE	RSE
Can explain the classification of carbohydrates, their structural properties and their roles in metabolism	Medical Biochemistry	3	2	14
Can discuss the metabolization pathways of carbohydrates	Medical Biochemistry	12	6	
Can explain the regulation of glucose homeostasis in relation to hormones in the fasting-satiety state	Medical Biochemistry	2	1	
Can explain the concepts of energy flow and bioenergetics in living things	Medical Biochemistry	3	2	
	Biophysics	2	1	
Can explain oxidative stress	Medical Biochemistry	2	1	
Can explain features of the genetic code and protein synthesis	Medical Biology	2	1	
Can classify cell death types	Medical Biology	1	1	
Can list mutation and detection methods	Medical Biology	2	1	
Can explain DNA repair mechanisms	Medical Biology	2	1	
Can list intercellular communication and intracellular messenger systems	Medical Biology	2	1	
Can list the general rules of inheritance and single gene inheritance models	Medical Biology	2	1	
Can explain non-Mendelian inheritance	Medical Biology	2	1	
Can define the basic concepts and principles of anatomy and recognize and use correctly the medical terminological terms and etymological roots that he/she will use throughout his/her education life	Anatomy	3	1	
Can remember Latin nouns and their conjugations and Latin adjectives and their conjugations	Anatomy	4	2	
Can explain prefixes and suffixes in medical terminology	Anatomy	3	2	
Can remember abbreviations, numbers and colors in medical terminology	Anatomy	1	1	
Can define the principles of carbohydrate analysis methods through Virtual-Reality (VR) laboratory work	Medical Biochemistry	2	1	
<b>Total</b>		<b>50</b>	<b>27</b>	<b>14</b>

RSE: Resit Exam, MCE: Multiple Choice Exam, FFE: Fall Semester Final Exam, CE: Committee Exam

## PASSIVE LOCOMOTOR SYSTEM COMMITTEE

### AIM OF THE COMMITTEE

The aim is to gain the ability to evaluate the anatomy of the passive movement system, the biomechanical and biophysical properties of its functions, the histology of basic tissues, and the chemical reactions of the basic structure, function and metabolism of fats, which are important macromolecules of the organism, as a whole.

### COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD

	LEARNING OUTCOME	EVALUATION METHOD
KNOWLEDGE	Can define the types and structure of epithelial tissue, recognize it at the light microscope level, and establish its structure and functional relationship.	MCQ, OEQ*, FB*
	Can define the types and structure of connective tissue, recognize it at the light microscope level, and establish its structure and functional relationship.	MCQ, OEQ*, FB*
	Can express the definition and classification of cartilage tissue.	MCQ, OEQ*, FB*
	Can explain the biomechanical and biophysical properties of bone tissue.	MCQ, OEQ*, FB*
	Can give general information about bones and joints and the columna vertebralis, sternum and costa bones and their features.	MCQ, OEQ*, FB*
	Can describe the anatomy of upper extremity bones and joints.	MCQ, OEQ*, FB*
	Can describe the anatomy of lower extremity bones and joints, the whole of the skull and its bones.	MCQ, OEQ*, FB*
	Can relate the structural properties of fats, their classification and their role in metabolism.	MCQ, OEQ*, FB*
	Can explain the structural properties and metabolism of lipoproteins.	MCQ, OEQ*, FB*
	Can relate the metabolism pathways of fatty acids and the reactions they participate in.	MCQ, OEQ*, FB*
	Can describe protein metabolism pathways and urea synthesis steps.	MCQ, OEQ*, FB*
	Can explain the biophysical basis of medical imaging methods used in the diagnosis of diseases.	MCQ, OEQ*, FB*
Can improve their knowledge about fatty acids and cholesterol analysis methods through laboratory studies.	MCQ, OEQ*, FB*	
SKILL	With anatomy laboratory studies, they can distinguish and show their knowledge of bones and joints, the columna vertebralis, sternum and costa bones on cadavers and models, the anatomy of upper extremity bones and joints, the anatomy of lower extremity bones and joints, the whole of the skull and its bones.	OSCE
	Can research a medical/paramedical topic and present it in the community	OSCE
ATTITUDE	In anatomy laboratory studies, they can work as a team member in a group and improve their communication skills.	PE

OSCE: Objective Structured Clinical Examination, PPE: Personal Performance Evaluation, MCQ: Multiple Choice Questions, OEQ: Open ended question, FB: Fill in the blank, PE: Practice Exam

\*Applied in Make-up Exams

## COURSE DISTRIBUTION TABLE

**Committee duration:** 6 Weeks

**Committee Start and End Dates:** 26 February-5 April 2024

Department/Course	Theoretical	Practical	Total
Anatomy	24	14	38
Biophysics	3	-	3
Histology & Embryology	9	6	15
Medical Biochemistry	17	2	19
Committee Introduction	1	-	1
End of Committee Evaluation Meeting	1	-	1
Student Presentations	7	-	7
<b>Total Course Hours</b>	<b>62</b>	<b>22</b>	<b>84</b>
<b>Independent Study Hours</b>			<b>104</b>

## FACULTY MEMBERS

Department	Faculty Member
Anatomy	Prof.Dr.M. Ayberk Kurt, Asst.Prof.Dr.İsmet Demirtaş, Asst.Prof.Dr. Uğur Baran Kasırga
Biophysics	Asst.Prof.Dr. Denizhan Karış, Asst.Prof.Dr. Esmâ Nur Okatan
Histology & Embryology	Asst.Prof.Dr. Ayşe Köylü
Medical Biochemistry	Asst.Prof.Dr. Yelda Birinci Kudu, Asst.Prof.Dr. Murat Ekremoğlu, Assoc.Prof.Dr. Huri Dedeakayoğulları

## EVALUATION MATRIX

The number of multiple choice questions to be asked in the written exams is given in the table below.

Committee Learning Outcome	Department	CE		SFE		RSE	
		No of MCQ	PE Point Value	No of MCQ	PE Point Value	No of MCQ	PE Point Value
Can describe the types and structure of epithelial tissue, recognize it at the level of light microscopy, and establish a relationship between structure and function.	Histology	2	5	1	3	18	2
Can describe the types and structure of connective tissue, recognize it at the level of light microscopy, and establish a relationship between structure and function.	Histology	2		1			
Can express the definition and classification of cartilage tissue.	Histology	2		1			
Can describe the biomechanical and biophysical properties of bone tissue.	Histology	2	1				
	Biophysics	2	1				
Can provide general information about bones and joints, as well as describe the vertebral column, sternum, and rib bones and their features.	Anatomy	8	12	5	6		5
Can describe the anatomy of the bones and joints of the upper extremity.	Anatomy	8		2			
Can describe the anatomy of the bones and joints of the lower extremity, the entire skull, and its bones.	Anatomy	6		5			
Can relate the structural properties, classification, and role in metabolism of fats,	Medical Biochemistry	5		3			
Can explain the structural properties and metabolism of lipoproteins.	Medical Biochemistry	2		1			
Can relate the metabolic pathways of fatty acids and the reactions they participate in.	Medical Biochemistry	6		3			
Can describe the metabolic pathways of proteins and the steps of urea synthesis.	Medical Biochemistry	3		2			
Can explain the biophysical foundations of medical imaging methods used in the diagnosis of diseases.	Biophysics	1		1			
Can enhance their knowledge about fatty acid and cholesterol analysis methods through laboratory studies.	Medical Biochemistry	1		1			
<b>Total</b>		<b>50</b>	<b>17</b>	<b>28</b>	<b>9</b>	<b>18</b>	<b>7</b>

RSE: Re-sit Exam, MCQ: Multiple Choice Question, SSE: Spring Semester Final Exam, CE: Committee Exam, PE: Practice Exam

## ACTIVE LOCOMOTOR SYSTEM COMMITTEE

### AIM OF THE COMMITTEE

The aim is to teach the student general information about the histology and anatomy of muscle tissue, innervation and nutrition of tissues, upper extremity anatomical structures and clinic, breast anatomy and fossa axillaris and plexus brachialis, lower extremity anatomical structures and clinic, anatomical structures and clinic in the face and neck regions, physics of the muscles, principles of operation according to the laws, their kinesiological, biomechanical, biophysical, and physiological properties.

### COMMITTEE LEARNING OUTCOMES and EVALUATION METHOD

	LEARNING OUTCOME	EVALUATION METHOD
KNOWLEDGE	Can define the types and structure of muscle tissue, recognize it at the light microscope level, and establish the relationship between its structure and function	MCQ, OEQ*, FB*
	Can explain the physiological mechanism and energy sources of striated and smooth muscle contraction	MCQ, OEQ*, FB*
	Can explain the neural transmission and innervation mechanism of muscles, their naming principles, properties and clinical relationships	MCQ, OEQ*, FB*
	Can explain the topography of the anterior and posterior regions of the shoulder and arm and the structures they contain	MCQ, OEQ*, FB*
	Can describe breast anatomy and fossa axillaris plexus brachialis	MCQ, OEQ*, FB*
	Can describe the anteromedial regions of the femur	MCQ, OEQ*, FB*
	Can describe hand, leg and foot anatomy	MCQ, OEQ*, FB*
	Can explain the topographic layers of the face	MCQ, OEQ*, FB*
	Can explain the topography of the front and side of the neck and the structures it contains	MCQ, OEQ*, FB*
	Can explain the torque and rotation movements that affect the human body	MCQ, OEQ*, FB*
	Can explain the biomechanical properties of the effects on bones, muscles and joints during rest and movement in the human body	MCQ, OEQ*, FB*
SKILL	Can distinguish and show the anatomical regions of the upper and lower extremities, face and neck anatomical structures related to muscles on cadavers and models	PE
	Can research a medical/paramedical topic and present it in the community	OSCE
ATTITUDE	In anatomy laboratory studies, they can work as a team member in a group and improve their communication skills	PE

OSCE: Objective Structured Clinical Examination, PPE: Personal Performance Evaluation, MCQ: Multiple Choice Questions, OEQ: Open ended question, FB: Fill in the blank, PE: Practice Exam

\*Applied in Make-up Exams



## COURSE DISTRIBUTION TABLE

**Committee duration:** 6 Weeks

**Committee Start and End Dates:** 5.April – 24 May 2024

Department/Course	Theoretical	Practical	Total
Anatomy	34	22	56
Biophysics	6	-	6
Histology & Embryology	2	2	4
Physiology	6	-	6
Committee Introduction	1	-	1
End of Committee Evaluation Meeting	1	-	1
Student Presentations	7	-	7
Total Course Hours	57	24	81
Independent Study Hours			117

## FACULTY MEMBERS

Department	Faculty Member
Anatomy	Prof.Dr.M. Ayberk Kurt, Asst.Prof.Dr.İsmet Demirtaş, Asst.Prof.Dr. Uğur Baran Kasırga
Biophysics	Asst.Prof.Dr. Denizhan Karış, Asst.Prof.Dr. Esmâ Nur Okatan
Histology & Embryology	Asst.Prof.Dr.Ayşe Köylü
Physiology	Asst.Prof.Dr. Şeyda Nur Dağlı

## EVALUATION MATRIX

The number of multiple choice questions to be asked in the written exams is given in the table below.

Committee Learning Outcome	Department	CE		SFE		RSE	
		No of MCQ	PE Point Value	No of MCQ	PE Point Value	No of MCQ	PE Point Value
Can explain the physiological mechanisms and energy sources of striated and smooth muscle contraction,	Physiology	3	-	2			
	Histology	1	-		1		
Can describe the types and structure of muscle tissue, recognize it at the level of light microscopy, and establish a relationship between structure and function,	Histology	1	3	1			1
	Anatomy	2	30*	1	8*		
Can explain the neural transmission and innervation mechanism of muscles, naming principles, characteristics, and clinical relations,	Physiology	3		1			
	Biophysics	2		1			
	Anatomy	5		1			
Can describe the topography of the anterior and posterior regions of the shoulder and arm and the structures they contain,	Anatomy	5		2			
Can define breast anatomy and the axillary fossa's brachial plexus,	Anatomy	3		1			
Can describe the anteromedial regions of the thigh,	Anatomy	4		7			
Can describe the anatomy of the hand, leg, and foot,	Anatomy	6		3			
Can explain the topographic layers of the face,	Anatomy	4		1			
Can describe the topography of the anterior and lateral regions of the neck and the structures they contain,	Anatomy	5		3			
Can explain the torque and rotational movements acting on the human body,	Biophysics	2	-	1			
Can describe the biomechanical properties of the effects on bones, muscles, and joints during rest and movement in the human body,	Biophysics	2	-	2			
<b>Total</b>		<b>48</b>	<b>33</b>	<b>27</b>	<b>9</b>	<b>16</b>	<b>8</b>

RSE: Re-sit Exam, MCQ: Multiple Choice Question, SFE: Spring Semester Final Exam, CE: Committee Exam, PE: Practice Exam

\*Anatomy Practice

## MICROORGANISMS, BLOOD-IMMUN SYSTEM COMMITTEE

### AIM OF THE COMMITTEE

This committee aims to teach the physiology of blood and immune system cells and organs, the histology of the lymphoid system and the classification of microorganisms, their structures, symbiotic relationships and the functioning of the immune system.

### COMMITTEE LEARNING OUTCOMES AND EVALUATION METHOD

	LEARNING OUTCOME	EVALUATION METHOD
KNOWLEDGE	Can describe the stages of embryological development	MCQ, OEQ*, FB*
	Can describe blood and hematopoiesis	MCQ, OEQ*, FB*
	Can define microbiota and explain the differences in microbiota in disease and health	MCQ, OEQ*, FB*
	Can describe the general characteristics and structures of bacteria, fungi, parasites and viruses	MCQ, OEQ*, FB*
	Can describe the structure and general functioning of the immune system	MCQ, OEQ*, FB*
	Can describe the functions of erythrocytes, erythropoietin secretion and basic types of anemia	MCQ, OEQ*, FB*
	Can count blood group antigens, hemostasis and coagulation mechanisms	MCQ, OEQ*, FB*
	Can list the rules to be followed in the microbiology laboratory	MCQ, OEQ*, FB*
	Can identify infectious agent risk groups and enumerate relevant biosecurity measures	MCQ, OEQ*, FB*
SKILL	Can perform blood group, blood count, HCT, Hb, sedimentation examinations using the necessary laboratory equipment	MCQ
	Can research a medical/paramedical topic and present it in the community	OSCE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials	MCQ

OSCE: Objective Structured Clinical Examination, PPE: Personal Performance Evaluation, MCQ: Multiple Choice Questions, OEQ: Open ended question, FB: Fill in the blank, PE: Practice Exam, SP: Student Presentation,

## COURSE DISTRIBUTION TABLE

**Committee duration:** 5 Weeks

**Committee Start and End Dates:** 27 May – 28 June 2024

Department/Course	Theoretical	Practical	Total
Histology & Embryology	14	2	16
Microbiology & Clinical Microbiology	17	2	19
Microbiology & Clinical Microbiology/Immunology	3	-	3
Physiology	7	2	9
Committee Introduction	1	0	1
End of Committee Evaluation Meeting	1	0	1
Student Presentations	7	0	7
Total Course Hours	50	6	56
Independent Study Hours			88

## FACULTY MEMBERS

Department	Faculty Member
Histology & Embryology	Prof Dr Figen Kaymaz
Microbiology & Clinical Microbiology	Prof.Dr. Pınar Yurdakul Mesutoğlu, Asst.Prof.Dr. Deniz Sertel Şelale, Asst.Prof.Dr. Ayhan Mehmetoğlu
Microbiology & Clinical Microbiology/Immunology	Prof.Dr. Çağatay Acuner, Prof.Dr. Pınar Yurdakul Mesutoğlu,
Physiology	Prof. Dr. Rauf Onur Ek

## EVALUATION MATRIX

The number of multiple choice questions to be asked in the written exams is given in the table below.

Committee Learning Outcome	Department	MCE (Question number)		
		CE	SFE	RSE
Can describe the stages of embryological development,	Histology	14	6	17
Can define blood and hematopoiesis,	Physiology	3	1	
Can provide a definition of the microbiota, and explain the differences in microbiota in health and disease,	Microbiology & Clinical Microbiology	2	1	
Can describe the general characteristics and structures of bacteria, fungi, parasites, and viruses,	Microbiology & Clinical Microbiology	15	7	
Can describe the structure and general functioning of the immune system,	Microbiology & Clinical Microbiology	3	2	
Can describe the functions of erythrocytes, the secretion of erythropoietin, and the basic types of anemia,	Physiology	2	2	
Can list blood group antigens, hemostasis, and clotting mechanisms,	Physiology	2	1	
Can enumerate the rules to be followed in a microbiology laboratory,	Microbiology & Clinical Microbiology	2	1	
Can define infectious agent risk groups and list related biosafety measures.	Microbiology & Clinical Microbiology	2		
<b>Total</b>		<b>45</b>	<b>21</b>	<b>17</b>

RSE: Re-sit Exam, MCE: Multiple Choice Exam, SFE: Spring Semester Final Exam, CE: Committee Exam

## COURSE SCHEDULE

The current course schedule for Grade I is published on the website of Istinye University Faculty of Medicine, in the "Course Schedules" tab and on the MEDU system. The current program flow should be followed on MEDU and the website.

The course programs published on the website of Istinye University Faculty of Medicine can be accessed from the link below:

<https://medicine.istinye.edu.tr/en/education/undergraduate/course-schedule>

Access to the MEDU system is through the link below:

<https://medu.istinye.edu.tr/login>

## INDEPENDENT STUDY

In order to provide students with independent learning competency, independent study hours are defined on certain days and hours in the curriculum.

It is targeted that, students with independent study,

- gain independent learning skills,
- develop self-discipline,
- gain evidence-based research skills
- gain teamwork skills by working together.

It is expected that, during the independent study hours, students by working individually and in groups;

- reinforce what they have learned,
- identify and complete their deficiencies,
- prepare for new teaching sessions.

At the end of each semester, students fill out a self-assessment form and a questionnaire (Independent Study Self-Assessment and Questionnaire Form) about their independent study hours and submit them to the semester coordinator. The Independent Study Self-Assessment and Questionnaire forms are analyzed by the semester coordinatorship, a report is prepared and the report is submitted to the Coordinators Board and the “Program Evaluation Board”.

**INDEPENDENT STUDY SELF-ASSESSMENT AND QUESTIONNAIRE FORM**

<b>GRADE I</b>	<input type="checkbox"/>	<b>FALL SEMESTER</b>	<input type="checkbox"/>
<b>GRADE II</b>	<input type="checkbox"/>		
<b>GRADE III</b>	<input type="checkbox"/>		
<b>GRADE IV</b>	<input type="checkbox"/>	<b>SPRING SEMESTER</b>	<input type="checkbox"/>
<b>GRADE V</b>	<input type="checkbox"/>		
<b>GRADE VI</b>	<input type="checkbox"/>		

**Student name, surname**

**Student number**

**SELF-ASSESSMENT**

*(Answer in written form. It should be written in a clear/understandable way)*

**Briefly write down the subject/areas you aim to develop through independent study.  
(Your development goals can either be knowledge or skills in certain subjects)**

**Please indicate the working method(s) you use during independent study hours.**

Reading Source Book / Literature / Guidelines / Course Notes	<input type="checkbox"/>	Interview with faculty member/expert	<input type="checkbox"/>
Watching Source Video/ Lecture Recording	<input type="checkbox"/>	Practicing a skill	<input type="checkbox"/>
Student Group Study	<input type="checkbox"/>	Field visit/on-the-job observation	<input type="checkbox"/>
Others: _____			<input type="checkbox"/>



Indicate the resources you used during the independent study hours.

Please explain what you have achieved through independent work.

### Questionnaire

The time allocated for independent study in the Committee/Practice Course Blocks was sufficient.

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
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The infrastructure and facilities provided by the university were sufficient for independent study.

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
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I achieved the goals I set through independent work.

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
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Write down your suggestions for making independent study hours more productive.

Student signature,  
Date

## ELECTIVE COURSES

The aim of elective courses is to provide complementary educational experiences to the medical school curriculum and to provide students with the opportunity to develop themselves in the areas of their interests. At Istinye University, there are "University Elective" courses open to the participation of all students of the university as well as "Department/Program Elective" courses opened only for Faculty of Medicine students.

In Grades I and II, students must take five ECTS worth of university elective courses each semester; in Grade III, students must take four ECTS worth of department/program elective courses each semester.

Information about university elective courses offered in the fall and spring semesters for Grade I students can be accessed through the following link on the OIS webpage.

University elective courses are published through the Istinye University Student Information Management System (OIS):

(See <https://ois.istinye.edu.tr/auth/login>).

## İSTİNYE MANIFEST COURSES

SEG001, SEG002, SEG003, SEG004

**Student Center Email:** omer@istinye.edu.tr

**Program Advisor:** Elif Vardar Solak

Director of the Teaching and Learning Center of Excellence

Email: ogrem@istinye.edu.tr

**Instructors include:**

Expert Elif Vardar Solak

Associate Prof. Dr. Aybike Serttaş

Clinical Psychologist Saime Serpil Özgül

Asst. Prof. Dr. Cem Duran

Asst. Prof. Dr. Tayfun Utaş

Asst. Prof. Dr. Şebnem Özdemir

Asst. Prof. Dr. İbrahim Eylem Doğan

Asst. Prof. Dr. Yasemin Torun

Asst. Prof. Dr. Hilal Çakar Özcan

The program's aim is to facilitate the adaptation of undergraduate students to university life, to provide a social and academic foundation throughout their university life, and to manage competency development. The program focuses on individual social skills for learning, communication, and resilience.

The program's content offers seminars on linking traditional, innovative, and adult learning theories to practice, training mental processes, student motivation, learning styles and strategies, using supportive communication in education, and psychological resilience, stress tolerance, and flexibility to support pedagogical empowerment in education.

Required materials include Blackboard asynchronous video seminar lessons, lecture notes, end-of-lesson assessment questions, and recommended readings, articles, videos according to topics.

Recommended readings include listed articles and documents uploaded to the Blackboard area on student motivation, learning styles and strategies, 21st-century skills, psychological resilience, stress management, and psychological flexibility.

Recommended readings include articles and documents uploaded to the Blackboard area, focusing on several key areas:

### **Student Motivation**

Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, 22(1), 205- 222.

### **Learning Styles and Strategies**

Veznedaroğlu, R. L., & Özgür, A. O. (2005). Öğrenme stilleri: tanımlamalar, modeller ve işlevleri. *Elementary Education Online*, 4(2).

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.

### **21st Century Skills**

Ananiadou, K. and M. Claro (2009), "21st Century Skills and Competences for New Millennium Learners in OECD Countries", *OECD Education Working Papers*, No. 41, OECD Publishing.

### **Psychological Resilience**

Psychological Resilience - 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles – Karen Reivich and Andrew Shatte Ph.D.

Stress Management - The Relaxation and Stress Reduction Workbook (A New Harbinger Self-Help Workbook) - by Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay

Psychological Flexibility - The Happiness Trap – Russ Harris & The Reality Slap – Russ Harris

**Assessment of Success:** To pass the course, it is mandatory to complete a minimum of 8 out of the 12 scheduled asynchronous video seminar lessons on Blackboard each week. Answering questions determined based on the content at the end of each lesson is required.

### **Special conditions related to the program include:**

- Classes will be conducted as asynchronous video seminars via Blackboard.
- There are a total of 12 seminar lessons across 4 main competency topics.
- To pass the course, it is mandatory to complete at least 8 of the seminar lessons.
- Answering post-seminar questions is required for the completion of each lesson.
- Optional Workshop meetings can be scheduled either face-to-face or online throughout the term.
- Workshop meetings may be conducted by the instructors of the seminar lessons or guest instructors.

## ADVISORY SYSTEM

Two types of advisory systems are implemented at Istinye University Faculty of Medicine.

1. Student Affairs Advisory System
2. Academic Advisory System

**Student Affairs Advisor (OIS Advisor)** is a faculty member assigned to assist students in procedures regarding education and training, course selection and similar issues. Advisory work related to the student affairs information system (OIS) is carried out under the supervision of Grade coordinatorship. At the beginning of the semester, the OIS advisor of the students is determined. One OIS advisor is assigned for each student. Students' OIS advisors are introduced into OIS, and each student can access their advisor's information by logging into their OIS account.

**Academic Advisor** is a faculty member assigned to follow and guide the individual development and success of the student. At Istinye University Faculty of Medicine two different faculty members, one for the pre-clinical education phases (Grade I, II and III) and the other for the clinical phases (Grades IV and V) and the internship (Grade VI), is assigned to students. For the pre-clinical phase, academic advisors assigned to students are selected among the faculty members who are responsible for main part of the education in this phase and work at the university campus. For the clinical phase and internship, academic advisors assigned to students are selected among the faculty members who are responsible for main part of the education in these phases and work in hospitals of the university.

Students' academic advisors are introduced into the MEDU system, and each student can access their academic advisor's information by logging into their MEDU account.

## STUDENT CLASS REPRESENTATIVE and FACULTY STUDENT REPRESENTATIVE

Student Class Representative refers to a student representing the class for each class that the students choose from among themselves each year.

Faculty Student Representative refers to the student who is elected by Student Class Representatives among themselves every year and invited to board meetings when deemed necessary.

Istinye University Faculty of Medicine students elect a class representative from among themselves for each class at the beginning of the semester by secret ballot (sealed envelope method or online survey created through the Education Management System) under the supervision of the Term Coordinator. Student class representatives elect a Faculty Student Representative among themselves by secret ballot under the supervision of the Chief Education Coordinator. The results of both elections are reported to the Dean's Office in a report. An information letter is sent to the selected students by the Dean's Office. The term of office of Student Class Representatives is one year. Elections are repeated at the beginning of each year. The same student may run for six years and, if elected, serve as the student class representative. The Faculty Student Representative represents the students at the Program Evaluation Board meetings to which he is invited. Faculty Student Representatives who do not attend two consecutive meetings or a total of three meetings within an academic term without an excuse are not invited to these meetings, and another student from among the student class representatives is invited instead. Duties and responsibilities are:

- a) To ensure the necessary communication between the students in the class it represents and the faculty administrative bodies.
- b) To share the decisions of the Dean's Office and faculty administrative bodies with the students of the class they represent.
- c) To organize meetings, when necessary, with the students in the class he represents, to identify the problems and requests of the students and to forward them to the Dean's Office.
- d) To convey the suggestions of the students of the class they represent regarding the course program to the Dean through the Program Evaluation and Development Board.
- e) To prepare suggestions for the exam schedule by meeting with the students of the class they represent.
- f) The duty of the Faculty Student Representative is to represent the students of the Faculty of Medicine in the Program Evaluation Board and the Student Council.

## RESPONSIBILITIES of the STUDENTS

Students are obliged to comply with the articles in the regulations and directives published by Istinye University and to follow the announcements and e-mails/messages.

Current regulations and directives are available on Istinye University's website: <https://www.istinye.edu.tr/en/university/regulations-and-directives>

The rules, procedures and principles to be followed in all processes and activities related to education-training and assessment-evaluation at Istinye University Faculty of Medicine are specified in the Istinye University Faculty of Medicine Education-Training and Examination Directive.

The syllabus of Istinye University Faculty of Medicine "Under Graduate Medical Education" is published on the website and MEDU system at the beginning of the academic year and updated when necessary. Students should follow the current course schedule on the website and MEDU system.

Attendance is compulsory at Istinye University Faculty of Medicine. Students who cannot attend the courses due to an excuse must submit their excuse petitions to the Dean's Office with their documents. If the excuse petitions are found valid, students are not considered absent from the courses they do not attend during the excuse period. Students who cannot participate in professional and clinical skills practices or make a student presentation due to an excuse are given the right to a make up session.

In the pre-clinical phase, the conditions regarding attendance to the courses are given below:

- Attendance of at least 70% for theoretical courses and at least 80% for practical courses is compulsory. If this requirement is not fulfilled in the "Course Committee", the student is considered "absent" for the relevant Course Committee and cannot participate in the exam (theoretical and / or practical) of the part of the "Course Committee" in which he / she is absent.
- Students who do not attend at least 70% of the theoretical courses and at least 80% of the practical courses in a semester are considered "absent" and cannot participate in the "Final Semester Exams".
- Students who do not attend at least 70% of the theoretical courses and at least 80% of the practical courses of the whole year cannot participate in the "Make-up Exams".
- Students are required to have 80% attendance in "Professional and Clinical Skill Practices" and to achieve proficiency in all skills defined in the "Skill Scorecard" throughout the year. During the scheduled training period, students with less than 80% attendance cannot enter the make-up program and cannot complete their deficiencies on the report card.
- Students who fail to meet the attendance requirement or report card proficiency cannot take the "Objective Structured Clinical Exam" (OSCE).

All processes and activities related to assessment and evaluation are regulated within the framework of the current "Istinye University Faculty of Medicine Education, Training and Examination Directive" (See Assessment and Evaluation Procedures). In the introductory courses held at the beginning of the academic year and at the beginning of the board, students are informed in detail about the assessment and evaluation procedures and related processes. At Istinye University Faculty of Medicine, exams can be conducted face-to-face or online. Students are obliged to comply with the exam rules (See Exam Rules).

Students' objections to the exam questions are collected by the class representative and submitted to the Dean's Office with a printed objection petition within two working days following the announcement of the exam questions at the latest, supported by current, valid and printed literature and with justification. Except for the class representative, objections submitted individually by students are not processed. Objections to the questions are submitted to the "Assessment and Evaluation Board" by the Grade Coordinator/Assistant Coordinator, taking the opinion of the faculty member who prepared the question, and the arrangements deemed appropriate by the board are made.

Students must make their objections to the exam results with a reasoned objection petition to be written to the Dean's Office within two working days after the results are announced. The objections are evaluated and decided by the "Assessment and Evaluation Board" and the decision is notified to the students.

Students may request to enter make up exams for the exams they could not take, provided that they have a valid excuse and document it. In order for the make up exam request to be processed, the student must apply to the Dean's Office with a written petition within five working days from the date of the exam they could not take.

## ONLINE LINKS

İstinye University website: <https://www.istinye.edu.tr/en/node/2329?ref=2223logo>

İstinye University Regulations and Guidelines: <https://www.istinye.edu.tr/en/university/regulations-and-directives>

Library: <https://kutuphane.istinye.edu.tr/en/home>

Student Information Management System (OIS): <https://ois.istinye.edu.tr/auth/login>

İstinye University Medical Faculty website: <https://medicine.istinye.edu.tr/en>

Course Schedule: <https://medicine.istinye.edu.tr/en/education/undergraduate/course-schedule>

Petition Forms: <https://medicine.istinye.edu.tr/en/forms>

MEDU Education Management System: <https://medu.istinye.edu.tr/login>

## COMMUNICATION and TRANSPORTATION

**Faculty Secretary:** Deniz Ateş

**Faculty Administrative Officer:** İbrahim Arslan

**E-mail:** tip@istinye.edu.tr

**Tel:** 0850 283 60 00

**Address:** İstinye Üniversitesi Vadi Kampüsü, Ayazağa Mah. Azerbaycan Cad. (Vadistanbul 4A Blok) 34396 Sarıyer/İstanbul

A shuttle service has been provided to provide transportation between İstinye University Vadi Campus and Topkapı and Seyrantepe Metro.

Information on service hours and departure points can be found at the link below:

<https://www.istinye.edu.tr/en/node/4756>