

**ISTINYE UNIVERSITY
FACULTY of MEDICINE**

**Specific Working Module,
Vertical Corridor-3: “The Scientific Approach”
Student Portfolio**

*“Sapere aude.”
“Dare to know.”*

*Quintus Horatius Flaccus
(65 B.C –8 B.C)*

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SECTION I

ISTINYE UNIVERSITY FACULTY of MEDICINE (ISU-FM) UNDER GRADUATE MEDICAL EDUCATION PROGRAM (UGMEP) PROFICIENCIES and COMPETENCIES DOCUMENT (PCD)		
PROFICIENCY DOMAINS	PROFICIENCY	COMPETENCIES
1. Professional Practices	1.1. Medical Doctor	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.
		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.
		1.1.3. Prioritizes the protection and improvement of the health of individuals and society in health service delivery.
		1.1.4. Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health.
		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.
		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.
2. Professional Values and Perspectives	2.1. Professional	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.
		2.1.2. Evaluates his/her own performance in professional practices, considering his/her professional skills.
	2.2. Leader	2.2.1. Demonstrates exemplary behavior and leadership within the health care team during health service delivery.
		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.
	2.3. Team Member	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.
		2.3.2. Works harmoniously and effectively with colleagues and other professional groups in professional practice.

	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>

Specific Training Module, Vertical Corridor-3: The Scientific Approach	
PI-PIII: Research and Scientific Projects Training	PI- First Contact with Science (Hello to Science)
	PII- Scientific Thinking
	PIII- Scientific Project Semester
PIV-PVI:	PIV- Evidence-Based Science-1
	PV- Evidence-Based Science-2
	PVI- Evidence-Based Science-3

Specific Training Module, Vertical Corridor-3: The Scientific Approach OBJECTIVE
PI-PVI: 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. PI- 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.
2. PII- Scientific Thinking: To examine the basic theories of the philosophy of science with the reasoning methods necessary for a consistent inquiry, to examine concepts and working groups related to project management, to improve students' project management skills.
3. PIII- Scientific Project Semester: To introduce students to concepts related to project management and to improve students' project management skills.
4. PIV-Evidence-Based Science-1: It is the acquisition of self-competencies that include acquiring applicable knowledge, skills and attitudes based on the evidence obtained from scientific research, in order to enable the physician (physician candidate) to perform his/her duties effectively and accurately.
5. PV- Evidence-Based Science-2: It is to provide physicians (physician candidates) with self-efficacy that includes case discussions that will support knowledge, skills and attitudes based on evidence obtained from scientific research.
6. PVI-Evidence-Based Science-3: To provide the skills that a medical student is able to submit a graduation project proposal in accordance with research methods and project writing criteria when he or she starts Semester V courses, and completing a scientific study at the end of Semester VI.

Specific Training Module, Vertical Corridor-3: My Journey In Istinye Medicine

LEARNING OUTCOMES

1. PI- 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

2. PII- Scientific Thinking:

- 2.1. Gains the ability to analyze arguments, comprehend deductive and inductive inferences, and detect logical fallacies.
- 2.2. Gain knowledge about different scientific methods, a critical perspective on scientific methodology, and the ability to distinguish scientific from non-scientific.
- 2.3. Can use all the necessary tools in a scientific project design in a time and cost effective manner.
- 2.4. Obtains information about specialized study subjects and methods through the experiences of scientific research groups, reflect on these issues.
- 2.5. Visits scientific research environments, interviews and observes employees, reflect on these issues.
- 2.6. Can identify own learning needs.

3. PIII- Scientific Project Semester:

- 3.1. Can plan research; collecting research-related data, summarizing, analyzing data, interpreting the results of analyzed data, apply statistical literacy characteristics.
- 3.2. Can plan clinical research; collecting, summarizing data related to the research model, analyzing clinical research data, interpreting the results of analyzed data, applying the characteristics of clinical research.
- 3.3. Can prepare a "Student Project Draft" prepared in accordance with the project writing criteria.
- 3.4. Knows examine the five steps of "Self-Sufficiency" in Evidence-Based Medicine and apply them within the scope of interactive sessions.
- 3.5. Can identify own learning needs.

4. PIV- Evidence-Based Science-1:

- 4.1. Can apply the five important steps of Evidence-Based Medicine (Ask, Obtain, Examine and Interpret, Apply and Evaluate).
- 4.2. Can integrate the highest level of evidence obtained from research in clinical settings to identify the patient-specific situation (gender, race/ethnicity, mood and socioeconomic status) and understands its importance for healthcare delivery and reflect on these issues.
- 4.3. Can identify own learning needs.

5. PV- Evidence-Based Science-2:

- 5.1. Is aware of the importance of how the choices he makes for health care delivery are integrated with high-level evidence, can apply and reflect on this matter.
- 5.2. Can design a scientific research project (Graduation Project) to gain own learning competence.

6. PVI- Evidence-Based Science-3:

- 6.1. Within the scope of the "Graduation Project", can identify own learning needs, plan own career development and own evaluate success.
- 6.2. Can identify own learning needs.

ISU-FM-UGMEP Program Outcome	Education Program Component, Specific Working Module, Vertical Corridor-3 ("The Scientific Approach") Learning Outcomes	Contribution Level (1-5)
<ul style="list-style-type: none"> LO-1: Integrates the knowledge, skills, attitudes, and behaviors acquired from basic and clinical sciences, behavioral sciences, and social sciences into competencies to provide rational, effective, patient-centered, and employee health-conscious health care services in the processes of prevention, diagnosis, treatment, follow-up, and rehabilitation, adhering to quality standards and ensuring safety. 	LO-1.1	3
	LO-2.1	4
	LO-3.1	4
	LO-4.1	4
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> LO-3: In healthcare service delivery, prioritizes the protection and improvement of individuals' and communities' health. 	LO-1.1	3
	LO-2.1	5
	LO-3.1	3
	LO-4.1	3
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> LO-5: In healthcare service delivery, considers both the changes in the regional and global physical and socioeconomic environment that affect health, and the changes in the individual characteristics and behaviors of those seeking care. 	LO-1.1	3
	LO-2.1	3
	LO-3.1	3
	LO-4.1	3
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> LO-6: By understanding the characteristics, needs, and expectations of the target audience, provides health education to healthy individuals, patients, their families, and other healthcare professionals. 	LO-1.1	3
	LO-2.1	4
	LO-3.1	5
	LO-4.1	3
	LO-5.1	5
	LO-6.1	5
<ul style="list-style-type: none"> LO-7: While practicing the profession, fulfills duties and responsibilities with determined behaviors, considering the dignity of the patient, within the framework of ethical principles, rights and legal responsibilities, and practices of good medical care, to provide high-quality healthcare. 	LO-1.1	2
	LO-2.1	3
	LO-3.1	5
	LO-4.1	3
	LO-5.1	5
	LO-6.1	5
<ul style="list-style-type: none"> LO-8: Evaluates his/her own performance in professional practices, considering his/her professional skills. 	LO-1.1,	3
	LO-1.2	5
	LO-2.1,	3
	LO-2.2	5
	LO-3.1,	4
	LO-3.2	5
	LO-4.1,	4
	LO-4.2	5
	LO-5.1,	4
	LO-5.2	5
LO-6.1,	4	
LO-6.2	5	
<ul style="list-style-type: none"> LO-9: Demonstrates exemplary behavior and leadership within the health care team during health service delivery. 	LO-1.1	2
	LO-2.1	3
	LO-3.1	5
	LO-4.1	5
	LO-5.1	5
	LO-6.1	5
<ul style="list-style-type: none"> LO-10: 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. 	LO-1.1	4
	LO-2.1	4
	LO-3.1	3
	LO-4.1	4
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> LO-11: 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. 	LO-1.1	1
	LO-2.1	3
	LO-3.1	5
	LO-4.1	5
	LO-5.1	5
	LO-6.1	5

<ul style="list-style-type: none"> LO-12: Works harmoniously and effectively with colleagues and other professional groups in professional practice. 	LO -1.1	1
	LO -2.1	3
	LO -3.1	3
	LO -4.1	5
	LO -5.1	5
	LO -6.1	5
<ul style="list-style-type: none"> LO-13: Establishes effective communication with individuals and groups, including patients, their families, healthcare professionals, and other professional groups, as well as institutions and organizations, who require a special approach and have diverse socio-cultural characteristics. 	LO -1.1	2
	LO -2.1	4
	LO -3.1	5
	LO -4.1	4
	LO -5.1	5
	LO -6.1	5
<ul style="list-style-type: none"> LO-15: 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 	LO -1.1	5
	LO -2.1	5
	LO -3.1	5
	LO -4.1	5
	LO -5.1	5
	LO -6.1	5
<ul style="list-style-type: none"> LO-20: Manages individual work and learning processes as well as career development effectively. 	LO -1.2	5
	LO -2.2	5
	LO -3.1, LO -3.2.	2 5
	LO -4.1, LO -4.2	2 5
	LO -5.1	5
	LO -5.2	5
	LO -6.1,	1
	LO -6.2	5

Specific Training Module, Vertical Corridor-3: The Scientific Approach INTRODUCTION AND OPERATION

Definition of the Education Program

This education program component, from Phase I to Phase 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*
 - PI-PIII: Research and Scientific Project Training
 - PI-First Contact with Science (Hello to Science)
 - PII-Scientific Thinking
 - PIII-Scientific Project Semester
 - PIV-PVI:
 - PIV- Evidence-Based Science-1
 - PV- Evidence-Based Science-2
 - PVI- 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".

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

- **PI- 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 Semester and Vertical Corridor Coordination Offices.
 - For PI:
 - 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

- **PI- First Contact with Science (Hello to Science):**
 - (4+1 hours) + (3+1 hours)+ 2x(4+1 hours)= 17 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 Coordination Office.
- 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 Semester and Vertical Corridor Coordination Offices. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Semester and Vertical Corridor Coordination Offices.
- 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 Semester Coordination Offices.

Announcement of PI-PVI Vertical Corridor Education Program Schedules

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

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

- PI: Research and Scientific Projects Training
 - PI: 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 Semester Coordination Office, in person and with a signature, during the last week of the final committee.
- All documents received by the Semester Coordination Office will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee.

Operation of Assessment 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.

Conducting Program Evaluation

- Will be operated in collaboration with The Program Evaluation Board (PEB), Vertical Corridor and Semester Coordination Offices, organized and carried out as specified in the relevant section below.

Archiving

- In collaboration with Vertical Corridor and Semester Coordination Offices, and Medical Education Secretariat, the relevant documents will be archived in the "Medical Education Archive Unit" (including portfolios and other documents). Program Evaluation documents will be compiled and archived by the Program Evaluation Board (PEB).

Reading/ Watching Recommendations

- **Phase I:**
 - *Deep Water Dream: A Medical Voyage of Discovery in Rural Northern Ontario*, Gretchen Roedde, Dundurn Press (E-book).
 - *Breaking Ground: My Life in Medicine*, Sullivan, Louis W; Chanoff, David; Young, Andrew, University of Georgia Press (E-book).
 - *Hysteria: the biography*, Scull, Andrew, Oxford University Press (E-book).
 - *William Osler: a life in medicine*, Bliss, Michael, Oxford University Press (E-book).

**SPECIFIC WORKING MODULE,
VERTICAL CORRIDOR-3: THE SCIENTIFIC APPROACH
COORDINATORS**

Coordinator

Prof.Dr. Nuriye Taşdelen Fışgın

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Assistant Coordinators:

Phase I, Phase II: Prof.Dr. Hikmet Koçak

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Phase IV: Prof.Dr. Nuriye Taşdelen Fışgın

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Phase V: Prof.Dr. Berna Tander

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Phase VI: Prof.Dr. Nuriye Taşdelen Fışgın

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LEARNING and TEACHING METHODS

Encompass learning activities in which the student is “directed self-learner”:

- **PI- First Contact with Science (Hello to Science):**
 - 2 theoretical course attendance = participant-audience-listener/reflection
 - 2 field participation = visitor-participant-audience/reflection

LEARNING and TEACHING ENVIRONMENTS

Learning / Teaching Environments

- **PI- First Contact with Science (Hello to Science):** Classrooms, research laboratories and library environments

Addresses and Links

- **Istinye University Vadi Campus, Presentation Halls/Classrooms/Laboratories**

Address: Istinye University Vadi Campus Ayazağa Mah. Azerbaijan Cad. 34396 Sariyer/Istanbul

Phone : 0850 283 60 00

Web: <https://medicine.istinye.edu.tr/tr>

E-mail: tip@istinye.edu.tr

- **Istinye University Topkapı Campus, Presentation Halls/Classrooms/Laboratories**

Address: Maltepe, Istinye University Topkapı Campus, Teyyareci Sami Sk. No.3, 34010 Zeytinburnu/Istanbul

Phone : 0850 283 60 00

Web: <https://medicine.istinye.edu.tr/tr>

E-mail: tip@istinye.edu.tr

ASSESSMENT and EVALUATION

- **Portfolio Assessors are Vertical Corridor-3 Assistant Coordinators for each semester:**

- **Coordinator:** Prof. Dr. Nuriye Taşdelen Fişgin
- **Assistant Coordinators:**
 - PI, PII: Prof. Dr. Hikmet Koçak
 - PIII: Prof. Dr. Simru Tuğrul
 - PIV: Prof. Dr. Nuriye Taşdelen Fişgin
 - PV: Prof. Dr. Berna Tander
 - PVI: Prof. Dr. Nuriye Taşdelen Fişgin

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

- 2 theoretical course attendance, 2 field visit;
 - AE Methods and Tools:
 - 4 Portfolio Self Reflection Forms and 4 Questionnaires will be filled in.
 - 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.
 - "*Scientific Research Course-1*"; 1 Portfolio Reflection Form.
 - "*Orientation Training*"; 1 Portfolio Reflection Form
 - "*Library Visit*"; 1 Portfolio Reflection Form
 - "*Research Laboratory Visit*"; 1 Portfolio Reflection Form
 - AE Standards:
 - "*Passing the class is a pre-requisite*"; "*Attended/Did not attend*".
 - 4 "*Portfolio Self Reflection Forms*" and 4 "*Questionnaire*" filling tasks; "*Task Accomplished/Not Accomplished*."
 - 1 "*Program Evaluation Form*" filling task; "*Task Accomplished/Not Accomplished*."
 - "Will be evaluated by the *Portfolio Assessor* and provided with '*Feedback to the Student*'".
 - "It contributes to the '*End-of-Year Achievement Grade*' (EYAG) with a weight of "*Succesfull/ Unsuccesfull*".

Learning Phase	PHASE	Learning Domains	Teaching Methods	Teaching Environments	Assessment and Evaluation Methods
Pre-clinical	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
Applied Course/Course Block	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 Evaluation 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, ISUH: Istinye University Training and Research Hospitals, PHI: Primary Health Care Institutions, CRC: Competency Report Card, IEF: Intern Evaluation Form.

PROGRAM EVALUATION

- The Program Evaluation Board (PEB) will be conducted in collaboration with Vertical Corridor and Semester Coordination Offices, organized and carried out as specified below.
- Questionnaires will be used for program evaluation of ISU-FM-UGMEP's "*Specific Working Module, Vertical Corridor-3: The Scientific Approach*" component:
- Internal stake-holders
 - Students
 - PI: "Questionnaires" in the "Self Reflection Form"
 - PI: Program Evaluation Questionnaire
 - Coordinators, Academicians
 - End of Committee, End of Applied Lecture/Course Block, End of Semester Surveys.

PROGRAM SCHEDULE

- The details are shown in the calendars within the UGMEP semester course schedules tab on the ISU-FM website.
- **PI- First Contact with Science (Hello to Science):**
 - 2 theoretical course attendance; 2 field visits
 - $(4+1 \text{ hours}) + (3+1 \text{ hours}) + 2 \times (4+1 \text{ hours}) = 17 \text{ hours}$
 - "*Scientific Research Course-1*"; It is shown as a theoretical course in the semester syllabus calendar, in "*Specific Working Module, Vertical Corridor-3: First Contact with Science (Hello to Science)*".
 - "*Orientation Training*"; It is shown as a theoretical course in the semester syllabus calendar, in "*Specific Working Module, Vertical Corridor-3: First Contact with Science (Hello to Science)*".
 - "*Library Visit*"; It is shown as **noted in the semester course schedule calendar, corresponding to independent study hours (ISH**).
 - "*Research Laboratory Visit*" is shown as a *noted in the semester course schedule within the independent study hours (ISH*).
 - Information regarding the list of "*Research Laboratory Visit*" will be announced to students in cooperation with the Vertical Corridor Coordinatorship and the Semester Coordinatorship.

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FACULTY of MEDICINE

Specific Working Module,
Vertical Corridor-3: “The Scientific Approach”
Student Portfolio

SECTION II

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-3: THE SCIENTIFIC APPROACH FIELD- RESEARCH LABORATORY ENVIRONMENT VISIT/ THEORETICAL COURSE PARTICIPATION SELF REFLECTION, QUESTIONNAIRE and EVALUATION FORM		
PI: <i>Research And Scientific Project Training</i>	PI- First Contact with Science (Hello to Science)	<input type="checkbox"/>
Student Name, Surname		
Student Number		
Task Date		
Task Hour		
Field-Environment Visit (Name, Address)		
Activity Participation (Name/Subject/Place)		
Reflection Questions		
<i>(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible form).</i>		
Briefly describe the field-environment visit/ Theoretical course.		
Please write your thoughts on the relevance of the field-environment visit/ Theoretical course to the theme of the semester.		

How does your learning experience from the field visit/ Theoretical course contribute to your professional development/practice?

What kind of behavioral change would you consider to create in relation to the semester theme after the field-environment visit/ Theoretical course?

Self Reflection Questionnaire
(Please fill in the boxes)

After this field visit/ Theoretical course I feel more informed about the semester theme.

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Abstained <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
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After this field visit/ Theoretical course I would like to find out more about the semester theme .

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Abstained <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
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Proof of Participation *(Please indicate below)*

**Representative of the institution visited
Name, Surname (Stamp) and Signature**

Proof of the event attended (attendance list, selfie, identification document, etc.)

(can be submitted as an attachment)																										
Evaluation Criteria																										
Proof of participation		Pre-requisite for evaluation																								
Each reflection question is answered and spelling rules were followed		10																								
Clear, concise explanation of the field-environment visit/ Theoretical course		10																								
Thoughts on the relevance of the field-environment visit/ Theoretical course to the theme of the semester written in a unique, understandable way		15																								
The contribution of what they learned from the field-environment visit/ Theoretical course to their professional development/practice written in a unique, understandable way		20																								
Clear, understandable explanation of the possible behavioral change related to the semester theme following the field-environment visit/ Theoretical course		20																								
Response on the reflection questionnaire		25																								
<table border="1"> <thead> <tr> <th>Evaluation Criteria</th> <th>Criteria Score Range</th> <th>Evaluation of the Assessor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0-10</td> <td></td> </tr> <tr> <td>2</td> <td>0-10</td> <td></td> </tr> <tr> <td>3</td> <td>0-15</td> <td></td> </tr> <tr> <td>4</td> <td>0-20</td> <td></td> </tr> <tr> <td>5</td> <td>0-20</td> <td></td> </tr> <tr> <td>6</td> <td>0-25</td> <td></td> </tr> <tr> <td>Toplam</td> <td>100</td> <td></td> </tr> </tbody> </table>			Evaluation Criteria	Criteria Score Range	Evaluation of the Assessor	1	0-10		2	0-10		3	0-15		4	0-20		5	0-20		6	0-25		Toplam	100	
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Toplam	100																									
Feed back of the Assessor																										
Feed back on the task <i>(for the low rated criteria, in particular)</i>																										
Feedback on student progress <i>(whether development related to the theme has been reflected or not, as a result of the tasks)</i>																										
Student Signature, Date.																										
Portfolio Assessor Name, Surname, Signature, Date.																										

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**SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-3: THE SCIENTIFIC APPROACH
PROGRAM EVALUATION FORM**

PI: <i>Research And Scientific Project Training</i>	PI-First Contact with Science (Hello to Science)	<input type="checkbox"/>
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Student Name, Surname	
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Student Number	
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Task Date	
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Please fill in the boxes

The self-reflection process was useful.

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 benefited from Portfolio Assessor evaluation.

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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Please write down your thoughts about your self-reflection and Portfolio Assessor feedback below.

Evaluation Criteria

Completion of the "Program Evaluation Task".

Student Signature, Date	
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Portfolio Assessor Name, Surname, Signature, Date.	
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*** Questionnaire to be completed at the end of the Academic Year**

