**Prepared by:**

**ISU-FM-UMEP**

**Curriculum Board**

**APB Commission**

**Revision No:**

**2024-v0.**

**ACADEMIC PROGRAMME BOOKLET**

**GRADE II**

**2024 – 2025**

**ISTINYE UNIVERSITY  
FACULTY OF MEDICINE**

*“Think before you speak*

*Read before you think.”*

*Fran Lebowitz*

*“Özlü Söz”*

*Sözün Sahibi*



2024

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# 

# AIM OF THE UNDER GRADUATION MEDICAL EDUCATION PROGRAM (UMEP)

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.

# UNDERGRADUATE MEDICAL EDUCATION PROGRAM PROFICENCIES and COMPETENCIES

|  |  |  |
| --- | --- | --- |
| **İSTİNYE UNIVERSITY FACULTY of MEDICINE (İSU-FM)**  **UNDER GRADUATE MEDICAL EDUCATION PROGRAM (UMEP)**  **PROFICIENCIES and COMPETENCIES DOCUMENT (PCD)** | | |
| **PROFICIENCY**  **DOMAINS** | **PROFICIENCY** | **COMPETENCIES** |
| 1. **Professional Practices** | **1.1. Medical Doctor** | * + 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.     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.     3. Prioritizes the protection and improvement of the health of individuals and society in health service delivery.     4. Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health.     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.     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. |
| 1. **Professional Values and Perspectives** | **2.1. Adopting Professional Ethics and Professional Principles** | * + 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. Evaluates his/her own performance in professional practices, considering his/her professional skills. |
| * 1. **Health Advocate** | * + 1. Advocates for the improvement of health service delivery for the protection and promotion of public health, taking into account the concepts of social security and social obligation.     2. Plans and conducts service delivery, training and counseling processes related to individual and community health in cooperation with all components for the protection and promotion of health.     3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for improving the quality of health services.     4. Values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose. |
| * 1. **Leader** | * + 1. Demonstrates exemplary behavior and leadership within the health care team during health service delivery.     2. Uses resources cost-effectively, for the benefit of society and in accordance with the legislation in the processes of planning, implementing, executing and evaluating health services in the health institution where he / she is a manager. |
| * 1. **Team Member** | * + 1. Establishes positive communication within the team with which he/she provides healthcare services, being aware of the duties and obligations of other healthcare professionals, and shows appropriate behaviors to undertake different team roles when necessary.     2. Works in harmony and effectively with colleagues and other professional groups in professional practice. |
| * 1. **Communicator** | * + 1. Communicates effectively with patients, patients' relatives, healthcare professionals and other professional groups, institutions and organizations, including individuals and groups that require special approach and have different sociocultural characteristics.     2. Demonstrates a patient-centered approach that involves the patient and their relatives in decision-making mechanisms in the processes of prevention, diagnosis, treatment, follow-up and rehabilitation. |
| 1. **Professional and Personal Development** | **3.1. Scientific and Analytical Approach Presenter** | * + 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.     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.     3. Uses information technologies to increase the effectiveness of his/her work on health care, research and education. |
| * 1. **Lifelong Learner** | * + 1. Manages individual work and learning processes as well as career development effectively.     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.     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. |

# 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 İstinye 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 "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 term 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 Term | | | **Spring Term** | | | | |
| *Introduction to Medical Sciences Committee-I* | *Introduction to Medical Sciences Committee-II* | *Introduction to Medical Sciences Committee-III* | *Passive Motion System Committee* | *Active Motion System Committee* | | *Microorganism, Blood-Immune System Committee* | |
| 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 Term | | | **Spring Term** | | | | |
| *Nerve-Sense Committee* | *Circulatory -Respiratory Committee* | *Metabolism- Digestive Committee* | *Urogenital-Endocrine Committee* | | *Biological Agents-Defense-Inflammation Committee* | | *Stages of Life-I Committee* |
| Grade III: The fundamentals of etiology, physiopathology, genetic basis, clinical features, laboratory diagnosis and treatment methods of diseases are explained. | | | | | | | |
| Fall Term | | | **Spring Term** | | | | |
| *Introduction to Pathological Sciences and Stages of Life – II Committee* | *Blood, Immune System and Tumor Committee* | *Circulatory and Respiratory System Committee* | *Nerve-Sense and Locomotor System Committee* | | *Gastrointestinal System and Metabolism Committee* | | *Urogenital and Endocrine System Committee* |

# EDUCATION COORDINATORSHIP

## CHIEF COORDINATOR



## GRADE II COORDINATORSHIP

|  |  |  |  |
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## ELECTIVE COURSES BOARD

|  |  |  |
| --- | --- | --- |
| Duty | Name, Surname | Contact Information |
| Chair | Prof. Hikmet Koçak | [hikmet.kocak@istinye.edu.tr](mailto:hikmet.kocak@istinye.edu.tr) |
| Vice Chair | Asst. Prof. Ayşe Köylü | ayse.koylu@istinye.edu.tr |

## LABORATORY BOARD

|  |  |  |  |
| --- | --- | --- | --- |
| **Duty** | | **Name, Surname** | **Contact Information** |
| **Chairman** | Prof. Hikmet Koçak | | hikmet.kocak@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Prof. Tolga Simru Tuğrul | | ttugrul@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Prof. Yeşim Saliha GÜRBÜZ | | yesim.gurbuz@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Prof. Fevziye Figen KAYMAZ | | figen.kaymaz@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Asst. Prof. Caner GEYİK | | caner.geyik@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Asst. Prof. İsmet DEMİRTAŞ | | idemirtas@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Asst. Prof. Siğnem EYÜBOĞLU | | signem.eyuboglu@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Asst. Prof. Öncü AKGÜL | | oncu.akgul@istinye.edu.tr |
| **Multidisciplinary Laboratory Subcommittee Member** | Asst. Prof. Öykü GEYİK | | oyku.geyik@istinye.edu.tr |
| **Clinical Skills Subcommittee Member** | Prof. Nuriye TAŞDELEN FIŞGIN | | nuriye.fisgin@istinye.edu.tr |
| **Clinical Skills Subcommittee Member** | Asst. Prof. Denizhan KARIŞ | | denizhan.karis@istinye.edu.tr |
| **Clinical Skills Subcommittee Member** | Asst. Prof. Ayhan MEHMETOĞLU | | ayhan.mehmetoglu@istinye.edu.tr |
| **Clinical Skills Subcommittee Member** | Asst. Prof. Umut ESEN | | umut.esen@istinye.edu.tr |
|  |  |  |  |

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# EDUCATION MANAGEMENT SYSTEM

In İstinye Faculty of Medicine two education management system is used.

1. **OIS (Student Information Management System):** The information related with İstinye University students is managed through the online OIS software. After registration, İstinye University students can enter OIS using the username and password provided by the student affairs. Only authorized academic members and staff can use OIS to view and update student records. The system is connected with university’s other information systems and online education tools and provides the necessary information to these software.

Students can log into the OIS by using their username (student number) and passwords and carry out the following transactions:

* view/update personal information
* choose courses for each term
* add/drop courses
* view the information of OIS advisor
* send message to the OIS advisor
* view grades within the period
* view transcript online
* view information of curriculum
* view course schedule (except MED201 Basic and Clinical Integrated Course)
* view exam programme (except MED201 Basic and Clinical Integrated Course)

1. **MEDU-EMS (Medical Education Management System):** The MED201 Basic and Clinical Integrated Course is managed through the online MEDU-EMS software. Students of İstinye University Faculty of Medicine can enter MEDU-EMS using their OIS usernames and passwords. The system is connected with the OIS and student information is retrieved from the OIS.

The programme updates, attendance for theoretical lectures and practical lessons, feedback surveys and web-based theoretical exams are managed through the MEDU-EMS.

Students can log into the MEDU-EMS by using their username (student number) and passwords and carry out the following transactions:

* view/update personal information
* view information of academic advisor
* view learning objectives of the course, committee and lectures
* view current course schedule
* view announcements regarding committee courses
* enter attendance code and view attendance statistics
* download lecture notes
* view and participate end of committee surveys
* enter web based theoretical exams

# GRADE II ACADEMIC CALENDAR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FALL TERM** | **MED201 BASIC and CLINICAL INTEGRATED COURSE** | | | |
| **Committee Name** | **Nerve-Sense** | **Circulatory -Respiration** | **Metabolism-Digestive** |
| **Committee Duration** | 7 weeks | 6 weeks | 5 weeks |
| **Beginning of Committee** | September 23, 2024 | November 11, 2024 | December 23, 2024 |
| **End of Committee** | November 8, 2024 | December 20, 2024 | January 24, 2025 |
| **End of Committee Exam** | November 7-8, 2024 | December 19-20, 2024 | January 23-24, 2025 |
| **Student Presentations** | November 4, 2024 | December 12, 2024 | January 20, 2025 |
| **End of Committee Evaluation Meeting** | November 4, 2024 | December 12, 2024 | January 20, 2025 |
| **Fall Term Final Exam Week: February 3-7, 2025** | | | |
| **UNIVERSITY ELECTIVE COURSES/MANIFEST OF ISTINYE** | | | |
| **Course Selection Week** | September 30- October 4, 2024 | | |
| **Initiation of the Courses** | October 7, 2024 | | |
| **Add/Drop Week** | October 7-11, 2024 | | |
| **Midterm Exam Week** | November 23-December 1, 2024 | | |
| **End of Courses** | January 17, 2025 | | |
| **Final Exam Week** | January 20-29, 2025 | | |
| **Re-sit Exam Week** | February 10-16, 2025 | | |
| **TERM BREAK: February 10- 21, 2025** | | | | |
| **SPRING TERM** | **MED201 BASIC and CLINICAL INTEGRATED COURSE** | | | |
| **Committee Name** | **Urogenital-Endocrine** | **Biological Agents-Defense-Inflammation** | **Stages of Life-I** |
| **Committee Duration** | 5 weeks | 6 weeks | 5 weeks |
| **Beginning of Committee** | February 24, 2025 | April 2, 2025 | May 12, 2025 |
| **End of Committee** | March 28, 2025 | May 9, 2025 | June 13, 2025 |
| **End of Committee Exam** | March 27-28, 2025 | May 8-9, 2025 | June 12-13, 2025 |
| **Student Presentations** | March 24 2025 | May 5, 2025 | June 9, 2025 |
| **End of Committee Evaluation Meeting** | March 24, 2024 | May 5, 2025 | June 9, 2025 |
| **Clinical Skills Make-up Week:** June 16-20, 2025 | | | |
| **Spring Term Final Exam Week:** June 30-July 4, 2025 | | | |
| **Objective Structured Skills Exam Week:** June 30-July 4, 2025 | | | |
| **Re-sit Exam Week:** July 21-25, 2025 | | | |
| **DEPARTMENT/PROGRAMME ELECTIVE COURSES** | | | |
| **Course Selection Week** | February 10-24, 2025 | | |
| **Initiation of the Courses** | February 17, 2025 | | |
| **Add/Drop Week** | February 17-21, 2025 | | |
| **Midterm Exam Week** | April 5-13, 2025 | | |
| **End of Courses** | June 4, 2025 | | |
| **Final Exam Week** | June 11-20, 2025 | | |
| **Re-sit Exam Week** | July 7-11, 2025 | | |

# GRADE II COURSE PLAN

Grade II includes committee courses and department/program elective courses given within the scope of the Basic and Clinical Integrated course coded MED201.

Students must take a total of 62 ECTS courses throughout the year. The total ECTS value of Basic and Clinical Integrated courses in Term II is 50. Students complete 62 ECTS by taking a total of 10 ECTS worth of elective courses and 1 ECTS worth of Manifest of İstinye 3 and 4 courses throughout the year.

The syllabus of department/program elective courses is published on the website of İstinye University Faculty of Medicine (See https://ois.istinye.edu.tr/auth/login).

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **MED201 BASIC AND CLINICAL INTEGRATED COURSE** | | | | | | | | |
| **Course Code** | | | **Committee Name** | **Week** | **Theoretical (hour)** | **Practical (hour)** | | **Independent Study (hours)** | **Total**  **(hours)\*** | **ECTS** |
| **LAB** | **CS** |
| **MED201** | | | Nerve-Sense | 7 | 93 | 26 | - | 124 | 243 | 50 |
| Circulatory -Respiratory | 6 | 68 | 20 | - | 127 | 215 |
| Metabolism-Digestive | 5 | 90 | 18 | - | 59 | 167 |
| Urogenital-Endocrine | 5 | 74 | 16 | 16 | 58 | 164 |
| Biological Agents-Defense-Inflammation | 6 | 63 | 4 | 8 | 86 | 161 |
| Stages of Life-I | 5 | 55 | 2 | 8 | 89 | 154 |
|  | | | Total (hours) | 34 | 443 | 86 | 32 | 543 | 1104 |  |
|  |  | **UNIVERSITY ELECTIVE COURSES** | | | | | | | | |
| **Course Code** | | | **Course Name** | **Week** | **Theorical (hour)** | **Practical (hour)** | |  |  | **ECTS** |
| **UNIXXX** | | | University Elective (Fall Term) | 14 | 28 | - | |  |  | 5 |
| **UNIXXX** | | | University Elective (Spring Term) | 14 | 28 | - | |  |  | 5 |
|  |  | **MANIFEST OF ISTINYE** | | | | | | | | |
| **Course Code** | | | **Course Name** | **Week** | **Theorical (hour)** | **Practical (hour)** | |  |  | **ECTS** |
| **SEG003** | | | Manifest of İstinye 3 | 14 | 28 | - | |  |  | 1 |
| **SEG004** | | | Manifest of İstinye 4 | 14 | 28 | - | |  |  | 1 |
| **Total ECTS** | | | | | | | |  |  | **62** |
|  |  | ECTS: European Credit Transfer System, LAB: Laboratory Practice, CS: Clinical Skills  \* Exam duration is not included in the theoretical and practical hours | | | | | | | | |

# AIM of the GRADE II MED201 BASIC AND CLINICAL INTEGRATED COURSE

|  |
| --- |
| In Grade II education programme, the students will: |
| * Explain the normal structures and functions of anatomy, histology and embryology, physiology, biophysics, biochemistry at the system and multi-system level in relation to the clinic, |
| * Explain the changes in different stages of life by integrating them with Gynecology and Obstetrics and Child Health and Diseases courses, |
| * Emphasize the importance of the place and usage areas of biostatistics in medicine, |
| * Provide preparation information for the clinical period by microbiology and immunology, pathology and pharmacology, acquire medical knowledge skills. |

# GRADE II MED201 BASIC AND CLINICAL INTEGRATED COURSE

# LEARNING OUTCOMES

|  |  |
| --- | --- |
|  | LEARNING OUTCOMES |
| KNOWLEDGE | Explains the normal structure and functions of the systems that make up the organism, |
| Recognizes general clinical situations encountered at the system and multisystem level, |
| Explains disease factors and cellular responses to these factors, |
| Explains the structure and function of the organs of the immune system and relate them to clinical situations, |
| SKILL | Explains the basic concepts of pharmacodynamics and pharmacokinetics, |
| Explain the place of pathology in medical sciences, its application areas, findings, and usage of diseases with correct terminology |
| Can relate changes in different stages of life to clinical situations, |
| Can use biostatistics methods in their studies, |
| ATTITUDE | Reinforce the learned in theoretical lessons with laboratory applications, |
| Apply the professional skills that will form the basis of health service delivery |
| Research and present a medical/paramedical issue in public |
| Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials. |

# STUDENT PRESENTATIONS

Students make one presentation per academic year. Before the committee, the number of presentation topics determined according to the distribution of course hours are requested from the faculty members teaching in the committee. In the committee introduction course, the students who will make presentation in that committee and the presentation topics they will present are determined by lot method and announced to the students.

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

Student presentations are evaluated by at least two jury members using the "Personal Performance Evaluation Form" and the student's presentation grade is formed by averaging the grades given by the jury members. The contribution of the student presentation grade to the year-end 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.

metin, ekran görüntüsü, yazılım, bilgisayar simgesi içeren bir resim

Açıklama otomatik olarak oluşturuldu

# CLINICAL SKILLS PRACTICES

## AIM AND LEARNING OBJECTIVES

**Aim:**

The purpose of clinical skills practices is to provide students with basic medical skills and attitudes in the pre-clinical period.

**Learning Objectives:**

With professional and clinical skills applications students are aimed to gain,

* Learning the basic professional skills required by the medical profession with defined checklists,
* Gaining experience and dexterity on models and mannequins in the pre-intervention period to the patient, minimizing medical errors that may occur during the intervention to the patient,
* Gaining professional skills in clinical skills applications (intramuscular, intravenous, subcutaneous, intradermal injections; vascular access, blood pressure measurement and Rinne-Weber-Schwachbach tests),
* Ensuring that the basic devices (sphygmomanometer) used in medical practices are used with the correct steps,
* It is aimed to develop the ability to comprehend the importance of lifelong and self-directed learning.

## CONTENT, IMPLEMENTATION PLAN and EVALUATION

Clinical skills applications are carried out in the "Medical Skills and Simulation Laboratory". Students perform invasive and non-invasive procedures on mannequin and simulated patients, take medical history and perform physical examination. Skill applications to be performed during the academic year are included in the "Clinical Skill Application Guide" published on the website or communicated by the term coordinatorships. The schedule of vocational and clinical skills practices is announced in the course program.

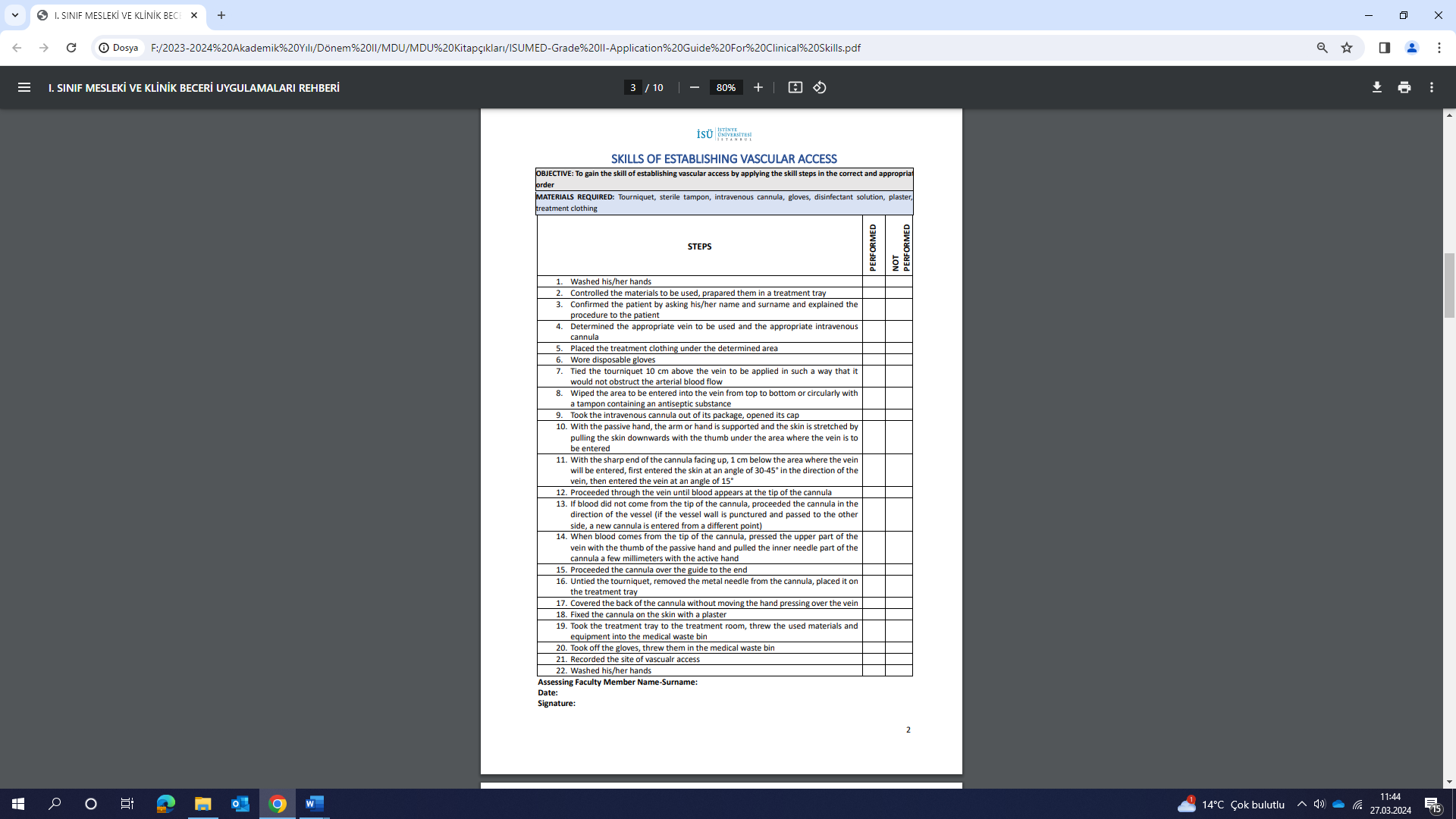
Students' performance in professional and clinical skills applications is recorded on their skills report cards. Students are required to achieve proficiency in all defined skills throughout the academic year. At the end of the year or term, students are given the opportunity to complete their deficiencies by organizing a make-up week for professional and clinical skills practices at the date interval specified in the academic calendar. There is an 80% attendance requirement for professional and clinical skills practices. Students whose attendance is less than 80% during the scheduled training period cannot enter the make-up program and cannot complete their deficiencies in the report card. Students who are not absent but have incomplete skill report cards are obliged to complete their report cards in the make-up program.

In professional and clinical skills practices, students' performance is evaluated by the "Objective Structured Clinical Examination" (OSCE) at the end of the term. The effect of OSCE on the year-end grade is 10%. Students who fail to meet the attendance requirement or report card qualification cannot take the OSCE.

**Grade II Clinical Skills (CS)- Implementation Plan**

|  |  |  |
| --- | --- | --- |
| **GRADE II** | **CS** | **Committee** |
| Intravenous Access Skills | Urogenital-Endocrine |
| Intravenous Injection Skills | Urogenital-Endocrine |
| Intramuscular Injection Skills | Biological Agents-Defense-Inflammation |
| Subcutaneous Injection Skills | Biological Agents-Defense-Inflammation |
| Intradermal Injection Skills | Biological Agents-Defense-Inflammation |
| Blood Pressure Measurement Skills | Stages of Life-I |
| Skills of Performing Rinne-Weber and Schwabach Tests | Stages of Life-I |

A sample of the "Clinical Skills Practices Evaluation Form" is given below.



# PROBLEM BASED LEARNING

Problem Based Learning (PBL) is a teaching method that uses problems as a starting point and is based on the principles of co-operative learning with small groups.

## AIM

The aim of PBL is to provide students with an integrated knowledge of basic and clinical medical sciences in the context of problems related to clinical cases, to develop students' problem solving skills and to teach students to learn.

## LEARNING OUTCOMES

|  |  |
| --- | --- |
|  | LEARNING OUTCOMES |
| KNOWLEDGE | * Lists the possible hypotheses about the cause of the problem * Defines the associated physiopathological processes * Asks the right questions to obtain information for problem solving |
| SKILLS | * Develops problem solving skills * Develops communication skills |
| ATTITUDE | * Demonstrates harmonious behaviour with the group |

## IMPLEMENTATION

PBL sessions are carried out in 2 sessions with the participation of 15-20 students and a guiding lecturer. All students attend both sessions simultaneously. The task of the instructor is not to reach for the solution, but to guide the students' reasoning and learning processes for the solution of the problem, to ensure the active participation of all students in the learning process by observing the group dynamics.

In PBL sessions, problems are presented to students as real clinical situations and structured scenarios. The selection of PBL scenarios is made up of common and/or important health problems in the society.

The process of PBL sessions is summarised below.

1st Session:

* Understanding of the problem
* Sharing, discussing and using the acquired knowledge to solve the problem

Analysing the problem and identifying learning needs for its solution

2nd Session:

* Sharing, discussing and using new information for problem solving
* Solution of the problem
* Discussion of the social, behavioural and ethical dimensions of the problem

# SPECIFIC TRAINING MODULE

# VERTICAL CORRIDOR-1: MY JOURNEY IN ISTINYE MEDICINE

This curriculum component consists of the following sub-components and themes, learning methods and learning environments as a specific study module ("specific study module") from Grade I to Grade VI, in the form of a vertical corridor, covering the fall and spring term;

Vertical Corridor component and its sub-components and themes,

* Specific Study Module, Vertical Corridor-1: My Journey in İstinye Medicine
  + Grade I-Grade III: Early Clinical Contact
    - Grade I- Community Engagement
    - Grade II- Engagement with Preventive Medicine
    - Grade III- Engagement with Clinical Environments-1
  + Grade IV-Grade VI: Contact with Clinical Medicine
    - Grade IV- Engagement with Clinical Environments-2
    - Grade V- Medical Experiences
    - Grade VI- 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.) encompass learning activities.

and learning activities in which the student is a "directed self-learner".

## OBJECTIVE

|  |
| --- |
| **Specific Study Module, Vertical Corridor-1: My Journey as a Physician in Istinye Medicine**  **OBJECTIVE** |
| Grade I-Grade VI: 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. **Grade I-Community Engagement:** Creating awareness about the contribution and importance of healthcare services to the community. |
| 1. **Grade II-** **Engagement with Preventive Medicine:** Raising awareness about the importance of collaboration with healthy individuals and the community, preventive healthcare services, and professional organizations. |
| 1. **Grade III-** **Engagement with Clinical Environments-1:** Familiarizing with clinical environments (outpatient and inpatient clinics, emergency units). |
| 1. **Grade IV-** **Engagement with Clinical Environments-2:** To increase engagement with specific units that support the overall clinical settings (clinical laboratories, disinfection-sterilization unit, blood center, pharmacy) |
| 1. **Grade V-Medical Experiences:** 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. |
| 1. **Grade VI-** **Compulsory Service Pre-training:** 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 Istinye Medicine**  **LEARNING OUTCOMES** |
| 1. **Grade I-Community Engagement:**     1. Is aware of the contribution and significance of healthcare services to the community. Can interview health workers and reflect on these issues.    2. Can identify own learning needs. |
| 1. **Grade II-** **Engagement with Preventive Medicine:**     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. Can identify own learning needs. |
| 1. **Grade III-** **Engagement with Clinical Environments-1:**     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.    2. Can identify own learning needs. |
| 1. **Grade IV-** **Engagement with Clinical Environments-2:**     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.    2. Can identify own learning needs. |
| 1. **Grade V-Medical Experiences:**     1. Recognizes the significance of physician experience in healthcare service delivery.    2. Can identify own learning needs. |
| 1. **Grade VI-** **Compulsory Service Pre-training:**     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.    2. Can identify own learning needs. |

## IMPLEMENTATION

**Pre-training, Prerequisites, and Readiness Level**

* **Grade II-Contact with Preventive Medicine:**
* He/She will have completed his Grade I training.
* During field trips, the student has the status of "visitor/observer".

**The Duration of Education Program**

* **Grade II-Engagement with Clinical Enviroments-1:** 
  + (4+1 hours) + (2+1 hours) =8 hours Student Workload
  + 1 field visits, 1 seminar (2 hours); AE and PA activity durations.
    - "*Primary Healthcare Service Settings, Kızılay Blood Center*"
    - "*Professional Organizations Seminar*"

**Organization of Field and Clinical Environment Visits**

* Vertical Corridor Coordination will be carried out by the Dean's Office in co-operation with the Grade Coordination Office and, where necessary, the "Educational Cooperation Commission for External Educational Institutions" (and Liv Institutional Communication).
* The Vertical Corridor Coordinatorship/Grade Coordinatorship will announce the names, addresses, introductory information and, if deemed necessary, the conditions and times of the visits regarding the field and clinical environment visits.
* No special arrangements will be made for transport; individual or existing shuttles will be used.
* In field and clinical environment visits within the framework of Vertical Corridor activities, the student has the status of "visitor/observer".

**Seminar, Lecture, Classroom Organizations**

* Will be carried out in collaboration with the Vertical Corridor and Grade Coordination Offices.

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**Organization of Student Groups to Receive Training**

* Will be organized by the Grade and Vertical Corridor Coordination Offices. It will be matched with the list of Portfolio Assessors.
* Will be announced by the Grade and Vertical Corridor Coordination Offices.
* During the first three terms 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.

**Organization of Compulsory Pre-trainings and Pre-requisites**

* Will be arranged in collaboration between the Vertical Corridor and Term Coordination Offices.

**Announcement of Grade I-Grade VI Vertical Corridor Education Program Schedules**

* It will be done in cooperation with the Vertical Corridor Coordinatorship and Grade Coordinatorship.

**Attendance Requirement**

* For activities other than those where attendance is compulsory, the conditions in the relevant training directive apply in terms of attendance obligation.

**Maximum Time Span in Timed Document Management**

* + For Grade II;
    - Grade II: 1 field visits, 1 seminar; 1 Portfolio Field-Environment Visit/Event Participation Reflection Forms will be filled out. 1 Portfolio Interim Self-Assessment Form will be filled out.
    - After the completion of the activities during the term, students submit the portfolio forms they have completed in that term to the evaluator within 20 days, in writing / by hand, in return for signature.
    - The evaluator completes the evaluation within 20 days by using the "Student List-Delivery Signature Record" and "Evaluation Result List".
    - After the evaluator has collected the forms from all students and completed the assessment submits:
      * *"Student List-Delivery Signature Record"*,
      * *"Evaluation Result List"*
      * “*Student Portfolio Forms*”

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

* + - All documents received by the Grade Coordinatorship are delivered to the Medical Education Secretariat on the last day of the last committee for archiving.

**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 Grade Coordination Offices.
* Student portfolios will be sent to the student in **one copy** and portfolio forms in **two copies**. **Both copies of the portfolio forms will be filled in and signed by the student.** One copy will be delivered to the *"Evaluating Faculty Member"*, the other will be kept by the student.

# ASSESSMENT AND EVALUATION

The assessment and evaluation procedures applied in ISU-FM-UMEP Grade I- Grade VI are summarized in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education**  **Phase** | **Grade** | **Learning Domains** | **Teaching Methods** | **Teaching Environments** | **Assessment and Evaluation Methods** |
| **Pre-clinical** | **1** | **Knowledge** | TL, IL, VC2-MD-SM, VC3-TL-FV- IDS | CL-MCC- 222, Field | MCE, OEQ, FB, PE, PF |
| **Skill** | HT, IL | SL: 214 | OSCE |
| **Attitude** | SP, VC1-FV-AP-IL, VC2-MD-SM, IL | CL-MCC- 222, Field | PPE, PF |
| **Sub-competency** | All | MCC | All |
| **2** | **Knowledge** | TL, VC-1-FV-SM, VC2-MD-SM, VC3-TL-FV, IL, PBL | CL-MCC- 111 | MCE, OEQ, FB, PE, PF |
| **Skill** | HT, IL, PBL | SL:214 | OSCE |
| **Attitude** | SP, IL, VC1-FV-SM, VC2-MD-SM, IL, PBL | CL-MCC- 111 Field | PPE, PF |
| **Sub-competency** | All | MCC | All |
| **3** | **Knowledge** | TL, IL, ISS, VC1-TL-FV, PBL | CL-MCC- 216 | MCE, OEQ, FB, PE, PF |
| **Skill** | HT, IL, PBL | SL:213 | OSCE |
| **Attitude** | SP, IL, VC1-TL-FV, PBL | CL-MCC- 216 Field | PPE, MCE, OEQ, FB, PF |
| **Sub-competency** | All | MCC | All |
| **Applied Course/Course Block** | **4** | **Knowledge** | TL, CD, HT, PF, IL | ISUH | MCE, OSVE, VE, SA |
| **Skill** | HT, IL | ISUH | PAAW, SA |
| **Attitude** | HT, IS, VC1-FV-IL | ISUH | PAAW, SA, PF |
| **Sub-competency** | All | ISUH | All |
| **5** | **Knowledge** | TL, CD, HT, PF, IL, VC1-SM-M- IL | ISUH | MCE, OSVE, VE, SA,  T |
| **Skill** | HT, IL | ISUH | PAAW, SA |
| **Attitude** | HT, IL, VC1-SM-M-IL | ISUH | PAAW, SA, PF, T |
| **Sub-competency** | All | ISUH | All |
| **Internship** | **6** | **Competencies/**  **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, IDS- Interactive Discussion Session, CD: Interactive Case Discussion, HT: Hands-On Training at the Bedside/Clinical Environment, IL: Independent Learning, 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, PBL: Problem Based Learning, 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, İSUH: İstinye University Training and Research Hospitals, PHI: Primary Health Care Institutions, CRC: Competency Report Card, IEF: Intern Evaluation Form.** | | | | | | |

The exams applied within the scope of assessment and evaluation procedures in Grade II 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, "Fall Term Final Exam" at the end of the fall term, "Spring Term Final Exam" and "Objective Structured Skills Exam" at the end of the spring term. Students also make one student presentation throughout the year and participate in activities and site visits determined within the scope of Vertical Corridor-1. Student presentations are evaluated by a jury consisting of at least two people 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 he/she participates in, and the relevant forms are evaluated and graded by the evaluator faculty member (See Specific Study Module, Vertical Corridor-1: My Journey as a Physician in İstinye Medicine).

In case students cannot take the exams, a Excuse exam (EE) is organized according to the conditions specified in the "Istinye University Make-Up Examination Application Principles" (see <https://www.istinye.edu.tr/tr/universite/yonetmelik-ve-yonergeler>). 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 (e.g. open-ended question, gap filling, etc.). The contribution of the make-up exam to the "Final Year Success Grade" is the same as the effect rate of the exam it replaces. There is no right to make-up exams for make-up exams.

The grades obtained from the exams and assessments taken during the term 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 Committee Success Grade (CCSG)** | It is the average of all CEGs consisting of theoretical and structured practical examinations conducted during the academic year. | 0-100 |
| Fall Term Final Exam | **Fall Term 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 Term Final Exam | **Spring Term Final 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 recognized 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 |
| Feedback and Quiz | **Problem Based Learning Grade (PBLG)** | The feedback received from the evaluator about the student is graded as 2.25%, and the contribution of the quiz before the Session II is graded as 0.75%\*. | 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)** | |  |  | | --- | --- | | Grade | Effect on EYSG | | CCSG | **40%** | | OSCE | **10%** | | SPG | **5%** | | PBLG | **3%** | | VC1PFG | **2%** | | FG/RSEG | **40%** | | Total | **100%** | | 0-100 |
|  | **Term Pass Threshold Grade (SPTG)** | Determined according to EYSG;   * Successful ≥ 60 * Failed < 60. | 0-100 |
| \*Assessment and Evaluation Board Meeting Report, No. 11 dated 07.05.2024 | | | |

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 period, 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 Final Exam" (end of the first term) and "Spring Final Exam" (end of the second term), or who have taken the exam, but whose "Final Year Achievement Grade" of the Grade I, II and III Basic and Clinical Integrated Course is below sixty points, take the "Make-up Exam" at least fifteen days after the "Spring Final Exam".

Relative evaluation is not applied in the evaluation of the cumulative class pass grade ("End of Year Grade") of the "Basic and Clinical Integrated Courses" consisting of the specified exam and other measurement and evaluation methods. However, in certain exams (e.g. "Committee Exam", "Final Exam", "Make-up Exam") where 50% of the students taking the exam score below 60 points, relative evaluation may be applied. 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 grade 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 grade range of the course (0-100), "Success Grade" 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 II are announced and explained at the introductory meetings held at the beginning of the academic year and the committee.

The exams, evaluations and success scores of the elective courses and YÖK common compulsory courses in the curriculum of Istinye Medical Faculty Pre-Graduation Medical Education Programme "Pre-Clinical Education-Training Phase" are regulated within the framework of "Istinye University Associate and Undergraduate Education and Training Regulations" (See https://medicine.istinye.edu.tr/en/directives-and-working-principles).

The exams of the Higher Education Council common compulsory courses determined by law are held under the coordination of the Rectorate within the date interval specified 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.

For all web-based exams in our faculty, a maximum of 15 minutes will be added to each exam, depending on the number of questions in the exam, taking into account any technical problems that may arise.

**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 staff.

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

An introductory course is held at the beginning of each course committee, under the direction of the grade coordinator or vice coordinator. The date and time of the committee introduction course are included in the course schedule.

Purpose of Committee Introduction:

* + To explain basic information about the Committee,
  + Notification of education-learning methods,
  + Explanation of assessment-evaluation procedures,
  + Determination of 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-training 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 term, 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-EMS at the end of each committee. Student feedbacks are added to the end-of-committee report and submitted to the "Coordinators Board".

# NERVE-SENSE COMMITTEE

## AIM OF THE COMMITTEE

The aim is to give information about the embryological development, structure and function of the tissues and organs that make up the nervous and sensory system with integration.

## COMMITTEE LEARNING OUTCOMES and ASSESSMENT & EVALUATION METHOD

|  |  |  |
| --- | --- | --- |
|  | LEARNING OUTCOMES | ASSESMENT & EVALUATION METHOD |
| KNOWLEDGE | Explain the features and parts of the central nervous system, explain the abstract concepts produced by the brain and the brain computer analogy | MCE, OEQ\*, FB\*, PE |
| Associate the structure and function disorders of the nervous system with clinical | MCE, OEQ\*, FB\*, PE |
| Explain the anatomy of the spinal cord, the course and functions of the descending and ascending pathways | MCE, OEQ\*, FB\*, PE |
| Explain the brain stem and parts of the brain and the structure of the formatio reticularis | MCE, OEQ\*, FB\*, PE |
| Describe the limbic system, ventricular system, layers of the meninges, dural sinuses and cerebral vessels | MCE, OEQ\*, FB\*, PE |
| Explain the structure and function of the autonomic nervous system | MCE, OEQ\*, FB\*, PE |
| Describe eye and ear anatomy, histology and embryology | MCE, OEQ\*, FB\*, PE |
| Explain the components and development of nervous tissue | MCE, OEQ\*, FB\*, PE |
| Define the microscopic structures and development of the organs of the central nervous system | MCE, OEQ\*, FB\*, PE |
| Describe the microscopic structures and development of the peripheral nervous system | MCE, OEQ\*, FB\*, PE |
| Describe the microscopic features of the skin and its appendages, describe the embryological development of the skin | MCE, OEQ\*, FB\*, PE |
| Explain the basic functions of synapses, neuron circuits in information processing, the importance of neurotransmitters in interneuron communication and the types of neurotransmitters | MCE, OEQ\*, FB\*, PE |
| Explain the sensory function of the muscle spindle and golgi tendon organ in the motor functions of the spinal cord and its connection with the motor function | MCE, OEQ\*, FB\*, PE |
| Explain the effects of the limbic system and hypothalamus, which are the motivating systems of the brain, on behavior | MCE, OEQ\*, FB\*, PE |
| List the functions and memory types of the primary, secondary and specialized areas of the cerebral cortex, | MCE, OEQ\*, FB\*, PE |
| Explain the optics of the sense of sight, the receptor and neural function of the retina in the sense of sight, the central pathways of the sense of sight and the functions of these pathways, the importance of special areas related to vision such as color vision, depth perception, and motion perception in the brain | MCE, OEQ\*, FB\*, PE |
| Explain the functional structure of the ear for the sense of hearing and the transmission of sound from the ear to the central nervous system, the transmission of taste and smell from the receptor level to the relevant areas in the central nervous system | MCE, OEQ\*, FB\*, PE |
| Describe the optical properties of the visual system with biophysical principles | MCE, OEQ\*, FB\*, PE |
| Explain the biophysical properties of sound and hearing biophysics | MCE, OEQ\*, FB\*, PE |
| SKILL | To apply the basics of electroencephalography and simple recording techniques, methods used in the determination of visual acuity and color blindness, monosynaptic reflex tests | MCE |
| Apply basic hearing tests using tuning fork | MCE |
| Show and entitle the structures of the nervous system on cadavers and models with anatomy laboratory studies | MCE, OEQ\*, FB\*, PE |
| ATTITUDE | Research and present a medical/paramedical issue in public | PPE |
| In anatomy laboratory studies, they can work as a team member and improve their communication skills | PE |
| By actively participating in scientific projects and social responsibility projects, they can gain awareness of taking responsibility, teamwork and social benefit | PPE |
| MCE: Multiple Choice Exam, OEQ: Open ended questions, FB: Fill blank, PE: Practical Exam, PPE: Personal Performance Evaluation \*Prepared in Make-up Exams | | |

## COURSE DISTRIBUTION TABLE

**Committee Duration:** 7 Weeks

**Committee Start and End Dates:** September 23, 2024 - November 8, 2024

|  |  |  |  |
| --- | --- | --- | --- |
| Department/Course | Theoretical | Practice | Total |
| Anatomy | 45 | 14 | 59 |
| Biophysics | 2 | - | 2 |
| Histology and Embryology | 16 | 4 | 20 |
| Physiology | 30 | 8 | 38 |
| Committee Presentation | 1 | - | 1 |
| Committee Evaluation | 1 | - | 1 |
| Student Presentations | 6 | - | 6 |
| Total Course Hours | 101 | 26 | 127 |
| Independent Study Hours |  |  | 124 |

## FACULTY MEMBERS

|  |  |
| --- | --- |
| Department | Faculty Members |
| Anatomy | Prof Mustafa Ayberk Kurt, Asst Prof Ahmet Taha Demirbaş |
| Biophysics | Asst Prof Esma Nur Okatan |
| Histology and Embryology | Prof Fevziye Figen Kaymaz, Asst Prof Hakan Darıca |
| Physiology | Asst Prof İlknur Dursun, Asst Prof Signem Eyüboğlu |

## EVALUATION MATRIX

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee Learning Outcomes** | **Department** | **CE** | | **FFE** | | **RSE** | | |
| **MCE**  **(Question number)** | **PE**  **(Point)** | **MCE**  **(Question number)** | **PE**  **(Point)** | **MCE**  **(Question number)** | **PE**  **(Question number)** | |
| Explain the features and parts of the central nervous system, explain the abstract concepts produced by the brain and the brain computer analogy | Anatomy | 2 |  |  |  | 18 |  | |
| Histology&Emb | 3 |  |  |  |  | |
| Physiology | 1 |  |  |  |  | |
| Associate the structure and function disorders of the nervous system with clinical | Physiology | 5 |  | 2 |  |  | |
| Explain the anatomy of the spinal cord, the course and functions of the descending and ascending pathways | Anatomy | 17 |  | 4 |  |  | |
| Explain the brain stem and parts of the brain and the structure of the formatio reticularis | Anatomy | 6 |  | 3 |  |  | |
| Describe the limbic system, ventricular system, layers of the meninges, dural sinuses and cerebral vessels | Anatomy | 2 |  | 2 |  |  | |
| Explain the structure and function of the autonomic nervous system | Anatomy | 2 |  |  |  |  | |
| Physiology | 4 |  | 1 |  |  | |
| Describe eye and ear anatomy, histology and embryology | Histology&Emb | 6 |  | 1 |  |  | |
| Anatomy | 1 |  | 2 |  |  | |
| Explain the components and development of nervous tissue | Histology&Emb | 2 |  | 1 | 1 | 1 | |
| Define the microscopic structures and development of the organs of the central nervous system | Histology&Emb | 1 | 1 | 1 |
| Describe the microscopic structures and development of the peripheral nervous system | Histology&Emb | 2 | 1 | 1 |
| Describe the microscopic features of the skin and its appendages, describe the embryological development of the skin | Histology&Emb | 2 | 2 | 1 |
| Explain the basic functions of synapses, neuron circuits in information processing, the importance of neurotransmitters in interneuron communication and the types of neurotransmitters | Physiology | 8 | 2 |  |  | 2 | |
| Explain the sensory function of the muscle spindle and golgi tendon organ in the motor functions of the spinal cord and its connection with the motor function | Physiology | 2 |  | 1 |  |
| Explain the effects of the limbic system and hypothalamus, which are the motivating systems of the brain, on behavior | Physiology | 2 | 2 | 1 | 1 |
| List the functions and memory types of the primary, secondary and specialized areas of the cerebral cortex | Physiology | 4 | 1 | 2 |  |
| Explain the optics of the sense of sight, the receptor and neural function of the retina in the sense of sight, the central pathways of the sense of sight and the functions of these pathways, the importance of special areas related to vision such as color vision, depth perception, and motion perception in the brain | Physiology | 3 | 1 | 1 | 1 |
| Explain the functional structure of the ear for the sense of hearing and the transmission of sound from the ear to the central nervous system, the transmission of taste and smell from the receptor level to the relevant areas in the central nervous system | Physiology | 1 |  | 2 |  |
| Describe the optical properties of the visual system with biophysical principles | Biophysics | 1 |  | 1 |  |  | |
| Explain the biophysical properties of sound and hearing biophysics | Biophysics | 1 |  |  |  |  | |
| Associate the structure and function disorders of the nervous system with clinical | Anatomy |  | 12 |  | 5 |  | 3 | |
| **TOTAL** | | 78 | 22 | 27 | 8 | 18 | 6 | |
| |  | | --- | | CE: Committee Exam, FFE: Fall Term Final Exam, RSE: Re-Sit Exam, MCE: Multiple Choice Exam, PE: Practical Exam | | | | | | | | |

# CIRCULATORY -RESPIRATORY COMMITTEE

## 

## AIM OF THE COMMITTEE

The aim is to explain the system-level balances necessary for the survival of the human organism, based on the anatomical and histological features of the normal development, structure and function of the organs of the circulatory and respiratory systems, with biophysical principles and physiological mechanisms.

## COMMITTEE LEARNING OUTCOMES and ASSESSMENT & EVALUATION METHOD

|  |  |  |
| --- | --- | --- |
|  | LEARNING OUTCOMES | ASSESMENT & EVALUATION METHOD |
| KKNOWLEDGE | Explain the development, structure and function of the heart and vessels by associating them with clinical situations | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and function of the lymphatic system and lymphoid organs by associating them with clinical situations | MCE, OEQ\*, FB\*, PE |
| Explain the structure of primary and accessory respiratory muscles | MCE, OEQ\*, FB\*, PE |
| Explain the anatomy of the nose and related structures | MCE, OEQ\*, FB\*, PE |
| Explain the paranasal sinuses | MCE, OEQ\*, FB\*, PE |
| Explain the anatomical structure of the larynx | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and function of the trachea and lungs by associating them with clinical situations | MCE, OEQ\*, FB\*, PE |
| Distinguish the microscopic structure of respiratory organs at the level of light microscopy | MCE, OEQ\*, FB\*, PE |
| Explain the development and developmental anomalies of the respiratory system | MCE, OEQ\*, FB\*, PE |
| Heart muscle; can express the physiological function of the heart and heart valves as a pump | MCE, OEQ\*, FB\*, PE |
| Explain the rhythmic excitation of the heart | MCE, OEQ\*, FB\*, PE |
| Explain the vascular extensibility and functions of the arterial and venous systems | MCE, OEQ\*, FB\*, PE |
| Describe the local and humoral control of tissue blood flow | MCE, OEQ\*, FB\*, PE |
| Explain the role of the kidneys in the long-term control of arterial pressure and hypertension, | MCE, OEQ\*, FB\*, PE |
| Describe lung ventilation and circulation, | MCE, OEQ\*, FB\*, PE |
| Explain the transport of oxygen and carbon dioxide in blood and tissue fluids, | MCE, OEQ\*, FB\*, PE |
| Explain the regulation of respiration, | MCE, OEQ\*, FB\*, PE |
| Describe the principles of hemodynamic and fluid dynamics and relate them to  clinical situations | MCE, OEQ\*, FB\*, PE |
| Define hemorheological principles, circulatory and respiratory biophysics and  associate with clinical situations. | MCE, OEQ\*, FB\*, PE |
| SKILL | Show and entitle the anatomical structures of the organs of the circulatory and  respiratory system on cadavers and models, | MCE, OEQ\*, FB\*, PE |
| Knows the working principles of the EKG device, make the electrode placement  quickly and accurately | MCE |
| ATTITUDE | Research and present a medical/paramedical issue in public | PPE |
| By actively participating in scientific projects and social responsibility projects,  they can gain the awareness of taking responsibility, teamwork and social benefit | PPE |
| MCE: Multiple Choice Exam, OEQ: Open ended questions, FB: Fill blank, PE: Practical Exam, PPE: Personal Performance Evaluation  \*Prepared in Make-up Exams | | |

## COURSE DISTRIBUTION TABLE

**Committee Duration:** 6 Weeks

**Committee Start and End Dates:** November 11, 2024 – December 20, 2024

|  |  |  |  |
| --- | --- | --- | --- |
| Department/Course | Theoretical | Practice | TOTAL |
| Anatomy | 18 | 8 | 26 |
| Biophysics | 5 | - | 5 |
| Physiology | 28 | 6 | 34 |
| Histology and Embryology | 17 | 6 | 23 |
| Committee Presentation | 1 | - | 1 |
| Committee Evaluation | 1 | - | 1 |
| Student Presentations | 6 | - | 6 |
| Total Course Hours | 76 | 20 | 96 |
| Independent Study Hours |  |  | 127 |

## 

## FACULTY MEMBERS

|  |  |
| --- | --- |
| Department | Faculty Members |
| Anatomy | Prof Mustafa Ayberk Kurt, Assist Prof Ahmet Taha Demirbaş |
| Biophysics | Asst Prof Denizhan Karış |
| Physiology | Prof Rauf Onur Ek |
| Histology and Embryology | Prof Fevziye Figen Kaymaz, Asst Prof Ayşe Köylü |

## EVALUATION MATRIX

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee Learning Outcomes** | **Department** | **CE** | | **FFE** | | **RSE** | | |
| **PE**  **(Point)** | **MCE**  **(Question number)** | **PE**  **(Point)** | **PE**  **(Point)** | **MCE**  **(Question number)** | **PE**  **(Question number)** | |
| Explain the development, structure and function of the heart and vessels by associating them with clinical situations | Anatomy | 8 |  | 3 |  | 18 |  | |
| Histology&Emb | 7 |  | 2 |  |  | |
| Explain the development, structure and function of the lymphatic system-cells and lymphoid organs by associating them with clinical situations | Anatomy | 2 |  | 1 |  |  | |
| Histology&Emb | 6 |  | 1 |  |
| Explain the structure of primary and accessory respiratory muscles | Anatomy | 2 |  | 1 |  |  | |
| Explain the anatomy of the nose and related structures | Anatomy | 2 |  | 1 |  |  | |
| Explain the paranasal sinuses | Anatomy | 1 |  |  |  |  | |
| Explain the anatomical structure of the larynx | Anatomy | 3 |  | 1 |  |  | |
| Explain the development, structure and function of the trachea and lungs by associating them with clinical situations | Anatomy | 2 |  | 1 |  |  | |
| Histology&Emb | 4 |  |  |  |  | |
| Heart muscle; can express the physiological function of the heart and heart valves as a pump | Physiology | 2 |  | 1 |  |  | |
| Explain the rhythmic excitation of the heart | Physiology | 2 |  |  |  |  | |
| Explain the vascular extensibility and functions of the arterial and venous systems | Physiology | 8 |  | 2 |  |  | |
| Describe the local and humoral control of tissue blood flow | Physiology | 3 |  | 1 |  |  | |
| Explain the role of the kidneys in the long-term control of arterial pressure and hypertension | Physiology | 4 | 2 | 2 |  |  | |
| Describe lung ventilation and circulation | Physiology | 4 |  | 1 |  |  | |
| Explain the transport of oxygen and carbon dioxide in blood and tissue fluids | Physiology | 4 |  | 2 |  |  | |
| Explain the regulation of respiration | Physiology | 3 | 2 |  |  |  | |
| Describe the principles of hemodynamic and fluid dynamics and relate them to clinical situations | Biophysics | 4 |  | 1 |  |  | |
| Define hemorheological principles, circulatory and respiratory biophysics and associate with clinical situations | Biophysics | 3 |  | 1 |  |  | |
| Able to show and name the anatomical structures of the organs of the circulatory and respiratory system on cadavers and models | Anatomy |  | 10 |  | 3 |  | 3 | |
| Distinguish the microscopic structure of the organs of the respiratory and circulatory systems at the level of light microscopy | Histology&Emb |  | 8 |  | 2 |  |
| Apply the working principles of the ECG device to quickly and accurately perform electrode placement | Physiology |  | 2 |  | 1 |  |
| **TOTAL** | | 76 | 24 | 22 | 6 | 18 | 3 | |
| CE: Committee Exam, FFE: Fall Term Final Exam, Re-sit E: Re-sit Exam, MCE: Multiple Choice Exam, PE: Practical Exam | | | | | | | |

# METABOLISM-DIGESTIVE SYSTEM COMMITTEE

## AIM OF THE COMMITTEE

The aim is to explain the general structure, functional properties, functions and development of the digestive system, to learn the metabolic processes of proteins in ensuring structural continuity, to associate them with clinical situations, to learn the pathogenesis, epidemiology, diseases and laboratory diagnosis of the general characteristics of bacteria.

COMMITTEE LEARNING OUTCOMES AND ASSESSMENT & EVALUATION METHOD

|  |  |  |
| --- | --- | --- |
|  | LEARNING OUTCOMES | ASSESSMENT & EVALUATION METHOD |
| KNOWLEDGE | Explain head, face and neck development and developmental anomalies | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and function of the mouth, esophagus and stomach | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and function of the small intestine and large intestine | MCE, OEQ\*, FB\*, PE |
| Make relation between digestive system structures and clinical situations | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and function of liver, pancreas and gallbladder | MCE, OEQ\*, FB\*, PE |
| Explain peritoneum and its development, structure, and function | MCE, OEQ\*, FB\*, PE |
| Explain portal system and porto-caval anastomoses | MCE, OEQ\*, FB\*, PE |
| Make relation between the specific conversion pathways of the carbon skeleton of amino acid metabolism of proteins and the clinical conditions that occur in these pathways | MCE, OEQ\*, FB\*, PE |
| Describe both the construction and destruction processes of the skeleton | MCE, OEQ\*, FB\*, PE |
| Explain the biochemical mechanisms that regulate processes in hunger, satiety and obesity | MCE, OEQ\*, FB\*, PE |
| Explain digestion, absorption and disorders in the gastrointestinal tract | MCE, OEQ\*, FB\*, PE |
| Explain the regulation of body temperature and fever | MCE, OEQ\*, FB\*, PE |
| Classify bacterial infection agents, define their general characteristics and important species | MCE, OEQ\*, FB\*, PE |
| List the bacterial pathogenesis mechanisms | MCE, OEQ\*, FB\*, PE |
| Explain bacterial infections, epidemiology and microbiological diagnosis | MCE, OEQ\*, FB\*, PE |
| SKILL | Demonstrate and describe basic anatomical information about the organs and glands of the digestive system on cadavers and models | MCE, OEQ\*, FB\*, PE |
| ATTITUDE | In anatomy laboratory studies, they can work as a team member in a group and improve their communication skills | PE |
| Research and present a medical/paramedical issue in public | PPE |
| By actively participating in scientific projects and social responsibility projects, they can gain the awareness of taking responsibility, teamwork and social benefit | PPE |
| MCE: Multiple Choice Exam, OEQ: Open ended question, FB: Fill Blank, PPE: Personal Performance Evaluation, PE: Practical Exam | | |
| \*Prepared in Make-up Exams | | |

## COURSE DISTRIBUTION TABLE

**Committee Duration:** 5 Weeks

**Committee Start and End Dates:** December 23, 2024 – January 24, 2025

|  |  |  |  |
| --- | --- | --- | --- |
| Department/Course | Theoretical | Practice | TOTAL |
| Anatomy | 18 | 8 | 26 |
| Physiology | 15 | - | 15 |
| Histology and Embryology | 13 | 4 | 17 |
| Microbiology and Clinical Microbiology | 31 | 4 | 35 |
| Medical Biochemistry | 13 | 2 | 15 |
| Committee Presentation | 1 | - | 1 |
| Committee Evaluation | 1 | - | 1 |
| Student Presentations | 6 | - | 6 |
| Total Course Hours | 98 | 18 | 116 |
| Independent Study Hours |  |  | 59 |

## 

## FACULTY MEMBERS

|  |  |
| --- | --- |
| Department | Faculty Members |
| Anatomy | Prof Mustafa Ayberk Kurt, Asst Prof Ahmet Taha Demirbaş |
| Physiology | Asst Prof Signem Eyüboğlu |
| Histology and Embryology | Prof Fevziye Figen Kaymaz, Asst Prof Hakan Darıcı |
| Microbiology and Clinical Microbiology | Prof Ibrahim Cagatay Acuner, Prof Pınar Yurdakul Mesutoğlu, Asst Prof Ayhan Mehmetoğlu, Asst Prof Deniz Sertel Selale |
| Medical Biochemistry | Prof Engin Ulukaya, Asst Prof Yelda Birinci Kudu, Asst Prof Caner Geyik, Asst Prof Murat Ekremoğlu |
|  |  |

## EVALUATION MATRIX

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee Learning Outcomes** | **Department** | **CE** | | | **FFE** | | **RSE** | |
| **PE**  **(Point)** | **MCE**  **(Question number)** | | **PE**  **(Point)** | **PE**  **(Point)** | **MCE**  **(Question number)** | **PE**  **(Question number)** |
| Explain head, face and neck development and developmental anomalies | Histology&Emb | 3 | 8\*  4\*\* | 1 | | 2\*  1\*\* | 14 | 1\*  1\*\* |
| Explain the development, structure and function of the mouth, esophagus and stomach | Anatomy | 7 | 3 | |
| Histology&Emb | 2 | 1 | |
| Physiology | 2 | 1 | |
| Explain the development, structure and function of the small intestine and large intestine | Anatomy | 4 | 2 | |
| Histology&Emb | 1 | 1 | |
| Physiology | 2 | 1 | |
| Make relation between digestive system structures and clinical situations | Histology&Emb | 3 | 1 | |
| Explain the development, structure and function of liver, pancreas and gallbladder | Anatomy | 3 | 2 | |
| Histology&Emb | 2 | 1 | |
| Physiology | 2 | 1 | |
| Explain peritoneum and its development, structure, and function | Anatomy | 1 | 1 | |
| Histology&Emb | 2 |  | |
| Explain portal system and porto-caval anastomoses | Anatomy | 1 |  | |
| Make relation between the specific conversion pathways of the carbon skeleton of amino acid metabolism of proteins and the clinical conditions that occur in these pathways | Medical Biochemistry | 5 |  | 1 | |  |  |
| Describe both the construction and destruction processes of the skeleton | Medical Biochemistry | 2 |  | 1 | |  |  |
| Explain the biochemical mechanisms that regulate processes in hunger, satiety and obesity | Medical Biochemistry | 2 |  | 1 | |  |  |
| Explain digestion, absorption and disorders in the gastrointestinal tract | Physiology | 3 |  |  | |  |  |
| Medical Biochemistry | 3 |  | 1 | |  |
| Explain the regulation of body temperature and fever | Physiology | 2 |  |  | |  |  |
| Classify bacterial infection agents, define their general characteristics and important species | Microbiology and Clinical Microbiology | 10 |  | 4 | |  |  |
| List the bacterial pathogenesis mechanisms | Microbiology and Clinical Microbiology | 9 |  | 3 | |  |  |
| Explain bacterial infections, epidemiology and microbiological diagnosis | Microbiology and Clinical Microbiology | 9 | 4 | 3 | | 2 | 1 |
| Identifiy and demonstrate the basic anatomical structures of the organs and glands of the digestive system using cadavers and models | Anatomy |  |  |  | |  |  |  |
| Describe the mechanisms of metabolism, basal metabolism, hunger-satiety cycles, and control centers by explaining their processes | Physiology | 2 |  | 1 | |  |  |  |
| Explain the steps of Complete Urinalysis (CUA) in the physical, chemical, and microscopic examination of urine | Medical Biochemistry |  | 2 |  | | 1 |  | 1 |
| **TOTAL** | | 82 | 18 | 31 | | 6 | 14 | 4 |

CE: Committee Exam, FFE: Fall Term Final Exam, RSE: Re-sit Exam, MCE: Multiple Choice Exam, PE: Practical Exam, \*Anatomy Practical Course Exam\*\*Histology and Embryology Practical Course Exam

# UROGENITAL-ENDOCRINE COMMITTEE

## AIM OF THE COMMITTEE

The aim is to explain the development, structure, functions and functioning of the urogenital and endocrine systems, control and secretion mechanisms.

## COMMITTEE LEARNING OUTCOMES AND ASSESSMENT & EVALUATION METHOD

|  |  |  |
| --- | --- | --- |
|  | LEARNING OUTCOMES | ASSESSMENT & EVALUATION METHOD |
| KNOWLEDGE | Explain kidney development, structure and functions | MCE, OEQ\*, FB\*, PE |
| Distinguish the course and segmentation of renal artery and vein structures in the kidney | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and functions of the ureter, bladder and urethra | MCE, OEQ\*, FB\*, PE |
| Give names of the organs contained in the pelvis and their anatomical neighborhoods and anatomical connections | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and functions of the pituitary gland | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and functions of Glandula suprarenalis, Glandula thyroidea, Glandula parathyroidea | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and functions of the pineal and endocrine pancreas | MCE, OEQ\*, FB\*, PE |
| Explain the associated with urine formation in the kidneys, glomerular filtration, reabsorption and secretion in the renal tubules | MCE, OEQ\*, FB\*, PE |
| Explain the concentration and dilution of urine; the regulation of extracellular fluid osmolarity and sodium concentration | MCE, OEQ\*, FB\*, PE |
| Explain the acid-base regulation | MCE, OEQ\*, FB\*, PE |
| Give names of the physiological effects of pituitary hormones, metabolic hormones of the thyroid, parathyroid hormone and adenocortical hormone | MCE, OEQ\*, FB\*, PE |
| Identify various stages (childhood, adolescence, sexual maturity and menopause) together with reproductive physiology in men and women | MCE, OEQ\*, FB\*, PE |
| Explain the development, structure and function of male and female genital system | MCE, OEQ\*, FB\*, PE |
| Explain the signal transmission pathways between cells and the mechanisms of action of hormones | MCE, OEQ\*, FB\*, PE |
| Explain the structure, synthesis and catabolism of thyroid hormones, hypothalamus, pituitary and pineal gland, pancreas, and the functioning of the renin-angiotensin system | MCE, OEQ\*, FB\*, PE |
| Make relation between the structure and functions of the endocrine and urogenital systems to clinical situations | MCE, OEQ\*, FB\*, PE |
| SKILL | APPLY THE TECHNIQUE OF OPENING VASCULAR ACCESS, ONE OF THE BASIC MEDICAL SKILLS, WITHOUT ANY JOINTS AND IN THE CORRECT ORDER | OSCE |
| Identify the organs and cells of urinary, genital and endocrine systems at the level of light microscopy | MCE, OEQ\*, FB\*, PE |
| ATTIDUDE | Research and present a medical/paramedical issue in public | PPE |
| By actively participating in scientific projects and social responsibility projects, they can gain awareness of taking responsibility, teamwork and social benefit | PPE |

MCE: Multiple Choice Exam, OEQ: Open ended question, FB: Fill Blank, PPE: Personal Performance Evaluation, PE: Practical Exam, OSCE: Objective structured Clinical Examination \*Prepared in Make-up Exams

## COURSE DISTRIBUTION TABLE

**Committee Duration:** 5 Weeks

**Committee Start and End Dates:** Feb 24, 2025 – March 28, 2025

|  |  |  |  |
| --- | --- | --- | --- |
| Department/Course | Theoretical | Practical | TOTAL |
| Anatomy | 26 | 8 | 34 |
| Physiology | 21 | - | 21 |
| Histology and Embryology | 15 | 8 | 23 |
| Medical Biochemistry | 11 | - | 11 |
| Medical Education | - | 4 | 4 |
| Committee Presentation | 1 | 0 | 1 |
| Committee Evaluation | 1 | 0 | 1 |
| Student Presentation | 6 | 0 | 6 |
| Total Course Hours | 81 | 20 | 101 |
| Independent Study Hours |  |  | 58 |

## FACULTY MEMBERS

|  |  |
| --- | --- |
| Department | Faculty Members |
| Anatomy | Prof. Mustafa Ayberk Kurt |
| Histology and Embryology | Prof. Figen Kaymaz, Asst Prof. Hakan Darıcı |
| Medical Biochemistry | Prof. Engin Ulukaya, Asst Prof Caner Geyik |
| Physiology | Prof. 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 Outcomes** | **Department** | **CE** | | **SFE** | | **RSE** | | |
| **MCE**  **(Question number)** | **PE**  **(Point)** | **MCE**  **(Question number)** | **PE**  **(Point)** | **MCE**  **(Question number)** | | **PE**  **(Point)** |
| Explain kidney development, structure and functions | Anatomy | 2 |  | 1 |  | 21 |  | |
| Histology&Emb | 2 |  | 1 |  |  | |
| Distinguish the course and segmentation of renal artery and vein structures in the kidney | Anatomy | 1 |  | 1 |  |  | |
| Histology&Emb | 2 |  | 1 |  |  | |
| Explain the development, structure and functions of the ureter, bladder, and urethra | Anatomy | 3 |  | 2 |  |  | |
| Histology&Emb | 1 |  | 1 |  |  | |
| Give names of the organs contained in the pelvis and their anatomical neighbourhoods and anatomical connections | Anatomy | 5 |  | 2 |  |  | |
| Explain the development, structure, and functions of the pituitary gland | Histology&Emb | 2 |  | 1 |  |  | |
| Physiology | 2 |  | 1 |  |  | |
| Explain the development, structure, and functions of Glandula suprarenalis, Glandula thyroidea, Glandula parathyroidea | Anatomy | 4 |  | 1 |  |  | |
| Histology&Emb | 2 |  | 1 |  |  | |
| Explain the development, structure, and functions of the pineal and endocrine pancreas | Histology&Emb | 2 |  | 1 |  |  | |
| Physiology | 2 |  | 1 |  |  | |
| Explain the associated with urine formation in the kidneys, glomerular filtration, reabsorption, and secretion in the renal tubules | Physiology | 11 |  | 6 |  |  | |
| Explain the concentration and dilution of urine; the regulation of extracellular fluid osmolarity and sodium concentration | Physiology | 6 |  |  |  |  | |
| Explain the acid-base regulation | Physiology | 2 |  | 1 |  |  | |
| Give names of the physiological effects of pituitary hormones, metabolic hormones of the thyroid, parathyroid hormone and adenocortical hormone | Physiology | 10 |  | 6 |  |  | |
| Medical Biochemistry | 7 |  | 3 |  |  | |
| Identify various stages (childhood, adolescence, sexual maturity and menopause) together with reproductive physiology in men and women | Histology&Emb | 7 | 8 | 2 | 4 | 1 | |
| Physiology | 5 |  | 3 |  |  | |
| Medical Biochemistry | 6 |  | 3 |  |  | |
| Demonstrate and describe the anatomical structures of urogenital and endocrine system organs on cadavers and models | Anatomy |  | 8 |  | 7 |  | 2 | |
| **TOTAL** | | 84 | 16 | 39 | 14 | 21 | 4 | |

CE: Committee Exam, SFE: Spring Term Final Exam, ME: Makeup Exam, MCE: Multiple Choice Exam, PE: Practical Exam, \*Anatomy Practical Course Exam

# BIOLOGICAL AGENTS-DEFENSE-INFLAMMATION COMMITTEE

## AIM OF THE COMMITTEE

The aim is to explain the general characteristics, pathogenesis, epidemiology, diseases and laboratory diagnosis of fungi and viruses; teach the structure and components of the immune system and immune response mechanisms; learning the physical and biological effects of radiation, radiation protection methods and biophysical principles of imaging techniques commonly used in the clinic; It is aimed to explain the place of medical pathology and cytopathology in medical sciences, application areas, departments, macroscopic and microscopic findings of disease science, and medical pathology terminology.

COMMITTEE LEARNING OUTCOMES AND ASSESSMENT & EVALUATION METHOD

|  |  |  |
| --- | --- | --- |
|  | LEARNING OUTCOMES | ASSESSMENT& EVALUATION METHOD |
| KNOWLEDGE | Classify viral and fungal infection agents, define their general characteristics and important species | MCE, OEQ\*, FB\* |
| Can list the viral and fungal pathogenesis mechanisms | MCE, OEQ\*, FB\* |
| Explain virus and fungal infections, epidemiology and microbiological diagnosis | MCE, OEQ\*, FB\* |
| Describe the structure and components of the immune system and explain the immune response mechanisms | MCE, OEQ\*, FB\* |
| Make relation between the place of medical pathology and cytopathology in medical sciences, application areas, departments, pathology laboratory relate the importance of the technical procedures performed in routine-educational and research areas in the diagnosis, course and planning of the treatment of the disease | MCE, OEQ\*, FB\* |
| Explain macroscopic and microscopic developmental abnormalities, definitions of inflammatory and/or neoplasic-precancerous lesions and medical pathology terminology belonging to the science of disease | MCE, OEQ\*, FB\* |
| Describe general features of cell damage; reversible and irreversible cell damage, necrosis and apoptosis, cellular adaptations and intracellular accumulations | MCE, OEQ\*, FB\* |
| Mechanisms, stages, morphological patterns of acute and chronic inflammation, mediators involved in inflammation, can explain inflammatory cells, subgroups of chronic inflammation and phagocytosis | MCE, OEQ\*, FB\* |
| Explain types of wound healing; extracellular matrix proteins; proliferative state of cells; stages of wound healing; primary secondary wound healing and influencing factors; scar development and wound healing in special tissues | MCE, OEQ\*, FB\* |
| Explain Edema and physiopathological classification; tissue morphology with hyperemia and congestion pathogenesis; the mechanism of bleeding, hemostasis and thrombosis; explain the sources of embolism | MCE, OEQ\*, FB\* |
| Explain the physical and biological effects of ionizing radiation, the sensitivity and resistance of biological tissues to ionizing radiation, and radiation protection methods by making the definition and classification of radiation | MCE, OEQ\*, FB\* |
| Explain the acquisition of x-rays, x-rays, tomography, computed tomography | MCE, OEQ\*, FB\* |
| Explain magnetic resonance, SPECT-PET, endoscopy, ultrasonography and LASER imaging techniques | MCE, OEQ\*, FB\* |
| Observe and describe the morphological changes caused in pathology applications by diseases in organs | MCE, OEQ\*, FB\* |
| SKILL | Develop the knowledge and abilities of basic medicine skills such as Intramuscular (IM), -Venous (IV), -Dermal (ID) and subcutaneous Injection techniques, and apply Rinne-Weber and Schwabach Tests in a complete and correct order | OSCE |
| Research and present a medical/paramedical issue in public | PPE |
| ATTITUDE | By actively participating in scientific projects and social responsibility projects, they can gain awareness of taking responsibility, teamwork and social benefit | PPE |

MCE: Multiple Choice Exam, OEQ: Open ended question, FB: Fill Blank, PPE: Personal Performance Evaluation, PE: Practical Exam, OSCE: Objective structured Clinical Examination, \*Prepared in Make-up Exams

## COURSE DISTRIBUTION TABLE

**Committee Duration:** 6 Weeks

**Committee Start and End Dates:** April 2, 2025 – May 9, 2025

|  |  |  |  |
| --- | --- | --- | --- |
| Department/Course | Theoretical | Practical | Total |
| Biophysics | 8 | - | 8 |
| Medical Pathology | 12 | 2 | 14 |
| Microbiology and Clinical Microbiology | 29 | 2 | 31 |
| Microbiology and Clinical Microbiology/Immunology | 12 | - | 12 |
| Medical Education | - | 4 | 4 |
| Committee Presentation | 1 | - | 1 |
| Committee Evaluation | 1 | - | 1 |
| Student Presentation | 6 | - | 6 |
| Total Course Hours | 69 | 10 | 77 |
| Independent Study Hours |  |  | 86 |

## FACULTY MEMBERS

|  |  |
| --- | --- |
| Department | Faculty Members |
| Biophysics | Asst Prof Denizhan Karış, Asst Prof Esma Nur Okatan |
| Medical Pathology | Prof. Nusret Erdoğan, Prof. Yeşim Gürbüz, Assoc. Prof. Sibel Şensu |
| Microbiology and Clinical Microbiology | Prof. Çağatay Acuner, Prof. Pınar Yurdakul Mesutoğlu, Assist Prof Deniz Sertel Şelale, Asst Prof Ayhan Mehmetoğlu |
| Microbiology and Clinical Microbiology/Immunology | Prof. Çağatay Acuner, Prof. Pınar Yurdakul Mesutoğlu |

## EVALUATION MATRIX

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee Learning Outcomes** | **Department** | **MCE** | | | | | | |
| **CE** | | **SFE** | | **RSE** | |
| Classify viral and fungal infection agents, define their general characteristics and important species | Microbiology and Clinical Microbiology | 10 | | 6 | | 20 | |
| Can list the viral and fungal pathogenesis mechanisms | Microbiology and Clinical Microbiology | 5 | | 2 | |
| Explain virus and fungal infections, epidemiology and microbiological diagnosis | Microbiology and Clinical Microbiology | 11 | | 1 | |
| Describe the structure and components of the immune system and explain the immune response mechanisms | Microbiology and Clinical Microbiology | 12 | | 7 | |
| Make relation between the place of medical pathology and cytopathology in medical sciences, application areas, departments, pathology laboratory relate the importance of the technical procedures performed in routine-educational and research areas in the diagnosis, course and planning of the treatment of the disease | Medical Pathology | 1 | | 7 | |
| Explain macroscopic and microscopic developmental abnormalities, definitions of inflammatory and/or neoplasic-precancerous lesions and medical pathology terminology belonging to the science of disease | Medical Pathology | 2 | | 1 | |
| Describe general features of cell damage; reversible and irreversible cell damage, necrosis and apoptosis, cellular adaptations and intracellular accumulations | Medical Pathology | 2 | | 1 | |
| Mechanisms, stages, morphological patterns of acute and chronic inflammation, mediators involved in inflammation, can explain inflammatory cells, subgroups of chronic inflammation and phagocytosis | Medical Pathology | 2 | | 1 | |
| Explain types of wound healing; extracellular matrix proteins; proliferative state of cells; stages of wound healing; primary secondary wound healing and influencing factors; scar development and wound healing in special tissues | Medical Pathology | 2 | | 1 | |
| Explain Edema and physiopathological classification; tissue morphology with hyperemia and congestion pathogenesis; the mechanism of bleeding, hemostasis and thrombosis; explain the sources of embolism | Medical Pathology | 2 | | 1 | |
| Explain the physical and biological effects of ionizing radiation, the sensitivity and resistance of biological tissues to ionizing radiation, and radiation protection methods by making the definition and classification of radiation | Biophysics | 2 | | 1 | |
| Explain the acquisition of x-rays, x-rays, tomography, computed tomography | Biophysics | 1 | | 1 | |
| Explain magnetic resonance, SPECT-PET, endoscopy, ultrasonography and LASER imaging techniques | Biophysics | 6 | | 1 | |
| Observe and describe the morphological changes caused in pathology applications by diseases in organs | Medical Pathology | 2 | | 3 | |
| **TOTAL** | | | 60 | | 36 | | 20 | |

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

# STAGES of LIFE-I COMMITTEE

## AIM OF THE COMMITTEE

The aim is to explain the changes in different stages of life by integrating them with Obstetrics and Gynecology, Child Health and Diseases courses, to learn the importance of the place and usage areas of biostatistics in medicine, the general characteristics of parasites, pathogenesis, epidemiology, diseases and laboratory diagnosis, to learn the basic concepts of pharmacology and to provide an introduction to the clinical approach.

COMMITTEE LEARNING OUTCOMES AND ASSESSMENT & EVALUATION METHOD

|  |  |  |
| --- | --- | --- |
|  | LEARNING OUTCOMES | ASSESSMENT & EVALUATION METHOD |
| KNOWLEDGE | Discuss the definitions of scientific research and statistics | MCE, OEQ\*, FB\* |
| Explain the measurement and main measurement scales of statistics | MCE, OEQ\*, FB\* |
| Define hypothesis testing and statistical significance | MCE, OEQ\*, FB\* |
| Classify the parasitic agents and define their general characteristics and important species | MCE, OEQ\*, FB\* |
| List the pathogenesis (pathogenicity and virulence factors) mechanisms of parasitic infections | MCE, OEQ\*, FB\* |
| Explain parasitic infections, their epidemiology and microbiological diagnosis | MCE, OEQ\*, FB\* |
| Explain the basic concepts of pharmacodynamics (dose-effect relationship and mechanism of action) and pharmacokinetics (absorption-distribution, metabolism, excretion) of drugs | MCE, OEQ\*, FB\* |
| Explain with examples the factors that change drug effect, the results of pharmacodynamic and pharmacokinetic drug-drug interactions | MCE, OEQ\*, FB\* |
| Explain the important aspects of toxicokinetics and toxicdynamics, concepts and tests related to drug toxicity | MCE, OEQ\*, FB\* |
| Define the conditions that affect the reactions of free radicals and antioxidant system element | MCE, OEQ\*, FB\* |
| Explain the functions of plasma proteins | MCE, OEQ\*, FB\* |
| Explain pregnancy, stages of pregnancy, normal birth and lactation | MCE, OEQ\*, FB\* |
| Explain the physiology of fetus and newborn | MCE, OEQ\*, FB\* |
| Give names of newborn screening tests | MCE, OEQ\*, FB\* |
| Explain the development of puberty | MCE, OEQ\*, FB\* |
| Learn the processes starting from the first stages of life and their follow-up with clinical approaches | MCE, OEQ\*, FB\* |
| SKILL | One of the basic medical skills, he can apply the techniques of Rinne-Weber and Schwabach Tests and the ability to measure blood pressure in a complete and correct order | OSCE |
| By actively participating in scientific projects and social responsibility projects, they can gain awareness of taking responsibility, teamwork and social benefit | PPE |
| Developing first aid knowledge and skills, they can apply basic medical skills in a complete and correct order | OSCE |
| ATTITUDE | Research and present a medical/paramedical issue in public | PPE |
| MCE: Multiple Choice Exam, OEQ: Open ended question, FB: Fill Blank, PPE: Personal Performance Evaluation, PE: Practical Exam, OSCE: Objective structured Clinical Examination, \*Prepared in Make-up Exams | | |

## COURSE DISTRIBUTION TABLE

**Committee Duration:** 5 Weeks

**Committee Start and End Dates:** May 12, 2025- June 13, 2025

|  |  |  |  |
| --- | --- | --- | --- |
| Department/Course | Theoretical | Practical | TOTAL |
| Biostatistics and Medical Informatics | 14 | - | 14 |
| Medical Biochemistry | 3 | - | 3 |
| Microbiology and Clinical Microbiology | 12 | 2 | 14 |
| Obstetrics and Gynecology | 4 | - | 4 |
| Pediatric Health and Diseases | 5 | - | 5 |
| Pharmacology and Clinical Pharmacology | 13 | - | 13 |
| Physiology | 4 | - | 4 |
| Medical Education | - | 4 | 4 |
| Committee Presentation | 1 | - | 1 |
| Committee Evaluation | 1 | - | 1 |
| Student Presentation | 6 | - | 6 |
| Total Course Hours | 63 | 6 | 69 |
| Independent Study Hours |  |  | 89 |

## FACULTY MEMBERS

|  |  |
| --- | --- |
| Department | Faculty Members |
| Biostatistics and Medical Informatics | Asst. Prof. Burçin Ataseven |
| Medical Biochemistry | Asst Prof Murat Ekremoğlu |
| Microbiology and Clinical Microbiology | Prof. Çağatay Acuner, Prof. Pınar Mesutoğlu, Asst. Prof. Ayhan Mehmetoğlu, Asst. Prof. Deniz Sertel Şelale |
| Obstetrics and Gynecology | Prof. Dr. Kerem Doğa Seçkin, Prof. Dr. M. Serdar Kütük, Assoc Prof Ziya Kalem, Assist Prof. İlgi Esen |
| Pediatric Health and Diseases | Prof. Dr.Gönül Çatlı, Assoc. Prof. Bora Baysal, |
| Pharmacology and Clinical Pharmacology | Asst. Prof. Sinan Şermet |
| Physiology | Prof. 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 Outcomes** | **Department** | **MCE** | | | |
| **CE** | **SFE** | **RSE** |
| Discuss the definitions of scientific research and statistics | Biostatistics and Medical Informatics | 2 | 1 | 16 |
| Explain the measurement and main measurement scales of statistics | Biostatistics and Medical Informatics | 6 | 3 |
| Define hypothesis testing and statistical significance | Biostatistics and Medical Informatics | 6 | 3 |
| Classify the parasitic agents and define their general characteristics and important species | Microbiology and Clinical Microbiology | 4 | 2 |
| List the pathogenesis (pathogenicity and virulence factors) mechanisms of parasitic infections | Microbiology and Clinical Microbiology | 4 | 3 |
| Explain parasitic infections, their epidemiology and microbiological diagnosis | Microbiology and Clinical Microbiology | 4 | 3 |
| Explain the basic concepts of pharmacodynamics (dose-effect relationship and mechanism of action) and pharmacokinetics (absorption-distribution, metabolism, excretion) of drugs | Pharmacology and Clinical Pharmacology | 5 | 3 |
| Explain with examples the factors that change drug effect, the results of pharmacodynamic and pharmacokinetic drug-drug interactions | Pharmacology and Clinical Pharmacology | 4 | 2 |
| Explain the important aspects of toxicokinetics and toxicdynamics, concepts and tests related to drug toxicity | Pharmacology and Clinical Pharmacology | 4 | 2 |
| Define the conditions that affect the reactions of free radicals and antioxidant system element | Medical Biochemistry | 1 | 1 |
| Explain the functions of plasma proteins | Medical Biochemistry | 2 | 1 |
| Explain pregnancy, stages of pregnancy, normal birth and lactation  Explain the physiology of fetus and newborn | Obstetrics and Gynecology | 4 | 2 |
| Physiology | 2 | 1 |
| Give names of newborn screening tests | Physiology | 2 | 1 |
| Explain the development of puberty | Pediatric Health and Diseases | 1 | 1 |
| Learn the processes starting from the first stages of life and their follow-up with clinical approaches | Pediatric Health and Diseases | 2 | 1 |
| Discuss the definitions of scientific research and statistics | Pediatric Health and Diseases | 2 | 1 |
| **TOTAL** | | 55 | 31 | 16 |

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

# COURSE SCHEDULE

The current schedule of Grade II is published on the website of Istinye University Faculty of Medicine, in the "Syllabus" tab and on the MEDU-EMS. The current program flow should be followed on MEDU-EMS and the website.

The course schedules 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-EMS is provided from the link below:

[https://MEDU-EMS.istinye.edu.tr/login](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, with independent study, students will;

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

During the independent study hours, by working individually and in group students are expected to;

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

At the end of each term, 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 term coordinator. The Independent Study Self-Assessment and Questionnaire forms are analyzed by the term 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** | | | | | | | | | |
| **GRADE I** | **▢** | | | **FALL TERM** | | | | **▢** | |
| **GRADE II** | **▢** | | |
| **GRADE III** | **▢** | | |
| **GRADE IV** | **▢** | | | **SPRING TERM** | | | | **▢** | |
| **GRADE V** | **▢** | | |
| **GRADE VI** | **▢** | | |
| **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 | | | | | **▢** | Interview with faculty member/expert | | | **▢** |
| Watching Source Video/ Lecture Recording | | | | | **▢** | Practicing a skill | | | **▢** |
| Student Group Study | | | | | **▢** | Field visit/on-the-job observation | | | **▢** |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | **▢** |
| **Please 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  **▢** | | Agree  **▢** | Neutral  **▢** | | | | Disagree  **▢** | Strongly disagree  **▢** | |
| **The infrastructure and facilities provided by the university were sufficient for independent study.** | | | | | | | | | |
| Strongly agree  **▢** | | Agree  **▢** | Neutral  **▢** | | | | Disagree  **▢** | Strongly disagree  **▢** | |
| **I achieved the goals I set through independent work.** | | | | | | | | | |
| Strongly agree  **▢** | | Agree  **▢** | Neutral  **▢** | | | | Disagree  **▢** | Strongly disagree  **▢** | |
| **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 term; in Grade III, students must take four ECTS worth of department/program elective courses each term.

Information about university elective courses offered in the fall and spring terms for Grade II 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>).

# MANIFEST of ISTINYE COURSES

**SEG001, SEG002, SEG003, SEG004**

**Student Centre E-Mail:** [omer@istinye.edu.tr](mailto:omer@istinye.edu.tr)

**Programme Advisor :** Elif Vardar Solak

Director of the Centre of Excellence for Teaching and Learning

[ogrem@istinye.edu.tr](mailto:ogrem@istinye.edu.tr)

**Instructors :** Specialist Elif Vardar Solak

Assoc Prof Aybike Serttaş

Clinical Psychologist Saime Serpil Özgül

Asist Prof Cem Duran

Asist Prof Tayfun Utaş

Assoc Prof Şebnem Özdemir

Asist Prof İbrahim Eylem Doğan

Asist Prof Yasemin Torun

Asist Prof Hilal Çakar Özcan

**Aim of the programme:** To ensure the adaptation of our undergraduate students to university life and to create a social and academic infrastructure for our students throughout their university life and to manage their competence development. To focus more on soft skills at individual level for learning, communication, and resilience.

**Programme content :** This programme offers seminars on connecting traditional, innovative, and adult learning theories to practice, training mental processes, student motivation, learning styles and strategies, using supportive communication in education, psychological resilience, stress tolerance and flexibility to support pedagogical empowerment in education.

**Required materials :** Blackboard asynchronous video seminar lectures, lecture notes, end-of-course evaluation questions and recommended readings, articles, videos determined according to the topics

**Recommended readings:** Listed articles and documents uploaded to Blackboard

***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 :** In order to pass the course, it is mandatory to complete a minimum of 8 of the 12 asynchronous video seminar lessons scheduled weekly on Blackboard. At the end of each lesson, it is compulsory to answer the questions determined through the content.

**Special conditions regarding the programme:**

* The lectures will be conducted as asynchronous video seminars via Blackboard.
* There are 12 seminar courses in 4 main fields of competence.
* To pass the course, it is mandatory to complete a minimum of 8 seminar courses.
* It is mandatory to answer the end-of-seminar questions for the completion of each course.
* Optional Workshop meetings can be scheduled face-to-face or online during the term.
* Workshop meetings can be held with seminar lecturers or guest lecturers.

# 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 term, 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 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-EMS system, and each student can access their academic advisor's information by logging into their MEDU-EMS account.

# STUDENT CLASS REPRESENTATIVE and FACULTY STUDENT REPRESENTATIVE

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

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

Istinye University Faculty of Medicine students elect a class representative for each class at the beginning of the term under the supervision of the Grade Coordinator by secret ballot (closed envelope method or online survey created through the Education Management System). Student class representatives elect a Faculty Student Representative among themselves by secret ballot under the supervision of the Education Coordinator. The results of both elections are reported to the Dean's Office. An information letter is sent to the elected 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 can be a candidate for six years and if elected, can serve as a student class representative. The Faculty Student Representative represents the students at the Programme Evaluation Board meetings to which he/she is invited. The Faculty Student Representative who fails to attend two consecutive meetings or a total of three meetings within an academic year without an excuse is not invited to these meetings, and another student among the student class representatives is invited instead. Duties and responsibilities are as follows:

1. To ensure the necessary communication between the students of the class he/she represents and the faculty administrative bodies.
2. To share the decisions of the Dean's Office and faculty administrative bodies with the students of the class they represent.
3. To organize meetings with the students of the class he/she represents, when necessary, to determine the problems and requests of the students and to convey them to the Dean's Office.
4. To convey the suggestions of the students of the class they represent regarding the curriculum to the Dean's Office through the Programme Evaluation Board
5. To organise meetings with the students of the class he/she represents and prepare a proposal for the exam schedule.
6. The duty of the Faculty Student Representative is to represent the students of the Faculty of Medicine in the Programme Evaluation Board and the Student Council.

# RESPONSIBILITIES OF THE STUDENT

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-EMS system at the beginning of the academic year and updated when necessary. Students should follow the current course schedule on the website and MEDU-EMS 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 term are considered "absent" and cannot participate in the " Fall/Spring Term Final 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 "Re-sit Exams".
* Students are required to have 80% attendance in "Clinical Skills" 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 Term 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 excuse exams for the exams they could not take, provided that they have a valid excuse and document it. In order for the excuse 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

Istinye University website: <https://www.istinye.edu.tr/tr/anasayfa?ref=2223logo>

Istinye University Regulation and Directives: <https://www.istinye.edu.tr/en/university/regulations-and-directives>

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

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

Istinye University Faculty of Medicine website: <https://medicine.istinye.edu.tr/tr>

Course programmes: <https://medicine.istinye.edu.tr/tr/egitim/undergraduate/ders-bilgileri>

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

MEDU-EMS 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:** Istinye University Vadi Kampüsü, Ayazağa Mah. Azerbaycan Cad. (Vadistanbul 4A Blok) 34396 Sarıyer/İstanbul

Shuttle service is provided to reach between Istinye University Vadi Campus and Topkapı Campus, and Seyrantepe Metro.

Information about shuttle times and departure points can be accessed from the link below:

<https://www.istinye.edu.tr/tr/iletisim/servis-saatleri>