2024

ISTINYE UNIVERSITY
FACULTY OF MEDICINE

ACADEMIC PROGRAMME BOOKLET
GRADE II
2024 – 2025

"Think before you speak

Read before you think."

Fran Lebowitz

CONTENTS

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**	1.1.1. Can integrate the knowledge, skills, attitudes, and behaviours gained from basic and clinical sciences, behavioural sciences, and social sciences in the form of proficiencies and uses it in the processes of prevention, diagnosis, treatment, follow-up and rehabilitation for the provision of rational, effective, safe health care services that take into account patient and employee health and comply with quality standards. 1.1.2. Demonstrates a biopsychosocial approach to patient management that takes into account the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race and gender. 1.1.3. Prioritizes the protection and improvement of the health of individuals and society in health service delivery. 1.1.4. Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health. 1.1.5. Considers both regional and global changes in the physical and socioeconomic environment that affect health, and changes in the individual characteristics and behaviors of the people who apply to it while delivering healthcare services. 1.1.6. Provides health education to healthy individuals/patients and their relatives and other health professionals by recognizing the characteristics, needs and expectations of the target audience.
2. Professional Values and Perspectives	**2.1. Adopting Professional Ethics and Professional Principles**	2.1.1. Fulfills his/her duties and obligations while carrying out his/her profession, with decisive behaviors to provide high quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, preventing the dignity of the patient. 2.1.2. Evaluates his/her own performance in professional practices, considering his/her professional skills.
	2.2. Health Advocate	2.2.1. 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. 2.2.2. 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. 2.2.3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for improving the quality of health services. 2.2.4. Values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose.
	2.3. Leader	2.3.1. Demonstrates exemplary behavior and leadership within the health care team during health service delivery. 2.3.2. 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.

	2.4. Team Member	2.4.1. 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. 2.4.2. Works in harmony and effectively with colleagues and other professional groups in professional practice.
	2.5. Communicator	2.5.1. 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. 2.5.2. 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.
3. Professional and Personal Development	3.1. Scientific and Analytical Approach Presenter	3.1.1. Plans and implements scientific research for the society he/she serves, when necessary, and uses the results obtained and/or the results of other researches for the benefit of the society. 3.1.2. Accesses and critically evaluates the current literature related to his/her profession and applies the principles of evidence-based medicine in the clinical decision-making process. 3.1.3. Uses information technologies to increase the effectiveness of his/her work on health care, research and education.
	3.2. Lifelong Learner	3.2.1. Manages individual work and learning processes as well as career development effectively. 3.2.2. Acquires new knowledge and skills, integrates them with existing knowledge and skills, applies them to professional circumstances and thus adapts to changing conditions throughout the professional life. 3.2.3. Selects the relevant learning resources and organizes his/her own learning process in order to improve the quality of the health service he/she provides.

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

Chief Coordinator

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GRADE II COORDINATORSHIP

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Grade II Vice Coordinator

Asst. Prof Ahmet Taha Demirbaş
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ELECTIVE COURSES BOARD

Duty	Name, Surname	Contact Information
Chair	Prof. Hikmet Koçak	hikmet.kocak@istinye.edu.tr
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LABORATORY BOARD

Duty	Name, Surname	Contact Information
Chairman	Prof. Hikmet Koçak	hikmet.kocak@istinye.edu.tr
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Clinical Skills Subcommittee Member	Asst. Prof. Umut ESEN	umut.esen@istinye.edu.tr

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)

2) **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).

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,
	Reinforce the learned in theoretical lessons with laboratory applications,
	Apply the professional skills that will form the basis of health service delivery
ATTITUDE	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.

ISTINYE UNIVERSITY
MEDICAL FACULTY
STUDENT PRESENTATION EVALUATION FORM

Grade:	Date:
Committee Name:	
Presentation Title:	
Student Nr:	
Student Name:	

Evaluate the student presentation according to the following criteria.

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

Faculty member who evaluated:

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

	CS	Committee
GRADE II	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.

SKILLS OF ESTABLISHING VASCULAR ACCESS

OBJECTIVE: To gain the skill of establishing vascular access by applying the skill steps in the correct and appropriat order

MATERIALS REQUIRED: Tourniquet, sterile tampon, intravenous cannula, gloves, disinfectant solution, plaster, treatment clothing

STEPS	PERFORMED	NOT PERFORMED
1. Washed his/her hands		
2. Controlled the materials to be used, prapared them in a treatment tray		
3. Confirmed the patient by asking his/her name and surname and explained the procedure to the patient		
4. Determined the appropriate vein to be used and the appropriate intravenous cannula		
5. Placed the treatment clothing under the determined area		
6. Wore disposable gloves		
7. Tied the tourniquet 10 cm above the vein to be applied in such a way that it would not obstruct the arterial blood flow		
8. Wiped the area to be entered into the vein from top to bottom or circularly with a tampon containing an antiseptic substance		
9. Took the intravenous cannula out of its package, opened its cap		
10. With the passive hand, the arm or hand is supported and the skin is stretched by pulling the skin downwards with the thumb under the area where the vein is to be entered		
11. With the sharp end of the cannula facing up, 1 cm below the area where the vein will be entered, first entered the skin at an angle of 30-45° in the direction of the vein, then entered the vein at an angle of 15°		
12. Proceeded through the vein until blood appears at the tip of the cannula		
13. If blood did not come from the tip of the cannula, proceeded the cannula in the direction of the vessel (if the vessel wall is punctured and passed to the other side, a new cannula is entered from a different point)		
14. When blood comes from the tip of the cannula, pressed the upper part of the vein with the thumb of the passive hand and pulled the inner needle part of the cannula a few millimeters with the active hand		
15. Proceeded the cannula over the guide to the end		
16. Untied the tourniquet, removed the metal needle from the cannula, placed it on the treatment tray		
17. Covered the back of the cannula without moving the hand pressing over the vein		
18. Fixed the cannula on the skin with a plaster		
19. Took the treatment tray to the treatment room, threw the used materials and equipment into the medical waste bin		
20. Took off the gloves, threw them in the medical waste bin		
21. Recorded the site of vascualr access		
22. Washed his/her hands		

Assessing Faculty Member Name-Surname:
Date:
Signature:

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.
2. **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.
3. **Grade III- Engagement with Clinical Environments-1:** Familiarizing with clinical environments (outpatient and inpatient clinics, emergency units).
4. **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)
5. **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.
6. **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: 1.1. Is aware of the contribution and significance of healthcare services to the community. Can interview health workers and reflect on these issues. 1.2. Can identify own learning needs.
2. Grade II- Engagement with Preventive Medicine: 2.1. Is aware of the importance of collaboration with healthy individuals, communities, preventive health services, and professional organizations. Can meet with health workers and reflect on these issues. 2.2. Can identify own learning needs.
3. Grade III- Engagement with Clinical Environments-1: 3.1. Recognizes the importance of patient-physician communication in clinical settings. Observes health care workers in the clinical setting in terms of patient-physician communication and can reflect on these issues. 3.2. Can identify own learning needs.
4. Grade IV- Engagement with Clinical Environments-2: 4.1. Acknowledges the importance of positive and supportive communication among healthcare teams in clinical settings and the significance of effective functioning in healthcare delivery. Observes the communication between the health care team and the functioning of the health service in the clinical setting, conducts meetings with health care professionals and reflects on these issues. 4.2. Can identify own learning needs.
5. Grade V-Medical Experiences: 5.1. Recognizes the significance of physician experience in healthcare service delivery. 5.2. Can identify own learning needs.
6. Grade VI- Compulsory Service Pre-training: 6.1. Works in healthcare service delivery (prevention, diagnosis, treatment, follow-up, and rehabilitation) in accordance with ethical principles, legal regulations, and good governance principles related to healthcare institutions and personnel. 6.2. Can identify own learning needs.

IMPLEMENTATION

Pre-training, 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.

<table>
<tr><th>Examination / Evaluation Method</th><th>Grade Type and Abbreviation</th><th>Description (Text, Formula)</th><th>Grade Range</th></tr>
<tr><td>Committee Exam</td><td>Committee Exam Grade (CEG)</td><td>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.</td><td>0-100</td></tr>
<tr><td></td><td>Course Committee Success Grade (CCSG)</td><td>It is the average of all CEGs consisting of theoretical and structured practical examinations conducted during the academic year.</td><td>0-100</td></tr>
<tr><td>Fall Term Final Exam</td><td>Fall Term Final Exam Grade (FFEG)</td><td rowspan="2">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.</td><td rowspan="2">0-100</td></tr>
<tr><td>Spring Term Final Exam</td><td>Spring Term Final Grade (SFEG)</td></tr>
<tr><td></td><td>Final Grade (FG)</td><td>It is obtained by adding 50% of FSEG and 50% of SSEG.</td><td>0-100</td></tr>
<tr><td>Re-sit Exam</td><td>Re-sit Exam Grade (RSEG)</td><td>The contribution of the courses given in each committee to the re-sit exam is shown in the committee evaluation matrix.</td><td>0-100</td></tr>
<tr><td>Make Up Exam</td><td>Make Up Exam Grade (MEG)</td><td>The excused exam grade replaces the recognized exam grade.</td><td>0-100</td></tr>
<tr><td>Student Presentation</td><td>Student Presentation Grade (SPG)</td><td>It is obtained by averaging the grades of the jury members using the Personal Performance Evaluation Form.</td><td>0-100</td></tr>
<tr><td>Objective Structured Clinical Skills Examination</td><td>Objective Structured Clinical Skills Test Grade (OSCE)</td><td>It is evaluated using the OSCE Checklist.</td><td>0-100</td></tr>
<tr><td>Feedback and Quiz</td><td>Problem Based Learning Grade (PBLG)</td><td>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%*.</td><td>0-100</td></tr>
<tr><td>Portfolio</td><td>Vertical Corridor-1 Portfolio Grade (VC1PFG)</td><td>Vertical Corridor-1: "Portfolio Self-Reflection Forms" completed within the scope of Introduction to Clinical Settings-I are evaluated and graded.</td><td>0-100</td></tr>
<tr><td></td><td>End of Year Success Grade (EYSG)</td><td><table><tr><th>Grade</th><th>Effect on EYSG</th></tr><tr><td>CCSG</td><td>40%</td></tr><tr><td>OSCE</td><td>10%</td></tr><tr><td>SPG</td><td>5%</td></tr><tr><td>PBLG</td><td>3%</td></tr><tr><td>VC1PFG</td><td>2%</td></tr><tr><td>FG/RSEG</td><td>40%</td></tr><tr><td>Total</td><td>100%</td></tr></table></td><td>0-100</td></tr>
<tr><td></td><td>Term Pass Threshold Grade (SPTG)</td><td>Determined according to EYSG;
Successful ≥ 60
Failed < 60.</td><td>0-100</td></tr>
</table>

*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		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	8* 4**	1	2* 1**		1* 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				14	
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	Obstetrics and Gynecology	4	2	
Explain the physiology of fetus and newborn	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

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

Programme Advisor : Elif Vardar Solak
Director of the Centre of Excellence for Teaching and Learning
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:

a) To ensure the necessary communication between the students of the class he/she represents and the faculty administrative bodies.
b) To share the decisions of the Dean's Office and faculty administrative bodies with the students of the class they represent.
c) To organize meetings 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.
d) 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
e) To organise meetings with the students of the class he/she represents and prepare a proposal for the exam schedule.
f) 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