

2024-
2025

**İSTİNYE UNIVERSITY
FACULTY of MEDICINE**

**Specific Working Module,
Vertical Corridor-2: “Medical Humanities”
Student Portfolio**

*“Ars longa vita brevis.”
“Art is long, life is short.”
Hippocrates
(460 – 370 BC)*

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SECTION I

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

	2.4. Communicator	<p>2.4.1. Communicates effectively with patients, patients' relatives, healthcare professionals and other professional groups, institutions and organizations, including individuals and groups that require special attention and have different sociocultural characteristics.</p> <p>2.4.2. Demonstrates a patient-centered approach, involving the patient in decision-making mechanisms during the processes of prevention, diagnosis, treatment, follow-up and rehabilitation.</p>
	2.5. Health Advocate	<p>2.5.1. Evaluates the impact of health policies and practices on individual and community health indicators for the protection and improvement of community and individual health, and advocates, plans and implements the improvement of health service delivery, education and counseling processes related to individual and community health, in cooperation with all components within the framework of the principles of social security and social obligation.</p> <p>2.5.2. Values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose.</p>
3. Professional and Personal Development	3.1. Scholar	<p>3.1.1. Plans and implements scientific research for the society he/she serves, when necessary, and uses the results obtained and/or the results of other researches for the benefit of the society.</p> <p>3.1.2. Accesses and critically evaluates the current literature related to his/her profession and applies the principles of evidence-based medicine in the clinical decision-making process.</p> <p>3.1.3. Uses information technologies to increase the effectiveness of his/her work on health care, research and education.</p>
	3.2. Lifelong Learner	<p>3.2.1. Manages individual work and learning processes as well as career development effectively.</p> <p>3.2.2. Acquires new knowledge and skills, integrates them with existing knowledge and skills, applies them to professional circumstances and thus adapts to changing conditions throughout the professional life.</p> <p>3.2.3. Selects the relevant learning resources and organizes his/her own learning process in order to improve the quality of the health service he/she provides.</p>

Specific Training Module Vertical Corridor-2: Medical Humanities	
PI-PVI: MEDICAL HUMANITIES	PI-Medical Humanities 1
	PII- Medical Humanities 2
	PIII- Medical Humanities 3
	PIV- Medical Humanities 4
	PV- Medical Humanities 5
	PVI- Medical Humanities 6

Specific Training Module, Vertical Corridor-2: Medical Humanities OBJECTIVE
<p>PI-PVI: The aim of this module is to make students aware of the humanitarian and social aspects of medicine; the importance of ethical values and physician-patient communication in health care; the ethical problems that new technologies such as artificial intelligence may pose for humanity as well as health care; the importance of being aware of social issues and critical thinking.</p>
<ol style="list-style-type: none"> PI-Medical Humanities 1: To help students gain insight into the human and social aspects of medicine through the art of cinema; to raise awareness about ethical issues; to explain to students what addiction is and its types and to raise awareness about addiction. PII-Medical Humanities 2: To provide students with the opportunity to reflect on themes such as artificial intelligence, ethics, human-machine relationship and the future of technology through the art of cinema; To introduce students to the concepts, types and short and long-term effects of child neglect and abuse on children and to enable them to develop effective intervention strategies.

Specific Training Module, Vertical Corridor-2: Medical Humanities LEARNING OUTCOMES
<ol style="list-style-type: none"> PI- Medical Humanities 1: Movie Discussion (Patch Adams) and Seminar on Addiction <ol style="list-style-type: none"> Students can understand and evaluate the role of the character "Patch Adams" in patient-physician relationships and the effects of empathy on patients (Movie). Students can understand the importance of patient-centered health care by examining approaches that take into account the physical and emotional needs of patients and make health care more human (Movie). Students can define addiction and are aware of how it occurs (Seminar). Students can distinguish between substance addiction, alcohol addiction, technology addiction and other types of addiction (Seminar). Students can evaluate the effects of addiction on physical, mental and emotional health (Seminar).

2. PII- Medical Humanities 2: Movie Discussion (Ex Machina) and Seminar on Child Neglect and Child Abuse

- 2.1. Students can define the concept of artificial intelligence and discuss the ethical responsibility of producing a new technology (Movie).
- 2.2. They can analyze how the film they watched addresses issues such as human rights, privacy, autonomy and manipulation (Movie).
- 2.3. They can discuss the possible effects of artificial intelligence on society, the individual and humanity (Movie).
- 2.4. Students can define the concepts of child neglect and child abuse, classify types of neglect and abuse (physical, emotional, sexual, etc.) and explain the differences between them (Seminar).
- 2.5. They can explain what steps should be taken when faced with such situations and how reporting mechanisms work (Seminar).
- 2.6. They can discuss how professionals from different fields such as health, education, social work and law can cooperate in cases of neglect and abuse (Seminar).

ISU-FM-UGMEP Program Outcome	Education Program Component, Specific Study Module, Vertical Corridor-2 (Medical Humanities) Learning Outcomes	Contribution Level (1-5)
<ul style="list-style-type: none"> LO-1: Integrates the knowledge, skills, attitudes, and behaviors acquired from basic and clinical sciences, behavioral sciences, and social sciences into competencies to provide rational, effective, patient-centered, and employee health-conscious health care services in the processes of prevention, diagnosis, treatment, follow-up, and rehabilitation, adhering to quality standards and ensuring safety. 	LO-1.1	3
	LO-3.1	4
	LO-4.1	4
	LO-5.3	5
	LO-6.1	4
<ul style="list-style-type: none"> LO-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. 	LO-1.2	4
	LO-2.2	5
	LO-3.1	3
	LO-4.1	3
	LO-6.3	5
<ul style="list-style-type: none"> LO-4: Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health. 	LO-1.2	4
	LO-2.6	5
	LO-3.3	5
	LO-4.4	4
	LO-5.1	3
<ul style="list-style-type: none"> LO-5: In healthcare service delivery, considers both the changes in the regional and global physical and socioeconomic environment that affect health, and the changes in the individual characteristics and behaviors of those seeking care. 	LO-1.2	5
	LO-2.6	3
	LO-3.2	2
	LO-4.1	3
	LO-6.3	5
<ul style="list-style-type: none"> LO-7: While practicing the profession, fulfills duties and responsibilities with determined behaviors, considering the dignity of the patient, within the framework of ethical principles, rights and legal responsibilities, and practices of good medical care, to provide high-quality healthcare. 	LO-1.2	5
	LO-2.5	4
	LO-3.1	5
	LO-4.1	5
	LO-5.5	3
<ul style="list-style-type: none"> LO-9: Demonstrates exemplary behavior and leadership within the health care team during health service delivery. 	LO-1.1,	4
	LO-1.2	4
	LO-2.6	2
	LO-3.3	3
	LO-4.3	2
	LO-5.3,	4
	LO-5.4	4
LO-6.3	3	

<ul style="list-style-type: none"> LO-11: Establishes positive communication within the health care team which he/she provides health care services with, being aware of the duties and obligations of other health professionals, and shows suitable behaviors to assume different team roles when necessary. 	LO-1.1	3
	LO-3.1	2
	LO-4.3	4
	LO -6.3	2
<ul style="list-style-type: none"> LO-12: Works harmoniously and effectively with colleagues and other professional groups in professional practice. 	LO -1.1	4
	LO -3.1	3
	LO -4.4	2
	LO -6.5	5
<ul style="list-style-type: none"> LO-13: Establishes effective communication with individuals and groups, including patients, their families, healthcare professionals, and other professional groups, as well as institutions and organizations, who require a special approach and have diverse socio-cultural characteristics. 	LO -1.1	5
	LO -2.6	4
	LO -3.1	3
	LO -3.2	5
	LO -4.3	3
<ul style="list-style-type: none"> LO-14: Demonstrates a patient-centered approach, involving the patient in decision-making mechanisms during the processes of prevention, diagnosis, treatment, follow-up and rehabilitation. 	LO -6.2	2
	LO -1.1	4
	LO -1.2	5
	LO -3.1	3
	LO -4.1	3
<ul style="list-style-type: none"> LO-15: Evaluates the impact of health policies and practices on individual and community health indicators for the protection and improvement of community and individual health, and advocates, plans and implements the improvement of health service delivery, education and counseling processes related to individual and community health, in cooperation with all components within the framework of the principles of social security and social obligation 	LO -6.3	2
	LO -1.3	3
	LO -1.4	2
	LO -1.5	3
	LO -3.3	5
	LO -4.5	3
	LO -5.6	5
LO -6.5	1	
<ul style="list-style-type: none"> LO-16: The physician values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose. 	LO-4.4	3
	LO -5.1	5
	LO -5.2	5
	LO -5.6	3
	LO -6.4	4
<ul style="list-style-type: none"> LO-21: 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. 	LO -1.1	2
	LO -2.3	4
	LO -5.3	5

Specific Working Module, Vertical Corridor-2: Medical Humanities INTRODUCTION AND OPERATION

Definition of the Education Program

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

- Vertical corridor component and sub-components and themes,
 - Specific Training Module, Vertical Corridor-2: Medical Humanities
 - PI- Medical Humanities 1
 - PII- Medical Humanities 2
 - PIII- Medical Humanities 3
 - PIV- Medical Humanities 4
 - PV- Medical Humanities 5
 - PVI- Medical Humanities 6
- Learning Methods
 - Movie discussions, seminars, article-book readings, experience sharing, case discussions, etc.
- Learning Environments
 - Classrooms, conference rooms, and clinical environments.

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

- **PI- Medical Humanities 1:**
 - Newly enrolled medical students have a high school level of knowledge and are adequately prepared to participate in this sub-component of education including movie discussions and seminars.
- **PII- Medical Humanities 2:**
 - They will have completed PI education.

Duration of the Education Program

- **PI- Medical Humanities 1:**
 - (2+1+1 hours) + (2 hours) = 6 hours Student Workload
 - 1 movie discussion, 1 seminar participation; AE and PA activity periods.
 - "Discussion on the movie *Patch Adams*"; reflection form and/or structured report and/or checklist; feedback by questionnaire
 - "Seminar on addiction"; feedback by questionnaire
- **PII- Medical Humanities 2:**
 - (2+1+1 hours) + (2 hours) = 6 hours Student Workload
 - 1 movie discussion, 1 seminar participation; AE and PA activity periods.
 - "Discussion on the movie *Ex Machina*"; reflection form and/or structured report and/or checklist; feedback by questionnaire
 - "Seminar on *Child Neglect and Child Abuse*"; feedback by questionnaire

Seminar, Lecture, Classroom Organization

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

Organization of Student Groups Receiving Education

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

Arrangement of Compulsory Pre-trainings and Pre-requisites

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

-

Announcement of PI Vertical Corridor Education Program Schedules

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

Attendance Requirement

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

Operation of Assessment and Evaluation

- It will be carried out by being organized as indicated in the relevant section below, in collaboration with Vertical Corridor and Semester Coordination Offices.
 - For PI and PII:
 - After completing the activities during the semester, students will submit their portfolios containing the filled forms to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment.
 - The assessor completes the evaluation within 20 days using the "*Student List-Delivery Signature Record*" and "*Assessment Result List*".
 - After the assessor collects the forms from all students and completes the assessment;
 - "*Student List-Delivery Signature Record*"
 - "*Assessment Result List*"
 - "*Student Portfolios*",will be handed over to the Semester Coordination Office, in person and with a signature, during the last week of the final committee.
 - All documents received by the Semester Coordination Office will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee.

Conducting Program Evaluation

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

Archiving

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

Reading/ Watching Recommendations

- **Phase I-II:**
 - Roy Porter, *Blood and Guts: A Short History of Medicine*.
 - William Bynum, *The History of Medicine: A Very Short Introduction*.
 - Nigel Warburton, *A Little History of Philosophy*.
 - Tom Beauchamp and James F. Childress, *Principles of Biomedical Ethics*.
 - Susan Sontag, *Illness as Metaphor*.
 - Aldous Huxley, *Brave New World*.
 - Mary Shelley, *Frankenstein or The Modern Prometheus*.
 - Francis Fukuyama, *Our Posthuman Future*.
 - Atul Gawande, *Being Mortal*
 - *Patch Adams*, Director: Tom Shadyak, 1998, <https://www.imdb.com/title/tt0129290/>
 - *Ex Machina*, Director: Alex Garland, 2014, <https://www.imdb.com/title/tt0470752/>
 - *My Sister's Keeper*, Director: Nick Cassavetes, 2009, <https://www.imdb.com/title/tt1078588/>

SPECIFIC WORKING MODULE,

VERTICAL CORRIDOR-2: MEDICAL HUMANITIES

COORDINATORS

Coordinator

Prof.Dr. Hikmet Koçak

hikmet.kocak@istinye.edu.tr

Assistant Coordinators:

Prof.Dr. Yıldız İyidoğan

yildiz.iyidogan@istinye.edu.tr

Asst. Prof. Tayyibe Bardakçı

tayyibe.bardakci@istinye.edu.tr

LEARNING and TEACHING METHODS

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

- **PI & PII Medical Humanities 1 & 2:**
 - 1 movie discussion = participant/audience/listener/reflection
 - 1 seminar participation = participant/audience/listener/reflection

LEARNING and TEACHING ENVIRONMENTS

Learning / Teaching Environments

- **PI & PII-Medical Humanities 1 & 2:** Classrooms, conference rooms.

Addresses and Links

- **Istinye University Vadi Campus, Presentation Halls/Classrooms/Laboratories**
Address: İstinye Üniversitesi Vadi Kampüsü Ayazağa Mah. Azerbaycan Cad. 34396 Sarıyer/İstanbul
Phone : 0850 283 60 00
Web: <https://medicine.istinye.edu.tr/tr>
E-mail: tip@istinye.edu.tr

ASSESSMENT and EVALUATION

- **Portfolio Assessors are Vertical Corridor-2 and Term Assistant Coordinators for each semester:**
 - **Coordinator:** Prof. Dr. Hikmet Koçak
 - **Assistant Coordinators:**
 - Prof. Dr. Yıldız İyidoğan
 - Dr. Öğr. Üyesi Tayyibe Bardakçı
- **PI & PII - Medical Humanities 1 & 2:**
 - 1 movie discussion, 1 seminar participation;
 - AE Methods and Tools:
 - 2 Portfolio Self Reflection Forms and 2 Questionnaires will be filled in.
 - AE Standards:
 - "Attended/Did not attend"; "Completed/Did not complete".
 - 1 "Portfolio Self Reflection Forms" and 1 "Questionnaire" filling tasks; "Task Accomplished/Not Accomplished."
 - "Will be evaluated by the Portfolio Assessor and provided with 'Feedback to the Student'".
 - "It will not contribute to the 'End-of-Year Achievement Grade' (EYAG).

Educational 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, ISUH: İstinye University Training and Research Hospitals, PHI: Primary Health Care Institutions, CRC: Competency Report Card, IEF: Intern Evaluation Form.

PROGRAM EVALUATION

- The Program Evaluation Board (PEB) will be conducted in collaboration with Vertical Corridor and Semester Coordination Offices, organized and carried out as specified below.
- Questionnaires will be used for program evaluation of ISU-FM-UGMEP's *“Specific Working Module, Vertical Corridor-2: Medical Humanities”* component:
- Internal stake-holders
 - Students
 - PI-PII:“Questionnaires” in the “Self Reflection Form”
 - Coordinators, Academicians
 - End of Committee, End of Applied Lecture/Course Block, End of Semester Surveys.

PROGRAM SCHEDULE

- The details are shown in the calendars within the UGMEP semester course schedules tab on the ISU-FM website.
- **PI-Medical Humanities 1:**
 - 1 movie discussion; 1 seminar participation
 - (2+1+1 hours) + (2 hours)= 6 hours
 - The discussion of the movie 'Patch Adams' is scheduled in the Fall Semester and the seminar on 'Addiction' in the Spring Semester (TBA) separately for Turkish/English programs.
- **PII-Medical Humanities 2:**
 - 1 movie discussion; 1 seminar participation
 - (2+1+1 hours) + (2 hours)= 6 hours
 - The discussion of the movie 'Ex Machina' is scheduled in the Fall Semester and the seminar on 'Child Neglect and Child Abuse' in the Spring Semester (TBA) separately for Turkish/English programs.

SECTION II

(Note: Only the 16th, 17th and 18th pages will be printed!)

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDICAL HUMANITIES MOVIE DISCUSSION PARTICIPATION SELF REFLECTION, SURVEY and EVALUATION FORM		
PI-PVI: <i>Medical Humanities</i>	PI-Medical Humanities 1	<input type="checkbox"/>
	PII-Medical Humanities 2	<input type="checkbox"/>
Student Name, Surname		
Student Number		
Task Date		
Task Hour		
Name of the activity		
Reflection Questions		
<i>(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible form).</i>		
Briefly describe the movie you watched.		
Write your thoughts on the relationship between the movie you watched and the social and humanitarian aspects of medicine and the importance of ethical values at the individual and social level.		

How can what you learned from the movie contribute to your professional development/practice?

--

What kind of behavioral change would you consider to create in relation to the semester theme after watching this movie?

--

Self Reflection Questionnaire

(Please fill in the boxes)

After movie discussion I feel more informed about the semester theme.

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Abstained <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
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After movie discussion I would like to find out more about the semester theme .

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

Representative of the visited institution Name, Surname (Stamp) and Signature	
Proof of the event attended (selfie, attendance evidence, etc.) (can be submitted as an attachment)	

Evaluation Criteria	
Proof of participation	Pre-requisite for evaluation
Each reflection question is answered and spelling rules were followed	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Clear, concise explanation of the movie	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Thoughts on the movie and the relationship between the social and human aspects of medicine written in a unique, understandable way	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
The contribution of what they learned from the movie discussion activity to their professional development/practice written in a unique, understandable way	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Clear, understandable explanation of the possible behavioral change related to the semester theme following the movie discussion	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Response on the reflection questionnaire	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Task accomplished* <i>*If all evaluation criteria are "Satisfactory", Mission is deemed accomplished.</i>	<input type="checkbox"/>
Feed back of the Assessor	
Feed back on the task <i>(for the low rated criteria, in particular)</i>	
Feedback on student progress <i>(whether development related to the theme has been reflected or not, as a result of the tasks)</i>	
Student Signature, Date.	
Portfolio Assessor Name, Surname, Signature, Date.	

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDICAL HUMANITIES											
EVALUATOR FORM											
PI-PII:MEDICAL HUMANITIES 1-2											
<ul style="list-style-type: none"> After completing the activities during the semester, students will submit their portfolios to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment. The assessor completes the assessment within 20 days using the "Evaluator Form" After the assessor collects the forms from all students and completes the assessment; "Assessment Result List" and "Student Portfolios" will be handed over to the Semester Coordination Office, in person and with a signature, during the last week of the final committee. All documents received by the Semester Coordination Office will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee. 											
ASSESSMENT AND EVALUATION STANDARDS											
Attendance				<ul style="list-style-type: none"> Passing the class is a pre-requisite. 							
SRF Grade and Questionnaire				<ul style="list-style-type: none"> 1 "Portfolio Self Reflection Foms" (SRF) filling tasks. 1 "Questionnaire" filling tasks. 							
PEF				<ul style="list-style-type: none"> 1 "Program Evaluation Form" (PEF) filling task. 							
Effect of SRF on "End of Year Success Grade" (EYSG)				<ul style="list-style-type: none"> There will be no effect of SRF/EYSG. 							
STUDENT			TASKS								
Name, Surname	Number	ATTENDANCE 1	ATTENDANCE 2	SRF-1	Questionnaire						PEF
Portfolio Assessor Name, Surname,Signature, Date.											

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDICAL HUMANITIES PROGRAM EVALUATION FORM				
PI-PVI: <i>MEDICAL HUMANITIES</i>		PI-Medical Humanities 1		<input type="checkbox"/>
		PII-Medical Humanities 2		<input type="checkbox"/>
Student Name, Surname				
Student Number				
Task Date				
<i>Please fill in the boxes</i>				
The self-reflection process was useful.				
Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
I benefited from Portfolio Assessor evaluation.				
Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Please write down your thoughts about your self-reflection and Portfolio Assessor feedback below.				
Evaluation Criteria				
Completion of the "Program Evaluation Task".				
Student Signature, Date				
Portfolio Assessor Name, Surname, Signature, Date.				

* Questionnaire to be completed at the end of the Academic Year