

ISTINYE UNIVERSITY  
FACULTY OF MEDICINE

ACADEMIC PROGRAM BOOKLET  
GRADE III  
2023 – 2024

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

*Fran Lebowitz*

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## AIM OF THE UNDER GRADUATE MEDICAL EDUCATION PROGRAM (UGMEP)

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

## UNDER GRADUATE MEDICAL EDUCATION PROGRAM (UGMEP) PROFICIENCIES and COMPETENCIES

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

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

## PRE-CLINICAL PHASE EDUCATION - INSTRUCTION DESIGN

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

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

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

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

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

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

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

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

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

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

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

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

## EDUCATION COORDINATORSHIP

### CHIEF COORDINATOR



Chief Coordinator

Prof. Dr. Nuriye Taşdelen Fışgın  
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### GRADE III COORDINATORSHIP



Term III Coordinator

Prof. Dr. Pınar Yurdakul Mesutoğlu  
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Term III Turkish Programme Vice Coordinator

Asst. Prof. Dr. Denizhan Karış  
E-mail:denizhan.karis@istinye.edu.tr



Term III English Programme Vice Coordinator

Asst. Prof. Dr. Deniz Sertel Şelale  
E-mail:deniz.sertel@istinye.edu.tr



## ELECTIVE COURSES BOARD

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

## LABORATORY BOARD

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

## PROFESSIONAL and CLINICAL SKILLS BOARD

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

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 semester
- 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 MED301 Basic and Clinical Integrated Course)
- view exam programme (except MED301 Basic and Clinical Integrated Course)

- 2) MEDU ( Medical Education Management System):** The MED301 Basic and Clinical Integrated Course is managed through the online MEDU software. Students of İstinye University Faculty of Medicine can enter MEDU 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.

Students can log into the MEDU 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 III ACADEMIC CALENDAR (2023-2024)

MED301 BASIC AND CLINICAL INTEGRATED COURSE					
FALL SEMESTER	Committee Name	<i>Introduction to Pathological Sciences and Stages of Life II</i>	<i>Blood-Immun System-Tumor Committee</i>	<i>Circulatory and Respiratory System Committee</i>	
	Committee Duration	5 Weeks	6 Weeks	6 Weeks	
	Committee Initiation	October 2nd 2023	November 6th 2023	December 18th 2023	
	End of Committee	November 3th 2023	December 15th 2023	January 26th 2024	
	End of Committee Exam	November 3th 2023	December 15th 2023	January 26th 2024	
	Student Presentations	October 30th & November 1st 2023	December 11th & 13th 2023	January 22nd & 23rd 2024	
	End of Committee Evaluation Meeting	November 1st 2023	December 13th 2023	January 23th 2024	
	<b>Semester Exam Week of the Fall Semester: February 5th – 9th 2024</b>				
	DEPARTMENT/PROGRAM ELECTIVE COURSES				
	Course Selection Week	October 9th-13th 2023			
	Initiation of the Courses	October 16th 2023			
	Add/Release Week	October 16th-20th 2023			
Midterm Exam Week	December 1st-9th 2023				
End of Courses	January 19th 2024				
Final Exam Week	January 20th-31st 2024				
Make-up Exam Week	February 13th-14th 2024				
<b>Mid-Term Break: February 12th 2024-February 23rd 2024</b>					
SPRING SEMESTER	MED301 BASIC AND CLINICAL INTEGRATED COURSE				
	Committee Name	<i>Nerve-Sense and Locomotor System Committee</i>	<i>Gastrointestinal System and Metaboism Committee</i>	<i>Urogenital and Endocrine System Committee</i>	
	Committee Duration	6 Weeks	5 Weeks	6 Weeks	
	Committee Initiation	February 26th 2024	April 8th 2024	Mayis 13th 2024	
	End of Committee	April 5th 2024	May 10th 2024	June 20th 2024	
	End of Committee Exam	April 5th 2024	May 10th 2024	June 20th 2024	
	Student Presentations	April 1st & 2nd 2024	May 6th & 7th 2024	June 16th & 17th 2024	
	End of Committee Evaluation Meeting	April 2nd 2024	May 7th 2024	June 17th 2024	
	<b>Professional and Clinical Skill Practices Make-up Week: June 25th -29th 2024</b>				
	<b>Spring Semester Midterm Exam Week: July 8th – 12th 2024</b>				
	<b>Objective Structured Skills Exam Week:</b>				
	<b>Make-up Exam Week: July 29th-August 2nd 2024</b>				
	DEPARTMENT/PROGRAM ELECTIVE COURSES				
	Course Selection Week	February 19th-23rd 2024			
	Initiation of the Courses	February 26th 2024			
	Add/Release Week	February 26th - March 1st 2024			
	Midterm Exam Week	April 15th-19th 2024			
End of Courses	May 31st 2024				
Final Exam Week	June 1st-12th 2024				
Make-up Exam Week	June 28th-July 1st 2024				

## GRADE III COURSE PLAN

Grade III includes the committee courses and department/program elective courses given within the scope of MED301 Basic and Clinical Integrated Course.

Students must take a total of 60 ECTS courses during the year. In Grade III, the total ECTS value of Basic and Clinical Integrated courses is 52. Students complete 60 ECTS by taking a total of 8 ECTS worth of elective courses throughout the year.

The current syllabus of department/program elective courses is published on the website of Istinye University Faculty of Medicine (See <https://medicine.istinye.edu.tr/tr/egitim/undergraduate/ders-plani>).

MED301 BASIC AND CLINICAL INTEGRATED COURSE								
Course Code	Committee Name	Week	Theoretical (hours)	Practical (hours)		Independent Study (hours)	Total (hours)	ECTS Value
				LAB	PSP			
MED301	<i>Introduction to Pathological Sciences and Stages of Life II</i>	5	85	2	2	109	198	52
	<i>Blood-Immune System-Tumor</i>	6	104	2	4	128	238	
	<i>Circulatory and Respiratory System</i>	6	97	4	4	133	238	
	<i>Nerve-Sense and Locomotor System</i>	6	106	4	2	126	238	
	<i>Gastrointestinal System and Metabolism</i>	5	72	4	2	120	198	
	<i>Urogenital and Endocrine System</i>	6	108	6	4	120	238	
<b>Total (hours)</b>							<b>1348</b>	
DEPARTMENT/PROGRAM ELECTIVE COURSES								
Course Code	Course Name	Week	Theoretical (hours)	Practical (hours)		ECTS Value		
MEDXXX	<i>Department/Programme Elective Course</i>	14	28	0		2		
MEDXXX	<i>Department/Programme Elective Course</i>	14	28	0		2		
MEDXXX	<i>Department/Programme Elective Course</i>	14	28	0		2		
MEDXXX	<i>Department/Programme Elective Course</i>	14	28	0		2		
<b>Elective Course Total ECTS Value</b>							<b>8</b>	
<b>Grade III Total ECTS</b>							<b>60</b>	

ECTS: European Credit Transfer System, LAB: Laboratory, PSP: Professional Skills Practise

## AIM of the GRADE III MED301 BASIC AND CLINICAL INTEGRATED COURSE

### In Grade III education programme, the students will;

- comprehend basic semiology and etiopathogenesis and pathology of systemic (cardiovascular, respiratory, digestive, nervous, locomotor, sensory, urogenital, metabolic and endocrine, blood and immune) diseases;
- list and explain microbiological diagnostic methods;
- gain the technical knowledge and skills to evaluate the pathology of diseases with laboratory applications and to develop basic medical skills with professional skills applications.

## GRADE III MED301 BASIC AND CLINICAL INTEGRATED COURSE OUTCOMES

Outcome	
Knowledge	Lists and explains the steps of taking a patient's history and performing a physical examination, detailing each step.
	Explains the changes in different developmental stages of life (pregnancy, newborn, infant, adolescence, menopause), defines the problems seen during these stages.
	Defines neoplasia, lists tumor markers used in diagnosis and follow-up; explains the distinction between benign and malignant.
	Describes the mechanisms of system (haematopoietic-lymphoid, respiratory and cardiovascular, musculoskeletal, sensory, digestive and metabolism, urogenital and endocrine, central nervous system) diseases seen in children and adults, lists and explains the signs and symptoms, classifies related malignancies, explains pathology, diagnostic methods and agents used in treatment.
	Lists and explains microorganisms causing diseases/infections and their signs and symptoms based on systems (hematopoietic-lymphoid, respiratory and cardiovascular, musculoskeletal, sensory, digestive and metabolism, urogenital and endocrine, central nervous system); enumerates microbiological diagnostic methods and antibiotics used in treatment.
	Explains the principles of prevention and control of infectious diseases, lists the appropriate methods.
	Explains the approach to all these diseases in primary health care and the concept of preventive medicine.
	Lists actions to be taken to protect the health of healthcare professionals.
	Enumerates the terminology and classes of pharmacological agents; explains different drug groups, their characteristics, indications, and side effect profiles.
	Describes the concepts of tumor and transplantation immunology, autoimmunity, hypersensitivity and immunological tolerance, explains pathophysiology; counts immunological diagnostic methods, describes basic techniques.
	Explains the concepts of clinical biostatistics with examples; defines epidemiological studies, makes basic epidemiological calculations based on data.
	Defines ethics, morals, medical ethics, and informed consent concepts; explains their importance, describes the doctor-patient relationship; correctly lists ethical values applicable in various medical practices at different stages of life; discusses how new developments can affect the future of medicine and humanity.
	Vertical Corridor 1: My Journey in Istinye Medicine - 1 / Contact with Clinical Environments - 1: Recognizes the importance of patient-physician communication in clinical settings; identifies personal learning needs; plans career development and evaluates achievements.
Skills	Can apply fundamental professional skills that will form the basis of healthcare service delivery (Medical Skill Applications).
	Can research a medical / paramedical subject and present it in the community.
Attitude	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety practices, and principles of working with biological materials (Practices).

## STUDENT PRESENTATIONS

Students make one presentation per academic year. Before the committee, the pre-determined presentation topics according to the course distribution is requested from the faculty members lecturing in the particular committee. In the committee introduction course, the students who will present in that committee as well as the presentation topics are determined randomly by casting lots 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.

The jury members evaluate the presentations using the "Personal Performance Evaluation Form" and the student's presentation grade is calculated as the average of the grades given by the jury members. The contribution of the student presentation grade to the year-end success score is 5%.

**ISTINYE UNIVERSITY  
FACULTY OF MEDICINE  
PERSONAL PERFORMANCE EVALUATION FORM**

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

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

Evaluation Criteria	Score	Scoring
<b>Communication Skills</b>		
The student's dress, posture, speech and expression style were appropriate for the presentation	5	
<b>Content</b>		
1. Made an introduction including aims and objectives	10	
2. Explained the subject with appropriate examples	10	
3. The order of topics and transitions in the presentation were appropriate	10	
4. The subject integrity and coherence of the presentation was clear	10	
5. The length and timing of the presentation was adequate	10	
6. Word choices (appropriate to the content) and usage were correct	10	
7. The presentation helped me to understand what I need to know	15	
<b>Technical</b>		
1. Used visual and auditory tools well	5	
2. His/her voice was audible, confident and controlled	5	
3. Presented fluently, independent of the written text	10	
<b>TOTAL</b>	<b>100</b>	

**Evaluating Faculty Member:**



## PROFESSIONAL and CLINICAL SKILLS PRACTISES

### AIM and OBJECTIVES

#### **Aim:**

The aim of professional and clinical skills practices is to provide students with basic medical skills and attitudes in the pre-clinical phase.

#### **Objectives:**

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

- Ability to use microscope,
- Hand washing skills,
- Wrap-bandage application skills,
- Neck collar fitting skills,
- Ability to provide first aid to remove the foreign body in the airway,
- Ability to measure and evaluate blood glucose with glucometer,
- Ability to measure blood pressure,
- Ability to perform intradermal injection,
- Ability to perform subcutaneous injection,
- Ability to perform intramuscular injection,
- Ability to perform intravenous injection,
- Intravenous access skills,
- Ability to apply Rinne-Weber and Schwabach tests,
- Ability to assess general condition and vital signs,
- Ability to perform head and neck examination,
- Breast and axilla examination skills,
- Cardiovascular system examination skills,
- Respiratory system examination skills,
- Superficial suturing and retrieval skills,
- Gynaecological examination skills,
- Ability to perform pregnant examination

### IMPLEMENTATION CONTENT, PLAN and EVALUATION

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

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 semester, students are given the opportunity to complete their deficiencies by organising 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 programme 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 semester. 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.

### Professional and Clinical Skills Practises (PSP)- Implementation Plan

Grade 1	PSP	Committee
		Ability to Use Microscope
	Hand Washing Skills	Introduction to Medical Sciences II
	Wrap-Bandage Application Skills	Introduction to Medical Sciences II
	Cervical Collar (Neck Collar) Fitting Skills	Introduction to Medical Sciences II
	First Aid Skills for Removing Foreign Body in the Airway	Introduction to Medical Sciences III
	Ability to Measure Blood Glucose with Glucometer	Introduction to Medical Sciences III
Grade 2	PSP	Committee
		Ability to Apply Rinne-Weber and Schwabach Tests
	Blood Pressure Measurement Skills	Biological Agents-Defense-Inflammation
	Intradermal Injection Skills	Biological Agents-Defense-Inflammation
	Subcutaneous Injection Skills	Biological Agents-Defense-Inflammation
	Intramuscular Injection Skills	Biological Agents-Defense-Inflammation
	Intravenous Injection Skills	Biological Agents-Defense-Inflammation
	Intravenous Access Skills	Urogenital-Endocrine
Grade 3	PSP	Committee
		Physical Examination Lessons-1: Evaluation of General Status and Vital Findings
	Physical Examination Lectures-2: Head and Neck Examination	Blood-Immun System-Tumor
	Physical Examination Lessons-3: Breast and Axilla Examination	Blood-Immun System-Tumor
	Physical Examination Lessons-4: Cardiovascular System Examination	Circulatory and Respiratory System
	Physical Examination Lessons-5: Respiratory System Examination	Circulatory and Respiratory System
	Ability to Apply Rinne-Weber and Schwabach Tests	Nerve-Sense-Locomotor System
	Superficial Suturing and Retrieval Skills	Gastrointestinal System and Metabolism
	Gynaecological Examination Skills	Urogenital and Endocrine System
	Pregnancy Examination Skills	Urogenital and Endocrine System

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

## CARDIOVASCULAR SYSTEM EXAMINATION SKILLS

Student Name, Surname:

Student Number:

**AIM: To gain examination skills by applying the skill steps in the correct and appropriate order**

**Materials required: Stethoscope**

STEPS	APPLIED	DID NOT APPLY
1. Washed his/her hands and informed the patient about the examination		
2. Moved to the right of the patient		
<b>Inspection</b>		
3. Observed whether the patient has externally recognisable signs of stress (anxiety, sweating, pain, abnormal breathing, etc.)		
4. Assessed the patient's skin findings (presence of cyanosis, sweaty, dry, oedematous skin, etc.)		
5. Assessed general body posture, limb or chest wall abnormalities, swelling in the pectoral region		
6. Assessed the presence of specific signs of cardiovascular diseases in the head-neck and face (xanthoema, facies mitrale, musset's sign, central cyanosis, etc.)		
7. Placed the patient in a sitting position at a 45-degree angle and turned the patient's neck to the left and performed a jugular venous fullness examination		
8. In abdominal examination assessed the presence of distension, hernia, skin lesions		
9. Assessed the presence of oedema of the extremities, nail examination (cyanosis and capillary refill in the nail bed), presence of specific skin lesions		
<b>Palpation</b>		
10. Taking care to keep his/her hands warm, determined the distance from the mid-sternal line, the 5th intercostal space and the mid-clavicular line to determine the peak heart rate of the patient in the supine position by means of the fingertips and the whole foot of the hand. Evaluated the peak beat intensity and hand raising ability		
11. Giving the patient a sitting position, re-detected the peak heart rate and looked for synchronisation of the carotid arteries		
12. Checked whether the patient had trills using his palm in lying and sitting positions.		
13. With the patient in both supine and sitting position, the dimensions of the cardiac matrix were determined by percussion using the intercostal spaces along the sternum in the medial direction starting from the anterior axillary line and marked with a pencil		
<b>Auscultation</b>		
14. Started auscultation, taking care that the stethoscope he/she would use was close to the patient's body temperature.		
15. Demonstrated and listened to all foci of the heart (the patient is expected to perform the listening process using both the diaphragm and bell surface of the stethoscope separately while sitting, leaning forward, lying on the back and lying on the left side) Aortic focus: Intersection of the right edge of the sternum and the right second intercostal space Pulmonary focus: Intersection of the left edge of the sternum and the left second intercostal space		

Second pulmonary focus: The intersection of the left edge of the sternum and the left third intercostal space Tricuspid focus: The intersection of the left edge of the sternum and the left fourth intercostal space Mitral focus: Left fifth intercostal space in the mid-clavicular line		
16. Distinguished between S1 and S2 sound and said he would assess synchronised with the carotid		
17. Assessed the intensity, intensity and duration of heart sounds		
18. Assessed the rhythm rate of heart sounds and whether they were rhythmic/arrhythmic		
19. Identified additional sounds (if any)		
20. Identified the murmur (if any), determined its extent		
21. Performed dynamic auscultation (reassessed additional sounds and murmurs with various physiological or pharmacological manoeuvres)		
22. Evaluated peripheral pulses (carotid, brachial, radial, femoral, popliteal, dorsalis pedis)		
23. Informed the patient about the result of the examination		
24. Washed his/her hands		

**Evaluating Faculty Member Name-Surname:**

**Date:**

**Signature:**

## INTEGRATED SESSION

These are sessions in which selected topics within the course board are explained and discussed by different disciplines on the basis of case or situation, and are held in large groups in order to associate and reinforce the knowledge of basic and clinical medical sciences.

The integrated sessions in the Grade III syllabus are given below.

Committee	Integrated Session Name	Departments Attending the Session
Blood-Immune System-Tumor	Approach to the Patient with Lymphadenopathy	Infectious Diseases, Internal Medicine, Medical Pathology, Medical Microbiology
Circulatory and Respiratory System	Approach to the Patient with Hypertension	Pharmacology and Clinical Pharmacology, Internal Medicine, Cardiology, Medical Pathology
Circulatory and Respiratory System	Tuberculosis	Family Medicine, Infectious Diseases, Pharmacology and Clinical Pharmacology, Chest Diseases, Medical Pathology
Gastrointestinal System and Metabolism	Obesity	Biochemistry, Pharmacology and Clinical Pharmacology, General Surgery, Internal Medicine, Psychiatry

## 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.

### OUTCOMES

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Lists the possible hypotheses about the cause of the problem</li> <li>• Defines the associated physiopathological processes</li> <li>• Asks the right questions to obtain information for problem solving</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Develops problem solving skills</li> <li>• Develops communication skills</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>• Demonstrates harmonious behaviour with the group</li> </ul>

### PROCESS

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

## SPESIFIC STUDY MODULE

### VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE 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 semesters;

Vertical Corridor component and its sub-components and themes,

- Specific Study Module, Vertical Corridor-1: My Journey in İstinye Medicine
  - GI-GIII: *Early Clinical Exposure*
    - GI- Community Engagament
    - GII- Engagement with Preventive Medicine
    - GIII- Engagement with Clinical Environments-1
  - GIV-GVI: *Engagement with Clinical Medicine*
    - GIV- Engagement with Clinical Environments-2
    - GV- Medical Experiences
    - GVI- Compulsory Service Pre-training
- Learning methods
  - Field trips/visits, special event days, seminars, experience sharing, hospital orientation, etc.
- Learning enviroments
  - 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".

#### AIM

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

## OUTCOMES

<b>Specific Training Module, Vertical Corridor-1: My Journey In İstinye Medicine</b> <b>LEARNING OUTCOMES</b>	
<b>1. GI- Community Engagement:</b>	<p>1.1. Is aware of the contribution and significance of healthcare services to the community. Can interview health workers and reflect on these issues.</p> <p>1.2. Can identify own learning needs.</p>
<b>2. GII- Engagement with Preventive Medicine:</b>	<p>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.</p> <p>2.2. Can identify own learning needs.</p>
<b>3. GIII- Engagement with Clinical Environments -1:</b>	<p>3.1. Recognizes the importance of patient-physician communication in clinical settings.</p> <p style="padding-left: 40px;">Observes health care workers in the clinical setting in terms of patient-physician communication and can reflect on these issues.</p> <p>3.2. Can identify own learning needs.</p>
<b>4. GIV- Engagement with Clinical Environments-2:</b>	<p>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.</p> <p>4.2. Can identify own learning needs.</p>
<b>5. GV-Medical Experiences:</b>	<p>5.1. Recognizes the significance of physician experience in healthcare service delivery.</p> <p>5.2. Can identify own learning needs.</p>
<b>6. GVI- Compulsory Service Pre-training:</b>	<p>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.</p> <p>6.2. Can identify own learning needs.</p>



## PROCESS

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

#### • GIII- Engagement with Clinical Environments-1:

- They will have completed GII education and theoretical courses such as "Semiotics Lessons-1" (Evaluation of General Condition and Vital Signs) and "Patient-Physician Communication," as well as practical training such as "Physical Examination-1" (Evaluation of General Condition and Vital Signs).
- During field trips, students have the status of "visitor/observer."
- They must have completed the "Healthcare Worker Orientation Training" (e.g., hospital procedures, patient confidentiality, etc.) (mandatory participation; online, remote training; organized and announced by the vertical corridor responsible).

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

- It will be carried out in collaboration with the Vertical Corridor Coordinatorship and Semester Coordinatorship.
  - For GIII:
    - Students will receive "Healthcare Worker Orientation Training" (e.g., hospital operations, patient confidentiality, etc.) (exp. attendance is mandatory; remote, online training; organized and announced by the Vertical Corridor Coordinator).

### The Duration of Education Programme

#### • GIII-Engagement with Clinical Environments-1:

- (2 hours) + (4+1 hours)x2=12 hours Student Workload
- 1 theoretical course (2 hours), 2 clinical environment field visits; AE and PA activity durations.
  - "Physician-Patient Communication"
  - "Clinical Settings (Outpatient and Inpatient Clinics, Emergency Units)"

### Organization of Field Visits and Clinical Environment Visits

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

### Seminar, Lecture, Classroom Organizations

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

### Organisation of Student Groups Receiving Training

- Will be organized by the Semester and Vertical Corridor Coordination Offices. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Semester and Vertical Corridor Coordination Offices.
- During the first three semesters, for activities other than those conducted separately in two languages such as seminars or theoretical 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.

#### **Organisation of Compulsory Pre-trainings and Pre-requisites**

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

#### **Announcement of GI-GVI 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.

##### **○ Maximum Time Interval In Periodic Document Management**

##### **○ For GIII:**

- 1 theoretical course, 2 clinical environment field visits; 2 Portfolio Field-Environment Visit/Event Participation Reflection Forms will be filled in.
- After completing the activities during the semester, students will submit their portfolios containing the filled forms to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment.
- The assessor completes the evaluation within 20 days using the "*Student List-Delivery Signature Record*" and "*Assessment Result List*".
- After the assessor collects the forms from all students and completes the assessment;
  - "*Student List-Delivery Signature Record*"
  - "*Assessment Result List*"
  - "*Student Portfolios*",

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

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

#### **Operation of Assessment and Evaluation**

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

## ASSESSMENT AND EVALUATION

The assessment and evaluation procedures applied in ISU-MF-UGMEP TI-TVI are summarised in the table below..

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

\*TL: Theoretical Lecture/Narration/Presentation, SP: Student Presentation, VC1-: Vertical Corridor 1, VC2-: Vertical Corridor 2, VC3-: Vertical Corridor 3, CD: Interactive Case Discussion, HT: Hands-On Training at the Bedside/Clinical Environment, IS: Independent Study, OEQ: Open Ended Question, FB: Fill in the Blank, PE: Practical Examination, PF: Patient File Preparation/Presentation/Discussion, FV: Field Visit, AP: Activity Participation, M: Meeting, SM: Seminar, ISS: Integrated Session, PL: Panel, MD: Movie Discussion, MCE: Multiple Choice Exam, OSCE: Objective Structured Clinical Examination, OSVE: Objective Structured Verbal Examination, VE: Verbal Examination, PF: Portfolio, (Field-environment Visit/Activity Participation Reflection Form, Self Assessment Form, T: Task (Interim Self Evaluation Form, Future Self Evaluation Form), PPE: Personal Performance Evaluation, PAAW: Performance Assessment At Work, SPR: Supervised Performance, RP: Research Project, SA: Self Assessment,CL: Classroom, MCC-: Main Campus Classrooms- , SL: Simulation Laboratory, 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 measurement and evaluation procedures in Grade III are organised within the framework of the principles specified in the "Istinye University Faculty of Medicine Education and Examination Directive". Students take six "Committee Exams" throughout the year, "Fall Semester Final Exam" at the end of the fall semester, "Spring Semester Final Exam" and "Objective Structured Clinical Exam" at the end of the spring semester. Students also make one presentation each 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 lecturers using the "Personal Performance Evaluation Form" (See Student Presentations). Within the scope of Vertical Corridor-1, the student fills out a "Reflection Form" regarding the activities and field visits 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 in Istinye Medicine).

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

The grades obtained from the exams and assessments taken during the semester and the effect of these grades on the "End of Year Success Grade" are given in the table below.

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

CBSG: Course Committees Success Grade, CEG: Committee Exam Grade, EEG: Exemption Exam Grade FSEG: Fall Semester Exam Grade, MEG: Make-Up Exam Grade, OSCEG: Objective Structured Skills Test Grade, SPG: Student Presentation Grade, SSEG: Spring Semester Exam Grade, VC1PFG: Vertical Corridor-1 Portfolio Grade.

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

During the pre-clinical education phase, at least 70% attendance to theoretical courses and at least 80% attendance to practical courses is compulsory. Students who fulfil the attendance requirement, but cannot take the "Fall Final Exam" (end of the first semester) and "Spring Final Exam" (end of the second semester), 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 III 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://www.istinye.edu.tr/tr/universite/yonetmelik-ve-yonergeler>).

The exams of the YÖK 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.

### 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

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

Purpose of the Committee Introduction:

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

In line with the aforementioned objectives;

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



## END OF COMMITTEE EVALUATION MEETING

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

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

## INTRODUCTION TO PATHOLOGICAL SCIENCES and STAGES OF LIFE -II

### AIM OF THE COMMITTEE

The aim is to provide students with an understanding of basic pre-clinical semiotics; the ability to interpret physical examination findings; the capability to explain changes in significant life stages (pregnancy, newborn, infant, adolescence, menopause) and identify problems encountered during these stages; and to impart knowledge about the concept of malignancy and the ability to distinguish between benign and malignant conditions

### COMMITTEE LEARNING OUTCOMES AND ASSESSMENT & EVALUATION METHOD

	Learning Outcome	Assessment & Evaluation Method
Knowledge	Describes the initial assessment of a newborn in broad terms.	MCE
	Defines the concept of prematurity.	MCE
	Explains the significance of breast milk.	MCE
	Lists and explains the steps of taking a patient's history and performing a physical examination, detailing each step.	MCE
	Explains changes in significant life stages (pregnancy, newborn, infant, adolescence, menopause) and identifies problems encountered during these stages.	MCE
	Defines neoplasia, enumerates tumor markers used in diagnosis and monitoring; explains the distinction between benign and malignant.	MCE
	Describes the molecular mechanism of cancer; explains the concepts of invasion and metastasis.	MCE
	Enumerates the terminology and classification used in antibiotics; explains antibacterial, antiparasitic, antifungal, and antiviral drug groups, their characteristics, and indications.	MCE
	Describes fever and how it is evaluated.	MCE
	Lists actions to be taken to protect the health of healthcare professionals.	MCE
	Defines how national and international health service delivery is organized and describes basic health indicators.	MCE
	Explains the process of pregnancy and associated complications.	MCE
	Describes childbirth, birth-related anomalies, and perinatal/postpartum infections.	MCE
	Lists the fundamentals of evidence-based laboratory medicine biochemically.	MCE
	Describes the effects of various life stages on laboratory tests.	MCE
Skill	Can apply the essential medical skill of "cardiovascular examination" accurately and in the correct sequence.	OSCE
Attitude	Can present a medical/paramedical topic researched to the community.	PPE
	Can gain awareness of taking responsibility, teamwork, and contributing to societal well-being by actively participating in scientific and social responsibility projects.	PF

MCE: Multiple Choice Exam, PPE: Personal Performance Evaluation, OSCE: Objective Structured Clinical Exam, PF: Portfolio

## COURSE DISTRIBUTION CHART

**Committee duration:** 5 Weeks

**Committee Start and End Dates:** 2 October 2023 - 3 November 2023

Department/Course	Theoretical	Practical	Total
Child Health and Diseases	11	0	11
Infectious Diseases	4	0	4
Pharmacology and Clinical Pharmacology	15	0	15
Microbiology and Clinical Microbiology	2	2	4
Public Health	8	0	8
Communication	1	0	1
Obstetrics and Gynecology	12	0	12
Internal diseases	1	0	1
Professional and Clinical Skills Practice	0	2	2
Medical Pathology	11	0	11
Medical Biochemistry	9	0	9
Medical Genetics	2	0	2
Committee Introduction	1	0	1
End of Committe Evaluation	1	0	1
Student Presentations	7	0	7
<b>Total</b>	<b>85</b>	<b>4</b>	<b>89</b>

## FACULTY MEMBERS

Faculty/Department	Abbreviation	Faculty Members
Child Health and Diseases	CHD	İsmail Gönen, Gönül Çatlı
Infectious Diseases	INF	İbrahim Çağatay Acuner
Pharmacology and Clinical Pharmacology	PHRM	Ferda Kaleağasıoğlu, Sinan Şermet
Microbiology and Clinical Microbiology	MICRO	Deniz Sertel Şelale, İbrahim Çağatay Acuner, Öncü Akgül, Pınar Yurdakul Mesutoğlu
Public Health	PH	İsmet Tamer
Internal Medicine	IM	Süleyman Tefvik Ecder
Obstetrics and Gynecology	OG	Asena ayar Madenli, İlgi Esen, Kerem Doğa Seçkin, Kübra Irmak, Mehmet Serdar Kütük, Serhat Şen, Ziya Kalem
Medical Pathology	PATHO	Pınar Atasoy, Sibel Şensu Saka
Medical Biochemistry	BC	Turgut Aksoy
Medical Genetics	GEN	Muradiye Acar
Faculty of Communication	COMM	Esra Bayhantopçu

## EVALUATION MATRIX

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

Committee Learning Outcome	Department	MCE number			Total
		CE	FME	ME	
Describes the initial evaluation of the newborn, defines the concept of prematurity.	CHD	1	0	1	2
Explains the importance of breast milk.	CHD	2	1	0	3
Lists the steps of history taking and physical examination, explains each step.	CHD	4	1	1	6
	INF	1	0	0	1
	IM	1	1	1	3
	PH	1	1	0	2
	COMM	2	1	0	3
Explains the changes in important stages of life (pregnancy, newborn, infancy, puberty, menopause) and defines the problems seen in these stages.	OG	4	3	1	8
	CHD	2	0	0	2
	GEN	7	3	1	11
Defines neoplasia, counts tumor markers used in diagnosis and follow-up; explains the distinction between benign and malignant.	PATHO	4	1	1	6
Describes the molecular mechanism of cancer; explain the concepts of invasion and metastasis.	PATHO	14	5	3	22
Lists the terminology and classification used in antibiotics; explains antibacterial, antiparasitic, antifungal and antiviral drug groups, their properties and indications.	PHRM	2	0	0	2
	MICRO	1	1	0	2
Describes fever and how to evaluate it.	INF	2	1	1	4
Lists what needs to be done to protect the health of health workers.	INF	8	3	2	13
Defines how national and international health service delivery is organized and basic health indicators.	PH	4	1	1	6
Explains the pregnancy process and related complications.	OG	6	2	1	9
Explains birth, birth-related anomalies and perinatal/postpartum infections.	DOG	8	3	1	12
Lists the basics of biochemical evidence-based laboratory medicine.	BC	1	1	0	2
Describes the effects of various life stages on laboratory tests.	BC	1	0	1	2
	<b>Total</b>	75	29	15	119

ME: Make-Up exam, MCE: Multiple Choice Exam, FME: Fall Midterm Exam, CE: Committee Exam

## BLOOD- IMMUNE SYSTEM – TUMOR

### AIM OF THE COMMITTEE

The aim is to provide students with the knowledge to describe the mechanisms of occurrence for hematopoietic-lymphoid and immune system diseases in children and adults; enumerate and explain signs and symptoms; classify associated malignancies; explain pathology, diagnostic methods, and treatment agents.

### COMMITTEE LEARNING OUTCOMES AND MEASUREMENT & EVALUATION METHOD

	Learning Outcome	Assessment & Evaluation Method
Knowledge	Explains the microorganisms that play a role in common and life-threatening hematopoietic system infections, describing the clinical conditions they often cause; defines their microbiological diagnostics.	MCE
	Explains principles of prevention and control of infectious diseases, lists appropriate methods for the situation.	MCE
	Classifies antibiotics used in the treatment of infectious diseases that are common, rare but life-threatening, and pose a risk for societal transmission; explains their clinical use.	MCE
	Lists immunological diagnostic methods, describes their basic mechanisms.	MCE
	Describes concepts of tumor and transplantation immunology, autoimmunity, hypersensitivity, and immunological tolerance; explains their pathophysiology.	MCE
	Classifies and describes hematopoietic-lymphoid system diseases and malignancies in children and adults, outlines clinical presentations.	MCE
	Classifies and explains pharmacological agents used in the treatment of anemia and neoplasia, detailing their mechanisms.	MCE
	Explains clinical biostatistics concepts with examples; defines epidemiological studies.	MCE
	Defines ethics, morals, medical ethics, and informed consent concepts; explains their importance, describes the doctor-patient relationship.	MCE
	Discusses how recent developments and technologies in medicine can impact the future of medicine and humanity.	MCE
Correctly lists ethical values applicable in various medical practices at different stages of life.	MCE	
Skill	Develops technical knowledge and skills to evaluate lymphoid tissue and bone marrow pathology.	MCE
Attitude	Can work as a team member within a group and enhance communication skills in pathology laboratory studies.	
	Can present a medical/paramedical topic researched to the community.	PPE
	Can gain awareness of taking responsibility, teamwork, and contributing to societal well-being by actively participating in scientific and social responsibility projects.	PF

MCE: Multiple Choice Exam, PPE: Personal Performance Evaluation, PF: Portfolio

## COURSE DISTRIBUTION CHART

**Committee duration:** 6 Weeks

**Committee Start and End Dates:** 6 November 2023 - 15 December 2023

Department/Course	Theoretical	Practical	Total
Child Health and Diseases	11	0	11
Infectious Diseases Department	13	0	13
Pharmacology and Clinical Pharmacology	7	0	7
Internal Medicine	9	0	9
Biostatistics	15	0	15
Medical Pathology	10	2	12
Medical Biochemistry	5	0	5
Medical Ethics	14	0	14
Medical Genetics	1	0	1
Microbiology and Clinical Microbiology	6	0	6
Professional and Clinical Skills Practice	0	4	4
Integrated Session	4	0	4
Committee Introduction	1	0	1
End of Committee Evaluation	1	0	1
Student Presentations	7	0	7
<b>Total</b>	<b>104</b>	<b>6</b>	<b>110</b>

## FACULTY MEMBERS

Faculty/Department	Abbreviation	Faculty Members
Child Health and Diseases	CHD	Gül Nihal Özdemir, Mahir İğde, Yasemin Torun Altuner
Infectious Diseases	INF	Ayhan MehmeHoğlu, İbrahim Çağatay Acuner
Pharmacology and Clinical Pharmacology	PHRM	Sabire Ferda Kaleağasioğlu, Sinan Şermet
Internal Medicine	IM	Berçem Ayçiçek, Mehmet Hilmi Doğu, Mehmet Özen, Şeyda Gündüz
Biostatistics	IST	Burçin Ataseven
Medical Pathology	PATHO	Pınar Atasoy, Sibel Şensu Saka, Yeşim Saliha Gürbüz
Medical Biochemistry	BC	Turgut Aksoy
Medical Ethics	ETH	Tayyibe Bardakçı
Medical Genetics	GEN	Muradiye Acar
Microbiology and Clinical Microbiology	MICRO	İbrahim Çağatay Acuner, 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 Outcome	Department	MCE number			Total
		CE	FME	ME	
Explains the microorganisms that play a role in common and life-threatening hematopoietic system infections, describing the clinical conditions they often cause; defines their microbiological diagnostics.	INF	10	4	1	15
	MICRO	1	0	0	1
Explains principles of prevention and control of infectious diseases, lists appropriate methods for the situation.	INF	1	1	0	2
Classifies antibiotics used in the treatment of infectious diseases that are common, rare but life-threatening, and pose a risk for societal transmission; explains their clinical use.	INF	4	1	1	6
Lists immunological diagnostic methods, describes their basic mechanisms.	MICRO	1	1	0	2
Describes concepts of tumor and transplantation immunology, autoimmunity, hypersensitivity, and immunological tolerance; explains their pathophysiology.	PATHO	2	1	1	4
	MICRO	5	2	1	8
Classifies and describes hematopoietic-lymphoid system diseases and malignancies in children and adults, outlines clinical presentations.	BC	5	1	1	7
	CHD	11	3	2	16
	IM	10	2	2	14
	GEN	1	0	0	1
Classifies and explains pharmacological agents used in the treatment of anemia and neoplasia, detailing their mechanisms.	PHRM	7	4	2	13
Explains clinical biostatistics concepts with examples; defines epidemiological studies.	IST	15	4	2	21
Defines ethics, morals, medical ethics, and informed consent concepts; explains their importance, describes the doctor-patient relationship.	ETH	10	3	2	15
Discusses how recent developments and technologies in medicine can impact the future of medicine and humanity.	ETH	1	0	0	1
Correctly lists ethical values applicable in various medical practices at different stages of life.	ETH	3	1	1	5
Develops technical knowledge and skills to evaluate lymphoid tissue and bone marrow pathology.	PATHO	13	5	2	20
	<b>Total</b>	<b>100</b>	<b>33</b>	<b>18</b>	<b>151</b>

ME: Make up exam, MCE: Multiple Choice Exam, FME: Fall Midterm Exam, CE: Committee Exam

## CIRCULATORY and RESPIRATORY SYSTEM

### AIM OF THE COMMITTEE

The aim is to provide students with the knowledge to describe the mechanisms of occurrence for respiratory and cardiovascular system diseases and infections in children and adults; enumerate and explain signs and symptoms; classify associated malignancies; explain pathology, diagnostic methods, and treatment agents.

### COMMITTEE LEARNING OUTCOMES AND MEASUREMENT & EVALUATION METHOD

	Learning Outcomes	Assessment & Evaluation Method
Knowledge	Describes the mechanisms of occurrence for respiratory and cardiovascular system diseases in children and adults.	MCE
	Enumerates and explains signs and symptoms of respiratory system diseases in children and adults; explains agents used in treatment.	MCE
	Enumerates and explains signs and symptoms of cardiovascular system diseases in children and adults; explains agents used in treatment.	MCE
	Explains malignancies associated with respiratory and cardiovascular system diseases in children and adults; describes the pathology of these diseases.	MCE
	Classifies lower and upper respiratory tract infections that are common, rare but life-threatening, and pose a risk for societal transmission; explains their etiopathogenesis and epidemiology.	MCE
	Explains principles of prevention and control of respiratory and cardiovascular diseases, classifies appropriate methods for the situation.	MCE
	Lists radiological diagnostic methods used in the diagnosis and monitoring of respiratory and cardiovascular system diseases; differentiates which method to use in specific situations.	MCE
	Selects microbiological tests required for respiratory and cardiovascular system diseases, explains rationale.	MCE
	Selects biochemical tests required for respiratory and cardiovascular system diseases, explains rationale.	MCE
Skill	Can apply and interpret the technique of "electrocardiogram (ECG) recording" accurately and completely, in the correct sequence (MEDICAL SKILL APPLICATION)..	OSCE
	Can perform the "respiratory system examination" accurately and completely, in the correct sequence (MEDICAL SKILL APPLICATION).	OSCE
	Develops technical knowledge and skills to assess the pathology of cardiovascular diseases.	MCE
	Develops technical knowledge and skills to assess the pathology of non-neoplastic and neoplastic respiratory system diseases.	MCE
Attitude	Can work as a team member within a group and enhance communication skills in pathology laboratory studies (APPLICATION).	
	Can research a medical/paramedical topic and present it to the community (PRESENTATION).	PPE
	Can actively participate in scientific and social responsibility projects, gaining awareness of taking responsibility, teamwork, and contributing to societal well-being.	PF

MCE: Multiple Choice Exam, PPE: Personal Performance Evaluation, OSCE: Objective Structured Clinical Exam, PF: Portfolio



## COURSE DISTRIBUTION CHART

**Committee duration:** 6 Weeks

**Committee Start and End Dates:** 18 December 2023 - 26 January 2024

Department/Course	Theoretical	Practical	Total
Child Health and Diseases	7	0	7
Infectious Diseases	7	0	7
Pharmacology and Clinical Pharmacology	25	0	25
Chest Diseases	5	0	5
Cardiology	10	0	10
Medical Pathology	18	4	22
Radiology	2	0	2
Medical Biochemistry	4	0	4
Medical Genetics	1	0	1
Microbiology and Clinical Microbiology	1	0	1
Integrated Session	8	0	8
Professional and Clinical Skills Practice	0	4	4
Committee Introduction	1	0	1
End of Committee Evaluation	1	0	1
Student Presentations	7	0	7
<b>Total</b>	<b>97</b>	<b>8</b>	<b>105</b>

## FACULTY MEMBERS

Department	Abbreviation	Faculty Members
Child Health and Diseases	CHD	Erkan Çakır, Funda Yıldız
Infectious Diseases	INF	Ayhan Mehmetoğlu, İbrahim Çağatay Acuner
Pharmacology and Clinical Pharmacology	PHRM	Sabire Ferda Kaleağasıoğlu, Sinan Şermet, Yusuf Sarıoğlu
Chest Diseases	CD	Aysu Sinem Koç, Pınar Bostan
Internal Medicine	IM	Tekin Akpolat
Cardiology	CRD	Ahmet Anıl Şahin, Mehmet Vefik Yazıcıoğlu, Tolga Sinan Güvenç
Medical Pathology	PATHO	Pınar Atasoy, Sibel Şensu Saka, Yeşim Gürbüz
Radiology	RAD	Ali Demirci, Şamil Aliyev
Medical Biochemistry	BC	Turgut Aksoy
Medical Genetics	GEN	Muradiye Acar
Microbiology and Clinical Microbiology	MICRO	İbrahim Çağatay Acuner

## EVALUATION MATRIX

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

Committee Learning Outcome	Department	MCE number			Total
		CE	FME	ME	
Describes the mechanisms of occurrence for respiratory and cardiovascular system diseases in children and adults.	CHD	1	1	0	2
	INF	2	1	0	3
	GEN	1	0	0	1
	CD	3	2	1	6
	CRD	7	2	1	10
	PATHO	18	7	3	28
Enumerates and explains signs and symptoms of respiratory system diseases in children and adults; explains agents used in treatment.	CHD	3	1	1	5
	INF	1	0	0	1
	PHRM	6	2	1	9
	CD	3	1	1	5
Enumerates and explains signs and symptoms of cardiovascular system diseases in children and adults; explains agents used in treatment.	CHD	3	1	1	5
	PHRM	23	9	4	34
	CRD	6	3	1	0
Explains malignancies associated with respiratory and cardiovascular system diseases in children and adults; describes the pathology of these diseases.	PATHO	2	1	0	10
Classifies lower and upper respiratory tract infections that are common, rare but life-threatening, and pose a risk for societal transmission; explains their etiopathogenesis and epidemiology.	INF	6	1	1	3
	PATHO	2	0	0	8
Explains principles of prevention and control of respiratory and cardiovascular diseases, classifies appropriate methods for the situation.	CD	1	0	0	0
	CRD	1	0	1	2
Lists radiological diagnostic methods used in the diagnosis and monitoring of respiratory and cardiovascular system diseases; differentiates which method to use in specific situations.	RAD	2	1	0	0
Selects microbiological tests required for respiratory and cardiovascular system diseases, explains rationale.	MICRO	1	1	0	1
Selects biochemical tests required for respiratory and cardiovascular system diseases, explains rationale.	BC	4	2	1	0
Develops technical knowledge and skills to assess the pathology of cardiovascular diseases.	PATHO	2	1	0	2
Develops technical knowledge and skills to assess the pathology of non-neoplastic and neoplastic respiratory system diseases.	PATHO	2	1	0	3
	<b>Total</b>	100	38	17	153

ME: Make up exam, MCE: Multiple Choice Exam, FME: Fall Midterm Exam, CE: Committee Exam

## NERVE SENSE and LOCOMOTOR SYSTEM

### AIM OF THE COMMITTEE

The aim is to provide students with the knowledge to describe the mechanisms of occurrence for musculoskeletal, sensory, and central nervous system diseases and infections in children and adults; enumerate and explain signs and symptoms; classify associated malignancies; explain pathology, diagnostic methods, and treatment agents.

### COMMITTEE LEARNING OUTCOMES and ASSESSMENT & EVALUATION METHOD

	Learning Outcome	Assessment & Evaluation Method
Knowledge	Describes the mechanisms of occurrence for musculoskeletal, sensory, and central nervous system diseases in children and adults.	MCE
	Enumerates and explains signs and symptoms of musculoskeletal and sensory system diseases in children and adults; explains agents used in treatment.	MCE
	Enumerates and explains signs and symptoms of central nervous system diseases in children and adults; explains agents used in treatment.	MCE
	Explains malignancies associated with musculoskeletal, sensory, and central nervous system diseases in children and adults; describes the pathology of these diseases.	MCE
	Enumerates important observations during dermatological examination, explains terminology.	MCE
	Enumerates important observations during dermatological examination, explains terminology.	MCE
	Classifies musculoskeletal, sensory, and central nervous system infections that are common, rare but life-threatening, and pose a risk for societal transmission; explains their etiopathogenesis and epidemiology.	MCE
	Explains principles of prevention and control of musculoskeletal, sensory, and central nervous system diseases, classifies appropriate methods for the situation.	MCE
	Selects appropriate laboratory tests for the diagnosis and monitoring of musculoskeletal, sensory, and central nervous system diseases, explains their usage with rationale.	MCE
	Explains the microbiological diagnostic approach for musculoskeletal, sensory, and central nervous system diseases, and lists methods with rationale.	MCE
Skill	Explains the biochemical diagnostic approach for musculoskeletal, sensory, and central nervous system diseases, and lists methods with rationale.	MCE
	Can perform the "Rinne-Weber-Schwabach tests" systematically within a specific framework, applying them accurately and completely, in the correct sequence (MEDICAL SKILL APPLICATION).	OSCE
	Develops technical knowledge and skills to assess central nervous system pathologies (APPLICATION).	MCE
Attitude	Develops technical knowledge and skills to assess musculoskeletal disorders and pathologies (APPLICATION).	MCE
	Can work as a team member within a group and enhance communication skills in pathology laboratory studies (APPLICATION).	
	Can research a medical/paramedical topic and present it to the community (PRESENTATION).	PPE
	Can actively participate in scientific and social responsibility projects, gaining awareness of taking responsibility, teamwork, and contributing to societal well-being.	PF

MCE: Multiple Choice Exam, PPE: Personal Performance Evaluation, OSCE: Objective Structured Clinical Exam, PF: Portfolio

## GASTROINTESTINAL SYSTEM AND METABOLISM

### AIM OF THE COMMITTEE

The aim is to provide students with the knowledge to describe the mechanisms of occurrence for digestive and metabolic diseases and infections in children and adults; enumerate and explain signs and symptoms; classify associated malignancies; explain pathology, diagnostic methods, and treatment agents.

### COMMITTEE LEARNING OUTCOMES and ASSESSMENT & EVALUATION METHOD

	Learning Outcome	Assessment & Evaluation Method
Knowledge	Classifies acid-base balance disorders and explains their mechanisms.	MCE
	Explains lipoprotein metabolism, disorders, and their relationship with obesity.	MCE
	Explains calcium metabolism and highlights the significance of clinical conditions arising from its disorders.	MCE
	Describes the mechanisms of occurrence for digestive system and metabolic diseases in children and adults.	MCE
	Enumerates and explains the signs and symptoms of digestive system and metabolic diseases in children and adults; explains the agents used in treatment.	MCE
	Explains the pathology of malignancies associated with digestive system and metabolic diseases in children and adults.	MCE
	Classifies common, rare but life-threatening infectious diseases of the digestive system and metabolism; explains their etiopathogenesis and epidemiology.	MCE
	Describes principles of prevention and control for digestive system and metabolic diseases, and lists appropriate methods.	MCE
	Enumerates radiological diagnostic methods used in the diagnosis and monitoring of digestive system and metabolic diseases; distinguishes which method to use in which situation.	MCE
	Explains the microbiological diagnostic approach for digestive system and metabolic diseases, and lists methods with justifications.	MCE
Skill	Explains the biochemical diagnostic approach for digestive system and metabolic diseases, and lists methods with justifications.	MCE
	Can apply the techniques of "applying and removing superficial sutures" accurately and in the correct sequence, which are fundamental medical skills.	OSCE
	Develops technical knowledge and skills to assess neoplastic and non-neoplastic pathologies of the upper and lower gastrointestinal system.	MCE
Attitude	Develops technical knowledge and skills to assess liver and gallbladder pathologies.	MCE
	Can work as a team member and enhance communication skills in pathology laboratory studies.	
	Can research a medical/paramedical topic and present it to the community.	PPE
	Can actively participate in scientific and social responsibility projects, demonstrating responsibility, teamwork, and awareness of contributing to societal benefit.	PF

MCE: Multiple Choice Exam, PPE: Personal Performance Evaluation, OSCE: Objective Structured Clinical Exam, PF: Portfolio

## UROGENITAL - ENDOCRINE SYSTEM AIM OF THE COMMITTEE

The aim is to provide students with the knowledge to describe the mechanisms of development of urogenital and endocrine system diseases and infections in children and adults; enumerate and explain their signs and symptoms; classify associated malignancies; explain their pathology, diagnostic methods, and the agents used in their treatment.

### COMMITTEE LEARNING OUTCOMES and MEASUREMENT & EVALUATION METHOD

	Learning Outcome	Assessment & Evaluation Method
Knowledge	Describes the mechanisms of development of urogenital-endocrine system diseases in children and adults.	MCE
	Enumerates and explains the signs and symptoms of endocrine system diseases in children and adults; explains the agents used in their treatment.	MCE
	Enumerates and explains the signs and symptoms of urinary system diseases in children and adults; explains the agents used in their treatment.	MCE
	Enumerates and explains the signs and symptoms of genital system diseases in children and adults; explains the agents used in their treatment.	MCE
	Explains the malignancies associated with urogenital-endocrine system diseases in children and adults, and describes the pathology of these diseases.	MCE
	Classifies sexually transmitted infections that are common in the community, rare but life-threatening, and pose a risk in terms of societal transmission; explains the etiopathogenesis and epidemiology of these infections.	MCE
	Classifies urinary system infections that are common in the community, rare but life-threatening, and pose a risk in terms of societal transmission; explains the etiopathogenesis and epidemiology of these infections.	MCE
	Explains the approach to pregnancy complications.	MCE
	Lists the radiological diagnostic methods used in the diagnosis and monitoring of urogenital and endocrine system diseases. Can distinguish which method to use in each situation.	MCE
	Explains the microbiological diagnostic approach of urogenital and endocrine system diseases and lists the methods with their justifications.	MCE
Skill	Explains the biochemical diagnostic approach of urogenital and endocrine system diseases and lists the methods with their justifications.	MCE
	Can perform the obstetric examination of a pregnant woman correctly and in the correct order as a fundamental medical skill (PROFESSIONAL SKILL APPL).	OSCE
	Can perform the gynecological examination correctly and in the correct order as a fundamental medical skill (PROFESSIONAL SKILL APPL).	NYBS
	Develops technical knowledge and skills to evaluate non-neoplastic and neoplastic kidney diseases and bladder pathologies (APPLICATIONS).	MCE
	Develops technical knowledge and skills to evaluate cervix, uterus, corpus, pregnancy, ovaries, breast, prostate, and testis pathologies (APPLICATIONS).	MCE
Attitude	Develops technical knowledge and skills to evaluate the pathologies of endocrine system diseases (APPLICATIONS).	MCE
	In pathology laboratory studies, can work as a team member within a group and develop communication skills (APPLICATIONS).	
	In pathology laboratory studies, can work as a team member within a group and develop communication skills (APPLICATIONS).	PPE
	Can actively participate in scientific and social responsibility projects, demonstrating responsibility, teamwork, and awareness of contributing to societal benefit.	PF

MCE: Multiple Choice Exam, PPE: Personal Performance Evaluation, OSCE: Objective Structured Clinical Exam, PF: Portfolio

## COURSE SCHEDULE

The current schedule of Grade III is published on the website of IstinYE University Faculty of Medicine, in the "Syllabus" tab and on the MEDU system. The current program flow should be followed on MEDU 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 system is provided from the link below:

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

## INDEPENDENT STUDY

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

It is targeted that, students with independent study,

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

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

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

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

INDEPENDENT STUDY SELF-ASSESSMENT AND QUESTIONNAIRE FORM			
GRADE I	<input type="checkbox"/>	FALL MIDTERM	<input type="checkbox"/>
GRADE II	<input type="checkbox"/>		
GRADE III	<input type="checkbox"/>		
GRADE IV	<input type="checkbox"/>	SPRING MIDTERM	<input type="checkbox"/>
GRADE V	<input type="checkbox"/>		
GRADE VI	<input type="checkbox"/>		
Student name, surname			
Student number			
SELF-ASSESSMENT			
<i>(Answer in written form. It should be written in a clear/understandable way)</i>			
Briefly write down the subject/areas you aim to develop through independent study. (Your development goals can either be knowledge or skills in certain subjects)			
Please indicate the working method(s) you use during independent study hours.			
Reading Source Book / Literature / Guidelines / Course Notes	<input type="checkbox"/>	Interview with faculty member/expert	<input type="checkbox"/>
Watching Source Video/ Lecture Recording	<input type="checkbox"/>	Practicing a skill	<input type="checkbox"/>
Student Group Study	<input type="checkbox"/>	Field visit/on-the-job observation	<input type="checkbox"/>
Others: _____			<input type="checkbox"/>



Indicate the resources you used during the independent study hours.

Please explain what you have achieved through independent work.

### Questionnaire

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

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

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

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

**Student signature,  
Date**

## ELECTIVE COURSES

The aim of elective courses is to provide complementary educational experiences to the medical school curriculum and to provide students with the opportunity to develop themselves in the areas of their interests. At Istinye University, there are "University Elective" courses open to the participation of all students of the university as well as "Department/Program Elective" courses opened only for Faculty of Medicine students. In Grades I and II, students must take five ECTS worth of university elective courses each semester; in Grade III, students must take four ECTS worth of department/program elective courses each semester. The syllabi for elective courses are published on the website of Istinye University. Department/program elective courses for the fall semester for the students of the Faculty of Medicine are given in the table below.

	Course code	Course name	Faculty member	Theoretical (hours/week)	Practice (hours/week)	ECTS
Güz	MED030	Biophysical Aspects and Applications of Physical Principles in Medicine	Asst. Prof. Dr. Denizhan Karış	2	0	2
	MED048	Social Psychology for Medical Students	Assoc. Prof. Dr. Sinan Çaya	2	0	2
	MED031	Animal Models for The Study of Human Disease	Asst. Prof. Dr. İlknur Dursun	2	0	2

ECTS: European Credit Transfer System credit value

## ADVISORY SYSTEM

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

1. Student Affairs Counseling
2. Academic Advising

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

Academic advisor is a faculty member assigned to follow and guide the individual development and success of the student. At Istinye University Faculty of Medicine, two different faculty members, one assigned for the pre-clinical education phases (Grades I, II and III), the other for the clinical phases (Grades IV and V) and the internship phase (Grade VI), serve as academic advisors. For the pre-clinical academic advisors, students are assigned from among the faculty members who lecture the majority of the period and work at the university campus. Academic advisors for clinical students are assigned from among the faculty members working in affiliated hospitals and those lecturing for the majority of the education period in the particular semester.

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

## STUDENT CLASS REPRESENTATIVE and FACULTY STUDENT REPRESENTATIVE

Student Class Representative refers to a student representing his/her class who are elected among the students registered for the particular class. They are selected on a yearly basis.

Faculty Student Representative refers to the student elected among the Student Class Representatives every year 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 semester by secret ballot (closed envelope method or online survey created through the Education Management System) under the supervision of the Semester Coordinator. Student class representatives elect a Faculty Student Representative among themselves by secret ballot under the supervision of the Chief Education Coordinator. The results of both elections are reported to the Dean's Office. The Dean's Office sends a notification letter to the elected students. Student Class Representatives are assigned for 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 Program Evaluation Board meetings to which he/she is invited to. The Faculty Student Representative who fails to attend two consecutive meetings or a total of three meetings within an academic semester 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 they represent 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 they represent 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 Program Evaluation and Development Board.
- e) To organize 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 Program 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 system at the beginning of the academic year and updated when necessary. Students should follow the current course schedule on the website and MEDU system.

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

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

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

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

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

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

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

## ONLINE CONNECTIONS

Istinye University website: <https://www.istinye.edu.tr/en>

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

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

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

International Relations Directorate: <https://international.istinye.edu.tr/>

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

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

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

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

## COMMUNICATION and TRANSPORTATION

**Faculty Secretary:** Deniz Ateş

**Faculty Administrative Officer:** İbrahim Arslan

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

**Tel:** 0850 283 60 00

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

Shuttle service is provided to provide transportation between Istinye University Vadi Campus and Topkapı Campus, Trump Towers, Kabataş and Kağıthane Metro.

Information on shuttle times and departure points can be found at the link below:

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