

**İSTİNYE UNIVERSITY  
FACULTY of MEDICINE**

**Specific Working Module,  
Vertical Corridor-1: “My Journey In İstinye Medicine”  
Student Portfolio**

*“Sapere aude.”  
“Dare to know.”*

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



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# SECTION I

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

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

Specific Training Module, Vertical Corridor-1: My Journey in İstinye Medicine	
PI-PIII: Early Clinical Exposure	PI-Community Engagement
	PII-Engagement with Preventive Medicine
	PIII-Engagement with Clinical Environments-1
PIV-PVI: Engagement with Clinical Medicine	PIV-Engagement with Clinical Environments-2
	PV- Medical Experiences
	PVI- Compulsory Service Pre-training

Specific Training Module, Vertical Corridor-1: My Journey In İstinye Medicine OBJECTIVE
PI-PVI: 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>PI-Community Engagement:</b> Creating awareness about the contribution and importance of healthcare services to the community.
2. <b>PII- 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>PIII-Engagement with Clinical Environments-1:</b> Familiarizing with clinical environments (outpatient and inpatient clinics, emergency units).
4. <b>PIV-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>PV-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>PVI- Compulsory Service Pre-training:</b> Critical competencies (protection, diagnosis, treatment, follow-up and rehabilitation) ethical principles, legal regulations, health care organization and staff management.

**Specific Training Module, Vertical Corridor-1: My Journey In İstinye  
Medicine  
LEARNING OUTCOMES**

**1. PI- Community Engagement:**

- 1.1. Is aware of the contribution and significance of healthcare services to the community. Can interview health workers and reflect on these issues.
- 1.2. Can identify own learning needs.

**2. PII- Engagement with Preventive Medicine:**

- 2.1. Is aware of the importance of collaboration with healthy individuals, communities, preventive health services, and professional organizations. Can meet with health workers and reflect on these issues.
- 2.2. Can identify own learning needs.

**3. PIII- Engagement with Clinical Environments -1:**

- 3.1. Recognizes the importance of patient-physician communication in clinical settings. Observes health care workers in the clinical setting in terms of patient-physician communication and can reflect on these issues.
- 3.2. Can identify own learning needs.

**4. PIV- Engagement with Clinical Environments-2:**

- 4.1. Acknowledges the importance of positive and supportive communication among healthcare teams in clinical settings and the significance of effective functioning in healthcare delivery. Observes the communication between the health care team and the functioning of the health service in the clinical setting, conducts meetings with health care professionals and reflects on these issues.
- 4.2. Can identify own learning needs.

**5. PV-Medical Experiences:**

- 5.1. Recognizes the significance of physician experience in healthcare service delivery.
- 5.2. Can identify own learning needs.

**6. PVI- Compulsory Service Pre-training:**

- 6.1. Works in healthcare service delivery (prevention, diagnosis, treatment, follow-up, and rehabilitation) in accordance with ethical principles, legal regulations, and good governance principles related to healthcare institutions and personnel.
- 6.2. Can identify own learning needs.

ISU-FM-UGMEP Program Outcome	Education Program Component, Specific Study Module, Vertical Corridor-1 ( "My Journey in İstinye Medicine -1") Learning Outcomes	Contribution Level (1-5)
<ul style="list-style-type: none"> <li>LO-1: Integrates the knowledge, skills, attitudes, and behaviors acquired from basic and clinical sciences, behavioral sciences, and social sciences into competencies to provide rational, effective, patient-centered, and employee health-conscious health care services in the processes of prevention, diagnosis, treatment, follow-up, and rehabilitation, adhering to quality standards and ensuring safety.</li> </ul>	LO-1.1	3
	LO-2.1	4
	LO-3.1	4
	LO-4.1	4
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-3: In healthcare service delivery, prioritizes the protection and improvement of individuals' and communities' health.</li> </ul>	LO-1.1	3
	LO-2.1	5
	LO-3.1	3
	LO-4.1	3
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-5: In healthcare service delivery, considers both the changes in the regional and global physical and socioeconomic environment that affect health, and the changes in the individual characteristics and behaviors of those seeking care.</li> </ul>	LO-1.1	3
	LO-2.1	3
	LO-3.1	3
	LO-4.1	3
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-6: By understanding the characteristics, needs, and expectations of the target audience, provides health education to healthy individuals, patients, their families, and other healthcare professionals.</li> </ul>	LO-1.1	3
	LO-2.1	4
	LO-3.1	5
	LO-4.1	3
	LO-5.1	5
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-7: While practicing the profession, fulfills duties and responsibilities with determined behaviors, considering the dignity of the patient, within the framework of ethical principles, rights and legal responsibilities, and practices of good medical care, to provide high-quality healthcare.</li> </ul>	LO-1.1	2
	LO-2.1	3
	LO-3.1	5
	LO-4.1	3
	LO-5.1	5
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-8: Evaluates his/her own performance in professional practices, considering his/her professional skills.</li> </ul>	LO-1.1,	3
	LO-1.2	5
	LO-2.1,	3
	LO-2.2	5
	LO-3.1,	4
	LO-3.2	5
	LO-4.1,	4
	LO-4.2	5
	LO-5.1,	4
	LO-5.2	5
LO-6.1,	4	
LO-6.2	5	
<ul style="list-style-type: none"> <li>LO-9: Demonstrates exemplary behavior and leadership within the health care team during health service delivery.</li> </ul>	LO-1.1	2
	LO-2.1	3
	LO-3.1	5
	LO-4.1	5
	LO-5.1	5
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-10: Uses resources cost-effectively for the processes of planning, implementing, executing and evaluating health services, in the health institution where he/ she is a manager, for the benefit of society and in accordance with the legislation.</li> </ul>	LO-1.1	4
	LO-2.1	4
	LO-3.1	3
	LO-4.1	4
	LO-5.1	4
	LO-6.1	5
<ul style="list-style-type: none"> <li>LO-11: Establishes positive communication within the health care team which he/she provides health care services with, being aware of the duties and obligations of other health professionals, and shows suitable behaviors to assume different team roles when necessary.</li> </ul>	LO-1.1	1
	LO-2.1	3
	LO-3.1	5
	LO-4.1	5
	LO-5.1	5
	LO-6.1	5



<ul style="list-style-type: none"> <li>LO-12: Works harmoniously and effectively with colleagues and other professional groups in professional practice.</li> </ul>	LO -1.1	1
	LO -2.1	3
	LO -3.1	3
	LO -4.1	5
	LO -5.1	5
	LO -6.1	5
<ul style="list-style-type: none"> <li>LO-13: Establishes effective communication with individuals and groups, including patients, their families, healthcare professionals, and other professional groups, as well as institutions and organizations, who require a special approach and have diverse socio-cultural characteristics.</li> </ul>	LO -1.1	2
	LO -2.1	4
	LO -3.1	5
	LO -4.1	4
	LO -5.1	5
	LO -6.1	5
<ul style="list-style-type: none"> <li>LO-15: Evaluates the impact of health policies and practices on individual and community health indicators for the protection and improvement of community and individual health, and advocates, plans and implements the improvement of health service delivery, education and counseling processes related to individual and community health, in cooperation with all components within the framework of the principles of social security and social obligation</li> </ul>	LO -1.1	5
	LO -2.1	5
	LO -3.1	5
	LO -4.1	5
	LO -5.1	5
	LO -6.1	5
<ul style="list-style-type: none"> <li>LO-20: Manages individual work and learning processes as well as career development effectively.</li> </ul>	LO -1.2	5
	LO -2.2	5
	LO -3.1, LO -3.2.	2 5
	LO -4.1, LO -4.2	2 5
	LO -5.1	5
	LO -5.2	5
	LO -6.1,	1
	LO -6.2	5

## Specific Working Module, Vertical Corridor-1: My Journey In İstinye Medicine INTRODUCTION AND OPERATION

### Definition of the Education Program

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

- Vertical corridor component and sub-components and themes,
  - Specific Training Module, Vertical Corridor-1: *“My Journey In İstinye Medicine-1*
    - PI-PIII: *Early Clinical Exposure*
      - PI-Community Engagement
      - PII-Engagement with Preventive Medicine
      - PIII-Engagement with Clinical Environments-1
    - PIV-PVI: *Engagement with Clinical Medicine*
      - PIV- Engagement with Clinical Environments-2
      - PV- Medical Experiences
      - PVI- Compulsory Service Pre-training
- Learning Methods
  - Field trips/visits, special event days, seminars, experience sharing, hospital orientation, etc.
- Learning Environments
  - Classrooms, long-term care facilities, primary care settings, professional organizations, and clinical environments (outpatient and inpatient clinics, emergency units, clinical laboratories, disinfection-sterilization units, blood centers, pharmacies, etc.) and encompasses learning activities in which the student is a 'directed self-learner'.

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

- **PI- Community Engagement:**
  - Newly enrolled medical students have a high school level of knowledge and are adequately prepared to participate in this sub-component of education.
  - During field trips, students have the status of "visitor/observer."
- **PII- Engagement with Preventive Medicine:**
  - They will have completed PI education.
  - During field trips, students have the status of "visitor/observer."
- **PIII- Engagement with Clinical Environments-1:**
  - They will have completed PII education and PIII theoretical courses such as "Semiotics Lectures-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.) (exp. mandatory participation; online, remote training; organized and announced by the vertical corridor

responsible).

- **PIV- Engagement with Clinical Environments-2:**

- Completion of PIII training is required to participate in this sub-component training.
- The student will provide the "B2 Turkish Proficiency Certificate."
- The student must have obtained the "Occupational Health and Safety Training Certificate" (note: participation is mandatory; online training will be conducted; it will be announced by the coordinator).
- The student must have completed the "Healthcare Worker Orientation Training" (note: including hospital operations, patient confidentiality, etc.) (note: participation is mandatory; online training; organized and announced by the vertical corridor coordinator).
- The student must have completed the required "Vaccination Schedule" for healthcare workers.
- "Occupational Health and Safety Insurance" will be provided for the student.

- **PV-Medical Experiences:**

- Completing the PIV training is required for participation in this sub-component training.

- **PVI- Compulsory Service Pre-training:**

- Completing the PV training is required for participation in this sub-component training.

**Arrangement of Compulsory Pre-training and Pre-requisites:**

- It will be carried out in collaboration with Semester and Vertical Corridor Coordination Offices.
  - For PIII:
    - 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).
  - For PIV:
    - Students will receive a "Occupational Health and Safety Training Certificate" (exp. attendance is mandatory; remote, online training will be conducted; announced by the coordination).
    - It is ensured that the student completes the required "Vaccination Schedule" for healthcare workers.
    - 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 student will be covered by "Occupational Health and Safety Insurance".
    - For PIV, international students will submit the "B2 Turkish Proficiency Certificate."

**Duration of the Education Program**

- **PI- Community Engagement:**
  - (4+1 hours) + (4+1 hours)= 10 hours Student Workload
  - 1 activity participation, 1 field visit; AE and PA activity periods.
    - "Significant Days and Weeks in Medicine Activities"
    - "Long-Term Care Facility (Darülaceze), Koruncuk Foundation Nursing Home, Child Protection Agency-Foster Homes"
- **PII- Engagement with Preventive Medicine:**
  - (4+1 hours) x 2 + (2+1 hours)=13 hours Student Workload
  - 2 field visits, 1 seminar (2 hours); AE and PA activity periods.
    - "Primary Healthcare Service Settings, Kızılay Blood Center"
    - "Professional Organizations Seminar"
- **PIII- Engagement with Clinical Environments -1:**
  - (2 hours) + (4+1 hours) x 2=12 hours Student Workload
  - 1 theoretical lecture (2 hours), 2 clinical environment field visits; AE and PA activity periods.
    - "Physician-Patient Communication"
    - "Clinical Environments (Outpatient and Inpatient Clinics, Emergency Units)"
- **PIV- Engagement with Clinical Environments-2:**
  - (4+1 hours)x4=20 hours Student Workload
  - 4 clinical environment field trips; AE ve PA activity perods.
    - "Clinical Environments (Clinical Laboratories, Disinfection-Sterilization Unit, Blood Center, Pharmacy)"
- **PV-Medical Experiences:**
  - (4x2 hours)+(4x2 hours)+2+2=20 hours
  - 4 seminars (2 hours); AE ve PA activity periods.
    - "Medical Experience Seminars"
  - 4 "Career Days" Seminars
  - Having a meeting with a professional regarding the post-graduation career path considered
- **PVI- Compulsory Service Pre-training:**
  - (20x2 hours) + (10x1 hours)=50 hours, (40x1 hours)=40 hours veya (50x1 hours)=50 hours, etc. Student Workload
  - 30-50 Seminars (1 or 2 hours); AE and PA activity periods.
    - "Compulsory Service Preparation Seminars"

#### **Organization of Field Trips 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 Organization**

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

#### **Organization of Student Groups Receiving Education**

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

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

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

#### **Announcement of PI-PVI Vertical Corridor Education Program Schedules**

- Will be carried out in collaboration between the Vertical Corridor and 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 PI-PII-PIII:
  - PI: 1 activity participation, 1 field visit; 2 Portfolio Field-Environment Visits/Activity Participation Reflection forms will be filled in.
  - PII: 2 field visits, 1 Seminar; 3 Portfolio Field-Environment Visits/Activity Participation Reflection forms as well as 1 Portfolio Interim Self Evaluation Form will be filled in.
  - PIII: 1 theoretical lecture, 2 clinical environment visits, 1 Seminar; 2 Portfolio Field-Environment Visits/Activity Participation Reflection Form 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*"



the last applied course block, with signatures taken upon delivery.

- All documents received by the Semester Coordination Office are handed over to the Medical Education Secretariat on the last day of the final applied course block for archiving.

■ For PVI:

- There are no seminars and Portfolio Field-Environment Visits/Activity Participation Reflection forms.
- 1 Portfolio Interim Self Evaluation Form will be filled in.
- 1 Portfolio Future Self Evaluation Form will be filled in.
- The student submits their portfolio containing the filled-out form to the assessor in written/signed format, in person, with a signature taken in exchange, 15 days before the graduation date.
- The assessor completes the evaluation of the portfolios handed, using the "*Student List-Delivery Signature Report*" and the "*Participation/Attendance/Task Schedules*" within the portfolio, one week before the graduation date.
- After collecting forms from all students and completing the evaluation process, the assessor will hand over:
  - "*Student List-Delivery Signature Report*"
  - "*Participation/Attendance/Task Schedules*"
  - "*Student Portfolios*",
 to the Semester Coordination Office one week before the graduation date, with signatures taken upon delivery.
- All documents received by the Semester Coordination Office are handed over to the Medical Education Secretariat for archiving one day before the graduation date.

#### **Operation of Assesment and Evaluation**

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

#### **Conducting Program Evaluation**

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

#### **Archiving**

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

## Reading/ Watching Recommendations

- **Phase I-II:**
  - *Genç Bir Doktorun Anıları*, Mihail Bulgakov, Türkiye İş Bankası Kültür Yayınları.
  - *Hekim Olmak - 15'inde Başlayan ve Bir Ömür Boyu Süren Tıbbiye Aşkı*, Türkan Saylan, İskele Yayıncılık.
  - *Mikrobiyota, İçimizdeki Mikroplar - Yaşama Büyüleyici Bir Bakış*, Ed Yong.
  - *Tıp Bu değil 1*, Edi. İlknur Arslanoğlu, İthaki.
  - *Tıp Bu değil 2*, Edi. İlknur Arslanoğlu, İthaki.
  - *Sağlığın Gaspsı*, Ivan Illich, Ayrıntı Yayınları.
  - *John Q*, Director: Nick Cassavetes, 2002, <https://www.imdb.com/title/tt0251160/>
  - *Sicko*, Director: Michael Moore, 2007, <https://www.imdb.com/title/tt0386032/>
- **Phase III:**
  - *Beynine Bir Kez Hava Değmeye Görsün*, Dr.Frank Vertosick Jr. Tübitak Yayınları.
  - *Bugünü Yaşama Arzusu - Schopenhauer Tedavisi*, Irvin D. Yalom, Pegasus Yayınları.
  - *The House of God*, Samuel Shem.
  - *Gifted Hands: The Ben Carson Story*, Director: Thomas Carter, 2009, <https://www.imdb.com/title/tt1295085/>
  - *Article 99*, Director: Howard Deutch 1992, <https://www.imdb.com/title/tt0101371/>
  - *Lorenzo's Oil*, Director: George Miller, 1992, <https://www.imdb.com/title/tt0104756/>
- **Phase IV-V:**
  - *Dokuzuncu Hariciye Koğuşu*, Peyami Safa.
  - *İnsanın Anlam Arayışı*, Viktor Emil Frankl, Okuyan Us Yayınları.
  - *Doktor Hastalandı*, Anthony Burgess, Türkiye İş Bankası Kültür Yayınları.
  - *Son Nefes Havaya Karışmadan*, Paul Kalanithi, Altın Kitaplar.
  - *Hekimin Filozof Hali*, M.Bilgin Saydam, Hakan Kızıltan, İthaki.
  - *The Doctor*, Director: Randa Haines, 1991, <https://www.imdb.com/title/tt0101746/>
  - *Philadelphia*, Director: Jonathan Demme 1993, <https://www.imdb.com/title/tt0107818/>
- **Phase VI:**
  - *Dünya Tabipleri Birliği, Tıp Etiği El Kitabı*.  
[https://www.ttb.org.tr/kutuphane/tip\\_etigi\\_2017.pdf](https://www.ttb.org.tr/kutuphane/tip_etigi_2017.pdf)
  - *Sağlık Alanında 'Hizmet Kaynaklı Zarar': Hekimler Ne Diyor?*  
<https://www.ttb.org.tr/kutuphane/hizmetzarar.pdf>
  - *Disiplin Soruşturması ve Kovuşturmasında Yöntem*,  
[https://www.ttb.org.tr/kutuphane/disiplin\\_sorusturma\\_09.pdf](https://www.ttb.org.tr/kutuphane/disiplin_sorusturma_09.pdf)
  - *İyi Klinik Uygulamaları Kılavuzu*,  
[https://titck.gov.tr/storage/Archive/2020/legislation/KADKLVZ01IKU13.11.2015Rev08\\_13ac0133-274b-44dc-98cd-33998758cc72.pdf](https://titck.gov.tr/storage/Archive/2020/legislation/KADKLVZ01IKU13.11.2015Rev08_13ac0133-274b-44dc-98cd-33998758cc72.pdf)



**SPECIFIC WORKING MODULE,  
VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE  
COORDINATORS**

**Coordinator**

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Phase VI: Prof.Dr. Nuriye Taşdelen Fışgın

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## LEARNING and TEACHING METHODS

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

- **PI- Community Engagement:**
  - 1 event participation = participant/audience/listener/reflection
  - 1 field participation = visitor/participant/audience/reflection
- **PII- Engagement with Preventive Medicine:**
  - 2 field visits = visitor/observer/interviewer/reflection
  - 1 seminar= participant/audience/listener/reflection
- **PIII- Engagement with Clinical Environments -1:**
  - 1 class (2 hours) = participant/observer/listener/independent study
  - 2 clinical environment field visits = visitor/observer/reflection
- **PIV- Engagement with Clinical Environments -2:**
  - 4 clinical environment field visits = observer/interviewer/reflection
- **PV-Medical Experience:**
  - 4 “*Medical Experience Seminars*” = participant/observer/listener/reflection
  - 4 “*Career Days Seminars*” = participant/observer/listener/reflection
  - 1 meeting with a Professional = visitor/observer/interviewer/reflection
- **PVI- Compulsory Service Pre-training:**
  - 30-50 seminars = participant/audience/listener/independent study

## LEARNING and TEACHING ENVIRONMENTS

### Learning / Teaching Environments

- **PI- Community Engagement:** Classrooms, long-term care facilities, Children's Protection Agency - Foster Homes.
- **PII-Engagement with Preventive Medicine:** Classrooms, primary care service facilities, professional organizations, Kızılay Blood Center.
- **PIII-Engagement with Clinical Environments-1:** Classrooms, outpatient and inpatient clinics, emergency units.
- **PIV- Engagement with Clinical Environments-2:** Clinical laboratories, disinfection-sterilization unit, blood center, pharmacy.
- **PV- Medical Experiences:** Classrooms, hospitals, post-graduation working environments.
- **PVI- Compulsory Service Pre-training:** Classrooms

### Addresses and Links

- **Istinye University Vadi Campus, Presentation Halls/Classrooms/Laboratories**  
**Address:** İstinye Üniversitesi Vadi Kampüsü Ayazağa Mah. Azerbaycan Cad. 34396 Sarıyer/İstanbul  
**Phone :** 0850 283 60 00  
**Web:** <https://medicine.istinye.edu.tr/tr>  
**E-mail:** [tip@istinye.edu.tr](mailto:tip@istinye.edu.tr)
- **Istinye University Hospital Liv Hospital Bahçeşehir, Outpatient Clinics/ Inpatient Ward/Emergency Service/Blood Bank/Central Laboratory/Disinfection-Sterilization Unit**  
**Address:** Aşık Veysel Mah. Süleyman Demirel Cd. No:1, 34517 Esenyurt/İstanbul  
**Phone:** 0212 979 40 00  
**Web:** <https://livhospital.com>  
**E-mail:** [web@isuhastanesi.com](mailto:web@isuhastanesi.com)
- **Istinye University Hospital Medical Park Gaziosmanpaşa, Outpatient Clinics /Inpatient Ward/Emergency Department/Radiology**  
**Address:** Merkez, Çukurçeşme Cd. No:57 D:59, 34250 Gaziosmanpaşa/İstanbul  
**Phone:** 0212 979 30 00  
**Web:** <https://medicalpark.com.tr>  
**E-mail:** [info.gaziosmanpasa@isu.edu.tr](mailto:info.gaziosmanpasa@isu.edu.tr)
- **Liv Hospital Ulus Hospital, Outpatient Clinics/Inpatient Ward**  
**Address:** Ahmet Adnan Saygun Cad. Canan Sok. No:5 PK: 34340 Ulus-Beşiktaş/İstanbul  
**Phone:** 444 4 548 / 0(212) 999 80 99  
**Web:** <https://livhospital.com>  
**E-mail:** [info@livhospital.com](mailto:info@livhospital.com)

- **Liv Hospital Vadi İstanbul Hospitals, Outpatient Clinics/Inpatient Ward**  
**Address:** Ayazağa Mahallesi Kemerburgaz Caddesi Vadistanbul Park Etabı 7F Blok 34396 Sarıyer/İstanbul  
**Phone:** 444 4 548 / 0(212) 919 60 00  
**Web:** <https://livhospital.com>  
**E-mail:** [info@livhospital.com](mailto:info@livhospital.com)
- **Long Term Care Homes (T.C. Darülaceze Presidency)**  
**Address:** Darülaceze Cad. No:51 Okmeydanı – Şişli / İstanbul  
**Phone:** 0(212) 210 18 95  
**Web:** [www.darulaceze.gov.tr](http://www.darulaceze.gov.tr)  
**E-mail:** [info@darulaceze.gov.tr](mailto:info@darulaceze.gov.tr)
- **Koruncuk Organization (Bolluca Child Village)**  
**Address:** Koca Yusuf Cad. No:100 Bolluca-Arnautköy / İstanbul  
**Phone:** 0(212) 685 0383- 0(530) 700 60 58  
**Web:** [www.koruncuk.org](http://www.koruncuk.org)  
**E-mail:** [info@koruncuk.org](mailto:info@koruncuk.org)
- **Child Protection Agency - Provincial Directorate of Love Homes**  
**Address:** Alemdar Mahallesi Prof. Dr. Kazım İsmail Gürkan Caddesi No:10 Cağaloğlu Fatih / İSTANBUL  
**Phone:** 0(212) 511 42 75  
**Web:** [www.aile.gov.tr/istanbul](http://www.aile.gov.tr/istanbul)  
**E-mail:** [istanbul@aile.gov.tr](mailto:istanbul@aile.gov.tr)
- **Kızılay Blood Center**  
**Address:** Türk Kızılay İstanbul İl Merkezi Sütlüce Mah. İmrahor Cad. No:28 Sütlüce – Beyoğlu / İstanbul  
**Phone:** 0212 263 18 68  
**Web:** [istanbul.ilmerkezi@kizilay.org.tr](mailto:istanbul.ilmerkezi@kizilay.org.tr)  
**E-mail:** <https://istanbul.kizilay.org.tr>
- **Primary Health Care Institutions (Family Health Centers, Training and Research Hospitals)**  
**Address:** İstanbul İl Sağlık Müdürlüğü Binbirdirek Mah. Peykhane sok. No: 8 34122 Fatih / İstanbul  
**Phone:** 0(212) 638 30 00  
**Web:** <https://istanbulism.saglik.gov.tr>  
**E-mail:** [info@istanbulism.saglik.gov.tr](mailto:info@istanbulism.saglik.gov.tr)

## ASSESSMENT and EVALUATION

- **Portfolio Assessors are Vertical Corridor-1 Assistant Coordinators for each semester:**
  - **Coordinator:** Prof. Dr. Nuriye Taşdelen Fışgın
  - **Assistant Coordinators:**
    - PI, PII: Prof. Dr. Hikmet Koçak
    - PIII: Prof. Dr. Simru Tuğrul
    - PIV: Prof. Dr. Nuriye Taşdelen Fışgın
    - PV: Prof. Dr. Berna Tander
    - PVI: Prof. Dr. Nuriye Taşdelen Fışgın
  
- **PI: Community Engagement:**
  - 1 activity participation, 1 field visit;
    - AE Methods and Tools:
      - 2 Portfolio Self Reflection Forms and 2 Questionnaires will be filled in.
      - During the first three terms, for activities other than those conducted separately in two languages such as seminars or theoretical lessons, one student from the Turkish program and one student from the English program will be paired, and they will collaboratively complete certain sections specified in the portfolio.
      - "*Significant Days and Weeks in Medicine Activities*"; 1 Portfolio Reflection Form.
      - "*Long-Term Nursing Home (Darülaceze), Koruncuk Foundation Nursing Home, Child Protection Agency – Love Homes*"; 1 Portfolio Reflection Form
    - AE Standards:
      - "*Passing the class is a pre-requisite*"; "*Attended/Did not attend*".
      - 2 "*Portfolio Self Reflection Forms*" and 2 "*Questionnaire*" filling tasks; "*Task Accomplished/Not Accomplished.*"
      - 1 "*Program Evaluation Form*" filling task; "*Task Accomplished/Not Accomplished.*"
      - "Will be evaluated by the *Portfolio Assessor* and provided with '*Feedback to the Student*'".
      - "It contributes to the '*End-of-Year Achievement Grade*' (EYAG) with a weight of (5/2) % x 2
  
- **PII-Engagement with Preventive Medicine:**
  - 2 field visits, 1 seminar;
    - AE Methods and Tools:
      - 3 Portfolio Self Reflection Forms and 3 Questionnaires will be filled in.
      - 1 Program Evaluation Form will be filled in.
      - During the first three terms, for activities other than those conducted separately in two languages such as seminars or

theoretical lessons, one student from the Turkish program and one student from the English program will be paired, and they will collaboratively complete certain sections specified in the portfolio.

- "Primary Healthcare Service Settings, Kızılay Blood Center"; 2 Portfolio Reflection Forms.
- "Professional Organizations Seminar"; 1 Portfolio Reflection Form.
- AE Standards:
  - "Passing the class is a pre-requisite"; "Attended/Did not attend".
  - 3 "Portfolio Self Reflection Forms" ve 3 "Questionnaires" filling task; "Task Accomplished/Not Accomplished."
  - 1 Task of filling "Interim Self-Assessment Form"; "Görev Yapıldı/Yapılmadı".
  - 1 Task of filling "Program Evaluation Form"; "Task Accomplished/Not Accomplished."
  - "Will be evaluated by the Portfolio Assessor and provided with 'Feedback to the Student'".
  - "It contributes to the 'End-of-Year Achievement Grade' (EYAG) with a weight of (5/3) % x 3
- **PIII-Engagement with Clinical Environments-1:**
  - 1 theoretical lecture, 2 clinical environment field visit;
    - EA Methods and Tools:
      - 2 Portfolio Self Reflection Forms and 2 Questionnaires will be filled in.
      - During the first three semesters, for activities other than those conducted separately in two languages such as seminars or theoretical 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.
      - The "Patient-Physician Communication" lecture
        - 2 questions for "Final Board Exam" ;
        - 1 question for "End of Year Exam"
        - Will be requested from the Instructor of the course.
      - "Clinical Environments (outpatient and inpatient clinics, emergency units)"; 2 Portfolio reflection forms
    - AE Standards:
      - "Passing the class is a pre-requisite"; "Attended/Did not attend".
      - Tasks of filling 2 "Portfolio Self Reflection Forms" and 2 "Questionnaires"; "Task Accomplished/Not Accomplished."
      - 1 Task of filling "Program Evaluation Form"; "Task Accomplished/Not Accomplished."

- "Will be evaluated by the *Portfolio Assessor* and provided with 'Feedback to the Student'".
  - It contributes to the 'End-of-Year Achievement Grade' (EYAG) with a weight of (5/2) % x 2
- **PIV-Engagement with Clinical Environments-2:**
  - 4 clinical environment field visits;
    - EA Methods and Tools:
      - 4 Portfolio Self Reflection Forms ve 4 Questionnaires will be filled in.
      - "*Clinical Environments (clinical laboratories, disinfection-sterilization unit, blood center, pharmacy)*" ; 1 Portfolio Reflection Form in each applied course block.
    - AE Standards:
      - "*Passing the class is a pre-requisite*"; "*Attended/Did not attend*".
      - Task of filling 4 "*Portfolio Self Reflection Forms*" and 4 "*Questionnaires*" "*Task Accomplished/Not Accomplished.*"
      - 1 Task of filling "*Program Evaluation Form*"; "*Task Accomplished/Not Accomplished.*"
      - "Will be evaluated by the *Portfolio Assessor* and provided with 'Feedback to the Student'."
      - For each activity within each applied course block, the impact on the total 40% 'Applied Course Block Oral Grade' is a contribution of 2.5%.
- **PV-Medical Experiences:**
  - 4 seminars, 1 interview;
    - AE Methods and Tools:
      - 3 Portfolio Self Reflection Forms and 3 Questionnaires will be filled in.
      - "*Medical Experience Seminars*"; 1 Portfolio reflection form.
      - "Meeting with a Professional"; 1 Portfolio reflection form.
      - The student will, at his/her own choice, fill in a total of 3 portfolio reflection forms (one reflection form from each of the three types of activities; two after the seminar and one after meeting with the professional).
    - AE Standards:
      - "*Passing the class is a pre-requisite*"; "*Attended/Did not attend*".
      - Task of filling 3 "*Portfolio Self Reflection Forms*" and 3 "*Questionnaires*" "*Task Accomplished/Not Accomplished.*"
      - 1 Task of filling "*Program Evaluation Form*"; "*Task Accomplished/Not Accomplished.*"
      - "Will be evaluated by the *Portfolio Assessor* and provided with 'Feedback to the Student'".
- **PVI-Compulsory Service Pre-training:**

- 30-50 Seminars (1 or 2 hrs)
  - AE Standards:
    - "Passing the class is a pre-requisite"; "Attended/Did not attend".
    - 1 Task of filling "Interim Self Evaluation Form"; "Task Accomplished/Not Accomplished".
    - 1 Task of filling "Future Self Evaluation Form"; "Task Accomplished/Not Accomplished".
    - 1 Task of filling "Program Evaluation Form"; "Task Accomplished/Not Accomplished".

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

\*TL: Theoretical Lecture/Narration/Presentation, SP: Student Presentation, VC1-: Vertical Corridor 1, VC2-: Vertical Corridor 2, VC3-: Vertical Corridor 3, CD: Interactive Case Discussion, HT: Hands-On Training at the



Bedside/Clinical Environment, IS: Independent Study, OEQ: Open Ended Question, FB: Fill in the Blank, PE: Practical Examination, PF: Patient File Preparation/Presentation/Discussion, FV: Field Visit, AP: Activity Participation, M: Meeting, SM: Seminar, ISS: Integrated Session, PL: Panel, MD: Movie Discussion, MCE: Multiple Choice Exam, OSCE: Objective Structured Clinical Examination, OSVE: Objective Structured Verbal Examination, VE: Verbal Examination, PF: Portfolio, (Field-environment Visit/Activity Participation Reflection Form, Self Assessment Form, T: Task (Interim Self Evaluation Form, Future Self Evaluation Form), PPE: Personal Performance Evaluation, PAAW: Performance Assessment At Work, SPR: Supervised Performance, RP: Research Project, SA: Self Assessment, CL: Classroom, MCC-: Main Campus Classrooms- , SL: Simulation Laboratory, ISUH: Istinye University Training and Research Hospitals, PHI: Primary Health Care Institutions, CRC: Competency Report Card, IEF: Intern Evaluation Form.

## PROGRAM EVALUATION

- The Program Evaluation Board (PEB) will be conducted in collaboration with Vertical Corridor and Semester Coordination Offices, organized and carried out as specified below.
- Questionnaires will be used for program evaluation of ISU-FM-UGMEP's "Specific Working Module, Vertical Corridor-1: My Journey in Istinye Medicine-1" component:
- Internal stake-holders
  - Students
    - PI-PV: "Questionnaires" in the "Self Reflection Form"
    - PI-PV: Program Evaluation Questionnaire
    - PVI: "Future Self Evaluation Form".
  - Coordinators, Academicians
    - End of Committee, End of Applied Lecture/Course Block, End of Semester Surveys.

## PROGRAM SCHEDULE

- The details are shown in the calendars within the UGMEP semester course schedules tab on the ISU-FM website.
- **PI-Community Engagement:**
  - 1 activity participation; 1 field visit
  - (4+1 hours) + (4+1 hours)= 10 hours
  - "Community Engagement: Significant Days and Weeks in Medicine Activities" will be scheduled in the course calendar within independent study hours (ISH), noted as ISH\*.
    - A list of "Significant Days and Weeks in Medicine," along with relevant events held at our university and/or hospitals and their corresponding website links, will be provided to students via collaboration of Vertical Corridor and Semester Coordination Offices
  - "Community Engagement: Field Visit"; will be scheduled in the course calendar during independent study hours (ISH\*\*), noted as ISH\*\*

- **PII-Engagement with Preventive Medicine :**
  - 2 field visits; 1 seminar (2 hours)
  - $(4+1 \text{ hours}) \times 2 + (2+1 \text{ hours})=13 \text{ hours}$
  - *"Engagement with Preventive Medicine: Field Visit"*; will be scheduled in the course calendar during independent study hours (ISH), noted as ISH\*.
  - The *"Engagement with Preventive Medicine: Professional Organizations Seminar"* will be scheduled for Wednesday afternoon, separate for Turkish and English programs.
- **PIII-Engagement with Clinical Environments-1:**
  - 1 lecture (2 hours), 2 clinical environment field visits
  - $(2 \text{ hours}) + (4+1 \text{ hours}) \times 2=12 \text{ hours}$
  - Placed within Committee 1;
    - *"Engagement with Clinical Environments-1: Patient-Physician Communication"* theoretical class, separate for Turkish and English programs.
  - Placed following Committee 1;
    - *"Engagement with Clinical Environments-1: Clinical Environment Visit"*, scheduled for Wednesday
- **PIV- Engagement with Clinical Environments-2:**
  - 4 clinical environment field visits
  - $(4+1 \text{ hours}) \times 4=20 \text{ hours}$
  - *"Engagement with Clinical Environments-2: Clinical Environment Visit"* is distributed and placed as an activity in the four applied course block programs.
- **PV-Medical Experiences:**
  - 4 seminars (2 hours) +4 *"Career Days Seminars"* (2 hours) and 1 meeting with a professional
  - $(4 \times 2 \text{ hours})+(4 \times 2 \text{ hours})+2+2=20 \text{ hours}$ 
    - *"The Medical Experience Seminars"* and *"Career Days Seminars"* are scheduled on Wednesday afternoons for each seminar, except for September and May.
    - A meeting with a professional in the field of interest for post-graduation career will be arranged to coincide within independent study hours (ISH\*) in the semester schedule, noted as ISH\*.
- **PVI- Compulsory Service Pre-training:**
  - 30-50 seminars (1 or 2 hours)
  - *" Compulsory Service Pre-training Seminars"* will be scheduled on Wednesday afternoons for each seminar, excluding the months of June, July, and August.

İSTİNYE UNIVERSITY  
FACULTY of MEDICINE

Specific Working Module,  
Vertical Corridor-1: “My Journey In İstinye  
Medicine”  
Student Portfolio

Hazırlayan:  
İSÜFM Curriculum Board

İSÜ | İSTİNYE  
ÜNİVERSİTESİ  
İSTANBUL

Revizyon No: 2023-v1.

“Sapere aude.”  
“Bilmeye cesaret et.”

Quintus Horatius Flaccus  
(M.Ö. 65 – M.Ö. 8)

# SECTION II

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE FIELD-CLINICAL ENVIRONMENT VISIT/EVENT PARTICIPATION SELF REFLECTION, SURVEY and EVALUATION FORM		
PI-PIII: <i>Early Clinical Exposure</i>	PI-Community Engagement	<input type="checkbox"/>
	PII-Engagement with Preventive Medicine	<input type="checkbox"/>
	PIII-Engagement with Clinical Environments-1	<input type="checkbox"/>
PIV-PVI: <i>Engagement with Clinical Medicine</i>	PIV-Engagement with Clinical Environments-2	<input type="checkbox"/>
	PV-Medical Experiences	<input type="checkbox"/>
	PVI-Compulsory Service Pre-Training	
<b>Student Name, Surname</b>		
<b>Student Number</b>		
<b>Task Date</b>		
<b>Task Hour</b>		
<b>Field-Environment Visit (Name, Address)</b>		
<b>Activity Participation (Name/Subject/Place)</b>		
<b>Reflection Questions</b>		
<i>(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible form).</i>		
<b>Briefly describe the field-environment visit/activity.</b>		
<b>Please write your thoughts on the relevance of the field-environment visit/activity to the theme of the semester.</b>		

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

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

**Self Reflection Questionnaire**  
*(Please fill in the boxes)*

**After this field visit/activity I feel more informed about the semester theme.**

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

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

<b>Representative of the visited institution Name, Surname (Stamp) and Signature</b>	
--	--

<b>Proof of the event attended</b> (selfie, identification document, etc.) (can be submitted as an attachment)	
--	--

**Evaluation Criteria**

Proof of participation	Pre-requisite for evaluation
Each reflection question is answered and spelling rules were followed	10
Clear, concise explanation of the field-environment visit/activity	10
Thoughts on the relevance of the field-environment visit/activity to the theme of the semester written in a unique, understandable way	15
The contribution of what they learned from the field-environment visit/activity to their professional development/practice written in a unique, understandable way	20
Clear, understandable explanation of the possible behavioral change related to the semester theme following the field-environment visit/activity	20
Response on the reflection questionnaire	25

Evaluation Criteria	Criteria Score Range	Evaluation of the Assessor
1	0-10	
2	0-10	
3	0-15	
4	0-20	
5	0-20	
6	0-25	
<b>Toplam</b>	<b>100</b>	

### Feed back of the Assessor

**Feed back on the task**  
*(for the low rated criteria, in particular)*

**Feedback on student progress** *(whether development related to the theme has been reflected or not, as a result of the tasks)*

**Student Signature, Date.**

**Portfolio Assessor  
Name, Surname, Signature, Date.**

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE INTERIM SELF-EVALUATION REPORT		
PI-PIII: <i>Early Clinical Exposure</i>	PII-Engagement with Preventive Medicine	<input type="checkbox"/>
PIV-PVI: <i>Engagement with Clinical Medicine</i>	PIV-Engagement with Clinical Environments-2	<input type="checkbox"/>
	PVI- Compulsory Service Pre-Training	<input type="checkbox"/>
<b>Student Name, Surname</b>		
<b>Student Number</b>		
<b>Task Date</b>		
<b>Self Reflection Questions</b>		
<i>(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible format).</i>		
<b>Please summarize previous self-reflections and Portfolio Assessor feedback you have received.</b>		
<b>Considering your summary above, please express your thoughts about your journey in medicine so far.</b>		
<b>Given what you have learned so far, what message would you like to give to your future self?</b>		



Evaluate your answer to the question "What message would you like to give to your future self?" in your previous interim self evaluation form, has there been any change in your thoughts? Why? How? (For PIV and PVI)?

Evaluation Criteria	
Completion of "Interim Self Evaluation Task"	
Student Signature, Date.	
Portfolio Assessor Name, Surname, Signature, Date.	

**\*Interim self evaluation form to be used in the 2024-2025 Academic Year**

<b>SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN ISTINYE MEDICINE            FIELD-CLINICAL ENVIRONMENT VISIT/EVENT PARTICIPATION            SELF REFLECTION, SURVEY and EVALUATION FORM</b>		
PIV-PVI: <i>Engagement with Clinical Medicine</i>	PV-Medical Experiences	<input type="checkbox"/>
<b>Student Name, Surname</b>		
<b>Student Number</b>		
<b>Task Date</b>		
<b>Task Hour</b>		
<b>Field-Environment Visit (Name, Address)</b>		
<b>Activity Participation (Name/Subject/Place)</b>		
<b>Self Reflection Questions</b> <i>(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible format.)</i>		
<b>Briefly describe the field-environment visit/activity.</b>		
<b>Please write your thoughts on the relevance of the field-environment visit/activity to the semester theme.</b>		
<b>How does your learning experience from the field visit/activity contribute to your professional development/practice?</b>		

**What kind of behavioral change would you consider to create in relation to the semester theme after the field-media visit/activity?**

**Self Reflection Form**  
*(Please Fill in the boxes)*

**After this field visit/activity I feel more informed about the semester theme.**

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

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

<b>Representative of the visited institution Name, Surname (Stamp) and Signature</b>	
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<b>Proof of the event attended</b> (selfie, identification document, etc.) (can be submitted as an attachment)	
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**Evaluation Criteria**

Proof of participation	Pre-requisite for evaluation
Each reflection question is answered and spelling rules were followed	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Clear, concise explanation of the field-ambient visit/activity	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>

Thoughts on the relevance of the field-environment visit/activity to the theme of the semester written in a unique, understandable way	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
The contribution of what they learned from the field-environment visit/activity to their professional development/practice written in a unique, understandable way	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Clear, understandable explanation of the possible behavioral change related to the semester theme following the field-environment visit/activity	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
Response on the reflection questionnaire	Sufficient <input type="checkbox"/> Insufficient <input type="checkbox"/>
<b>Task accomplished*</b> <i>*If all evaluation criteria are "Satisfactory", Mission is deemed accomplished.</i>	<input type="checkbox"/>
<b>Portfolio Assessor Feed-back</b>	
<b>Feed back on the task</b> <i>(for the low rated criteria, in particular)</i>	
<b>Feedback on student progress</b> (whether development related to the theme has been reflected or not, as a result of the tasks)	
<b>Student Signature, Date.</b>	
<b>Portfolio Assessor Name, Surname, Signature, Date.</b>	

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE FUTURE SELF-EVALUATION FORM			
PIV-PVI: <i>Engagement with Clinical Medicine</i>		PVI- Compulsory Service Pre-training	<input type="checkbox"/>
Student Name, Surname			
Student Number			
Task Date			
Scope of Self-Assessment		İSU-FM-UGMEP Proficiencies and Competencies List	
PROFICIENCY DOMAIN	PROFICIENCY	COMPETENCY	Self-efficacy Assessment * (1-10 points)
İSÜFM-UGMEP Proficiencies and Competencies			
1. Professional Practices	1.1. Medical Doctor	1.1.1. Can integrate the knowledge, skills, attitudes, and behaviours gained from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses it in the processes of prevention, diagnosis, treatment, follow-up and rehabilitation for the provision of rational, effective, safe health care services that take into account patient and employee health and comply with quality standards.	
		1.1.2. Demonstrates a biopsychosocial approach to patient management that takes into account the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race and gender.	
		1.1.3. Prioritizes the protection and improvement of the health of individuals and society in health service delivery.	

		1.1.4.	Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health.	
		1.1.5.	Considers both regional and global changes in the physical and socioeconomic environment that affect health, and changes in the individual characteristics and behaviors of the people who apply to it while delivering healthcare services.	
		1.1.6.	Provides health education to healthy individuals/patients and their relatives and other health professionals by recognizing the characteristics, needs and expectations of the target audience.	
2. Professional Values and Perspectives	2.1. Professional	2.1.1	Fulfills his/her duties and obligations while carrying out his/her profession, with decisive behaviors to provide high quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, preventing the dignity of the patient.	
		2.1.2.	Evaluates his/her own performance in professional practices, considering his/her professional skills.	
	2.2. Leader	2.2.1.	Demonstrates exemplary behavior and leadership within the health care team during health service delivery.	
		2.2.2.	Uses resources cost-effectively for the processes of planning, implementing, executing and evaluating health services, in the health institution where he/she is a manager, for the benefit of society and in accordance with the legislation.	

	2.3. Team Member	2.3.1. Establishes positive communication within the health care team which he/she provides health care services with, being aware of the duties and obligations of other health professionals, and shows suitable behaviors to assume different team roles when necessary.	
		2.3.2. Works harmoniously and effectively with colleagues and other professional groups in professional practice.	
	2.4. Communicator	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.	
		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.	
	2.5. Health Advocate	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>2.5.2. The physician values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose.</p>	
<p>3. Professional and Personal Development</p>	<p>3.1. Scholar</p>	<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>	
	<p>3.2. Lifelong Learner</p>	<p>3.2.1. Manages individual work and learning processes as well as career development effectively.</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.	
		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.	

**Self Reflection Questions\***

*(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible format).*

**When the relevant competency is read, please indicate the aspects that you disagree with, that you think are not formed in you or that you think are incomplete. Please indicate which elements of the training program you think this situation is related to and how the training related to this competency can be improved.**

**If this is a situation related to you and not to the elements of the training program, explain and indicate how it could be improved.**

<b>Evaluation Criteria</b>	
<b>Completion of the "Future Self Evaluation Task".</b>	
<b>Student Signature, Date.</b>	
<b>Portfolio Assessor Name, Surname, Signature, Date.</b>	

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE PROGRAM EVALUATION FORM				
PI-PIII: <i>Early Clinical Exposure</i>	PI-Community Engagement			<input type="checkbox"/>
	PII-Engagement with Preventive Medicine			<input type="checkbox"/>
	PIII-Engagement with Clinical Environments-1			<input type="checkbox"/>
PIV-PVI: <i>Engagement with Clinical Medicine</i>	PIV-Engagement with Clinical Environments-2			<input type="checkbox"/>
	PV-Medical Experiences			<input type="checkbox"/>
	PVI-Compulsory Service Pre-Training			<input type="checkbox"/>
Student Name, Surname				
Student Number				
Task Date				
<i>Please fill in the boxes</i>				
<b>The self-reflection process was useful.</b>				
Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
<b>I benefited from Portfolio Assessor evaluation.</b>				
Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
<b>Please write down your thoughts about your self-reflection and Portfolio Assessor feedback below.</b>				
<b>Evaluation Criteria</b>				
<b>Completion of the "Program Evaluation Task".</b>				
Student Signature, Date				
Portfolio Assessor Name, Surname, Signature, Date.				

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



<b>Portfolio Assessor Name, Surname, Signature, Date.</b>													

**SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE  
EVALUATOR FORM**

**PII-ENGAGEMENT WITH PREVENTIVE MEDICINE**

- After completing the activities during the semester, students will submit their portfolios to the assessor within 20 days, in a written/signed form, handed in person with signature as acknowledgment.
- The assessor completes the assessment within 20 days using the "Evaluator Form"
- After the assessor collects the forms from all students and completes the assessment; "Evaluator Form" and "Student Portfolios" will be handed over to the Semester Coordination Office, in person and with a signature, during the last week of the final committee.
- All documents received by the Semester Coordination Office will be handed over to the Medical Education Secretariat for archival purposes on the last day of the final committee.

**ASSESSMENT AND EVALUATION STANDARDS**

<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Passing the class is a pre-requisite.</li> </ul>
<b>SRF Grade and Questionnaire</b>	<ul style="list-style-type: none"> <li>• 3 "Portfolio Self Reflection Foms" (SRF) filling tasks.</li> <li>• 3 "Questionnaire" filling tasks.</li> <li>• SRF Evaluation Grade (0-100).</li> </ul>
<b>ISEF</b>	<ul style="list-style-type: none"> <li>• 1 "Interim Self Evaluation Form" (ISEF) filling task.</li> </ul>
<b>PEF</b>	<ul style="list-style-type: none"> <li>• 1 "Program Evaluation Form" (PEF) filling task.</li> </ul>
<b>Effect of SRF on "End of Year Success Grade" (EYSG)</b>	<ul style="list-style-type: none"> <li>• SRF-1 Grade: 5%/3</li> <li>• SRF-2 Grade: 5%/3</li> <li>• SRF-3 Grade: 5%/3</li> </ul>

STUDENT		ATTENDANCE	TASKS									
Name, Surname	Number		SRF-1 Grade	Questionnaire-1	SRF-2 Grade	Questionnaire-2	SRF-3 Grade	Questionnaire-3			ISEF	PEF





Name, Surname	Number		SRF-1 Grade	Questionnaire-1	SRF-2 Grade	Questionnaire-2	SRF-3 Grade	Questionnaire-3	SRF-4 Puanı	Questionnaire-4	ISEF	PEF
<b>Portfolio Assessor Name, Surname,Signature, Date.</b>												

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTINYE MEDICINE EVALUATOR FORM	
PV-MEDICAL EXPERIENCE	
<ul style="list-style-type: none"> <li>4 seminars, 1 interview; 3 Portfolio Field-Environment Visit/Event Participation Reflection Forms will be completed.</li> <li>The student submits their portfolio containing the filled-out form, in written/signed format, to the assessor in person on the final Monday of the practical course block week, with a signature taken in exchange.</li> <li>The assessor completes the assessment of the portfolios for each internship activity using the "Evaluation Form" on the final Monday of the practical course block week.</li> <li>After collecting forms from all students and completing the evaluation process, the assessor hand over: "Evaluation Form" and "Student Portfolios" to the Semester Coordination Office on Monday in the final week of the last practical course block, with signatures taken upon delivery.</li> <li>All documents received by the Semester Coordination Office are handed over to the Medical Education Secretariat on the last day of the final practical course block for archiving.</li> </ul>	
ASSESSMENT and EVALUATION	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Passing the class is a pre-requisite.</li> </ul>
<b>SRF Grade and Questionnaire</b>	<ul style="list-style-type: none"> <li>3 "Portfolio Self Reflection Foms" (SRF) filling tasks.</li> <li>3 "Questionnaire" filling tasks.</li> <li>SRF Evaluation Grade (0-100).</li> </ul>
<b>PEF</b>	<ul style="list-style-type: none"> <li>1 "Program Evaluation Form" (PEF) filling task.</li> </ul>
<b>It has no effect on applied course grades.</b>	<ul style="list-style-type: none"> <li>-</li> </ul>
STUDENT	TASKS



Name, Surname	Number		SRF-1 Grade	Questionnaire-1	SRF-2 Grade	Questionnaire-2	SRF-3 Grade	Questionnaire-3					PEF
<b>Portfolio Assessor Name, Surname, Signature, Date.</b>													

<b>SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE CAREER INTERVIEW FORM</b>		
PIV-PVI: <i>Engagement with Clinical Medicine</i>	PV-Medical Experience	<input type="checkbox"/>
<b>Student Name, Surname</b>		
<b>Student Number</b>		
<b>Task Date</b>		
<b>Task Hour</b>		
<b>Interview Setting (Name, Address)</b>		
<b>Physician Interviewed (Name, Surname/Institution)</b>		
<b>Interview Questions</b>		
<i>(Please respond in written form. A minimum of 50 words and a maximum of 250 words should be used for each answer. It should be written in a unique, clear/comprehensible format).</i>		
<b>Could you briefly summarize your educational background?</b>		
<b>When and how did you decide to become a doctor?</b>		

**Have you had a role model?**

**If you were born again, would you want to be a doctor? Why?**

**Are you satisfied with your field of work? How did you decide?**

**If you are not satisfied with your field of work, what would you have liked to choose? Why?**

**Out of 10, how would you rate your professional achievement and fulfillment in life? What would you like it to be?**

**If you could go back to the early years of your career, what would you have done differently? What would you change?**

**What do you believe are the essential requirements for becoming a physician?**

**What do you see as the biggest problem for physicians in our country?**

**If you had the power to ensure the working conditions and dignity that physicians deserve around the world and in our country, what would you do?**

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**If there was one thing you could say to your young colleagues, what would it be?**

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**Would you like to share your most memorable professional moment?**

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**What would your advice be to the fifth-year med student version of your self today?**

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**Self Reflection Questionnaire**  
*(Please fill in the boxes)*

**Self Reflection Questionnaire**  
*(Please fill in the boxes)*

**After this field visit/activity I feel more informed about the semester theme.**

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

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

<b>Representative of the visited institution Name, Surname (Stamp) and Signature</b>																									
<b>Proof of the event attended</b> (selfie, identification document, etc.) (can be submitted as an attachment)																									
<b>Evaluation Criteria</b>																									
Proof of participation	Pre-requisite for evaluation																								
Each reflection question is answered and spelling rules are followed	25																								
Clear, understandable explanation of the interview	50																								
Response on the reflection questionnaire	25																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th style="width: 15%;">Evaluation Criteria</th> <th style="width: 35%;">Criteria Grading Range</th> <th style="width: 50%;">Evaluation of the Portfolio Assessor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">0-10</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">0-10</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">0-15</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">0-20</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">0-20</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">0-25</td> <td></td> </tr> <tr style="background-color: #002d62; color: white;"> <td style="text-align: center;"><b>Total</b></td> <td style="text-align: center;"><b>100</b></td> <td></td> </tr> </tbody> </table>		Evaluation Criteria	Criteria Grading Range	Evaluation of the Portfolio Assessor	1	0-10		2	0-10		3	0-15		4	0-20		5	0-20		6	0-25		<b>Total</b>	<b>100</b>	
Evaluation Criteria	Criteria Grading Range	Evaluation of the Portfolio Assessor																							
1	0-10																								
2	0-10																								
3	0-15																								
4	0-20																								
5	0-20																								
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<b>Portfolio Assessor Name, Surname, Signature, Date.</b>												