2024

İSTİNYE UNIVERSITY
FACULTY OF MEDICINE

ACADEMIC PROGRAM BOOKLET
GRADE I
2024 – 2025

"Think before you speak.

Read before you think."

Fran Lebowitz

İSÜ İSTİNYE ÜNİVERSİTESİ İSTANBUL

Prepared by:
ISU-FM-UMEP Curriculum Board
APB Comission

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İSÜ İSTİNYE ÜNİVERSİTESİ İSTANBUL

CONTENTS

AIM OF THE UNDER GRADUATION MEDICAL EDUCATION PROGRAM (UMEP)

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

UNDERGRADUATE MEDICAL EDUCATION PROGRAM
PROFICIENCIES and COMPETENCIES

İSTİNYE UNIVERSITY FACULTY of MEDICINE (İSU-FM) UNDER GRADUATE MEDICAL EDUCATION PROGRAM (UMEP) PROFICIENCIES and COMPETENCIES DOCUMENT (PCD)		
PROFICIENCY DOMAINS	**PROFICIENCY**	**COMPETENCIES**
1. Professional Practices	**1.1. Medical Doctor**	1.1.1. Can integrate the knowledge, skills, attitudes, and behaviours gained from basic and clinical sciences, behavioural sciences, and social sciences in the form of proficiencies and uses it in the processes of prevention, diagnosis, treatment, follow-up and rehabilitation for the provision of rational, effective, safe health care services that take into account patient and employee health and comply with quality standards. 1.1.2. Demonstrates a biopsychosocial approach to patient management that takes into account the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race and gender. 1.1.3. Prioritizes the protection and improvement of the health of individuals and society in health service delivery. 1.1.4. Works to maintain and improve the state of health considering the individual, communal, social and environmental factors affecting health. 1.1.5. Considers both regional and global changes in the physical and socioeconomic environment that affect health, and changes in the individual characteristics and behaviors of the people who apply to it while delivering healthcare services. 1.1.6. Provides health education to healthy individuals/patients and their relatives and other health professionals by recognizing the characteristics, needs and expectations of the target audience.
2. Professional Values and Perspectives	**2.1. Adopting Professional Ethics and Professional Principles**	2.1.1. Fulfills his/her duties and obligations while carrying out his/her profession, with decisive behaviors to provide high quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, preventing the dignity of the patient. 2.1.2. Evaluates his/her own performance in professional practices, considering his/her professional skills.
	2.2. Health Advocate	2.2.1. Advocates for the improvement of health service delivery for the protection and promotion of public health, taking into account the concepts of social security and social obligation. 2.2.2. Plans and conducts service delivery, training and counseling processes related to individual and community health in cooperation with all components for the protection and promotion of health. 2.2.3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for improving the quality of health services. 2.2.4. Values protecting and improving his/her own health in physical, mental and social aspects and takes necessary actions for this purpose.
	2.3. Leader	2.3.1. Demonstrates exemplary behavior and leadership within the health care team during health service delivery. 2.3.2. Uses resources cost-effectively, for the benefit of society and in accordance with the legislation in the processes of planning, implementing, executing and evaluating health services in the health institution where he / she is a manager.

	2.4. Team Member	2.4.1. Establishes positive communication within the team with which he/she provides healthcare services, being aware of the duties and obligations of other healthcare professionals, and shows appropriate behaviors to undertake different team roles when necessary. 2.4.2. Works in harmony and effectively with colleagues and other professional groups in professional practice.
	2.5. Communicator	2.5.1. Communicates effectively with patients, patients' relatives, healthcare professionals and other professional groups, institutions and organizations, including individuals and groups that require special approach and have different sociocultural characteristics. 2.5.2. Demonstrates a patient-centered approach that involves the patient and their relatives in decision-making mechanisms in the processes of prevention, diagnosis, treatment, follow-up and rehabilitation.
3. Professional and Personal Development	3.1. Scientific and Analytical Approach Presenter	3.1.1. Plans and implements scientific research for the society he/she serves, when necessary, and uses the results obtained and/or the results of other researches for the benefit of the society. 3.1.2. Accesses and critically evaluates the current literature related to his/her profession and applies the principles of evidence-based medicine in the clinical decision-making process. 3.1.3. Uses information technologies to increase the effectiveness of his/her work on health care, research and education.
	3.2. Lifelong Learner	3.2.1. Manages individual work and learning processes as well as career development effectively. 3.2.2. Acquires new knowledge and skills, integrates them with existing knowledge and skills, applies them to professional circumstances and thus adapts to changing conditions throughout the professional life. 3.2.3. Selects the relevant learning resources and organizes his/her own learning process in order to improve the quality of the health service he/she provides.

PRE-CLINICAL PHASE
EDUCATION - INSTRUCTION DESIGN

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

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

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

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

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

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

Grade I: The structure and functioning of the human body is explained at the level of molecule, cell, tissue, organ and system. General characteristics of microorganisms are defined.					
Fall Term			**Spring Term**		
Introduction to Medical Sciences Committee-I	*Introduction to Medical Sciences Committee-II*	*Introduction to Medical Sciences Committee-III*	*Passive Motion System Committee*	*Active Motion System Committee*	*Microorganism, Blood-Immune System Committee*
Grade II: The structure and functioning of the human body is explained at the level of molecule, cell, tissue, organ and system. The properties of infectious microorganisms and their disease-causing mechanisms are explained. Introduction to pathological sciences is made.					
Fall Term			**Spring Term**		
Nerve-Sense Committee	*Circulatory - Respiratory Committee*	*Metabolism-Digestive Committee*	*Urogenital-Endocrine Committee*	*Biological Agents-Defense-Inflammation Committee*	*Stages of Life-I Committee*
Grade III: The fundamentals of etiology, physiopathology, genetic basis, clinical features, laboratory diagnosis and treatment methods of diseases are explained.					
Fall Term			**Spring Term**		
Introduction to Pathological Sciences and Stages of Life – II Committee	*Blood, Immune System and Tumor Committee*	*Circulatory and Respiratory System Committee*	*Nerve-Sense and Locomotor System Committee*	*Gastrointestinal System and Metabolism Committee*	*Urogenital and Endocrine System Committee*

EDUCATION COORDINATORSHIP

CHIEF COORDINATOR

Chief Coordinator

Prof. Pınar Yurdakul Mesutoğlu
E-mail: pinar.mesutoglu@istinye.edu.tr

GRADE I COORDINATORSHIP

Grade I Coordinator

Prof. Hikmet Koçak
E-mail: hikmet.kocak@istinye.edu.tr

Grade I Vice Coordinator

Asst Prof Siğnem Eyuboğlu
E-mail: signem.eyuboglu@istinye.edu.tr

Grade I Vice Coordinator

Asst Prof Ayhan Mehmetoğlu
E-mail: ayhan.mehmetoglu@istinye.edu.tr

ELECTIVE COURSES BOARD

Duty	Name-Surname	Contact Information
Chair	Prof. Hikmet Koçak	hikmet.kocak@istinye.edu.tr
Vice Chair	Asst. Prof. Ayşe Köylü	ayse.koylu@istinye.edu.tr

LABORATORY BOARD

Duty	Name, Surname	Contact Information
Chairman	Prof. Hikmet Koçak	hikmet.kocak@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Prof. Tolga Simru Tuğrul	ttugrul@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Prof. Yeşim Saliha Gürbüz	yesim.gurbuz@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Prof. Fevziye Figen Kaymaz	figen.kaymaz@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Asst. Prof. Caner Geyik	caner.geyik@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Asst. Prof. İsmet Demirtaş	idemirtas@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Asst. Prof. Siğnem Eyüboğlu	signem.eyuboglu@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Asst. Prof. Öncü Akgül	oncu.akgul@istinye.edu.tr
Multidisciplinary Laboratory Subcommittee Member	Asst. Prof. Öykü Gönül Geyik	oyku.geyik@istinye.edu.tr
Clinical Skills Subcommittee Member	Prof. Nuriye Taşdelen Fışgın	nuriye.fisgin@istinye.edu.tr
Clinical Skills Subcommittee Member	Asst. Prof. Denizhan Karış	denizhan.karis@istinye.edu.tr
Clinical Skills Subcommittee Member	Asst. Prof. Ayhan Mehmetoğlu	ayhan.mehmetoglu@istinye.edu.tr
Clinical Skills Subcommittee Member	Asst. Prof. Umut Esen	umut.esen@istinye.edu.tr

EDUCATION MANAGEMENT SYSTEM

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

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

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

- view/update personal information
- choose courses for each term
- add/drop courses
- view the information of OIS advisor
- send message to the OIS advisor
- view grades within the period
- view transcript online
- view information of curriculum
- view the course schedule (except MED101 Basic and Clinical Integrated course)
- view the exam programme (except MED101 Basic and Clinical Integrated course)

2) **MEDU-EMS (Medical Education Management System):** MED101 Basic and Clinical Integrated course is managed through MEDU-EMS software. Students of İstinye University Faculty of Medicine can enter MEDU-EMS using their OIS usernames and passwords. The system is connected with the OIS and student information is retrieved from the OIS.

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

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

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

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GRADE I ACADEMIC CALENDAR

FALL TERM

MED101 BASIC and CLINICAL INTEGRATED COURSE			
Committee Name	***Introduction to Medical Sciences-I Committee***	***Introduction to Medical Sciences-II Committee***	***Introduction to Medical Sciences-III Committee***
Committee Duration	5 Weeks	5 Weeks	4 Weeks
Beginning the Committee	October 7, 2024	November 11, 2024	December 16, 2024
End of Committee	November 8, 2024	December 13, 2024	January 10, 2025
End of Committee Exam	November 7-8, 2024	December 12-13, 2024	January 9-10, 2025
Student Presentations	November 4, 2024	December 9, 2024	January 6, 2025
End of Committee Evaluation Meeting	November 4, 2024	December 9, 2024	January 6, 2025
Clinical Skills Make Up Week: January 13-17, 2025			
Objective Structured Skills Exam Week: January 27-31, 2025			
Fall Term Final Exam Week: January 27-31, 2025			

YÖK COMPULSORY COURSES / UNIVERSITY ELECTIVE COURSES / MANIFEST OF ISTINYE	
Course Selection Week	September 30- October 4, 2024
Initiation of the Courses	October 7, 2024
Add/Drop Week	October 7-11, 2024
Midterm Exam Week	November 23-December 1, 2024
End of Courses	January 17, 2025
Final Exam Week	January 20-29, 2025
Re-sit Exam Week	February 10-16, 2025

TERM BREAK: February 3 -14, 2025

SPRING TERM

MED101 BASIC and CLINICAL INTEGRATED COURSE			
Committee Name	***Passive Motion System Committee***	***Active Motion System Committee***	***Microorganism-Blood-Immune System Committee***
Committee Duration	6 Weeks	6 Weeks	5 Weeks
Beginning the Committee	February 17, 2025	April 2, 2025	May 12, 2025
End of Committee	March 28, 2025	May 9, 2025	June 13, 2025
End of Committee Exam	March 27- 28, 2025	May 8-9, 2025	June 12-13, 2025
Student Presentations	March 24 2025	May 5, 2025	June 10, 2025
End of Committee Evaluation Meeting	March 24, 2025	May 5, 2025	June 10, 2025
Spring Term Final Exam Week: June 23-27, 2025			
Re-sit Exam Week: July 14-18, 2025			

YÖK COMPULSORY COURSES / UNIVERSITY ELECTIVE COURSES / MANIFEST OF ISTINYE	
Course Selection Week	February 10-14, 2025
Initiation of the Courses	February 17, 2025
Add/Drop Week	February 17-21, 2025
Midterm Exam Week	April 5-13, 2025
End of Course	June 4, 2025
Final Exam Week	June 11-20, 2025
Re-sit Exam Week	July 7-11, 2025

GRADE I COURSE PLAN

Grade I includes committee courses and department/program elective courses given within the scope of the Basic and Clinical Integrated course coded MED101.

Students must take a total of 62 ECTS throughout the year. The total ECTS value of the Basic and Clinical Integrated courses in Grade I is 38. In addition, throughout the year, by taking a total of 10 ECTS worth of elective courses, 12 ECTS worth of YÖK compulsory courses (ATA101-Atatürk's Principles and History of Revolution I-II, DIL101-General English I-II, TRK101-Turkish Language I-II), and 2 ECTS worth of İstinye Manifest 1-2 courses students complete a total of 62 ECTS.

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

MED101 BASIC AND INTEGRATED COURSE								
Course Code	**Committee Name**	**Week**	**Theoretical (hour)**	**Practice (hour)**		**Independent Study (hours)**	**Total (hours)***	**ECTS**
				LAB	**CS**			
MED101	Introduction to Medical Sciences-I	5	54	8	2	91	155	38
	Introduction to Medical Sciences -II	5	50	6	8	103	167	
	Introduction to Medical Sciences -III	4	41	2	2	82	127	
	Passive Motion System	6	53	22	-	104	179	
	Active Motion System	6	48	24	-	117	189	
	Microorganism-Blood-Immune System	5	41	8	-	88	137	
	TOTAL	31	287	70	12	585	954	

YÖK COMPULSORY COURSES					
Course Code	**Course Name**	**Week**	**Theoretical (hour)**	**Practice (hours)**	**ECTS**
ATA101	Atatürk's Principles and History of Revolution I	14	28	-	2
ATA102	Atatürk's Principles and History of Revolution II	14	28	-	2
DIL101	General English I	14	28	-	2
DIL102	General English II	14	28	-	2
TRK101	Turkish Language I	14	28	-	2
TRK102	Turkish Language II	14	28	-	2

UNIVERSITY ELECTIVE COURSES					
Course Code	**Course Name**	**Week**	**Theoretical (hour)**	**Practice (hour)**	**ECTS**
UNIXXX	University Elective Course (Fall Term)	14	28	-	5
UNIXXX	University Elective Course (Spring Term)	14	28	-	5

MANIFEST OF ISTINYE					
Course Code	**Course Name**	**Week**	**Theoretical (hour)**	**Practice (hour)**	**ECTS**
SEG001	Manifest of İstinye 1	14	28	-	1
SEG002	Manifest of İstinye 2	14	28	-	1
		Total ECTS			**62**

ECTS: European Credit Transfer System, LAB: Laboratory Practice, CS: Clinical Skills
* Exam duration is not included in the theoretical and practical hours

5(İ) COMPULSORY COURSES OF THE INSTITUTION OF HIGHER EDUCATION (YÖK)

5(İ) YÖK compulsory courses; ATA101-Atatürk's Principles and History of Revolution I, ATA102- ATA101-Atatürk's Principles and History of Revolution II, DIL101- General English I, DIL102- General English II, TRK101- Turkish Language I, TRK102- Turkish Language II will be held via distance education method. Lecture notes and other materials will be uploaded to “istinye.blackboard.com”. Exams for these courses will be held face to face on the determined dates.

AIM of the GRADE I MED101 BASIC AND CLINICAL INTEGRATED COURSE

In Grade I education programme, the students will:
• be able to comprehend basic information about anatomy, biophysics, biochemistry, physiology, histology, embryology and microbiology regarding the important biological structures, functioning and metabolic processes of the organism;
• be able to explain the history of medicine;
• acquire knowledge and medical skills that will form the basis for the courses they will take throughout their medical education.

GRADE I MED101 BASIC AND CLINICAL INTEGRATED COURSE LEARNING OUTCOMES

	LEARNING OUTCOMES
KNOWLEDGE	Recognize the rules and characteristics of medical terminology, list the structure, function and clinical relations of the passive and active components of the locomotor system anatomy.
	be able to relate the basic building blocks of the organism, the structure and organization of macromolecules with metabolic importance,
	To be able to explain cell structure, genome organization and related mechanisms
	To be able to define the basic concepts of biophysics, its place in medicine and its usage areas,
	Should be able to explain the physiological functions of the membrane and blood physiology
	Define the concept of genetics and heredity material
	be able to classify the basic tissue types and properties, define the embryological development of these tissues, and establish the structure-function relationship.
	Explain the general functioning of the immune system and relate the structure of immune system cells and organs to function.
	be able to explain the basic concepts in clinical microbiology
	List the basic characteristics and classification of microorganisms.
	be able to count the developments in medicine, information about medicine and health institutions throughout history, and explain the paradigm shifts in medicine.
	Describe basic laboratory equipment and know basic techniques
SKIIL	Apply the professional skills that will form the basis of health service delivery
	Research and present a medical/paramedical issue in public
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and working with biological materials.

STUDENT PRESENTATIONS

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

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

Student presentations are evaluated by at least two jury members using the "Personal Performance Evaluation Form" and the student's presentation grade is formed by averaging the grades given by the jury members. The contribution of the student presentation grade to the year-end success score is 5%.

Learning Objectives:

Starting from the early stages of their education, once a year for the first three years every student presents a topic on selected subjects related to the course content. The objective of student presentations is to enable the students to improve their verbal/written expression skills by using visual and audio education methods and techniques and to achieve effective presentation skills by using an effective body language.

- Gaining the habit of reading, researching, and organizing data
- Gaining the ability to cope with presentation stress,
- Ability to use your voice effectively, adjust its speed, volume, and tone,
- Acquiring the habit of planning for an effective presentation,
- Developing the ability to keep the attention on the presentation by creating a dynamic environment with the audience.

ISTINYE UNIVERSITY
MEDICAL FACULTY
STUDENT PRESENTATION EVALUATION FORM

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

Evaluate the student presentation according to the following criteria.

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

Faculty member who evaluated:

CLINICAL SKILLS

AIM and LEARNING OBJECTIVES

Aim:

Starting from the first year, professional skills training aims to provide our students with a working environment on educational models, to establish healthy communication with patients before moving on to clinical training, and to provide them with basic medical skills through repeated practices.

Learning Objectives:

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

- Learning the basic professional skills required by the medical profession with defined checklists,
- Acquiring the skills to perform the necessary interventions in the first step of emergency approach to patients,
- Gaining professional skills in clinical applications (such as hand washing, the ability to apply bandages, removing foreign objects from the airway, applying cervical collars),
- Ensuring the correct use of basic devices used in medical practices (skills in using a microscope, using a glucometer) through proper steps,
- It is aimed to develop the ability to comprehend the importance of lifelong and self-directed learning.

CONTENT, IMPLEMENTATION PLAN and EVALUATION

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

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

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

Grade I Clinical Skills (CS)- Implementation Plan

	CS	Committee
GRADE I	Skills in Using The Microscope	Introduction to Medical Sciences -I
	Skills of Hand Washing	Introduction to Medical Sciences -II
	Skills of Dressing and Bandage Application	Introduction to Medical Sciences -II
	Skills of Cervical Collar Application	Introduction to Medical Sciences -II
	Skills to Perform First Aid for Foreign Body Removal in The Airway	Introduction to Medical Sciences -II
	Skills of Measuring and Evaluating Blood Glucose Using Glucometer	Introduction to Medical Sciences -III

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

SKILLS OF HAND WASHING

Student Name/Surname:
Student No:

OBJECTIVE: To gain hand washing skills

Materials required: Washbasin, clean water, soap, paper towels

STEPS	PERFORMED	NOT PERFORMED
1. Checked the required materials		
2. Took off their jeweleries and watch and rolled up their sleeves to get ready for washing		
3. Turned on the tap		
4. Wetted their hands with water		
5. Took 3-5 mL of soap in their hands		
6. Foamed the soap with adequate amount of water		
7. Soaped down the tap with foamy hands		
8. Turned the tap off		
9. Repeated the scrubbing procedure by taking their palm over the other palm		
10. Placed their left hand's back on right palm, scrubbed for five times. Repeated the same procedure for their other hand.		
11. Scrubbed their interdigital parts by placing their right palm over their left hand's back. Repeated the same procedure for their other hand.		
12. Scrubbed finger's back of their right hand by placing them over left palm. Repeated the same procedure for their left hand		
13. Scrubbed their right thumb rotationally by placing it over left palm. Repeated the same procedure for their left hand		
14. Placed their right finger tips over left palm and scrubbed. Repeated the same procedure for their left finger tips		
15. Turned the tap on		
16. Rinsed their hands thoroughly		
17. Rinsed the tap and turned it off		
18. Wiped their hands with paper towel thoroughly		

Assessing Faculty Member Name-Surname:

Date:

Signature:

SPECIFIC TRAINING MODULE
VERTICAL CORRIDOR-1: MY JOURNEY IN İSTİNYE MEDICINE

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

Vertical corridor component and sub-components and themes,

- Specific Study Module, Vertical Corridor-1: My Journey in İstinye Medicine
  - Grade I-Grade III: Early Clinical Contact
    - Grade I- Community Engagement
    - Grade II- Engagement with Preventive Medicine
    - Grade III- Engagement with Clinical Environments-1
  - Grade IV-Grade VI: Contact with Clinical Medicine
    - Grade IV- Engagement with Clinical Environments-2
    - Grade V- Medical Experiences
    - Grade VI- Compulsory Service Pre-training
- Learning Methods
  - Field trips/visits, special event days, seminars, experience sharing, hospital orientation, etc.
- Learning Environments
  - Classrooms, long-term care facilities, primary care settings, professional organizations, and clinical environments (outpatient and inpatient clinics, emergency units, clinical laboratories, disinfection-sterilization units, blood centers, pharmacies, etc.) and encompasses learning activities in which the student is a 'directed self-learner'.

OBJECTIVE

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

LEARNING OUTCOMES

Specific Training Module, Vertical Corridor-1: My Journey in Istinye Medicine **LEARNING OUTCOMES**
1. GI- 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. GII- 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. GIII- 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. GIV- 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. GV-Medical Experiences: 5.1. Recognizes the significance of physician experience in healthcare service delivery. 5.2. Can identify own learning needs.
6. **GVI- Compulsory Service Pre-training:** 6.1. Works in healthcare service delivery (prevention, diagnosis, treatment, follow-up, and rehabilitation) in accordance with ethical principles, legal regulations, and good governance principles related to healthcare institutions and personnel. 6.2. Can identify own learning needs.

IMPLEMENTATION

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

- **Grade I- 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."

The Duration of the Education Program

- **Grade I- 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*"

Organization of Field and Clinical Environment Visits

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

Seminar, Lecture, Classroom Organizations

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

Organization of Student Groups Receive Training

- Will be organized by the Grade and Vertical Corridor Coordination Offices. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Grade and Vertical Corridor Coordination Offices.
- During the first three terms for activities other than those conducted separately in two languages such as seminars or theoretical lessons, one student from the Turkish program and one student from the English program will be paired, and they will collaboratively complete certain sections specified in the portfolio.
- In the case of a preference for remote, online/offline education for activities conducted separately in two languages such as seminars or theoretical lessons, separate student groups will not be created.

Organization of Compulsory Pre-trainings and Pre-requisites

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

Announcement of Grade I-GradeVI Vertical Corridor Education Program Schedules

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

Attendance Requirement

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

Maximum Time Span in Timed Document Management

- For Grade I;
    - Grade I: 1 activity participation, 1 field visit; 1 Portfolio Field-Environment Visit/Event Participation Reflection Forms will be filled out. 1 Portfolio Interim Self-Assessment Form will be filled out.
    - After completing the activities during the Term, 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 assessment within 20 days using the "*Student List-Delivery Signature Record*" "*Assessment Control List*" 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 Grade Coordinatiorship, in person and with a signature, during the last week of the final committee.

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

SPECIFIC TRAINING MODULE
VERTICAL CORRIDOR-2: MEDICAL HUMANITIES

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

Vertical corridor component and sub-components and themes,

- Specific Training Module, Vertical Corridor-2: Medical Humanities
  - GI- Medical Humanities 1
  - GII- Medical Humanities 2
  - GIII- Medical Humanities 3
  - GIV- Medical Humanities 4
  - GV- Medical Humanities 5
  - GVI- Medical Humanities 6
- Learning Methods
  - Movie discussions, seminars, article-book readings, experience sharing, case discussions, etc.
- Learning Environments
  - Classrooms, conference rooms, and clinical environments.

OBJECTIVE

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDİCAL HUMANITIES OBJECTIVE
GI-GVI: Recognizes the human and social aspects of medicine; understands the importance of ethical values in health care, the importance of physician-patient communication and the difficulties that can be experienced in professional life; recognizes the importance of critical thinking.
GI-Medical Humanities 1: To help students gain insight into the human and social aspects of medicine through the art of cinema; to raise awareness about ethical issues; to explain to students what addiction is and its types and to raise awareness about addiction.

LEARNING OUTCOMES

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-2: MEDİCAL HUMANITIES LEARNING OUTCOMES
1. GI- Medical Humanities 1: Movie Discussion (Patch Adams) and seminar on Addiction
1.1. Students can understand and evaluate the role of the character "Patch Adams" in patient-physician relationships and the effects of empathy on patients.
1.2. Students can understand the importance of patient-centered health care by examining approaches that take into account the physical and emotional needs of patients and make health care more human.
1.3. Students can define addiction and are aware of how it occurs.
1.4. Students can distinguish between substance addiction, alcohol addiction, technology addiction and other types of addiction.
1.5. Students can evaluate the effects of addiction on physical, mental and emotional health.

IMPLEMENTATION

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

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

Duration of the Education Program

- **GI- Medical Humanities 1:**
  - (2+1+1 hours) + (2+1 hours)= 7 hours Student Workload
  - 1 movie discussion, 1 seminar participation; AE and PA activity periods.
    - 1 movie discussion, 1 seminar participation; 1 Film Discussion Participation Reflection Form and 1 Ara Öz Değerlendirme Formu doldurulacaktır.

Seminar, Lecture, Classroom Organization

- Will be carried out in collaboration with the Vertical Corridor and Grade Coordinatorship.

Organization of Student Groups Receiving Education

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

Organization of Compulsory Pre-trainings and Pre-requisites

- Will be arranged in collaboration between the Vertical Corridor and Grade Coordinatorship.

Announcement of GI Vertical Corridor Education Program Schedules

- Will be carried out in collaboration between the Vertical Corridor and Grade Coordinatorship.

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 GI:
  - After completing the activities during the term, 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 Grade Coordinatorship, in person and with a signature, during the last week of the final committee.
  - All documents received by the Grade Coordinatorship 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 Grade Coordinatorship.
- 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.

SPECIFIC TRAINING MODULE
VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH

This education program component, from Grade I to Grade VI, as a specific study module within a vertical corridor, covers both fall and spring terms, 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-3: *Scientific Approach*
    - GI-GIII: Research and Scientific Project Training
        - GI-First Contact with Science (Hello to Science)
        - GII-Scientific Thinking
        - GIII-Scientific Project Term
    - GIV-GVI:
        - GIV- Evidence-Based Science-1
        - GV- Evidence-Based Science-2
        - GVI- Evidence-Based Science-3
- Learning Methods
    - Field trips/visits, special event days, seminars, experience sharing, hospital orientation, etc.
- Learning Environments
    - Classrooms, research laboratories and library environments and encompasses learning activities in which the student is a "directed self-learner".

OBJECTIVE

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH OBJECTIVE
Grade I-Grade VI: The student should be able to acquire the necessary skills to improve their ability to conduct scientific experiments, ability to plan reasoning and project management development, be able to use scientific data within the scope of professional competencies, in order to create opportunities for them to evaluate their own successes;
1. **GI- First Contact with Science (Hello to Science):** To provide awareness in the fields of scientific resource, operating environments, data, analysis, written and oral scientific communication language skill.

LEARNING OUTCOMES

SPECIFIC STUDY MODULE, VERTICAL CORRIDOR-3: PURPOSE OF SCIENTIFIC APPROACH LEARNING OUTCOMES
1. GI- First Contact with Science (Hello to Science):
1.1 Can conduct research in accordance with the principles of academic honesty when using library resources via the website.
1.2 Can explain frequently used sources of information in medicine, types of scientific research, and concepts of internal and external validity, perform validity and reliability calculations and statistical analysis.
1.3 Can visit scientific research environments, interviews and observes employees, reflect on these issues.
1.4 Can identify own learning needs

IMPLEMENTATION

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

- **GI- First Contact with Science (Hello to Science):**
  - 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."

Organization of Compulsory Pre-training and Pre-requisites:

- It will be carried out in collaboration with Grade and Vertical Corridor Coordinatorship.
  - For GI:
    - Groups for research laboratory visits (participation is mandatory; the vertical corridor manager will organize and announce) will be organized for the student.

The Duration of Education Program

- **GI- First Contact with Science (Hello to Science):**
  - (4 hours) + (3 hours) + (1 hour) + (4+1 hours)= 13 hours Student Workload
  - 3 theoretical course attendance, 1 seminar attendance, 1 field visit; AE and PA activity periods.
    - "*Scientific Research Course*"
    - "*Databases Training*"
    - "*Research Laboratory Introduction Seminar*"
    - "*Library Visit*"

Organization of Field and Clinical Environment Visits

- The Vertical Corridor Coordinatorship/Grade Coordinatorship will announce the names, addresses, introductory information and, if deemed necessary, the conditions and times of the visits regarding the field and clinical environment visits.
- No special arrangements will be made for transport; individual or existing shuttles will be used.
- In field and clinical environment visits within the framework of Vertical Corridor activities, the student has the status of "visitor/observer

Seminar, Lecture, Classroom Organization

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

Organization of Student Groups to Receive Training

- Will be organized by the Grade and Vertical Corridor Coordination Offices. It will be matched with the list of Portfolio Assessors.
- Will be announced by the Grade and Vertical Corridor Coordination Offices.
- During the first three terms for activities other than those conducted separately in two languages such as seminars or theoretical lessons, one student from the Turkish program and one student from the English program will be paired, and they will collaboratively complete certain sections specified in the portfolio.
- In the case of a preference for remote, online/offline education for activities conducted separately in two languages such as seminars or theoretical lessons, separate student groups will not be created.

Organization of Compulsory Pre-trainings and Pre-requisites

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

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

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

Attendance Requirement

- For activities other than those explicitly stated as compulsory, the conditions in the relevant training directive apply in terms of attendance obligation.

Maximum Time Interval In Periodic Document Management

- GI: Research and Scientific Projects Training
  - GI: 2 theoretical course attendance, 2 field visits; 4 Portfolio Field-Environment Visit/Event Participation Reflection forms will be filled out.
  - After the completion of the activities during the term, students submit the portfolio forms they have completed in that term to the evaluator within 20 days, in writing / by hand, in return for signature.
  - The evaluator completes the evaluation within 20 days by using the "Student List-Delivery Signature Record" and "Evaluation Result List".
  - After the evaluator has collected the forms from all students and completed the assessment submits:
    - *"Student List-Delivery Signature Record"*,
    - *"Evaluation Result List"*
    - *"Student Portfolio Forms"*

    will be handed over to the Grade Coordinatorship, in person and with a signature, during the last week of the final committee.
  - All documents received by the Grade Coordinatorship are delivered to the Medical Education Secretariat on the last day of the last committee for archiving.

Operation of Assessment and Evaluation

- It will be carried out by being organized as indicated in the relevant section below, in collaboration with Vertical Corridor and Grade Coordination Offices.
- Student portfolios will be sent to the student in **one copy** and portfolio forms in **two copies**. **Both copies of the portfolio forms will be filled in and signed by the student.** One copy will be delivered to the *"Evaluating Faculty Member"*, the other will be kept by the student.

ASSESSMENT and EVALUATION

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

Education Phase	Grade	Learning Domains	Teaching Methods	Teaching Environments	Assessment and Evaluation Methods
Pre-clinical	1	Knowledge	TL, IL, VC2-MD-SM, VC3-TL-FV-IDS	CL-MCC- 222, Field	MCE, OEQ, FB, PE, PF
		Skill	HT, IL	SL: 214	OSCE
		Attitude	SP, VC1-FV-AP-IL, VC2-MD-SM, IL	CL-MCC- 222, Field	PPE, PF
		Sub-competency	All	MCC	All
	2	Knowledge	TL, VC-1-FV-SM, VC2-MD-SM, VC3-TL-FV, IL, PBL	CL-MCC- 111	MCE, OEQ, FB, PE, PF
		Skill	HT, IL, PBL	SL:214	OSCE
		Attitude	SP, IL, VC1-FV-SM, VC2-MD-SM, IL, PBL	CL-MCC- 111 Field	PPE, PF
		Sub-competency	All	MCC	All
	3	Knowledge	TL, IL, ISS, VC1-TL-FV, PBL	CL-MCC- 216	MCE, OEQ, FB, PE, PF
		Skill	HT, IL, PBL	SL:213	OSCE
		Attitude	SP, IL, VC1-TL-FV, PBL	CL-MCC- 216 Field	PPE, MCE, OEQ, FB, PF
		Sub-competency	All	MCC	All
Applied Course/Course Block	4	Knowledge	TL, CD, HT, PF, IL	ISUH	MCE, OSVE, VE, SA
		Skill	HT, IL	ISUH	PAAW, SA
		Attitude	HT, IS, VC1-FV-IL	ISUH	PAAW, SA, PF
		Sub-competency	All	ISUH	All
	5	Knowledge	TL, CD, HT, PF, IL, VC1-SM-M-IL	ISUH	MCE, OSVE, VE, SA, T
		Skill	HT, IL	ISUH	PAAW, SA
		Attitude	HT, IL, VC1-SM-M-IL	ISUH	PAAW, SA, PF, T
		Sub-competency	All	ISUH	All
Internship	6	Competencies/ Proficiencies	SPR, RP, SP, VC1-SM	ISUH, PHI, CL	CRC, IEF, PF, T

***TL: Theoretical Lecture/Narration/Presentation, SP: Student Presentation, VC1-: Vertical Corridor 1, VC2-: Vertical Corridor 2, VC3-: Vertical Corridor 3, IDS-Interactive Discussion Session, CD: Interactive Case Discussion, HT: Hands-On Training at the Bedside/Clinical Environment, IL: Independent Learning, OEQ: Open Ended Question, FB: Fill in the Blank, PE: Practical Examination, PF: Patient File Preparation/Presentation/Discussion, FV: Field Visit, AP: Activity Participation, M: Meeting, SM: Seminar, ISS: Integrated Session, PL: Panel, MD: Movie Discussion, MCE: Multiple Choice Exam, OSCE: Objective Structured Clinical Examination, OSVE: Objective Structured Verbal Examination, VE: Verbal Examination, PBL: Problem Based Learning, PF: Portfolio, (Field-environment Visit/Activity Participation Reflection Form, Self Assessment Form, T: Task (Interim Self Evaluation Form, Future Self Evaluation Form), PPE: Personal Performance Evaluation, PAAW: Performance Assessment At Work, SPR: Supervised Performance, RP: Research Project, SA: Self Assessment, CL: Classroom, MCC-: Main Campus Classrooms- , SL: Simulation Laboratory, İSUH: İstinye University Training and Research Hospitals, PHI: Primary Health Care Institutions, CRC: Competency Report Card, IEF: Intern Evaluation Form.**

The exams applied within the scope of measurement and evaluation procedures in Grade II are organized within the framework of the principles specified in the "İstinye University Faculty of Medicine Education and Examination Directive". Students take six "Committee Exams" throughout the year, "Fall Term Final Exam" at the end of the fall term, "Spring Term Final Exam" and "Objective Structured Skills Exam" at the end of the spring term. Students also make one student presentation throughout the year and participate in activities and site visits determined within the scope of Vertical Corridor-1. Student presentations are evaluated by a jury consisting of at least two people using the "Personal Performance Evaluation Form" (See Student Presentations). Within the scope of Vertical Corridor-1, the student fills

out a "Reflection Form" regarding the activities and field visits he/she participates in, and the relevant forms are evaluated and graded by the evaluator faculty member (See Specific Study Module, Vertical Corridor-1: My Journey as a Physician in İstinye Medicine).

In case students cannot take the exams, a the Excuse Exam (EE) is organized according to the conditions specified in the "Istinye University Make Up Exam Application Principles". (see https://www.istinye.edu.tr/en/university/regulations-and-directives). The method and content of the make-up exam is determined by the Dean's Office with the recommendation of the Assessment and Evaluation Board. The make-up exam may differ from the exam that cannot be taken (e.g. open-ended question, gap filling, etc.). The contribution of the make-up exam to the "Final Year Success Grade" is the same as the effect rate of the exam it replaces. There is no right to make-up exams for make-up exams

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

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

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 fullfill the attendance requirement, but cannot take the "Fall Term Final Exam" (end of the first Term) and "Spring Term Final Exam" (end of the second Term), or who have taken the exam, but whose "End of Year Success Grade" of the Grade I, II and III Basic and Clinical Integrated Course is below sixty points, take the "Re-sit Exam" at least fifteen days after the "Spring Term Final Exam".
Relative evaluation is not applied in the evaluation of the cumulative class passing grade ("End of Year Grade") of the "Basic and Clinical Integrated Courses" consisting of the specified exam and other measurement and evaluation methods. However, relative evaluation may be applied in certain exams (e.g. "Committee Exam", "Final Exam", "Re-sit Exam") where 50% of the students taking the exam recieve a raw score below 60. 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 score 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 course grade in the hundered percent system (0-100), "Degree of Success" and "Weight Coefficient" are shown in the table below.

Letter Grade	Degree of Success	Weight Coefficient	Grade Range
AA	Excellent	4,0	90-100
BA	Very Good	3,5	80-89
BB	Good	3,0	73-79
CB	Average	2,5	66-72
CC	Pass	2,0	60-65
DC	Fail	1,5	55-59
DD	Fail	1,0	50-54
FF	Fail	0,0	0-49

The assessment and evaluation procedures applied in Grade II are announced and explained at the introductory meetings held at the beginning of the academic year and the committee.

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

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

EXAM RULES

At Istinye Faculty of Medicine, exams are conducted within the framework of the principles specified in the "Istinye University Faculty of Medicine Education and Examination Directive" (https://www.istinye.edu.tr/en/university/regulations-and-directives).

Exams may be written or oral, with multiple-choice, open-ended, matching, fill-in-the-blanks and similar methods, provided that they are announced to students in advance. Exams can be conducted face-to-face or online if needed. The method or technique of the exams is determined by the recommendation of the "Assessment and Evaluation Board" and the decision of the Dean's Office.

In printed written exams held in exam halls, the exam rules are included on the first page of the exam booklet and read by the hall chairman before the exam starts. In web-based exams, the exam rules are displayed on a separate page before the exam starts.

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

Face-to-face exams:

In printed and web-based exams held in a face-to-face environment, students who enter the exam hall in advance are taken out of the hall and the students are taken into the exam hall by the hall chairman and supervisors by checking the exam attendance list and student IDs, and they are ensured to sit in an order with an appropriate distance between them.

Only ID cards, pencils, erasers and a bottle of water can be brought to the exam hall. Devices that have the function of storing, processing and transmitting information (cell phone, tablet, PC, radio, smart watch, bluetooth, etc.) and items such as books and lecture notes cannot be brought into the exam hall. Bringing such devices or items into the exam hall is considered as "attempted cheating". A report is kept for the student who cheats or attempts to cheat and action is taken according to the relevant legislation.

Students should bring their valid ID documents to the exam hall and keep them on their desks where they can be easily seen by the staff.

Students who arrive within the first thirty minutes after the exam starts complete the exam without additional time and students are not allowed to leave the exam hall during this period, except in emergency and extraordinary cases.

Online exams:

For online exams, students must attend the Zoom session opened by the supervisors and take the exam under supervision. In the Zoom session, which opens 30 minutes before the exam time, the supervisor checks the identity, room and seating arrangement of each student. The student is not allowed to start the exam before the check is completed. Students who attend the Zoom session late will not be given additional time.

It is strictly forbidden to do the following during the exam:

- Except for the devices required for participation in the exam and supervisor monitoring via Zoom; using any device with computer features (computer, tablet, mobile phone, pocket computer, watch with a function other than clock function, walkie-talkie, etc.) and/or wearing headphones,
- Having additional cables other than the power supply and mouse cable connected to the test devices,
- The presence of someone other than the student in the room during the exam,
- If a student leaves his/her seat for any reason from the beginning to the end of the Zoom session,
- Keeping documents, books, files, notebooks and similar auxiliary materials on the desks other than white paper on which notes can be taken, using dictionaries and auxiliary tools that act as dictionaries, looking at any written paper and/or book,
- Talking, asking questions to the supervisor, eating, drinking or smoking in a way that disturbs others, or any other behavior that disrupts the exam.

The behaviors listed below are considered as attempted cheating and in such cases, it will be reported right away and action will be taken against the students:

- Entering the Zoom session later than 15 minutes,
- Identification of a connection cable other than the power and mouse cable connected to the computer on which the student is taking the exam,
- Failure of the student to sit in such a way that the entire desk is visible from the wide angle shoulder level during the exam, insistent behavior in clothing and positions that prevent the supervisor from following the student's movements,
- Understanding that visibility was blocked by changing the light and clarity settings of both the Zoom connection and the exam screen,
- Failure to zoom in quickly and clearly to show the room or exam screen with the zoom recording device when requested by the supervisor, or being slow,
- To detect that remote desktop software was connected to the test devices during the exam,
- Understanding that the student is not alone in the room during the exam,
- Turning off the camera view and audio settings, even for a moment after entering the Zoom session, and detecting that the audio setting appears to be on but is actually off,
- From the beginning to the end of the Zoom session, students are not allowed to leave their seats for any need.

It is strictly forbidden to cheat, attempt to cheat, or assist in cheating during exams. In the event that students' attempts in this direction are detected by the exam supervisors, a record is taken without any obligation to warn the student about the situation. The "Assessment and Evaluation Board" examines the minutes and the video recording of the exam and the student's behavior during the exam, and the opinion of the board is notified in writing to the Dean's Office. Students who are found to have cheated are deemed to have received a "zero" grade in the exam and action is taken against them within the framework of the provisions of "Istinye University Education and Training Regulations" and "Higher Education Institutions Student Discipline Regulations".

COMMITTEE INTRODUCTION

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

Purpose of Committee Introduction:

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

In line with the aforementioned objectives;

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

END OF COMMITTEE EVALUATION MEETING

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

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

INTRODUCTION TO MEDICAL SCIENCES-I COMMITTEE

AIM OF THE COMMITTEE

The aim is to give information about the biophysical and biochemical properties of water, the functioning of body buffer systems, the organization of the genome and the functions of organelles, the biological functions of amino acids, the structural features and diversity of proteins, which are important and functional structures for the organism, basic laboratory skills and professional attitude formation.

COMMITTEE LEARNING OUTCOMES and ASSESSMENT AND EVALUATION METHOD

	LEARNING OUTCOMES	ASSESMENT & EVALUATION METHOD
KNOWLEDGE	Can explain the structure and function of cell parts, which are the basic building blocks of living things	MCE, OEQ*, FB*
	Can count the elements of the cytoskeleton and explain their functions	MCE, OEQ*, FB*
	Can explain the organization and function of the human genome	MCE, OEQ*, FB*
	Can count the cell organelles and explain their functions	MCE, OEQ*, FB*
	Can distinguish amino acids, which are the building blocks of proteins, from biochemical macromolecules, by their structure and chemical properties	MCE, OEQ*, FB*
	Can describe the 3-dimensional structure of proteins, their properties and some specialized protein structures and their roles in the organism	MCE, OEQ*, FB*
	Can list the biophysical and biochemical properties of water and its role in the organism	MCE, OEQ*, FB*
	Can explain the biophysical properties that determine the structural and functional properties of biomolecules	MCE, OEQ*, FB*
	Can explain the principles of thermodynamics in detail and relate them to energy metabolism in the body	MCE, OEQ*, FB*
	Can list the tools and equipment used in the laboratory	MCE, OEQ*, FB*
	Can identify prokaryotic and eukaryotic cells, as well as human chromosomes, under a microscope	MCE, OEQ*, FB*
	Can prepare solutions and apply spectrophotometric measurement methods in a biochemistry laboratory	MCE, OEQ*, FB*
	Can explain the dominant understandings of medicine from prehistoric times to today's modern medicine and the turning points in the history of medicine	MCE, OEQ*, FB*
	Can list important medical figures in history who can serve as role models for physicians	MCE, OEQ*, FB*
	Can explain the beginning of modern medical education in Turkey	MCE, OEQ*, FB*
SKILL	Can apply microscope usage skills seamlessly and in the correct order	OSCE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials	MCE

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

COURSE DISTRIBUTION TABLE

Committee Duration: 5 Weeks

Committee Start and End Dates: October 7, 2024 – November 8, 2024

Department/Course	Theoretical	Practical	Total
Biophysics	8	-	8
Physiology	2	-	2
Medical Biochemistry	14	4	18
Medical Biology	18	4	22
History of Medicine and Ethics	12	-	12
Medical Education	-	2	2
Orientation Week	8	-	8
Committee Presentation	1	-	1
Committee Evaluation	1	-	1
Student Presentations	7	-	7
Total Course Hours	71	10	81
Independent Study Hours			**91**

FACULTY MEMBERS

Department	Faculty Members
Biophysics	Asst Prof Denizhan Karış, Asst Prof Esma Okatan
Physiology	Prof Rauf Onur Ek
Medical Biochemistry	Asst Prof Caner Geyik, Asst Prof Murat Ekremoğlu, Asst Prof Yelda Birinci Kudu
Medical Biology	Prof Veysel Sabri Hançer, Assoc Prof Süreyya Bozkurt, Asst Prof Öykü Gönül Geyik
History of Medicine and Ethics	Asst Prof Tayyibe Bardakçı
Medical Education	Asst Prof Hakan Darıcı, Asst Prof Ayse Köylü

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 (Question number)		
		CE	FFE	RSE
Can explain the structure and function of cell parts, which are the basic building blocks of living things	Medical Biology	4	2	19
Can count the elements of the cytoskeleton and explain their functions	Medical Biology	1	1	
Can explain the organization and function of the human genome	Medical Biology	6	2	
Can count the cell organelles and explain their functions	Medical Biology	6	6	
Can distinguish amino acids, which are the building blocks of proteins, from biochemical macromolecules, by their structure and chemical properties	Medical Biochemistry	4	2	
Can describe the 3-dimensional structure of proteins, their properties and some specialized protein structures and their roles in the organism	Medical Biochemistry	4	2	
Can list the biophysical and biochemical properties of water and its role in the organism	Biophysics	4	1	
	Physiology	2	1	
	Medical Biochemistry	5	3	
Can explain the biophysical properties that determine the structural and functional properties of biomolecules	Biophysics	3	2	
Can explain the principles of thermodynamics in detail and relate them to energy metabolism in the body	Biophysics	1	1	
Can list the tools and equipment used in the laboratory	Medical Biology	2	1	
Can recognise prokaryotic and eukaryotic cells, and human chromosomes under the microscope.	Medical Biology	2	1	
Can prepare solutions and apply the spectrophotometric measurement method in the biochemistry laboratory	Medical Biochemistry	4	2	
Can explain the dominant understandings of medicine from prehistoric times to today's modern medicine and the turning points in the history of medicine	History of Medicine and Ethics	5	3	
Can list important medical figures in history who can serve as role models for physicians	History of Medicine and Ethics	2	2	
Can explain the beginning of modern medical education in Turkey	History of Medicine and Ethics	5	3	
	Total	60	35	19

RSE: Re-sit Exam, MCE: Multiple Choice Exam, FFE: Fall Term Final Exam, CE: Committee Exam

INTRODUCTION TO MEDICAL SCIENCES-II COMMITTEE

AIM OF THE COMMITTEE

The aim is to provide students with the information on the structure and transport systems of membranes in living organisms, the structures of nucleic acids from macromolecules that play a role in biochemical events, their metabolism, properties and biological functions of enzymes and vitamins, the definition of cell, tissue and organ relationships, medical genetic definitions, information on the historical development and ethical values of the medical profession, and the laboratory skills related to the subjects and professional attitude formation.

COMMITTEE LEARNING OUTCOMES and ASSESSMENT & EVALUATION METHOD

	LEARNING OUTCOME	ASSESSMENT & EVALUATION METHOD
KNOWLEDGE	Can explain the biophysical properties of cell membrane structure and functions	MCE, OEQ*, FB*
	Can list the biophysical properties of membrane transport	MCE, OEQ*, FB*
	Can express the formation of membrane potential, Nernst Equilibrium Potential and Goldman Hodgkin Katz equations	MCE, OEQ*, FB*
	Can classify ion channels based on their gating mechanisms	MCE, OEQ*, FB*
	Can explain the properties of bioelectric potentials	MCE, OEQ*, FB*
	Can explain the effects of membrane potential on cell biology	MCE, OEQ*, FB*
	Can list the biophysical properties of proteins and enzyme kinetics	MCE, OEQ*, FB*
	Can explain synaptic transmission	MCE, OEQ*, FB*
	Can explain the ionic basis of action potential	MCE, OEQ*, FB*
	Can distinguish enzymes and nucleic acids from biochemical macromolecules in metabolism	MCE, OEQ*, FB*
	Can list the general properties of enzymes and classify the regulation of enzyme activity	MCE, OEQ*, FB*
	Can list the general properties of vitamins, types of vitamins and biological functions	MCE, OEQ*, FB*
	Can count cell-cell connections and adhesion molecules	MCE, OEQ*, FB*
	Can explain intracellular transport mechanisms	MCE, OEQ*, FB*
	Can explain mitosis – meiosis and explain the cell cycle and its control	MCE, OEQ*, FB*
	Can explain epigenetic mechanisms and their effects on the genome	MCE, OEQ*, FB*
	Can explain DNA replication steps and explain transcription in eukaryotic cells	MCE, OEQ*, FB*
	Can recognize genetic terminology and classify the diagnostic methods used in the field of medical genetics	MCE, OEQ*, FB*
	Can express technical knowledge to evaluate mitosis-meiosis division and DNA extraction analysis methods through laboratory studies	MCE, OEQ*, FB*
	Can explain the principles of Virtual-Reality (VR) laboratory applications and enzyme and nucleic acid analysis methods	MCE, OEQ*, FB*
SKILL	Can apply basic medical skills such as washing hands, applying bandages, wearing a cervical collar, and removing foreign body from the airway seamlessly and in the correct order	OSCE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials.	MCE

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

COURSE DISTRIBUTION TABLE

Committee Duration: 5 Weeks

Committee Start and End Dates: November 11, 2024 – December 13, 2024

Department/Course	Theoretical	Practical	Total
Biophysics	12	-	12
Physiology	6	-	6
Histology and Embryology	3	-	3
Medical Biochemistry	12	2	14
Medical Biology	16	4	20
Medical Genetics	1	-	1
Medical Education	-	8	8
Committee Presentation	1	-	1
Committee Evaluation	1	-	-
Student Presentations	7	-	7
Total Course Hours	59	14	73
Independent Study Hours			103

FACULTY MEMBERS

Department	Faculty Members
Biophysics	Asst.Prof. Denizhan Karış, Asst.Prof. Esma Nur Okatan
Histology and Embryology	Prof. Figen Kaymaz, Asst.Prof. Ayşe Köylü
Medical Biochemistry	Asst.Prof. Yelda Birinci Kudu, Asst. Prof. Murat Ekremoğlu, Asst.Prof. Caner Geyik
Medical Biology	Prof. Veysel Sabri Hançer, Assoc. Prof. Süreyya Bozkurt, Asst. Prof. Öykü Gönül Geyik
Physiology	Asst.Prof. İlknur Dursun
Medical Genetics	Assoc.Prof. Muradiye Acar
Medical Education	Asst.Prof. Yelda Birinci Kudu, Asst. Prof. Dr. Sığnem Eyuboğlu, Asst. Prof.Ayhan Mehmetoğlu, Asst.Prof. Denizhan Karış, Asst.Prof Hakan Darıcı, Asst.Prof. Esma Nur Okatan

EVALUATION MATRIX

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

Committee Learning Outcomes	Department	MCE (Question number)		
		CE	FFE	RSE
Can explain the biophysical properties of cell membrane structure and functions	Biophysics	1	-	19
Can list the biophysical properties of membrane transport	Biophysics	1	1	
Can express the formation of membrane potential, Nernst Equilibrium Potential and Goldman Hodgkin Katz equations	Biophysics	2	1	
Can classify ion channels based on their gating mechanisms	Biophysics	1	1	
	Physiology	2	1	
Can explain the properties of bioelectric potentials	Biophysics	2	1	
Can explain the effects of membrane potential on cell biology	Biophysics	1	1	
	Physiology	1	1	
Can list the biophysical properties of proteins and enzyme kinetics	Biophysics	2	1	
Can explain the synaptic transmission	Physiology	2	1	
Can explain the ionic basis of the action potential	Biophysics	3	2	
	Physiology	2	1	
Can explain the metabolism of nucleic acids as one of the biochemical macromolecules	Medical Biochemistry	3	3	
Can list the general properties of enzymes and classify the regulation of enzyme activity	Medical Biochemistry	6	3	
Can list the general properties of vitamins, types of vitamins and biological functions	Medical Biochemistry	4	2	
Can count cell-cell connections and adhesion molecules	Medical Biology	2	1	
	Histology & Embryology	3	2	
Can explain intracellular transport mechanisms	Medical Biology	4	2	
Can explain the mitosis-meiosis and the cell cycle and its control	Medical Biology	4	2	
Can explain epigenetic mechanisms and their effects on the genome	Medical Biology	4	2	
Can explain DNA replication steps and transcription in eukaryotic cells	Medical Biology	3	2	
Can recognize genetic terminology and classify the diagnostic methods used in the field of medical genetics	Medical Genetics	1	1	
Can express technical knowledge to evaluate mitosis-meiosis division and DNA extraction analysis methods through laboratory studies	Medical Biology	4	2	
Can explain the principles of enzyme analysis methods with Virtual-Reality (VR) laboratory applications	Medical Biochemistry	2	1	
	Total	60	35	19

CE: Committee Exam, FFE: Fall Term Final Exam, RSE: Re-sit Exam, MCE: Multiple Choice Exam,

INTRODUCTION TO MEDICAL SCIENCES -III COMMITTEE

AIM OF THE COMMITTEE

The aim is to gain knowledge about the structure, function, metabolism events and energy formation mechanisms of carbohydrates related to the energy needs of the organism, the general rules and mechanisms of heredity, the importance of medical terminology rules and etymology, how fusion is done and the forms of fusion, and the ability to make plurals.

COMMITTEE LEARNING OUTCOMES AND ASSESSMENT &EVALUATION METHOD

	LEARNING OUTCOMES	ASSESSMENT & EVALUATION METHOD
KNOWLEDGE	Can explain the classification of carbohydrates, their structural properties and their roles in metabolism	MCE, OEQ*, FB*
	Can discuss the metabolization pathways of carbohydrates	MCE,OEQ*, FB*
	Can explain the regulation of glucose homeostasis in relation to hormones in the fasting-satiety state	MCE, OEQ*, FB*
	Can explain the concepts of energy flow and bioenergetics in living things	MCE, OEQ*, FB*
	Can explain oxidative stress	MCE, OEQ*, FB*
	Can explain features of the genetic code and protein synthesis	MCE, OEQ*, FB*
	Can classify cell death types	MCE,OEQ*, FB*
	Can list mutation and detection methods	MCE, OEQ*, FB*
	Can explain DNA repair mechanisms	MCE, OEQ*, FB*
	Can list intercellular communication and intracellular messenger systems	MCE, OEQ*, FB*
	Can list the general rules of inheritance and single gene inheritance models	MCE, OEQ*, FB*
	Can explain non-Mendelian inheritance	MCE, OEQ*, FB*
	Can define the basic concepts and principles of anatomy and recognize and use correctly the medical terminological terms and etymological roots that he/she will use throughout his/her education life	MCE, OEQ*, FB*
	Can remember Latin nouns and their conjugations and Latin adjectives and their conjugations	MCE, OEQ*, FB*
	Can explain prefixes and suffixes in medical terminology	MCE, OEQ*, FB*
	Can remember abbreviations, numbers and colors in medical terminology	MCE, OEQ*, FB*
	Can define the principles of carbohydrate analysis methods through Virtual-Reality (VR) laboratory work	MCE, OEQ*, FB*
SKILL	Can apply the ability to measure and evaluate blood sugar with a glucometer seamlessly and in the correct order	OSCE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials	MCE

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

COURSE DISTRIBUTION TABLE

Committee Duration: 4 Weeks

Committee Start and End Dates: December 16, 2024- January 10, 2025

Department/Course	Theoretical	Practical	Total
Anatomy	10	-	10
Medical Biology	9	-	9
Medical Biochemistry	15	2	17
Biophysics	4	-	4
Medical Genetics	3	-	3
Medical Education	-	2	2
Committee Presentation	1	-	1
Committee Evaluation	1	-	1
Student Presentations	7	-	7
Total Course Hours	50	4	54
Independent Study Hours			82

FACULTY MEMBERS

Department	Faculty Member
Anatomy	Prof. M. Ayberk Kurt
Biophysics	Asst.Prof. Denizhan Karış, Asst. Prof. Esma Nur Okatan
Medical Biochemistry	Asst. Prof. Yelda Birinci Kudu, Asst. Prof. Murat Ekremoğlu, Asst. Prof Caner Geyik
Medical Biology	Prof. Veysel Sabri Hançer, Assoc.Prof. Süreyya Bozkurt, Asst.Prof. Öykü Gönül Geyik
Medical Genetics	Assoc.Prof. Muradiye Acar
Medical Education	Asst. Prof. Murat Ekremoğlu

EVALUATION MATRIX

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

Committee Learning Outcome	Department	MCE (Question number)		
		CE	FFE	RSE
Can explain the classification of carbohydrates, their structural properties and their roles in metabolism	Medical Biochemistry	5	4	16
Can discuss the metabolization pathways of carbohydrates	Medical Biochemistry	8	4	
Can explain the regulation of glucose homeostasis in relation to hormones in the fasting-satiety state	Medical Biochemistry	2	1	
Can explain the concepts of energy flow and bioenergetics in living things	Medical Biochemistry	4	3	
	Biophysics	2	1	
Can explain oxidative stress	Biophysics	2	1	
Can explain features of the genetic code and protein synthesis	Medical Biology	4	2	
Can classify cell death types	Medical Biology	2	1	
Can explain mutation and detection methods, DNA repair mechanisms	Medical Biology	2	2	
Can list intercellular communication and intracellular messenger systems	Medical Biology	2	1	
Can explain the general rules of inheritance and single gene inheritance models, non-Mendelian inheritance	Medical Genetics	4	2	
Can define the basic concepts and principles of anatomy and recognize and use correctly the medical terminological terms and etymological roots that he/she will use throughout his/her education life	Anatomy	4	2	
Can remember Latin nouns and their conjugations and Latin adjectives and their conjugations	Anatomy	4	2	
Can explain prefixes and suffixes in medical terminology	Anatomy	2	2	
Can remember abbreviations, numbers and colors in medical terminology	Anatomy	1	1	
Can define the principles of carbohydrate analysis methods through Virtual-Reality (VR) laboratory work	Medical Biochemistry	2	1	
	Total	50	30	16

RSE: Re-sit Exam, MCE: Multiple Choice Exam, FFE: Fall Term Final Exam, CE: Committee Exam

PASSIVE LOCOMOTOR SYSTEM COMMITTEE

AIM OF THE COMMITTEE

The aim is to gain the ability to evaluate the anatomy of the passive movement system, the biomechanical and biophysical properties of its functions, the histology of basic tissues, and the chemical reactions of the basic structure, function and metabolism of fats, which are important macromolecules of the organism, as a whole.

COMMITTEE LEARNING OUTCOMES AND ASSESSMENT &EVALUATION METHOD

	LEARNING OUTCOMES	ASSESSMENT & EVALUATION METHOD
KNOWLEDGE	Can define the types and structure of epithelial tissue, recognize it at the light microscope level, and establish its structure and functional relationship.	MCE, OEQ*, FB*,PE
	Can define the types and structure of connective tissue, recognize it at the light microscope level, and establish its structure and functional relationship.	MCE, OEQ*, FB*,PE
	Can express the definition and classification of cartilage tissue.	MCE, OEQ*, FB*,PE
	Can explain the biomechanical and biophysical properties of bone tissue.	MCE, OEQ*, FB*,PE
	Can give general information about bones and joints and the columna vertebralis, sternum and costa bones and their features.	MCE, OEQ*, FB*,PE
	Can describe the anatomy of upper extremity bones and joints.	MCE, OEQ*, FB*,PE
	Can describe the anatomy of lower extremity bones and joints, the whole of the skull and its bones.	MCE, OEQ*, FB*,PE
	Can relate the structural properties of fats, their classification and their role in metabolism.	MCE, OEQ*, FB*
	Can explain the structural properties and metabolism of lipoproteins.	MCE, OEQ*, FB*
	Can relate the metabolism pathways of fatty acids and the reactions they participate in.	MCE, OEQ*, FB*
	Can describe protein metabolism pathways and urea synthesis steps.	MCE, OEQ*, FB*
	Can explain the biophysical basis of medical imaging methods used in the diagnosis of diseases.	MCE, OEQ*, FB*
	Can improve their knowledge about fatty acids and cholesterol analysis methods through laboratory studies.	MCE, OEQ*, FB*
SKILL	With anatomy laboratory studies, they can distinguish and show their knowledge of bones and joints, the columna vertebralis, sternum and costa bones on cadavers and models, the anatomy of upper extremity bones and joints, the anatomy of lower extremity bones and joints, the whole of the skull and its bones.	PE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	In anatomy laboratory studies, they can work as a team member in a group and improve their communication skills.	PE

MCE: Multiple Choice Exam, OEQ: Open ended question, FB: Fill Blank, PE: Practical Exam, OSCE: Objective structured Clinical Examination, PPE: Personal Performance Evaluation

*Prepared in Make-up Exams

COURSE DISTRIBUTION TABLE

Committee D buration: 6 Weeks

Committee Start and End Dates: February 17- March 28, 2025

Department/Course	Theoretical	Practical	Total
Anatomy	24	14	38
Biophysics	3	-	3
Histology & Embryology	9	6	15
Medical Biochemistry	17	2	19
Committee Presentation	1	-	1
Committee Evaluation	1	-	1
Student Presentation	7	-	7
Total Course Hours	62	22	84
Independent Study Hours			104

FACULTY MEMBERS

Department	Faculty Members
Anatomy	Prof M. Ayberk Kurt, Asst Prof İsmet Demirtaş, Asst Prof Uğur Baran Kasırga
Biophysics	Asst Prof Denizhan Karış, Asst Prof Esma Nur Okatan
Histology & Embryology	Asst Prof Ayşe Köylü
Medical Biochemistry	Asst Prof Yelda Birinci Kudu, Asst Prof Murat Ekremoğlu

EVALUATION MATRIX

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

Committee Learning Outcomes	Department	CE		SFE		RSE	
		MCE (Question number)	PE (Point)	MCE (Question number)	PE (Point)	MCE (Question number)	PE (Point)
Can describe the types and structure of epithelial tissue, recognize it at the level of light microscopy, and establish a relationship between structure and function.	Histology	2	5	1	3	23	5
Can describe the types and structure of connective tissue, recognize it at the level of light microscopy, and establish a relationship between structure and function.	Histology	2		1			
Can express the definition and classification of cartilage tissue.	Histology	2		1			
Can describe the biomechanical and biophysical properties of bone tissue.	Histology	2		1			
	Biophysics	2		1			
Can provide general information about bones and joints, as well as describe the vertebral column, sternum, and rib bones and their features.	Anatomy	8	12	5	6		
Can describe the anatomy of the bones and joints of the upper extremity.	Anatomy	8		2			
Can describe the anatomy of the bones and joints of the lower extremity, the entire skull, and its bones.	Anatomy	6		5			
Can relate the structural properties, classification, and role in metabolism of fats,	Medical Biochemisty	5		3			
Can explain the structural properties and metabolism of lipoproteins.	Medical Biochemisty	2		1			
Can relate the metabolic pathways of fatty acids and the reactions they participate in.	Medical Biochemisty	6		3			
Can describe the metabolic pathways of proteins and the steps of urea synthesis.	Medical Biochemisty	3		2			
Can explain the biophysical foundations of medical imaging methods used in the diagnosis of diseases.	Biophysics	1		1			
Can enhance their knowledge about fatty acid and cholesterol analysis methods through laboratory studies.	Medical Biochemisty	1		1			
	Total	50	17	28	9	23	7

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

ACTIVE LOCOMOTOR SYSTEM COMMITTEE

AIM OF THE COMMITTEE

The aim is to teach the student general information about the histology and anatomy of muscle tissue, innervation and nutrition of tissues, upper extremity anatomical structures and clinic, breast anatomy and fossa axillaris and plexus brachialis, lower extremity anatomical structures and clinic, anatomical structures and clinic in the face and neck regions, physics of the muscles, principles of operation according to the laws, their kinesiological, biomechanical, biophysical, and physiological properties.

COMMITTEE LEARNING OUTCOMES and ASSESSMENT &EVALUATION METHOD

	LEARNING OUTCOMES	ASSESSMENT& EVALUATION METHOD
KNOWLEDGE	Can define the types and structure of muscle tissue, recognize it at the light microscope level, and establish the relationship between its structure and function	MCE, OEQ*, FB*,PE
	Can explain the physiological mechanism and energy sources of striated and smooth muscle contraction	MCE, OEQ*, FB*,PE
	Can explain the neural transmission and innervation mechanism of muscles, their naming principles, properties and clinical relationships	MCE, OEQ*, FB*,PE
	Can explain the topography of the anterior and posterior regions of the shoulder and arm and the structures they contain	MCE, OEQ*, FB*,PE
	Can describe breast anatomy and fossa axillaris plexus brachialis	MCE, OEQ*, FB*,PE
	Can describe the anteromedial regions of the femur	MCE, OEQ*, FB*,PE
	Can describe hand, leg and foot anatomy	MCE, OEQ*, FB*,PE
	Can explain the topographic layers of the face	MCE, OEQ*, FB*,PE
	Can explain the topography of the front and side of the neck and the structures it contains	MCE, OEQ*, FB*,PE
	Can explain the torque and rotation movements that affect the human body	MCE, OEQ*, FB*,PE
	Can explain the biomechanical properties of the effects on bones, muscles and joints during rest and movement in the human body	MCE, OEQ*, FB*,PE
SKILL	Can distinguish and show the anatomical regions of the upper and lower extremities, face and neck anatomical structures related to muscles on cadavers and models	PE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	In anatomy laboratory studies, they can work as a team member in a group and improve their communication skills	PE

MCE: Multiple Choice Exam, OEQ: Open Ended Question, FB: Fill Blank, PE: Practical Exam, OSCE: Objective structured Clinical Examination, PPE: Personal Performance Evaluation

*Prepared in Make-up Exams

COURSE DISTRIBUTION TABLE

Committee duration: 6 Weeks

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

Department/Course	Theoretical	Practical	Total
Anatomy	34	22	56
Biophysics	6	-	6
Physiology	6	-	6
Histology & Embryology	2	2	4
Committee Presentation	1	-	1
Committee Evaluation	1	-	1
Student Presentations	7	-	7
Total Course Hours	57	24	81
Independent Study Hours			117

FACULTY MEMBERS

Department	Faculty Members
Anatomy	Prof. M. Ayberk Kurt, Asst.Prof İsmet Demirtaş, Asst.Prof Uğur Baran Kasırga
Biophysics	Asst Prof Denizhan Karış, Asst Prof Esma Nur Okatan
Histology & Embryology	Asst Prof Ayşe Köylü
Physiology	Asst Prof Dr Şeyda Nur Dağlı

EVALUATION MATRIX

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

Committee Learning Outcomes	Department	CE		SFE		RSE	
		No of MCQ	PE Point Value	No of MCQ	PE Point Value	No of MCQ	PE Point Value
Can explain the physiological mechanisms and energy sources of striated and smooth muscle contraction,	Physiology	3	-	2			
	Histology	1	-		1		1
Can describe the types and structure of muscle tissue, recognize it at the level of light microscopy, and establish a relationship between structure and function,	Histology	1	3	1			
	Anatomy	2		1			
Can explain the neural transmission and innervation mechanism of muscles, naming principles, characteristics, and clinical relations,	Physiology	3		1			
	Biophysics	2		1			
	Anatomy	5		1			
Can describe the topography of the anterior and posterior regions of the shoulder and arm and the structures they contain,	Anatomy	5		2			
Can define breast anatomy and the axillary fossa's brachial plexus,	Anatomy	3	30*	1	8*	23	7*
Can describe the anteromedial regions of the thigh,	Anatomy	4		7			
Can describe the anatomy of the hand, leg, and foot,	Anatomy	6		3			
Can explain the topographic layers of the face,	Anatomy	4		1			
Can describe the topography of the anterior and lateral regions of the neck and the structures they contain,	Anatomy	5		3			
Can explain the torque and rotational movements acting on the human body,	Biophysics	2	-	1			
Can describe the biomechanical properties of the effects on bones, muscles, and joints during rest and movement in the human body,	Biophysics	2	-	2			
Can list technical knowledge to evaluate protein analysis methods with laboratory studies							
	Total	48	33	27	9	23	8

RSE: Re-sit Exam, MCQ: Multiple Choice Question, SFE: Spring Term Final Exam, CE: Committee Exam, PE: Practice Exam
*Anatomy Practice

MICROORGANISMS, BLOOD-IMMUNE SYSTEM COMMITTEE

AIM OF THE COMMITTEE

This aim is to teach the physiology of blood and immune system cells and organs, the histology of the lymphoid system and the classification of microorganisms, their structures, symbiotic relationships and the functioning of the immune system.

COMMITTEE LEARNING OUTCOMES AND ASSESSMENT &EVALUATION METHOD

	LEARNING OUTCOMES	ASSESSMENT & EVALUATION METHOD
KNOWLEDGE	Can describe the stages of embryological development	MCE, OEQ*, FB*
	Can describe blood and hematopoiesis	MCE, OEQ*, FB*
	Can define microbiota and explain the differences in microbiota in disease and health	MCE, OEQ*, FB*
	Can describe the general characteristics and structures of bacteria, fungi, parasites and viruses	MCE, OEQ*, FB*
	Can describe the structure and general functioning of the immune system	MCE, OEQ*, FB*
	Can describe the functions of erythrocytes, erythropoietin secretion and basic types of anemia	MCE, OEQ*, FB*
	Can count blood group antigens, hemostasis and coagulation mechanisms	MCE, OEQ*, FB*
	Can list the rules to be followed in the microbiology laboratory	MCE, OEQ*, FB*
	Can identify infectious agent risk groups and enumerate relevant biosecurity measures	MCE, OEQ*, FB*
SKILL	Can perform blood group, blood count, HCT, Hb, sedimentation examinations using the necessary laboratory equipment	MCE
	Can research a medical/paramedical topic and present it in the community	PPE
ATTITUDE	Demonstrates attitudes and behaviors in accordance with basic laboratory rules, safety and principles of working with biological materials	MCE

MCE: Multiple Choice Exam, OEQ: Open Ended Question, FB: Fill Blank, OSCE: Objective structured Clinical Examination, PPE: Personal Performance Evaluation
*Prepared in Make-up Exams

COURSE DISTRIBUTION TABLE

Committee duration: 5 Weeks

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

Department/Course	Theoretical	Practical	TOTAL
Physiology	7	2	9
Histology & Embryology	14	2	16
Microbiology & Clinical Microbiology	17	2	19
Microbiology & Clinical Microbiology/Immunology	3	-	3
Committee Introduction	1	-	1
End of Committee Evaluation Meeting	1	-	1
Student Presentations	7	-	7
Total Course Hours	50	6	56
Independent Study Hours			88

FACULTY MEMBERS

Department	Faculty Members
Physiology	Prof Rauf Onur Ek
Histology & Embryology	Prof Figen Kaymaz
Microbiology & Clinical Microbiology/Immunology	Prof Çağatay Acuner, Prof Pınar Yurdakul Mesutoğlu,
Microbiology & Clinical Microbiology	Prof Pınar Yurdakul Mesutoğlu, Asst Prof Deniz Sertel Şelale, Asst Prof Ayhan Mehmetoğlu

EVALUATION MATRIX

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

Committee Learning Outcomes	Department	MCE		
		CE	SFE	RSE
Can describe the stages of embryological development,	Histology	14	6	20
Can define blood and hematopoiesis,	Physiology	3	1	
Can provide a definition of the microbiota, and explain the differences in microbiota in health and disease,	Microbiology & Clinical Microbiology	2	1	
Can describe the general characteristics and structures of bacteria, fungi, parasites, and viruses,	Microbiology & Clinical Microbiology	15	7	
Can describe the structure and general functioning of the immune system,	Microbiology & Clinical Microbiology	3	2	
Can describe the functions of erythrocytes, the secretion of erythropoietin, and the basic types of anemia,	Physiology	2	2	
Can list blood group antigens, hemostasis, and clotting mechanisms,	Physiology	2	1	
Can enumerate the rules to be followed in a microbiology laboratory,	Microbiology & Clinical Microbiology	2	1	
Can define infectious agent risk groups and list related biosafety measures.	Microbiology & Clinical Microbiology	2	-	
	Total	45	21	20

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

COURSE SCHEDULE

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

The course schedules published on the website of Istinye University Faculty of Medicine can be accessed from the link below:

https://medicine.istinye.edu.tr/en/education/undergraduate/course-schedule

Access to the MEDU-EMS is provided from the link below:

https://MEDU-EMS.istinye.edu.tr/login

INDEPENDENT STUDY

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

It is targeted that, with independent study, students will;

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

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

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

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

INDEPENDENT STUDY SELF-ASSESSMENT AND QUESTIONNAIRE FORM			
GRADE I	☐	FALL TERM	☐
GRADE II	☐		
GRADE III	☐		
GRADE IV	☐	SPRING TERM	☐
GRADE V	☐		
GRADE VI	☐		
Student name, surname			
Student number			

SELF-ASSESSMENT

(Answer in written form. It should be written in a clear/understandable way)

Briefly write down the subject/areas you aim to develop through independent study. (Your development goals can either be knowledge or skills in certain subjects)

Please indicate the working method(s) you use during independent study hours.

Reading Source Book / Literature / Guidelines / Course Notes	☐	Interview with faculty member/expert	☐
Watching Source Video/ Lecture Recording	☐	Practicing a skill	☐
Student Group Study	☐	Field visit/on-the-job observation	☐
Others: _____			☐

Please indicate the resources you used during the independent study hours.

Please explain what you have achieved through independent work.

Questionnaire				
The time allocated for independent study in the Committee/Practice Course Blocks was sufficient.				
Strongly agree ☐	Agree ☐	Neutral ☐	Disagree ☐	Strongly disagree ☐
The infrastructure and facilities provided by the university were sufficient for independent study.				
Strongly agree ☐	Agree ☐	Neutral ☐	Disagree ☐	Strongly disagree ☐
I achieved the goals I set through independent work.				
Strongly agree ☐	Agree ☐	Neutral ☐	Disagree ☐	Strongly disagree ☐

Write down your suggestions for making independent study hours more productive.

Student signature, Date	

ELECTIVE COURSES

The aim of elective courses is to provide complementary educational experiences to the medical school curriculum and to provide students with the opportunity to develop themselves in the areas of their interests. At Istinye University, there are "University Elective" courses open to the participation of all students of the university as well as "Department/Program Elective" courses opened only for Faculty of Medicine students.

In Grades I and II, students must take five ECTS worth of university elective courses each term; in Grade III, students must take four ECTS worth of department/program elective courses each term.

Information about university elective courses offered in the fall and spring terms for Grade I students can be accessed through the following link on the OIS webpage.

University elective courses are published through the Istinye University Student Information Management System (OIS):

(See https://ois.istinye.edu.tr/auth/login).

İSÜ İSTİNYE ÜNİVERSİTESİ İSTANBUL

MANIFEST of ISTINYE COURSES

SEG001, SEG002, SEG003, SEG004

Student Centre E-Mail: omer@istinye.edu.tr

Programme Advisor : Elif Vardar Solak
Director of the Centre of Excellence for Teaching and Learning
ogrem@istinye.edu.tr

Instructors : Specialist Elif Vardar Solak
Assoc Prof Aybike Serttaş
Clinical Psychologist Saime Serpil Özgül
Asist Prof Cem Duran
Asist Prof Tayfun Utaş
Assoc Prof Şebnem Özdemir
Asist Prof İbrahim Eylem Doğan
Asist Prof Yasemin Torun
Asist Prof Hilal Çakar Özcan

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

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

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

Recommended readings: Listed articles and documents uploaded to Blackboard

Student Motivation

Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning,* 22(1), 205- 222.

Learning Styles and Strategies

Veznedaroğlu, R. L., & Özgür, A. O. (2005). Öğrenme stilleri: tanımlamalar, modeller ve işlevleri. *Elementary Education Online,* 4(2).

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest,* 9(3), 105-119.

21st Century Skills

Ananiadou, K. and M. Claro (2009), "21st Century Skills and Competences for New Millennium Learners in OECD Countries", *OECD Education Working Papers*, No. 41, OECD Publishing.

Psychological Resilience

Psychological Resilience - 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles – Karen Reivich and Andrew Shatte Ph.D.

Stress Management - The Relaxation and Stress Reduction Workbook (A New Harbinger Self-Help Workbook) - by Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay

Psychological Flexibility - The Happiness Trap – Russ Harris & The Reality Slap – Russ Harris

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

Special conditions regarding the programme:

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

ADVISORY SYSTEM

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

1. Student Affairs Advisory System
2. Academic Advisory System

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

Academic Advisor is a faculty member assigned to follow and guide the individual development and success of the student. At Istinye University Faculty of Medicine two different faculty members, one for the pre-clinical education phases (Grade I, II and III) and the other for the clinical phases (Grades IV and V) and the internship (Grade VI), is assigned to students. For the pre-clinical phase, academic advisors assigned to students are selected among the faculty members who are responsible for main part of the education in this phase and work at the university campus. For the clinical phase and internship, academic advisors assigned to students are selected among the faculty members are responsible for main part of the education in these phases and work in hospitals of the university.

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

STUDENT CLASS REPRESENTATIVE and FACULTY STUDENT REPRESENTATIVE

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

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

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

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

RESPONSIBILITIES OF THE STUDENT

Students are obliged to comply with the articles in the regulations and directives published by Istinye University and to follow the announcements and e-mails/messages.

Current regulations and directives are available on Istinye University's website:
https://www.istinye.edu.tr/en/university/regulations-and-directives

The rules, procedures and principles to be followed in all processes and activities related to education-training and assessment-evaluation at Istinye University Faculty of Medicine are specified in the Istinye University Faculty of Medicine Education-Training and Examination Directive.

The syllabus of Istinye University Faculty of Medicine "Under Graduate Medical Education" is published on the website and MEDU-EMS system at the beginning of the academic year and updated when necessary. Students should follow the current course schedule on the website and MEDU-EMS system.
Attendance is compulsory at Istinye University Faculty of Medicine. Students who cannot attend the courses due to an excuse must submit their excuse petitions to the Dean's Office with their documents. If the excuse petitions are found valid, students are not considered absent from the courses they do not attend during the excuse period. Students who cannot participate in professional and clinical skills practices or make a student presentation due to an excuse are given the right to a make up session.

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

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

All processes and activities related to assessment and evaluation are regulated within the framework of the current "Istinye University Faculty of Medicine Education, Training and Examination Directive" (See Assessment and Evaluation Procedures). In the introductory courses held at the beginning of the academic year and at the beginning of the board, students are informed in detail about the assessment and evaluation procedures and related processes. At Istinye University Faculty of Medicine, exams can be conducted face-to-face or online. Students are obliged to comply with the exam rules (See Exam Rules).
Students' objections to the exam questions are collected by the class representative and submitted to the Dean's Office with a printed objection petition within two working days following the announcement of the exam questions at the latest, supported by current, valid and printed literature and with justification. Except for the class representative, objections submitted individually by students are not processed. Objections to the questions are submitted to the "Assessment and Evaluation Board" by the Term Coordinator/Assistant Coordinator, taking the opinion of the faculty member who prepared the question, and the arrangements deemed appropriate by the board are made.

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

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

ONLINE LINKS

İstinye University website: https://www.istinye.edu.tr/en/node/2329?ref=2223logo

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

Library: https://kutuphane.istinye.edu.tr/en/home

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

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

Course programmes: https://medicine.istinye.edu.tr/en/education/undergraduate/course-schedule

Petition Forms: https://medicine.istinye.edu.tr/en/forms

MEDU-EMS (Education Management System):: https://medu.istinye.edu.tr/login

CONTACT and TRANSPORTATION

Faculty Secretary: Esra Yıldıracak

Faculty Administrative Officer: İbrahim Arslan

E-mail: tip@istinye.edu.tr

Tel: 0850 283 60 00

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

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

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

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