

EDUCATION PROGRAM

Our faculty has established a pre-graduation training program consisting of 22 core competencies, organized under three competency areas and eight domains. This participant-centered approach has been communicated to our stakeholders through our website, outlining the program's objectives, competencies, and skills. The Faculty of Medicine bases its educational management, boards related to education, and departmental disciplines on these competencies during the creation, implementation, and improvement of the education program. The primary goal of medical education in our faculty is for students to complete their education by acquiring these competencies, ensuring their professional and personal development throughout their educational journey. The aim is for them to gain the knowledge, skills, and attitudes required for good medical practice and become competent physicians at both national and international levels. The six-year Pre-Graduation Medical Education process in our faculty is structured into three main stages::

1) Pre-clinical Education Stage:

Covering terms I, II, and III, this stage focuses on students acquiring fundamental knowledge and skills in the medical field. Various learning models, such as traditional instructional lectures, interactive presentations, skill training in laboratories or simulated environments, integrated courses, case discussions, and problem-based learning modules, are employed to impart knowledge and skills in a student-centered manner. The content of theoretical and applied education during this stage includes basic biological information predominantly in Term I, normal structure and functions in Term II, and pathological conditions in structure and functions in Term III. The backbone of the first three years' education is formed by this approach, aiming for horizontal and vertical integration in the program, enabling students to progress from basic sciences to clinical sciences, and from normal structure and function to pathological structure and function over the years. Alongside this fundamental education approach, 'structured skill training sessions' for students to gain professional skills and 'student presentations' focusing on the development of presentation and communication skills are supportive elements of this stage. Additionally, there is a vertical corridor application named 'İstinye Medical Journey' under the standard 'Structure and Content of the Education

Program.' This application aims for students to early familiarize themselves with the community in Term I, primary healthcare services in Term II, and clinical environments in Term III, gaining awareness of their professions. In the 2023-2024 academic year, 'Medical Human Sciences' and 'Scientific Research' vertical corridors have also been integrated into the program, aiming to strengthen graduates' competencies in Professional Values and Approaches, as well as Professional and Personal Development.

2) Clinical Education Stage:

Covering Terms IV and V, the clinical education stage primarily utilizes learning strategies and methods focused on competency development and enhancement (such as learning through structured practical applications, skill training, on-the-job learning and assessment, case-based learning and assessment, etc.). The model of on-the-job learning and assessment places clinical experiences at the center of learning/professional development. In Term IV of the clinical education stage, students, as part of the İstinye Medical Journey vertical corridor application, visit areas such as clinical laboratories, disinfection-sterilization units, blood centers, and pharmacies. This provides them with the opportunity to work with healthcare professionals in these areas, aiming for students to acquire competencies related to teamwork, communication, leadership, and other program competencies. In Term V, students benefit from seminars on medical experiences, career days, colleague interviews related to the chosen career, and the experiences of senior professionals. This application aims for students to gain competencies related to being a professional, a scientist, and a lifelong learner. For students in Terms IV and V, portfolios are created to facilitate in-depth reflection and evaluation (reflection) on these concrete experiences, monitoring and assessing the competency acquisition process.

3) Internship:

The purpose of our internship education is to enable students to apply the knowledge, skills, and attitudes they have acquired in previous stages of medical education in healthcare service delivery areas, aligning with the goal of imparting program competencies to our graduates.