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</table>
PODG.1. Basic Professional Competencies

PO.1.1.1. values preventive health services, offers primary prevention (i.e. prevention of diseases for the protection of health), secondary prevention (i.e. early diagnosis and treatment) tertiary prevention (i.e. rehabilitation) and quaternary prevention (i.e. prevention of excessive and unnecessary diagnosis and treatment) services, provides consultancy on these issues.

PO.1.1.2. employs a patient-centered approach in patient management.

PO.1.1.3. recognizes most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions.

PO.1.1.4. takes medical history from the applicant himself/herself or from the individual’s companions.

PO.1.1.5. does general and focused physical and mental examination.

PO.1.1.6. interprets findings in medical history, physical and mental examination.

PO.1.1.7. employs diagnostic procedures that are used frequently at the primary health care level.

PO.1.1.8. selects tests that have evidence-based high efficacy at the primary health care level and interprets results.

PO.1.1.9. makes clinical decisions using evidence-based systematic data in health care service.

PO.1.1.10. performs medical interventional procedures that are used frequently at the primary health care level.

PO.1.1.11. manages healthy individuals and patients in the context of health care services.

PO.1.1.12. keeps medical records in health care provision and uses information systems to that aim.

PODG.1.2. Competencies related to Communication

PO.1.2.1. throughout his/her career, communicates effectively with health care beneficiaries, co-workers, accompanying persons, visitors, patient’s relatives, care givers, colleagues, other individuals, organizations and institutions.

PO.1.2.2. collaborates as a team member with related organizations and institutions, with other professionals and health care workers, on issues related to health.

PO.1.2.3. recognizes the protection and privacy policy for health care beneficiaries, co-workers, accompanying persons and visitors.

PO.1.2.4. communicates with all stakeholders taking into consideration the socio-cultural diversity.

PODG.1.3. Competencies Related to Leadership and Management

PO.1.3.1. manages and leads within the health care team in primary health care organization.

PO.1.3.2. recognizes the principles of health management and health sector economy, models of organization and financing of health care services.

PO.1.3.3. recognizes the resources in the health care service, the principles for cost-effective use.
POD.1.4. Competencies related to Health Advocacy
PO.1.4.1. recognizes the health status of the individual and the community and the factors affecting the health, implements the necessary measures to prevent effects of these factors on the health.

PO.1.4.2. recognizes and manages the health determinants including conditions that prevent access to health care.

POD.1.5. Competencies related to Research
PO.1.5.1. develops, prepares and presents research projects

POD.1.6. Competencies related to Health Education and Counseling
PO.1.6.1. provides consultancy services and organizes health education for the community to sustain and promote the health of individual and community.

PODG.2. Professional Values and Perspectives
POD.2.1. Competencies related to Law and Legal Regulations
PO.2.1.1. performs medical practices in accordance with the legal framework which regulates the primary health care service.

POD.2.2. Competencies Related to Ethical Aspects of Medicine
PO.2.2.1. recognizes basic ethical principles completely, and distinguishes ethical and legal problems.
PO.2.2.2. pays importance to the rights of patient, patient's relatives and physicians, and provides services in this context.

POD.2.3. Competencies Related to Social and Behavioral Sciences
PO.2.3.1. relates historical, anthropological and philosophical evolution of medicine, with the current medical practice.
PO.2.3.2. recognizes the individual's behavior and attitudes and factors that determine the social dynamics of the community.

POD.2.4. Competencies Related to Social Awareness and Participation
PO.2.4.1. leads community with sense of responsibility, behavior and attitudes in consideration of individual behaviors and social dynamics of the community, and if there is a necessity, develops projects directed towards health care services.

POD.2.5. Competencies Related to Professional Attitudes and Behaviors
PO.2.5.1. displays a patient-centered and holistic (biopsychosocial) approach to patients and their problems.
PO.2.5.2. respects patients, colleagues and all stakeholders in health care delivery.
PO.2.5.3. displays the proper behavior in case of disadvantaged groups and situations in the community.
PO.2.5.4. takes responsibility for the development of patient safety and healthcare quality.
PO.2.5.6. evaluates own performance as open to criticism, realizes the qualifications and limitations.

PODG.3. Personal Development and Values
POD.3.1. Competencies Related to Lifelong Learning
PO.3.1.1. embraces the importance of lifelong self-learning and implements.
PO.3.1.2. embraces the importance of updating knowledge and skills; searches current advancements and improves own knowledge and skills.
PO.3.1.3. uses English language at least at a level adequate to follow the international literature and to establish communication related to the profession.
POD.3.2. Competencies Related to Career Management
PO.3.2.1. recognizes and investigates postgraduate work domains and job opportunities.
PO.3.2.2. recognizes the application requirements to postgraduate work/job domains, and distinguishes and plans any requirement for further training and work experience.
PO.3.2.3. prepares a resume, and recognizes job interview methods.

POD.3.3. Competencies Related to Protection and Development of Own Physical and Mental Health
PO.3.3.1. implements the rules of healthy living.
PO.3.3.2. displays appropriate behavior specific to work under stressful conditions.
PO.3.3.3. uses self-motivation factors.
COORDINATION COMMITTEE
(TEACHING YEAR 2017 – 2018)

Mehtap KAÇAR, MD, PhD, Assoc. Prof. (Coordinator)
Alev CUMBUL, PhD, Assist. Prof. (Co-Coordinator)
Burcu GEMİCİ BAŞOL, PhD, Assist. Prof. (Co-Coordinator)
Erdem SÖZTUTAR, MD, Assist. Prof. (Co-Coordinator)
Deniz KIRAÇ, PhD, Assist. Prof. (Co-Coordinator)

ICP-II COORDINATION COMMITTEE

Özlem TANRIÖVER, MD, Assoc. Prof. (Coordinator)
A. Arzu AKALIN, MD, Assist. Prof. (Co-Coordinator)

PBL COORDINATION COMMITTEE

Sabri KEMAHLI, MD, Prof. (Coordinator)
İbrahim Çağatay ACUNER MD, Assoc. Prof. (Coordinator)
Serdar ÖZDEMİR, MD, PhD, Assist. Prof. (Co-Coordinator)
DESCRIPTION AND CONTENT

Normal structure and function at system and multi-system level, introduction to pathology.

Cardiovascular System, Respiratory System, Gastrointestinal System, Endocrine and Urogenital System, Nervous System, Tissue Damage and Neoplasia, Introduction to Clinical Practice- II (ICP- II), Scientific Projects-II, Elective Course

Anatomy, Physiology, Biochemistry, Histology & Embryology, Microbiology, Immunology, Biophysics, Medical Biology, Pathology, Pharmacology, Biostatistics, Family Medicine, Medical Education, Elective Courses, Scientific Projects.
AIM and LEARNING OBJECTIVES of PHASE II

AIM

To convey knowledge on biophysical, biological, anatomical, embryological, histological, physiological, biochemical, microbiological and immunological conditions of systems, introductory information on tissue damage and neoplasia related to systems, and basic knowledge at the introductory level for clinics, to equip with basic clinical skills (interventional or non-interventional) required for the practice of medical profession, and skills for scientific project preparation

To convey complementary educational experiences by improving biopsychosocial approach medical practice

LEARNING OBJECTIVES

At the end of this phase, student should be able to:

KNOWLEDGE

1.0. explain basic medical knowledge for cardiovascular system, respiratory system, circulation, hemodynamics, urogenital system, gastrointestinal system, nervous system, endocrine system, immune system and immunologic response, biostatistics subjects and elective courses.
2.0. explain the operational principles, interactions and relation of the systems in the body.
3.0. of clinical conditions;
   3.1. explain mechanisms of damages formed at molecular, cell, tissue, organ, system and multi-system level,
   3.2. describe the structural changes caused,
   3.3. list developmental progress in time.
4.0. Among factors that pose risk to individual and community health;
   4.1. list biological agents,
   4.2. explain their mechanisms of action and outcomes.
5.0. explain basic principles of evidence-based medicine applications.
6.0. describe writing, reporting, presentation and submission to publication phases of a research project.
7.0. comprehend the biopsychosocial approach in medicine.
8.0. know how to proceed and complete a scientific project

SKILLS

1.0. apply basic interventional and non-interventional processes for taking individual preventive measures, drug application and diagnosis or treatment.
2.0. apply basic laboratory technics and use equipments.
3.0. realize a scientific project
AIM and LEARNING OBJECTIVES of BASIC MEDICAL SCIENCES II (BMS-II) (MED203)

AIM
To convey knowledge on biophysical, biological, anatomical, embryological, histological, physiological, biochemical, biostatistics, microbiological and immunological conditions of systems, introductory information on tissue damage and neoplasia related to systems, and basic knowledge at the introductory level for clinics. Skills for scientific project preparation.

LEARNING OBJECTIVES
At the end of this course, student should be able to:

KNOWLEDGE

1.0. explain basic medical knowledge for cardiovascular system, respiratory system, circulation, hemodynamics, urogenital system, gastrointestinal system, nervous system, endocrine system, immune system and immunologic response, biostatistics subjects.
2.0. explain the operational principles, interactions and relation of the systems in the body.
3.0. of clinical conditions;
   3.1. explain mechanisms of damages formed at molecular, cell, tissue, organ, system and multi-system level,
   3.2. describe the structural changes caused,
   3.3. list developmental progress in time.
4.0. Among factors that pose risk to individual and community health;
   4.1. list biological agents,
   4.2. explain their mechanisms of action and outcomes.
5.0. explain basic principles of evidence-based medicine applications.
6.0. describe writing, reporting, presentation and submission to publication phases of a research project.
7.0. know how to proceed and complete a scientific project.
8.0 comprehend the biopsychosocial approach in medicine.

SKILLS

1.0. apply basic laboratory technics and basic medical examination.
2.0 realize a scientific project.
INTRODUCTION TO CLINICAL PRACTICE - II (ICP-II) (MED 202)

Aim and Learning Objectives of ICP-II

AIM

1. To convey hygienic skills (hand washing, sterile glove wearing) in working environment,
2. To convey measurement skills for basic vital findings,
3. To equip with basic interventional skills (nasogastric tube and urinary catheter application; intramuscular, intradermal and subcutaneous injection, intravenous cannulation).

LEARNING OBJECTIVES

At the end of this phase, student should be able to:

KNOWLEDGE

1. describe the techniques of hand washing and sterile glove wearing in accordance with the skill procedure.
2. describe measurement of blood pressure with sphygmomanometer in adults in accordance with the skill procedure.
3. count nasogastric probe types, application indications, contraindications and the steps in application procedure.
4. count urinary catheter types, application indications, contraindications and the steps in application.
5. count application indications, contraindications and the steps in application procedure of intramuscular, intradermal and subcutaneous injections as well as intravenous cannulation.

SKILLS

1. apply hand washing and sterile glove wearing skill completely in accordance with the skill procedure.
2. measure blood pressure by adult sphygmomanometer completely in accordance with the skill procedure.
3. perform nasogastric probe application on an adult model in accordance with the skill procedure.
4. perform urinary catheter application in an adult woman and male model in accordance with the skill procedure.
5. perform intramuscular, intradermal and subcutaneous injection as well as intravenous cannulation applications in an adult model in accordance with the skill procedure.
6. describe the process to be carried out to the patient before any intervention.
INTRODUCTION to CLINICAL PRACTICE (ICP MED 202)

This course aims to equip the students with basic medical skills such as history taking regarding to systems and in general, physical and mental examination in simulated environments in pre-clinical period and to give the students opportunity to develop skills by applying non–invasive or invasive procedures on the mannequins before encountering with real patients. The students improve the gained skills by observing real encounters in the clinical settings during 2nd and 3rd year.

Description
ICP is a three year longitudinal course that aims to introduce students to the concepts and main elements of medical practice. It will also be an introduction to the medical profession as a whole and will provide a foundation for clinical practice. The course provides knowledge, cognitive and motor skills and experience in fundamental processes and aspects of medical practice. It involves the application of scientific theory, quality assurance and evidence-based best practice protocols.

Credit Facility:
This course has 5 ECTS credits for the first and third year students while it is 4 ECTS for the second year students and all of the students are required to pass this course in order to pass the year.

Content of the ICP I-II-III
First year medical students gain knowledge on First Aid approaches, develop skills in Basic Life Support, Patient/Casualty Transportation and Bandaging Techniques regarding to First Aid. They also acquire basic knowledge on communication and experience patient-doctor encounter with simulated patients (SP’s).

The second years ICP Program consist of modules like handwashing, wearing sterile gloves, assessing vital signs, nasogastric intubation, bladder catheterization, intramuscular, subcutaneous, intradermal and intravenous injections as well as iv. catheterization.

In the third year medical students practice with SP’s clinical skills like history taking and physical examination focused on body systems and in general and also mental examination. They also gain clinical skills such as suturing techniques and Advanced Cardiac Life Support.

Clinical Skills Laboratory
The Clinical Skills Laboratory is designed for teaching and assessing students at undergraduate level (during the preclinical period from first-year to third year). The lab provides learners with the ideal setting to practice the clinical skills of history taking, physical examination, communication, and gives opportunities to practice invasive and non invasive procedural skills on mannequins.

Each exam room is equipped with video cameras and microphones to record the encounter. An observation area at the center of the lab allows faculty and students to observe the encounters live or view digital recordings for subsequent analysis.

Simulated Patients (SPs)
The simulated patient encounters provide transition of students from the classroom to standardized patient contact in safe environments.

Encounters with specially trained individuals, known as simulated patients (SPs), simulate specific cases in outpatient and emergency settings. The pool of SPs consist of adults, from various backgrounds. Clinical cases are created through research and extensive training of the patients portraying these roles.

Assessment: The Assessment procedure of ICP is given in Assessment Table in this booklet.

Rules for Attendance of the Students: Students are grouped into 4 and group lists are announced in the announcement board at the beginning of the year. Any changes to practical groups on a week by week basis, will only be considered in exceptional situations such as a medical one. Any changes must be requested by a petition along with relevant documentation to the course coordinator. Any change in sessions will only be accepted interchangeably with another student in another group based on availability of work spaces and course coordinator’s discretion (based on evidence provided).

Students are required to follow the rules of professional ethics in the laboratory at any time.
When an OSCE is conducted both students and faculty members complete a written evaluation of the event for the improvement of the course and OSCE.

The faculty participating in the ICP II Program is shown below.

<table>
<thead>
<tr>
<th>MED 202 INTRODUCTION TO CLINICAL PRACTICE II</th>
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<tbody>
<tr>
<td>DISCIPLINE</td>
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<tr>
<td>CLINICAL SKILLS LAB</td>
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**EARLY CLINICAL EXPOSURE**

**Description:**
The training program includes Phase II students’ learning activities in clinical settings including primary care during the Spring semester.

**Aim:**
The aim of "Early Clinical Exposure" Educational Program is the observation of doctor-patient communication on the job in the clinical settings as well as in the primary care by Phase II students, and after interviewing a patient.

**Learning Environment:**
a) YÜ Hospital
   1. Outpatient Clinic
   2. Inpatient Clinic
   3. Emergency Department
b) Bağdat Cad. Outpatient Clinic
   1. Outpatient Clinic
   2. Emergency Department
c) Family Health Center (FHC)

**Duration:**
Education Program is spread over a total of 8 weeks.

**Objectives of the Training:**
Students who complete the training program;

**Knowledge:**
- Explain the steps of the patient-doctor interview.
- Explain the history taking steps from the patients.
- Explain the examination of vital signs and systemic examination.
- Explain the role of clinical settings in daily functioning and health personnel, including the primary care.
- List the administrative units in hospitals (consultant, hospital director, nursing director, quality management, patient safety unit) and function.
- Explain the components of medical records.

**Skills:**
- Start the interview with the patient.
- Ask the patient's socio-demographic characteristics and record.
- Question the main complaint and records.
- Take medical history from the patient.
• Keep medical records on patients’ files.
• Inform the patient about the basic steps of patient-physician interview.

Attitude:
• Develops awareness to act respectful and attentive to patients, their relatives and healthcare providers.

Content:
• Meeting with the patient, learning problems, giving information about the process
• Observing the history taking and physical examination
• Observing the planning of tests for diagnosis
• Observing the planning stages of treatment
• Observing the process of admission to hospital
• Observing the Clinical process
• Observing the work area of health care workers in the hospital
• Observing the certain units and functions on-site in the hospital

Instructional Methods:
Living an Experience - Field Trip – Clinical Setting (each student should encounter at least four patients in being presence twice in the clinical setting)

Educational Materials:
Checklists for the patient-physician interview (to be used during student observation)

Assessment
These assessments are made by the Coordinators of Early Clinical Experience. The effect of ECE educational program will be considered as 10% of the ICP score.

Organization of Student Groups:
Student cycle of Phase II will be in synchronization with the ICP program.
Phase II coordinator will send the student list for the scheduled hours of training a week before the training to ECE coordinators.
Students should be in the clinical setting on the day of training during the ICP II Program.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
</tr>
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<tr>
<td>02.March.2018</td>
<td>Scientific Project SGS</td>
<td>FHC</td>
<td>Yeditepe University Hospital</td>
<td>ICP</td>
</tr>
<tr>
<td>09.March.2018</td>
<td>Yeditepe University Hospital</td>
<td>Scientific Project SGS</td>
<td>ICP</td>
<td>FHC</td>
</tr>
<tr>
<td>16.March.2018</td>
<td>FHC</td>
<td>ICP</td>
<td>Scientific Project SGS</td>
<td>Yeditepe University Hospital</td>
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<tr>
<td>23.March.2018</td>
<td>ICP</td>
<td>Yeditepe University Hospital</td>
<td>FHC</td>
<td>Scientific Project SGS</td>
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<td>20.April.2018</td>
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<td>Scientific Project SGS</td>
<td>FHC</td>
<td>Bağdat Cad. Outpatient Clinic</td>
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<tr>
<td>27.April.2018</td>
<td>Scientific Project SGS</td>
<td>ICP</td>
<td>Bağdat Cad. Outpatient Clinic</td>
<td>FHC</td>
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<td>04.May.2018</td>
<td>FHC</td>
<td>Bağdat Cad. Outpatient Clinic</td>
<td>ICP</td>
<td>Scientific Project SGS</td>
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<tr>
<td>11.May.2018</td>
<td>Bağdat Cad. Outpatient Clinic</td>
<td>FHC</td>
<td>Scientific Project SGS</td>
<td>ICP</td>
</tr>
</tbody>
</table>
Evaluation of the Training Program:
Student feedback forms will be given to the coordinator, after collecting the forms, the coordinator will send them to the “Program Evaluation Commission”. In addition, the coordinator will write a report on the functioning of the ECE program to the “Early Clinical Exposure Commission”.

Student Work Load:
The duration of the educational program for each student; in the clinical settings face to face 6 hours, 6 hours for independent learning, 6 hours in primary care setting: a total of 18 hours.

Requirements for the Educational Program:
Student service bus should be allocated to ensure the transfer of students to the clinical settings.

Responsible Faculty for the ECE:
Coordinator:
Yaşar KÜÇÜKARDALI, MD Prof.
ICP II Coordinator and Co-coordinator:
Özlem TANRIÖVER, MD, MPH Assoc. Prof.
A. Arzu AKALIN, MD Assist. Prof.
SCIENTIFIC PROJECTS – II

The purpose of Scientific Projects class is to teach the medical students how to write and run a scientific project. Throughout the year, each Phase Two student is expected to prepare a scientific project proposal. Students are free to choose their research area and advisor for their prospective research project. Students who wish to apply for a “TUBITAK 2209-A National Grant Program for University Students” has to send in their final proposals before February 2018. The rest should hand in their proposal drafts during the small group studies which will be held in parallel with ICP hours. Please see the program. The students lists for small group studies will be announced during the first week of educational year. It is mandatory to attend to small groups studies (SP SGS) on days assigned to your group. All projects will be presented as posters at Scientific Day of Yeditepe School of Medicine, during May, 2018. Scientific Projects course has 4% contribution to Term Score (TS).

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unsatisfactory</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Clearly Outstanding</th>
<th>Not Addressed / Observed</th>
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<tbody>
<tr>
<td>Is the question/problem presented clearly?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Creativity/originality of the Project</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Is set up of the Project suitable to obtain aims?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Presentation of aims in an easy to understand format</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Review of project proposal in light of literature</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Proposal presentation in correct format</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Does proposal explain the project’s significance and contributions well?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Project calendar presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>TOTAL POINTS</td>
<td>40 x 2.5=100 pts (if all criteria has 5 points)</td>
<td></td>
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</table>
Elective courses aim to provide complementary educational experiences to the medical school curriculum in order to improve comprehension of biopsychosocial approach of medical students, besides offering an opportunity to extend knowledge of interest in specific domains. For further information on elective course contents, please see: [http://med.yeditepe.edu.tr/ders-programlari](http://med.yeditepe.edu.tr/ders-programlari)

The following courses (2 ECTS credits each) will be offered in Spring semester. Each student has to choose one of these elective courses. The selection and enrollment procedure will be announced by the phase coordinator.

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
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<tbody>
<tr>
<td>MED 611</td>
<td>Medical Anthropology</td>
</tr>
</tbody>
</table>

**Goals**

This course aims to provide, different perspectives of medical issues according to anthropological holistic approach for medical students. To present how social science interprets concepts of health, sickness, illness and disease. To show how culture bound symptoms can vary from culture to culture. To discuss all health problems are universal or cultural and how anthropology describes medical phenomenon by theoretically and methodologically.

**Content**

To explain that what is anthropology? What is medical anthropology? What is the relationships between social science and medical? Why we need to be explain some concepts according to perspectives of medical anthropology? The meaning of symptoms: cultural bound symptoms, the personal and social meaning of illness, the stigma and shame of illness, What is the positioning of medical doctors for patients and caregivers; Doctor-Patient relations, patients associations, Biological Citizenship, Medicalized Selves, Biopolitics.

**Course Learning Outcomes**

At the end of this course, the student should be able to

- emphasize cultural patterns of health.
- investigate how human behavior that lives in a society is affected by own cultural health patterns.
- discuss case studies about how cultural phenomenon affects human and public health.
- understand importance of health that is constructed within culture structure by human society.
- examine universal definition of health “state of complete physical, mental and social well-being” culturally.
- realize interaction between items of cultural system and health system basically; get into the level of knowledge, skills and attitudes

**Assessment**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 612</td>
<td>Creative Drama</td>
</tr>
</tbody>
</table>

**Goals**

The aim of this course is the development of independence, creativity, self-control and problem-solving potential and the development of communication skills of medical students by using drama and creativity through improvisation of exercises.

**Content**

Discovering, learning and teaching approaches that are student-centered in a curiosity focused setting with various cognitive and active learning styles.

**Course Learning Outcomes**

At the end of this course, the student should be able to

- show drama skills in vocational areas benefiting from access to creativity, collaboration and empathy which are the ways of learning through play and improvisation.

**Assessment**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>1</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
</tbody>
</table>
MED 613  Medical Humanities

Goals
This course aims to offer a wide variety of subjects related with art, history, cultural values, social movements, philosophy and many other areas. Main targets of this course are to improve Professionalism and Communication Skills and to support the students to develop an understanding about human and his interaction with universe.

Content
Main concepts of professionalism such as altruism, accountability, excellence, duty, honor and integrity, respect for others and communication skills will be covered through the lectures of history of medicine in an anthropological concept, medicine in literature and visual arts, and cinemeducation.

Course Learning Outcomes
At the end of this course, the student should be able to
- gain an understanding of the history of medicine as one of social and cultural transformation in the conception of professionalism, disease and what constitutes illness and health through the centuries.
- develop the skills to write an essay using primary source documents in the context of the history of medicine.
- gain view of different reflections of medicine in literature and visual arts.
- develop a point of view to use literature and visual arts as an imagination instrument of compassion, to tolerate ambiguity, to dwell in paradox, to consider multiple points of view.
- develop better observational and interpretive skills, by using the power of visual arts to elicit an emotional response in the observer.
- gain understanding about the main values and various dimensions of professionalism.
- gain insight about his/her own values and develop humanistic values.
- develop a deeper understanding of human being in various contexts.
- gain understanding about the various factors which influence health in individual and community level.
- gain understanding to use films as a comprehensive guide in medical practice.
- reflect through films to improve their cognitive and emotional awareness.

Assessment
<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>1</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

MED 614  Personal Trademark Development

Goals
The aim of this course is to equip the students with skills in creating personal image for successful business life and with appropriate behavior in social platforms.

Content
Business Etiquette creation techniques and personal image methodologies with case studies.

Course Learning Outcomes
At the end of this course, the student should be able to
- create personal brand for successful business life.
- use behavioral codes for business etiquette.

Assessment
<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)</td>
<td>1</td>
</tr>
<tr>
<td>Presentations and Reports (Interactive Team Work, Social Skills Development, based on subjects studied during classes and applications of them on MED areas &amp; discussions after each presentation)</td>
<td>1</td>
</tr>
<tr>
<td>Attendance (Showing interest to classes, performance during discussion times, performance during pair works, attending classes etc.)</td>
<td></td>
</tr>
<tr>
<td>Quiz ((Short quizzes to keep students updated about lectures, prepare them to midterm &amp; final, based on subjects studied in the class, Essay or MCQ)</td>
<td>3</td>
</tr>
<tr>
<td>Final Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Subject</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>MED 615</td>
<td><strong>Innovation Management</strong></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>The aim of this course is to convey to the students knowledge on innovative approaches for visionary life, describe the philosophy of futurism.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Strategies for futurism and applied case studies for personal innovation.</td>
</tr>
</tbody>
</table>
| **Course Learning Outcomes** | At the end of this course, the student should be able to  
  • use futuristic strategies to create innovative approaches.  
  • use innovative and creative thinking techniques in professional life. |
| **Assessment** |  
  | **Midterm Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)** | 1 | 25 |
  | **Presentations and Reports (Interactive Team Work, Social Skills Development, based on subjects studied during classes and applications of them on MED areas & discussions after each presentation)** | 1 | 25 |
  | **Attendance (Showing interest to classes, performance during discussion times, performance during pair works, attending classes etc.)** | | 5 |
  | **Quiz (Short quizzes to keep students updated about lectures, prepare them to midterm & final, based on subjects studied in the class, Essay or MCQ)** | 5 | 5 |
  | **Final Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)** | 1 | 40 |
| **Total** | 8 | 100 |

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 616</td>
<td><strong>Medical Management and New Services Design Skills</strong></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>The aim of this course is to develop leadership skills to manage a team and organizational skills in the case of emergency and lack of crew. Moreover, empathy skills will be developed to create better relationship with the patients, coworkers and customers.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Leadership Styles, Skills needed in Med, Strategies for New Generation Leadership, Empathy Techniques, Problem Solving with Empathy, and Conciliation with Empathy.</td>
</tr>
</tbody>
</table>
| **Course Learning Outcomes** | At the end of this course, the student should be able to  
  • develop leadership skills to manage teams.  
  • use empathy techniques for conciliation with their patients and co-workers. |
| **Assessment** |  
  | **Midterm Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)** | 1 | 25 |
  | **Presentations and Reports (Interactive Team Work, Social Skills Development, based on subjects studied during classes and applications of them on MED areas & discussions after each presentation)** | 1 | 25 |
  | **Attendance (Showing interest to classes, performance during discussion times, performance during pair works, attending classes etc.)** | | 5 |
  | **Quiz (Short quizzes to keep students updated about lectures, prepare them to midterm & final, based on subjects studied in the class, Essay or MCQ)** | 4 | 5 |
  | **Final Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)** | 1 | 40 |
| **Total** | 8 | 100 |
MED 617

**Subject:** Personal Brand Management Skills

**Goals:**
This course aims to teach how to deal with stress under different conditions. Besides, effective production skills under stress and time constraints will be subject of the course. This course also will be very helpful for career development. The tools will be offered to students for better communication, presentation and managerial skills.

**Content:**
In the content of this course; stress and time management for effective production, personal goal settings, motivation and effective communication will be used. Breathing techniques, diction exercises and body language will help to improve student's personal development. Moreover, managerial skills development subjects will be held. Presentations and homework will be used as effective learning tools in this course.

**Course Learning Outcomes:**
At the end of this course, the student should be able to
- apply stress and time management skills in their personal development and career.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Presentations and Reports (Interactive Team Work, Social Skills Development, based on subjects studied during classes and applications of them on MED areas &amp; discussions after each presentation)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Attendance (Showing interest to classes, performance during discussion times, performance during pair works, attending classes etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz ((Short quizzes to keep students updated about lectures, prepare them to midterm &amp; final, based on subjects studied in the class, Essay or MCQ)</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

MED 619

**Subject:** Entrepreneurship and Storytelling Techniques for Business Purposes

**Goals:**
This course aims to equip students with storytelling techniques to make smart decisions, communicate better, think creatively and use this modern technique to manage their professional relations.

**Content:**
Strategies for storytelling techniques and applications.

**Course Learning Outcomes:**
At the end of this course, the student should be able to
- use storytelling techniques in workplace to make decisions, communicate better and think creatively.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Presentations and Reports (Interactive Team Work, Social Skills Development, based on subjects studied during classes and applications of them on MED areas &amp; discussions after each presentation)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Attendance (Showing interest to classes, performance during discussion times, performance during pair works, attending classes etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz ((Short quizzes to keep students updated about lectures, prepare them to midterm &amp; final, based on subjects studied in the class, Essay or MCQ)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies)</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Code</td>
<td>Subject</td>
<td></td>
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<td>-------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>MED 620</td>
<td>Art, Culture and Life Styles</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Healthcare members will have high level social status for their business life; and will join several international conferences. This course aims to develop their social and intellectual skills to make them global citizens with art, culture, fashion and life style knowledge.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Life Style Coaching for participants, Cultural Festivals Through Europe, Art Exhibitions and Movements, Sportive Life Coaching.</td>
<td></td>
</tr>
</tbody>
</table>
| Course Learning Outcomes | At the end of this course, the student should be able to  
  - develop intellectual wealth and cultural knowledge.  
  - change their life styles for better perspective.  
  - increase quality of life.  
  - establish work-life balance. |
| Assessment |  |
| Midterm Exam | 1 25 |
| Assignments (Homework) | 1 25 |
| Evaluation of Group Presentations | 1 5 |
| Final Exam | 1 45 |
| Total | 100 |

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>MED 621</td>
<td>Epidemiological Research and Evidence Based Medicine</td>
</tr>
<tr>
<td>Goals</td>
<td>The aim is to provide understanding of epidemiological language and terminology by reading, examining and discussing various types of epidemiological research papers and to develop the desire and enthusiasm for epidemiological studies.</td>
</tr>
<tr>
<td>Content</td>
<td>Different sessions for each type of epidemiological research will be held. The selected research types are case report, cross-sectional, case-control, cohort study, and randomized controlled trial.</td>
</tr>
</tbody>
</table>
| Course Learning Outcomes | At the end of this course, the student should be able to  
  - comprehend various types of epidemiological research.  
  - explain basic epidemiological terminology. |
| Assessment |  |
| Group work performance | 50 |
| Presentations | 50 |
| Total | 100 |
Aim of the session:
The session provides basic information about Yeditepe University Faculty of Medicine Undergraduate Medical Education Program (YUFM/UG-ME) and the educational phase relevant to the students. This session orients the students to the program and the phase.

Objectives of the Session:
1. To provide basic information about the YUFM/UG-ME.
2. To provide basic information about the phase.
3. To provide essential information on social programs and facilities.

Rules of the Session:
1. The session will be held in two types, conducted by Phase Coordinator and Committee Coordinator, respectively.
2. The first type will be held once in the first week of the educational phase. The second type will be held at the beginning of each committee.
3. Students should attend the session.

Implementation of the Session:
In the first type, Phase Coordinator will present brief information on the following topics:
- Organizational Chart of Yeditepe University Faculty of Medicine Undergraduate Medical Education Program (YUFM/UG-ME), Work Descriptions and Introduction of Committees/ Members,
- Directives on YUFM/UG-ME,
- YUFM/UG-ME Program Outcomes
- Learning Objectives of the Phase
- Academic Program of the Phase
- Teaching and Learning Methods
- Learning Environments and Sources/Resources
- Attendance
- Elective Courses
- Assessment Procedure
- Grade Point Average, Cumulative Grade Point Average (GPA, cGPA) Calculation
- Pass/Fail Conditions
- Feedback of the Previous Year and Program Improvements
- Social Programs and Facilities

In the second type, Committee/ Coordinator will present brief information on the following topics:
- Learning Objectives of the Committee/
- Academic Program of the Committee/
- Teaching and Learning Methods
- Learning Environments and Sources/Resources, References
- Attendance
- Assessment Methods and Question Distribution Table
- Committee/ Score Calculation Method
- Pass/Fail Conditions
- Feedback of the Previous Year and Program Improvements
- Social Programs and Facilities
Committee/ Evaluation Session

Aim of the Session:

The aim of the session is to evaluate the committee educational program, with all its components, by the students and the committee coordinators. This session will contribute to the improvement of the educational program in general by giving the opportunity to identify the strengths of the committee educational program and revealing the areas which need improvement.

Objectives of the Program Evaluation Session are to:

- establish a platform for oral feedbacks in addition to the systematically written feedback forms
- give the opportunity to the students and the coordinators to discuss the committee period face to face
- allow the students to review the committee exam questions together with faculty members.

Process:

The total duration of the session is 90 minutes and the session consists of two parts. The first part (30 minutes) is dedicated to oral feedback by the students. All of the oral feedback will be recorded and reported by the committee coordination team. In the second part (60 minutes) committee exam questions will be reviewed and discussed by students and faculty.

Rules of the Committee/ Evaluation Session:

1. The Committee/ Evaluation Session will be held on the last day of each committee after the committee/ exam.
2. Students are required to attend the session.
3. The Committee/ coordinator will lead the session.
4. The faculty members who had contributed questions in the committee exam should attend the session.
5. Students must comply with the feedback rules while giving verbal feedback and all participants shall abide by rules of professional ethics.
Committee/ Improvement Session

**Aim:**
The aim of this session is sharing the program improvements based on the evaluation of the educational program data, with the students and the faculty members.

**Objectives:**
1. To share the improvements within educational program with the students and the faculty members.
2. To inform the students and the faculty members about the processes of the program improvement
3. To encourage student participation in the program improvement processes.

**Rules:**
1. Program improvements session will be implemented once a year. The implementation will be performed at the beginning of the spring semester.
2. Students are required to attend the session.
3. The phase coordinator will monitor the session. If necessary the dean, vice deans and heads of the educational boards will attend to the session.
4. All faculty members will be invited to the session.

**Implementation:**

**Before the Session**
1. Phase coordinator will report the results of the improvements of the educational program.
2. The program improvements report has three parts. The first part of the report includes improvements that have been completed, and those that are currently in progress. The second part of the report includes, improvements that are planned in medium term, and the third part of the report includes, improvements that are planned in long term.
3. The program improvements report also includes the program evaluation data (student feedbacks, faculty feedbacks, results of the educational boards meetings etc.) in use of improvements.

**During the Session**
4. The phase coordinator will present the program improvements report to the students and the faculty members.
5. Students can ask questions about, and discuss, the results of the program improvement.

**Process:** The total period of session is 30 minutes and has two parts. The first part (15 minutes) covers, presenting of the program improvement report. The second part (15 minutes) covers, students’ questions and discussion.

**After the Session**
6. The program improvement brief will be published on the website of Yeditepe University Faculty of Medicine (http://med.yeditepe.edu.tr).
A SHORT GUIDE FOR STUDENTS TO PROBLEM-BASED LEARNING (PBL)

In Phase I besides the lectures, Problem Based Learning Sessions are implemented in the education program.

The principal idea behind PBL is that the starting point for learning should be a problem, a query, or a puzzle that the learner wishes to solve.

PBL is a learning method where students perceive their knowledge gaps, decide on learning issues and achieve these, while working in small groups on a case to solve a patient's problems.

So, PBL starts by a clinical case of a patient. While working on the patient’s problems you will identify your learning needs and study these. During this whole process you will work with a group of 8-12 students and a tutor.

How it works?
You will be presented a patient case (scenario) that has some problems and will be asked to proceed according to the information and instructions that you will receive. You will not be informed about the topic of the case in advance but will face the problem when given to you in your first session—just like a doctor does not know what patients he/she will see when starting the day.

Scenarios will be given to you one page at a time. When you finish discussing a page you will be given the following page with additional information about the patient.

Each PBL case will be discussed over 3 sessions, 2 hours each. You will work in a group of 8-12 students with a tutor. One student elected by the group will work as the “scribe” (person who will write the discussed topics on the board). The scribe may change at every session, by group decision.

Each group will be given the same scenario but will work independently from each other.

The tutor working with you will NOT TEACH you but will only guide you on this exciting trip. He/she will ask you questions to guide you to the problems to be solved.

Your aim will be to find out the reasons, and in some cases, the solutions of the problems presented.

It is clear (and we know) that you do not have enough knowledge to understand and solve all the problems presented to you.

Here comes the aim of PBL: you will thus recognize WHAT YOU DO NOT KNOW and WHAT YOU SHOULD LEARN. In other words you will identify your knowledge gaps and try to learn them. These are called “learning objectives”.

In order to facilitate and direct discussions and learning process all relevant points should be written on the board by the scribe. The board should be used as below (with examples):

<table>
<thead>
<tr>
<th>Problems</th>
<th>Hypotheses</th>
<th>Additional (Required) information</th>
<th>Learning issues (Learning objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>Throat infection</td>
<td>Throat examination</td>
<td>Causes of fever</td>
</tr>
<tr>
<td>Cough</td>
<td>Pneumonia</td>
<td>Chest examination</td>
<td>How is body temperature controlled?</td>
</tr>
<tr>
<td>Pallor</td>
<td>Anemia</td>
<td>Chest X-ray</td>
<td>Anatomy of the throat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blood count</td>
<td>Anatomy of lungs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is anemia?</td>
</tr>
</tbody>
</table>

The patient’s problems will be listed under “Problems” column.
The possible causes/reasons/mechanisms of the patient’s problems will be listed under “Hypotheses”. You can suggest and write anything that comes to your mind— you will then try to find any facts or information that can support these hypotheses. Do not be shy to suggest anything. You will not be judged for those things that you suggest.

As you will not be provided with all information about the patient you will need more information (such as, the patient’s fever, physical examination findings, laboratory data, etc.). You will thus ask the scribe to write down these on the board under “Required Information” heading. This means information that you want to learn about this particular patient.

During the course of these discussions you will recognize that you do not know and thus need to study and learn some topics/issues, which are called “learning objectives”. The learning objectives will be written on the fourth column under this heading. These are the topics that you will study until the next session and present by then.
This will lead you to the second stage of PBL: learning the facts that you have decided to. You will have to find and reach the required learning resources (textbooks, journal articles, reliable internet sources, etc.) and study these in your independent study time. You will be given a list of possible learning resources for every discipline but you can find other sources in addition to them. However, make sure that these are reliable sources—especially web sources need cautiousness.

When you meet with your group and tutor in your second (and third) session, you will be asked to summarize the previous session, list the learning objectives and then present the knowledge that you had learned.

In this way every group member (students) will study and learn the objectives and these will be discussed during the session. There may be disagreements among students for some information reached. The group will discuss and come to a conclusion about it. The tutor will guide and moderate the group through this process—BUT WILL NOT TEACH. The tutor will not be a resource person but a faculty member who will facilitate your search for correct knowledge. It is YOU who will reach and learn the required topics—the topics that you have identified as your learning objectives or knowledge gaps.

The ultimate aim of a PBL case is NOT to diagnose the patient but to learn the topics that you discover that you do not know. Although the case is a clinical problem, at this stage of your studies, you will have to focus on basic sciences. In other words, you will need/want to learn basic science topics (anatomy, physiology, biochemistry, microbiology, etc.) related to the patient’s problems. So you will learn basic sciences starting from a clinical case and thus appreciate why and where basic sciences are necessary and relevant.

Other benefits of PBL that you gain are to:
- learn “how to learn”
- develop lifelong learning skills
- improve your communications skills
- state and defend positions with evidence and sound argument
- become more flexible in processing information and meeting obligations
- practice skills that you will need after your education
- improve your information literacy

Assessment: Your participation and contributions to the sessions will be assessed by your tutor. This will NOT be assessment of your knowledge but your participation in the sessions, taking part in discussions, suggesting hypotheses, contributions by making presentations, etc. The assessment form is given below. This will comprise 5% of that committee score.

<table>
<thead>
<tr>
<th>PBL STUDENT ASSESSMENT FORM*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td><strong>Phase/Committee</strong></td>
</tr>
<tr>
<td><strong>PBL Scenario Name</strong></td>
</tr>
<tr>
<td><strong>Tutor Name</strong></td>
</tr>
<tr>
<td><strong>INTERACTION WITH GROUP / PARTICIPATION TO GROUP</strong></td>
</tr>
<tr>
<td>1. Starts discussion</td>
</tr>
<tr>
<td>2. Contributes with valid questions and ideas</td>
</tr>
<tr>
<td>3. Balances listening and speaking roles</td>
</tr>
<tr>
<td>4. Communicates effectively in group work</td>
</tr>
<tr>
<td><strong>GAINING KNOWLEDGE</strong></td>
</tr>
<tr>
<td>5. Determines valid learning issues</td>
</tr>
<tr>
<td>6. Finds valid sources</td>
</tr>
<tr>
<td>7. Makes independent research on learning issues</td>
</tr>
<tr>
<td>8. Shows understanding of the concepts and relationships</td>
</tr>
<tr>
<td><strong>COMMUNICATION/SHARING KNOWLEDGE</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
9. Selects data valid for discussion and presentation
10. Expresses ideas and knowledge clearly and in an understandable way
11. Draws figures, diagrams clearly and in an understandable way
12. Has always some additional information or data to present whenever needed

<table>
<thead>
<tr>
<th>PROBLEM SOLVING AND CRITICAL THINKING</th>
<th>Not observed</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Total Point of the Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Generates hypotheses independently</td>
<td></td>
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<td>14. Reviews hypotheses critically</td>
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<tr>
<td>15. Integrates basic science and clinical concepts</td>
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<td>16. Describes the difference between normal and pathological conditions</td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>PROFESSIONAL ATTITUDE</th>
<th>Not observed</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Total Point of the Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Is sensitive to psychosocial factors affecting patients</td>
<td></td>
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<tr>
<td>18. Treats all group members as colleagues</td>
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<td>19. Accepts feedback properly</td>
<td></td>
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<tr>
<td>20. Provides proper feedback to group members</td>
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</tr>
</tbody>
</table>

Total Score of the Student

Student's attendance status for PBL sessions

<table>
<thead>
<tr>
<th></th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend ( ) / Not attend ( )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any other interpretation, or thought about the student's performance in PBL sessions that you want to say PBL Coordinators, please write here.

Signature of the tutor

*Assessment form should be filled in at the end of scenario (i.e. following the completion of two consecutive sessions).
INDEPENDENT LEARNING

Description:
"Independent learning" is a process, a method and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. It includes freedom of choice in determining one's learning objectives, within the limits of a given project or program and with the aid of a faculty adviser. It requires freedom of process to carry out the objectives, and it places increased educational responsibility on the student for the achieving of objectives and for the value of the goals (1).

Aim:
The aim of this instructional strategy is to develop the students’ ability, to learn individually, so they are prepared for the classroom lessons, lectures, laboratory experiences and clinical practices, exams, professional life and have the abilities needed for lifelong learning.

Objectives:
With this instructional strategy, students will develop;
- the skills that will help them to learn independently.
- self-discipline in their work habits.
- their evidence based research skills by using reliable resources.
- their teamwork skills by studying together.
- their clinical skills as self-directed working in the clinical skills laboratory.

Rules:
1. All of the students will define independent learning process according to below algorithm.
2. All of the students will be required to fill out a form, which is a self-assessment form for the independent learning (methodology: timing, sources, strategy, etc.).
3. The students' academic performance and independent learning methodology will be analyzed comparatively, and feedback on further improvements will be provided.

What a student should do for learning independently?
1. Analyzing: First you will need to analyze carefully, what your problems and weaknesses are. For example, if you are studying anatomy, is your weak area broadly upper limb, lower limb, or what?
2. Addressing: Once you've decided your specific problems, you can list them. Which one needs to be addressed urgently? Work out your priorities. Whatever your subject area is, don't be afraid to return to the basics if necessary. It may give you more confidence in the long run to ensure you have a proper understanding of basic concepts and techniques.
3. Accessing: If you need reliable information, or if you need to read about a subject and put it into context, a textbook may be the best place to start. However, the Internet may be helpful if you need very up-to-date information, specific facts, or an image or video etc. If you need an academic research article, reports or case studies for your topic, then a database (PubMed etc.) would be the best option.
4. Timing: In the weekly syllabus you will see, a specific time called “independent learning hour” for your independent work. In addition to these hours, the students should also have their own time schedule for their study time at home.
5. Planning: Your next step will be to work out a realistic study-plan for your work. What goals could you literally set for yourself? Don't make them too ambitious but set minor goals or targets that you know you will be able to achieve without having to spend a very long time working on them. How many hours will you need to achieve them? How will you know when you've achieved them?
6. Recording: When you work independently, it's a good idea to keep a written record of the work you've done. This can help with further planning and also give a sense of achievement as well as provide something to include in a progress file. As time goes by you may surprise yourself with what you've been able to achieve. This could motivate you to keep going, as could increase your confidence, and even improve your results.
7. **Reflecting:** Reflecting on what you've done can help you decide whether the activity was really effective, whether an alternative approach might be better on another occasion, whether you spent the right amount of time and whether you have achieved the target you'd set yourself.

8. **Improving:** Once you've achieved the target, the process of planning can start again. Your needs and priorities may have changed, so think about them and then set yourself to another target.

**Reminder:** For further information about the independent learning, please contact the Department of Medical Education.

**Reference:**


**For further reading useful resources to recommend to students:**

- University of Southampton / UKCISA online resource ‘Prepare for Success’
The Assessment Procedure of the Phase II covers exams and scores and their abbreviations that are shown below.

- **Exams:**
  - Committee Exam (CE)
  - Mid-term Exam (MTE)
  - Final Exam (FE)
  - Incomplete Exam (ICE)
  - Make-up Exams (MUE)

- **Scores:**
  - Committee Score (CS)
  - Committees Mean Score (CMS)
  - Introduction to Clinical Practice Score (ICPS)
    - Early Clinical Exposure Score (ECES)
  - Scientific Project Score (SPS)
  - Elective Course Score (ECSs)
  - Final Exam Score (FES)
  - Incomplete Exam Score (ICES)
  - Term Score (TS)

*All scores have a range of 0-100 points.*

Assessment approaches, assessment methods and assessment tools, that related with the exam and score types, are shown below table.

<table>
<thead>
<tr>
<th>Assessment Approaches</th>
<th>Assessment Methods</th>
<th>Question Types / Assessment Tools</th>
<th>Exams</th>
<th>Derived Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge-based Assessment</td>
<td>WE: Written Examination</td>
<td>MCQ: Multiple Choice Questions</td>
<td>CE, MTE, FE, ICE</td>
<td>CS, ICPS, FES, ICES, ECSs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SbMCQ: Scenario-based MCQs</td>
<td>CE, MTE, FE, ICE</td>
<td>CS, ICPS, FES, ICES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FSAQ: Fill-in-the-Blank Short Answer Questions</td>
<td>MuE</td>
<td>CS</td>
</tr>
<tr>
<td>Competency-based Assessment</td>
<td>OSCE: Objective Structured Clinical Examination</td>
<td>OSCE Checklist</td>
<td>ICPS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OSPE: Objective Structured Practical Examination</td>
<td>OSPE Checklist</td>
<td>CS</td>
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<tr>
<td></td>
<td>LPE: Laboratory Practical Exam</td>
<td>LPE Checklist</td>
<td>CS</td>
<td></td>
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<tr>
<td>Performance-based Assessment</td>
<td>PWPE: Project Writing and Presenting Evaluation</td>
<td>PWPE Checklist</td>
<td>SPS, ECSs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PA: Portfolio Assessment</td>
<td>PA Checklist</td>
<td>ECES (ICPS)</td>
<td></td>
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<tr>
<td></td>
<td>PBL-P: Evaluation of PBL Student's Performance</td>
<td>PBL Student Evaluation Form</td>
<td>CS</td>
<td></td>
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</tbody>
</table>
The Assessment Procedure of the Phase II will be announced and explained in the introductory session at the beginning of the academic year.

<table>
<thead>
<tr>
<th>CE</th>
<th>For the proportional correspondence of individual learning objectives, please see the committee’s assessment matrix table/page.</th>
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</thead>
<tbody>
<tr>
<td>MTECP</td>
<td>MTECP consists of MCQs to assess the theoretical part of the ICP program.</td>
</tr>
<tr>
<td>FE</td>
<td>FE consists of 200 MCQs. For the proportional contribution of each committee, please see the committee’s assessment matrix table/page.</td>
</tr>
<tr>
<td>ICE</td>
<td>ICE consists of 200 MCQs. For the proportional contribution of each committee, please see the committee’s assessment matrix table/page.</td>
</tr>
<tr>
<td>MUEEMS</td>
<td>MUE will be held only twice in a term. MUE consists of FSAQs. The number of FSAQs is half of the relevant exam. MUE content will be developed by the coordination committees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scores Information (MED 203, MED 202)</th>
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</thead>
<tbody>
<tr>
<td>CS</td>
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<tr>
<td>CMS</td>
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<tr>
<td>ICPS</td>
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<tr>
<td>ECSs</td>
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<tr>
<td>SPS</td>
</tr>
<tr>
<td>FES</td>
</tr>
<tr>
<td>ICES</td>
</tr>
<tr>
<td>TS for students, who are exempted from FE</td>
</tr>
<tr>
<td>TS for students, who are not exempted from FE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass or Fail Calculations of the Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Medical Sciences (BMS) II (MED 203)</td>
</tr>
<tr>
<td><strong>Pass; TS ≥ 50</strong></td>
</tr>
<tr>
<td><strong>Fail; FES &lt; 50 (barrier point), ICES &lt; 50 (barrier point), or/and TS &lt; 50</strong></td>
</tr>
<tr>
<td>The student is exempted from FE, if the CMS is ≥ 75 and all CSs are ≥ 50</td>
</tr>
<tr>
<td>The FE and ICE barrier point is not applied to the students whose all CSs are ≥ 50</td>
</tr>
<tr>
<td>Introduction to Clinical Practise (ICP) II (MED 202)</td>
</tr>
<tr>
<td><strong>Pass; ICPS ≥ 50</strong></td>
</tr>
<tr>
<td><strong>Fail; ICPS &lt; 50</strong></td>
</tr>
<tr>
<td>Elective Courses</td>
</tr>
<tr>
<td><strong>Pass; ECSs ≥ 50</strong></td>
</tr>
<tr>
<td><strong>Fail; ECSs &lt; 50</strong></td>
</tr>
</tbody>
</table>

The Assessment Procedure of the Phase II will be announced and explained in the introductory session at the beginning of the academic year.
Definitions of the Assessment Methods and Question Types

MCQ consist of a question, followed by five plausible alternative responses from which the student has to select the correct one.

SbMCQ is a kind of multiple choice questions. That they test knowledge in a far more applied, in depth, sense. SbMCQ is based on a clinical, research or daily life scenario.

EQ is a written examination that requires an answer in a sentence, paragraph, or short composition.

FSAQ, Fill-in-the-Blank Short Answer Questions are typically composed of a brief prompt that demands a written answer that varies in length from one or two words to a sentence.

OE is a practice in many schools of medicine and disciplines, where an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam.

OSCE describes a form of competency-based testing used to measure a student’s clinical competence. During an OSCE, students are observed and evaluated as they go through a series of stations in which they interview, examine and treat simulated patients who present with some type of medical problem.

OSPE is used as an objective instrument for assessment of laboratory exercises in preclinical sciences. It was adapted from the objective structured clinical examination (OSCE). OSPE is implemented in similarly conditions with OSCE.

LPE is included as it has been a traditional assessment format in many school of medicine – particularly in disciplines such as anatomy, physiology, pathology and biology. Various local terms are used to describe this assessment method including ‘Spot’, ‘Steeplechase’, ‘Timed stations’ or ‘Bellringer’.

Portfolio is a collection of work developed as a cumulative ‘body of evidence’ to demonstrate the student’s learning and achievements. It is not an assessment method in its own right, rather a receptacle containing a mixture of materials. Each piece may be assessed individually and/or a mark or grade is awarded to the portfolio as a whole.
EXAM RULES

• **Seating** – Students will be seated by the exam observers or proctors. Students are not allowed to change their seats without permission.

• **Electronics** – During examinations or tests, students are prohibited from using electronic devices or any other means of communication and recording that have not been approved beforehand. All electronic devices are prohibited. Anyone who fails to comply with these regulations may be charged with academic fraud.

• **Absence** – No additional time will be given to students who are absent for part of the exam, regardless of the reason for their absence.

• **Scratch Paper** – Students are not allowed to bring scratch paper into the exam room.

• **Meaning of Questions** – Students may not consult the supervisor as to the meaning of any question.

• **Signature** – Students must sign their multiple-choice answer sheets and/or written-answer sheets.

• **Other activities requiring disciplinary action** -
  - Students must not give or receive assistance of any kind during the exam.
  - Gaining access to exam questions before the exam.
  - Using an unauthorized calculator or other mechanical aid that is not permitted.
  - Looking in the exam book before the signal to begin is given.
  - Marking or otherwise writing on the exam book or answer sheet before the signal to begin is given.
  - Making any changes, additions, deletions or other marking, erasing or writing on the exam book or answer sheet after the time for the exam has expired.
  - Having access to or consulting notes or books during the exam.
  - Looking at or copying from another student’s paper.
  - Enabling another student to copy from one’s paper.
  - Talking or otherwise communicating with another student during the exam or during the read through period.
  - Disturbing other students during the exam.
  - Consulting other persons or resources outside the exam room during the exam.
  - Copying questions or answers either on paper or with an electronic device to take from the exam room.
  - Taking an exam book or other exam materials from the exam room.
  - Taking an exam in place of another student.
  - Arranging to have another person take an exam for the student.
  - Disobeying to the conduct of supervisor during the exam.
  - Disclosing the contents of an exam to any other person.
  - Failing to remain in the exam room for a given period of time by the supervisors.
  - Failing to follow other exam instructions.

Those students found to have committed academic misconduct will face administrative sanctions imposed by the administration of Yeditepe University Faculty of Medicine according to the disciplinary rules and regulations of the Turkish Higher Education Council (YÖK) for students (published in the Official Journal on August 18th, 2012). The standard administrative sanctions include, the creation of a disciplinary record which will be checked by graduate and professional life, result in grade “F” on the assignment, exams or tests or in the class. Students may face suspension and dismissal from the Yeditepe University for **up to one school year**. In addition, student may lose any academic and non academic scholarships given by the Yeditepe University for **up to four years**. The appropriate sanctions are determined by the Yeditepe University administration according to egregiousness of the Policy violation.
## WEEKLY COURSE SCHEDULE and LOCATIONS
(MED 203, MED 202)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>09:00-09:50</td>
<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
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<td>10:00-10:50</td>
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<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
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<td>11:00-11:50</td>
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<td>12:00-12:50</td>
<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
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<td>13:00-13:50</td>
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<tr>
<td>14:00-14:50</td>
<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
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<td>15:00-15:50</td>
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<td>16:00-16:50</td>
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<td>MED 203 (B 310)</td>
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<td>MED 203 (B 310)</td>
<td>MED 203 (B 310)</td>
<td>Elective Course (SPRING)</td>
<td>MED 202 (B 310)</td>
</tr>
</tbody>
</table>

### COURSE CODES
- **MED 203**: Basic Medical Sciences II (B 310) or Laboratories*
- **MED 202**: Introduction to Clinical Practice II (CSL)** or (B 310)

### ELECTIVE COURSE CODES
- **MED 611**: Medical Anthropology
- **MED 612**: Creative Drama
- **MED 613**: Medical Humanities
- **MED 614**: Business Etiquette and Personal Image
- **MED 615**: Futurism and Idea Creation
- **MED 616**: Medical Management, Leadership and Coaching
- **MED 617**: Stress and Time Management
- **MED 618**: Medicine & Pharmaceutical Industry
- **MED 619**: Storytelling Techniques
- **MED 620**: Art, Culture and Life Style for HealthCare Members
- **MED 621**: Epidemiology Journal Club

### CLASSES
- **B 310**: Ground Floor
- **Elective Course Classes**: Will be announced later

* MED 203 Laboratory sessions will be in laboratories of related departments
** MED 202 Practical Lectures will be in Clinical Skills Laboratory (CSL) (Ground Floor)
ACADEMIC CALENDAR 2017 – 2018

Basic Medical Sciences II

COMMITTEE I CARdiovascular system (7 Weeks)
Beginning of Committee : September 6, 2017 Wednesday
End of Committee : October 20, 2017 Friday
Committee Exam : October 16-20, 2017 (Theoretical and Practical Exams)
Committee Exam Discussion : October 20, 2017

COMMITTEE II RESPIRATORY SYSTEM (6 Weeks)
Beginning of Committee : October 23, 2017 Monday
End of Committee : December 01, 2017 Friday
Committee Exam : 27 November– 01 December, 2017 (Theoretical and Practical Exams)
Committee Exam Discussion : December 01, 2017
Commemoration of Atatürk : November 10, 2017
National Holiday : October: 29, 2017 Saturday

COMMITTEE III GASTROINTESTINAL SYSTEM (7 Weeks)
Beginning of Committee : December 04, 2017 Monday
End of Committee : January 19 , 2018 Friday
Committee Exam : January 15-19, 2018 (Theoretical and Practical Exams)
Committee Exam Discussion : January 19, 2018
New Year : January 1, 2018 Monday

MIDTERM BREAK : 22 January – 02 February, 2018

COMMITTEE IV NERVOUS SYSTEM (8 Weeks)
Beginning of Committee : February 05, 2018 Monday
End of Committee : March 30, 2018 Friday
Committee Exam : March 26-30, 2018 (Theoretical and Practical Exams)
Committee Exam Discussion : March 30, 2018
Physicians’ Day : March 14, 2018, Wednesday

COMMITTEE V ENDOCRINE and UROGENITAL SYSTEMS (8 Weeks)
Beginning of Committee : April 02, 2018 Monday
End of Committee : May 25, 2018 Friday
Committee Exam : May 21-25, 2018 (Theoretical and Practical Exams)
Committee Exam Discussion : May 25, 2018
National Holiday : April 23, 2018 Monday
Labor’s Day : May 1, 2018 Tuesday
National Holiday : May 19, 2018 Saturday

Basic Medical Sciences II:
Make-up Exam : June 05-06, 2018 Tuesday-Wednesday
Final Exam : June 22, 2018 Friday
Incomplete Exam : July 13, 2018 Friday
ICP II:
Midterm Exam: February 09, 2018, Friday
Make-up Exam: May 22, 2018, Tuesday
Final Exam: May 28-29, 2018, Monday-Tuesday
Incomplete Exam: July 16, 2018, Monday

Elective Courses: (Spring 2017-2018)
Midterm Exam: Apr 5, 2018, Thursday
Final Exam: May 28, 2018 Monday
Incomplete Exam: June 20, 2018 Wednesday

Coordination Committee Meetings:
I. Coordination Committee Meeting: October, 18, 2017 14:00 Wednesday
II. Coordination Committee Meeting: January, 10, 2018 14:00 Wednesday (with student participation)
III. Coordination Committee Meeting: May 9, 2018 14:00 Wednesday (with student participation)
IV. Coordination Committee Meeting: July, 4, 2018 14:00 Wednesday
# RECOMMENDED TEXTBOOKS

<table>
<thead>
<tr>
<th>NO</th>
<th>DEPARTMENT</th>
<th>TEXTBOOK</th>
<th>AUTHOR</th>
<th>PUBLISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANATOMY</td>
<td>Gray's Anatomy for Students</td>
<td>R.L. Drake et al</td>
<td>Churchill Livingstone</td>
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<tr>
<td></td>
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<td>Last's Anatomy: Regional and Applied, 12th Edition</td>
<td>Chummy S. Sinnatamby</td>
<td>Churchill Livingstone</td>
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<tr>
<td></td>
<td></td>
<td>A Textbook of Neuroanatomy 1st Edition</td>
<td>Maria Patellas, Leslie P. Gartner</td>
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<tr>
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<td>Hollinshead's Textbook of Anatomy 5th Edition</td>
<td>Cornelius Rosse, Penelope Gaddum-Rosse</td>
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<tr>
<td>2</td>
<td>BIOCHEMISTRY</td>
<td>Textbook of Biochemistry with Clinical Correlations</td>
<td>Thomas M. Devlin</td>
<td>Wiley-Liss Publishing Company</td>
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<tr>
<td>3</td>
<td>BIOPHYSICS</td>
<td>Introductory Biophysics: Perspectives on the Living State</td>
<td>J.R. Claycomb, J.P. Tran</td>
<td>Jones &amp; Bartlett Publishers</td>
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<tr>
<td>4</td>
<td>BIOSTATISTICS</td>
<td>Primer of Biostatistics</td>
<td>Stanton Glantz</td>
<td>Mc-Graw-Hill Companies</td>
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<tr>
<td></td>
<td>EMBRYOLOGY</td>
<td>The Developing Human: Clinically Oriented Embryology, 10th Ed.</td>
<td>Keith L. Moore &amp; T. V. N. Persaud</td>
<td>Saunders</td>
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<td>7</td>
<td>MEDICAL BIOLOGY</td>
<td>Molecular Biology of the Cell</td>
<td>Bruce Alberts et al</td>
<td>Garland Science</td>
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<tr>
<td>8</td>
<td>MEDICAL ETICS</td>
<td>Clinical Bioethics: Theory and Practice in Medical-Ethical Decision Making</td>
<td>James E. Drane</td>
<td>Sheed &amp; Ward</td>
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<td></td>
<td>MEDICAL HISTORY</td>
<td>Medical History for Students</td>
<td>John R. Green</td>
<td>Thomas</td>
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<td>9</td>
<td>MEDICAL MICROBIOLOGY</td>
<td>Medical Microbiology: with Student Consult</td>
<td>P. R. Murray et al</td>
<td>Saunders</td>
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<tr>
<td>10</td>
<td>ORGANIC CHEMISTRY</td>
<td>Organic Chemistry</td>
<td>John E. McMurry</td>
<td>Cengage Learning</td>
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<tr>
<td>12</td>
<td>PHARMACOLOGY</td>
<td>Goodman &amp; Gilman's The Pharmacological Basis of Therapeutics</td>
<td>L.L. Brunton ed.</td>
<td>McGraw-Hill, New York,</td>
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COMMITTEES

In phase I, II and III, the formation of committees is based on a thematic structure. This structure corresponds to organizational levels of human body such that macromolecule, organelle, cell, tissue, organ systems and finally introduction to pathogenesis.

- Phase I: Normal structure and function of human body at molecular, cellular, tissue and organ level.
- Phase II: Normal structure and function of human body at system and multi-system level, and introduction to pathogenesis.
- Phase III: Physiopathological and pathological processes in human body.

Besides this thematic structure, there is a continuous clinical skills education in Phase I, II and III, as “Introduction to Clinical Practice -I, -II and -III” courses.

Therefore, the core medical courses are:

- Phase I: MED 104 Basic Medical Sciences I, MED 102 Introduction to Clinical Practice I, MED 103 Anatomical Drawing,
- Phase II: MED 203 Basic Medical Sciences II, MED 202 Introduction to Clinical Practice II,
- Phase III: MED 302 Introduction to Clinical Sciences, MED 303 Introduction to Clinical Practice III.

The learning objectives of the phase include learning objectives of core courses. The learning objectives of committees include learning objectives of core courses’ components for the committee.

Phase II consists of five committees:

COMMITTEE I Cardiovascular System (7 weeks)
COMMITTEE II Respiratory System (6 weeks)
COMMITTEE III Gastrointestinal System (7 weeks)
COMMITTEE IV Nervous System (8 weeks)
COMMITTEE V Endocrine and Urogenital Systems (8 weeks)
## COMMITTEE I - CARDIOVASCULAR SYSTEM
### DISTRIBUTION of LECTURE HOURS
September 6 - October 20, 2017
COMMITTEE DURATION: 7 WEEKS

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### Coordination Committee

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<tr>
<td>Head</td>
<td>Bayram YILMAZ, PhD. Prof.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Alev CUMBUL, PhD. Assist. Prof.</td>
</tr>
<tr>
<td>Member</td>
<td>Mehtap KAÇAR, PhD. MD. Assoc. Prof.</td>
</tr>
<tr>
<td>Member</td>
<td>Akif MAHARRAMOV, PhD. Assist. Prof.</td>
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### MED 203 BASIC MEDICAL SCIENCES II

<table>
<thead>
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<th>DISCIPLINE</th>
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<tr>
<td><strong>ANATOMY</strong></td>
<td>ERDEM SÖZTUTAR, MD. Assist. Prof.</td>
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<tr>
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<td>Aikaterini PANTELI, MD. Lecturer.</td>
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<tr>
<td></td>
<td>LAB: Sinem GERGIN, MD</td>
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<td>LAB: Edibe BILİŞLİ, DVM</td>
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<tr>
<td><strong>BIOCHEMISTRY</strong></td>
<td>İnci ÖZDEN, PhD Prof.</td>
</tr>
<tr>
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<td>LAB: Jale ÇOBAN, MD Prof.</td>
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<td>LAB: Müge KOPUZ, PhD</td>
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<td>Bilge GÜVENÇ TUNA, PhD Assist. Prof.</td>
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<td>E. Çiğdem ALTUNOK, PhD Assist. Prof.</td>
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<td>Oya ALAGÖZ, MD. Assist. Prof.</td>
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<td>Aylin YABA UÇAR, PhD Assist. Prof.</td>
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<td>Gülderen YANIKKAYA DEMİREL, MD PhD Assoc. Prof.</td>
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<td>Turgay İSBİR, PhD Prof.</td>
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<td>Soner DOĞAN, PhD Assoc. Prof.</td>
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<td>Deniz KIRAÇ, PhD Assist. Prof.</td>
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<tr>
<td><strong>PATHOLOGY</strong></td>
<td>Ferda ÖZKAN, MD. Prof.</td>
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<td>Burcu GEMİCİ BAŞOL, PhD Assist. Prof.</td>
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<tr>
<td><strong>SCIENTIFIC PROJECTS-II</strong></td>
<td>Gülderen YANIKKAYA DEMİREL, MD PhD Assoc. Prof.</td>
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### MED 202 INTRODUCTION TO CLINICAL PRACTICE II

<table>
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<tr>
<td><strong>CLINICAL SKILLS LAB</strong></td>
<td>Özlem TANRIÖVER, MD Assoc. Prof.</td>
</tr>
<tr>
<td></td>
<td>A. Arzu AKALIN, MD Assist. Prof.</td>
</tr>
<tr>
<td></td>
<td>Serdar ÖZDEMİR, MD, PhD, Assist. Prof.</td>
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</tbody>
</table>
AIMS

1. To convey knowledge about biophysical, biological, anatomical, embryological, histological, physiological and biochemical properties of cardiovascular system,
2. To convey knowledge on hemodynamics of cardiovascular system,
3. To convey information about electrical activity and functional activity of heart by defining all basic parameters,
4. To convey information about cardiovascular system anatomy
5. To convey basic, general knowledge about immunology,
6. To convey basic knowledge about biostatistics.

LEARNING OBJECTIVES

At the end of this committee, student should be able to:

1.0. For cardiovascular systems;
   1.1. explain biophysical changes,
   1.2. associate with the clinical reflections.
2.0. For cardiovascular system;
   2.1. explain biological characteristics of the system,
   2.2. associate with the clinical reflections.
3.0. For cardiovascular system;
   3.1. describe their anatomy,
   3.2. associate with adjacent tissues and organs,
   3.3. explain their functional and clinical reflections.
4.0. For thorax and diaphragm including breast
   4.1. describe their anatomy,
   4.2. associate with adjacent tissue and organs,
   4.3. explain their functional and clinical reflections.
5.0. For cardiovascular system;
   5.1. explain developmental stages,
   5.2. list embryological origins of organs,
   5.3. associate the relation between major birth abnormalities and developmental process.
6.0. list lymphatic organs of cardiovascular system and histological properties of blood.
7.0. explain hemodynamics of cardiovascular system and electrical activity of heart by biophysical mechanisms.
8.0. describe the structure, functions, synthesis and degradation of hemoglobin.
9.0. describe erythrocyte-specific metabolisms.
10.0. describe formation, differentiation and functions of blood cells.
11.0. describe physiopathology of diseases, such as anemia, leukemia, hemophilia.
12.0. describe heart rhythm, cardiac output and cardiac cycle.
13.0. describe nervous (autonomous) control of cardiovascular system.
14.0. explain functions of cardiovascular system.
15.0. explain functions and dynamics of circulatory system.
16.0. explain measurements of hematocrit, blood group analysis, blood pressure and ECG methods.
17.0. For immune system;
   17.1. explain development and differentiation of immune cells.
17.2. relate changes with diseases,
17.3. describe the properties of immune response.

18.0. For hemodynamic changes;
   18.1. explain mechanisms of development,
   18.2. describe mechanisms for cellular damage,
   18.3. describe pathologies occurring due to cell and tissue damage.

19.0. describe the factors that determine pathology as a basic science.

20.0. explain the factors of tissue damage

21.0. describe the pathological consequences and interactions of cellular injury on the cell and tissue morphology with examples.

22.0. describe examples of pathological consequences of immune response.

23.0. explain the factors that affect the clinical course and outcome of cell injury

24.0. list disorders resulting from hemodynamic changes.

25.0. describe how to write a scientific project proposal

26.0. prepare a research project draft.

27.0. count biostatistical sampling methods.

28.0. count significance tests in biostatistics.
## COMMITTEE I - CARDIOVASCULAR SYSTEM
### COMMITTEE I ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>DISCIPLINE</th>
<th>LECTURER/ INSTRUCTOR</th>
<th>DISTRIBUTION of MCQs</th>
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<td>Dr. M. Kaçar</td>
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Total number of MCQs are 100, equal to 100 pts. Each question has 1 pt.).
Total value of LPE is equal to 100 points

Committee Score (CS) = 90% CE (MCQ) + 10% (LPE)
MCQ: Multiple Choice Questions
LPE: Laboratory Practical Exam
CE: Committee Exam
CS: Committee Score
FE: Final Exam
ICE: Incomplete Exam
Pts.: Points

# In FE and ICE, 40 out of 200 FE and ICE MCQs will be from Committee I (Each question is 0.5 pt, equal value)
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<td>G&quot;il&quot;deren Yanikkaya Demirel</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
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<td>09.00-09.50</td>
<td>Lecture Leukocytes Burcu Gemici</td>
<td>Lecture Introduction to Cardiovascular System Aikaterini Panteli</td>
<td>Lecture Innate Immunity Gülderen Yanıkkaya Demirel</td>
<td>Laboratory / Physiology Hematocrit Determination and Blood Typing &amp; Bleeding Time Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture How to Write a Scientific Project Gülderen Yanıkkaya Demirel</td>
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<td>Lecture Pericardium and Outer Surface of the Heart Aikaterini Panteli</td>
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<td>Group B Group A, C I.L</td>
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<td>Lecture Lymphocytes and the Immune System Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture Blood Types and Transfusion Reactions Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Group B, C I.L Group A</td>
<td>Lecture Sampling, Data Collection and Data Processing E. Çiğdem Altunok</td>
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<td>Lecture Thoracic Cavity &amp; Mediastinum Aikaterini Panteli</td>
<td>Lecture Platelets and Coagulation Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture Blood Types and Transfusion Reactions Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Group A</td>
<td>Lecture Statistical Decision Theory, Test of Hypothesis and Significance E. Çiğdem Altunok</td>
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<td>Lecture Synthesis of Hemoglobin, Disorders Concerning Synthesis of Hemoglobin İnci Özden</td>
<td>Group A I.L Group B</td>
<td>Lecture Histology of Lymph Organs; Spleen and MALT (Tonsils) Aylin Yaba Uçar</td>
<td>Group C</td>
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<td>09.00-09.50</td>
<td><strong>Lecture</strong> Chambers of the Heart Aikaterini Panteli</td>
<td><strong>Lecture</strong> Coronary arteries, Cardiac Veins, and Cardiac Conduction System Aikaterini Panteli</td>
<td><strong>Lecture</strong> Adaptations Ferda Özkan</td>
<td><strong>Laboratory / Histology</strong> Histology of Lymph Organs Alev Cumbul &amp; Aylin Yaba Uçar</td>
<td><strong>Lecture</strong> Adaptive Immunity Gülderen Yanıkkaya Demirel</td>
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<td><strong>Lecture</strong> Chambers of the Heart Aikaterini Panteli</td>
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<td><strong>Lecture</strong> Regulation of Cardiac Function Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td><strong>Lecture</strong> Rhythmic Excitation of the Heart Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td><strong>Lecture</strong> Principles of Electrocardiography Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td><strong>Lecture</strong> Electrocardiographic Interpretation of Cardiac Abnormalities Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td><strong>Lecture</strong> Histology of Circulatory Systems; Gn Spec. Arteries Aylin Yaba Uçar</td>
<td><strong>Lecture</strong> Cardiac Arrhythmias Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lecture: Vascular Distensibility and Functions of Arterial and Venous Systems, Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture: Hyperemia &amp; Congestion, Ferda Özkan</td>
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<td>Lecture: Development of Circulatory System; Endocardial Tube Formation &amp; Looping, Alev Cumbul</td>
<td>Lecture: Local and Humoral Control of Blood Flow by the Tissues, Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lecture Nervous Regulation of the Circulation</td>
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## COMMITTEE II - RESPIRATORY SYSTEM

**DISTRIBUTION of LECTURE HOURS**

October 23– December 01, 2017  
**COMMITTEE DURATION: 6 WEEKS**

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| MED 202 INTRODUCTION TO CLINICAL PRACTICE- II | 4GrX1H      | 4GrX2H    | 3     |

### Coordination Committee

- **Head**: Mehtap KAÇAR, MD PhD. Assoc. Prof.
- **Secretary**: Alev CUMBUL, PhD. Assist.Prof.
- **Member**: Barış Ata BORSA, MD. Assist. Prof.
- **Member**: Deniz YAT KIRAÇ, PhD. Assist. Prof.
## COMMITTEE II - RESPIRATORY SYSTEM
### LECTURERS

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<td>Aikaterini PANTELLI, MD, Lecturer</td>
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<td>Burcu GEMİÇİ BAŞOL, PhD Assist. Prof.</td>
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<td>SCIENTIFIC PROJECTS-II</td>
<td>Gülderen YANIKKAYA DEMIREL, MD PhD Assoc. Prof.</td>
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<th>MED 202 INTRODUCTION TO CLINICAL PRACTICE II</th>
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<td>DISCIPLINE</td>
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<td>CLINICAL SKILLS LAB</td>
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COMMITTEE II - RESPIRATORY SYSTEM

AIM and LEARNING OBJECTIVES

AIMS
1. To convey information about biophysical, biological, anatomical, embryological, histological, and physiological properties of respiratory system,
2. To convey information about functional activity of lungs by defining all basic parameters,
3. To convey information about respiratory system anatomy,
4. To convey basic, general knowledge about immunology,
5. To convey basic, general knowledge about microbiology and information about the structural/biological features and pathogenesis of bacteria,
6. To convey information about good laboratory and clinical practices in research projects,
7. To convey basic knowledge about biostatistics.

LEARNING OBJECTIVES
At the end of this committee, student should be able to:

KNOWLEDGE

1.0. For respiratory system;
   1.1. explain biophysical changes,
   1.2. associate with the clinical reflections.
2.0. For nose, paranasal sinus, pharynx, larynx, and lung;
   2.1. describe their anatomy,
   2.2. associate with adjacent tissues and organs,
   2.3. explain their functional and clinical reflections.
3.0. For respiratory system;
   3.1. explain developmental stages,
   3.2. list embryological origins of organs,
   3.3. associate the relation between major birth abnormalities and developmental process.
4.0. Explain functions of pulmonary system.
5.0. explain mechanisms of oxygen and carbon dioxide exchange and transportation.
6.0. describe dynamics of microcirculation together with general and pulmonary circulation.
7.0. describe nervous (autonomous) control of pulmonary system.
8.0. describe dynamics and control of pulmonary circulation.
9.0. describe measurement of spirometry method.
10.0. explain basics of exercise physiology and the effects of exercise on the cardiovascular and respiratory systems,
11.0. explain the adaptive changes in the respiratory system in extreme conditions and basic information about pathophysiology of respiratory system disorders.
12.0. For immune system;
   12.1. describe the properties of pulmonary immune response
   12.2. relate changes with infection diseases.
13.0. explain inherited and non-inherited genetic mechanisms in neoplasia.
14.0. For human flora;
   14.1 describe the flora,
   14.2 explain its relation to clinical conditions.
15.0. Describe the structural/biological features and pathogenesis of bacteria.
16.0. list methods used in protection from microorganisms.
17.0. For endogenous and exogenous harmful agents;
   17.1. describe their mechanisms of cell and tissue damage,
   17.2. describe adaptation process of cells.
18.0. list pathologies resulting from endogenous and exogenous harmful agents and consequently emerging diseases.
19.0. describe how to write a scientific project proposal.
20.0. prepare a research project draft.
21.0. count significance tests in biostatistics.
22.0. count biostatistical sampling methods.
23.0. choose significance tests according to the properties of biostatistical data.
24.0. explain case scenario related basic medical science topics in a clinical context.
## COMMITTEE II - RESPIRATORY SYSTEM

### COMMITTEE II ASSESSMENT MATRIX

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<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
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<th>LECTURER/INSTRUCTOR</th>
<th>DISTRUBITION of MCQs</th>
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### DISTRIBUTION of LAB ASSESSMENT POINTS

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Total number of MCQs are 100, equal to 100 pts. Each question has 1 pt.).
Total value of LPE is equal to 100 points

**Committee Score (CS) = 95% of [90% CE (MCQ) + 10% (LPE)] + 5% of PBL-P**

**MCQ:** Multiple Choice Questions
**LPE:** Laboratory Practical Exam
**CE:** Committee Exam
**CS:** Committee Score
**FE:** Final Exam
**ICE:** Incomplete Exam
**Pts.:** Points

# In FE and ICE, 34 out of 200 FE and ICE MCQs will be from Committee I (Each question is 0.5 pt, equal value)
# COMMITTEE II - RESPIRATORY SYSTEM

## I. WEEK / 23 – 27 Oct 2017

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<td>Lecture Signal Transduction in Immune System Gülşeren Yanıkkaya Demirel</td>
<td>Laboratory / Microbiology Principles and Procedures of Laboratory Safety Microbiology Instructors</td>
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<td>Lecture Bacterial Classification I. Çağatay Acuner</td>
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<td>Lecture Pulmonary Circulation, Pulmonary Edema, Pleural Fluid Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Introduction to Committee II Secretary of Committee</td>
<td>Lecture The Pharynx Erdem Söztutar</td>
<td>Lecture Histology of The Upper Respiratory Tract Alev Cumbul</td>
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<td>Lecture Pulmonary Circulation, Pulmonary Edema, Pleural Fluid Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lecture The Larynx Erdem Söztutar</td>
<td>Lecture Histology of the Upper Respiratory Tract Alev Cumbul</td>
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<td>Lecture Nasal Anatomy and Paranasal Sinuses Erdem Söztutar</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
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<td>Regulation of Respiration</td>
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<td>Lecture Diffusion of Blood Gases</td>
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<td>Lecture The Lungs Erdem Söztutar</td>
<td>Lecture Histology of The Respiratory Systems; Conducting Part Alev Cumbul</td>
<td>Lecture The Human Genome and Chromosomal Basis of Heredity Ömer Faruk Bayrak</td>
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<td>Lecture Cytogenetics and Chromosomal Disorders Ömer Faruk Bayrak</td>
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<td>Laboratory / Anatomy Lower respiratory system: Trachea and lungs Erdem Söztutar</td>
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<td>Araba Bayram Yılmaz, Ayşenur Özer &amp; Serdar Özdemir</td>
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## COMMITTEE II - RESPIRATORY SYSTEM
### III. WEEK / 06 – 10 Nov 2017

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<td>Lecture Cellular Injury and Necrosis <em>İşin Doğan Ekici</em></td>
<td>Lecture Mycobacteria <em>Barış Ata Borsa</em></td>
<td>Laboratory / Histology Histology of Respiratory System <em>Alev Cumbul &amp; Aylin Yaba Uçar</em></td>
<td><strong>Commemoration of Atatürk</strong></td>
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<td>10.00-10.50</td>
<td>Lecture Aviation, High-Altitude and Space Physiology <em>Bayram Yılmaz &amp; Mehtap Kaçar</em></td>
<td>Lecture Cellular Injury and Necrosis <em>İşin Doğan Ekici</em></td>
<td>Lecture Aerobic Actinomycetes <em>Barış Ata Borsa</em></td>
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<td>Lecture Physiology of Deep-Sea Diving and Hyperbaric Conditions <em>Bayram Yılmaz &amp; Mehtap Kaçar</em></td>
<td>Lecture Gram Positive Cocci <em>Çağatay Acuner</em></td>
<td>Lecture Pulmonary Innate Immune Response <em>Gülderen Yanıkkaya Demirel</em></td>
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<td>Lecture Pleura and Diaphragm <em>Erdem Söztutar</em></td>
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## COMMITTEE II - RESPIRATORY SYSTEM
### IV. WEEK / 13 – 17 Nov 2017

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<td>Lecture Enterobacteriaceae Barış Ata Borsa</td>
<td>Lecture Developmental Genetics and Birth Defects Ömer Faruk Bayrak</td>
<td>Lecture Other Gram Negative Bacilli-I Barış Ata Borsa</td>
<td>Lecture Pulmonary Adaptive Immune Response Spirometry Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Laboratory / Microbiology Microscopy Methods in Diagnostic Microbiology Microbiology Instructors</td>
<td>Laboratory / Microbiology Culture Methods in Diagnostic Microbiology Microbiology Instructors</td>
<td>Lecture Anaerobic Bacteria Barış Ata Borsa</td>
<td>Laboratory / Physiology Spirometry Bayram Yılmaz &amp; Mehtap Kaçar</td>
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# COMMITTEE II - RESPIRATORY SYSTEM

## V. WEEK / 20 – 24 Nov 2017

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<td>Injury by Toxic Substances and Pneumoconiosis</td>
<td>Microscopy and Culture Methods in Diagnostic Mycobacteria</td>
<td>Infection and Immunity</td>
<td>Modeling in Circulatory &amp; Respiratory Systems</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators
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## COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM

**DISTRIBUTION of LECTURE HOURS**

December 4, 2017 – January 19, 2018

**COMMITTEE DURATION: 7 WEEKS**

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### Coordination Committee

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<tr>
<td>Head</td>
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<tr>
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<td>Erdem SÖZTUTAR, MD. Assist. Prof.</td>
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<tr>
<td>Member</td>
<td>Oya ALAGÖZ, MD Assist. Prof.</td>
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## COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM

### LECTURERS

#### MED 203 BASIC MEDICAL SCIENCES II

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<tr>
<td>ANATOMY</td>
<td>Erdem SOZTUTAR, MD. Assist. Prof.</td>
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<td>Aikaterini PANTELI, Lecturer. Dr</td>
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<td>LAB: Sinem GERGİN, MD</td>
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<td>LAB: Edibe BILIŞLI, DVM</td>
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<td>BIOCHEMISTRY</td>
<td>İnci OZDEN, Ph.D. Prof.</td>
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<td>LAB: Jale ÇOBAN, MD Prof.</td>
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<td>LAB: Müge KOPUZ, PhD.</td>
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<td>Akif MAHARRAMOV, PhD. Assist. Prof.</td>
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<td>Bilge GÜVENÇ TUNA, PhD. Assist. Prof.</td>
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<td>Alev CUMBUL, PhD. Assist. Prof.</td>
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<td>Oya ALAGÖZ, MD. Assist. Prof.</td>
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<td>Aylin YABA UÇAR, PhD. Assist. Prof.</td>
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<td>Soner DOĞAN, PhD. Assoc. Prof.</td>
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<td>Deniz KIRAÇ, PhD. Assist. Prof.</td>
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<td>Bayram YILMAZ, PhD. Prof.</td>
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#### MED 202 INTRODUCTION TO CLINICAL PRACTICE II

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<td>CLINICAL SKILLS LAB</td>
<td>Özlem TANRİÖVER, MD. Assoc. Prof.</td>
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<tr>
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<td>A. Arzu AKALIN, MD. Assist. Prof.</td>
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</table>
COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM

AIM and LEARNING OBJECTIVES

AIMS
1. To convey information about biophysical, biological, anatomical, embryological, histological, physiological and biochemical properties of gastrointestinal system,
2. To convey knowledge on metabolic events in human organism and their clinical reflections.
3. To convey information about the structural/biological features and pathogenesis of fungi and parasites.
4. To convey basic, general knowledge about immunology,
5. To convey information about good laboratory and clinical practices in research projects.
6. To convey basic knowledge about biostatistics.

LEARNING OBJECTIVES
At the end of this committee, student should be able to:

KNOWLEDGE
1.0. describe metabolic events in human organism, using concepts of internal energy, work, temperature, entropy, free energy and enthalpy.
2.0. describe gastrointestinal system biology and basics of proper alimentation.
3.0. For oral cavity, temporomandibular joint, chewing muscles, pharynx, esophagus, stomach, small intestine, large intestine, liver, gall bladder and tracts, pancreas, spleen and peritoneum;
   3.1. describe the anatomy,
   3.2. associate with adjacent tissue and organs,
   3.3. explain their functional and clinical reflections.
4.0. For abdominal wall, inguinal canal and portal system;
   4.1. describe anatomy,
   4.2. associate with adjacent tissue and organs,
   4.3. explain their functional and clinical reflections.
5.0. For digestive system and related glands;
   5.1. classify embryological origins, developmental stages and histological properties,
   5.2. associate the relation between birth abnormalities and developmental processes.
6.0. For lipid, protein and carbohydrate metabolisms;
   6.1. describe physiological mechanisms,
   6.2. explain the relation to each other,
   6.3. associate the changes of these relations at fasting and postprandial phase.
7.0 In digestive system;
   7.1. list exocrine glands secreting acid-neutralizing fluids,
   7.2. explain their secretion mechanisms,
   7.3. explain hormonal and neural factors.
8.0 classify the roles of enzymes and hormones in digestion and absorption of lipids and proteins.
9.0 explain types and roles of lipoproteins.
10.0 explain metabolisms of fatty acids, cholesterol, ketone bodies.
11.0 explain amino acid metabolisms, synthesis of urea and control mechanism of the synthesis.
12.0 Describe the structural/biological features and pathogenesis of fungi and parasites.
13.0 describe the properties of mucosal immunity
14.0 describe how to write a scientific project proposal.
15.0 prepare a research project draft.
16.0 count significance tests in biostatistics.
17.0 count biostatistical sampling methods.
18.0 choose significance tests according to the properties of biostatistical data.
19.0 explain case scenario related basic medical science topics in a clinical context.
## COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM

### COMMITTEE ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
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Total number of MCQs are 100, equal to 100 pts. Each question has 1 pt.
Total value of LPE is equal to 100 points

**Committee Score (CS)** 95% of [ 90% CE (MCQ) + 10% (LPE)] + 5% of PBL-P

**MCQ**: Multiple Choice Questions
**LPE**: Laboratory Practical Exam
**CE**: Committee Exam
**CS**: Committee Score
**FE**: Final Exam
**ICE**: Incomplete Exam
**Pts.**: Points

# in FE and ICE, 40 out of 200 FE and ICE MCQs will be from Committee III (Each question is 0.5 pt, equal value)
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<td>Lecture Introduction to Mycology Çağatay Acuner</td>
<td>Laboratory / Biochemistry Lipid Determination in Blood Jale Çoban &amp; Müge Kopuz</td>
<td>Lecture Energy Transformation &amp; Distribution in Bio-molecular Systems Akif Maharramov</td>
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<td>Laboratory / Anatomy Oral cavity Erdem Söztutar</td>
<td>Lecture Gastrointestinal Functions Burcu Gemici Başol</td>
<td>Lecture Transport of Lipids in Plasma İnci Özden</td>
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<td>Lecture  The Esophagus Yusel Aydar</td>
<td>Lecture  Secretory Functions of the Alimentary Tract Burcu Gemici Başol</td>
<td>Laborotary /Physiology Digestive System Burcu Gemici Başol Group C</td>
<td>Laboratory / Biochemistry Lipid Determination in Blood Jale Çoban &amp; Müge Kopuz Group B</td>
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<td>12.00-12.50</td>
<td>PBL Panel</td>
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<td>Lecture  Secretory Functions of the Alimentary Tract Burcu Gemici Başol</td>
<td>Independent Learning</td>
<td>Lecture  Applications of the First Law to Isochoric, Isobaric Processes, Enthalpy Akif Maharramov</td>
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<td>14.00-14.50</td>
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<td>Lecture  The Stomach Yusel Aydar</td>
<td>Lecture  Propulsion and Mixing Movements in the GI tract Burcu Gemici Başol</td>
<td>Laboratory /Physiology Digestive System Burcu Gemici Başol</td>
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<td>15.00-15.50</td>
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<td>Lecture  Duodenum Yusel Aydar</td>
<td>Lecture  Gastrointestinal Motility and Nervous Control Burcu Gemici Başol</td>
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<td>Laboratory /Anatomy The Stomach and Duodenum Erdem Söztutar</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
### COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM
#### III. WEEK / 18 – 22 Dec 2017

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<td>Oxidation of Fatty acids <strong>İnci Özden</strong></td>
<td>Lecture Ketone Bodies <strong>İnci Özden</strong></td>
<td>Lecture Digestion and Absorption of Proteins <strong>İnci Özden</strong></td>
<td>Laboratory / Histology of GIS I <strong>Alev Çumbul &amp; Aylin Yaba Uçar</strong> Group A, Laboratory / Microbiology Mycology <strong>Çağatay Acuner</strong> Group B</td>
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<td>Large Intestine <strong>Yüksel Aydar</strong></td>
<td>Lecture Energetics and Metabolic Rate <strong>Bayram Yılmaz</strong></td>
<td>Lecture Opportunistic mycoses-1 <strong>Çağatay Acuner</strong></td>
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<td>Lecture Energetics and Metabolic Rate <strong>Bayram Yılmaz</strong></td>
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<td>14.00-14.50 Lecture</td>
<td>Digestion and Absorption in the Gastrointestinal Tract <strong>Burcu Gemici Başol</strong></td>
<td>Lecture Histology of Alimentary Canal; Small Intestine <strong>Aylin Yaba Uçar</strong></td>
<td>Lecture Gland Associated with the Digestive System; Salivary Glands <strong>Aylin Yaba Uçar</strong></td>
<td>Lecture Metabolisms of Individual Amino Acids <strong>İnci Özden</strong></td>
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<td>Laboratory / Anatomy Small and Large Intestine <strong>Erdem Söztutar</strong></td>
<td>Lecture Histology of Alimentary Canal; Large Intestine &amp; Appendix <strong>Aylin Yaba Uçar</strong></td>
<td>Lecture Glands Associated with the Digestive System; Liver <strong>Aylin Yaba Uçar</strong></td>
<td>Lecture Metabolisms of Individual Amino Acids <strong>İnci Özden</strong></td>
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<td>Lecture Metabolisms of Individual Amino Acids <strong>İnci Özden</strong></td>
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**IL:** Independent Learning, **CSL:** Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
### COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM
**IV. WEEK / 25 – 29 Dec 2017**

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<td><strong>09.00-09.50</strong></td>
<td>Lecture Opportunistic Mycoses-1 Çağatay Acuner</td>
<td>Lecture Regulation of Feeding and Obesity Bayram Yılmaz</td>
<td>Lecture Overview of Metabolism İnci Özden</td>
<td>Laboratory / Histology Histology of Gastrointestinal System II Alev Cumbul &amp; Aylin Yaba Uçar Group A</td>
<td>Laboratory / Microbiology Parasitology Microbiology instructors Group B</td>
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<td>Lecture Regulation of Feeding and Obesity Bayram Yılmaz</td>
<td>Lecture Overview of Metabolism İnci Özden</td>
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<td>Lecture Mycotoxins/ Diagnostic Methods in Mycology Çağatay Acuner</td>
<td>Lecture Liver as Organ Bayram Yılmaz</td>
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<td>Lecture Citric Acid Cycle İnci Özden</td>
<td>Lecture Development of Gastrointestinal Tract; Alimentary Canal &amp; Glands Alev Cumbul</td>
<td>Lecture metabolic interrelationships and Provision of Tissue Fuels İnci Özden</td>
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<td>Lecture Citric Acid Cycle İnci Özden</td>
<td>Lecture Congenital Anomalies of Gastrointestinal Tract Alev Cumbul</td>
<td>Lecture metabolic interrelationships and Provision of Tissue Fuels İnci Özden</td>
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<td>Laboratory / Anatomy Pancreas and Spleen Erdem Söztutar</td>
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## COMMITTEE III - GASTROINTESTINAL SYSTEM and METABOLISM

V. WEEK / 01 – 05 Jan 2016

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<td>Clinical and topographic anatomy of the anterior abdominal wall Erdem Söztutar</td>
<td>Purine and Pyrimidine Metabolism İnci Özden</td>
<td>Microbiology instructors</td>
<td>Lipolysis İnci Özden</td>
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<td>Laboratory / Histology Review Session</td>
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<td>Abdominal Cavity and Peritoneum Erdem Söztutar</td>
<td>Purine and Pyrimidine Metabolism İnci Özden</td>
<td>Alev Cumbul &amp; Aylin Yaba Uçar</td>
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<td>Laboratory / Histology Review Session</td>
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<td>Abdominal Cavity and Peritoneum Erdem Söztutar</td>
<td>Protozoa-I Barış Ata Borsa</td>
<td>İnci Özden</td>
<td>Test Hypotheses and Significance-Chi-Square Test E. Çiğdem Altunok</td>
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<td>Nerves and vasculature of the Abdominal Cavity Erdem Söztutar</td>
<td>Protozoa-II Barış Ata Borsa</td>
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<td>Test Hypotheses and Significance-Chi-Square Test E. Çiğdem Altunok</td>
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<td>Laboratory / Microbiology Make Up Session</td>
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<td>Introduction to Parasitology Barış Ata Borsa</td>
<td>Review of the Digestive System Erdem Söztutar</td>
<td>Microbiology instructors</td>
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<td>Diagnostic Methods in Parasitology Barış Ata Borsa</td>
<td>Review of the Digestive System Erdem Söztutar</td>
<td>Interrelationship of Biology of Major Organ Soner Doğan</td>
<td>Test Hypotheses and Significance-Chi-Square Test E. Çiğdem Altunok</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
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<td>The Second Law of Thermodynamics Akif Maharramov</td>
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<td>Entropy, Free Energy, Boltzmann Distribution Akif Maharramov</td>
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<td>Interrelationship of Biology of Major Organs Soner Doğan</td>
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<td>Animalia-II Barış Ata Borsa</td>
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<td>Interrelationship of Biology of Major Organs Soner Doğan</td>
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<td>Animalia – III Barış Ata Borsa</td>
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<td>Physiology of Gastrointestinal Disorders Mehtap Kaçar</td>
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MIDTERM BREAK  22 JAN 2018 - 02 FEB 2018
## COMMITTEE IV - NERVOUS SYSTEM
### DISTRIBUTION of LECTURE HOURS
February 5 – March 30, 2018

**COMMITTEE DURATION: 8 WEEKS**

<table>
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**MED 202** | INTRODUCTION TO CLINICAL PRACTICE- II | 4 GrX1 + 2 GrX1 | 4 GrX2 + 2 GrX2 | 6 / 3 |

### Coordination Committee
- **Head**: Bayram YILMAZ, PhD, Prof.
- **Secretary**: Deniz KIRAÇ, PhD, Assist. Prof.
- **Member**: Mehtap KAÇAR, PhD, MD, Assoc. Prof.
- **Member**: Erdem SÖZTUTAR, MD, Assist. Prof.
# COMMITTEE IV- NERVOUS SYSTEM

**LECTURERS**  
*February 5 – 30 March, 2018*

## MED 203 BASIC MEDICAL SCIENCES II

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>LECTURERS</th>
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| ANATOMY                       | Erdem Söztutar MD, Assist. Prof.  
Aikaterini PANTELİ, MD, Lecturer  
LAB. Sinem GERGIN, MD  
LAB: Edibe BİLİŞLİ, DVM |
| BIOPHYSICS                    | Akif MAHARRAMOV, PhD Assist. Prof.  
Bilge GÜVENÇ TUNA, PhD Assist. Prof. |
| BIOSTATISTICS                 | Çiğdem ALTUNOK, PhD, Assist. Prof.                                      |
| HISTOLOGY & EMBRYOLOGY       | Alev CUMBUL, PhD Assist. Prof.  
Oya ALAGÖZ, MD Assist. Prof.  
Aylın YABA UÇAR PhD Assist. Prof. |
| IMMUNOLOGY                    | Gülseren YANIKKAYA DEMIREL, MD PhD Assoc. Prof.                           |
| MEDICAL BIOLOGY               | Turgay İSBİR, PhD Prof.  
Soner DOĞAN, PhD Assoc. Prof.  
Deniz KIRAÇ, PhD Assist. Prof. |
| PATHOLOGY                     | Ferda ÖZKAN MD, Prof.  
İşin EKİCİ MD, Prof. |
| PHARMACOLOGY                  | Ece GENÇ, PhD Prof.                                                       |
| PHYSIOLOGY                    | Bayram YILMAZ, PhD Prof.  
Mehtap KAÇAR, MD PhD Assoc. Prof.  
Burcu GEMİCİ, PhD Assist. Prof. |
| SCIENTIFIC PROJECTS-II        | Gülseren YANIKKAYA DEMIREL, MD PhD Assoc. Prof.                           |

## MED 202 INTRODUCTION TO CLINICAL PRACTICE II

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>LECTURERS</th>
</tr>
</thead>
</table>
| CLINICAL SKILLS LAB           | Özlem TANRIÖVER, MD Assoc. Prof.  
A. Arzu AKALIN, MD Assist. Prof.  
Mustafa YAZICIÖĞLU, MD  
Emin Gökhan GENCER, MD       |
AIMS
1. To convey basic knowledge on biophysical, biological, anatomical, embryological, histological, physiological and biochemical properties of nervous system,
2. To convey knowledge on histology and development of central and peripheral nervous system and special senses,
3. To convey knowledge on biological basics of vision, hearing and taste,
4. To convey development mechanisms of inflammatory processes,
5. To convey general knowledge about neuroimmunology,
6. To convey basic knowledge about pharmacology,
7. To convey knowledge about the drugs effecting nervous system,
8. To convey information about good laboratory and clinical practices in research projects.
9. To convey basic knowledge about biostatistics.

LEARNING OBJECTIVES
At the end of this committee, student should be able to:
1.0. describe biophysical basis of nervous system.
2.0. describe biology of nervous system.
3.0. In nervous system;
   3.1. describe the anatomy of cerebrum, cerebellum, meninges, brain stem, cranial nerves and spinal cord,
   3.2. describe limbic and autonomic nervous system,
   3.3. describe the anatomy of structures forming eyes and ears,
   3.4. describe descending and ascending pathways,
   3.5. associate with adjacent tissue and organs,
   3.6. explain functional and clinical reflections.
4.0. For central and peripheral nervous system and special senses;
   4.1. classify embryological origins,
   4.2. explain developmental stages,
   4.3. describe histological properties.
5.0. explain nervous conduction, ion channels and intracellular, extracellular ion concentration differences.
6.0. describe neuron, neuroglia, neurotransmitters and nerve fibers.
7.0. explain the synthesis and inactivation of neurotransmitters.
8.0. describe the energy mechanisms of brain.
9.0. In the nervous system;
   9.1. explain parts and functions of brain cortex,
   9.2. describe sensorial transmission pathways and special senses,
   9.3. describe control of motor function (cortex, cerebellum, basal ganglions and brain stem),
   9.4. describe functions of hypothalamus.
10.0. explain the relationship of learning-memory with hippocampus.
11.0. For brain waves and reflexes;
   11.1. describe,
   11.2. explain how they are measured in clinics.
12.0. explain biochemical basics of vision, hearing and taste senses.
13.0. In drug metabolism;
   13.1. explain mechanisms and factors affecting absorption,
13.2. explain mechanisms and factors affecting distribution,
13.3. explain mechanisms and factors affecting excretion.
13.4. For drug pharmacokinetics;
13.5. explain clinical importance,
14.0. analyze examples.
15.0. explain inflammatory processes, termination pathways, effects on tissues and mechanisms for inducing diseases.
16.0. describe the properties of neuroimmunology
17.0. describe how to write a scientific project proposal.
18.0. prepare a research project draft.
19.0. count biostatistical sampling methods.
20.0. count significance tests in biostatistics.
21.0. choose significance tests according to the properties of biostatistical data.
## COMMITTEE IV - NERVOUS SYSTEM

### COMMITTEE ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>DISCIPLINE</th>
<th>LECTURER/ INSTRUCTOR</th>
<th>DISTRIBUTION of MCQs</th>
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<tr>
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<td>CE</td>
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<tr>
<td>3.0.</td>
<td>ANATOMY</td>
<td>Dr. E. Söztutar Dr. A. Panteli</td>
<td>38</td>
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<td>1.0.</td>
<td>BIOPHYSICS</td>
<td>Dr. B.G. Tuna</td>
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<td>BIOSTATISTICS</td>
<td>Dr. E.Ç. Altunok</td>
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<td>HISTOLOGY &amp; EMBRYOLOGY</td>
<td>Dr. A. Cumbul Dr. A. Yaba Uçar</td>
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<tr>
<td>16.0</td>
<td>IMMUNOLOGY</td>
<td>Dr. G. Yanikkaya Demirel</td>
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<td>2.0.</td>
<td>MEDICAL BIOLOGY</td>
<td>Dr. T. İsbir</td>
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<td>15.0.</td>
<td>PATHOLOGY</td>
<td>Dr. F. Özkan Dr. I. Ekici</td>
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<td>13.0-14.0</td>
<td>PHARMACOLOGY</td>
<td>Dr. E. Genç</td>
<td>7</td>
</tr>
<tr>
<td>5.0-12.0.</td>
<td>PHYSIOLOGY</td>
<td>Dr. B. Yılmaz Dr. M. Kaçar Dr. B. Gemici Başol</td>
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### LEARNING OBJECTIVES | DISCIPLINE | POINTS of ASSESSMENT METHODS |
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Total value of LPE is equal to 100 points

**Committee Score (CS) = 90% CE (MCQ) + 10% (LPE)**

MCQ: Multiple Choice Questions  
LPE: Laboratory Practical Exam  
CE: Committee Exam  
CS: Committee Score  
FE: Final Exam  
ICE: Incomplete Exam  
Pts.: Points

# In FE and ICE, 40 out of 200 FE and ICE MCQs will be from Committee IV (Each question is 0.5 Pts., equal value)
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 05-Feb-2018</th>
<th>Tuesday 06-Feb-2018</th>
<th>Wednesday 07-Feb-2018</th>
<th>Thursday 08-Feb-2018</th>
<th>Friday 09-Feb-2018</th>
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<tbody>
<tr>
<td>09.00-09.50</td>
<td>Introduction to Committee IV Secretary of Committee</td>
<td>Lecture Synapse and Neurotransmitters by Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture Spinal Cord by Aikaterini Panteli</td>
<td>Independent Learning</td>
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<tr>
<td>10.00-10.50</td>
<td>Lecture Introduction to Neuroanatomy by Aikaterini Panteli</td>
<td>Lecture Synapse and Neurotransmitters by Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture Spinal Cord by Aikaterini Panteli</td>
<td>Laboratory / Anatomy by Aylin Yaba Uçar</td>
<td>ICP MIDTERM EXAM</td>
</tr>
<tr>
<td>11.00-11.50</td>
<td>Lecture Organization of the Nervous System by Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture Brainstem by Aikaterini Panteli</td>
<td>Lecture Sensory Receptors and Pathways by Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<tr>
<td>12.00-12.50</td>
<td>Lecture Neuron and Neuroglia by Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture Brainstem by Aikaterini Panteli</td>
<td>Lecture Peripheral Nervous System by Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lunch Break</td>
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<td>Program Improvements Sessions</td>
<td>Lecture Brainstem by Aikaterini Panteli</td>
<td>Lecture Histology of Central Nervous System; PNS, Meninges and Spinal Cord by Aylin Yaba Uçar</td>
<td>Elective Courses I</td>
<td>Independent Learning</td>
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<tr>
<td>15.00-15.50</td>
<td>Independent Learning</td>
<td>Laboratory / Anatomy by Aikaterini Panteli</td>
<td>Lecture Histology of Central Nervous System; Brain, Cerebellum by Aylin Yaba Uçar</td>
<td>ICP MIDTERM EXAM</td>
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<td>Group B, IL</td>
<td>Group A</td>
<td>Independent Learning</td>
<td>Elective Courses I</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
## COMMITTEE IV - NERVOUS SYSTEM
### II. WEEK / 12 – 16 Feb 2018

<table>
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<tr>
<th>Time</th>
<th>Monday 12-Feb-2018</th>
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<th>Wednesday 14-Feb-2018</th>
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<td>09.00-09.50</td>
<td>Lecture Cranial Nerves I-III Aikaterini Panteli</td>
<td>Lecture Motor Functions of the Spinal Cord Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture The Cerebellum Aikaterini Panteli</td>
<td>Laboratory / Physiology Reflexes Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>ICP CSL: Intramuscular / Intradermal / Subcutan Injection Mustafa Yazıcıoğlu &amp; Arzu Akalın</td>
</tr>
<tr>
<td>10.00-10.50</td>
<td>Lecture Cranial Nerves IV-VI Aikaterini Panteli</td>
<td>Lecture Motor Functions of the Spinal Cord Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Lecture The Cerebellum Aikaterini Panteli</td>
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<td>Group A, C IL</td>
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<tr>
<td>11.00-11.50</td>
<td>Lecture Cranial Nerves VII-XII Aikaterini Panteli</td>
<td>Lecture Diencephalon Aikaterini Panteli</td>
<td>Lecture Cortical and Brain Stem Control of Motor Function Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Invited Speakers</td>
<td>Group A ICP</td>
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<td>Lecture Cranial Nerves X-XII Aikaterini Panteli</td>
<td>Lecture Diencephalon Aikaterini Panteli</td>
<td>Lecture Cortical and Brain Stem Control of Motor Function Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lecture Telencephalon Aikaterini Panteli</td>
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<td>14.00-14.50</td>
<td>Laboratory / Anatomy Cranial Nerves Aikaterini Panteli</td>
<td>Lecture Diencephalon Aikaterini Panteli</td>
<td>Laboratory / Anatomy Cerebellum and Diencephalon Aikaterini Panteli</td>
<td>Lecture Telencephalon Aikaterini Panteli</td>
<td>Laboratory / Physiology Reflexes Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>15.00-15.50</td>
<td>Group A I.L Group B</td>
<td>ICP-ECE Introduction Session Özlem Tanrıöver</td>
<td>Group B I.L Group A</td>
<td>Lecture Telencephalon Aikaterini Panteli</td>
<td>Group A Group B, C IL</td>
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<td>Independent Learning</td>
<td>Laboratory / Anatomy Telencephalon Aikaterini Panteli</td>
<td>Group A, B I.L Group C</td>
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<td>Group A, IL Group B</td>
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<th>Wednesday 21-Feb-2018</th>
<th>Thursday 22-Feb-2018</th>
<th>Friday 23-Feb-2018</th>
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</table>
| 09.00-09.50  | **Lecture** Development of Central Nervous System; Early Stages  
Aylin Yaba Uçar | **Lecture** Scope of Pharmacology  
Ece Genç | **Lecture** Physiology of Vision  
Bayram Yılmaz & Mehtap Kaçar | **Laboratory / Physiology**  
Visual Examination & Tests  
Bayram Yılmaz & Mehtap Kaçar | **ICP**  
Emin Gökhan Gencer & Arzu Akalın |
| 10.00-10.50  | **Lecture** Development of Central Nervous System; Late Stages  
Aylin Yaba Uçar | **Lecture** Drug Distribution  
Ece Genç | **Lecture** Physiology of Vision  
Bayram Yılmaz & Mehtap Kaçar | Group A  
Group B, C, IL | Group B, ICP  
Group A, SP  
SGS  
Group C, D, IL |
| 11.00-11.50  | **Lecture** Functions of Cerebellum and BASal Ganglia for Motor Control  
Bayram Yılmaz & Mehtap Kaçar | **Lecture** Orbit and Eye  
Erdem Söztutar | **Lecture** Physiology of Vision  
Bayram Yılmaz & Mehtap Kaçar | Group A, C IL  
Group B | Independent Learning |
| 12.00-12.50  | **Lecture** Functions of Cerebellum and BASal Ganglia for Motor Control  
Bayram Yılmaz & Mehtap Kaçar | **Lecture** Orbit and Eye  
Erdem Söztutar | **Lecture** Physiology of Vision  
Bayram Yılmaz & Mehtap Kaçar | Group A, C IL  
Group B | Independent Learning |
| 13.00-13:50  | Lunch Break | Lunch Break | Lunch Break | Lunch Break | Lunch Break |
| 14.00-14.50  | **Lecture** The Basal Ganglia  
Aikaterini Panteli | **Lecture** The Visual Pathways  
Erdem Söztutar | **Lecture** Congenital Anomalies of Nervous System  
Aylin Yaba Uçar | Elective Courses II  
Independent Learning | Lecture  
Electrical Activity of Cortex and Evoked Potentials, Neural Coding  
Bilge G. Tuna |
| 15.00-15.50  | **Lecture** The Basal Ganglia  
Aikaterini Panteli | Laboratory / Anatomy  
The Eye and Visual Pathways  
Erdem Söztutar | Independent Learning | Independent Learning | Lecture  
Electrical Activity of Cortex and Evoked Potentials, Neural Coding  
Bilge G. Tuna |
| 16.00-16.50  | Laboratory / Anatomy  
The Basal Ganglia  
Aikaterini Panteli | Group A  
Group B, IL | Independent Learning | Independent Learning | Laboratory / Physiology  
Visual Examination & Tests  
Bayram Yılmaz & Mehtap Kaçar |
| 17.00-17.50  | Group A, IL  
Group B, IL | Independent Learning | Independent Learning | Elective Courses II  
Group A, B IL  
Group C | Independent Learning |

IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
<table>
<thead>
<tr>
<th>Time</th>
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<td>Lecture</td>
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<td>Lecture</td>
<td>Laboratory / Physiology Hearing Test</td>
<td>ICP CSL: IV Cannulation Özlem Tanrıöver &amp; Arzu Akalın</td>
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<td>Histology of Sensory Organs; Eye; Fibrous and Vascular Coat Alev Cumbul</td>
<td>Ascending pathways of the CNS Aikaterini Panteli</td>
<td>Physiology of Pain Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>The Ear</td>
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<td>Physiology of Hearing Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Cutaneous Senses Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Histology of Sensory Organs; Eye; Nervous Coat and Appendix Alev Cumbul</td>
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<td>Lecture Drug Metabolism Ece Genç</td>
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<td>Physiology of Hearing Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Cutaneous Senses Bayram Yılmaz &amp; Mehtap Kaçar</td>
<td>Histology of Sensory Organs; Ear Alev Cumbul</td>
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<td>Lecture Drug Metabolism Ece Genç</td>
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<td>Laboratory / Anatomy The ear and auditory pathways Aikaterini Panteli</td>
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<td>Laboratory / Anatomy Limbic System Aikaterini Panteli</td>
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<td>Laboratory / Physiology Hearing Test Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Auditory System Biophysics and Function Bilge G. Tuna</td>
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<td>Group B</td>
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<td>Introduction to the</td>
<td>States of Brain</td>
<td>States of Brain Activity-Sleep and Brain Waves</td>
<td>Electroencephalography</td>
<td>CSL: IV Cannulation</td>
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<td>Autonomic Nervous</td>
<td>Activity-Sleep and</td>
<td>Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Bayram Yılmaz &amp;</td>
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<td>Aikaterini Panteli</td>
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<td>States of Brain Activity-Sleep and Brain Waves</td>
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<td>Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lecture</td>
<td>Group A, B, IL</td>
<td>Group C</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
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<td>Lecture Taste and Smell Pathways Aikaterini Panteli</td>
<td>Laboratory / Histology History of CNS and Skin Alev Cumbul &amp; Aylin Yaba Uçağ</td>
<td>Laboratory / Physiology Galvanized Skin Response Bayram Yılmaz &amp; Mehtap Kaçar</td>
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<td>Lecture Neuroimmunology Gülderen Yanıkkaya Demirel</td>
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<td>Lecture Cerebrospinal Fluid and Brain Metabolism Bayram Yılmaz &amp; Mehtap Kaçar</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators
## COMMITTEE IV - NERVOUS SYSTEM
### VIII. WEEK / 26 – 30 March 2018

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# COMMITTEE V - UROGENITAL and ENDOCRINE SYSTEMS

## DISTRIBUTION of LECTURE HOURS

April 2 – May 25, 2018

### COMMITTEE DURATION: 8 WEEKS

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| MED 202 INTRODUCTION TO CLINICAL PRACTICE-II     | 4 GrX 1     | 4 GrX4    | 5     |

### Coordination Committee

- **Head**: Bayram YILMAZ, PhD. Prof.
- **Secretary**: Deniz KIRAÇ, PhD. Assist. Prof
- **Member**: Mehtap KAÇAR, MD, PhD, Assoc. Prof.
- **Member**: Erdem SÖZTUTAR, MD, Assist. Prof.
## COMMITTEE V- UROGENITAL and ENDOCRINE SYSTEMS
### LECTURERS
April 2 – May 25, 2018

<table>
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| ANATOMY                           | Erdem SÖZTUTAR, MD, Assist. Prof.  
|                                  | Alkaterini PANTELİ, MD, Lecturer  
|                                  | LAB: Sinem GERGYİN, MD  
|                                  | LAB: Edibe BİLİŞLİ, DVM |
| BIOCHEMISTRY                      | İnci ÖZDEN, PhD, Prof.  
|                                  | LAB: Jale ÇOBAN, MD Prof.  
|                                  | LAB: Müge KOPUZ, PhD |
| BIOPHYSICS                        | Akif MAHARRAMOV, PhD, Assist. Prof.  
|                                  | Bilge GÜVENÇ TUNA, PhD, Assist. Prof. |
| BIOSTATISTIC                      | E. Çiğdem ALTUNOK, PhD, Assist. Prof. |
| HISTOLOGY & EMBRYOLOGY           | Alev CUMBUL, PhD, Assist. Prof.  
|                                  | Oya ALAGÖZ, MD, Assist. Prof.  
|                                  | Aylin YABA UÇAR, PhD, Assist. Prof. |
| IMMUNOLOGY                        | Gülderen YANIKKAYA DEMİREL, MD, PhD, Assoc. Prof. |
| MEDICAL BIOLOGY                   | Turgay İSBİR, PhD, Prof.  
|                                  | Soner DOĞAN, PhD, Assoc. Prof.  
|                                  | Deniz KIRAÇ, PhD, Assist. Prof. |
| MICROBIOLOGY                      | Çağatay ACUNER, MD, Assoc. Prof.  
|                                  | Barış Ata BORSAS, MD, Assist. Prof. |
| PATHOLOGY                         | Ferda ÖZKAN MD, Prof.  
|                                  | İşın EKİCİ MD, Prof. |
| PHARMACOLOGY                      | Ece GENÇ, PhD, Prof. |
| PHYSIOLOGY                        | Bayram YILMAZ, PhD, Prof.  
|                                  | Mehtap KAÇAR, MD, PhD, Assoc. Prof.  
|                                  | Burcu GEMİÇİ, PhD, Assist. Prof. |
| PBL                               | | |
| SCIENTIFIC PROJECTS-II            | Gülderen YANIKKAYA DEMİREL, MD, PhD, Assoc. Prof. |

### MED 202 INTRODUCTION TO CLINICAL PRACTICE II

<table>
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<tr>
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| CLINICAL SKILLS LAB               | Özlem TANRİÖVER, MD, Assoc. Prof.  
|                                  | Sezgin SARİKAYA, MD, Assoc. Prof.  
|                                  | A. Arzu AKALIN, MD, Assist. Prof.  
|                                  | Serdar ÖZDEMİR, MD, Assist. Prof.  
|                                  | Deniz Algedik GÜRŞOY, MD  
|                                  | Ali KANDEMİR, MD  
|                                  | Merve EKŞİOĞLU, MD |
COMMITTEE V - UROGENITAL and ENDOCRINE SYSTEMS
AIM and LEARNING OBJECTIVES

AIMS
1. To convey knowledge about biological, anatomical, embryological, histological, physiological, immunological and biochemical properties of urogenital and endocrine systems.
2. To convey general knowledge about interrelationship of hormones and immunology,
3. To convey knowledge about structural/biological features and pathogenesis of viruses.
4. To convey development mechanisms of neoplasia and its effects and consequences on organism.
5. To convey information about good laboratory and clinical practices in research projects.
6. To convey basic knowledge about biostatistics.

LEARNING OBJECTIVES
At the end of this committee, student should be able to:

1.0. Describe biology of gonadal development and genetic differentiation.
2.0. In urogenital system, for male and female genital system organs, kidney, ureter, bladder, urethra, pelvis and perineum;
   2.1. Describe its anatomy,
   2.2. Associate with adjacent tissue and organs,
   2.3. Explain their functional and clinical reflections.
3.0. In endocrine system, for thyroid, parathyroid, suprarenal gland and thymus,
   3.1. Describe its anatomy,
   3.2. Associate with adjacent tissue and organs,
   3.3. Explain their functional and clinical reflections.
4.0. For endocrine and urogenital systems;
   4.1. Classify embryological origins,
   4.2. Explain developmental stages,
   4.3. Describe histological properties,
   4.4. Associate the relation between birth anomalies and developmental processes.
5.0. In endocrine system;
   5.1. Describe endocrine, paracrine and neuroendocrine secretion,
   5.2. Explain the regulatory role of hypothalamus and pituitary gland,
   5.3. List secretions and functions of endocrine glands and organs.
6.0. In urinary system;
   6.1. Explain renal function and structure of nephrons,
   6.2. Explain renal blood flow and mechanisms of urine production,
   6.3. Explain liquid-electrolyte and acid-base equilibrium.
7.0. In genital system;
   7.1. Explain reproductive hormones and their functions in men and women,
   7.2. Describe changes in the maternal body in pregnancy and lactation.
8.0. For hormones;
   8.1. Classify according to mechanisms of action,
   8.2. Explain their effects and relation to each other.
9.0. Explain biochemical functions of vitamins and minerals.
10.0. Describe factors causing neoplasia, formation, mechanisms of occurrence, neoplastic diseases in organism, classification and staging of neoplasia.
11.0. Distinguish mechanisms of actions of drugs and explain toxicity of drugs.
12.0. Analyze events developing in response to drug receptor interactions.
13.0. Describe general principles of antimicrobial chemotherapy.
14.0. Describe general principles of cancer chemotherapy.
15.0. Describe pharmacology of inflammation and immunomodulation.
16.0. Describe the structural/biological features and pathogenesis of viruses
17.0. Describe the interrelationship of hormones and immunology
18.0. Describe the general principles of magnetic resonance imaging
19.0. describe how to write a scientific project proposal.
20.0. prepare a research project draft.
21.0. Count biostatistical sampling methods.
22.0. Count significance tests in biostatistics.
23.0. Choose significance tests according to the properties of biostatistical data.
24.0. Explain case scenario related basic medical science topics in a clinical context.
## COMMITTEE V - UROGENITAL and ENDOCRINE SYSTEMS
### COMMITTEE ASSESSMENT MATRIX

<table>
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<tr>
<th>LEARNING OBJECTIVES</th>
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Total number of MCQs are 100, equal to 100 pts. Each question has 1 pt.).
Total value of LPE is equal to 100 points

**Committee Score (CS)** 95% of [90% CE (MCQ) + 10% (LPE)] + 5% of PBL-P

**MCQ:** Multiple Choice Questions  
**LPE:** Laboratory Practical Exam  
**CE:** Committee Exam  
**CS:** Committee Score  
**FE:** Final Exam  
**ICE:** Incomplete Exam  
**Pts.:** Points  

# In FE and ICE, 40 out of 200 FE and ICE MCQs will be from Committee I (Each question is equal value)
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
### COMMITTEE V – UROGENITAL and ENDOCRINE SYSTEMS
#### II. WEEK / 9 – 13 April 2018

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<td>Laboratory/Pharmacology: PTH, Calcitonin, Calcitriol, İnci Özden</td>
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<td>ICP: Bladder Catheterization, Ali Kandemir &amp; Arzu Akalın</td>
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<td>Lecture: Histology of the Male Genital System: Conducting Part, Alev Cumbul</td>
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<td>Lecture: Post-receptor Events and Second Messengers, Ece Genç</td>
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<td>Lecture: Hormones Regulating Calcium Metabolism, İnci Özden</td>
<td>Lecture: Linear Regression, E. Çiğdem Altunok</td>
<td>Lecture: Hormones Regulating Calcium Metabolism, İnci Özden</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
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<td>Laboratory/ Physiology Bayram Yılmaz &amp; Mehtap Kaçar Dissection &amp; Examination of Endocrine System</td>
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<td>Lecture Development of Urinary System and Anomalies Alev Cumbul</td>
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IL: Independent Learning, CSL: Clinical Skills Learning, Student groups for laboratory/practice sessions will be announced by coordinators.
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# COMMITTEE V – UROGENITAL and ENDOCRINE SYSTEMS

## VII. WEEK / 14 – 18 May 2018

|----------|--------------------|--------------------|-----------------------|----------------------|--------------------|
| 09.00-09.50 | Lecture Tissue Damage by Eating Disorders and Diabetes Mellitus  
Ferda Özkan | Lecture Female Reproductive Physiology  
Bayram Yılmaz & Mehtap Kaçar | Lecture Vitamins  
İnci Özden | Laboratory/ Hist. & Embry.  
Histology of Genital System  
Alev Cumbul & Aylin Yaba Uçar | Lecture Minerals  
İnci Özden |
| 10.00-10.50 | Lecture Vaccines  
Microbiology Lecturer | Lecture Female Reproductive Physiology  
Bayram Yılmaz & Mehtap Kaçar | Lecture Vitamins  
İnci Özden | Group A | Group B I.L |
| 11.00-11.50 | Lecture Drug Toxicity 1  
Ece Genç | Lecture Biology of Sexual Differentiation and Development  
Turgay İşbir | Lecture Pregnancy and Lactation  
Bayram Yılmaz & Mehtap Kaçar | Group A I.L | Group B |
| 12.00-12.50 | Lecture Drug Toxicity 2  
Ece Genç | Lecture Biology of Sexual Differentiation and Development  
Turgay İşbir | Lecture Pregnancy and Lactation  
Bayram Yılmaz & Mehtap Kaçar | Lecture Biology of Sexual Differentiation and Development  
Turgay İşbir | Group A I.L | Group B |
| 13.00-13.50 | Lunch Break | Lunch Break | Lunch Break | Lunch Break | Lunch Break |
| 14.00-14.50 | ICP  
CSL: ICP-II Review  
Sezgin Sankaya | ICP  
CSL: ICP-II Review  
ÖZlem Tannöver | Lecture Prenatal Diagnosis  
Alev Cumbul | Elective Courses XIII | Independent Learning |
| 15.00-15.50 | Group A | Groups B, C, D, IL | Group C | Groups A, B, D, IL | Laboratory/ Hist. & Embry.  
Review Session  
Alev Cumbul & Aylin Yaba Uçar |
| 16.00-16.50 | Groups A, C, D, IL | ICP-II Review  
Serdar Özdemir  
Group B | Groups A, B, C, IL | ICP-II Review  
Arzu Akalin  
Group D | Independent Learning |
| 17.00-17.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |

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STUDENT COUNSELING

Student counseling is a structured development process established between the student and the consultant that aims to maximize student success by focusing the student to her/his target. Although the major component of this relationship is the student, the faculties also take part by bringing the requirements of this interaction to their systems. The targeted outcomes of the consultant-student interaction are success in the exams, success in the program, and preparation for the professional life.

The aim of counseling is to help students to solve their problems, to give professional guidance, to provide coaching, to contribute to adopting the habit of lifelong learning, to provide information about the University and Faculty, to follow their success and failure and to help them select courses.

The consultants selected among Basic Medical Sciences instructors for the first three years transfer the students to Clinical Sciences instructors for the following three years.

The topics that will be addressed by the consultants are as follows:

- Inform students about the university, faculty and surrounding facilities
- Inform students about the courses and help them select courses
- Inform students about the education and assessment regulations
- Follow students attendance to lectures and success
- In case of failure, investigate the causes and cooperate with the students to overcome them
- Help students in career planning
- Contribute to students adapting the habit of lifelong learning
- Guide students to counseling services of the university
- Set a role model as long as the professional susceptibility, professional guidance, intellectual responsibility, interaction with peers, ethics, professional values are concerned
- Contribute to cultivation of professional and intellectual development in a rapidly changing world
- Inform the coordinator when there are unsolved problems of the students

Consultant-student relationship is a dynamic and mutual process carried out within the campus and the hospital. It is recommended that the consultant and the student meet at least twice during a semester.

The expectations from the student are as follows:

- Contribute to improvement of satisfaction level in the problem areas
- Report the social and economic conditions that require consultant’s help
- Specify expectations from the education and the department from which this training is taken
- Give feedback on the counseling services regarding their satisfaction level
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