YEDİTEPE UNIVERSITY

FACULTY OF MEDICINE

PHASE I

ACADEMIC PROGRAM BOOK

2020 - 2021

Student's;
Name : .....
Nr : .....

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE I

CONTENT **Page**

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

AIM OF MEDICAL EDUCATION PROGRAM

*"Consensus Commission Report" based on draft compiled at "*Workshop for Revision of Aim and Outcomes of Medical Education Program at Yeditepe University Faculty of Medicine*"

AIM

The aim of medical education program ***is to graduate physicians*** who
1.0. **are aware of** the local and global health issues
2.0. **have acquired competence** in knowledge, skills and attitudes to manage and provide primary health care service
3.0. **know**, **apply** and **care** for ethical principles of the medical profession
4.0. **keep up with** current knowledge at national and international level
5.0. **are capable of** systematical thinking
6.0. **are** investigative and questioning
7.0. continually **renovate** and **improve** themselves
8.0. **are capable of** teamwork
9.0. **use** technology competently in medicine and related areas
10.0. **have** effective communication skills
11.0. **have** community leadership qualifications

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE
PROGRAM OUTCOMES OF MEDICAL EDUCATION *, **

Abbreviations: PO: Program Outcomes, POD: Program Outcomes Domain, PODG: Program Outcomes Domain Group

PODG.1. Basic Professional Competencies

POD.1.1. Clinical 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.

POD.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.

POD.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 2020–2021)

Elif Çiğdem ALTUNOK, Ph.D, Assist. Prof. (Coordinator)
Aylin YABA UÇAR, Ph.D, Assoc. Prof. (Co-coordinator)
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ICP-I COORDINATION COMMITTEE

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ELECTIVE COURSES COORDINATION COMMITTEE

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DESCRIPTION and CONTENT

Normal Physiology, Basic Sciences and Medical Terms.

Introduction to Basic Sciences, Cell, Tissue I, Tissue II, Energy and Metabolism.

Organic Chemistry, Biophysics, Medical Biology, Medical History and Ethics, Anatomy, Anatomical Drawing, Physiology, Histology & Embryology, Medical Biochemistry, Medical Microbiology, Immunology, Family Medicine, Medical Education, Biostatistics, Humanities, Behavioral Sciences, Turkish Language and Literature, Principles of Atatürk and Modern History of Turkey.

AIM and LEARNING OBJECTIVES of PHASE I

AIM

To convey basic knowledge on medical history, organic chemistry, biology, biophysics, biochemistry, biostatistics, anatomy, physiology, embryology, histology, microbiology, immunology, behavioral sciences, civilization history and medical ethics.

To convey complementary educational experiences by improving biopsychosocial approach on medical practice.

To prepare students to clinical practice.

LEARNING OBJECTIVES

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

KNOWLEDGE

1.0. explain information about medical history, anatomy, physiology, embryology, histology, organic chemistry, biology, biophysics, biochemistry, biostatistics, microbiology, immunology, behavioral sciences, civilization history and medical ethics and elective courses.

2.0. for biophysics;

2.1. explain basic terms and concepts.

2.2. explain its essential application areas in medicine.

3.0. explain the structure and function of the cell.

4.0. describe the stages of early embriyonic development.

5.0. define four basic tissue types with cells and extracellular matrix.

6.0. define transport mechanism of biological membranes and its correlation with ATP usage

7.0. list the enzymes in blood coagulation

8.0. for enzymes;

8.1. list basic properties and classes of enzymes,

8.2. describe regulatory functions of enzymes,

8.3. define the functions of enzyemes in

9.0. define the link between the structure and function of tissues.

10.0. define muscular, vascular and nervous system.

11.0. list basic properties and classes of microorganisms.

12.0. describe basic terms and concepts about first aid.

13.0. describe basic terms and concepts of communication skills.

14.0. describe basic terms and concepts about epidemiology.

15.0. list fundamental steps of a research study.

16.0. describe basic terms of concepts of biostatistics.

17.0. explain case scenario related basic medical science topics in a clinical context.

18.0. define basic elements of immune response

19.0. describe scientific study design and types of scientific rearch

SKILLS

1.0. apply first aid skills on anatomic model.
2.0. use communication skills in patient-doctor interviews in simulated settings.
3.0. Search scientific literature
4.0. apply basic laboratory techniques and use equipments.
5.0. use biopsychosocial approach on medical practice.
6.0. display (demonstrate) scientific reasoning, information literacy and skills of self-directed, life-long learning.
7.0. write a scientific article review

ATTITUDES

1.0. value teamwork, interpersonal skills, and significance of psychosocial issues

INSTRUCTIONAL DESIGN of PRECLINICAL YEARS

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.

Beside 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.

BASIC MEDICAL SCIENCES I (MED 104)

AIM

To convey basic knowledge on medical history, organic chemistry, biology, biophysics, biochemistry, biostatistics, anatomy, physiology, embryology, histology, microbiology, immunology, behavioral sciences, civilization history and medical ethics.

LEARNING OBJECTIVES

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

KNOWLEDGE

1.0. explain information about medical history, anatomy, physiology, embryology, histology, organic chemistry, biophysics, biochemistry, microbiology, behavioral sciences, civilization history and medical ethics
2.0. for biophysics
    2.1. explain basic terms and concepts.
    2.2. explain its essential application areas in medicine.
3.0. explain the structure and function of the cell.
4.0. describe the stages of early embriyonic development
5.0. define four basic tissue types with cells and extracellular matrix.
6.0. describe the ATP production by substrate level phosphorylation and oxidative phosphorylation
7.0. for carbohydrate methabolism;
    7.1. define the digestion and absortion of carbohydrates
    7.2. explain glucose and glycogenmetabolism, apply blood.
8.0. define the link between the structure and function of tissues.
9.0. define muscular, vascular and nervous system.
10.0. list basic properties and classes of microorganisms.
11.0. describe basic terms and concepts about epidemiology.
12.0. list fundamental steps of a research study.
13.0. describe basic terms of concepts of biostatistics.
14.0. explain case scenario related basic medical science topics in a clinical context.
15.0. define basic elements of immune response
16.0. describe scientific study design and types of scientific rearch

SKILLS

1.0. apply basic laboratory techniques and use equipments.
2.0. present research data with tables, graphs and statistics.
3.0. use biopsychosocial approach on medical practice.
4.0. display (demonstrate) scientific reasoning, information literacy and skills of self-directed, life-long learning.
5.0. search scientific literature
6.0. write a scientific article review

ATTITUDES

1.0. value teamwork, interpersonal skills, and significance of psychosocial issues

INTRODUCTION to CLINICAL PRACTICE I, II and III (ICP-I,-II,-III) (MED 102, 202, 303)

AIM of ICP PROGRAM

The aim of Introduction to Clinical Practice Program is to equip the students with basic medical skills and attitudes, in areas 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.

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 OSCE 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.

INTRODUCTION to CLINICAL PRACTICE I (ICP-I) (MED 102)

AIM

The aim of Introduction to Clinical Practice-I is to equip first year medical students with knowledge and skills on First Aid approaches and convey basic knowledge on communication and provide them the opportunity to experience patient-doctor encounter with simulated patients.

LEARNING OBJECTIVES

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

KNOWLEDGE

1.0. describe basic terms and concepts about first aid.
2.0. describe basic terms and concepts of communication skills.

SKILLS

1.0. apply first aid skills on anatomic model.
2.0. use communication skills in patient-doctor interviews.

ATTITUDE

1.0. values the importance of informed consent
2.0. pays attention to patient privacy
3.0. values the importance of not exceeding the limits of his/her own competency level.

ANATOMICAL DRAWING (MED 103)

AIM

1.0. to convey basic knowledge on anatomical drawing rules and drawing technique.
2.0. to equip with skills of three dimensional interpretation of bones and muscles in human body.
3.0. to equip with skills of drawing bones and muscles in human body.
4.0. to equip with skills of visually explain clinical conditions to patient.

LEARNING OBJECTIVES

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

KNOWLEDGE

1.0. list rules associated with anatomical drawing.
2.0. represent real axonometrical view under 120^0 angle based on frontal, horizontal and profile views of human body.

SKILLS

1.0. draw frontal, horizontal and profile views of muscles in human body.
2.0. draw frontal, horizontal and profile views of bones in human body.
3.0. explain visually clinical conditions to patients.

ASSESSMENT PROCEDURE:

For the assessments of the medical students for the anatomical drawing class, it is calculated out of 100 points; 70 points of which comes from the 10 different drawing home works (each has equal value) and 30 points comes from the theoretical exams.

SCIENTIFIC RESEARCH and PROJECT COURSE - I

AIM

The aim of Scientific Research And Project Course – I (SRPC) is to equip first year medical students to convey basic knowledge on scientific research and scientific methodology, to equip with skills of searching scientific literature, to convey scientific study design and types of scientific research and basic knowledge of writing scientific project.

LEARNING OBJECTIVES

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

KNOWLEDGE

1.0. explain basics of scientific research and scientific methodology
2.0. explain scientific plagiarism
3.0. describe scientific study design and types of scientific rearch
4.0. list the parts of an article (aim, hypothesis, abstract, introduction, methods, results, discussion, conclusions, references) and describe the methodology
5.0. describe how to prepare a project application
6.0. list funding options for scientific research

SKILLS

1.0. use literature science engines.
2.0. apply critical reading of scientific article
3.0. write a scientific article review

ASSESSMENT PROCEDURE:

For the assessments of the medical students for the SRPC, it is calculated out of 100 points; 50% will be graded on abstract Assignment at the end of the first semester (**December 25, 2020**) and 50% will be graded on short article review Assignment at the end of the second semester **(May 7, 2021).**

The constraints of the Assignments will be discussed in Small Group Study hours. During these sessions students can discuss related issues and ask questions.

The Assignments should be loaded to **turnitin** program before due dates. (https://www.turnitin.com)

Scientific Research and Projects Course has 2% contribution to Term Score (TS).

Please note that it is mandatory to attend to Lectures and Small Group Study hours in the assigned group hours. A list of groups will be published during the first week of the term. Students are expected to conform to dates for turnitin uploads, there will be no acceptance of Assignments after the prescheduled dates.

FREE ELECTIVE COURSES

Elective courses aim to add 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

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.

Code	Subject		
MED 611	**Medical Anthropology**		
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		**NUMBER**	**PERCENTAGE**
	Assignments	1	100
	Total	1	**100**

Code	Subject		
MED 612	**Creative Drama**		
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		**NUMBER**	**PERCENTAGE**
	Assignments	1	50
	Final Examination	1	50
	Total		**100**

Code	Subject		
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		**NUMBER**	**PERCENTAGE**
	Assignments	1	50
	Final Examination	1	50
	Total		**100**

Code	Subject		
MED 619	**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.		
Assessment		**NUMBER**	**PERCENTAGE**
	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
	Attendence (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		100

Code	Subject		
MED 620	**Art, Culture and Life Styles**		
Goals	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.		
Content	Life Style Coaching for participants, Cultural Festivals Through Europe, Art Exhibitions and Movements, Sportive Life Coaching.		
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		**NUMBER**	**PERCENTAGE**
	Midterm Exam	1	25
	Assignments (Homework)	1	25
	Evaluation of Group Presentations	1	5
	Final Exam	1	45
	Total		**100**

Code	Subject		
MED 623	**Visual Presentation in Medicine**		
Goals	This course aims to teach to design visual aids that are to be used in medical case presentations in computerized systems with Adobe CS Photoshop and Powerpoint programs.		
Content	Understanding of verbal & technological presentation methods/tools to be used in medical case presentations. Computerized design tools like Adobe CS Photoshop and PowerPoint will be taught in computer labs to participants.		
Course Learning Outcomes	At the end of this course, the student should be able to • recognize and applies main design principles • design visual materials • use Adobe CS Photoshop and PowerPoint in basic level • manage the presentation program PowerPoint • perform visual designs and presents projects using these programs • criticize the images used in the media		
Assessment		**NUMBER**	**PERCENTAGE**
	Midterm Exam	1	20
	Presentation	2	40
	Project	1	40
	Final EXAM		
		Total	100
	Contribution of Final Examination to Overall Grade		60
	Contribution of In-Term Studies to Overall Grade		40
		Total	100

Code	Subject		
MED 632	**Music Appreciation**		
Goals	This course aims to clarify the structures underlying western classical music in order to understand and appreciate it consciously while considering a historical perspective. Furthermore it will enable the student to understand that it is the foundation of every genre (pop, rap, rock etc.) in western music culture.		
Content	The evolution of music starting as of medieval times, the birth of new musical rules and genres in the Renaissance and the Age of Enlightenment which in turn redefines the different usages of music and lies the foundation of modern compositional rules. The reflection of those in music genres of today.		
Course Learning Outcomes	At the end of this course, the student should be able to • define music's founding elements • explain the structural evolution of music within time • explain what the brain perceives under different conditions		
Assessment		**NUMBER**	**PERCENTAGE**
	Midterm	1	25
	Assignments	1	25
	Final Examination	1	50
	Total		**100**

TURKISH LANGUAGE and CULTURE FOR FOREIGNERS I-II (AFYA 101-102)

Code	Subject		
AFYA 101	**Turkish Language and Culture for Foreigners 1**		
Goals	To provide the learners of Turkish Language with fundamentals of Turkish phonology , the basic grammatical structure of Turkish, certain skills necessary for basic communication, and the opportunity to explore Turkish culture		
Content	Practical knowledge of communication skills will be provided to the learners through communicative and authentic activities and materials reflecting the culture and the daily use of the language.		
Course Learning Outcomes	At the end of this course, the student should be able to • To be able to learn and use basic grammatical structure of Turkish • To be able to learn and use the fundamentals of Turkish phonology of Turkish • To be able to improve basic communication skills. • To be able to improve basic writing skills. • To be able to improve basic reading skills.		
		NUMBER	**PERCENTAGE**
	Midterm	**1**	**20**
Assessment	Quiz	1	20
	Assignment	1	20
	Final	1	40
	Total		**100**

Code	Subject		
AFYA 102	**Turkish Language and Culture for Foreigners 2**		
Goals	To teach the basic grammatical structures of Turkish, tenses, suffixes and prefixes and certain language structures that will meet the needs of fluent communication and to provide an opportunity to get to know Turkish culture better.		
Content	Practical knowledge of communication skills will be provided to the learners through communicative and authentic activities and materials reflecting the culture and the daily use of the language.		
Course Learning Outcomes	At the end of this course, the student should be able to • To be able to learn and use basic grammatical structure of Turkish • To be able to learn and use the fundamentals of Turkish phonology of Turkish • To be able to improve basic communication skills. • To be able to improve basic writing skills. • To be able to improve basic reading skills.		
		NUMBER	**PERCENTAGE**
	Midterm	**1**	**20**
Assessment	Quiz	1	20
	Assignment	1	20
	Final	1	40
	Total		**100**

SPECIFIC SESSIONS / PANELS

Introductory Session

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 Medical Faculty Undergraduate Program in Medicine (YUFM/UG-ME), Work Descriptions and Introduction of Committees/Members,
- Directives on YUFM/UG-ME,
- YMF-GPM Program Outcomes
- Learning Objectives of the Phase
- Academic Program of the Phase
- Teaching and Learning Methods
- Learning Environments and Sources/ Resources
- Attendance
- Elective Courses (only in Phase I, II and III)
- 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 60 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 (30 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.

Program 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 begining 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 the 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 to 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):

Problems	**Hypotheses**	**Additional (Required) information**	**Learning issues (Learning objectives)**
Example	***Example***	***Example***	***Example***
Fever *Cough* *Pallor*	*Throat infection* *Pneumonia* *Anemia*	*Throat examination* *Chest examination* *Chest X-ray* *Blood count*	*Causes of fever* *How is body temperature controlled?* *Anatomy of the throat* *Anatomy of lungs* *What is anemia?*

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 <u>not be a resource person</u> 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.

PBL STUDENT ASSESSMENT FORM*

Student Name	
Phase/Committee	
PBL Scenario Name	
Tutor Name	

INTERACTION WITH GROUP/PARTICIPATION TO GROUP	**Not observed**	**Poor**	**Fair**	**Average**	**Good**	**Excellent**	**Total Point of the Part**
	0	**1**	**2**	**3**	**4**	**5**	
• Starts discussion							
• Contributes with valid questions and ideas							
• Balances listening and speaking roles							
• Communicates effectively in group work							
GAINING KNOWLEDGE	**Not observed**	**Poor**	**Fair**	**Average**	**Good**	**Excellent**	**Total Point of the Part**
	0	**1**	**2**	**3**	**4**	**5**	
• Determines valid learning issues							

• Finds valid sources							
• Makes independent research on learning issues							
• Shows understanding of the concepts and relationships							
COMMUNICATION/SHARING KNOWLEDGE	**Not observed**	**Poor**	**Fair**	**Average**	**Good**	**Excellent**	**Total Point of the Part**
	0	**1**	**2**	**3**	**4**	**5**	
• Selects data valid for discussion and presentation							
• Expresses ideas and knowledge clearly and in an understandable way							
• Draws figures, diagrams clearly and in an understandable way							
• Has always some additional information or data to present whenever needed							
PROBLEM SOLVING AND CRITICAL THINKING	**Not observed**	**Poor**	**Fair**	**Average**	**Good**	**Excellent**	**Total Point of the Part**
	0	**1**	**2**	**3**	**4**	**5**	
• Generates hypotheses independently							
• Reviews hypotheses critically							
• Integrates basic science and clinical concepts							
• Describes the difference between normal and pathological conditions							
PROFESSIONAL ATTITUDE	**Not observed**	**Poor**	**Fair**	**Average**	**Good**	**Excellent**	**Total Point of the Part**
	0	**1**	**2**	**3**	**4**	**5**	
• Is sensitive to psychosocial factors affecting patients							
• Treats all group members as colleagues							
• Accepts feedback properly							
• Provides proper feedback to group members							
Total Score of the Student →							

Student's attendance status for PBL sessions	**Session 1**	**Session 2**	**Session 3**
	Attend ( ) / Not attend ( )	Attend ( ) / Not attend ( )	Attend ( ) / Not attend ( )

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 feed-back 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:

1. Candy, P. (1991) Self-direction for lifelong learning: a comprehensive guide to theory and practice. San Francisco: Jossey Bass.

For further reading useful resources to recommend to students:

- Burnapp, D. (2009). Getting Ahead as an International Student. London: Open University Press.
- Marshall, L. & Rowland, F. (1998) A Guide to learning independently. London: Open University Press.
- University of Southampton / UKCISA online resource 'Prepare for Success'

ASSESSMENT PROCEDURE

The Assessment Procedure of the Phase I covers exams and scores and their abbrevations that shown below.

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

2.0. Scores*:
- Committee Score (CS)
- Committees Mean Score (CMS)
- Introduction to Clinical Practice Score (ICPS)
- Anatomical Drawing Score (ADS)
- Common Compulsary Course Score (CCCSs)
- Elective Course Score (ECSs)
- Scientific Research and Project Course Score (SRPCS)
- 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.

Assessment Approaches	Assessment Methods	Question Types / Assessment Tools	Exams	Derived Scores
Knowledge-based Assessment	WE: Written Examination	MCQ: Multiple Choice Questions	CE, MTE, FE, ICE	CS, ICPS, FES, ICES, ECSs, SRPCS
		SbMCQ: Scenario-based MCQs	CE, MTE, FE, ICE	CS, ICPS, FES, ICES
		EQ: Essay Questions	CE	CS
		FSAQ: Fill-in-the-Blank Short Answer Questions	MUE	CS
Competency–based Assessment	OSCE: Objective Structured Clinical Examination	OSCE Checklist		ICPS
	OSPE: Objective Structured Practical Examination	OSPE Checklist		CS
	LPE: Laboratory Practical Exam	LPE Checklist		CS
Performance–based Assessment	PWPE: Review Writing and Presenting Evaluation	PWPE Checklist		ECSs
	AID: Anatomical Images Drawing			ADS

	PBL-P: Evaluation of PBL Student's Performance	PBL Student Evaluation Form		CS

Exams Information (MED 104, MED 102)	
CE	For the proportional correspondence of individual learning objectives, please see the committee's assessment matrix table/page.
MTE_{ICP}	MTE_{ICP} consists of MCQs to assess the theoretical part of the ICP program.
FE	FE consists of 200 MCQs. For the proportional contribution of each committee, please see the committee's question distribution table/page.
ICE	ICE consists of 200 MCQs. For the proportional contribution of each committee, please see the committee's question distribution table/page.
MUE_{IBS}	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.

Scores Information (MED 104,MED 102,MED 103, HUM 103, TKL 201, TKL 202, HTR 301, HTR 302, Elective Courses)	
CS	The committee score is based on various question types/numbers and/or assessment tools (MCQ, SbMCQ or Checklists). Please see the committee's assessment matrix table/page for the specifications. Contribution of student's performance during PBL sessions to CSs of Committee II, III, IV and V is **5%.**
CMS	= Average of CSs
ICPS	= (50% MTE_{ICP}) + (50% Final OSCE)
ADS	= (70% AID_{AD}) + (30% FE_{AD})
CCCSs	= Score information will be announced by Course Coordinator.
ECSs	= Score information is shown pages of Elective Courses in the APB.
SRPCS	= Score information is shown at the assessment page of Scientific Research and Projects
FES	= Final Exam Score
ICES	= Incomplete Exam Score
TS *for students, who are exempted from FE*	= 98% of CMS + 2% of SRPCS
TS *for students, who are not exempted from FE*	= 98% of (60% of CMS + 40% of FES or ICES) + 2% of SRPCS

Pass or Fail Calculations of the Courses
Basic Medical Sciences I (MED 104)
Pass; *TS* **≥ *60***
Fail; *FES* **< *50*** *(barrier point), ICES* **< *50*** *(barrier point), or/and TS* **< *60***
The student is exempted from FE, if the CMS is **≥ *80*** *and all CSs are* **≥ *60***
The FE and ICE barrier point is not applied to the students whose all CSs are **≥ *60***
Introduction to Clinical Practice I (MED 102)
Pass; *ICPS* **≥ *60***
Fail; *ICPS* **< *60***
Anatomical Drawing (MED 103)
Pass; *ADS* **≥ *60***
Fail; *ADS* **< *60***
Common Compulsory Courses (HUM 103, TKL 201, TKL 202, HTR 301, HTR 302, AFYA 101, AFYA 102)
Pass; *CCCSs* **≥ *50***
Fail; *CCCSs* **< *50***
Elective Courses (MED 611, MED 612, MED 613, MED 619, MED 620, MED 623, MED 632)

The Assessment Procedure of the Phase I 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 assessment 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'.

Grades

A letter grade is given to the students as a success grade, from the numerical values of the grades given by the relevant teaching staff for each course they take, taking into account the practice, laboratory and similar studies in the semester and examinations and academic activities.

Grades and Letter grades are shown for MED coded courses* in the following table:

Grades	Letter Grades
90-100	AA
80-89	BA
70-79	BB
65-69	CB
60-64	CC
59 or less	FF (Fail in the context of "Pass or Fail Calculations of the Courses" table pp.31)
0	FA (Fail due to non attendance to the courses)

* Please see https://med.yeditepe.edu.tr/tr/mezuniyet-oncesi-tip-egitimi for more information.

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 loose 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

	MONDAY	TUESDAY		WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
09:00-09:50	MED 104 (4E01)	MED 104 (4E01)		MED 104 (4E01)	MED 104 (4E01)	MED 104 (4E01)	
10:00-10:50	MED 104 (4E01)	MED 102** (CSL)		MED 104 (4E01)	MED 104 (4E01)	MED 104 (4E01)	
11:00-11:50	MED 104 (4E01)	MED 102 (CSL)		MED 104 (4E01)	MED 104 (4E01)	MED 104 (4E01)	HUM 103 (FALL) *
12:00-12:50	MED 104 (4E01)	MED 102 (CSL)		MED 104 (4E01)	MED 104 (4E01)	MED 104 (4E01)	HUM 103 (FALL) *
13:00-13:50	LUNCH BREAK	LUNCH BREAK		LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	
14:00-14:50	MED 104 (4E01)	MED 103 (C937)		MED 104 (4E01)	MED 104 (4E01)	Elective Course (SPRING)	
15:00-15:50	MED 104 (4E01)	MED 103 (C937)		MED 104 (4E01)	MED 104 (4E01)	Elective Course (SPRING)	
16:00-16:50	TKL201 (4E01) & AFYA 101 (FALL)	HUM 103 (FALL)	TKL202 (4E01) & AFYA 102 (SPRING)	MED 104 (4E01)	HTR 301 (FALL&SPRING)	Elective Course (SPRING)	
17:00-17:50	TKL201 (4E01) & AFYA 101 (FALL)	HUM 103 (FALL)	TKL202 (4E01) & AFYA 102 (SPRING)	MED 104 (4E01)	HTR 301 (FALL&SPRING)	Elective Course (SPRING)	
18:00-19:00	AFYA 101 (FALL)	AFYA 102 (SPRING)			AFYA 101 (FALL) & AFYA 102 (SPRING)		

* For international students

COURSE CODES	COURSES and LOCATIONS
MED 104	Basic Medical Sciences (4E01) or Laboratories*
MED 102	Introduction to Clinical Practice I (CSL)** or (4E01)***
MED 103	Anatomical Drawing (C 937)
TKL 201 & 202	Turkish Language & Literature (4E01)
AFYA 101& 102	Turkish Language for International Students will be announced later
HTR 301 & 302	Atatürk's Principles & History of Modern Turkey (4E01)
HUM 103	Humanities (İnan Kıraç Conference Hall)
MED 611-632	Elective Courses will be announced later
PBL	Problem Based Learning will be announced later
4E01	Faculty of Medicine Building , 4th Floor
C 937	Faculty of Medicine Building, 5th Floor

*MED 104 Laboratories will be in Faculty of Medicine Building, skill laboratories of related departments.
** MED 102 Practical Lectures will be in Faculty of Medicine Building, Clinical Skills Laboratory (CSL) (Base Floor)
***Theoretical lectures will be in Faculty of Medicine Building , 4th Floor 4E01 numbered classroom.

ACADEMIC CALENDAR 2020-2021

MED 104 BASIC MEDICAL SCIENCES I

COMMITTEE I

INTRODUCTION to BASIC MEDICAL SCIENCES

(7 Weeks)

Beginning of Committee	October 1, 2020	Thursday
End of Committee	November 13, 2020	Friday
Committee Medical Biology Practical Exam	November 11, 2020	Wednesday
Committee Histology & Embryology Practical Exam	November 11, 2020	Wednesday
Committee Medical Anatomy Practical Exam	November 11, 2020	Wednesday
Committee Theoretical Exam	November 13, 2020	Friday
National Holiday	**October 29, 2020**	**Thursday**
Commemoration of Atatürk	**November 10, 2020**	**Tuesday**

COMMITTEE II

CELL (8 Weeks)

Beginning of Committee	November 16, 2020	Monday
End of Committee	January 8, 2021	Friday
Committee Anatomy Practical Exam	January 6, 2021	Wednesday
Committee Histology & Embryology Practical Exam	January 6, 2021	Wednesday
Committee Physiology Practical Exam	January 6, 2021	Wednesday
Committee Medical Biology Practical Exam	January 6, 2021	Wednesday
Committee Theoretical Exam	January 8, 2021	Friday
Scientific Research and Project Course Exam	**December 25, 2020**	**Friday**
New Year	**January 01, 2021**	**Friday**

COMMITTEE III

TISSUE I (6 Weeks)

Beginning of Committee	January 11, 2021	Monday
End of Committee	March 5, 2021	Friday
Committee Histology & Embryology Practical Exam	March 3, 2021	Wednesday
Committee Physiology Practical Exam	March 3, 2021	Wednesday
Committee Anatomy Practical Exam	March 3, 2021	Wednesday
Committee Theoretical Exam	March 5, 2021	Friday
MIDTERM BREAK	**February 1, 2021**	**February 14, 2021**

COMMITTEE IV

TISSUE II (8 Weeks)

Beginning of Committee	March 8, 2021	Monday
End of Committee	April 30, 2021	Friday
Committee Anatomy Practical Exam	April 28, 2021	Wednesday
Committee Medical Biology Practical Exam	April 28, 2021	Wednesday
Committee Histology & Embryology Practical Exam	April 28, 2021	Wednesday
Committee Biostatistics Exam	April 30, 2021	Friday

Committee Theoretical Exam	April 30, 2021	Friday
Physicians' Day	**March 14, 2021**	**Sunday**
National Holiday	**April 23,2021**	**Friday**
Labor's Day	**May 1, 2021**	**Saturday**
COMMITTEE V		
ENERGY and METABOLISM (6 Weeks)		
Beginning of Committee	May 3, 2021	Monday
End of Committee	June 18, 2021	Friday
Committee Biostatistics Exam	June 18, 2021	Friday
Committee Histology& Embryology Practical Exam	June 16, 2021	Wednesday
Committee Anatomy Practical Exam	June 16, 2021	Wednesday
Committee Theoretical Exam	June 18, 2021	Friday
Scientific Research and Project Course Exam	May 7, 2021	Friday
Religious Holiday	**May 12-14, 2021**	**Wednesday-Friday**
National Holiday	**May 19, 2021**	**Wednesday**
Make-up Exam	June 21-23, 2021	Monday-Wednesday
Final Exam	July 6, 2021	Tuesday
Incomplete Exam	July 27, 2021	Tuesday
ELECTIVE COURSES-Spring 2020-2021		
Beginning of Elective Courses	February 19, 2021	Friday
End of Elective Courses	June 11, 2021	Friday
Midterm Exam	April 2, 2021	Friday
Make-up Exam	June 14-18, 2021	Friday
Final Exam	June 21-28, 2021	Monday-Monday
Incomplete Exam	July 5-27, 2021	Monday-Tuesday
MED 102 INTRODUCTION to CLINICAL PRACTICE I (ICP-I)		
Beginning of Course	October 6, 2020	Tuesday
End of Course	June 1, 2021	Tuesday
Midterm Exam	January 26, 2021	Tuesday
Make-up Exam	June 2-3, 2021	Wednesday-Thursday
Final Exam	June 21-25, 2021	Monday-Friday
Incomplete Exam	July 26, 2021	Monday
MED 103 ANATOMICAL DRAWING		
Beginning of Course	October 6, 2020	Tuesday
End of Course	May 25, 2021	Tuesday
First Midterm Exam	November 17, 2020	Tuesday
Second Midterm Exam	January 12,2021	Tuesday

Third Midterm Exam	March 9, 2021	Tuesday
Fourth Midterm Exam	May 4, 2021	Tuesday
Final Exam	June 8, 2021	Tuesday
Incomplete Exam	June 29, 2021	Tuesday

TKL 201&202 TURKISH LANGUAGE & LITERATURE	**TKL**	
Fall Final Exam	January 23, 2021	Saturday (10:00-18:00)
Spring Final Exam	June 6, 2021	Sunday (10:00-12:00)

HTR 301&302 ATATÜRK'S PRINCIPLES & HISTORY OF MODERN TURKEY	**HTR**	
Fall Final Exam	January 16, 2021	Saturday (10:00-18:00)
Spring Final Exam	May 29, 2021	Saturday (10:00-18:00)

HUM 103 HUMANITIES	**HUM**	
Fall Final Exam	January 23,2021	Saturday (14:00-16:00)

COORDINATON COMMITTEE MEETINGS

1. Coordination Committee Meeting	November 6, 2020	Friday 15:00
2. Coordination Committee Meeting	January 12, 2021	Tuesday 14:00 (with student participation)
3. Coordination Committee Meeting	May 25, 2021	Tuesday 14:00 (with student participation)

RECOMMENDED TEXTBOOKS

NO	DEPARTMENT	TEXTBOOK	AUTHOR	PUBLISHER
1	ANATOMY	Gray's Anatomy for Students	R.L. Drake et al	Churchill Livingstone
		Hollinshead's Textbook of Anatomy	Cornelius Rosse & Penelope Gaddum-Rosse	Lippincott Raven
		A Textbook of Neuroanatomy	Maria Patestas & Leslie P. Gartner	Blackwell
2	BIOCHEMISTRY	Textbook of Biochemistry with Clinical Correlations	Thomas M. Devlin	Wiley-Liss Publishing Company
		Harper's Illustrated Biochemistry	Robert K. Murray et al	Mc-Graw-Hill Companies
		Lehninger Principles of Biochemistry	David L. Nelson, Michael M. Cox	W.H. Freeman Publishing Company
3	BIOPHYSICS	Biophysics: A Physiological Approach	Patrick F. Dillon	Cambridge University Press
		Physics in Biology and Medicine (4th edition)	Paul Davidovits	Elsevier
		Introductory Biophysics: Perspectives on the Living State	J.R. Claycomb, J.P. Tran	Jones & Bartlett Publishers
4	BIOSTATISTICS	Primer of Biostatistics	Stanton Glantz	Mc-Graw-Hill Companies
5	HISTOLOGY	Junqueira's Basic Histology: Text and Atlas 13th Ed.	Anthony Mescher	Mc-Graw-Hill Companies
	EMBRYOLOGY	The Developing Human: Clinically Oriented Embryology, 10th Ed.	Keith L. Moore & T. V. N. Persaud	Saunders
6	MEDICAL BIOLOGY	Molecular Biology of the Cell	Bruce Alberts et al	Garland Science
7	MEDICAL ETHICS	Clinical Bioethics: Theory and Practice in Medical-Ethical Decision Making	James E. Drane	Sheed & Ward
	MEDICAL HISTORY	Blood and Guts: A Short History of Medicine	Roy Porter	W. W. Norton & Company
8	MICROBIOLOGY	Medical Microbiology 8th ed, 2016	P. R. Murray et al	Mosby
9	ORGANIC CHEMISTRY	Organic Chemistry	John E. McMurry	Cengage Learning
10	PHYSIOLOGY	Guyton Physiology	John E. Hall	Saunders
		Human Physiology	Stuart Fox	Mc-Graw-Hill Science
11	IMMUNOLOGY	Basic Immunology, Functions and Disorders of the Immune System	Abul Abbas Andrew H. Lichtman Shiv Pillai	Elsevier Health Sciences

MED 104-COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES

DISTRIBUTION of LECTURE HOURS
October 01, 2020 – November 13, 2020
COMMITTEE DURATION: 7 WEEKS

MED 104	BASIC MEDICAL SCIENCES I DISCIPLINE	THEO.	PRAC.	TOTAL
	ANATOMY	9	1 Gr x 2 H	11
	BIOPHYSICS	16	0	16
	HISTOLOGY & EMBRYOLOGY	5	1 Gr x 2 H	7
	MEDICAL BIOLOGY	37	1 Gr x 4 H	41
	MEDICAL HISTORY & ETHICS	10	0	10
	MICROBIOLOGY	3	0	3
	ORGANIC CHEMISTRY	8	0	8
	PHYSIOLOGY	2	0	2
	SCIENTIFIC PROJECT I	2	0	2
	PBL	4		4
	TOTAL	**97**	**8**	**104**
	INDEPENDENT LEARNING HOURS			**53**

OTHER COURSES

MED 102	**ICP I**	17	0	17
MED 103	**ANATOMICAL DRAWING**	0	14	14
HTR 301	**ATATÜRK'S PRINCIPLES & HISTORY OF MODERN TURKEY**	14	0	14
HUM 103	**HUMANITIES**	14	0	14
TKL 201	**TURKISH LANGUAGE & LITERATURE**	14	0	14

	TOTAL	**152**	**22**	**174**

Coordination Committee	**Head**	Turgay İSBİR, PhD, Prof.
	Secretary	Aylin YABA UÇAR, PhD, Assoc. Prof.
	Member	Bilge GÜVENÇ TUNA, PhD, Assist. Prof.
	Member	Erdem SÖZTUTAR, MD Assist. Prof.

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
LECTURERS

MED 104- BASIC MEDICAL SCIENCES I	
DISCIPLINES	**LECTURERS**
ANATOMY	Erdem SÖZTUTAR, MD, Assist. Prof.
BIOPHYSICS	Bilge GÜVENÇ TUNA, PhD, Assist. Prof.
HISTOLOGY & EMBRYOLOGY	Aylin YABA UÇAR, PhD, Assoc.Prof.
	Alev CUMBUL, PhD, Assist. Prof.
MEDICAL BIOLOGY	Turgay İSBİR, PhD, Prof.
	Soner DOĞAN, PhD, Assoc. Prof.
	Deniz KIRAÇ, PhD, Assoc. Prof.
	Seda Güleç Yılmaz, PhD, Assoc. Prof.
MEDICAL HISTORY & ETHICS	Elif VATANOĞLU-LUTZ, MD, Assoc. Prof.
MEDICAL MICROBIOLOGY	Pınar ÇIRAGİL, MD, Prof.
ORGANIC CHEMISTRY	Esra ÖNEN BAYRAM, PhD, Assoc. Prof.
PHYSIOLOGY	Bayram YILMAZ, PhD, Prof.
	Mehtap KAÇAR, MD, PhD, Assoc. Prof.
	Burcu GEMİCİ BAŞOL, PhD, Assoc. Prof.
SCIENTIFIC RESEARCH and PROJECT I	Bayram YILMAZ, PhD, Prof.
	Bilge GÜVENÇ TUNA, PhD, Assist. Prof.

OTHER COURSES

MED 102-INTRODUCTION to CLINICAL PRACTICE I (ICP- I)	Güldal İZBIRAK, MD, Assoc. Prof.
	Özlem TANRIÖVER, MD, Prof.
	Arzu AKALIN, MD, Assist. Prof.
MED 103- ANATOMICAL DRAWING	Refik AZİZ, PhD, Assist. Prof.
HTR 301-ATATÜRK'S PRINCIPLES & HISTORY OF MODERN TURKEY	Instructor
HUM 103-HUMANITIES	Instructor
TKL 201-TURKISH LANGUAGE & LITERATURE	Instructor
AFYA 101- TURKISH LANGUAGE	Instructor

COMMITTEE I – INTRODUCTION TO BASIC MEDICAL SCIENCES

AIM and LEARNING OBJECTIVES

AIM

1. ***to convey*** basic term and concepts on medical history, anatomy, physiology, embryology, histology, medical biology, biophysics, organic chemistry and microbiology***.***
2. ***to convey*** basic knowledge on viability.
3. ***to convey*** knowledge on cellular structure and functions**.**

LEARNING OBJECTIVES

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

KNOWLEDGE

1.0. define fundamental concepts of anatomy
  1.1. define anatomy, its historical development and basic anatomical terms.
  1.2. explain basic concepts related to regional and systemic anatomy, and osteology.
2.0. define anatomical properties and clinical implications for bones of the upper and lower limbs.
3.0. explain basic terms and concepts related to basic physics, basic biophysics, international units, biomechanics, bio-optics, bioelectronics.
4.0. explain mechanic, electrical and optical processes that are characteristics of living organisms
5.0. define basic histological terminology and describe the main types of microscopes and their uses.
6.0. explain the histological methods.
7.0. explain human genome project and the importance of the results.
8.0. explain the structure and function of eukaryotic subcellular organelles.
9.0. identify the molecules involved in the communication between the cells.
10.0. explain the mechanism of signal transduction,
11.0. describe the programmed cell death.
12.0. define the concepts of medicine,disease and health in the evolutionary perspective.
13.0. explain disease and health theories in prehistoric era
14.0. explain history of discovery for important microorganisms causing infections in humans
15.0. define structure of atom and chemical bonds.
16.0. for organic compounds
  16.1. define functional groups
  16.2. classify possible reactions
17.0. define homeostasis

SKILLS

1.0. apply basic laboratory techniques and use equipments
2.0. display (demonstrate) scientific reasoning, information literacy and skills of self-directed, life-long learning

ATTITUDES

1.0. value teamwork, interpersonal skills, and significance of psychosocial issues

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
COMMITTEE ASSESSMENT MATRIX

LEARNING OBJECTIVES	DICIPLINE	LECTURER / INSTRUCTOR	DISTRUBITION of MCQs			
			CE	FE	ICE	TOTAL
1.0, 2.0	ANATOMY	Dr. E. Söztutar	10	4	4	18
3.0, 4.0	BIOPHYSICS	Dr. B. Güvenç Tuna	17	7	7	31
5.0, 6.0	HISTOLOGY & EMBRYOLOGY	Dr. A. Yaba Uçar	7	3	3	13
		Dr. A. Cumbul				
7.0 – 11.0	MEDICAL BIOLOGY	Dr. T. İsbir	41	17	17	75
		Dr. S. Doğan				
		Dr. D. Yat Kıraç				
		Dr. S. Güleç Yılmaz				
12.0, 13.0	MEDICAL HISTORY & ETHICS	Dr. E. Vatanoğlu Lutz	11	5	5	21
14.0	MEDICAL MICROBIOLOGY	Dr. P. Çıragil	3	1	1	5
15.0, 16.0	ORGANIC CHEMISTRY	Dr. E. Önen Bayram	9	4	4	17
17.0	PHYSIOLOGY	Dr. B. Gemici Başol	2	1	1	4
		TOTAL	**100**	**42/200#**	**42/200#**	**184**

LEARNING OBJECTIVES	DISCIPLINE	DISTRUBITION of LAB POINTS
		LPE
1.0, 2.0, SKILLS 1.0	ANATOMY	25
5.0 , 6.0, SKILLS 1.0	HISTOLOGY & EMBRYOLOGY	25
7.0 – 11.0, SKILLS 1.0	MEDICAL BIOLOGY	50
	TOTAL	**100**

Total number of MCQs are 100 (each question has equal value)
Total value of LPE is equal to 100 points
CS = 90% CE (MCQ) + 10% (LPE)

#In FE and ICE, **42** out of 200 MCQs will be from this Committee (Each question has equal value.)

Abbreviations:
MCQ: Multiple Choice Question
LPE: Practical Lecture Evaluation
CE: Committee Exam
CS: Committee Score
FE: Final Exam
ICE: Incomplete Exam

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
I. WEEK / 01 – 02 Oct 2020

	Monday 28-Sep-2020	Tuesday 29-Sep-2020	Wednesday 30-Sep-2020	Thursday 01-Oct-2020	Friday 02-Oct-2020
09.00- 09.50				**Independent Learning**	**Independent Learning**
10.00- 10.50					
11.00- 11.50				**Introductory Session** Introduction to Faculty *Dean*	
12.00- 12.50				**Introductory Session** Introduction to Committee I *Phase I Coordinator*	
13.00- 13.50				**Lunch Break**	**Seminar** **Dean of Students** *Assoc. Prof. Bülent Kılıç*
14.00- 14.50				**Independent Learning**	**Independent Learning**
15.00- 15.50					
16:00-16:50				**Common Compulsory Course** Atatürk's Principles & History of Modern Turkey *Instructor*	
17:00-17:50					

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
II. WEEK / 05 – 09 Oct 2020

	Monday 05-Oct-2020	Tuesday 06-Oct-2020	Wednesday 07-Oct-2020	Thursday 08-Oct-2020	Friday 09-Oct-2020
09.00- 09.50	**Independent Learning**		**Independent Learning**	**Independent Learning**	**Lecture** Cellular Organization of Life *Turgay İsbir*
10.00- 10.50		**Lecture** Origin of Life *Turgay İsbir*	**Lecture** Approaches to Medicine/ Medicine in Prehistoric Times *Elif Vatanoğlu Lutz*	**Lecture** Hippocrates to Celsus *Elif Vatanoğlu Lutz*	**Lecture** Cellular Organization of Life *Turgay İsbir*
11.00- 11.50	**Lecture** Introduction to Medical Biology *Turgay İsbir*	**Lecture / ICP I** Introduction to ICP Programmes *Özlem Tanrıöver&Güldal İzbırak& Arzu Akalın*	**Lecture** Medicine in Early Civilisations (Mesopotamia, Egypt) *Elif Vatanoğlu Lutz*	**Lecture** Galen *Elif Vatanoğlu Lutz*	**Lecture** Statics (Mass and Weight), Gravitation Law *Bilge Güven ç Tuna*
12.00- 12.50	**Lecture** Origin of Life *Turgay İsbir*	**Lecture / ICP I** Introduction to Communication Skills *Özlem Tanrıöver*	**Lecture** Greek Medicine: From Mythology to Natural Philosophy *Elif Vatanoğlu Lutz*	**Lecture** Cellular Organization of Life *Turgay İsbir*	**Lecture** Newton's Laws of Motion *Bilge Güvenç Tuna*
13.00- 13.50	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**
14.00- 14.50	**Lecture** Introduction to Biophysics; Medicine, Science or Art *Bilge Güvenç Tuna*	**Common Compulsory Course** Anatomical Drawing *Refik Aziz*	**Lecture** Introduction to Anatomy *Erdem Söztutar*	**Lecture / Scientific Research and Project I** What is Scientific Research and Scientific Methodology? *Bayram Yılmaz/ Bilge Güvenç Tuna*	**Lecture** Introduction to Osteology *Erdem Söztutar*
15.00- 15.50	**Lecture** Physical Measurements and Units, Unit Standards *Bilge Güvenç Tuna*		**Lecture** Terminology in Anatomy *Erdem Söztutar*	**Lecture / Scientific Research and Project I** Searching Scientific Literature *Bayram Yılmaz/ Bilge Güvenç Tuna*	**Lecture** Bones of the Soulder *Erdem Söztutar*
16.00- 16.50	**Common Compulsory Course** Turkish Language & Literature *Instructor*	**Common Compulsory Course** Humanities *Instructor*	**Lecture** Cellular Organization of Life *Turgay İsbir*	**Common Compulsory Course** Atatürk's Principles & History of Modern Turkey *Instructor*	**Lecture** Introduction to Histology; Basic Terminology *Alev Cumbul*
17.00-17.50			**Lecture** Cellular Organization of Life *Turgay İsbir*		**Lecture** Microscopy (Brightfield, Fluorescent, Confocal) *Alev Cumbul*

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
III. WEEK / 12 – 16 Oct 2020

	Monday 12-Oct-2020	Tuesday 13-Oct-2020	Wednesday 14-Oct-2020	Thursday 15-Oct-2020	Friday 16-Oct-2020
09.00- 09.50	**Independent Learning**	**Independent Learning**	**Lecture** Acids & Bases *Esra Önen Bayram*	**Independent Learning**	**Lecture** Reflection and Refraction of Light *Bilge Güvenç Tuna*
10.00- 10.50	**Lecture** Cytoskeleton *Turgay İsbir*		**Lecture** Acids & Bases *Esra Önen Bayram*	**Lecture** Cell Signalling Events *Turgay İsbir*	**Lecture** Bio-optics: Vision and Eye, Refraction errors *Bilge Güvenç Tuna*
11.00- 11.50	**Lecture** Cytoskeleton *Turgay İsbir*	**Lecture** Indian and Chinese Medicine *Elif Vatanoğlu Lutz*	**Lecture** Center of Mass, Moment *Bilge Güvenç Tuna*	**Lecture** Cell Signalling Events *Turgay İsbir*	**Laboratory / Anatomy** Bones of The Shoulder and Upper Limb *Erdem Söztutar*
12.00- 12.50	**Lecture** Cytoskeleton *Turgay İsbir*	**Lecture** Late Antiquity: Byzantine, Arab *Elif Vatanoğlu Lutz*	**Lecture** Nature of Light, Electromagnetic Spectrum *Bilge Güvenç Tuna*	**Lecture** Electronmicroscopy *Alev Cumbul*	
13.00- 13.50	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**
14.00- 14.50	**Lecture** Bones of the Upper Limb *Erdem Söztutar*	**Common Compulsory Course** Anatomical Drawing *Refik Aziz*	**Lecture** Cytoskeleton *Turgay İsbir*	**Laboratory / Med. Biology** Introduction to Medical Biology *Turgay İsbir* *Soner Doğan & Deniz Kıraç & Seda Güleç Yılmaz*	**Lecture** Cell Adhesion *Seda Güleç Yılmaz*
15.00- 15.50	**Lecture** Bones of the Upper Limb *Erdem Söztutar*		**Lecture** Cell Adhesion *Seda Güleç Yılmaz*		**Lecture** Cell Adhesion *Seda Güleç Yılmaz*
16.00- 16.50	**Common Compulsory Course** Turkish Language & Literature *Instructor*	**Common Compulsory Course** Humanities Conferences *Instructor*	**Independent Learning**	**Common Compulsory Course** Atatürk's Principles & History Of Modern Turkey *Instructor*	**Lecture / ICP I** Basic Communication Skills *Arzu Akalın*
17.00-17.50					**Lecture / ICP I** Basic Communication Skills *Arzu Akalın*

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
IV. WEEK / 19– 23 Oct 2020

	Monday 19-Oct-2020	Tuesday 20-Oct-2020	Wednesday 21-Oct-2020	Thursday 22-Oct-2020	Friday 23-Oct-2020
09.00- 09.50	**Independent Learning**	**Lecture** Intercellular Cell Signalling *Turgay İsbir*	**Lecture** Alkanes & Cycloalkanes *Esra Önen Bayram*	**Lecture** Programmed Cell Death *Turgay İsbir*	**Independent Learning**
10.00- 10.50	**Lecture** Cell Signalling Events *Turgay İsbir*	**Lecture** Intercellular Cell Signalling *Turgay İsbir*	**Lecture** Alkanes & Cycloalkanes *Esra Önen Bayram*	**Lecture** Programmed Cell Death *Turgay İsbir*	
11.00- 11.50	**Lecture** Cell Signalling Events *Turgay İsbir*	**Lecture / ICP I** The Medical Interview *Güldal İzbırak*	**Lecture** Intercellular Cell Signalling *Turgay İsbir*	**Lecture** Lenses; Lens-maker Equation *Bilge Güvenç Tuna*	**Lecture** Optical Properties of Microscopes *Bilge Güvenç Tuna*
12.00- 12.50	**Lecture** Optical Aberrations *Bilge Güvenç Tuna*	**Lecture / ICP I** The Medical Interview *Güldal İzbırak*	**Lecture** Programmed Cell Death *Turgay İsbir*	**Lecture** Optical Properties of Microscopes *Bilge Güvenç Tuna*	**Lecture** Electric Current Effects on Human Tissue *Bilge Güvenç Tuna*
13.00- 13.50	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**
14.00- 14.50	**Lecture** Methods of Histology; Tissue Processing *Aylin Yaba Uçar*	**Common Compulsory Course** Anatomical Drawing *Refik Aziz*	**Independent Learning**	**Introductory Session** Introduction to Problem Based Learning (PBL) *PBL Coordinators*	**Lecture** Cell Membrane *Soner Doğan*
15.00- 15.50	**Lecture** Methods of Histology; Immunohistochemistry *Aylin Yaba Uçar*		**Independent Learning**	**Independent Learning**	**Lecture** Cell Membrane *Soner Doğan*
16.00- 16.50	**Common Compulsory Course** Turkish Language & Literature *Instructor*	**Common Compulsory Course** Humanities *Instructor*	**Laboratory / Histology&Embryology** Microscopy *Alev Cumbul & Aylin Yaba Uçar*	**Common Compulsory Course** Atatürk's Principles & History of Modern Turkey *Instructor*	**Lecture** Other Histologic Methods *Alev Cumbul*
17.00-17.50					**Independent Learning**

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
V. WEEK / 26– 30 Oct 2020

	Monday 26-Oct-2020	Tuesday 27-Oct-2020	Wednesday 28-Oct-2020	Thursday 29-Oct-2020	Friday 30-Oct-2020
09.00- 09.50	**Independent Learning**	**Lecture** Electrical Security Systems *Bilge Güvenç Tuna*	**Lecture** Cellular Homoestosis and Cell Growth *Turgay İspir*	**REPUBLIC DAY NATIONAL HOLIDAY**	**PROBLEM BASED LEARNING ORIENTATION DAY**
10.00- 10.50	**Lecture** Membrane Impedance, Bioelectrical Activity *Bilge Güvenç Tuna*	**Lecture / ICP I** Giving Information *Özlem Tanrıöver*	**Lecture** Cellular Homoestosis and Cell Growth *Turgay İspir*		
11.00- 11.50	**Lecture** Electric Charges, Electric Field *Bilge Güvenç Tuna*	**Lecture / ICP I** The Medical History *Güldal İzbırak*	**Lecture** The Time of Ibn Sina *Elif Vatanoğlu Lutz*		
12.00- 12.50	**Lecture** Cellular Organization of Life Biological Energy Systems Enzymes and Kinetics *Soner Doğan*	**Lecture / ICP I** The Medical History *Güldal İzbırak*	**Lecture** Seljuk and Ottoman Medicine *Elif Vatanoğlu Lutz*		**Independent Learning**
13.00- 13.50	**Lunch Break**	**Lunch Break**	**Lunch Break**		**Lunch Break**
14.00- 14.50	**Lecture** Programmed Cell Death *Turgay İsbir*	**Common Compulsory Course** Anatomical Drawing *Refik Aziz*	**Independent Learning**		**PROBLEM BASED LEARNING ORIENTATION DAY**
15.00- 15.50	**Lecture** Medicine in Abbasid Baghdad *Elif Vatanoğlu Lutz*				
16.00- 16.50	**Common Compulsory Course** Turkish Language & Literature *Instructor*	**Common Compulsory Course** Humanities *Instructor*			**Independent Learning**
17.00-17.50					

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
VI. WEEK / 02 – 06 Nov 2020

	Monday 02-Nov-2020	Tuesday 03-Nov-2020	Wednesday 04-Nov-2020	Thursday 05-Nov-2020	Friday 06-Nov-2020
09.00- 09.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00- 10.50	**Lecture** History and Scope of Microbiology *Pınar Çıragil*	**Lecture** History and Scope of Microbiology *Pınar Çıragil*	**Orientation for Committee Examinations**		
11.00- 11.50	**Lecture** History and Scope of Microbiology *Pınar Çıragil*	**Lecture** Bones of the Pelvis & Lower Limb *Erdem Söztutar*	**Lecture** Cell Membrane *Soner Doğan*	**Laboratory / Med. Biology** The Preparation of Aqueous Solutions *Turgay İsbir* *Soner Doğan & Deniz Kıraç & Seda Güleç Yılmaz*	**Lecture** Cell Regulation *Turgay İsbir*
12.00- 12.50	**Lecture** Bones of the Pelvis *Erdem Söztutar*	**Lecture** Bones of the Pelvis & Lower Limb *Erdem Söztutar*	**Lecture** Cellular Organization of Life Enzymes and Kinetics *Soner Doğan*		**Lecture** Cell Regulation *Turgay İsbir*
13.00- 13.50	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**
14.00- 14.50	**Lecture** Cell Cycle and Mitosis-Meiosis (Introduction to Cellular Homoestosis) *Deniz Yat Kıraç*	**Common Compulsory Course** Anatomical Drawing *Refik Aziz*	**Laboratory / Anatomy** Bones of the Pelvis & Lower Limb *Erdem Söztutar*	**Lecture** Benzene & Aromaticity *Esra Önen Bayram*	**Lecture** Introduction to Physiology and Homeostasis *Bayram Yılmaz*
15.00- 15.50	**Lecture** Cell Cycle and Mitosis-Meiosis (Introduction to Cellular Homoestosis) *Deniz Yat Kıraç*			**Lecture** Benzene & Aromaticity *Esra Önen Bayram*	**Lecture** Introduction to Physiology and Homeostasis *Bayram Yılmaz*
16.00- 16.50	**Common Compulsory Course** Turkish Language & Literature *Instructor*	**Common Compulsory Course** Humanities *Instructor*	**Independent Learning**	**Common Compulsory Course** Atatürk's Principles & History of Modern Turkey *Instructor*	**Independent Learning**
17.00-17.50					

COMMITTEE I - INTRODUCTION TO BASIC MEDICAL SCIENCES
VII. WEEK / 09 – 13 Nov 2020

	Monday 09-Nov-2020	Tuesday 10-Nov-2020	Wednesday 11-Nov-2020	Thursday 12-Nov- 2020	Friday 13-Nov-2020
09.00- 09.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00- 10.50					**Assessment Session** **Committee I** (MCQ)
11.00- 11.50			**Assessment Session** **Anatomy, Medical Biology, Histology&Embryology** **(Practical Exam)**		
12.00- 12.50					
13.00- 13.50	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**
14.00- 14.50	**Independent Learning**	**Common Compulsory Course** Anatomical Drawing *Refik Aziz*	**Independent Learning**	**Independent Learning**	**Program Evaluation Session** Evaluation of the Committee I Program *Head of Committee*
15.00- 15.50					
16.00- 16.50	**Common Compulsory Course** Turkish Language & Literature *Instructor*	**Common Compulsory Course** Humanities *Instructor*		**Common Compulsory Course** Atatürk's Principles & History Of Modern Turkey *Instructor*	**Independent Learning**
17.00-17.50					