

MED 191 - COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
CREATIVE DRAMA	MED 612	Phase 1/2/3	28	2	2*

* ECTS credits are the university credits of the courses in Yeditepe University, Faculty of Medicine, Undergraduate Medical Education Program

GENERAL INFORMATION

Prerequisites	None
Coordination Office	Medical Faculty Building 6th floor.
Email address for inquiries	
Attendance	Students are required to attend to at least 80% of the classes.
Language of Instruction	English
Course Level	Second Cycle including First Cycle Degree (One Tier Programme)
Course Type	Elective
Course Coordinator	Ozlem Tanriover MD Assoc. Prof.
Instructor	Assist. Prof.Zerrin Yanikkaya
Assistants	-
Goals	This course aims 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

Students who take this course will	Teaching Methods	Assessment Methods
gain drama skills in vocational areas benefiting from access to creativity, collaboration and empathy which are the ways of learning through play and improvisation.	1,2,3	A,B
Teaching Methods:	1: Lecture, 2: Practice 3: Group discussion,	
Assessment Methods:	A: Exam, B: Homework	

COURSE CONTENT

Week	Topics	Study Materials
1	Basic Introduction to Drama and basic concepts . Meeting and physical warming.	
2	What is creativity? How to improve? What is drama? The use of drama in education.	
3	Realization of a drama workshop for self-expression and group interaction	
4	Communication - Conducting a interaction focused workshop.	
5	Ways of Understanding Self and Others: Empathy. Faculty of Medicine and improvisation exercises for students can be developed empathy in relationships with patients.	
6	To conduct a workshop for harmony and teamwork	
7	Making a process drama	
8	MIDTERM	
9	Theoretical workshops about Social roles, norms, values and stereotypes	
10	Practical workshop about Social roles, professional standards, stereotypes and values	
11	workshop Based on a literature will be held about the patient history and disease	
12	A workshop set out the various aspects of hospital patient-doctor relationship benefiting from the drama and newspaper reports	

13	Role playing and evaluation of the semester	
14	Role playing and evaluation of the semester	

COURSE MATERIALS	
Text Books and Reading Material	<p>References</p> <ol style="list-style-type: none"> 1. Viola Spolin, Theater Games for Classroom: A teacher's Handbook 2. Nellie McCaslin, Creative Drama in the Classroom and Beyond 3. Rollo May, Yaratma Cesareti 4. Cristine Alavi, ed., Problem-Based Learning in Health Sciences Curriculum.
Additional Resources	<p>Further Reading</p> <ol style="list-style-type: none"> 1. Viola Spolin, Theater Games for rehearsal: a director's handbook 2. Maria C. Novelly, Theater Games for Young Performers: improvisations & exercises for developing acting skills 3. Drew Fudenberg, The theory of learning in games 4. Philip Bernardi, Improvisation starters: a collection of 900 improvisation situations for the theater

ASSESSMENT		
	NUMBER	PERCENTAGE
Midterm		
Assignments	1	50
Final Examination	1	50
Total		100

CONTRIBUTION TO PROGRAM OUTCOMES						
No	Program Learning Outcomes	Contribution				5
		1	2	3	4	
1	PO.1.1.2. employs a patient-centered approach in patient management.	X				
2	PO.1.2.1. throughout his career, communicates effectively with health care beneficiaries, co-workers, accompanying persons, visitors, patient's relatives, care givers, colleagues, other individuals, organizations and institutions.	X				
3	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.	X				
4	PO.1.2.4. communicates with all stakeholders taking into consideration the socio-cultural diversity.	X				
5	PO.2.3.2. recognizes the individual's behavior and attitudes and factors that determine the	X				

	social dynamics of the community.				
6	PO.2.5.1. <i>adopts</i> a patient-centered and holistic (biopsychosocial) approach to patients and their problems.	X			
7	PO.2.5.2. <i>respects</i> patients, colleagues and all stakeholders in health care delivery.	X			
8	PO.2.5.3. <i>displays</i> the proper behavior in case of disadvantaged groups and situations in the community.	X			
9	PO.2.5.6. <i>evaluates</i> own performance as open to criticism, <i>recognizes</i> the qualifications and limitations	X			
10	PO.3.3.2. <i>displays</i> appropriate behavior specific to work under stressful conditions.		X		
11	PO.3.3.3. <i>uses</i> self-motivation factors.		X		

ECTS ALLOCATION			
Activity	Quantity	Duration (Hours)	Total Workload (Hours)
Duration (Total of exam and class hours)	14	2	28
Out of class study time	14	1	14
Mid-term exam			
Assignments	1	14	14
Final			
Total Work Load			56
Total Work Load / 30 (h)			1,86
ECTS Credits			2