

TURKISH REPUBLIC

YEDITEPE UNIVERSITY

INFORMATION PACKAGE/COURSE CATALOGUE*

* For “Information on the institution” and “General information for students”, please see the following links, respectively:

<http://www.yeditepe.edu.tr/en/university-general/about-yeditepe>

<http://www.yeditepe.edu.tr/en/university-campus-yeditepe/social-life>

Information on the degree programme

FACULTY OF MEDICINE

MEDICAL EDUCATION PROGRAM

GENERAL DESCRIPTION OF THE PROGRAM

History

The medical education program has been established in the fall semester of the 1996-1997 educational term.

Qualification Awarded

Students who successfully complete the medical education program with defined competencies and proficiencies are entitled to have awarded with the “Doctor of Medicine” (M.D.) diploma and title which corresponds to second Cycle including First Cycle Degree (One Tier Programme)

The medical education program is regulated in compliance with “Regulated Professions” legislation by EU 2005/36/EC Directive on the recognition of professional qualifications.

Medical education program is also in compliance with “Statement on the Bologna Process and Medical Education” (2005, WFME and AMEE; World Federation for Medical Education, Association for Medical Education in Europe) declaration that the two-cycle structure should be implemented as a long, integrated, one-tier program in which completion of the first cycle does not authorize any special use or employability of the bachelor.

The medical education program consists of six full-time years with 360 ECTS in total corresponding to 1800 hours of student workload/ year (6x1800=10800 hours in total), of which at least 51 % (5500 hours) is contact hours.

Specific Admission Requirements to the Program

For Turkish Citizens:

(1) High School Diploma,

(2) Placement through a centralised, nation-wide student selection and placement examination organized by Assessment, Selection and Placement Centre (ÖSYM). Candidates gain access to the programmes based on their composite scores consisting of the scores on the centralized exam and high school grade point averages.

For International Students :

(1) High School Diploma and its “Certificate of Equivalency” granted by the Turkish Ministry of National Education (MoNE).

(2) Exam for International Student (YÖS) or international university entrance examinations such as SAT I, ACT, etc., recognised by the national authority in higher education, the Council of Higher Education (YÖK). Candidates gain access to the programmes based on their scores obtained from YÖS or equivalent exams.

Admission of the national students to the program is centralized and based on a nationwide one/two-stage examinations conducted by an independent public body (Assessment, Selection and Placement Center, ÖSYM) in compliance with the framework set by the regulations of Council of Higher Education (CoHE) of Turkey. Candidates are placed to higher education institutions on the basis of their composite scores composed of centralized exam scores and high school grade point averages.

Admission of foreign students to the program is by direct applications of candidates to the higher education institute based on publicly available national and institutional regulations.

A student who has started in a domestic or foreign equivalent program may apply for a transfer based on publicly available national and institutional regulations. Before the adoption period, each student's requirements and the application is considered an individual basis in

accordance with their degrees.

National/foreign students may take specific courses of the program given in English/Turkish through a mutual agreement within the framework of the student exchange program.

Employment Opportunities for Graduates and Transition to Upper Levels:

This degree enables the graduate to exercise his/her profession in the field of medicine as a general practitioner in accordance with the national regulations and practices. Upon successful completion of this programme, students may apply to second cycle degree or directly to third cycle (doctorate) programmes. Graduates of the program may pursue higher education as a third cycle higher education (i.e. QF-EHEA-3, EQF-LLL-8, TYYÇ- 8) with "Specialization in Medicine" or "Doctorate Degree" in biological, medical, biotechnological, pharmaceutical, managerial or other scientific fields etc.

Graduation Requirements:

Students must have a minimum CGPA of 2.00 and have completed all the courses in the program in order to graduate.

Graduation Degree

Graduation degree of the students is the cumulative grade point average (CGPA) of term scores received for each of the six phases of the program.

As stated in the "Yeditepe University Faculty Of Medicine Instruction-Training Regulation":

Assessment of student performance, grades

ARTICLE 14-

(1) A letter grade is given to students as a performance grade based on the numerical value of the grade given, by the related instructor, for each course they have taken, by considering the practical applications, laboratory and similar work and examinations and academic activities. A student who receives a grade under a CC as a letter grade for any one of the courses, is deemed to have failed that course.

Performance grades and their coefficients are shown in the following table:

| Performance Grade | Coefficient |
|--------------------------|---|
| AA | 4.0 |
| BA | 3.5 |
| BB | 3.0 |
| CB | 2.5 |
| CC | 2.0 |
| FA | 0.0 Fail (Those not entitled to enter the term final and practical training examinations due to absenteeism.) |
| FF | 0.0 Fail (Those who have entered the term final and practical training examinations and could not pass.) |

Grade Averages

ARTICLE 15- (Changed: Official Gazette of the Republic of Turkey, 16.09.2015/Number:29477)

(1) The term grade averages and the cumulative grade point averages of the students are calculated at the end of each term and their performance status are determined. The weight of the midterm examination and other work within the term grade and which examination or examinations mentioned in article 12 will be applied are determined by the Faculty Board.

(2) The total number of credits earned in a course is found by multiplying credit value of that course with the coefficient of the letter grade corresponding to it.

(3) The term grade average is calculated by dividing the total number of credits earned by a student in all of the courses he/she is enrolled in within the related term into the sum of the credit values of these courses.

(4) The cumulative grade point average is calculated by dividing the total number of credits earned by a student in all of the courses he/she has earned until that time, including the related term, into the sum of the credit values of these courses.

Family physician (Internship) term performance assessment

ARTICLE 16-

(1) In the family physician (internship) term, students are assessed as successful or unsuccessful by considering the clinical, polyclinic, laboratory and field work, patient histories they have taken, epicrisis reports they have written, their attitude and concern towards the patients, on duty hours and seminars they have attended, their participation in meetings, their theoretical and practical knowledge, their general behavior, separately, at the of the work carried out in the academic major or science and a letter grade is assessed for each internship corresponding to it. This grade is included in the assessment of the graduation rank.

These procedures are subject to the provisions of the regulation set by the Council of Higher Education.



2024-2025

| CODE | | FIRST YEAR | W | T | A | L | Y | E |
|---------------|-----|--|-----|---|---|---|---|----|
| MED | 104 | Basic Medical Sciences I | 38 | | | | | 40 |
| MED | 102 | Introduction to Clinical Practice I | 35 | | | | | 5 |
| MED | 103 | Anatomical Drawing | 28 | | | | 3 | 2 |
| MED | XXX | Free Elective Course ¹ (SS) | 14 | | | | | 2 |
| HUM | 103 | Humanities ² (FS) | 14 | | | | 2 | 3 |
| TKL | 201 | Turkish Language I ² (FS) | 14 | | | | | 2 |
| TKL | 202 | Turkish Language II ² (SS) | 14 | | | | | 2 |
| HTR | 301 | History of Turkish Revolution I ² (FS) | 14 | | | | | 2 |
| HTR | 302 | History of Turkish Revolution II ² (SS) | 14 | | | | | 2 |
| Total Credits | | | | | | | | 60 |
| CODE | | SECOND YEAR | W | T | A | L | Y | E |
| MED | 203 | Basic Medical Sciences II | 38 | | | | | 53 |
| MED | 202 | Introduction to Clinical Practice II | 34 | | | | | 5 |
| MED | XXX | Free Elective Course ¹ (SS) | 14 | | | | | 2 |
| Total Credits | | | | | | | | 60 |
| CODE | | THIRD YEAR | W | T | A | L | Y | E |
| MED | 302 | Introduction to Clinical Sciences | 40 | | | | | 53 |
| MED | 303 | Introduction to Clinical Practice III | 34 | | | | | 5 |
| MED | XXX | Free Elective Course ¹ (SS) | 14 | | | | | 2 |
| Total Credits | | | | | | | | 60 |
| CODE | | FOURTH YEAR | W | T | A | L | Y | E |
| | | | | | | | | |
| MED | 402 | Child Health And Paediatrics | 10 | | | | | 12 |
| MED | 403 | Obstetrics and Gynaecology | 5 | | | | | 9 |
| MED | 404 | General Surgery | 4 | | | | | 8 |
| MED | 405 | Cardiology | 2 | | | | | 5 |
| MED | 406 | Cardiovascular Surgery | 2 | | | | | 2 |
| MED | 407 | Clinic Ethics | 1 | | | | | 2 |
| MED | 408 | Plastic and Reconstructive Surgery | 1.5 | | | | | 2 |
| MED | 409 | Public Health | 1 | | | | | 2 |
| MED | 410 | Thoracic Surgery | 1.5 | | | | | 2 |
| MED | 411 | Internal Medicine | 9 | | | | | 10 |
| MED | 412 | Transition to Clinical Settings | 1 | | | | | 2 |
| MED | 413 | Emergency Medicine | 2 | | | | | 2 |
| MED | XXX | Area Elective Course ³ | 1 | | | | | 2 |
| Total Credits | | | | | | | | 60 |
| CODE | | FIFTH YEAR | W | T | A | L | Y | E |
| MED | 501 | Orthopaedics and Traumatology | 3 | | | | | 5 |
| MED | 502 | Ophthalmology | 3 | | | | | 5 |
| MED | 503 | Dermatology | 3 | | | | | 5 |
| MED | 504 | Otorhinolaryngology | 3 | | | | | 4 |
| MED | 505 | Neurology | 3 | | | | | 4 |
| MED | 506 | Neurosurgery | 2 | | | | | 3 |
| MED | 507 | Urology | 2 | | | | | 3 |
| MED | 508 | Anaesthesiology and Reanimation | 2 | | | | | 3 |
| MED | 509 | Pediatric Surgery | 2 | | | | | 3 |
| MED | 510 | Psychiatry | 2 | | | | | 3 |
| MED | 511 | Physical Medicine and Rehabilitation | 2 | | | | | 3 |
| MED | 513 | Clinical Pharmacology | 1.5 | | | | | 3 |
| MED | 514 | Infectious Diseases & Clinical Microbiology | 2 | | | | | 3 |
| MED | 515 | Radiology | 2 | | | | | 3 |
| MED | 516 | Nuclear Medicine | 1 | | | | | 2 |
| MED | 517 | Forensic Medicine | 1.5 | | | | | 2 |
| MED | 518 | Child Psychiatry | 1 | | | | | 2 |
| MED | 519 | Medical Genetics | 1 | | | | | 2 |
| MED | XXX | Area Elective Course ³ | 1 | | | | | 2 |
| Total Credits | | | | | | | | 60 |
| CODE | | SIXTH YEAR | W | T | A | L | Y | E |
| MED | 601 | Child Health and Pediatrics | 9 | | | | | 10 |
| MED | 602 | General Surgery/Emergency Medicine | 8 | | | | | 10 |
| MED | 603 | Internal Medicine | 9 | | | | | 10 |
| MED | 604 | Obstetrics and Gynecology | 9 | | | | | 10 |
| MED | 607 | Psychiatry | 4 | | | | | 5 |
| MED | 608 | Family Medicine | 4 | | | | | 5 |
| MED | 609 | Public Health | 5 | | | | | 5 |
| MED | XXX | Area Elective Course ³ | 4 | | | | | 5 |
| Total Credits | | | | | | | | 60 |

The curriculum applies to 2024-2025 educational term. The duration of educational term for each year is shown in the table as total number of weeks. ECTS credits are the university credits of the courses in Yeditepe University Faculty of Medicine Undergraduate Medical Education Program. 1 ECTS=25-30 hours of workload including independent study hours per average student. GPA and cGPA calculations are based on ECTS credits.

¹**Free Elective Courses.** Only one of the free elective courses provided by Faculty of Medicine can be selected in an educational year. Free elective courses provided by Faculty of Medicine in the first three years: MED 611 Medical Anthropology, MED 612 Creative Drama I, MED 613 Medical Humanities, MED 614 Personal Trademark Development, MED 615 Innovation Management, MED 616 Medical Management and New Services Design Skills, MED 617 Personal Brand Management Skills, MED 618 Research and Development in Pharmaceutical Industry, MED 619 Entrepreneurship and Storytelling Techniques for Business Purposes, MED 620 Art, Culture and Life Styles, MED 621 Epidemiological Research and Evidence Based Medicine, MED 622 Applications of Economics in Health Care, MED 623 Visual Presentation in Medicine, MED 624 Narrative Medicine, MED 627 Presentation of Medicine on Media, MED 628 Healthy Living, MED 629 Music and Medicine, MED 630 Health Law, MED 631 Creative Drama II, MED 632 Music Appreciation, MED 633 Communication with Hearing Impaired Patients in Turkish Sign Language, MED 634 Case Based Forensic Science, MED 635 Advanced Level Communication with Hearing Impaired Patients in Turkish Sign Language, MED 636 Art Project, MED 637 Artistic Photography and Composition

²**Common Courses.** These courses are obligatory in all programs of the university. The university credit values of the common courses are as stated by the University Senate. Except for HUM 103, these courses are not to be included in the GPA and cGPA calculations. Courses on Turkish Language and Culture for Foreigners (AFYA). Based on the result of Turkish Language Proficiency Exam, instead of TKL 201 (FS) and TKL 202 (SS) courses, international students will be requested to take the required ones from the AFYA 101 (FS), AFYA 102 (SS), AFYA 201 (FS) and AFYA 202 (SS) courses, designed for them. Each of these courses have credits as Y=3 and E=5. These courses are not to be included in the GPA and cGPA calculations.

³**Area Elective Courses.**

Only one of the provided courses can be elected in the fourth educational year. MED450 Approachment of Multisystem Diseases, MED451 Disaster Medicine, MED452 Exercise Physiology, MED453 Medical Education.

Only one of the provided courses can be elected in the fifth educational year. MED550 Radiation Oncology, MED551 Intensive Care, MED552 Surgical Anatomy. MED 553 The Life Style Medicine, MED 554 Clinical Microbiology, MED 555 Clinical Immunology

Only one of the provided courses can be elected in the sixth educational year. MED 650 Emergency Medicine, MED 651 Internal Medicine, MED 652 Child Health And Pediatrics, MED 653 Obstetrics and Gynecology, MED 654 General Surgery, MED 655 Cardiology, MED 656 Cardiovascular Surgery, MED 657 Clinic Ethics, MED 658 Plastic and Reconstructive Surgery, MED 659 Public Health, MED 660 Thoracic Surgery, MED 661 Orthopedics and Traumatology, MED 662 Ophthalmology, MED 663 Dermatology, MED 664 Otorhinolaryngology, MED 665 Neurology, MED 666 Neurosurgery, MED 667 Urology, MED 668 Anesthesiology and Reanimation, MED 669 Pediatric Surgery, MED 670 Psychiatry, MED 671 Physical Medicine and Rehabilitation, MED 672 Radiation Oncology, MED 673 Clinical Pharmacology, MED 674 Infectious Diseases & Clinical Microbiology, MED 675 Radiology, MED 676 Nuclear Medicine, MED 677 Forensic Medicine, MED 678 Child Psychiatry, MED 679 Medical Genetics, MED 680 Medical Microbiology, MED 681 Pathology, MED 682 Medical Biochemistry.

T: Theoretical, A: Application, L: Laboratory, Y: Yeditepe University Credit, E: ECTS Credit

NC: Non-Credit Course, FS: Fall Semester, SS: Spring Semester, W: Weeks.

Approval Date:

| Minimum Degree Requirements | |
|-----------------------------|-----|
| ECTS | 360 |
| Number of courses | 55 |

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| Competence and Competencies (Program Learning Outcomes) 2021 of Undergraduate Medical Education Program | |
|--|---|
| COMPETENCE AREA-1 / Professional Practices | |
| COMPETENCE 1.1. Health Service Provider | |
| Competency 1.1.1. Integrates knowledge, skills, and attitudes acquired from basic and clinical medical sciences, behavioral sciences, and social sciences to provide health services. | |
| Competency 1.1.2. Demonstrates a biopsychosocial approach that considers the individual's sociodemographic and sociocultural background without discrimination based on language, religion, race, or gender in patient management. | |
| Competency 1.1.3. Prioritizes the protection and improvement of individuals' and community's health in the delivery of healthcare services. | |
| Competency 1.1.4. Performs the necessary actions in the direction of maintaining and improving the state of health as considering the individual, social, social and environmental factors affecting health. | |
| Competency 1.1.5. Provides health education to healthy/ill individuals and their families, as well as to other healthcare professionals, by recognizing the characteristics, needs, and expectations of the target audience. | |
| Competency 1.1.6. Demonstrates a safe, rational, and effective approach in the processes of protection, diagnosis, treatment, follow-up, and rehabilitation in health service delivery. | |
| Competency 1.1.7. Performs interventional and/or non- interventional procedures safely and effectively for the patient in the processes of diagnosis, treatment, follow-up, and rehabilitation. | |
| Competency 1.1.8. Provides healthcare services considering patient and employee health and safety. | |
| Competency 1.1.9. Considers changes related to the physical and socio-economic environment at both regional and global scales that affect health, as well as changes in the individual characteristics and behaviors of those who seek healthcare services. | |
| COMPETENCE AREA-2 / Professional Values and Approaches | |
| COMPETENCE | 2.1. Adopting Professional Ethics and Principles |
| Competency 2.1.1. Considers good medical practices while performing the profession. | |
| Competency 2.1.2. Fulfills duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession. | |
| Competency 2.1.3. Demonstrates determined behavior in providing high-quality healthcare while considering the patient's integrity. | |
| Competency 2.1.4. Evaluates own performance in professional practices by considering own emotions and cognitive characteristics. | |

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| COMPETENCE 2.2. Health Advocate |
| Competency 2.2.1. Advocates for the improvement of healthcare service delivery by considering the concepts of social accountability and social responsibility in the protection and enhancement of community health. |
| Competency 2.2.2. Plans and implements service delivery, education, and counseling processes related to individual and community health, in collaboration with all stakeholders, for the protection and improvement of health. |
| Competency 2.2.3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for the improvement of healthcare quality. |
| Competency 2.2.4. Gives importance to protecting and improving own physical, mental, and social health and takes necessary actions for it. |
| COMPETENCE 2.3. Leader-Manager |
| Competency 2.3.1. Demonstrates exemplary behavior and leadership within the healthcare team during service delivery. |
| Competency 2.3.2. Utilizes resources in a cost-effective, socially beneficial, and compliant manner with regulations in the planning, implementation, and evaluation processes of healthcare services as the manager in the healthcare institution. |
| COMPETENCE 2.4. Team Member |
| Competency 2.4.1. Communicates effectively within the healthcare team and takes on different team roles as necessary. |
| Competency 2.4.2. Displays appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team. |
| Competency 2.4.3. Works collaboratively and effectively with colleagues and other professional groups in professional practice. |
| COMPETENCE 2.5. Communicator |
| Competency 2.5.1. Communicates effectively with patients, their families, healthcare professionals, and other occupational groups, institutions and organizations. |
| Competency 2.5.2. Communicates effectively with individuals and groups who require a special approach and have different sociocultural characteristics. |
| Competency 2.5.3. Demonstrates a patient-centered approach that involves the patient in decision-making mechanisms during the diagnosis, treatment, follow-up, and rehabilitation processes. |

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| COMPETENCE AREA-3 / Professional and Personal Development |
| COMPETENCE 3.1. Scientific and Analytical Approach |
| Competency 3.1.1. Plans and implements scientific research, as necessary, for the population it serves, and utilizes the results obtained, as well as those from other research, for the benefit of the community. |
| Competency 3.1.2. Accesses and critically evaluates current literature related to their profession. |
| Competency 3.1.3. Applies evidence-based medicine principles in the clinical decision-making process. |
| Competency 3.1.4. Uses information technologies to enhance the effectiveness of healthcare, research, and education activities. |
| COMPETENCE 3.2. Lifelong Learner |
| Competency 3.2.1. Manages effectively individual study processes and career development. |
| Competency 3.2.2. Demonstrates skills in acquiring, evaluating, integrating new information with existing knowledge, applying to professional situations, and adapting to changing conditions throughout professional career. |
| Competency 3.2.3. Selects the right learning resources to improve the quality of health care and organizes the learning process. |

| | |
|--------------------------------|---|
| Language of Instruction | English |
| Level | Equivalent to European Higher Education Area-Cycle 2, European Qualifications Framework-Lifelong Learning Level-7 and Turkish Council of Higher Education (CoHE, Türkiye Yükseköğretim Kurumu, YÖK) Turkish National Qualifications Framework for Higher Education (TNQF-HE, Türkiye Yükseköğretim Yeterlilikler Çerçevesi, TYYÇ) Level-7. The qualification in medicine (one-tier program is equivalent to the first cycle (bachelor's) plus second cycle (master's) degree. |
| Types of Courses | Compulsory, Elective |
| Coordinator(s) | <p>Chief Coordinator Assoc. Prof. Dr. Mehtap Kaçar mehtap.kacar@yeditepe.edu.tr</p> <p>Assistant Coordinators Assoc. Prof. Dr. İlke BAHÇECİ ŞİMŞEK ilke.simsek@yeditepe.edu.tr</p> <p>Asist Prof. Çiğdem KELEŞ ecaltunok@yeditepe.edu.tr</p> |
| Instructors | <p>See detailed information on each phase, course and course component in <i>the Academic Program Booklets</i> of Phase I to Phase VI. https://med.yeditepe.edu.tr/tr/ders-programi-kitapciklari</p> |

EDUCATIONAL METHODS (TEACHING, TRAINING, LEARNING)

Teaching/learning methods and strategies are selected so as to increase the skills of the students in self-study, lifelong learning, observation, teaching, presentation, critical thinking, teamwork, effective use of informatics.

Besides, teaching styles that support students with different abilities are preferred.

Education and teaching methods used in the program are listed below.

(*) One or more of the methods described here can be applied depending on the features of course.

(**) T=Theoretical, P=Practical.

| TEACHING, TRAINING, LEARNING ACTIVITIES | | |
|--|---|--|
| CONTACT STUDY | | |
| Theoretical-Class/Auditorium/Conference Hall | | |
| | Principal learning activities | Tools Employed |
| Lecture/Tutorial | Listening and comprehension | Standard classroom technologies, multimedia tools, computer, video projector |
| Case report | Listening and comprehension, observation, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Case presentation | Listening and comprehension, observation, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Research Seminar | Listening and comprehension, observation, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Student Seminar/Journal Club | Listening and comprehension, observation, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Invited speaker | Listening and comprehension, observation, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Hospital Conference | Listening and comprehension, observation, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Online/Distance or e-learning (paper-based or ICT based) | Listening and comprehension, observation, interaction, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Theoretical-Group Activity/Interactive | | |
| Case discussion | Listening and comprehension, observation, interaction, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Small group study/Problem-based learning sessions | Listening and comprehension, observation, interaction, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Exercise class | Listening and comprehension, observation, interaction, critical thinking, questioning | Laboratory technologies, multimedia tools, computer, video projector |
| Oral presentation and criticism | Listening and comprehension, observation, interaction, critical thinking, questioning | Standard classroom technologies, multimedia tools, computer, video projector |
| Practice Based-Laboratory/Class | | |
| Demonstration class | Listening and comprehension, observation, experimentation, interaction, critical thinking, questioning | Laboratory technologies, multimedia tools, computer, video projector |
| Laboratory teaching | Listening and comprehension, observation, experimentation, interaction, critical thinking, questioning | Laboratory technologies, multimedia tools, computer, video projector |
| Clinical skills laboratory | Listening and comprehension, observation, experimentation, performance, interaction, critical thinking, questioning | Laboratory technologies, simulated patients, phantoms, multimedia tools, computer, video projector |
| Exercise class | Listening and comprehension, observation, experimentation, interaction, critical thinking, questioning | Laboratory technologies, multimedia tools, computer, video projector |

| Clerkship (Clinical practice and training) | | |
|---|--|---|
| Outpatient clinic | Clinical practice | Clinical setting |
| Patient bedside | Clinical practice | Clinical setting |
| Imaging round | Clinical practice | Clinical setting |
| Laboratory round | Clinical practice | Clinical setting |
| Grand round | Clinical practice | Clinical setting |
| Operating room | Clinical practice | Clinical setting |
| Invasive Intervention room | Clinical practice | Clinical setting |
| Night shift at ward | Clinical practice | Clinical setting |
| Night shift at the intensive care unit | Clinical practice | Clinical setting |
| Night shift at the emergency care unit | Clinical practice | Clinical setting |
| Work placement/Clerkship (Clinical performance under supervision) | | |
| Field study/Fieldwork | Clinical performance | Clinical setting |
| Outpatient clinic | Clinical performance | Clinical setting |
| Patient bedside | Clinical performance | Clinical setting |
| Imaging round | Clinical performance | Clinical setting |
| Laboratory round | Clinical performance | Clinical setting |
| Work-based practice | Clinical performance | Clinical setting |
| Grand round | Clinical performance | Clinical setting |
| Operating room | Clinical performance | Clinical setting |
| Invasive intervention room | Clinical performance | Clinical setting |
| Night shift at ward | Clinical performance | Clinical setting |
| Night shift at the intensive care unit | Clinical performance | Clinical setting |
| Night shift at the emergency care unit | Clinical performance | Clinical setting |
| INDEPENDENT STUDY | | |
| Independent study for theoretical exam/s | Reading, writing, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |
| Independent study for oral/practical exam/s | Reading, writing, practising, experimentation, performance, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |
| Research paper writing | Reading, writing, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |
| Project writing | Reading, writing, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |
| Report writing | Reading, writing, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |
| Homework | Reading, writing, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |
| Investigation/Survey study | Reading, writing, investigation, critical thinking, questioning, comprehension, verification | Learning center, library, student laboratories, study room, references, lecture slides, lecture notes |

Relationship Between Competence and Competencies (Program Learning Outcomes) 2021 and Courses*

*P: Phase, MED: Course Code, CC: Course Component, CLR: Clerkship, INT: Internship

| | Competence and Competencies (Program Learning Outcomes) 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|-------|-------|-------|----------------------|-------|-------|-------|-----------------------|-------|------------------|-------|---|-------------------|-------|-------|---|-------|-------|-------|-----------------------|-------|---|--|
| COMPETENCE AREA | 1. PROFESSIONAL PRACTICES | | | | | | | | | | 2.PROFESSIONAL VALUES AND APPROACHES | | | | | | | | | | | | 3.PROFESSIONAL AND PERSONAL DEVELOPMENT | | | | | | | | | | | |
| Competence | 1.1. Health Service Provider | | | | | | | | | | 2.1. Adopting Professional Ethics and Principles | | | | 2.2. Health Advocate | | | | 2.3. Leader - Manager | | 2.4. Team Member | | | 2.5. Communicator | | | 3.1. Scientific and Analytical Approach | | | | 3.2. Lifelong Learner | | | |
| | 1.1.1 | 1.1.2 | 1.1.3 | 1.1.4 | 1.1.5 | 1.1.6 | 1.1.7 | 1.1.8 | 1.1.9 | 2.1.1 | 2.1.2 | 2.1.3 | 2.1.4 | 2.2.1 | 2.2.2 | 2.2.3 | 2.2.4 | 2.3.1 | 2.3.2 | 2.4.1 | 2.4.2 | 2.4.3 | 2.5.1 | 2.5.2 | 2.5.3 | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.2.1 | 3.2.2 | 3.2.3 | | |
| P1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 104 Basic Medical Sciences I, MED 102 Introduction to Clinical Practice I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 104 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| MED 102 | x | x | | x | | | x | | | x | x | | x | | | | | x | x | | x | x | x | x | x | | | | x | | | x | | |
| P2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 203 Basic Medical Sciences II, MED 202 Introduction to Clinical Practice II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 203 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| MED 202 | x | x | | x | | | x | | | x | x | | x | | | | | x | x | | x | x | x | | | x | | | x | | | x | | |
| P3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 302 Introduction to Clinical Sciences, MED 303 Introduction to Clinical Practice III | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 302 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| MED 303 | x | x | | x | | | x | | | x | x | x | x | | | | | x | x | | x | x | x | x | x | x | | | x | | | x | | |
| P4 (CLR) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 412 Transition to Clinical Settings, MED 411 Internal Medicine, MED 402 Child Health and Pediatrics, MED 403 Obstetrics and Gynecology, MED 404 General Surgery, MED 405 Cardiology, MED 406 Cardiovascular Surgery, MED 407 Clinic Ethics, MED 408 Plastic and Reconstructive Surgery, MED 409 Public Health, MED 410 Thoracic Surgery, MED 413 Emergency Medicine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MED 412 | x | x | x | x | | x | x | | x | x | x | x | | | | | | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | | |
| MED 411 | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| MED 402 | x | x | x | x | x | x | | x | x | x | | x | x | x | x | x | | | | | x | x | x | x | x | x | x | x | x | | x | | | |
| MED 403 | | x | x | x | x | x | x | | | x | | x | x | x | x | x | | | | | x | x | x | x | x | x | | x | x | x | | | | |
| MED 404 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| MED 405 | x | | | | | | | | | x | x | x | x | | x | | | | | | x | x | x | x | | | | x | | x | | | | |
| MED 406 | x | x | x | | | x | x | | x | | | x | | x | | | | x | | x | x | x | x | x | x | x | | x | x | x | x | x | | |
| MED 407 | x | x | x | x | x | x | x | x | x | x | x | | | x | | | | | | | | x | x | x | x | x | x | x | | | x | | | |
| MED 408 | x | x | x | x | x | x | | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | | | x | x | x | |
| MED 409 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| MED 410 | x | | | x | x | x | | | | | | | | | | | | | x | | | | | | | | x | x | x | x | x | x | x | |
| MED 413 | x | x | x | x | x | x | x | x | x | x | x | | | x | x | x | x | x | x | x | x | x | x | x | x | | | x | x | x | | | | |

[illegible]